

## CURRICULUM VITAE

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### Education

Ph.D., Philosophy/Education (joint), Michigan State University, 1985  
M.A., Philosophy, Michigan State University, 1978  
B.A., Philosophy, Michigan State University, 1973

### Areas of Specialization

Education Policy and Political Theory  
Philosophical Dimensions of Education Research  
Ethics in Teaching and Education Research

### Positions Held

Current	Professor, University of Colorado at Boulder
2005-07	Professor, Associate Dean for Graduate Studies, University of Colorado at Boulder
2001-05	Professor, Associate Dean for Graduate Studies, Director of the Education and the Public Interest Center, School of Education, University of Colorado at Boulder
1999-00	Professor, Director of Graduate Studies, School of Education, University of Colorado at Boulder
1996-99	Professor, Chair of Educational Foundations, Policy and Practice Program, School of Education, University of Colorado at Boulder
1990-96	Associate Professor, School of Education, University of Colorado at Boulder
1987-90	Assistant Professor, School of Education, University of Colorado at Boulder
1985-87	Assistant Professor, Medical Humanities Program, Michigan State University Adjunct Assistant Professor, College of Education, Michigan State University
1981-85	Evaluation Coordinator/Instructor, Medical Humanities Program, Michigan State University

## Publications

### Books

Howe, K. (2003). Closing methodological divides: Toward democratic educational research. Dordrecht, the Netherlands: Kluwer

House, E. & Howe, K. (1999). Values in evaluation and social research. Thousand Oaks, CA: Sage.  
(Translated 2001, Valores en evaluacion e investigacion social. Madrid: Morata.)

Howe, K. (1997). Understanding equal educational opportunity: Social justice, democracy and schooling. New York: Teachers College Press (Translated 2005 into Japanese).

Howe, K. & Miramontes, O. (1992). The ethics of special education. New York: Teachers College Press.  
(Translated 2001, La etica de La educacion especial. Barcelona: Idea Books.)

### Articles & Chapters (\*refereed)

Howe, K. (in press). Mixed methods, mixed causes? Qualitative Inquiry (also to appear in Qualitative inquiry & global crises. Left Coast Press).

Howe, K. (in press). Philosophy of social science and educational research. Handbook of educational theories. Information Age Publishers.

Howe, K. (2010). Educational equality in the shadow of the Reagan era. Part II, in Hayden, G. (Ed.). Equality and Education (pp. 71-95). New York: Continuum.

\*Howe, K. (2009). Positivist dogmas, rhetoric, and the education science question. Educational Researcher, 38, 428 – 440.

Howe K. (2009). Response to Comments: Straw makeovers, dogmatic holism, and interesting conversation. Educational Researcher, 38, 463 - 466.

\*Howe, K. (2009). Isolating science from the humanities: The third dogma of educational research. Qualitative Inquiry, 15, 766 - 784.

Howe, K. & MacGillivray, H. (2008). Social research attuned to deliberative democracy. SAGE Handbook of Social Science Ethics. Los Angeles: Sage, pp. 565-579.

Howe, K. (2008). Evidence, the conservative paradigm, and school choice. In Feinberg, W., & Lubienski, C. (Eds.). School choice policies and outcomes: Philosophical and empirical perspectives on limits to choice in liberal democracies. Albany, NY: SUNY Press, pp. 61-78.

Howe, K. (2008). Isolating science from the humanities: The third dogma of educational research. In M. Giardina & N. Denzin (Eds.), Qualitative research and the politics of evidence (pp. 97-118). Walnut Creek, CA: Left Coast Press.

\*Howe, K. (2007). On the (In)Feasibility of school choice for social justice. Philosophy of Education 2006. Normal, ILL: Philosophy of Education Society, pp. 259-267.

- \*Howe, K. (2005). The question of education science: *Experimentism* versus *experimentalism*. Educational Theory, 55(3), 307-322.
- Howe, K. (2005). The education science question: A symposium. Educational Theory, 55(3), 235-244.
- \*Howe K. & Ashcraft, C. (2005). Deliberative democratic evaluation: Successes and limitations of an evaluation of school choice. Teachers College Record, 7(10), 2274-2297.
- Howe, K. (2005). Ethics, methodology, and democracy. In J. Paul (Ed.), Philosophies of Inquiry in Education and the Social Sciences (pp. 79-83). Englewood Cliffs, NJ: Prentice-Hall. (This volume also includes commentaries that apply the framework developed in the above chapter to six different studies, pp. 130-132, pp. 166-167, pp. 202-203, pp. 244-246, 279-281, and pp. 310-311.)
- \*Betebenner, D. W., Howe, K. R., & Foster, S. S. (2005). On school choice and test-based accountability. Education Policy Analysis Archives, 13(4) (Available: <http://epaa.asu.edu/epaa/v13/n40>).
- Welner, K. & Howe, K. (2005). Steering toward separation: The evidence and implications of special education students' exclusion from choice schools. In J. Scott (Ed.), School choice and diversity, 93-111. New York: Teachers College Press.
- Howe, K. (2005). Introduction. In K. Howe, Ed., Philosophy of Education 2005. Normal, ILL: Philosophy of Education Society, xi-xvi.
- Howe, K. (2005). The professoriate and the truth: Getting the shoe on the *right* foot. In C. Higgins, Ed., Philosophy of Education 2004. Normal, ILL: Philosophy of Education Society, 29-36.
- \*Howe, K. (2004). A critique of experimentalism. Qualitative Inquiry, 10(4), 42-61. (Reprinted, 2007, in V. Plano Clark & J. Creswell (Eds.), Mixed Methods Reader. Sage.)
- House, E. & Howe, K. (2003). Democratic deliberative evaluation. In T. Kellaghan, D. Stufflebeam, & L. Wingate (Eds.), the International Handbook of Evaluation Studies, pp. 79-100. Dordrecht, The Netherlands: Kluwer.
- \*Howe, K. & Welner, K. (2002). School choice and the pressure to perform: Déjà vu for children with disabilities? Journal of Remedial and Special Education, 23(4), 212-221. Reprinted as chapter 4 in Rix, J., Simmons, K., Nind, M. & Sheehy, K (Eds.) (2005), Policy and Power in Inclusive Education: Values into Practice. New York: Routledge.
- Howe, K., Eisenhart, M. & Betebenner, D. (2002). The price of public school choice. Educational Leadership, 59(7), 20-24.
- \*Howe, K., Eisenhart, M. & Betebenner, D. (2001). School choice crucible: A case study of Boulder Valley. Phi Delta Kappan, 83(2), 137-146. (Condensed and reprinted, 2002, under the title Research scotches school choice. Education Digest, 67(5), 10-17. Reprinted, 2002, in A. Kohn & P. Shannon (Eds.), Education Inc.: Turning learning into a business, pp. 146-166. Portsmouth, NH: Heinemann.)
- Howe, K. (2001). Qualitative educational research: The philosophical Issues. In V. Richardson, Ed., Handbook of Research on Teaching (4th ed.), pp. 201-208. Washington, D.C.: American Educational Research Association.
- Howe, K. & Berv, J. (2000). Constructing constructivism, epistemological and pedagogical. In D.C. Phillips, Ed., Constructivism in education: Opinions and second opinions on controversial issues (Ninety-ninth Yearbook of the National Society for the Study of Education), pp. 19-40. Chicago: the National Society for the Study of Education.

- House, E. & Howe, K. (2000). Deliberative democratic evaluation in practice. In D. Stufflebeam Ed., Evaluation models, 409-422. Boston: Kluwer.
- House, E. & Howe, K. (2000). Deliberative democratic evaluation. In K. Ryan, Ed., Evaluation as a democratic process: Promoting inclusion, dialogue and deliberation. (New Directions for Evaluation, no. 80), pp. 3-12. San Francisco: Jossey-Bass.
- Howe, K. & Moses, M. (1999). Ethics in educational research. In A. Iran-Nejad & P. D. Pearson Eds., the Review of Research in Education, vol. 24, pp. 21-60. Washington, D.C.: American Educational Research Association.
- \*Moses, M., Howe, K., & Niesz (1999). The pipeline and student perceptions of schooling: Good news and bad news. Educational Policy, 13(4), 573-591.
- \*Howe, K. (1998). The interpretive turn and the new debate in education. Educational Researcher, 27(8), 13-21.
- \*Howe, K. (1998). What (epistemic) benefit inclusion? In S. Laird, Ed., Philosophy of Education 1997. Normal, ILL: Philosophy of Education Society, pp. 89-96.
- Howe, K. (1997). Liberalism, ethics and special education. In J. Paul & M. Churton, Eds., Foundations of special education: Some of the knowledge informing research practice in special education, pp. 215-228. Pacific Grove, CA: Brooks/Cole.
- Howe, K. (1996). Educational ethics, social justice, and children with disabilities. In C. Christensen and F. Rizvi, Eds., Disability and the dilemmas of education and justice, pp. 46-62. Open University Press.
- Howe, K. Equality in education (1996). In J. J. Chambliss, Ed., Philosophy of education: An encyclopedia. New York: Garland.
- \*Howe, K. (1996). Validity, bias, and justice in educational testing: The limits of the consequentialist conception. In A. Neiman, Ed., Philosophy of education 1995. Normal, ILL: Philosophy of Education Society, pp. 295-302.
- Howe, K. (1995). Democracy, justice, and action research: Some theoretical developments. Educational Action Research, 3(3), 347-349.
- Howe, K. (1995). Setting standards for standards: wrong solution, wrong problem. Educational Leadership, 52(6), 22-23. (Reprinted 1996 in Annual Editions: Education. Guilford, CT: Dushkin.)
- \*Howe, K. (1994). Standards, assessment, and equality of educational opportunity. Educational Researcher, 23(8), 27-33.
- Howe, K. (1994) Equality of educational opportunity: Philosophical aspects. In T. Husen & N. Postlethwaite, Eds., The international encyclopedia of education (2nd edition). Oxford: Pergamon Press.
- \*Howe, K. (1993). Equality of educational opportunity and the criterion of equal educational worth. Studies in Philosophy and Education, 11, 329-337.
- \*Howe, K. and Dougherty, K. (1993). Ethics, IRB's, and the changing face of educational research. Educational Researcher, 22(9), 16-21. (Reprinted 2000 in Annual Editions: Research Methods. Guilford, CT: Dushkin, 16-21.)
- Howe, K. (1993). The liberal democratic tradition and educational ethics. In Kenneth Strike and Lance Ternansky, Eds., Ethics for educational professionals: The place of ethics in their preparation and

practice, pp. 27-42. New York: Teachers College Press. (This volume also includes my commentary on "I dream of Jennie and the great blue cloud," pp. 58-62.)

- \*Howe, K. (1992). Liberal democracy, equal educational opportunity and the challenge of multiculturalism. American Educational Research Journal, 29(3), 455-470. (Reprinted 1999 in J. Noel, Ed., Multicultural Education. Guilford, CT: Dushkin McGraw Hill.)
- \*Howe, K. (1992). Getting over the quantitative-qualitative debate. American Journal of Education, 100(2), 236-256.
- Eisenhart, M. and Howe, K. (1992). Validity in educational research. In M. LeCompte, W. Millroy, and J. Preissle Eds., Handbook of qualitative research in education. San Diego: Academic Press, pp. 642-680.
- \*Howe, K. and Miramontes, O. (1991). A framework for ethical deliberation in special education. Journal of Special Education, 25(1), 7-25.
- \*Howe, K. (1991). Integrating ethics into the social studies curriculum. Social Science Record, 28(1), 11-36.
- \*Howe, K. and Eisenhart, M. (1990). Standards in qualitative (and quantitative) research: a prolegomenon. Educational Researcher, 9(4), 2-9. (Translated and reprinted (1993, Abril) Revista De Educacion, 173-190.).
- \*Howe, K. (1990). Equal opportunity *is* equal education (within limits). Educational Theory, 40(2), 227-230.
- \*Howe, K. (1990). AIDS education in the public schools: Old wine in new bottles?" Journal of Moral Education, 19 (2), 114-123.
- \*Tomlinson, T., Howe, K., Notman, M. and Rossmiller, D. (1990). An empirical study of proxy consent for the elderly. Gerontologist, 30(1), 54-64.
- House, E. and Howe, K. (1990). Second chance in educational policy. In Daniel Inbar, Ed., Second chance in education, pp. 49-65. New York: Falmer Press.
- \*Howe, K. (1990). Equality of educational opportunity as equality of educational outcomes. Philosophy of education 1989. Normal, ILL: Philosophy of Education Society, pp. 292-299.
- \*Howe, K. (1989). In defense of outcomes-based conceptions of equal educational opportunity. Educational Theory, 39(4), 317-336.
- \*Howe, K. (1988). Against the quantitative-qualitative incompatibility thesis (or dogmas die hard). Educational Researcher, 17(8), 10-16.
- \*Howe, K. (1988). An evaluation primer for philosophy teachers. Teaching Philosophy, 11(4), 315-28.
- Howe, K. (1988). Why mandatory screening for AIDS is a very bad idea. D. VanDeVeer and C. Pierce, Eds., AIDS: Ethics and public policy, Wadsworth, pp. 140-149.
- \*Notman, M., Howe, K., Rittenburg, W., Bridgham, R., Holmes, M., and Rovner, D. (1987). Physician's responses to DRG's: Public policy and professional responsibility. Social Science and Medicine, 25(12), 1259-1267.
- \*Howe, K. (1987) Medical students' evaluations of different levels of medical ethics teaching: Implications for curricula. Medical Education, 21, 340-49.

- \*Howe, K. (1986). A conceptual basis for ethics in teacher education. Journal of Teacher Education, 37(3), 5-12.
- \*Howe, K. (1986). A required pre-clinical medical ethics course: Three years experience. Teaching Philosophy, 9(1), 35-44.
- \*Johnson S., Kurtz, M., Tomlinson, T., and Howe, K. (1986). Students' stereotypes of patients as barriers to clinical decision making. Journal of Medical Education, 61(9), 727-35.
- \*Howe, K. (1985). Two dogmas of educational research. Educational Researcher, 14(8), 10-18.
- \*Howe, K. and Jones, M. (1984). Techniques for evaluating student performance in a pre-clinical medical ethics course. Journal of Medical Education, 59, 350-52.
- \*Howe, K., Holmes, M., and Elstein, A. (1984). Teaching clinical decision making. Journal of Medicine and Philosophy, 9, 215-228.
- \*Howe, K. (1982). Evaluating philosophy teaching: assessing student mastery of philosophical objectives in nursing ethics. Teaching Philosophy, 5(1), 11-22.

### Reviews

- Howe, K. (2010). Experiments in ethics, by Anthony Appiah. Teachers College Record, <http://www.tcrecord.org> ID Number: 16030, Date Accessed: 2/1/2011 7:35:43 PM
- Howe, K. (2007) The *Is* and the *Ought* of Bridge-Building in Educational Research (response to Paul Smeyers' review of Howe, K. (2003). Closing methodological divides: Toward democratic educational research. Dordrecht, the Netherlands: Kluwer). Studies in Philosophy and Education, 26(6), 577-578.
- Howe, K. (2005). A review of Politics, persuasion, and educational testing (Harvard University Press, 2004) by Lorraine McDonnell. Political Science Quarterly, 120(3), 547-548.
- Foster, S. & Howe, K. (2003). Review of Bridging liberalism and multiculturalism in American education, by Rob Reich (Chicago: The University of Chicago Press, 2002). Contemporary Sociology, 33(3), 363-369.
- Howe, K. (1999). On different ground. Studies in Philosophy and Education. (Review essay of On higher ground: Education and the case for affirmative action, by Walter Fineberg (New York: Teachers College Press, 1998)).
- House, E. & Howe, K. (1998). The issue of advocacy in evaluations. American Journal of Evaluation, 19(2), 233-236.
- Howe, K. (1995). Currents in the conversation about diversity. Educational Theory, 45(4), 525-539.
- Howe, K. (1994). Review of the Ethics of multicultural and bilingual education. Journal of Curriculum Studies, 26(3), 342-348
- Howe, K. and Floden R. (1987). The thinking about education series: A review essay. Educational Theory, 37(2), 189-199.

### Published Articles and Invited Responses, Professional Organizations

- Howe, K. (2003). School choice down in the cave. In S. Fletcher, Ed., Philosophy of Education 2002. Normal, ILL: Philosophy of Education Society, pp. 221-225.

- Howe, K. (1999). Autonomy, Education, and the Big Picture. In S. Tozer, Ed., Philosophy of Education 1998. Normal, ILL: Philosophy of Education Society, pp. 332-334.
- Howe, K. (1995) Non-exclusion is not the same as inclusion: A response to Curren. In M. Katz, Ed., Philosophy of education 1994. Normal, ILL: Philosophy of Education Society, pp. 249-251.
- Howe, K. (1992). A view from the near side. M. Buchman & R. Floden, Eds., Philosophy of education 1991. Normal, ILL: Philosophy of Education Society, pp. 356-360.
- Howe, K. (1986). Medical students' perceptions of pre-clinical medical ethics teaching. Proceeding of the annual conference on research in medical education. Washington D.C.: Association of American Medical Colleges, pp. 32-37.
- Howe, K., Tomlinson, T. and Jones M. (1985). Summary of the evaluation of the ethics in the core curriculum project. Proceedings of the annual conference on research in medical education. Washington D.C.: Association of American Medical Colleges, pp. 132-38.

#### Technical Reports and Policy Analyses

- Howe, K. (2006). Review of Finn, C. & Petrilli, M., The state of state standards 2006. Educational Policy Studies Laboratory ([http://www.asu.edu/educ/eps/EPRU/epru\\_2006\\_thinktankreview.htm](http://www.asu.edu/educ/eps/EPRU/epru_2006_thinktankreview.htm))
- Howe, K. (2006) An appraisal of Colorado's charter schools: Implications for redirecting policy. *Prism* 6(1), 9-12.
- Howe, K. & Foster, S. (2005). An Assessment of Colorado's Charter Schools: Implications for Policy. EPIC occasional paper. Available at: <http://education.colorado.edu/epic/index.asp>
- Howe, K. & Welner, K. (2003). An analysis of Colorado's school voucher proposals. EPIC occasional paper. Available at: <http://education.colorado.edu/epic/ResPub/respubauth.asp>.
- Betebenner, D. & Howe, K. (2001). Implications for Use of the ACT within the Colorado Student Assessment Program. (Available at: <http://education.colorado.edu/epic/coloradostudiesandreports.htm>)
- Howe, K. & Eisenhart, M. (2000). A study of Boulder Valley School District's open enrollment system. (Available at: <http://education.colorado.edu/epic/coloradostudiesandreports.htm>)

#### Newspaper Commentaries

- Howe, K. (2002, June 16). Let's consider all the facts. The Boulder Valley School Board's decision on charter schools. *Daily Camera*.
- Howe, K. (2002, April 10). Free market free for all. *Education Week*.
- Howe, K. & Eisenhart, M. (2001, January 14). Summary of the Boulder Valley open enrollment study. *Daily Camera*.
- Howe, K. (1999, October 24). Education's manufactured crisis. *Denver Post*.

#### In progress

- Howe, K. Mixed methods, mixed causes, and triangulation. Special Issue for The Journal of Mixed Methods Research

Howe, K. The imperative of integration, by Elizabeth Anderson. Teachers College Press (review).

Howe, K. Liberalism and educational research. Rowman & Littlefield (under contract, in preparation).

Selected Presentations (excludes those published as articles)

Symposium participant, Revising the AERA Ethical Standards and Strengthening Professional Guidance - Convened by the AERA Ethics Committee, American Educational Research Association, Denver (May 2010).

Symposium presenter, Ethics for Educators: Lessons from the Field, Philosophy of Education Society, (April 2010).

Symposium presenter, Philosophers of Education in the Spheres of Education Policy and Practice (plenary), Philosophy of Education Society, San Francisco (April 2010).

Davidson, K. and Howe, K. "Deliberative Democratic Social Research: A Self-Assessment." Symposium paper, AERA annual meeting, San Diego (April 2009).

Howe, K. "Mixed-methods: Breakthrough or Muddle?" Symposium paper, Annual International Congress of Qualitative Inquiry, Urbana-Champaign (May 2009)

Howe, K. Standards for Humanities-oriented Research and the Third Dogma of Education Research. Symposium paper, Annual International Congress of Qualitative Inquiry, Urbana-Champaign (May 2009).

"Educational Research, Politics, and the Rhetoric of Science." Plenary symposium presentation, Annual International Congress of Qualitative Inquiry, Urbana-Champaign (May 2008).

"Relations between Philosophy of Education and Educational Policy." Symposium presenter, Philosophy of Education Society, Atlanta (March 2007).

"Philosophy as Praxis: Thinking and Doing as Philosophers of Education." Discussant, American Educational Research Association, San Francisco (April 2006).

"Questioning Assumptions about Qualitative Research." Discussant, American Educational Research Association, San Francisco (April 2006).

"Education Science, Politics, and Professional Ethics." Featured speaker at conference, Whose Children: Ethics, Education and Collective Responsibility, Tempe AZ, (November 2004).

"The Question of Scientific Educational Research: Methodology or Politics?" Keynote address, Southeastern Philosophy of Education Society, Tuscaloosa, AL (January 2004).

"A Critique of the NRC's *Scientific Research in Education*." Presentation at NRC workshop on knowledge accumulation in education, Washington, D.C. (June 2003).

"Making Better Policy Decisions for Colorado's Future: How Has University Research Helped Policy Makers in Colorado?" Panel participant in public policy conference, University of Colorado at Colorado Springs, Colorado Springs, CO (September 2003).

"Mixing Choice and Accountability: A Witches' Brew?" Paper presentation, American Educational Research Association, Chicago (April 2003).

"Qualitative Knowing in Scientifically-based Research." Invited presentation, University of Illinois, College of Education, Urbana-Champaign, ILL (April 2003).

“School Choice: The Ideal and the Reality.” Invited address, Jefferson County Phi Delta Kappa annual Kirk Brady Memorial Forum. Denver, CO (January 2003)

“Deliberative Democratic Evaluation in Practice: A Case Study of School Choice.” RACE 2001, Tempe, AZ (January 2001).

“A Case Study of School Choice: Support for the Critics.” RACE 2001, Tempe, AZ (January 2001).

“A Study of Boulder Valley School District’s Open Enrollment System.” Summary of the report of a study by the same name, presented to the Boulder Valley School District School Board and the public, Boulder, CO (October 2000).

Symposium on the Rowman and Littlefield, philosophy, theory, and educational research series. Philosophy of Education Society, Toronto (April 2000).

“The Technical Approach to Social Research, and What’s Wrong With It.” RACE 2000 Conference, Tempe, AZ (January 2000).

“Ethics in Teaching.” Workshop for the 15<sup>th</sup> Annual Fall Intensive, Teaching at CU. Boulder, CO (August 1999).

"Professional Ethics in Teacher Education." Symposium moderator/organizer, Philosophy of Education Society, New Orleans (March 1999).

"Parental Participation in Math Education." Symposium discussant, American Educational Research Association, Montreal (April 1999).

"The Autonomy/Privacy/Informed Consent Triumvirate: An Outmoded Ethical Framework?" International Philosophy Congress, Boston (August 1998)

"Democracy Class." Annual Meeting of the National Network for Educational Renewal, Seattle (August 1998)

"Informed Consent: An Outmoded Principle in Social and Educational Research?" AERA/Spencer Summer Research Institute, Boulder, CO (June 1998)

"Learning from Our Masters: Curricular Issues in Graduate Education." Symposium participant, American Educational Research Association, Chicago (March 1997).

“Forging Equality--Tales From the Field.” Discussant, American Educational Research Association, New York (April 1996).

“Who gets it? Who does it? And how does it feel? Theory Into Practice and the Dilemmas of Empowerment.” Symposium chair/discussant, American Educational Research Association, San Francisco (April 1995).

“Studying Philosophy of Education Today.” Symposium participant, American Educational Research Association, New Orleans (April 1994).

“Educational Equality, Educational Excellence, and Citizenship Education.” Lecture in Academic Frontiers Series of Public Lectures, St. Petersburg, Florida (February 1994).

“Finessing Parental Consent: For Whose Benefit?” Symposium organizer/participant, American Educational Research Association, Atlanta (April 1993).

“Collaborative Inquiry for Gender and Ethnic Equity.” Workshop leader, sponsored by the Southern Colorado Equity Training Center, Colorado Springs, CO (August 1992) (with Carol Wilson).

“The Many Faces of Educational Equality.” Presentation at the National Academy of Education Spring Meeting, Chicago (May 1992).

“Qualitative Research and Institutional Review Boards: Issues and Discussion.” Symposium participant, American Educational Research Association, San Francisco (April 1992).

“Equal educational opportunities or educational opportunities of equal worth?” Paper presented at Philosophy of Education Society Annual Meeting, Denver (March 1992).

“What is Gender Equity,” First of a four part series of seminars entitled Gender Issues in Math and Science, Boulder (February 1992) (with Nancy Songer).

“Against the Quantitative-Qualitative Dualism: Removing a Barrier to Uniform Standards of Validity in Educational Research.” Paper presented at Colorado State University, Fort Collins, Colorado (February 1992).

#### Grants

“Ethics in Education Curricula.” University of Colorado Institute for Ethical and Civic Engagement (2007, \$7,400).

“Implications for Use of the ACT within the Colorado Student Assessment Program.” (2001, with Damian Betebenner, funded by the State of Colorado, \$28,500)

Education Research and Education Policy Formation: One School District’s Response to a Study of Their School Choice System (2001, funded by the Spencer Foundation, \$35,000, with Margaret Eisenhart.) A study to determine the effect of educational research on educational policy making.

Spencer Foundation Mentor Grant (with Margaret Eisenhart, 2000-2002, \$50,000). A two-year grant that supported mentoring graduate students.

“School Choice and Democratic Deliberation: A Case Study.” (2000, funded by the Spencer Foundation, \$35,000, Margaret Eisenhart co-investigator.) An extension of the study described immediately below, with the explicit aim of providing a theoretically grounded account of Boulder Valley School District’s school choice policy of general interest to educational scholars and policymakers.

“A Study of Boulder Valley School District’s Open Enrollment Policy,” (1999, commissioned by the Boulder Valley School District, \$30,000, Margaret Eisenhart co-investigator): A study to determine the results of and examine opinions toward Boulder Valley School District’s “open enrollment” (i.e., school choice) policy.

"Gender Equity in Vocational and Career Education" Phase I, (funded by Colorado Community College and Occupation Education System, \$22,750): A project to work directly with teachers, administrators, school counselors and parents to articulate principles of gender equity, to identify associated practices, and to improve these practices where possible (1990-91). Phase II, \$12,000 (1992). Phase III, \$20,600 (1992-93). Phase IV, \$100,000 (1994-1996). (Grant administered by the Colorado Partnership for Educational Renewal. Co-investigator with Carol Wilson.)

"Teachers Views of Educational Ethics and Policy: A Pilot Study" (funded by the University of Colorado Council for Research and Creative Work, \$3,500). An investigation to determine how public school teachers define and cope with ethical problems in education and to develop a set of scenarios to be used in teaching educational ethics (1988-89).

"Equal Educational Opportunity: Will the Threshold Principle Work?" (a Junior Faculty Development Award, funded by the University of Colorado Council for Research and Creative Work, \$7,000): An investigation of the concept of equal educational opportunity, with particular emphasis on the plausibility of equal results interpretations (1988).

"An Empirical Study of Proxy Consent for the Elderly" (funded by the Retirement Research Foundation, \$65,000): A study to investigate the ability of surrogate decision makers (family members and health care professionals) to make accurate medical treatment decisions on behalf of elderly persons. (Co-investigator with Tom Tomlinson, 1985-87)

#### Honors and Awards

Outstanding Graduate Advisor Award, University of Colorado at Boulder, 1997

National Academy of Education/Spencer Foundation Post-Doctoral Fellowship, 1990

Award for Outstanding Academic Achievement (doctoral studies), Michigan State University, College of Education, Department of Teacher Education, 1985

Tuition Grant, Michigan State University, Philosophy Department, 1974

Phi Beta Kappa Society

#### Professional Organizations

American Educational Research Association

American Evaluation Association

Philosophy of Education Society

#### Selected Professional Service

University of Colorado at Boulder: Academic Affairs Budget Advisory Committee (current); Boulder Faculty Assembly Budget Committee (current); Outreach Committee (current); Vice Chancellor's Advisory Committee; Research subcommittee of Flagship 2030 Strategic Planning Project; Teaching Evaluation Committee; Graduate Teacher Program Steering Committee; Research Misconduct Committee, Quality Indicators Committee; Graduate School Executive Advisory Committee; Boulder Faculty Assembly; Boulder Faculty Assembly Executive Committee; Committee on Academic Policies, Practices, and Standards (chair); Human Research Committee

Member, American Educational Research Association Standing Committee on Ethics

Member, American Educational Research Association Standards for Humanities-oriented Research task force (current) and standing Ethics Committee

Philosophy of Education Society Program Chair/Editor Philosophy of Education Yearbook (2004-05)

Member of Philosophy of Education Society Membership Committee, Committee on Professional Activities (chair), Committee on Ethics in Education (current), Elections Committee (chair), Program Committee (twice member, once chair), zz public face committee

Member of the editorial board for Educational Theory, Educational Researcher, and Cambridge Journal of Education.

Reviewer for: American Educational Research Journal, Educational Researcher (current), Educational Philosophy and Theory, Educational Theory (current), Journal of Special Education, Journal of Teacher Education (current), Qualitative Studies in Educational Research, Studies in Philosophy and Education

AERA Distinguished Contributions to Research in Education Award Committee

Co-editor of Kluwer Philosophy of Education Series

Member of the Public Education Business Coalition of Colorado

Associate of National Network for Educational Renewal

Courses Taught at CU Boulder

Introduction to Educational Research and Social Policy (Grad)

Philosophy of Education (Grad)

Philosophical Issues in Educational Research (Grad)

Seminar in Equal Educational Opportunity and Justice (Grad)

Teacher Ethics (Grad)

Introduction to Disciplined Inquiry (Grad)

Seminar in Multi-cultural Education (Grad)

Advanced Social Foundations of Education (Grad)

School and Society (Under Grad)