

## CURRICULUM VITAE

March 1, 2011

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### EDUCATION

BA 1964 Northwestern University, Evanston, Illinois; Department of Political Science

MA 1969 University of Chicago, Chicago, Illinois, Department of Education and the Social Order  
MA Thesis: Dilemmas in Inner-City School Reform

PhD 1974 University of Chicago, Chicago, Illinois, Department of Education and the Social Order  
PhD Thesis: Institutional Constraints on Teacher Styles and The Development of Student Work Norms

### PROFESSIONAL ORGANIZATIONS AND OFFICES

American Association of University Professors

President, University of Colorado-Boulder Chapter (2006-present)

Vice-President for Administration, Colorado Conference of AAUP Chapters (2007-present)

American Anthropological Association, Fellow

Council on Anthropology and Education

Co-Chair, Mission Committee (2009-2012)

Member, Board of Directors (2009-2012)

President (1983-1986)

Member, Board of Directors (1977-1981)

Society for Applied Anthropology, Fellow

American Education Research Association

Fellow, appointed 2101

Research Advisory Committee, 1999-2002

Division G, Social Context of Education, Secretary, 1990-1992; Member

Division D, Measurement and Research Methodology, Member

Division H, Evaluation, Member

Editor, Review of Educational Research, 2003-2006

American Educational Studies Association, Member

American Association of University Professors, member

CU-AAUP, Chapter president and charter member

Editor, Youth and Society, 1992-1994

### HONORS

--Fellow, American Educational Research Association, 2010

--Fellow, American Anthropological Association

--Fellow, Society for Applied Anthropology

--2008 Woman of Note, University of Colorado Women's Study Center

--1995 Outstanding Article in Educational Research, Educational Press of America

--1986 Outstanding Book Award, American Educational Studies Association

### EMPLOYMENT

- 1990 - present University of Colorado-Boulder, School of Education  
Professor of Education. Tenure awarded 1993-1994; promoted to Full Professor 1999..
- 1986-1990 Consultant and Educational Researcher. Adjunct Professor, Department of Sociology, University of Houston-University Park, Houston, Texas.
- 1985-1986 University of Cincinnati, Department of Educational Foundations. Visiting Professor of Anthropology and Education.
- 1980-1985 Houston Independent School District, Houston Texas. Executive Director, Department of Planning, Research and Evaluation.
- 1973-1980 University of Houston, Houston, Texas, Department of Educational Foundations. Assistant Professor.
- 1965-1967 Peace Corps Volunteer, Somali Republic, East Africa.

### Visiting Appointments and other Research Opportunities

- 1999, May Visiting Professor, School of Education, Monash University, Melbourne, Victoria, Australia
- 1983 Lecturer, Division de Ciencias en Educacion, Universidad de Monterrey, Monterrey, N.L., Mexico
- 1977, Spring Visiting Professor, Department of Sociology, University of North Dakota
- 1978 Visiting Professor, Department of Sociology, Rice University

### PUBLICATIONS<sup>1</sup>

#### BOOKS

LeCompte, M.D., and Schensul, J.J. (2010). Designing and Conducting Ethnographic Research, Second Edition, Book One. Lanham, MD: Altamira Press, A Division of Roman and Littlefield, NJ. 358 pages.

LeCompte, M.D., Seymour, M. and Davidson, Kristen (Eds). (2010). School and Society: A Reader in the Social Foundations of Education. Ames, Iowa: Kendall-Hunt Publishers. 480 pages. NB: This book was published in August 2009 in a preliminary edition for the fall semester adoption, minus several articles for which permissions had not yet cleared. The complete first edition is dated 2010).

Schensul, J.J. and LeCompte, M.D. (editors and authors)(1999). The Ethnographer's Toolkit. A seven-volume set, published by Altamira Press, A Division of Roman and Littlefield, NJ.

Books in The Ethnographer's Toolkit are:

LeCompte, M.D., and Schensul, J.J. (1999). Designing and Conducting Ethnographic Research, Book One, 220 pages.

Schensul, S., Schensul, J.J., and LeCompte. M.D. (1999). Essential Ethnographic Methods, Book Two, 318 pages.

Nastasi, B., Borgatti, S., Schensul, J.J. and LeCompte, M.D. (1999). Enhanced Ethnographic

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<sup>1</sup>Names of co-authors who are or were my doctoral students are underlined.

Methods, Book Three, 162 pages.

Cromley, E., Trotter, R., Singer, M., Schensul, J.J., and LeCompte, M.D. (1999). Mapping Social Networks, Spatial Data, and Hidden Populations, Book Four, 209 pages.

LeCompte, M.D., and Schensul, J.J. (1999). Analyzing Ethnographic Data, Book Five, 243 pages.

LeCompte, M.D., and Schensul, J.J., with Weeks, M., and Singer, M. (1999). Researcher Roles and Research Partnerships, Book Six, 173 pages.

Brecher, J., Williamson, L., Glasser, R., Nastasi, B., Berg, M., Hess, A.G., Schensul, J.J., LeCompte, M.D. (1999). Using Ethnographic Data: Reporting, Dissemination, and Utilization. Book Seven, 189 pages.

LeCompte, M.D., Millroy, W. and Preissle, J. (Eds.). (1992). The Handbook of Qualitative Research in Education. San Diego, CA: Academic Press, 881 pages.

LeCompte, M.D. and Dworkin, A.G. (1991). Giving Up On School: Teacher Burnout and Student Dropout. Newbury Park, CA: Corwin Press, A Division of Sage Publications, 300 pages.

DeMarrais, K.Bennett, and LeCompte, M.D. (1990). The Way Schools Work: A Sociological Analysis of Education, 301 pages. (2<sup>nd</sup> edition, 1995, 365 pages; 3<sup>rd</sup> edition, 1998, 382 pages) White Plains, NY: Longman.

Goetz, J.P. and LeCompte, M.D. (1984). Ethnography and Qualitative Design in Educational Research, New York: Academic Press, 292 pages.

(1988) Published in a Spanish edition as Etnografia y disenno cualitativo en investigacion educativa. A. Ballesteros (Trans.). Madrid, Spain: Ediciones Morata, S.A.

Second edition, published as LeCompte, M.D. and Preissle, J. with Tesch, R. (1993). Ethnography and Qualitative Design in Educational Research, San Diego, CO: Academic Press, 425 pages.

#### EDITOR OF THEME ISSUE OF JOURNAL

LeCompte, M.D. (Ed.)(1987). Dropping Out. Theme issue of Education and Urban Society, Vol. 19., No. 3, May, pp. 227-358.

#### JOURNAL ARTICLES<sup>2</sup>

\*LeCompte, M.D. (forthcoming 2010). Collaboration and the context of power: Initiating community-based action and research in higher education. Urban Anthropology Studies.

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<sup>2</sup> \* - Anonymous peer refereed journals.

@ - Journals refereed by guest editor, editorial board of the journal, and other selected reviewers.

\*LeCompte, M.D. and Bonetti, Ken C. (2010). Notes from Ground Zero: Budgetary Crises and Academic Freedom at the University of Colorado. Theory In Action, Vol. 3, No. 3, July, pp. 7-20. Fairlawn, NJ: Transformative Studies Institute.

\*Aguilera, D. and LeCompte, M.D. (2007) Resiliency in Native languages: The tale of three Native American Communities' experiences with language immersion. NCCREST Special issue on Bilingual Education in Native American Communities, Journal of American Indian Education, 20 pages.

@LeCompte, M.D. (2002). The transformation of ethnographic practice: Past and current challenges. Qualitative Research, Vol. 2, No. 3.

@Holloway, D.L. and LeCompte, M.D. (2001). Becoming somebody!: How arts programs support positive identify for middle school girls. In Krensky, B. and Holloway, D.L. (eds). "The Arts, Urban Education, and Social Change", theme issue of Education and Urban Society, August 2001, Vol. 33, No. 4, pp. 354-366.

@LeCompte, M.D. (2000). Standing for just and right decisions. The long slow path to school safety. In Kozik-Rosabal, G and MacGillivray, I.K. (Eds), "Sexual Orientation and Gender Identity in America's Urban Schools", theme issue of Education and Urban Society, May 2000, Vol. 32, No. 3, pp. 413-430.

@ LeCompte, M.D. (2000). Analyzing qualitative data. In Tierney, W. and Twombly, S. (eds), "Getting Good Data to Improve Educational Practice", theme issue of Theory Into Practice, Vol. 39. No. 3, Summer, pp. 146-155.

@Vadeboncoeur, J.A.; Rahm, J.; Aguilera, D. and LeCompte, M.D. (1996). Building democratic character through community experiences in teacher education. In Learning by Serving and Doing, a special issue of Education and Urban Society, Spring, Vol. 28, No. 2., pp. 189-208.

@LeCompte, M.D. (1994). Sensible matchmaking: Qualitative research design and the Program Evaluation Standards. Journal of Experimental Education. Vol.63, No. 1, pp. 29-45.

\*LeCompte, M.D. (1994). Defining reality: Applying double description and chaos theory to the practice of practice. Educational Theory, Vol. 44, No. 3, pp. 277-299.

@Deyhle, D. and LeCompte, M.D. (1994). Conflict over child development: Navajo culture and the middle schools. Theory into Practice. Vol. 23, No. 3, pp. 156-167.

\*LeCompte, M.D. and Bennett DeMarrais, K. (1992). The disempowering of empowerment: Out of the revolution and into the classroom. Educational Foundations, Summer, Vol. 6, No.3, pp. 5-33.

\*LeCompte, M.D. and Bennett, K.B. (1990). Empowerment: The once and future role of the Bilagaana. Journal of Navajo Education, Vol. 8, No.1, Fall, pp. 48-54.

\*LeCompte, M.D. (1990). Review of Designing Qualitative Research by Catherine Marshall and Gretchen P. Rossman. Qualitative Studies in Education, Vol.3, No. 3., pp. 295-298.

\*LeCompte, M.D. (1987). Bias in the Biography: Bias and Subjectivity in Ethnographic Research. Anthropology and Education Quarterly, Vol. 18, No. 2, pp. 43-52.

@LeCompte, M.D. and Goebel, S.D. (1987). Can bad data produce good program planning? An analysis of record-keeping on school dropouts. Education and Urban Society, Vol. 19, No.3, May, pp. 250-269.

@LeCompte, M.D. (1987). The cultural context of dropping out: Why remedial programs don't solve the problems. Education and Urban Society, Vol. 19, No.3, May, pp. 232-249.

@Borman, K.M., LeCompte, M.D., and Goetz, J.P. (1986). Ethnographic research design and why it doesn't work. American Behavioral Scientist, Vol. 3, No. 1, Sept/Oct, pp. 42-57.

@LeCompte, M.D. (1985). Defining the differences: cultural subgroups within the educational mainstream. Urban Review, Vol. 17, No.2, pp. 111-127.

\*LeCompte, M.D., and Goetz, J.P. (1982). Problems of reliability and validity in educational research. Review of Educational Research, Vol. 52, No.2, pp. 31-60.

\*LeCompte, M.D., and Goetz, J.P. (1982). Ethnographic data collection and analysis in evaluation research. Educational Evaluation and Policy Analysis, Fall, pp. 387-400.

\*Goetz, J.P., and LeCompte, M.D. (1981). Ethnographic research and the problem of data reduction: What do I do with the five drawers of field notes?. Anthropology and Education Quarterly, Vol. 12, No. 1, Spring, pp. 51-70.

\*LeCompte, M.D. (1980). The civilizing of children: How young children learn to become students. The Journal of Thought, Vol.15, No. 3, Fall, pp. 105-129.

@LeCompte, M.D. (1978). Establishing a workplace: Teacher control in the classroom. Education and Urban Society, Sage Publications, November, pp. 87-106.

\*LeCompte, M.D. (1978). Learning to work: The hidden curriculum of the classroom. Anthropology and Education Quarterly, Vol.9, No. 1, Spring, pp. 23-37.

\*LeCompte, M.D. (1972). The uneasy alliance between community action and research. School Review (Now the American Journal of Education) Vol. 79, No. 1, November, pp. 125- 132.

## BOOK CHAPTERS

LeCompte, M.D and Aguilera-Black Bear, D.E. (Forthcoming). In C. Secolsky, (Ed.). *Handbook of Measurement, Evaluation and Assessment in Higher Education*. Routledge. (55 manuscript pages).

LeCompte, M.D. (2008). Trends in research on teaching and teachers: An historical and critical overview. In Saha, L., and Dworkin, A.G. (eds.). *The international handbook of research on teachers and teaching*. UK: Oxford, Ltd., Elsevier.

LeCompte, M.D. (2008). Secondary participants. *SAGE Encyclopedia of Qualitative Research Methods*

LeCompte, M.D. (2008). Negotiating exit. *SAGE Encyclopedia of Qualitative Research Methods*

Aguilera, D. and LeCompte, M.D. (2008). Restore My Language and Treat Me Justly: Indigenous Students' Rights to Their Tribal Languages. In Katz, L. (ed.) *Affirming Students' Right to their own language: Bridging Educational Policies and Literacy/Language Arts Teaching Practice*. NY: Lawrence Erlbaum.

LeCompte, M.D. and Dworkin, A.G. (2002). The social organization of schools. In James P. Guthrie (ed). The Encyclopedia of Education. New York: MacMillan.

Deyhle, D. and LeCompte, M.D. (1999). Conflict over child development: Navajo culture and the middle schools. In Sheets, R.H. and Hollins, E. (eds), *Racial and ethnic identity in school practices: Aspects of human development*. Mahwah, NJ: Lawrence Erlbaum, pp. 123-141. Reprinted from Theory Into Practice, Vol. 23, No. 3, pp. 156-167.

Willetto, A. and LeCompte, M.D. (1998). Mom! What if I forget how to talk Navajo? Collisions of culture in public schools. In Kathryn M. Borman (ed.). *Different Ethnic Communities and Schools: Bridging the Boundaries*. Ablex Press, pp. 138-148.

LeCompte, M.D. (1998). Synonyms and sequences: The development of an intellectual autobiography. In Kathleen DeMarrais (ed.) *Inside Stories: Reflections on Our Methods and Ethics in Qualitative Research*. Lawrence Erlbaum Associates, pp.197-211.

LeCompte, M.D. (1997). Qualitative trends in the sociology of education. In Lawrence Saha (ed.). International Handbook of the Social Sciences, Oxford, UK: Elsevier Science Ltd, pp. 246-263.

LeCompte, M.D. (1996). What if you organized a reform and nothing changed? The fate of culturally compatible curricula in an American Indian public school district. In Gaskell, J., and Kelly, D. (eds.) Debating Dropouts: Critical Policy and Research Perspectives on School Leaving. New York: Teachers College Press, pp. 123-146.

LeCompte, M.D. (1994) Some notes on power, agenda and voice: A researcher's personal evolution toward critical collaborative research. In McLaren, P. & Giarelli, J.M., (Eds.) Critical Theory and Educational Research. Albany, NY: State University of New York Press, pp. 92-112.

LeCompte, M.D. & McLaughlin, D. (1994). Witchcraft and blessings, science and rationality: Discourses of power and silence in collaborative work with Navajo schools. In Gitlin, A. (Ed.), Power and Method: Political Activism and Educational Research. New York: Routledge, pp. 147-166.

LeCompte, M.D. & Preissle-Goetz, J. (1994) Qualitative research: What it is, what it isn't, and how it's done. In Advances in Social Science Methodology, Vol. 3, New York: Jai Press, pp. 141-163.

LeCompte, M.D. (1993). Frameworks for hearing silence: Why are we telling stories when we are supposed to be doing science? In Tierney, Wm. A. & McLaughlin, D. (Eds.), Naming Silenced Lives: Personal Narratives and Process of Educational Change. New York: Routledge, pp. 9-25.

LeCompte, M.D. (1992). La etnografía educativa: Teoría y práctica de la antropología al postestructuralismo. In Beltran, M.R. & Campos, M.A. (Eds.), Investigación Etnografía en Educación. Mexico, D.F.: Universidad Nacional Autónoma de México, pp. 25-41.

LeCompte, M.D. & Preissle, J. (1992). Toward an ethology of student life in classrooms: Synthesizing the qualitative research tradition. In LeCompte, M.D., Millroy, W. & Preissle, J. (Eds.), The Handbook of Qualitative Research in Education. San Diego, CA: Academic Press, pp. 815-861.

Deyhle, D., Hess, G.A., & LeCompte, M.D. (1992). Approaching ethical issues for qualitative researchers in education. In LeCompte, M.P., Millroy, W., & Preissle, J. (Eds.). The Handbook of Qualitative Research in Education. San Diego, CA: Academic Press, pp.597-643.

Goetz, J.P. & LeCompte, M.D. (1991). Qualitative research in social studies education. In James P. Shaver (Ed.), Handbook of Research on Social Studies Teaching and Learning, A Project of the National Council for the Social Studies. New York: MacMillan Publishing Co, pp. 56-67.

LeCompte, M.D. (1990). Emergent paradigms: How new? How necessary? In Egon G. Guba (Ed.), The Paradigm Dialog: Options for Social Science Inquiry. Beverly Hills, CA: Sage Publications, pp. 246-256.

LeCompte, M.D. & Dworkin, A.G. (1988). Educational programs: Indirect linkages and unfulfilled expectations. In Harrell R. Rodgers, Jr. (Ed.) Beyond Welfare. New York: M.E. Sharp, pp. 135-168.

LeCompte, M.D. & Ginsburg, M. (1986). How students learn to become teachers. In Noblit, G. & Pink, W.T., Schooling in Social Context: Qualitative Studies. Norwood, NJ: Ablex Press, pp. 3-22.

LeCompte, M.D. & Goetz, J.P. (1984). Ethnographic data collection and analysis in evaluation research. Fetterman, D.M. (Ed.), Ethnography in Educational Evaluation. Beverly Hills: Sage Publications. Reprinted from Educational Evaluation and Policy Analysis, pp. 37-63.

LeCompte, M.D. (1979). Less than meets the eye. In Murray Wax (Ed.), Desegregated Schools: An Intimate Report Based on Five Ethnographic Studies. Washington, D.C.: National Institute of Education.

LeCompte, M.D. (1980). Who fits the Procrustean bed? Mexican-American and Anglo children in the public schools. In H.T. Trueba, G.P. Guthrie et.al. (Eds.), Culture in the Bilingual Classroom. Rowley, MA: Newbury House, pp. 178- 195.

LeCompte, M.D. (1978). Culture Shock: It Happens to Teachers, Too. In Education: Focus on the Future. Fiftieth Anniversary Publication, University of Houston College of Education, Houston, Texas, pp. 102-112.

#### CONFERENCE PROCEEDINGS AND ARTICLES IN NON-REFEREED PUBLICATIONS

LeCompte, M.D. and Ludwig, S.A. ( May 2009) I Am My Identity Kit: Using Artifact Data in Research on Identity. EMIGRA Working Papers. Proceedings of the conference EMIGRA: “Educacio, migracions i infancia” Universidad de Barcelona núm.111; ISSN 2013-3804 Los contenidos de este texto están bajo una licencia Creative Commons 32 pages plus 27 slides.

LeCompte, M.D. Aguilera, D., Wiertelak, M.E., Fordemwalt, B., and Wilks, S. (1998 [released in 2000]). Re-estableciendo y reforzando los lindes de identidad cultural: El Circulo de Aprendizaje. (The Learning Circle Program for Urban Native Americans: Improving Achievement by Privileging Indigenous Culture. In Calvo-Ponton, Delgado-Ballesteros, and Rueda Beltran, (eds), Nuevos Paradigmas, Compromisos Renovados; Experiencias de Investigacion Cualitativa en Educacion, . Mexico, D.F. Universidad Autonoma de Mexico. Proceedings of the (Mexican) Congress of Educational Research, Universidad Pedagogical Nacional, Mexico, D.F.

LeCompte, M.D. (2003). Investigacion cualitativa y etnografica en educacion: La experiencia de los Estados Unidos. In the Conference Proceedings of the Third National (Mexican) Congress of Educational Research, Universidad Pedagogical Nacional, Mexico, D.F.

Dworkin, A.G., and LeCompte, M.D. (1989). Giving Up in Schools: American Public Education in Crisis. Houston Update. Vol. 3, No. 12, May. Center for Public Policy, University of Houston, Houston Texas

LeCompte, M.D. (1987). American Mythology and the New Dropouts: The Cultural Context of Dropping Out. Education Week, May 13, p. 28.

LeCompte, M.D. (1981). Is There Life After Termination? or, How to Survive Denial of Tenure. Women Educators Newsletter, No. 2, Summer.

### TECHNICAL REPORTS

LeCompte, M.D. (1978). Attitudes, Concerns, and Behavior of Area Residents and Public Officials Toward Political Structure. In A. Selbyg, et.al., Coal Development in Western North Dakota: Residents' Attitudes, Concerns and Behavior. Regional Environmental Assessment Program Socio-Economic Monitoring Project Final Report, Part III: The Sociological Analysis. December, pp. 3.1-1.72.

Reprinted as: LeCompte, M.D. (1979) Coal Development in Western North Dakota: Government Structure and Political Activity. REAP Report No. 79-9, January, North Dakota Legislative Council.

### ILLUSTRATIVE EVALUATION REPORTS

#### Urban Artists Initiative

LeCompte, M.D. and Krensky, B. (March 25, 2003). Interim Evaluation Report. Submitted to the Institute for Community Research, Hartford, Connecticut, and the Connecticut Commission for the Arts, Hartford, CT, 11 pages.

LeCompte, M.D., Krensky, B, Campbell, S.A., Vasquez, E., Urbach, J., Arnold, S. (June 16, 2003). Final Evaluation Report for the Urban Artists Initiative. Submitted to the Institute for Community Research, Hartford, Connecticut, and the Connecticut Commission for the Arts, Hartford, CT, 60 pages.

#### Arts Focus/Boulder School of the Arts

LeCompte, M.D. and Holloway, D. (1998). Second year process evaluation for report for Arts Focus/Boulder School of the Arts at Base Line Middle School, May, 24 pages..

LeCompte, M.D., and Holloway, D. (1997). Evaluation report for Arts Focus/Boulder School of the Arts at Base Line Middle School, September, 40 pages.

#### Phoenix Indian Center

LeCompte, M.D. and Aguilera, D. (1996, January). Year Three Final Product/Process Evaluation Report of the Phoenix Indian Center's Learning Circle Program: "A Partnership between the Osborne School District and the Phoenix Indian Center", Phoenix Indian Center, Phoenix, AZ, 44 pages.

LeCompte, M.D. and Wiertelak, M.E. (1994, September). 1993-1994 Evaluation report for The Learning Circle Program, Osborne School District, Phoenix, AZ, Grant Award SO61A20035.

LeCompte, M.D. and Wiertelak, M.E. (1993, September). Year One Product/Process Evaluation of Phoenix Indian Center's Learning Circle Program. Phoenix Indian Center, Phoenix, AZ. 23 pages.

LeCompte, M.D. and Wiertelak, M.E. (1993, February). An Evaluation of Phoenix Indian Center's Learning Circle Program. Interim Report to the Phoenix Indian Center, Phoenix, AZ.  
Kayenta Unified School District

LeCompte, M.D., Aguilera, D. and Murphy, D. (1993, September). Report on Teacher Surveys, Student Surveys, and Student Interviews Assessing an Explanation for High Rates of Student Failure in Monument Valley High School. Kayenta Unified School District, Kayenta, AZ.

LeCompte, M.D., Wiertelak, M.E., Willetto, A., and Murphy, D. (1993, February). Report of a survey of Monument Valley High School Teachers and Seniors: Opinions on the 90 Minute Period. Kayenta Unified School District, AZ.

LeCompte, M.D. (1993, January). Report of a Survey Among Teachers and Aides Participating in the Kayenta Primary School Transitional Navajo Bilingual Program. Kayenta Unified School District, Kayenta, AZ.

LeCompte, M.D. and Wiertelak, M.E. (1991, February). Report of Kayenta Middle School Teacher/Staff Interviews on School Reform Issues. Kayenta Unified School District. Kayenta, AZ.

#### Museum of Fine Arts-Houston

LeCompte, M.D. (1993, August). Evaluation of Family Festival: Creative Constructions. Report to the Museum of Fine Arts, Houston.

LeCompte, M.D. (1993, August). Assessment of User Behavior in the Tenneco Building Installation of the Bayou Bend Collection. Report to the Museum of Fine Arts, Houston.

LeCompte, M.D. and Brouillette, L. (1993, August). Artists' Tour: Contemporary Sculpture with George Smith. Report to the Museum of Fine Arts, Houston.

LeCompte, M.D. (1992, April). Field Test and Feedback on the Self-Guiding Brochure to the Noguchi Sculpture Garden. Report to the Museum of Fine Arts, Houston.

LeCompte, M.D. (1992, January). A report to the Museum of Fine Arts, Houston: Users' Attitudes Toward the Noguchi Sculpture Garden.

Brouillette, L. and LeCompte, M.D. (1992, July). Evaluation of "Looking at Sculpture: An Evening for Educators". Museum of Fine Arts, Houston.

LeCompte, M.D. (1991, April). Field Test and Feedback on the Self-Guiding Brochure to the Sculpture Collection: Parallels in Sculpture. Report to the Museum of Fine Arts, Houston.

LeCompte, M.D. and Brouillette, L. (1991, January). Report to the Museum of Fine Arts, Houston: Feedback from Teachers on Handbook for Teaching Art to Special Needs Students.

LeCompte, M.D. and Brouillette, L. (1990, December) Report to the Museum of Fine Arts, Houston: Feedback from Teachers on Construction of a Sculpture Slide Show for Classroom Teachers

Houston Independent School District<sup>3</sup>

LeCompte, M.D. (1985) HISD Dropout Study: Report #1, Recommendations for a District wide Study of Dropouts-A Preliminary Report, Houston Independent School District, May 6.

LeCompte, M.D. & Goebel, S. (1985) Dropout Study: Report #2, Calculating HIS Dropout Rates: An Alternative to Existing HISD Procedures, Houston Independent School District, April 29.

LeCompte, M.D. (1983) Analysis of Achievement Data for Asian Honor Students, Houston Independent School District, May 30.

LeCompte, M.D. & Stanley, C. (1980, 1981, 1982, 1983) Campus Reports on Limited English Proficient Students, 1980, 1981, Houston Independent School District.

LeCompte, M.D. & Bridge, J. (1983) Characteristics of Coordinated Vocational Academic Education Students and Coordinated Vocational Academic Programming, Houston Independent School District, June 24.

LeCompte, M.D. (1983) Description and Analysis of Impact of New York State Regents Examinations, Houston Independent School District, August 1.

LeCompte, M.D. & staff (1983) Survey of Career Plans and Salary Expectations of 1983 HISD Graduating Seniors, Houston Independent School District, September 19.

LeCompte, M.D. & staff (1983) Attitudinal Survey for HISD Student Code of Conduct, Houston Independent School District, June 8.

LeCompte, M.D. & staff (1982) Report on the Current Status of the HISD Essential Learner Outcomes and Initial Recommendations, Houston Independent School District, December.

LeCompte, M.D. & Harry, L. (1982) Impact of Magnet School Programs on Racial Balance at Magnet School Campuses Since 1973, Houston Independent School District

LeCompte, M.D. & Dresden, J.H. (1982) Observational Study of Program Implementation for HISD Secondary Remedial Reading Labs, Houston Independent School District, August 25.

LeCompte, M.D., Giles, J. and Bridge, J. (1982) The Vanguard Program: An In-Depth Study (The HISD Gifted and Talented Program), Houston Independent School District, July.

PROFESSIONAL PRESENTATIONS SINCE 1986

LeCompte, M.D. (2010). **“Higher Education and the Cult of Efficiency: Fiscal Crises, Conservative Ideology and Academic Culture.”** Paper to be presented at the American Educational Research Association Meetings, April, Denver CO.

LeCompte, M.D. (2008). **“When Collaboration Fails: Trying to Build a Coalition in the Academy”** Paper presented at the American Anthropology Association meetings, San Francisco, CA. November 22.

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<sup>3</sup> The titles included here are representative of the range of topics, not the number of reports, which exceeded 75 per year.

LeCompte, M.D. and Ludwig, S.A. (2007). I am my identity: Using and analyzing artifacts in research on identity. Presented at the Second International Conference on Ethnography and Education: Migrations and Citizenships. University of Barcelona, Barcelona, Spain. Sept. 7.

LeCompte, M.D. (2007). From Object to Text: Using Artifact Data in Qualitative Research. Presented for the Text analysis Community, University of Colorado-Boulder, September 21, 2007.

LeCompte, M.D. and Ludwig, S. (2007). Object to text, data to analysis: Using Artifacts in research. Presentation to the Facultad de Educacion, Universidad de Costa Rica, April.

LeCompte, M.D. (2007). Analyzing Qualitative Data. Presented to the faculty and graduate students in education at the Universidad de Costa Rica, San Jose, CR, April 2007.

LeCompte, M.D. (2007). Dead ducks and disappearing butterflies: Academic freedom, censorship and the growing threat to safe food. Paper presented for the University of Colorado's Conference on sustainability, in the panel on Developing a Carbon neutral Foodshed Concept for the Boulder Valley, February 24 2007.

LeCompte, M.D. (2006). Arts programs as (subversive) school reform. Paper presented at the American Anthropology Association meetings, San Jose, CA. November 17.

LeCompte, M.D. (2006). Whatever it takes: Mentoring non-traditional doctoral students. Paper presented at the American Anthropology Association meetings, San Jose, CA. November 17.

LeCompte, M.D. (2006). Human Subject Risks in Sociological and Anthropological Research: Deception, coercion, validity. Invited Plenary Address presented at the Office for Human Research Protection Annual Conference, Denver, CO: June 1.

LeCompte, M.D. (2006). Qualitative Research: Challenges for IRB Review. Paper presented at the Office for Human Research Protection Annual Conference, Denver, CO: June 2.

LeCompte, M.D. (2005). Free speech on the firing line. Paper presented at the American Anthropology Association meetings, Washington, D.C. November.

LeCompte, M.D. (2005). Defining, collecting and analyzing good qualitative data. Invited Plenary address given at the First Annual Conference on L1 and L2 Acquisition, Universidad del Valle, Cali, Colombia, November.

LeCompte, M.D. (2005). Getting published: Editors meet emerging scholars. Professional development training "mini-session," American Educational Research Association, San Diego, CA, April 14.

LeCompte, M.D. (2004). Using complementary research methods in education: Field methods. Round table discussion, American Educational Research Association, San Diego, CA, April 13

LeCompte, M.D. (2004). Getting published: Editors meet emerging scholars. Professional development training "mini-session," American Educational Research Association, San Diego, CA, April 14.

LeCompte, M.D. (2004) Using the arts in research. Plenary session presentation at the Conference on Networks and Participatory Action Research, Institute for Community Research Hartford, CT, June 11

LeCompte, M.D. (2003). Handling Vulnerable Subjects. Paper presented for a Workshop on Human Research Issues by the American Educational Research Association, Chicago, Ill., April 22.

LeCompte, M.D. (2003). Issues Involved in Sensitive Topics. Paper presented for a Workshop on Human Research Issues by the American Educational Research Association, Chicago, Ill., April 22.

LeCompte, M.D. (2002). On Being an Applied Anthropologist. Paper presented at the Annual Meetings of the American Anthropology Association, New Orleans, LA. November 23.

LeCompte, M.D. (2002). In the Final Analysis: Strategies for analyzing and interpreting qualitative data. Paper presented at the Inter-American Symposium on Ethnography and Education, University of New Mexico, Albuquerque, NM, October 23.

LeCompte, M.D. (2002). Ethnography as a subversive activity. 11<sup>th</sup> Annual Couper Lecture, School of Education, Binghamton University, New York, April 17, 2002.

LeCompte, M.D. (2001). The value of authenticity: Ethnography as a catalyst for effective educational policy and practice. Address invited by the AERA program committee for the annual meetings of the American Educational Research Association, April 2001, Seattle, WA.

Ludwig, S. and LeCompte, M.D. (2001). What if the school house closed? The impact of emergencies on school reform efforts. Paper presented at the American Educational Research Association, Seattle, WA.

LeCompte, M.D. (2000). Education as a subversive form of research in the United States: In the past, in the present, and in the future. Invited address for the Ninth InterAmerican Conference on Ethnography in Education, Universidad Nacional Pedagogica, Mexico, D.F.

LeCompte, M.D. (2000). The contributions of sociology to programs of service learning. Paper presented at the American Educational Research Association, Chicago, Ill.

LeCompte, M.D. (1999). Subverting reform, subversive reforms: Transforming education through integrated arts programming. Paper presented as part of Invited Professorship lectures at Monash University, Melbourne, Australia, Clayton campus, May 13; Peninsula campus, May 25; and Melbourne University, Melbourne, Australia, June 1, 1999.

LeCompte, M.D. (1999). How constructs emerge from the mist: Cognitive and creative processes in the analysis of qualitative data. Paper presented as part of Invited Professorship lectures at Monash University, Melbourne, Australia, May 25; and Central Queensland University, Rockhampton, Australia, May 18.

LeCompte, M.D. (1999). Passing for postmodern: Qualitative/action research and the evolution of epistemological and theoretical traditions. Paper presented as part of Invited Professorship lectures at Monash University, Melbourne, Australia, May 29.

LeCompte, M.D. (1999). Design your own qualitative study. Workshop presentation presented for faculty and graduate students as part of Invited Professorship lectures at Monash University, Melbourne, Australia, May 13.

Holloway, D., LeCompte, M.D., and Maybin, W. (1998). Two bloats and a gloat: Constructing identity in Arts Focus. Paper presented at the annual meetings of the American Educational Studies Association, Philadelphia, PA. November 5.

LeCompte, M.D. (1998). Getting through the IRB: Human subjects and applied research in education and health. Pre-session workshop for the annual meetings of the Society for Applied Anthropology, San Juan, Puerto Rico, April 22.

LeCompte, M.D., Aguilera, D., Wiertelak, M.E., Fordemwalt, B., and Wilks, S.. (1996). The Learning Circle Program for urban Native Americans: Improving achievement by privileging indigenous culture. Paper presented at the 6<sup>th</sup> Simposio InterAmericano de Investigacion Etnograficas en Educacion, Universidad Autonoma de Ciudad Juarez, Juarez, Mexico, June 26.

LeCompte, M.D., Gonzalez, N., and Calvo, B. (1996). Un Taller para Desarrollar Investigaciones Etnograficas en Educacion: Critica y Practica.. (A workshop for developing ethnographic investigations in education: Critique and practice) Day-long workshop for doctoral and *maestria* students in North American and Central American universities, at the 6<sup>th</sup> Simposio InterAmericano de Investigacion Etnograficas en Educacion, Universidad Autonoma de Ciudad Juarez, Juarez, Mexico, June 28.

LeCompte, M.D. (1995). Educational ethnography in context: The political history of new ways of knowing. Presentation for invited symposium, "The emergence of educational ethnography: Reflections on the CAE's 25th Anniversary," at the annual meetings of the American Anthropological Association, Washington, D.C., November 18.

LeCompte, M.D. Aguilera, D., Wiertelak, M.E., Fordemwalt, B., and Wilks, S. (1995). Restablishing and reinforcing the boundaries of cultural identity: The Learning Circle Program. Paper presented at the annual meetings of the American Educational Studies Association, Cleveland, OH, November 3.

LeCompte, M.D. Aguilera, D., Wiertelak, M.E., Fordemwalt, B., and Wilks, S. (1995). Re-estableciendo y reforzando los lindes de identidad cultural: El Circulo de Aprendizaje. Invited keynote presentation (conferencia magistral) at the Third National (Mexican) Congress of Educational Research, Universidad Pedagogical Nacional, Mexico, D.F., October 26.

LeCompte, M.D. (1995). Investigacion cualitativa y etnografica en educacion: La experiencia de los Estados Unidos. Invited keynote presentation (conferencia magistral) at the Third National (Mexican) Congress of Educational Research, Universidad Pedagogical Nacional, Mexico, D.F., October 26.

LeCompte, M.D. (1995). When women say "Yes" to everything: Cultural dictates, resistance, and choice. Paper presented at the symposium, "There Goes Another One: How Cultural Theories Inform the Lives of Academic Women," for the annual meetings of the Society for Applied Anthropology, Albuquerque, NM. March 30.

Vadeboncoeur, J., Rahm, J., Aguilera, D. and LeCompte, M.D. (1995). Learning in the Service of Citizenship. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA, April 19.

LeCompte, M.D. (1995). When Women Say "Yes" to Everything: Cultural Dictates, Resistance and Choice. Paper presented at the annual meetings of the Society for Applied Anthropology, Albuquerque, NM, March 30.

LeCompte, M.D. (1994). Partial Understandings, Partial Truths: Chaos and Meaning as Obstacles to School Reform. Paper presented at the annual meetings of the American Educational Studies Association, Chapel Hill, NC, November 11, 1994.

LeCompte, M.D. (1994). Service Learning as a Vehicle for the Social Foundations. Paper presented at the annual meetings of the American Educational Studies Association, Chapel Hill, NC, November 11, 1994.

LeCompte, M.D. (1994). Un mensaje personal de los Estados Unidos: La etnografía educativa desde la periferia a la corriente central; de la estructura al caos (A Personal Note from the United States: Educational Ethnography from the Margins to the Mainstream; from Structure to Chaos). Keynote presentation at the Sixth Annual Inter-American Conference on Ethnographic Research in Education, Universidad de Costa Rica, San Jose, Costa Rica, November 3, 1994.

LeCompte, M.D. (1994). How to build a dropout: New perspectives on at-risk students. Invited presentation at the Educational Leadership Conference, Nova Southeastern University, Ft. Lauderdale, Fla., July 28.

LeCompte, M.D. (1994). School reform...with reservations: The fragility of culture in the clutches of reform. Invited presentation for the 1994 Annual University of Northern Colorado Research Colloquium, "Empirical Applications of Qualitative Research," Greeley, CO, April 22.

LeCompte, M.D. (1994). Some comments on Testing, Testing, by Allan Hanson. Presented in a symposium on the cultural impact of testing, American Educational Research Association, New Orleans, April 7.

LeCompte, M.D. (1994). The revised Program Evaluation Standards from a qualitative researcher's perspective. Paper presented at the American Educational Research Association, New Orleans, April 9.

LeCompte, M.D. (1993) The loss of community culture in the culture of school reform: Teaching Navajo culture vs teaching culturally Navajo. Paper presented at the American Anthropological Association Meetings, Washington, D.C. Nov.

LeCompte, M.D. (1993) Controlling the discourse of culture: School reform as an obstacle to reform in an American Indian public school district. Paper presented at the American Educational Research Association Meetings, Atlanta, GA April 12-16.

LeCompte, M.D. and Dworkin, A.G. (1993) Three strikes and you're burned out: The impact of current United States' school reform on teacher burnout and student dropout. Paper presented at the Social Sciences and the Humanities Research Council sponsored conference, "Dropping In, Dropping Out," University of British Columbia, Vancouver, BC. March 23-25.

LeCompte, M.D., and Wiertelak, M.E. (1992). Constructing the appearance of reform: Site-based management, restructuring, and shared decision-making in a Native American public school. Paper presented at the American Anthropological Association Annual Meetings, San Francisco, December 2-6.

LeCompte, M.D. (1992) Defining reality in the practice of practice: Collaboration and research in Native American education. Paper presented at the Third Inter-American Conference on Ethnographic Research in Classrooms. University of New Mexico, Albuquerque NM, June 22-24.

LeCompte, M.D. (1992) Frameworks for hearing silence: Why are we telling stories when we should be doing science? Paper presented at the American Educational Research Association Meetings, San Francisco, CA, April.

LeCompte, M.D. (1992) The Multiple Roles of the University-Based Researcher. Presented in the symposium, "Collaboration in the Trenches: A Multidisciplinary Approach to Restructuring an American Indian School. American Educational Research Association, San Francisco, CA, April.

LeCompte, M.D., Wiertelak, M.E., and Willetto, A. (1991) It's a Bird, It's a Plane, It's a...: How One School Defined Restructuring. Paper presented at the annual meetings of the American Anthropological Association, Chicago Illinois, November.

LeCompte, M.D. (1991). Collaborative Research and Evaluation: Some Notes on Power, Agenda and Voice. Invited Lecture, University of Wyoming College of Education Colloquium, Laramie, Wyoming, October 27.

LeCompte, M.D. (1991) Educational Ethnography: Theory and Practice from Anthropology to Post-Structuralism. Invited Lecture, University of Wyoming Interdisciplinary Speakers Series, Laramie, Wyoming, October 27.

LeCompte, M.D. (1991) Etnografia Educativa: Teoria y Practica de la Antropologia al Posestructuralismo (The Theory and Practice of Educational Ethnography: From Anthropology to Post-Structuralism) Invited Address presented at the Second Inter-American Conference on Ethnographic Research in Classrooms. The Autonomous University of Mexico, Mexico City, June 27.

LeCompte, M.D. (1989) Some Notes on Power, Agenda and Voice in Ethnographic Research and Evaluation. Prepared for the symposium, "Telling Them What They Do Not Want To Hear: The Politics of Applied Research." Presented at the American Anthropological Association Meetings, Washington, D.C., November 17.

LeCompte, M.D. and Goetz, J.P. (1989) Constructing a Handbook on Research in Social Studies: A Qualitative Perspective. Prepared for a symposium, "The Search for Truth: Views from the Handbook of Research on Social Studies." Presented at the College and Faculty Assembly of the National Council of Social Studies annual meetings, St. Louis, Mo., November 10.

LeCompte, M.D. (1989) Emergent Paradigms: How New? How Necessary? Paper prepared in response to "Three Views on the Nature and Role of Knowledge in Social Science," by Jennifer C. Greene. Presented at the Alternative Paradigms Conference, San Francisco, CA. March 25-26.

LeCompte, M.D. (1989) Classroom Research Design: Contributions from Educational Sociology. Paper prepared for the symposium, "Conceptual Issues in the Design of Classroom Research: Perspectives from Anthropology, Sociology and Psychology." Presented at the American Educational Research Association, San Francisco, CA, April 29.

Goetz, J.P., and LeCompte, M.D. (1988) Toward an Ethnology of Teaching and Learning. Paper presented at the meetings of the American Anthropological Association, November 17.

LeCompte, M.D. and Bennett, K.B. (1988) Empowerment: The Once and Future Role of the Gringo. Paper presented at the meetings of the American Anthropological Association, November 17.

Dworkin, A.G. and LeCompte, M.D. (1987) Education Programs: Past Policies and Future Prospects. For the symposium, "Beyond Welfare: Alternative Approaches to the Problems of Poverty in America". Sponsored by the Center for Public Policy, University of Houston, Houston, TX, April.

LeCompte, M.D. (1987) The Cultural Context of Dropping Out: Why Good Drop-out Programs Don't Work. Paper presented at the American Association for the Advancement of Sciences, Chicago, Ill. February.

Pearson, J.P., and LeCompte, M.D. (1986) Cultural Transmission in a Prison School Setting: The Construction of Identity. Paper presented at the American Anthropological Association, Philadelphia, PA, December.

LeCompte, M.D. (1986) Dropout Prevention Programs: Mismatches Between the Population and the Programs. Paper presented at the American Anthropological Association, Philadelphia, PA, December.

LeCompte, M.D. (1986) Ideas for the Long Haul: Developing a Sequence of Research. Paper presented at the American Educational Studies Association, Pittsburgh, PA, October.

LeCompte, M.D. (1986) New Strategies for Old Problems: An Alternative Way to Look at the Dropout Problem. Paper presented at the American Educational Research Association, San Francisco, CA, April 20.

LeCompte, M.D. (1986) The Agony of Ethnographic Research: From Data to Product. Invited address delivered to the student organization of Division G, The Social Context of Education, of the American Educational Research Association, San Francisco, CA, April 19.

LeCompte, M.D. and Borman, K.M. (1986) Ethics in Qualification and Why It Doesn't Work. Paper presented at the American Educational Research Association, San Francisco, CA, April 18.

LeCompte, M.D. (1986) Developing a Research Sequence: Notes from the "Learning to Work" Studies. Invited address presented to the Qualitative Research Faculty Symposium, University of Georgia, February 6.

#### WORK IN PROGRESS

Book Revision: The Way Schools Work., Fourth Edition, Longman, Inc., With Kathleen DeMarras, forthcoming, Fall 2008

Book Series Revision: The Ethnographer's Toolkit, Second Edition of the seven book set, Altamira Press, a division of Rowman and Littlefield. The Toolkit consists of one edited book and six co-authored books. With Jean J. Schensul. Forthcoming, Fall 2009.

Handbook Revision: The Handbook of Qualitative Research in Education, Second Edition. Elsevier Press. With Jean J. Schensul, Forthcoming, Fall 2009.

Article: Constructing the appearance of reform: Using chaos theory to explain restructuring and site-based management. Research from my study of school reform on the Navajo Reservation. Revision underway after review by American Educational Research Journal.

Article: The impact of arts training on emerging urban minority artists: Experiences in the Urban Artists Initiative. Based on an ethnographic evaluation of the impact of a mentoring/training program to assist the career development of underserved and emerging non-traditional artists in a ten-site project in the state of Connecticut. Funded by the Connecticut Commission for the Arts and the National Endowment for the Arts, under the auspices of the Institute for Community Research, Hartford, CT.

Articles: three, tentatively titled: 1) "Teachers as Artists, Artists as Teachers" 2) "Constructing Identity in Middle School: The Impact of Arts Focus" and 3) "Subversive Reform, Subverting Reform: The Arts as a Wild Card in Educational Change" Based on my study of the impact of arts education on the achievement and identity construction of middle school students. Project title: "Imagining the Future, Constructing the Present: A Longitudinal Study of an Arts Focus Program in Middle School."

Articles: Based on my Learning Circle research. 1) Supporting and addressing issues of ethnic identity among biracial and multiracial urban American Indian students. 2) Building and maintaining linkages between the cultures of American Indian students and the public schools.

### FUNDED RESEARCH

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|-------------|--|
| Fall 2002   | Connecticut Commission for the Arts and the Institute for Community Research, \$38,000 grant to fund the evaluation of Urban Artists Initiative  |
| 1999 Spring | Arts Focus, UROP grant for Katherine Scurria, \$350.   |
| 1994 Spring | "Evaluation of an Experiential, Service Oriented Curriculum for the Course, 'The Social Foundations of Education'." Service Learning Program, University of Colorado. \$1,500 (for two graduate student stipends of \$750 each).   |
| 1992-1993   | "The University of Colorado School of Education/Kayenta Unified School District, Kayenta, AZ, Partnership." Metropolitan Life Foundation, \$75,000   |
| 1992 Spring | "An Exploration of Cognition and Culturally Compatible Curricula in a Navajo School District." IMPART program, University of Colorado, \$3,500.  |
| 1986        | "An Ethnographic Study of Peer Instruction in Reading." University Research Grant from the University of Cincinnati. with Dr. Karin Dahl, Department of Curriculum and Instruction.  |
| 1978-1979   | "Dimensions of Socialization to School and Work in Kindergarten." \$18,167 research grant from the Hogg Foundation for Mental Health, University of Texas, Austin, Texas.  |
| 1976-1978   | "Coal Development in Western North Dakota: A Study of Possible Social and Economic Effects." \$296,400 two-year study funded by the Regional Environmental Assessment Program of the North Dakota State Legislative Council. With A. Selbyg, M. Henry, R. Ludtke and others. |
| 1977        | "Dimensions of Non-Verbal Communication in School Socialization in Kindergarten.:" \$400.00 Research grant from the University of Houston Limited Grant-in-Aid Program.  |
| 1976        | "The Class of 1960: a Follow-up Study of Career Patterns of High School Graduates.:" \$250 Research grant from the University of Houston Limited Grant-in-Aid Program.   |

- 1975 "A Follow-up Study of CBTE Graduates: The Persistence of Innovation into the Classroom." \$500 Research grant from the University of Houston Limited Grant-in-Aid Program.

### OTHER SCHOLARLY ACTIVITY AND SERVICE

#### Journal Editorships

Editor, Review of Educational Research, a journal of the American Educational Research Association. 2003-2006.

Co-Editor of Youth and Society, published by Sage Publications. With Kathryn Herr, Albuquerque Academy and University of New Mexico. 1992-1994.

#### Managing Editorships for Theme Issues: Education and Urban Society

Culture: Whose Vision Is It? (1988) Schensul, J.J. and Carroll, T. E. (eds)

Mentoring Urban Teachers (1995) Bey, T., and King, S.H. (eds)

Diversity and Literacy in Schools: Issues for Urban Society (1992) Reyes, M and McCullom, P, (eds)

Media Culture/School Culture: Technology in Education (1992). Emihovich, C. and Wager, W. (eds.)

Learning By Serving and Doing (1996). Kraft, R.J. (ed.)

Gay, Lesbian, Bisexual and Transgendered Youth in Public Schools (accepted for publication).

Kozik-Rosabal, G. and Macgillivray, I. (eds).

#### Editorial Advisory Board Memberships

- 1999 - Field Methods  
 1992 - Educational Theory, Associate Editor  
 1988- Education and Urban Society  
 1992 - 1995 American Educational Research Journal  
 1992 - 1989 Educational Foundations--of the American Educational Studies Association  
 1990 - 1996 Journal of Contemporary Ethnography, Deputy Editor for Education

#### Reviewer for Journals and Publishers

##### Journals

Journal of Navajo Education  
 Journal of American Indian Education  
 Educational Evaluation and Policy Analysis  
 Educational Researcher  
 Sociology of Education  
 American Educational Research Journal  
 Qualitative Studies in Education  
 Anthropology and Education Quarterly  
 Education and Urban Society  
 Human Organizations

The American Anthropologist  
 Comparative Education Review  
 Journal of Educational Research  
 Youth and Society

Book Publishers

Sage  
 Doubleday  
 Longman  
 Academic Press  
 SUNY Press  
 Rowman and Littlefield (2008)

Reviewer for Professional Association Program Committees

Council on Anthropology and Education (2008, 4 papers, 2 symposia)  
 American Educational Research Association, Divisions D,H,& G  
 American Educational Studies Association  
 American Anthropological Association

University of Colorado Professional Services Not Otherwise Mentioned

Human Research Committee, Member, 1992-present  
 Chair of Social and Behavioral Research Panel A, 2000-present  
 Boulder Faculty Assembly Committee on Compensation and Benefits  
 Chair, 2008-present  
 Boulder Faculty Assembly, Executive Committee Member

Consulting, Workshops, Advisory Boards, and Professional Services Not Otherwise Mentioned

Coal Creek Charter School Coalition  
 Institute for Taoist Education and Acupuncture  
 Ronald B. McNair Program, University of Colorado-Boulder  
 National Teen Action Research Council, Advisory Board  
 Boulder Valley School District, Base Line Middle School, Evaluation design and staff development  
 Research for Better Schools, Philadelphia, PA, Applied Research Advisory Board  
 Museum of Fine Arts-Houston, Houston, TX , Evaluation  
 The Phoenix Indian Center, Phoenix, AZ , Evaluation and grant writing  
 Osborn School District, Phoenix, AZ, Grant writing and consulting on curriculum and program development for at-risk students  
 Kayenta Unified School District, Kayenta, AZ, Consulting and grant writing research services