

MARILEE J. BRESCIANI LUDVIK, PhD

Director, Academic Effectiveness
WSCUC ALO
University of San Diego
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EDUCATION

Doctorate of Philosophy in Administration, Curriculum, and Instruction (Emphasis in Higher Education)
University of Nebraska (1991-1995)

Dissertation: *Becoming a Multicultural Advocate: A Grounded Theory Study*

Master of Arts in Teaching (Emphasis in Music Education)
Hastings College (1988-1990)

Vocal Performance
University of Arizona (1987-1988)

Vocal Performance
University of Nebraska at Omaha (1984-1985)

Bachelor's in Music Education (Emphasis in Vocal Performance)
Hastings College (1983-1984, 1985-1987)

TEACHING POSITIONS AND RANKS HELD

Professor of Practice, Leadership Studies, School of Leadership and Education Sciences
University of San Diego (August 2024- Present)

Clinical Professor, School of Education
Loyola University Chicago (October 2022 – August 2024)

Faculty Affiliate, Institute for Racial Justice
Loyola University Chicago (October 2022 – August 2024)

Tenured Professor, Educational Leadership and Policy Studies
University of Texas Arlington (January 2021 – October 2022)

Tenured Professor, Postsecondary Educational Leadership
San Diego State University (August 2009-December 2020)

Volunteer Instructor, Mindfulness-Based Stress Reduction
California State University, San Marcos (2016-2018)

Associate Professor, Postsecondary Educational Leadership
(Emphasis in Student Affairs and Community College Leadership)
San Diego State University (July 2006-August 2009)

Visiting Associate Professor, Higher Education
Texas A&M University (September 2004-June 2006)

Visiting Assistant Professor, Higher Education
North Carolina State University (August 1999-May 2006)

ADMINISTRATIVE AND RESEARCH POSITIONS

Director, Academic Effectiveness and WSCUC ALO
University of San Diego (August, 2024-Present)

- Serve as the primary institutional representative accreditation liaison officer (ALO); including institutional report creation, organization, and submission (annual reports, main accreditation, and all substantive-change submissions);
- Work with colleagues to ensure the university re-affirmation success and ensure ongoing accreditation success;
- Lead and assign work to WSCUC review teams and committees;
- Ensure academic policies, processes, and procedures are updated according to WSCUC standards; refine them accordingly; recommend policy and process revisions; draft new policies and processes as needed; support organizational change management;
- Investigate, research, dialogue, and then advise on academic department organization and whether academic departments are located in the logical School/College;
- Facilitate the university's academic program review process of all distance education and onsite curricular programs, including those with external/specialized accrediting agencies; ensure annual academic assessment, planning and metric monitoring link to periodic academic program review;
- Support state authorization compliance and international quality assurance standard compliance for DE programming;
- Support international quality assurance standards for our additional campus locations in Mexico, Spain, etc;
- Organize and facilitate the University Senate charged Academic Review Committee (ARC) agendas and meetings and file University Senate reports of progress for President and Provost review;
- Ensure all academic program review findings are informing budget requests and allocations; monitor progress of implementation for 5-years for each academic program completing a memorandum of understanding (MOU);
- Organize university-wide efforts to add national and international campus locations and get them approved by WSCUC;
- Integrate strategic planning operational resource management and post-graduation student success into the academic program review and academic planning processes;
- Organize University Assessment Committee (UAC) agendas and meetings;
- Meet with UAC members routinely to oversee curricular and co-curricular unit assessment efforts; assessment management software selection and implementation; policy review for forwarding to University Senate for discussion and approval, and course assessment management software integration;
- Work with the Core Curriculum Assessment Leadership Representative on assessment planning and tracking for accreditation;
- Work with Strategic Planning Committee for developing and tracking goals and initiatives;
- Oversee and update academic program review, accreditation, and student outcomes policies and information on the Institutional Research and Effectiveness website;
- Support large-scale survey administration and research as appropriate;
- Work with project management system to manage multiple projects with competing deadlines;
- Manage academic program and WSCUC accreditation budget;
- Design Gray DI academic dashboards and support utilization for academic program proposals and annual academic financial and enrollment sustainability monitoring;

- Manage NuVentive AMS support and use for program assessment, curricular and co-curricular program review, and strategic planning; and
- Serve on University-wide committees such as the Strategic Enterprise Risk Management (SERM) committee, Compliance committee, President’s Council, Distance Education Planning Group, and various other committees and councils.

Associate Provost, Institutional Effectiveness

Loyola University Chicago (October 2022 – August 2024)

- Report to the Provost, provided leadership in developing and administering effective practices for institutional research, information retrieval, data analysis, data analytics, statistical modeling, data governance, and use of data for planning, implementation, and monitoring;
- Coordinate institutional research, institutional reporting, institutional survey research, institutional assessment and program evaluation, institutional statistical modeling, institutional forecasting, and planning for projects to ensure operations and future strategic and budgetary plans align with sound analytical data and continuous improvement, that further the mission-driven vision for equity and social justice;
- Redesign data analytics strategy for academic planning, enrollment planning, and reputation management;
- Re-design and lead data governance for the University;
- Collaboratively re-design the proposal for the refined data warehouse;
- Promote continuous improvement across the University using multiple organizational change management;
- Support institutional marketing efforts with evidence;
- Support fundraising and development efforts with data and information provision;
- Identify as well as measured the outcomes of strategic university priorities;
- Manage a budget over \$2M, recruited, hired, and led a team of highly engaged and experienced research and data administration professionals to execute an integrated and strategic approach to accomplish a complex and dynamic set of projects with competing deadlines and priorities;
- Work collaboratively across the institution to identify, define, and prioritize institutional research and assessment to support enrollment planning/management (including enrollment projections, recruitment yields, student retention, and student graduation outcomes), faculty instructional workload equity, faculty overall productivity, outcomes-based assessment, academic and non-academic program evaluation, instructional costs and academic productivity, academic planning including revenue generation and cost modeling, faculty retention, peer benchmarking, and campus accreditation;
- Leverage data to provide analysis, insights, and recommendations related to all aspects of University operations, planning, revenue forecasting, space planning, quality improvement, and decision-making to strengthen student learning outcomes across diverse identities, backgrounds, and educational paths;
- Ensure that the social justice and equity mission of the institution is at the center of data collection methodologies and data-informed decision-making;
- Collaboratively design and implement a comprehensive student success research agenda and ensure monitoring of student success KPIs;
- Provide high-level leadership for the design, usage of data, and operation of the existing enterprise data warehouse system comprised of platforms such as Peoplesoft, Oracle, and Microsoft Power BI;
- Lead the design, implementation, and monitoring of institutional data governance;
- Implement and work with a project management system to manage multiple projects;
- Work with institutional leadership, faculty, and staff to identify needs for information and identifies problems for investigation while encouraging faculty participation in institutional research activities;
- Monitor, review, and report broad, national, and industry trends in academia regarding data collection, analysis, and reporting practices to keep current with evolving national practices; and
- Serve on University committees and task forces on an as-needed basis and other duties to support the University’s mission including, but not limited to, the Provost Leadership Team, Dean’s Council, Strategic Plan’s Key Performance Committee, Data Governance & Integrity Committee, Academic Technology Committee, IT Executive Steering Committee, Faculty 180 Implementation Team member, Campus Climate Task Force, Student Success Research, University Assessment and Program Evaluation,

Academic Program Review, as well as other university committees central to evidence-based decision-making.

Chair and Professor, Educational Leadership and Policy Studies

University of Texas Arlington (January 2021 –October 2022)

- Lead a department with full-time, tenure-track faculty, Non-Tenure Track Assistant Professors, adjuncts, and an administrative assistant who serve approximately 600 graduate students online and face-to-face and additional interdisciplinary leadership minor students.
- Collaboratively budgeted for program costs, salaries, program improvements, as well as faculty and graduate student professional development with the Dean using the Responsibility Center Management (RCM) budgeting model.
- Cultivated collaborations between students, faculty, community partners, and alumni to design and improve academic and service departmental programs.
- Work with donors and foundations representatives to secure funds for new programs and initiatives; including the creation of more than 17 new graduate assistantships.
- Coach senior and junior faculty, and graduate students as well as identify and provide professional development opportunities to department faculty and staff.
- Manage department budget and create revenue generating programmatic budgets for new collaboratively created programs such as the Hispanic Serving Institutional Leadership certificate, the Interdisciplinary Community Responsive Leadership EdD and others forthcoming.
- Collaboratively ensure relevant degree program accreditation standards are met for AAQEP and TEA.
- Continually engage community partners, faculty, staff, and students in departmental improvements through advisory board meetings, surveys, focus groups, and a department SWOT analysis.
- Create and identify seed funding for a departmental donation-based scholarship and special funds account.
- Create and ensure contracting and training and development arm for Center for Education Research and Policy Studies is revenue generating.
- Charge and support the updating of PhD, MEd, and Interdisciplinary Leadership Minor program curriculum to ensure program quality, program viability, while also ensuring anti-racist and social justice in education competencies are addressed.
- Engage in market demand research to inform new academic program creation, academic program budgeting, while shepherding the academic programs through to approval and implementation.
- Identify cross-campus partnership opportunities and engage in dialogue that leverages department faculty strengths as well as program collaboration creation such as the collaborative creation of the Dual Degree with the School of Social Work that focuses on students' mental health and community partnership building.
- Engage in conversations that elucidate how we want to collaboratively be in the work we are doing.
- Engage in action and strategic planning in alignment with the College and University Strategic Plans and informed by a SWOT analysis and 360-degree department and program evaluations.
- Actively market department and faculty research and programs in collaboration with the College marketing professionals.

Founder and Director, Intrapersonal Competency Cultivation Research Team

University of Texas Arlington, San Diego State University, and Loyola University Chicago (January 2021 – October, 2025)

- Coordinator a multi-institution, interdisciplinary reach team that seeks to close equity gaps by better understanding the role of intrapersonal competency cultivation on student success.
- Lead the collaborative research agenda design and implementation of a student success research agenda, recruiting talent for needed inquiry areas.
- Lead the application of grant proposals, peer refereed journal article submissions, and conference paper submissions.
- Served as a member of the university student success research team, contributing to the design and implementation of a number of studies and resulting improvements.

- See <https://competencycultivation.uta.edu/> for more details.

Faculty Fellow Appointment to the Office of Curriculum, Assessment, and Accreditation
San Diego State University (January 2018 – December 2020)

- Creator of the Commuter Life USEM Learning Disposition Analysis to advance Equity-Driven, High Achievement student success solution that has decreased academic probation among Commuter Life students by 25% in its first semester of implementation
- Project Manager to collaboratively design and oversee science of learning research associated with decreasing inequities among the Commuter Life students as compared with the Residence Life students within the first two years of the academic experience. Inform evidence-based recommendations about what is specifically needed to close achievement gaps of Commuter Life students and other comparison groups involved in the ongoing Commuter Life USEM Learning Disposition Analysis to advance Equity-Driven, High Achievement student success study.
- Project Manager to collaboratively design and oversee delivery and assessment of the 1-unit credit/no credit general studies first semester experience course (USEM) for commuter life students and inform evidence-based recommendations about what is needed to close achievement gaps of commuter life students.
- Project Manager in the collaborative training and ongoing support of the section instructors of the 1-unit general studies first semester experience course (USEM) for Commuter Life students
- Provide counsel to the Assistant Vice President of Educational Effectiveness for needed refinements in the outcomes-based assessment process, the academic review process, and faculty professional development needs in order to further the evidence-based culture at SDSU.
- Suggest other needed resources and informational avenues needed for a successful evidence-based culture at SDSU (e.g., website redesign, handbooks, shared governance memos, faculty professional development plan, communications, statements of relevance) in order to further the evidence-based culture at SDSU.
- Assisted in the planning of the inaugural assessment day at SDSU (March 18, 2019)

Faculty Fellow Appointment to the Office of Analytical Studies and Institutional Research (ASIR)
San Diego State University (May 2019 – May 2020)

- Provide counsel to the Assistant Vice President for Analytical Studies and Institutional Research on student success initiative data gathering, data organization and storage, and data usage for decision-making to optimize student success and close achievement gaps. Inform the design of institutional student success research, student success data analytic ethics and integrity, and integrate science of learning research into predictive analytics as well as student success institutional research in order to close achievement gaps by 2025.
- Lead the integration of the Commuter Life USEM Learning Disposition Analysis to advance Equity-Driven, High Achievement student success solutions project into the University wide Data Champion College and Academic Support Teams; Coach each team in their integration of learning dispositions research to advance equity-driven student success solutions that address college-specific achievement gaps.
- Provide insight to Data Champions for project development and execution relative to the science of learning
- Provide support for campus-wide data projects including Course Predictions and NSSE analysis
- Guide the integration of engagement data with outcomes-based assessment data, performance indicators, and data analytics to close achievement gaps across colleges

Senior Research Fellow

UNESCO MGIEP (January 2017-December 2017)

- In collaboration with the UNESCO MGIEP team in New Delhi, India, designed two global teacher trainings and two different types of mindful compassion courses for Grade 6 to college level in various formats and online modalities. Designed research methodology for each version of each course to be made available for 20 countries.

Co-Creator and Faculty Program Coordinator for Interdisciplinary Leadership Minor

San Diego State University (June 2015-May 2016)

- Collaboratively design SDSU's first Interdisciplinary Leadership Minor
- Coordinate the academic program, including curriculum planning, recruitment of students and adjunct faculty, academic advising, research supervision, marketing of program and program review, mentoring junior faculty and adjuncts, selecting internship sites, and facilitating community partner communication.

Designer and Coordinator, Online Institutional Research, Planning, and Assessment Certificate

San Diego State University (2014-2016)

- Coordinate the academic program, including curriculum planning, assessment, and revision, faculty workload assignments; recruiting of students and faculty; academic advising; marketing of program; administer program

Interim Co-Director, Interwork Institute

San Diego State University (August 2013-December 2013)

- Develop partnerships and collaborations for multidisciplinary curriculum, courses, training, and grant initiatives; mentor faculty in creative idea development; identify alternative funding sources

Founder and Curriculum Designer

Rushing to Yoga Foundation (January 2013-October 2025)

- Founded and completed legal paperwork for official 501(c)3 status; collaboratively developed business plan and marketing plan; fund-raise, manage; and collaboratively develop online programs that advance peace and compassion in higher education through attention, emotion, and cognitive regulation training of higher education students, faculty, and administrators

Co-Creator and Program Coordinator for EdD in Community College/Postsecondary Education Leadership, Leadership Minor

San Diego State University (May 2008-December 2013)

- Collaboratively design and coordinate the self-sustaining academic EdD program, including curriculum planning, faculty workload assignments, and recruiting of students and faculty; academic advising; research supervision; marketing of program; administering program review, and ensuring ethical and accurate state, institution, and accreditation reporting, including facilitation of a successful 5-year WSCUC substantive change review; enrollment planning, budgeting, and building of doctoral infrastructure which involved extensive policy writing and co-creation of new services and operations; collaboratively created the official alumni association for the program.

Co-Creator and Program Coordinator for the Masters in Postsecondary Educational Leadership Program in Student Affairs/Services, Masters in Postsecondary Educational Leadership

San Diego State University (July 2006-2010 and August 2014-May 2016)

- Collaboratively create and coordinate the academic program, including curriculum planning, recruitment of students and adjunct faculty, academic advising, research supervision, marketing of program and program review, recruiting faculty, mentoring junior faculty; securing graduate assistantships, internship sites, and facilitating community partner communication with UCSD and SDSU

Co-Director for the Center of Educational Leadership, Innovation, and Policy

San Diego State University (July 2006-2012)

- Direct the postsecondary arm of the Center including recruitment of research associates and identification of resources.

Assistant Vice President for Institutional Assessment

Texas A&M University (2004-2006)

- Coordinate college efforts around institutional accountability with regard to undergraduate and graduate program review, administrative program review, core curriculum assessment, and institutional strategic

planning. Foster open dialogues among faculty and administrators to ensure systematic feedback and revisions of each process so that it is meaningful, efficient, and effective for research faculty. Develop a formal division assessment plan and monitor its implementation. Work with the Dean of Faculties to develop a model for the scholarship of teaching and learning. Identify and develop faculty and staff support initiatives for assessment of student learning and development, and supervise several units that contributed to institutional accountability.

Director of Assessment for Undergraduate Studies

North Carolina State University (2001-2004)

- Coordinate academic, co-curricular (outside of classroom), academic and student support services, and general education program review and outcomes-based assessment processes across colleges and the Divisions of Undergraduate Studies and Student Affairs. Foster open dialogues among faculty and administrators to ensure systematic feedback and revisions of each process so that it is meaningful, efficient, and effective for research faculty. Assist with accreditation preparation and encourage collaboration with community partners.

Coordinator for Planning and Comparative Studies

North Carolina State University (1999-2001)

- Enrollment planning and analysis that informed key investments to attract and retain specific student groups; student success research to identify achievement gaps; establish a set of institutional aspirational peers and conduct institutional peer comparisons; designed multi-dimensional database (precursor to data analytics)

Interim Assistant Director, Scholarships and Student Aid

University of North Carolina – Chapel Hill (1998-1999)

- Financial aid and enrollment planning leveraging analysis that informed key investments to attract and retain specific student groups

Interim Director of Academic Advising and Special Projects, Enrollment Management

University of Nebraska at Kearney (1997)

- Direct the academic advising program for deciding students, collaborate with college and department academic advisors to ensure successful transitions and on-time graduation rates, and conduct enrollment planning analysis that informed key investments to attract and retain specific student groups

Assistant Dean of Student Services and Registrar

University of Kansas Medical Center (1996-1997)

- Registrar; enrollment management functions; address student conduct, academic integrity, and student wellness issues; represent the Dean of Students in her absence; coordinate the migration of the in-house transactional system to PeopleSoft

Financial Aid Counselor and Special Projects Officer

University of Nebraska at Kearney (1994-1996)

- Financial aid advisor; enrollment management analysis and planning that informed key investments to attract and retain specific student groups

Assistant Director, Degree Completion Program

Concordia College (1993-1994)

- Course instructor; recruit for degree completion program; analyze student portfolios for life experience credit toward degree to expedite degree completion

Assistant Director, Student Union

University of Nebraska at Kearney (1991-1993)

- Manage student development and activities programs; advise student government and student fees allocation; manage the university student union facilities

Director of Alumni Relations
Hastings College (1988-1990)

- Manage alumni development and outreach; cultivate donors; organize college fundraising initiatives.

COURSE, CERTIFICATE, and DEGREE PROGRAM DEVELOPMENT

University of San Diego

- LEAD 663 - Literature Review Writing with Artificial Intelligence – this 16-week PhD course prepares students for their qualifying exam. The courses teaches students how to write a literature review responsibly and ethically harnessing generative artificial intelligence.

University of Texas Arlington

- Hispanic Serving Leadership Preparation Graduate Certificate. The Hispanic Serving Leadership Preparation Certificate was collaboratively designed with Dras Elsa Camargo and Maria Yareli-Delgado and provides a path to PK-12 educational leaders, as well as community college and other college and university professionals who want to specialize in learning how to serve the LatinX population, and also discover what it means to lead within a Hispanic Serving Institution. Those who enroll in this certificate will discover ways to systemically improve the PK-20 pipeline and improve institutional metrics for their LatinX students.
- EDAD 6391 – Independent Study in Applied Learning – 16-week PhD course that facilitates students’ reflection so they can apply learning in an educational leadership internship setting
- EDAD 6391 – Independent Study in Program Assessment - 16-week PhD course that teaches students the basics of outcomes-based assessment program review and supports their design of a framework they can apply in an educational leadership setting

UNESCO MGIEP

These courses have been designed using translational neuroscience.

Online Courses for Teacher Training

- Mindfulness, Empathy, & Compassion Cultivation (MEC) for college instructors – 10 weeks and 16 weeks
- Mindfulness, Empathy, & Compassion Cultivation (MEC) for Grades 6-12 teachers – 10 weeks

Online Courses for Students

- Mindfulness, Empathy, & Compassion Cultivation (MEC) for college students – 8 weeks and 16 weeks

Face-to-Face Course for Students

- Mindfulness, Empathy, & Compassion Cultivation (MEC) for Grades 6-12 teachers – 8 weeks and 10 weeks

San Diego State University

This course has been designed using translational neuroscience.

Online, Hybrid and Face-to-Face Course for Middle Managers

- Mindfulness, Empathy, & Compassion Cultivation Course for Middle Managers at SDSU – 16 weeks

Degree Programs and Certificates

- Served as a part of the Team that initially designed the EdD in Postsecondary Educational Leadership with a Community College Concentration and led it through a successful WSCUC accreditation which established the CSU with authority to grant the first independent doctorate;
- Led the re-design (and continued refinement) of the Masters in Postsecondary Education Leadership – Student Affairs concentration;
- Collaboratively designed the initial Interdisciplinary Leadership Minor and assisted with its later revitalization and refinement;
- Designed the online Certificate in Institutional Research, Planning and Assessment – four courses: ARP 727 – Emerging Issues: Introduction to Institutional Research, ARP 725 – Institutional Planning, Analysis, and Assessment, ARP 611 – Program Development and Evaluation in Postsecondary Education, and ARP 760 – Internship
- Recently designed the online Applied Leadership Certificate for post-Masters students seeking to earn 9 units toward their EdD while gaining direct applied learning experience; for SDSU World Campus
- Recently designed the Equity Driven Organizational Leadership Certificate for SDSU World Campus; Building on a foundation of mindful compassion, this online post-baccalaureate certificate leverages Otto Scharmer’s Theory U to identify how to move an organization from an ego-centric way of being, doing, and evaluating to an eco-centric way of being, doing, and evaluating
- Recently designed the Certificate in Equity-Driven, High Achievement Assessment, Research, and Evaluation for SDSU World Campus; this online post-baccalaureate certificate is designed to integrate outcomes-based assessment, program review, predictive analytics, and institutional performance indicator evaluation into a specific type of inquiry that advances equity-driven, high performance organizational decision making. This certificate is grounded in learning science that advances career/workforce readiness skills and leveraging sound inclusive, culturally-relevant research methodology.
- Recently designed the Certificate in Cultivating Career Readiness/Workforce Readiness Skill Sets for adult learners for SDSU World Campus. This online certificate leverages neuroscience research and micro-skill building mini-modules to cultivate larger employer desired workforce readiness skills.

Edd Courses

- ARP 760 – Internship Supervision – Hybrid
- ED 836a, ED 836b, and ED 836c – Dissertation Research Methodology and Writing Support, 3 consecutive semesters
- ED 815 – Re-Thinking Leadership, incorporating MBSR, attention, emotion, cognitive and self-regulation training, with a wide array of leadership theories; this is a flipped classroom design
- ED 860 – Leading Organization Change, incorporating mindful organizational change practices
- ED 899 – Dissertation Supervision

Masters of Arts Courses

- ARP 610 – Educational Leadership for the postsecondary education cohort for students in the Pacific – Hybrid
- ARP 610 – Educational Leadership for the postsecondary education cohort, incorporating in attention, emotion, cognitive and self-regulation training, and mindful leadership practices
- ARP 621 – Foundations in Student Development Theory
- ARP 755 – Governance and Policy Development in Postsecondary and Disability Systems for the postsecondary education cohort for students in the Pacific - Hybrid
- ARP 760 – Internship Supervision
- ARP 798 Special Topics – Thesis Preparation
- ARP 799 – Thesis Supervision
- ED 795 A and ED 795 B – Mixed Methods Research Seminar, 2 consecutive semesters
- ED 795 A and ED 795 B – Outcomes-Based Assessment Program Review and Institutional Research, 2 consecutive semesters of a flipped classroom design

Undergraduate Courses

- GEN_S100A University Seminar course for first-year, first-time, commuter students; this is a collaboratively re-designed flipped classroom course among academic and student affairs faculty and staff, which actively applies the Science of Learning to close equity gaps for first-year, first-time URM, First-Gen, and Pell eligible local commuting students
- ARP 596 – Compassionate Leadership for undergraduate and graduate students, which has been designed using translational neuroscience

Integrative Inquiry – an 8-, 10-, or 16-week attention, emotion, and cognitive regulation training course that students enroll in for free and that I voluntarily teach as an overload to reduce students’ stress and anxiety, increase their attention, emotion, and cognitive regulation as well as students’ compassion, well-being, resilience, and conscious choice-making. This course has been designed using translational neuroscience.

Integrative Inquiry App – an attention, emotion, and cognitive regulation training app available to students in 4, 6, 8, 10, and 16-week daily training programs. This App has been designed using translational neuroscience.

Assessment Fundamentals – a 10-module online webinar developed for the National Association for Student Affairs Personnel Administrators.

Equity Driven, High Achievement Outcomes-Based Assessment Certificate - a 16-module online webinar developed for the National Association for Student Affairs Personnel Administrators.

Equity Driven, High Achievement Student Success Data Processing – a 3-part webinar series designed for Innovative Educators

Cultivating Resilience and Growth Mindset – a 2-part webinar series designed for Innovate Educators; this webinar series applies the Science of Learning.

Reducing Implicit Bias via Mindful Compassion Cultivation – a 2-part webinar for Innovative Educators; this webinar series applies the Science of Learning.

Transforming Minds Within Educational Systems – a 6-part webinar series designed for UNESCO MGIEP; this webinar series is based on translational neuroscience.

Mindful Compassionate Leadership – a 16 – week, one hour/week hybrid course for administrators at San Diego State University; this series is based on translational neuroscience.

How People Learn II Webinar Series – a 4-month national webinar series that explored the applications of the science of learning as published in the National Academies of Science, *How People Learn II*, to curriculum, instruction and its evaluation within higher education.

Texas A&M University

Graduate Course

- EDAD 689-600 Special Topics in Assessing Student Learning & Development

North Carolina State University

Graduate Courses

- EAC795F Enrollment Management
- EAC 692 Masters Research Project in Assessment
- EAC 779 Evaluation in Non-Formal Adult Education (on-line and face-to-face course for doctoral

- students)
- EAC 830 Doctoral Independent Study in Assessment Research

University of Nebraska at Kearney

Undergraduate Course

- Learning Skills 103 University Foundations – Freshman Success Course

Master of Arts Courses

- Professional Teacher Education (PTE) 870 Human Relations (state mandated multicultural awareness course for teachers)
- PTE 899 Developing and Implementing the Multicultural Curriculum, and Counseling and School Psychology
- Counseling and School Psychology C&SP 800 Advanced Educational Psychology

COURSES NOT DEVELOPED BUT TAUGHT

Mindfulness-Based Stress Reduction (MBSR)

- An 8-week course designed by Professor Jon Kabat-Zinn from the University of Massachusetts that is shown to significantly reduce participants' stress and increase overall well-being.

STUDENT RESEARCH SUPERVISION

Masters Students Mentored

2006-2020, I have the privilege of mentoring 14 to 24 students every semester in their reflective student learning portfolio process and career and personal development.

Theses Completed

2020, San Diego State University, Chair

Megan Prager

Exploring the Efficacy of Mindful Compassion Courses Integrated into Credit Bearing Honors Course and General Education Courses

2020, San Diego State University, Committee Member

Megan Villa, MA

Practicing Mindfulness with Kindergarteners Using Mindful School's 8-week Curriculum: A Process Evaluation

2019, San Diego State University, Committee Member

Brandon Himes, MS

An Investigation of the Relationships among Emotional Intelligence, Compassion, and Organizational Citizenship Behaviors

2019, San Diego State University, Chair

Sujeith Isela Ordonez, MA

Student-Centered Academic Advising: An Advisor Focused Approach

2017, San Diego State University, Chair

Savannah McCully, MA

Exploring Metacognition in Graduate Student Affairs Professionals

2015, San Diego State University, Committee Member

Kevin Corcoran, MA
Evaluating Mindfulness Impact on Non-Reactive Communication Styles

2014, San Diego State University, Chair
Matthew Evrard, MA
Exploring the Efficacy of Integrative Inquiry in Doctoral Students: A Training Program Designed to Reduce Stress and Anxiety and Increase Critical Thinking Dispositions

2011, San Diego State University, Chair
Evan Parry, MA
The Sophomore Year at a Faith-Based University: Exploring Curricular and Co-Curricular Development

2010, San Diego State University, Chair
Crystal Schloemer, MA
A Quantitative Analysis of Learning Outcomes in Postsecondary Students Performing Service Abroad

2002, North Carolina State University, Committee Member
Kerith M. Bowman, MS
A Descriptive Analysis of Graduate Advising and Orientation in Two Cases

Dissertations Completed

2023, San Diego State University, Committee Member
Katie Serbian, EdD
The Value of Social Emotional Learning Opportunities for Postsecondary Students with Intellectual Disabilities: An Adaption of the Center for Academic and Social-Emotional Learning's The Missing Piece Survey

2022, University of Texas Arlington, Committee Member
Courtney Matthews, PhD
A Joyful Masterpiece: An Examination of Black Women's Joy as they Aspire for the Presidency

2022, University of Texas Arlington, Committee Member
Junichi Lockett, PhD
Pipeline to Power: A Creative Exploration of My Journey to Black Youth Em"Power"ment

2022, San Diego State University and Claremont Graduate University, Committee Member
Christina Gramatikova, PhD
First-Year Effects and Persistence Decisions: A Moderated Mediation Model of Coping, Self-Efficacy, and Locus of Control

2021, University of the Rockies, Committee Member
Kristin Dolan, PhD
The Effects of BAB on Reducing Anxiety in Critically Ill Adults aged 45-85

2021, University of Texas Arlington, Committee Member
Mara Liz Alvarez-Delgado
Principal Leadership and Foreign Teachers: A Cross-Cultural Multiple Case Study in Texas Elementary Schools

2020, San Diego State University, Chair
Brianna Kuhn, EdD
Exploring the Connection of Equity-Driven Grading and High Achievement of Outcomes

2020, San Diego State University, Chair
Bryan Malinas, EdD
Analyzing the Effects of Political Climate on Sense of Belonging and Student Success and Retention in Community College

2020, New England College
Paige Fournier, EdD
Exploring the Efficacy of the Radiant Beginnings Mindfulness Program on Middle School Students' Mindfulness and Self-Compassion Skills

2019, San Diego State University and Claremont Graduate University, Co-Chair
Thupten Tashi, PhD
Exploring School Discipline Practices Among Tibetan Refugee Schools in India

2019, San Diego State University, Chair
Andrea Vonny Lee, EdD
Centering African American Student Voice: Community College Study Abroad Transformation and Intercultural Competencies

2019, New England College, Committee Member
Michael Bliss
Measuring Learning in Student Affairs

2018, San Diego State University, Chair
Poppy Fitch, EdD
Patchworking Our Future: A Model of Foster Youth College Success

2018, San Diego State University, Chair
Eric Washington, EdD
Exploring Veterans Successful Completion of a Degree Within 36 months

2017, San Diego State University, Chair
Angelina Yang, EdD
Exploring Ethnic Identity Development Through Three Lenses of Inquiry

2017, San Diego State University, Chair
Michelle Vogel Trautt, EdD
Examining Decreased Stress and Their Correlation With Learning Outcomes

2017, San Diego State University, Chair
Greg Wilson, EdD
Exploring Effective Evidence-Based Decision Making Practices in Higher Education

2016, New England College, Committee Member
Anne Hopkins-Gross, EdD
Exploring the Effectiveness of Mindfulness Methodology on Student Affairs Practitioners' Overall Well-Being

2016, San Diego State University, Chair
Shannon Nolan, EdD
Exploring the Role of Spiritual Development in Leadership Development Programs

2016, San Diego State University, Chair
Dilcie Perez, EdD

Exploring the Creation of Third-Space Collaboration Among Postsecondary Presidents and Vice-Presidents

2015, San Diego State University, Chair

Lisa McCully, EdD

Exploring the Experience of Undergraduate Adult Learners Enrolled in a Predominantly Traditional University

2014, San Diego State University, Committee Member

Pearl Lopez, EdD

Evaluating the Effectiveness of a Summer Bridge Program

2014, San Diego State University, Chair

Cynthia Rico, EdD

Evaluating the Efficacy of Online Educational Planning for Community College Counselors

2013, San Diego State University, Chair

Rasha Roshdy, EdD

Understanding Military Cultural Effects on Arabic Teachers Experiences Teaching Special Forces Arabic Language and Culture

2013, San Diego State University, Chair

Saman Yagmahee, EdD

Predicting Degree Completion With Institutional Characteristics and Practices in California Community Colleges

2013, San Diego State University, Chair

Bridget Herrin, EdD

Predicting Academic Self-Efficacy in California Community Colleges' First-Generation Students

2012, San Diego State University, Chair

Wendy Bracken, EdD

Interaction Between Engagement and the Big Five Personality Characteristics on Academic Success of First-Year College Students

2012, University of San Diego, Committee Member

Emily Marx, Ph.D.

Exploring the Role of Self-Authorship in New Student Affairs Professionals' Student Advising Practices

2012, San Diego State University, Committee Member

Henri Migala, EdD

A Comparative Analysis of ESL in a Southern California Community College

2011, San Diego State University, Chair

Paul DeWine, EdD

The Structural and Psychosocial Transition Process of a Community College Student to a Research University

2011, San Diego State University, Chair

Chris Hyashi, EdD

Academic Self-Efficacy Beliefs in Mexican American Community College Students

2011, San Diego State University, Committee Member

Marsha Gable, EdD

Bringing Voice to Silenced African American Women Administrators at Predominantly White Institutions

2010, San Diego State University, Chair
Chris Sullivan, EdD
The Influence of Faculty Professional Development on Basic Skills Curriculum Design

2010, San Diego State University, Chair
Irina Weisblat, EdD
Basic Skills for the New Millennium: Global Competences Through Postsecondary Business Education

2010, San Diego State University, Chair
Reggie Blaylock, EdD
Exploring Successful Transfer Bridge Programs

2009, San Diego State University, Chair
Lauren Weiner, EdD
Service-Learning: Factors That Lead to Sustainable Programs

2006, University of North Carolina – Chapel Hill, Committee Member
Meagan Oakleaf, Ph.D.
Assessing Information Literacy Skills: A Rubric Approach

2005, North Carolina State University, Committee Member
Jerrid Freeman, EdD
Postsecondary Education for the Underserved in America: A Study of Highly Nontraditional Students in Community Colleges

2005, North Carolina State University, Committee Member
Barbi Hunnicutt, Ph.D.
Students' Perceptions and Experiences in a Learning Environment That Uses an Instructional Game as a Teaching Strategy

2004, North Carolina State University, Committee Member
Lynda Horhota Hanbourger, EdD
Decision-Making, Gender, and Field of Academic Major Choice

CONSULTATIONS AND WORKSHOPS

Outcomes-based assessment program review and/or institutional research workshops and consultations have been conducted at the following organizations from 1999-present:

Academic Impressions, AAC&U, ACPA, Argosy University, Ashford University, Asia Pacific University – Japan, Bimidji State University, Brigham Young University – Provo, Bronx Community College, Broward Community College, California Poly – San Louis Obispo, California State – San Bernadino, Cedar Crest College, Central Piedmont Community College, Central Washington University, CETYS University – Mexico, CHEA, Clemson University, Colleges of Fenway (Emmanuel College, Massachusetts College of Art, Massachusetts College of Pharmacy and Health Sciences, Simmons College, Wentworth Institute of Technology, and Wheelock College), Colorado State University, Concordia University-Irvine, Consortium of Small Prestigious Liberal Arts Colleges (Byrn Mawr, Davidson College, Mount Holyoke, Sarah Lawrence, University of the South, Sewanee), Cuyamaca Community College, Davidson College, Davidson County Community College, Dallas College, DeSales University, Dickinson College, Duke University, East Central University – Oklahoma, Eastern Washington University, Elon University, Franciscan School of Theology, Ferris State University, Fresno City College, Fresno State University, Furman University, Georgia Southern University, Georgia State University, Goucher College, Heald College, Heartland Community College, Humboldt State University, Illinois State

University, Innovative Educators, Inter-American University of Puerto Rico, Isothermal Community College, Jacksonville University, John Carroll University, John F. Kennedy University, Lafayette College, Lake Superior College, LeHigh University, Loyola University-Chicago, Macau University – Hong Kong, Maryland Community Colleges, Maui Community College, Metropolitan State University of Denver, Miami University, Michigan Tech University, Mira Costa Community College, Modesto Junior College, Moraine Valley Community College, Mississippi State University, Moravian College, Morehouse University, Muhlenberg College, Nash Community College, NASPA, National University, New Jersey City University, New Jersey Community Colleges, New York Institute of Technology, North Carolina Agricultural and Technical University, North Carolina State University, North Central College, North Georgia State College and University, Northern Illinois University, Northwestern University, Occidental College, Oregon State University, Paradise Valley Community College, Pasadena City College, Pepperdine University, Phoenix Community College, Pikes Peak Community College, Pitzer College, Point Loma Nazarene University, Prairie View A&M University, Presbyterian College, Salem State College, Sam Houston State University, San Diego State University, San Jose State University, San Juan College, Santa Ana College, Santiago Canyon Community College, Scripps Research Institute, Stanford University, SUNY – Suffolk, Syracuse University, TASK Stream, TK-20, Tarrant County College, Texas A&M University, Texas Christian University, Texas State University, Texas Tech University, Three Rivers Community College, University of Alaska-Fairbanks, University of Arkansas, University of Buffalo, University of California-Irvine, University of California – San Diego, University of Colorado – Boulder, University of Colorado – Denver, University of Delaware, University of Detroit – Mercy, University of Hawaii-Manoa, University of Houston – Clear Lake, University of Houston – Victoria, University of Kansas, University of Oregon, University of Maryland – College Park, University of Minnesota – Duluth, University of Missouri – Kansas City, University of Montana, University of Nebraska – Kearney, University of Nevada – Reno, University of North Carolina at Chapel Hill, University of Northern Colorado, University of Oregon, University of Pretoria – South Africa, University of Richmond, University of the Rockies, University of San Diego, University of South Carolina, University of South Florida, University of Southern Mississippi, University of Wisconsin-La Crosse, University of Utah, Wake Forest University, Weber State University, Western Carolina University, Western Michigan University, Western Washington University, Westmont College, Wolford College, and World Medicine Institute.

Mindfulness-based leadership and/or mindful organizational change workshops and retreats have been presented at the following organizations from 2013-present:

Ashford University, Boston University, California State University – San Marcos, Drexel University, Grossmont-Cuyamaca Community College District, Imperial Valley Community College, Just in Time for Foster Youth, Michigan Tech University, National University, San Diego State University, State University of New York-Cobleskill, University of California – San Diego, University of Southern California, TaskStream, TK-20, Pikes Peak Community College, UNESCO – MGIEP, University of Phoenix, Voices for Children

PROFESSIONAL GROWTH

Articles in Refereed Journals

**denotes students mentored*

71. Bresciani Ludvik, M. J. (Under Review) *The Inseparable Trinity: Can Higher Education Quality Assurance Be Divided?*

70. Wu, Meng-Jia, Bresciani Ludvik, M.J., & Pope, L. (Under Review). Understanding enrollment shifts and persistence during disruptions: A racial perspective. *Studies in Higher Education*.

69. Becker, J., Brunt, N., Bresciani-Ludvik M., Montenegro, E., Cahalan, M., O’Keefe, S. Rubio, M. Kahn, J., Breen, S., Hariharan, Y., Simon S. (Under Review). *Exploring and Increasing TRIO’s Capacity for Partnership Career Development (PCD): Report of Findings From Phase I*. The Pell Institute for the Study of Opportunity in Education, Council for Opportunity in Education (COE), Washington, D.C.

68. Bresciani Ludvik, M.J. (July/August 2025). Rethinking academic Program review: A data-analytics informed approach. *Assessment Update*, 37(4). <https://doi.org/10.1002/au.30445>
67. Bresciani Ludvik, M.J. & Cahalan, M. (June 2025). Institutional collaboration, key performance indicators advance career success for First Gen, low-income students. *Student Affairs Today*, 28(3), 5 and 11. Wiley Periodicals, LLC.
66. Bresciani Ludvik, M.J. (2024). Connecting outcomes-based assessment findings to social mobility key performance indicators (KPIs). *Journal of Assessment and Institutional Effectiveness*, 14(1-2) 184-203. <https://doi.org/10.5325/jasseinsteffe.14.1-2.0184>
65. Ludvik, M.B., Wills-Jackson, C., Eberhart, T.L., Mullholland, S., Bhansali, S., Noala-Aranaz, S*, Henline, J.* (2023). Exploring the potential of mindful compassion pedagogies for effective global citizenship education and education for sustainable development. *International Review of Education*. <https://doi.org/10.1007/s11159-023-10009-x>
64. Hariharan, Y.*, Meiers, C., Robert, C., & Bresciani Ludvik, M. (2023). Examining stress regulation impacts from integrating mindfulness and self-compassion interventions into doctoral-level leadership courses. *Journal of Research in Innovative Teaching & Learning*. <https://doi.org/10.1108/JRIT-05-2022-0025>
63. Levine, R. A., Rivera, P. E., He, L., Fan, J., & Bresciani Ludvik, M. J. (2023). A learning analytics case study: On class sizes in undergraduate writing courses. *Stat*, 12(1), e527. <https://doi.org/10.1002/sta4.527>
62. Bresciani Ludvik, Marilee; Zhang, Shiming*; Kahn, Sandra*; Potter, Nina; Richardson-Gates, Lisa; Schellenberg, Stephen; Saiki, Robyn*; Subedi, Nasima*; Harmata, Rebecca*; Monzon, Rey; Timm, Randy; Stronach, Jeanne; and Jost, Anna (2022) "Building Intrapersonal Competencies in the First-Year Experience: Utilizing Random Forest, Cluster Analysis, and Linear Regression to Identify Students' Strengths and Opportunities for Institutional Improvement," *Practical Assessment, Research, and Evaluation*: Vol. 27, Article 21. Available at: <https://scholarworks.umass.edu/pare/vol27/iss1/21>
61. Ludvik. (2022). Assessment is About Failure. *Assessment Update*, 34(5), 8–8. <https://doi.org/10.1002/au.30316>
60. Ludvik. (2022). Combatting Apathy and Burn-Out for Institutional Effectiveness by Igniting Inquiry. *Assessment Update*, 34(2), 4–14. <https://doi.org/10.1002/au.30293>
59. Marilee Bresciani Ludvik & Linda Serra Hagedorn (2022) Reexamining the Role of Department Chair: Is the Chair “Broken”?, *Change: The Magazine of Higher Learning*, 54:5, 25 30, DOI: [10.1080/00091383.2022.2101862](https://doi.org/10.1080/00091383.2022.2101862)
58. Bresciani Ludvik, M.K., Levine, R., He, L.J., Stronach, J., Monzon, R., Schellenberg, S., Gates, L., Henline, J. * Strahlman, M. *, Morales, F.* (2023) An Overview of Determining Class Sizes for an Undergraduate Writing Course. *College Student Journal*.
57. Cook, L.P., Bresciani Ludvik, M.J., Henline, J.* (2022). Implementing mindfulness on campuses: Innovation, imitation, or creating greater mental health risk? *About Campus*.
56. Baljon, A.R.C., Alter, J., Bresciani Ludvik, M.J. (2022). Embodied engagement with scientific concepts: An exploration into emergent learning. *College Teaching*. <https://doi.org/10.1080/87567555.2022.2038065> [Journal Quality: Journal Impact Factor of College Teaching is 0.729.]

55. Bresciani Ludvik, M.J. (March-April, 2022). Combatting apathy and burnout for institutional effectiveness by igniting inquiry. *Assessment Update*, 34(2).4-5. [Journal Quality: Published by Wiley and is one of the primary go-to applied scholarly resources for higher education assessment.]
54. Bresciani Ludvik, M.J., Schellenberg, S., Potter, N. Kahn, S. *, Monzon, R., & Timm, R. (July-August, 2021). Closing equity gaps with intrapersonal competency outcomes-based assessment. *Assessment Update*, 33(4), 1-2, 16. DOI: 10.1002/au
53. Marilee Bresciani Ludvik (2021) White People, Transform Ourselves!, *Change: The Magazine of Higher Learning*, 53:3, 37-41, DOI: [10.1080/00091383.2021.1906144](https://doi.org/10.1080/00091383.2021.1906144) [Journal Quality: Published by Taylor & Francis with over 96,000 annual downloads.]
52. Bresciani Ludvik, M.J. (2020). How a growth mindset can open the dialogue for decolonization. *About Campus*, 25(5), 25–30. <https://doi.org/10.1177/1086482220961133> [Journal Quality: Published by Sage with over 38,000 annual downloads.]
51. Bresciani Ludvik, M.J. (October, 2020). Assessment to improve how an organization learns. *Assessment Update Special Edition for the Virtual IUPUI Assessment Institute*. <https://assessmentinstitute.iupui.edu/au/index.html>
50. Bresciani Ludvik, M.J. (2020). Co-creating the Container for optimal learning and development: Lessons from trauma-informed mindful compassion practices. *About Campus*, 24(6), 25-31. <https://doi.org/10.1177/1086482219899648>
49. Bresciani Ludvik, M.J. (November/December, 2019). Looking below the surface to close achievement gaps and improve career readiness skills. *Change: The Magazine of Higher Learning*, 51(6). 34-44
48. Bresciani Ludvik, M.J. (2019). How do we know what our students know they know? *US-China Education Review B*, 9,(5), 176-191. [Journal Quality: Published by David Publishing; Global Impact factor is .676]
47. Bresciani Ludvik, M.J. (2019, March/April). What makes a performance indicator an equity-driven, high performance indicator? *Assessment Update* 31(2),1-2, 15-16.
46. Bresciani Ludvik, M. J. (2018, July/August). The neuroscience of learning and development: What does that mean for assessment and evaluation? *Assessment Update* 30(4), 13-15.
45. Bresciani Ludvik, M.J. & Eberhart, T. L. (September 2018). *Working paper: How mindful compassion practices can cultivate social and emotional learning*. UNESCO MGIEP Mahatma Gandhi Institute for Peace and Sustainability. ISBN 978-81-89218-49-2 https://d27gr4uvqxfbqz.cloudfront.net/files%2Ffd1d151fa-e993-4e81-a6e6-221a47e4bbb6_Mindfulness%20Compassion26112018.pdf [Journal Quality: UNESCO publications do not report impact factors and are distributed widely to all UNESCO members.]
44. Yang, A. V.*, Bresciani Ludvik, M. J., Sax, C. L., Garcia-Navarette, S.*, Bracken, W.*, Wood, J. L., & Iyoho, C.* (2018). Exploring whether mindfulness can enhance ethnic identity among undergraduate and graduate students. *Journal of Research in Innovative Teaching and Learning*, 11(1), 67-93. [Journal Quality: Published by Emerald Publishing; Impact Factor is .92]
43. Nolan-Arañez, S. I.*, & Bresciani Ludvik, M. J. (2018). Positing a framework for cultivating spirituality through public university leadership development. *Journal of Research in Innovative Teaching and Learning*, 11(1), 94-109.
42. Kuh, G. D., Gambino, L. M., Bresciani Ludvik, M., & O'Donnell, K. (2018, May/June). Accentuating dispositional learning from HIPs using ePortfolio. *Assessment Update*, 30(3), 8-9, 11.

41. Bresciani Ludvik, M.J. (2018). A note from the editor. *Journal of Research in Innovative Teaching and Learning*, 11, 2-3.
40. Bresciani Ludvik, M. J. (2017). Leveraging neuroscience and education to prevent youth aggression and violence. *US-China Education Review B*, 7, 401-433.
39. Nolan-Arañez, S. I.*, & Bresciani Ludvik, M. J. (2017). A framework for cultivating students' spirituality and skills employers demand at a public institution. *Open Journal of Leadership*, 6, 104-111. [Journal Quality: Google-Based Impact factor:1.33]
38. Bresciani Ludvik, M. J., & Goldin, P. (2017). Preventing violent extremism through education: Five steps to consider for cultivating emotion regulation. *US-China Education Review B*, 7, 23-31.
37. DeWine, P.*, Bresciani Ludvik, M. J., & Tucker, M. (2016). Exploring a successful community college student transition to a Research-University environment. *Community College Journal of Research and Practice*. [Journal Quality: Published by Taylor & Francis with over 126,000 annual downloads.]
36. Bresciani Ludvik, M. J. (2015). The neuroscience of learning and development and its implications for inquiry. *Journal of Student Affairs Inquiry*. <https://jsai.scholasticahq.com/article/382-the-neuroscience-of-learning-and-development-and-its-implications-for-inquiry> [Journal Quality: Published by Student Affairs Assessment Leaders is the primary go to journal for applied student affairs assessment research.]
35. Hayashi, C.*, Bresciani, M. J., Piland, W., & Giraffe, V. (2014). Academic self-efficacy in Mexican-American community college students. *Journal of Applied Research in Community Colleges*, 21(2). [Journal Quality: Published by Montezuma Publishing with no reported impact factor.]
34. Bracken, W.*, & Bresciani Ludvik, M. J. (2014). Interaction between engagement and the Big-Five personality characteristics on academic success of college students. *Journal of Progressive Policy and Practice*. [Journal Quality: Published by the Center for African American Policy and Practice with no reported impact factor.]
33. Jeffcoat, K., Weisblat, I.*, Bresciani, M. J., Sly, R., Tucker, M., & Cao, L.* (2014). Exploring alignment of student preparedness for and achievement of basic skills. *Community College Journal of Research and Practice*, 38, 5-23.
32. Bresciani, M. J., Gillig, B.*, Tucker, M., Weiner, L.*, & McCully, L.* (2014). Exploring the use of evidence in resource allocation: Towards a framework for practice. *Journal of Student Affairs*, 22. [Journal Quality: Published by Colorado State University with no reported impact factor.]
31. Weiner Vaknin, L.*, & Bresciani, M. J. (2013). Implementing quality service-learning programs in community colleges. *Community College Journal of Research and Practice*, 37, 979-989.
30. Weisblat, I. A.*, & Bresciani, M. J. (2012). Basic skills and global competencies for business major graduates. *International Journal of Business Education*, 152(1), 19-29. [Journal Quality: Has an acceptance rate of 30% or less.]
29. Hoffman, J., & Bresciani, M. J. (2012). Identifying what student affairs professionals value: A mixed methods analysis of professional competencies listed in job descriptions. *Research & Practice in Assessment*, 7. [Journal Quality: Has an acceptance rate of 40% or less.]
28. Bresciani, M. J. (2012). Recommendations for implementing an effective, efficient, and enduring outcomes-based assessment program review. *Community College Journal of Research and Practice*, 36, 411-421.

27. Bresciani, M. J., & Uline, C. L. (2012). Assessing EdD programs for program evaluation and improvement and impact on PK-20 learning environments. *Assessment Update*, 24(2), 7-9.
26. Bresciani, M. J. (2012, November-December). Connecting neuroscientific discoveries with the value of a higher education degree. *About Campus*, 17(5), 27-29.
25. Dickerson, A. M.*, Hoffman, J. L., Anan, B. P.*, Brown, K. F.*, Vong, L. K.*, Bresciani, M. J., . . . Oyler, J.* (2011). A comparison of senior student affairs officer and student affairs preparatory program faculty expectations of entry-level professionals' competencies. *NASPA Journal of Student Affairs Research and Practice*, 48, 463-479.
24. Blaylock, R. S.*, & Bresciani, M. J. (2011). Exploring the success of transfer programs for community college students. *Research & Practice in Assessment*, 5(2), 43-61.
23. Weiner, L.*, Bresciani, M. J., Oyler, J.*, & Felix, E.* (2011). Developing and implementing learning goals for student affairs practitioners. *Journal of Student Affairs*, 20, 86-93.
22. Weiner, L.*, & Bresciani, M. J. (2011). Can institutions have quality programming without utilizing a systematic outcomes-based assessment process? *Research & Practice in Assessment*, 5(1), 38-49.
21. Bresciani, M. J. (2011). Challenges in the implementation of outcomes-based assessment program review in a California community college district. *Community College Journal of Research and Practice*, 35, 855-876.
20. Bresciani, M. J. (2011). Identifying barriers in implementing outcomes-based assessment program review: A grounded theory analysis. *Research & Practice in Assessment*, 5(1), 5-26.
19. Bresciani, M. J., Morsi, K., Duncan, A.*, Tucker, M., Siprut, M., & Stewart, K. (2010). Exploring the challenges in designing and implementing an assessment plan for a virtual engineering lab. *Eludamos: The Journal for Computer Game Culture*, 4(2), 1-3. [Journal Quality: Unknown.]
18. Hoffman, J. L., & Bresciani, M. J. (2010). Assessment work: Examining the prevalence and nature of learning assessment competencies and skills in student affairs job postings. *NASPA Journal of Student Affairs Research and Practice*, 47(4), 27-36. [Journal Quality: Published by Taylor and Francis with over 82,000 annual downloads; Impact Factor .91.]
17. Bresciani, M. J. (2010). Understanding barriers to student affairs professionals' engagement in outcomes-based assessment of student learning and development. *Journal of Student Affairs*, 14, 81-90.
16. Bresciani, M. J., Duncan, A. J.*, & Cao, L. H. *(2010). Embracing the ambiguity: Twelve considerations for holistic time management. *About Campus*, 15(5), 17-21.
15. Bresciani, M. J., Oakleaf, M*., Kolkhorst, F., Nebeker, C., Duncan, K., Barlow, J., & Hickmott, J* (2009). Examining design and inter-rater reliability of a rubric measuring research quality across multiple disciplines. *Practical Assessment, Research, & Evaluation*, 14(13A), 1-7. [Journal Quality: Over 1.5 million annual downloads; SJR Impact Factor .389.]
14. Bresciani, M. J. (2009). Evaluating the efficiency, effectiveness and sustainability of outcomes-based program review. *Journal of Faculty Development*, 23(1), 30-39. [Journal Quality: Published by Magna Publications; this is a go-to applied scholarship faculty development journal.]
13. Bresciani, M. J., Griffiths, J. H.*, & Rust, J. P. (2009). Assessment at North Carolina State University: Adapting to change in the workplace. *Research & Practice in Assessment*, 3(1).

12. Bresciani, M. J. (2008). Implementing an outcomes-based assessment process in a major metropolitan community college district. *Community College Journal of Research and Practice*, 32, 970-984.
11. Bresciani, M. J. (2008). Global competencies in student affairs/services professionals: A literature synthesis. *College Student Journal*, 42, 906-920. [Journal Quality: Published by Project Innovation; impact factor unknown.]
10. Bresciani, M. J. (2008). Exploring misunderstanding in collaborative research between a world power and a developing country. *Research & Practice in Assessment*, 2(1).
9. Freeman, J. P.*, Hall, E. E., & Bresciani, M. J. (2007). What leads students to have thoughts, talk to someone about, and take steps to leave their institution? *College Student Journal*, 41, 755-770.
8. Bresciani, M. J. (2006). Quality assurance: An important component of leadership. *Journal of National Academy of Education Administration*, 97, 47-50. [Journal Quality: A Chinese National Academy Journal whose impact factor is unknown.]
7. Jablonski, M. A., Bresciani, M. J., Lovell, C. D., & Shandley, T. (2005). Shaping student affairs leadership through global perspectives. *NASPA Journal of Student Affairs Research and Practice*, 43, 183-202.
6. Zelna, C. L., & Bresciani, M. J. (2004). Assessing and addressing academic integrity at a doctoral extensive institution. *NASPA Journal of Student Affairs Research and Practice*, 42, 72-93.
5. Bresciani, M. J. (2003). An understanding of students' perspectives toward diversity at a Midwestern health professional school: A phenomenological study. *NASPA Journal of Student Affairs Research and Practice* 41, 83-113.
4. Allen, J., & Bresciani, M. J. (2003, January/February). Public institutions, public challenges: On the transparency of assessment results. *Change: The Magazine of Higher Learning*, 35(1), 20-23.
3. Bresciani, M. J., & Carson, L. (2002). A study of undergraduate persistence by unmet need and percentage of gift aid. *NASPA Journal of Student Affairs Research and Practice*, 40, 104-123.
2. Bresciani, M. J. (2002). Development of a rubric to evaluate academic program assessment plans at North Carolina state university. *Assessment Update*, 14(6), 14-15.
1. Bresciani, M. J., Anderson, J. A., Conway, T. E. H., & Allen, J. (2002). In search of meaningful and manageable assessment: Academic program review at North Carolina State University. *Assessment Update*, 14(6), 11-14.

Chapters in Refereed Books

27. Acheampong, D., Bresciani Ludvik, M.J., Lundquist, A. E. (2022). Developing individual awareness: The role of the assessor. In Hennig, G.W., Baker, G.R., Jankowski, N.A., Lundquist, A.E., & Montenegro, E. (2022). *Reframing assessment to center equity: Theories, models, and practices*. Sterling, VA: Stylus Publishing.
26. Bresciani Ludvik, M.J., Zhang, S.*, Kahn, S.*, Potter, N., Gates, L., Saiki, R.*, Beccero Songolo, R., Schellenberg, S., Strahlman, M.* & Timm, R. (2022). Equity-driven decision making to improve sense of belonging for first-generation, Pell-eligible, URM students. In E.M. Bentrin & G. Henning (2022) *The impact of sense of belonging in college: Implications for student persistence, retention, and success*. Sterling, VA: Stylus Publishing.

25. Bresciani Ludvik, M. J. (2020). A new era of accountability: Resolving the clash of public good and economic stimulation performance indicators with evidence. In J. P. Freeman, C. Keller, & R. Cambiano (Eds.), *Higher education's response to exponential societal shifts*. Hershey, PA: IGI Global.
24. Bresciani Ludvik, M. J. (2017). Learning about consequences, community, creativity, and courage: Cultivating compassion in higher education leadership. In P. Dale (Ed.), *Compassion at the heart of higher education*. London, England: Springer.
23. Bresciani Ludvik, M. J. (2016). Introduction: Rethinking how we design, deliver, and evaluate higher education. In M. J. Bresciani Ludvik (Ed.), *The neuroscience of learning and development: Enhancing creativity, compassion, critical thinking, and peace in higher education*. Sterling, VA: Stylus.
22. Evrard, M.*, Annese, J., & Bresciani Ludvik, M. J., with review by M. Baxter Magolda & T. Van Vleet (2016). Basic brain parts and their function. In M. J. Bresciani Ludvik (Ed.), *The neuroscience of learning and development: Enhancing creativity, compassion, critical thinking, and peace in higher education*. Sterling, VA: Stylus.
21. Evrard, M.*, & Bresciani Ludvik, M. J., with review by T. Van Vleet. (2016). Unpacking neuroplasticity and neurogenesis. In M. J. Bresciani Ludvik (Ed.), *The neuroscience of learning and development: Enhancing creativity, compassion, critical thinking, and peace in higher education*. Sterling, VA: Stylus.
20. Bresciani Ludvik, M. J., & Evrard, M.* (2016). Strategies that intentionally change the brain. In M. J. Bresciani Ludvik (Ed.), *The neuroscience of learning and development: Enhancing creativity, compassion, critical thinking, and peace in higher education*. Sterling, VA: Stylus.
19. Bresciani Ludvik, M. J., Goldin, P., Evrard, M., Wood, J. L., Bracken, W.*, Tucker, M., & Iyoho, C.* (2016). Enhancing and evaluating critical thinking disposition and other holistic student learning and development through integrative inquiry. In M. J. Bresciani Ludvik (Ed.), *The neuroscience of learning and development: Enhancing creativity, compassion, critical thinking, and peace in higher education*. Sterling, VA: Stylus.
18. Bresciani Ludvik, M. J. (2016). Afterword: Adaption, adoption, and transformation. In M. J. Bresciani Ludvik (Ed.), *The neuroscience of learning and development: Enhancing creativity, compassion, critical thinking, and peace in higher education*. Sterling, VA: Stylus.
17. Bresciani, M. J. (2016). An introduction to outcomes-based assessment and considerations for the future. In G. McClellan & J. Stringer (Eds.), *Handbook for student affairs administration* (4th ed.). San Francisco, CA: Jossey Bass.
16. Bresciani Ludvik, M. J. (2016). Forward. In G. W. Henning & D. Roberts, D. (Eds.), *Student affairs assessment: theory to practice*. Sterling, VA: Stylus.
15. Bresciani Ludvik, M. J. (2015). Forward. In R. P. Bingham, D. Bureau, & A. Garrison Duncan (Eds.), *Leading assessment for student success: Ten tenets that change culture and practice in student affairs*. Sterling, VA: Stylus.
14. Bresciani, M. J., & Eppich, D. (2013). Incorporating outcomes based assessment into program review and budgeting. In M. M. Gardner, K. Kline, & M. J. Bresciani (Eds.), *Assessing student learning in the two-year and community colleges: Successful strategies and tools developed by practitioners in student and academic affairs*. Sterling, VA: Stylus.
13. Bresciani, M. J., Hoffman, J. H., Baker, J.*, & Barnes, J.* (2013). Future issues in community college assessment. In M. M. Gardner, K. Kline, & M. J. Bresciani (Eds.), *Assessing student learning in the two-year*

and community colleges: Successful strategies and tools developed by practitioners in student and academic affairs. Sterling, VA: Stylus.

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11. Bresciani, M. J. (2013). Developing outcomes. In D. M. Timm, J. Barham, K. McKinney, & A. Knerr (Eds.), *Best practices in assessment: A companion guide to the ASK standards*. Washington, DC: ACPA.
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8. Bresciani, M. J. (2010). Promoting reflection in the discipline through writing. In T. Flateby (Ed.), *Improving student writing and thinking through assessment*. Charlotte, NC: Information Age.
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5. Bresciani, M. J. (2009). An introduction to outcomes-based assessment: A comparison of approaches. In G. McClellan & J. Stringer (Eds.), *Handbook for student affairs administration (3rd ed.)*. San Francisco, CA: Jossey-Bass.
4. Bresciani, M. J., Gardner, M. M., & Hickmott, J.* (2009). Editors' notes. *New Directions for Student Services, (127)*, 1-5.
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3. Bresciani, M. J., & Oakleaf, M.* (2009). Confronting the business lens for accountability of general education. *Proceedings of the ACRL Fourteenth National Conference*. Seattle, WA: Association of College and Research Libraries.

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Bresciani Ludvik, M.J. & Hagedorn, L.S. (2022). *Netflix's The Chair: Reactions from The Chairs. The Department Chair, (33)2,18-19.*

Bresciani Ludvik, M.J. (2022, February). *The DQP, Transference of knowledge, and the importance of reflection amidst the pandemic*. NILOA Degree Profile Blog No. 4. <https://www.learningoutcomesassessment.org/dqp/>

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Bresciani Ludvik, M. J. (September 2017). *Equity driven, high achievement outcomes-based assessment: What does it mean for open access institutions?* Ferris State University: Alliance for community college excellence in practice.

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Unpublished, Refereed Papers Presented at Professional Conferences

International

[This category does not include accepted, but not presented papers due to COVID-19 cancelled conferences.]

Bresciani Ludvik, M.J. (2024, June). *The Role of Emotion Regulation Training in Student Learning*. Keynote presentation to the Hong Kong Teaching Excellence Alliance Symposium 2024. Hong Kong, China,

Bresciani Ludvik, M.J. (2022, July). *Leveraging Malleable Intrapersonal Competencies to Close Achievement Gaps*. Presentation for the 10th European Conference on Education (ECE2022). University College London, London, UK.

Bresciani Ludvik, M.J., Fischer, D. & Ivan Valencia, A, (2019, July). *From Wellbeing to Doing Well – Exploring the Power of Mindfulness and Related Pedagogies*. Presentation and Session Moderator at the UNESCO 2019 Forum on Education for Sustainable Development and Global Citizenship. Hanoi, Viet Nam.

Bresciani Ludvik, M. J. (2017, September). Mindful Compassion Curriculum Training. Two-Day Workshop for UNESCO MGIEP, New Delhi, India.

Bresciani Ludvik, M. J. (2016, September). *Neuroscience, integrative inquiry, and the cultivation of world*

peace. Invited concurrent session at UNESCO International Conference on the Prevention of Violent Extremism Through Education: Taking Action, New Delhi, India.

Bresciani Ludvik, M. J. (2016, March). *Regulating students' attention, emotion, and cognition: Foundational training for empowering cross-cultural work*. Concurrent session at European Continuing Education Network Conference, Dublin, Ireland.

Bresciani Ludvik, M. J. (2016, March). *Implementing neuroscience-informed practices to improve student success*. Featured presentation at the American College Personnel Administrators International Convention, Montreal, Quebec, Canada.

Bresciani Ludvik, M. J., & Hopkins-Gross, A. (2016, March). *Integrative neuroscience findings into student learning and development*. Preconference workshop at American College Personnel Administrators International Convention, Montreal, Quebec, Canada.

Weddle, H. R., & Bresciani Ludvik, M. J. (2016, March). *Developing students' levels of resilience: A proactive approach*. Concurrent presentation at the American College Personnel Administrators International Convention, Montreal, Quebec, Canada.

Bresciani Ludvik, M. J. (2014, May). *Connecting Western research methodology to the investigation of Eastern well-being practices: Bridging the perceived gap*. A research symposium hosted by the World Organization of Taoism in Beijing, China and Honolulu, Hawaii.

Schuh, J., & Bresciani, M. J. (2012, May). *Developing assessment and research competencies in student affairs professionals*. Two-day workshop, Macau University, Hong Kong.

Bresciani, M. J. (2009, June). *Developing the skills to assess student learning outcomes*. Keynote at the First African Student Affairs Conference, London, England.

Bresciani, M. J. (2007, May). *Quality assurance: Implementing effective practices*. Presentation at the Athens Institute for Education and Research 9th International Conference on Education, Athens, Greece. [Accepted but not presented due to home fire]

Bresciani, M. J. (2006, July). *Quality assurance: Who is driving the accountability standards conversation*. Symposium conducted at the Oxford Round Table on Higher Education Leadership, Oxford, England.

Bresciani, M. J., & Carroll, M. (2005, July). *Does community engagement endanger the quality of research and teaching*. Symposium conducted at the Australian University Quality Forum, Sydney, Australia.

Bresciani, M. J. (2004, July). *Examining institutional transformation through self-review*. Symposium conducted at the Australian University Quality Forum, Adelaide, Australia.

Bresciani, M. J., Anson, C., & Rust, J. (2004, June). *Formative assessment and student learning: Campus-wide reform*. Symposium conducted at the Northumbria/EARLI Second Biannual Assessment Conference, Bergen, Norway.

Bresciani, M. J., Allen, J., & Goode-Vick, C. (2004, June). *Quality in undergraduate education at North Carolina State University: An update on our practices and the lessons learned*. Symposium conducted at the European Conference on Teaching and Learning, Edinburgh, Scotland.

Bresciani, M. J., Abbot, P., Banta, T. W., Du Toit, P., & Rust, J. P. (2003, July). *In search of the best processes for identifying quality education*. Closing conducted at the IUPUI International Assessment Conference, Cape Town, South Africa.

Bresciani, M. J., Rust, J. P., & Griffiths, J.* (2003, July). *Assessing the impact of our assessment process*. Symposium conducted at the IUPUI International Assessment Conference, Cape Town, South Africa.

Bresciani, M. J., Anson, C., Dannels, D., & Rust, J. (2002, July). *The permanence of change: Case studies of continuous program review and assessment*. Symposium conducted at the IUPUI International Assessment Conference, Vienna, Austria.

Bresciani, M. J., Allen, J., Anson, C., & Rust, J. (2001, July). *Transformations at North Carolina State University: Assessment, program development, and continuous improvement*. Presented at the IUPUI International Assessment Conference, Glasgow, Scotland.

National and Regional

[This category does not include accepted, but not presented papers due to COVID-19 cancelled conferences]

Kuruc, T, Bresciani Ludvik, M.J., Angerman, E., & Bourgeois, T. (November 2025). *Estrangement as Learning Theory: A Mental Model for Learning in Volatile Times*. University of Arizona Global Campus Teaching and Learning Conference. Virtual.

Bresciani Ludvik, M.J. (2025, October). *Connecting Outcomes-Based Assessment Findings to Social Mobility Indicators (KPIs)*. NEean (New England Education Assessment Network) Webinar.

Bresciani Ludvik, M.J., & Cahalan, M. (2025, September). *Enhancing Trio's capacity to provide career development to low-income, first-generation college students*. Concurrent session at the Council of Opportunity in Education National Conference. Chicago, IL.

Wu, Meng-Jia, Bresciani Ludvik, M. & Pope, L. (2025, April). *Impacts of Covid-19 on enrollment and persistence for BIPOC, Asian, and white Students*. Roundtable Discussion Research paper at the American Educational Research Association (AERA). Denver, CO.

Bresciani Ludvik, M.J., Cahalan, M. & Hariharan. (2025, March). *Enhancing Trio's capacity to provide career development to low-income, first-generation college students*. Concurrent session at the National Association of Student Personnel Administrators in Higher Education Conference. New Orleans, LA.

Bresciani Ludvik, M.J. (2022, June). *Dismantling Systemic Barriers for First-Generation Students using Outcomes-based Assessment and Machine Learning*. Keynote for the National Association of Student Personnel Administrators National Student Success in Higher Education Conference. Baltimore, MD.

Bresciani Ludvik, M., Schellenberg, S., Klein, D., Anderson, H., Powers, E., Robert, C., Kahn, S.*, Smith, P., Hickman, K., Subedi, N.*, & Won, H.* (2022, June). *Start Small and Dream Big: Designing and Implementing Interdisciplinary Intervention and Analytic Teams for Closing Equity Gaps Among First Time in College (FTIC) Students Using First-Person Student Narratives*. Full-day workshop for the National Association of Student Personnel Administrators National Student Success in Higher Education Conference. Baltimore, MD.

Zhang, S.*, Subedi, N.*, Kahn, S.*, Strahlman, M.*, Bresciani Ludvik, M J., Potter, N., Schellenberg, S. (2022, June). *A Before and During Covid-19 Intrapersonal Competency Comparison of Diverse FTIC Students Enrolled in a HSI University Seminar Course*. Research paper presentation for the National Association of Student Personnel Administrators National Student Success in Higher Education Conference. Baltimore, MD.

Subedi, N.*, Won, H.*, Robert, C., Bresciani Ludvik, M.J., Hickman, K., Anderson, H., Avila, D. (2022, June). *Cultivating Intrapersonal Competencies amongst FTIC Students*. Research paper presentation for the National Association of Student Personnel Administrators National Student Success in Higher Education Conference. Baltimore, MD.

Bresciani Ludvik, M.J. (2022, April). *Exploring the Use of Intrapersonal Competency Pre-Assessments and First-Person Narrative to Identify Wealth and Opportunities for Student Success Equity*. Keynote for the Assessment Network of New York (ANNY). Virtual.

Bresciani Ludvik, M., Anderson, H., Powers, E., Robert, C., Smith, P., Subedi, N.*, Olsen, A., Kahn, S.*, Guarcello, M., Schellenberg, S., Klein, D., Albart, M., & Strahlman, M.* (2022, March). *Exploring the usefulness of natural language processing analysis to inform student success decisions for FTIC students*. Paper presentation at the 11th Annual International Learning Analytics and Knowledge Conference. Virtual.

Meiers, C., Hariharan, M.*, & Bresciani Ludvik, M.J. (2022, March). *Incorporating Mindfulness and Self-Compassion Skills to Restore and Build Resilience in Student Affairs Professionals*. Concurrent presentation at National Association of Student Personnel Administrators National Conference. Baltimore, MD.

Bresciani Ludvik, M.J. (2022, March). *Engaging in high achievement outcomes-based assessment program review to close equity gaps*. Concurrent presentation at National Association of Student Personnel Administrators National Conference. Baltimore, MD.

Teubner, A., Dahl, L., Alabanza, M.V., Williams, M.S., Udoh, E., Johnson, R., & Bresciani Ludvik, M.J., (2022, March). *You Matter: An Expert Panel Discusses Sense of Belonging*. Concurrent presentation at American College Personnel Administrators National Convention. St Louis, MO.

Bresciani Ludvik, M.J. (2022, March). *Leveraging Malleable Intrapersonal Competencies to Close Achievement Gaps*. Concurrent presentation at American College Personnel Administrators National Convention. St Louis, MO.

Bresciani Ludvik, M.J. (2022, February). *Leveraging malleable intrapersonal competencies to close equity gaps*. Workshop at the Southwest Educational Research Association 45th Annual Meeting Conference. New Orleans, LA.

Bresciani Ludvik, M.J. (2022, January). *Bridging Instruction and Assessment: Exploring it through a Social, Emotional, and Neurocognitive Lens*. Genteel's Excellence in Teaching Keynote Address at the Annual Bridging Instruction and Assessment Conference. University of Buffalo, Buffalo, NY. [Hybrid Modality]

Bresciani Ludvik, M.J. (2021, December). *Equity-Driven, High-Achievement Assessment of Student Learning: Research to Practice to Close Equity Gaps*. Invited Concurrent Session. National Association of Student Personnel Administrators Multicultural Conference. New Orleans, LA.

Bresciani Ludvik, M.J. (2021, November). *Leading with Soul Inquiry*. Invited Keynote. Virtual Western Regional Association of College Unions International Conference.

Bresciani Ludvik, M.J. (2021, November). *Exploring Fierce Compassion*. Invited Concurrent Session. Virtual Western Regional Association of College Unions International Conference.

Bresciani Ludvik, M.J., Anderson, H. & Zhang, S.* (2021, October). *Applying learning science and machine learning to close equity gaps and improve career readiness*. An online concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J. (2021, October). *How learning science influences the assessment of learning and development*. An online concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J. & Schellenberg, S. (2021, October). *Engaging in outcomes-based program review that connects to institutional performance indicators*. An online concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Acheampong, D., Bresciani Ludvik, M.J., & Lundquist A.E. (2021, October). *Becoming an aware assessor: Equity-centered assessment in action*. An online concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J. (2021, October). *Teaching compassionate metacognition: Critical awareness in action*. An online concurrent session at the Association of College and University Housing Officers – International (ACUHO-I) Academic Initiatives Conference.

Bresciani Ludvik, M.J. (2021, June). *How learning science influences the assessment of learning and development*. An online concurrent session at the National Association for Assessment of Learning in Higher Education Conference.

Bresciani Ludvik, M.J. (2021, May). *Leveraging malleable intrapersonal competency data and machine learning analytics to close achievement gaps*. An online concurrent session at the National Higher Education Assessment Conference.

Acheampong, D., Bresciani Ludvik, M.J., & Lundquist A.E. (2021, May). *Becoming an aware assessor: Equity-centered assessment in action*. An online concurrent session at the National Higher Education Assessment Conference.

Bresciani Ludvik, M.J., Schellenberg, S., Timm, R. Potter, N. & Kahn, S.* (2021, April). *Supporting commuter students through equity-driven, student-focused assessment*. An online poster presentation at the Carnegie Summit on the Improvement of Education. Carnegie Foundation for Teaching and Learning.

Bresciani Ludvik, M.J. (2021, March). *Leveraging malleable pre- and post-assessment intrapersonal competency data to close achievement gaps*. An online concurrent session at the National Association of Student Personnel Administrators National Conference.

Acheampong, D., Bresciani Ludvik, M.J., & Lundquist A.E. (2021, March). *Becoming an aware assessor: Equity-centered assessment in action*. An online concurrent session at the National Association of Student Personnel Administrators National Conference.

Bresciani Ludvik, M.J. (2021, March). *Engaging in high achievement outcomes-based assessment program review to close equity gaps*. An online pre-conference workshop at the National Association of Student Personnel Administrators National Conference.

Bresciani Ludvik, M.J. (2021, January). *What does interactive learning in a learning commons look like?* And invited feature speaker for Tarrant County College’s winter summit.

Bresciani Ludvik, M.J. (2020, November). *Cultivating growth mindset and resilience*. An invited online webinar with Eduology.

Bresciani Ludvik, M.J. (2020, October). *Residential curriculum to counter the high-risk, high-reward seeking young adult brain*. An online concurrent session at the Association of College and University Housing Officers – International (ACUHO-I) Academic Initiatives Conference.

Bresciani Ludvik, M.J. (2020, October). *Assessment that connects with institutional performance indicators to advance equity*. An online concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J. (2020, October). *Applying learning science assessment to close equity gaps and improve career readiness*. An online concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J. (2020, October). *How to engage in outcomes-based assessment program review: Connecting to your performance indicators and budgeting priorities*. An online pre-conference workshop at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J. (July 2020). *Outcomes-Based Assessment Program Review in the Age of Uncertainty*. Watermark National Webinar.

Bresciani Ludvik, M.J. & Schellenberg, S. (June 2020). *Application of the theory for leveraging malleable pre- and post-assessment learning disposition inventories to close achievement gaps*. Association for Institutional Research Virtual International Forum.

Bresciani Ludvik, M.J. (June 2020). *Equity-driven high achievement outcomes-based assessment program review: The role of learning dispositions to close achievement gaps*. Association for Assessment of Learning in Higher Education Online National Conference.

Bresciani Ludvik, M.J. (2019, October). *Exploring Assessment of Contemplative Practices*. A concurrent session at the Concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J., Timm, R., Schellenberg, S., Monzon, R., Potter, N., & Kahn, S.* (2019, October). *Equity-driven high achievement outcomes-based assessment program review: Connecting authentic student voice to performance indicators and more*. A concurrent session at the Concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M.J. (2019, July). *What does Neuroscience have to do with Equity-Driven High Achievement Outcomes-Based Assessment Program Review?* Keynote at Campus Labs Elevate. Baltimore, MD.

Bresciani Ludvik, M.J., Timm, R., Schellenberg, S., Monzon, R., Potter, N., & Kahn, S.* (2019, April). *Equity-driven high achievement outcomes-based assessment program review: Connecting authentic student voice to performance indicators and more*. A concurrent session at the A concurrent session at the Western Association of Schools and Colleges National Conference, Garden Grove, CA.

Bresciani Ludvik, M.J., Timm, R., Schellenberg, S., Monzon, R., Potter, N., & Kahn, S.* (2019, April). *Equity-driven high achievement outcomes-based assessment program review: Connecting authentic student voice to performance indicators and more*. A concurrent session at the RP Group Assessment and Research Conference, San Francisco, CA.

Bresciani Ludvik, M.J., Timm, R., Schellenberg, S., Monzon, R., Potter, N., & Kahn, S.* (2019, March). *Equity-driven high achievement outcomes-based assessment program review: Connecting authentic student voice to performance indicators and more*. A concurrent session at the American Association of Colleges and Universities Diversity, Equity & Access Conference, Pittsburg, PA.

Bresciani Ludvik, M.J. & Hopkins Gross, A. (2019, March). *Decreasing stress and anxiety while fostering compassion and resilience*. Pre-conference full day workshop at the National Association of Student Personnel Administrators National Conference, Los Angeles, CA.

Bresciani Ludvik, M.J., Chan, A., & Santos-Derieg, B. (2019, March). *Delivering on the promise*. Two-hour extended learning session at the National Association of Student Personnel Administrators National Conference, Los Angeles, CA.

Bresciani Ludvik, M.J., Timm, R., Becerra Songolo, R., Schellenberg, S., Monzon, R., Potter, N., & Kahn, S.* (2019, March). *Equity-driven high achievement outcomes-based assessment program review: Connecting authentic student voice to performance indicators and more*. A concurrent session at the National Association of Student Personnel Administrators National Conference, Los Angeles, CA.

Bresciani Ludvik, M.J., Cook, L., McGarvey, M., & Henline, J.* (2019, March). *Exploring mindfulness on campuses: Innovation, imitation, or creating greater risk?* A concurrent session at the National Association of Student Personnel Administrators National Conference, Los Angeles, CA.

Fitch, P.*, & Bresciani Ludvik, M.J., (2019, March). *Patchwork our future: Grounded theory of foster youth college success*. A concurrent session at the National Association of Student Personnel Administrators National Conference, Los Angeles, CA.

Bresciani Ludvik, M.J. (2019, March). *Can kindness increase implicit bias?* Concurrent presentation at American College Personnel Administrators National Convention, Boston, MA.

Bresciani Ludvik, M.J. (2018, December). *Assessing the ineffable in higher education*. National Association of Student Personnel Administrators National Women's Leadership Institute. Newport Beach, CA.

Bresciani Ludvik, M.J. (2018, December). *Increasing kindness and pro-social behavior*. National Association of Student Personnel Administrators National Women's Leadership Institute. Newport Beach, CA.

Bresciani Ludvik, M. J. (2018, March). *Exploring authentic ways to measure the effectiveness of contemplative practices in secular higher education communities*. Concurrent session at the Contemplative Practices for 21st Century Higher Education Annual Conference, Chapel Hill, NC.

Bresciani Ludvik, M. J. (2018, March). *How neuroscience research can influence desired learning and development outcomes*. Concurrent session at the Contemplative Practices for 21st Century Higher Education Annual Conference, Chapel Hill, NC.

Smith, M., Bresciani Ludvik, M. J., & O'Donnell, K. (2018, March). *The Male Success Alliance and neurocognitive learning*. Concurrent session at the National Association of Student Personnel Administrators National Conference, Philadelphia, PA.

Gambino, L.M., Kuh, G., Bresciani Ludvik, M. J., & O'Donnell, K. (2017, October) *Using e-portfolio to document and enhance the dispositional learning impact of HIPs*. Preconference workshop at the IUPUI Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M. J. (2017, May). *What does neuroscience have to do with the assessment of learning and development*. Keynote at the New England College National Assessment Conference, Henniker, NH.

Bresciani Ludvik, M. J. (2017, May). *How can we use neuroscience to foster learning and development?* Concurrent session at the New England College National Assessment Conference, Henniker, NH.

Bresciani Ludvik, M. J. (2017, April). *Reducing stress and anxiety through mindfulness practice*. A concurrent session at the Western Association of Schools and Colleges National Conference, San Diego, CA.

Bresciani Ludvik, M. J. (2017, March). *Exploring the role emotions play in student learning and development: Fostering resilience and persistence*. Concurrent presentation at American College Personnel Administrators National Convention, Columbus, OH.

Bresciani Ludvik, M. J. (2017, March). *How neuroplasticity can influence desired student learning and development outcomes*. Research paper presentation at American College Personnel Administrators National Convention, Columbus, OH.

Bresciani Ludvik, M. J., & Hopkins-Gross, A. (2017, March). *Integrative neuroscience findings into student learning and development*. Preconference workshop at American College Personnel Administrators National Convention, Columbus, OH.

Bresciani Ludvik, M. J., & Hopkins-Gross, A. (2017, March). *Reducing students' stress and anxiety*. Preconference at the National Association of Student Personnel Administrators National Conference, San Antonio, TX.

Bresciani Ludvik, M. J. (2016, October). *Building contemplative communities in higher education by regulating students' emotion*. Poster presentation at the Association of Contemplative Minds in Higher Education. Amherst, MA.

Kahn, S.* & Bresciani Ludvik, M. J. (2016, October). *Assessing students' attention, emotion, and cognition: Legitimizing self-report reflection using neuroscience*. Concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bonous-Hammarth, M. & Bresciani Ludvik, M. J. (2016, October). *Assessing students, measures, and actions for integrated learning*. Concurrent session at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani Ludvik, M. J. (2016, August). *Creating an assessment plan for your self-study using outcomes-based assessment*. Concurrent session workshop at the Western Association of Schools and Colleges Assessment Leaders Conference, Oakland, CA.

Bresciani Ludvik, M. J. (2016, July). *Assessing learning and development in the co-curricular*. Concurrent session at the Southern Association of Colleges and Schools National Meeting, Dallas, TX.

Bresciani Ludvik, M. J. (2016, June). *The neuroscience of learning and development: Informing your advising practice*. Keynote at the NACADA Eastern New York State Drive-In Conference, The College of Staten Island, Staten Island, NY.

Kahn, S.*, McCully, L.*, & Bresciani Ludvik, M. J. (2016). *The neuroscience of learning and development: reasons to engage in assessment beyond accreditation*. Concurrent session at the National Association of Student Personnel Administrators National Conference Assessment Workshop, Portland, OR.

Bonous-Hammarth, M., & Bresciani Ludvik, M. J. (2016, March). *Assessing students, measures, and actions for integrated learning*. Concurrent session at the National Association of Student Personnel Administrators National Conference, Indianapolis, IN.

Bresciani Ludvik, M. J. (2016, February). *The neuroscience of college stress: Enhancing engagement, resilience, and persistence*. Concurrent session at Brain and Learning, San Francisco, CA.

Bresciani Ludvik, M. J. (2015, September). *The neuroscience of learning and development*. Webinar for the Association of College Personal Administrators.

Bresciani Ludvik, M. J. (2015, August). *Creating an assessment plan for your self-study using outcomes-based assessment*. Concurrent session workshop at the Western Association of Schools and Colleges Assessment Leaders Conference, Oakland, CA.

Bresciani, Ludvik, M. J. (2015, April). *Bold adaptive leadership for transforming higher education*. A preconference workshop at the Western Association of Schools and Colleges National Conference, Oakland, CA.

Hopkins-Gross, A., & Bresciani Ludvik, M. J. (2015, March). *Mindfulness training for student affairs professionals*. Preconference at the National Association of Student Personnel Administrators National Conference, Baltimore, MD.

Bresciani Ludvik, M. J., & Cameron, L. J. (2015, January). *Accreditation and adaptive leadership*. Invited concurrent session at the Council of Higher Education Association National Conference, Washington, DC.

Bresciani Ludvik, M. J. (2014, November). *Is outcomes-based program review still relevant for improving student success?* National webinar hosted by Task Stream, New York, NY.

Bresciani Ludvik, M. J. (2014, September). *What do we know about increasing student success?* Keynote at the Oregon Assessment Conference, Eugene, OR.

Bresciani Ludvik, M. J. (2014, August). *Creating an assessment plan for your self-study using outcomes-based assessment*. Concurrent session workshop at the Western Association of Schools and Colleges Assessment Leaders Conference, Oakland, CA.

Bresciani Ludvik, M. J. (2014, March). *Investigating the efficacy of integrative inquiry*. Invited concurrent session at the National Association of Student Personnel Administrators National Conference, Baltimore, MD.

Bresciani Ludvik, M. J. (2014, March). *Student success and retention: A proactive approach*. Hawaii Community College Summit, Kaneohe, Hawaii.

Bresciani Ludvik, M. J. (2014, March). *Increasing resilience and critical thinking dispositions via attention, emotion, and cognitive regulation training for undergraduate and graduate students*. Hawaii Community College Summit, Kaneohe, Hawaii.

Bresciani Ludvik, M. J. (2014, January). *The neuroscience of well-being*. Invited workshop on the effects of integrative inquiry at the National Association of Student Personnel Administrators Mental Health Conference, San Diego, CA.

Swain, M. A., & Bresciani Ludvik, M. J. (2014, January). *Results of the faculty advocacy for accreditation study*. Invited concurrent session at the Council of Higher Education Association National Conference, Washington, DC.

Bresciani, M. J., & Evrard, M. (2013, November). *A pilot study investigating integrative inquiry's effect on levels of critical thinking dispositions, attention, emotion, and cognitive regulation: A translational neuroscience study*. Poster presentation at the Society for Neuroscience National Conference, San Diego, CA.

Bresciani, M. J. (2013, October). *What do we know about increasing student success?* An invited plenary at the National Resource Center First Year Experience and Students in Transition Conference, Atlanta, GA.

Moore-Gardner, M., Kline, K., & Bresciani, M. J. (October, 2013). *Implementing effective outcomes-based assessment program review in community colleges*. Concurrent session at the IUPUI Assessment Institute, Indianapolis, IN.

Bresciani, M. J. (2013, August). *Creating an assessment plan for your self study using outcomes-based*

assessment. Concurrent session workshop at the Western Association of Schools and Colleges Assessment Leaders Conference, Oakland, CA.

Bresciani, M. J. (2013, July). *Strategies to decrease stress and enhance emotion regulation*. Invited concurrent session at the University of San Diego's Women's Leadership Conference, San Diego, CA.

Bresciani, M. J. (2013, June). *Exploring professional development training tools that link the cognitive neurosciences with deep self-reflection*. Preconference workshop at the National Association of Student Personnel Administrators Assessment Conference, Denver, CO.

Bresciani, M. J. (2013, June). *Exploration of a student success program and its effects on enhancing critical thinking dispositions, self-authorship, and persistence*. Concurrent session at the National Association of Student Personnel Administrators Assessment Conference, Denver, CO.

Bresciani, M. J. (2013, April). *What do we know from neuroscience about increasing student success?* Invited keynote at the California State University System Southern California Critical Thinking Symposium, Los Angeles, CA.

Bresciani, M. J. (2013, April). *How do we effectively measure critical thinking?* Invited workshop at the California State University System Southern California Critical Thinking Symposium, Los Angeles, CA.

Bresciani, M. J. (2013, March). *Training skills to decrease stress and enhance creative thinking*. Preconference workshop at the National Association of Student Personnel Administrators National Conference, Orlando, FL.

Bresciani, M. J., & Evrard, M. (2013, March). *Exploration of an integrated education training model and its effects on enhancing critical thinking, self-authorship, and persistence*. Concurrent session at the Association of College Personnel Administrators Annual Convention, Las Vegas, NV.

Bresciani, M. J. (2013, January). *The missing piece that may be causing the devaluing of higher education*. Sodexo Webinar for national distribution, Jacksonville, FL.

Bresciani, M. J. (2012, November). *How far we have come . . . the future of assessment*. Keynote for the Virginia Assessment Group 2012 Annual Conference, Richmond, VA.

Bresciani, M. J. (2012, November). *Exploring the unknown in assessment*. Concurrent session for the Virginia Assessment Group 2012 Annual Conference, Richmond, VA.

Bresciani, M. J. (2012, November). *Integrative inquiry for mid-managers*. Two-day workshop at the National Association of Student Personnel Administrators Regional Conference, Kona, HI.

Bresciani, M. J., Kruger, K., Segawa, M., Rue, P., & Blake, P. (2012, November). *Setting a personal foundation for influencing change*. Concurrent session at the National Association of Student Personnel Administrators National Regional Conference, Kona, HI.

Bresciani, M. J. (2012, September). *Integrative student learning and development design and assessment*. Colorado Community College System Assessment Conference, Pueblo, CO.

Bresciani, M. J. (2012, August). *Creating an assessment plan for your self-study using outcomes-based assessment*. Concurrent session workshop at the Western Association of Schools and Colleges Assessment Leaders Conference, Oakland, CA.

Bresciani, M. J., Moore-Gardner, M., & Kline, K. (2012, June). *Enhancing student learning and institutional effectiveness through outcomes-based assessment*. NASPA Regional Conference, Buffalo, NY.

Bresciani, M. J. (2012, April). *Evaluating critical thinking and creativity on-line versus face to face: Is there significant difference?* Keynote at the Pearson E-Learning Solutions National Conference, Orlando, FL.

Bresciani, M. J. (2012, March). *The joyful union of qualitative and quantitative data in the assessment of student learning and development.* Keynote at the Association of Specialized Accreditors National Conference, Arlington, VA.

Bresciani, M. J., Kruger, K., Roper, L., Rue, P., & Adams-Gaston, J. (2012, March). *Setting a personal foundation for influencing change.* Concurrent session at the National Association of Student Personnel Administrators National Conference, Phoenix, AZ.

Bresciani, M. J., Reesor, L., Jablonski, P., Ellis, S., Longerbeam, S., & Chavez, A. (2012, March). *Influencing change from a foundation of authenticity.* Concurrent session at the National Association of Student Personnel Administrators National Conference, Phoenix, AZ.

Jenefsky, C., Buckley, L., & Bresciani, M. J. (2012, February). *Outcomes-based program review design workshop.* Western Association of Schools and Colleges, Honolulu, HI.

Bresciani, M. J. (2012, January). Pushing the envelope in assessment of student learning and development. Keynote at National Council of Schools and Programs in Professional Psychology, New Orleans, LA.

Bresciani, M. J. (2011, November). *Assessing the whole: Student life and academics.* Invited keynote for the New England Educational Assessment Network, Worcester, MA.

Jenefsky, C., Buckley, L., & Bresciani, M. J. (2011, November). *Outcomes-based program review design workshop.* Western Association of Schools and Colleges, Long Beach, CA.

Bresciani, M. J. (2011, October). *The emerging role of student affairs practitioners in outcomes-based assessment program review.* Invited Tracknote keynote at the IUPUI Assessment Institute, Indianapolis, IN.

Daver, Z., & Bresciani, M. J. (2011, October). *The excellent practice in student learning assessment institutional certification program.* Concurrent session at the IUPUI Assessment Institute, Indianapolis, IN.

Banta, T., Bass, R., Bernstein, D., Bresciani, M. J., Evenbeck, S., Hundley, S., & Hutchings. (2011, October). *Exploring critical issues in outcomes-based assessment.* Plenary panel at the IUPUI Assessment Institute, Indianapolis, IN.

Bresciani, M. J., Moore-Gardner, M., & Kline, K. (2011, October). *Enhancing student learning and institutional effectiveness through outcomes-based assessment.* RP Group Strengthening Student Success Conference, San Francisco, CA.

Bresciani, M. J., Weiner, L. *, Gillig, B. *, & McCully, L. * (2011, October). *Utilizing outcomes-based assessment results to inform resource re-allocations.* Concurrent session at the National Association of Student Personnel Administrators National Regional Conference, San Diego, CA.

Bresciani, M. J. (2011, September). *Exploring the role that testing plays within outcomes-based assessment.* Invited plenary speaker at the National College Testing Association, San Diego, CA.

Bresciani, M. J. (2011, September). *Creating collaborations that work.* Invited concurrent session at the National College Testing Association, San Diego, CA.

Bresciani, M. J. (2011, August). *Creating an assessment plan for your self-study using outcomes-based*

assessment. Concurrent session workshop at the Western Association of Schools and Colleges Assessment Leaders Conference, Oakland, CA.

Bresciani, M. J. (2011, July). *A values-based framework for decision-making during difficult economic times*. Webinar for Innovative Educators.

Bresciani, M. J., Weiner, L. *, Gillig, B. *, & McCully, L. * (2011, June). *Utilizing outcomes-based assessment results to inform resource re-allocations*. Concurrent session at the National Association of Student Personnel Administrators Assessment Conference, Las Vegas, NV.

Bresciani, M. J., Kline, K., & Moore-Gardner, M. (2011, June). *The role of collaboration in assessing student learning within student affairs*. Concurrent session at the National Association of Student Personnel Administrators Assessment Conference, Las Vegas, NV.

Bresciani, M. J. (2011, June). *Emerging role of student affairs practitioners in assessment of student learning*. Plenary session at the American Association for Learning in Higher Education, Lexington, KY.

Bresciani, M. J. (2011, June). *A values-based framework for decision making during difficult economic times*. Concurrent session at the American Association for Learning in Higher Education, Lexington, KY.

Bresciani, M. J. (2011, June). *Assessment workshops for student affairs leaders*. Three separate webinars sponsored by Innovative Educators.

Bresciani, M. J. (2011, April). *A values-based framework for decision-making during difficult economic times*. Preconference workshop at the Western Association of Schools and Colleges National Conference, San Francisco, CA

Bresciani, M. J., Weiner, L. *, Gillig, B. *, & McCully, L. * (2011, March). *Utilizing outcomes-based assessment results to inform resource re-allocations*. Concurrent session at the National Association of Student Personnel Administrators National Conference, Philadelphia, PA.

Bresciani, M. J., Weiner, L. *, Gillig, B. *, & McCully, L. * (2011, March). *Utilizing outcomes-based assessment results to inform resource re-allocations*. Concurrent session at the Association of College Personnel Administrators Annual Convention, Baltimore, MD.

Bresciani, M. J., Kline, K., & Moore-Gardner, M. (2011, March). *Overcoming barriers in assessment of student learning: Steps to success*. Roundtable session at the Association of College Personnel Administrators Annual Convention, Baltimore, MD.

Daver, Z., Paris, D., McAllister, D. E., & Bresciani, M. J. (2011, March). *Moving the higher education community towards gathering, reporting, and using evidence to improve student learning*. Concurrent session at the Association of College Personnel Administrators Annual Convention, Baltimore, MD.

Bresciani, M. J. (2010, November and December). *Assessment workshops for student affairs leaders*. Three separate webinars sponsored by Innovative Educators.

Bresciani, M. J., & Jenefsky, C. (2010, November). *Outcomes-based program review design workshop*. Western Association of Schools and Colleges, San Jose, CA.

Bresciani, M. J. (2010, October). *What do we know about the quality of higher learning in the United States?* EDUCAUSE ELI Webinar.

Bresciani, M. J. (2010, August). *Creating an assessment plan for your self-study using outcomes-based assessment*. Concurrent session workshop at the Western Association of Schools and Colleges Assessment Leaders Conference, Oakland, CA.

Bresciani, M. J. (2010, August). *A values-based framework for decision making during difficult economic times*. Webinar for Magna Publications.

Bresciani, M. J. (2010, June and July). *Assessment workshops for student affairs leaders*. Three separate webinars sponsored by Innovative Educators.

Bresciani, M. J. (2010, July). *Planning professional development for student affairs professionals*. Concurrent session workshop at the National Association of Student Personnel Administrators Small Colleges Conference, Redlands, CA.

Bresciani, M. J. (2010, June). *A values-based framework for decision making during difficult economic times*. Concurrent session workshop at the National Association of Student Personnel Administrators Assessment Conference, Baltimore, MD.

Bresciani, M. J. (2010, June). *The role of learning in student affairs outcomes*. Keynote at the Association of College Personnel Administrators Annual Assessment Conference, Charlotte, NC.

Bresciani, M. J. (2010, June). *The role of collaboration in assessing student learning within student affairs*. Concurrent presentation at the Association of College Personnel Administrators Annual Assessment Conference, Charlotte, NC.

Bresciani, M. J. (2010, April). *Designing effective outcomes-based program review processes*. Keynote at the Connecticut State University System Assessment Conference, Hartford, CT.

Bresciani, M. J. (2010, April). *A values-based framework for decision-making during difficult economic times*. Preconference workshop at the Western Association of Schools and Colleges National Conference, Long Beach, CA.

Bresciani, M. J. (2010, April). *Facilitating the connection of general learning to the co-curricular*. A concurrent session at the Higher Learning Commission National Conference, Chicago, IL.

Bresciani, M. J., & Todd, D. (2010, March). *Invited feedback forum on a shared set of professional competency areas*. A concurrent session conducted at the American College Personnel Association National Conference, Boston, MA.

Bresciani, M. J., Weiner, L.*, Felix, E.*, Hickmott, J.*, Komives, S., Todd, D., & Torres, V. (2010, March). *Exploring learning outcomes for professionals in student affairs*. A concurrent session conducted at the American College Personnel Association National Conference, Boston, MA.

Bresciani, M. J., Adams-Gaston, J., Dobrowski, P., McClellan, D., Priddy, L. E., & Roper, L. (2010, March). *Institutional strategies for re-inventing our work: practical positive solutions for managing the economic downturn*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Chicago, IL.

Bresciani, M. J., Weiner, L.*, Felix, E.*, Hickmott, J.*, Komives, S., Todd, D., & Torres, V. (2010, March). *Exploring learning outcomes for professionals in student affairs*. A concurrent session conducted at the National Association of Student Personnel Administrators National Conference, Chicago, IL.

Bresciani, M. J., Swen, A., Hickmott, J.*, & Monzon, R. (2010, March). *Expectations of SSAOs and faculty for*

entry-level professionals. A concurrent session conducted at the National Association of Student Personnel Administrators National Conference, Chicago, IL.

Bresciani, M. J., Gordon, S., & Todd, D. (2010, March). *Invited feedback forum on a shared set of professional competency areas*. A concurrent session conducted at the National Association of Student Personnel Administrators National Conference, Chicago, IL.

Bresciani, M. J., Ting, S. R., & Forney, D. (2010, March). *Senior faculty research forum*. A concurrent session conducted at the National Association of Student Personnel Administrators National Conference, Chicago, IL.

Bresciani, M. J., & Jenefsky, C. (2010, February). *Outcomes-based program review design workshop*. Western Association of Schools and Colleges. Long Beach, CA.

Bresciani, M. J. (2010, February). *Assessing general education*. Preconference workshop conducted at the American Association of Colleges and Universities General Education Conference, Seattle, WA.

Bresciani, M. J. (2010, January). *The future of assessment in student affairs*. Webinar with the Student Affairs Assessment Leaders Group, Hanover, NH.

Bresciani, M. J. (2009, November). *A values-based framework for decision making during difficult economic times*. Keynote at the National Association of Student Personnel Administrators Region IV-West Conference, Santa Fe, NM.

Bresciani, M. J. (2009, November). *Using assessment results as a leader*. Preconference workshop at the National Association of Student Personnel Administrators Region IV-West Conference, Santa Fe, NM.

Bresciani, M. J. (2009, November). *The role of learning in student affairs*. Keynote at the Buffalo State University Student Personnel Administrators Conference, Buffalo, NY.

Bresciani, M. J. (2009, July). *Assessing general education*. Concurrent session at the Southern Association of Colleges and Schools, Houston, TX.

Bresciani, M. J. (2009, June). *The role of learning in student affairs outcomes*. Keynote at the Association of College Personnel Administrators Annual Assessment Conference, Austin, TX.

Bresciani, M. J. (2009, June). *The role of collaboration in assessing student learning within student affairs*. Concurrent presentation at the Association of College Personnel Administrators Annual Assessment Conference, Austin, TX.

Bresciani, M. J. (2009, April). *That may have been what i said, but what i meant was*. Closing plenary keynote presented at the North Carolina State University Assessment Symposium, Raleigh, NC.

Bresciani, M. J. (2009, April). *Addressing anxieties in outcomes-based assessment*. Preconference workshop presented at the North Carolina State University Assessment Symposium, Raleigh, NC.

Bresciani, M. J., & Jenefsky, C. (2009, April). *Implementing student learning-centered practices in outcomes-based program review*. Preconference workshop at WSCUC Annual Meeting, Los Angeles, CA.

Hughes, J., Jenefsky, C., & Bresciani, M. J. (2009, April). *Outcomes-based program review practices*. Concurrent session at WSCUC Annual Meeting, Los Angeles, CA.

Bresciani, M. J., Moore Gardner, M., & Hickmott, J. A.* (2009, March). *Strategies for overcoming barriers in outcomes-based assessment*. Preconference workshop presented at the American Counseling Personal

Association, Washington, DC.

Bresciani, M. J., Moore Gardner, M., & Hickmott, J. A.* (2009, March). *No time? No problem! Know assessment!*

Preconference workshop presented at the American Counseling Personal Association, Washington, DC.

Bresciani, M. J. (2009, March). *Module 3: Developing goals, using tools, and devising implementation strategies*. Association of Institutional Research National Assessment Institute, Annapolis, MD.

Sanlo, R., Gordon, S., & Bresciani, M. J. (2009, March). *NASPA's professional development curriculum*. Paper presented at the National Association for Student Personnel Administrators National Conference, Seattle, WA.

Lovell, C., & Bresciani, M. J. (2009, March). *The importance of assessing graduate programs*. Paper presented at the National Association for Student Personnel Administrators National Conference, Seattle, WA.

Bresciani, M. J., Moore Gardner, M., & Hickmott, J. A. (2009, March). *Addressing barriers in outcomes-based assessment*. Preconference workshop presented at the National Association for Student Personnel Administrators National Conference, Seattle, WA.

Bresciani, M. J., Moore Gardner, M., & Hickmott, J. A. (2008, November). *Barriers to effective assessment: A case study analysis*. Paper presented at Association for Study of Higher Education National Conference, Jacksonville, Florida.

Bresciani, M. J. (2008, October). *Assessment 101: Building the Framework for Student Affairs Outcomes-Based Assessment Conference*. Facilitation of a 2-day assessment workshop for Academic Impressions, Park City, UT.

Bresciani, M. J. (2008, May). *Are you using technology to assess learning or assessing learning to improve technology?* Keynote at the 2008 Southwest Institute for Learning With Technology, Flagstaff, AZ.

Bresciani, M. J., & Jynefsky, C. (2008, April). *Implementing student learning-centered practices in outcomes-based program review*. WSCUC Annual Meeting, San Diego, CA.

Bresciani, M. J. (2008, April). *Understanding barriers to engagement in outcomes-based assessment of student learning/development*. American Counseling Personnel Association National Convention, Atlanta, GA.

Bresciani, M. J. (2008, April). *Module 3: Developing goals, using tools, and devising implementation strategies*. Assessment Institute for Institutional Research Practitioners, Atlanta, GA.

Hickmott, J.*, & Bresciani, M. J. (2008, March). *Examining learning outcomes in student personnel master's programs*. National Association of Student Personnel Administrators National Conference, Boston, MA.

Bresciani, M. J. (2008, February). *Refining outcomes-based assessment evaluation methods and criteria for student affairs/services: Connecting results to performance indicators*. Academic Impressions Workshop, San Diego, CA.

Bresciani, M. J. (2007, December). *Uncovering general learning presenting findings of general education within a bottom-line business world*. Middle States Commission on Higher Education Annual Conference, Philadelphia, PA.

Bresciani, M. J. (2007, October). *Implementing effective, efficient, and enduring outcomes-based assessment program review*. Educause National Conference, Seattle, WA.

Bresciani, M. J. (2007, April). *Implementing good practices in program review*. Paper presented at the

American Culinary Federation, Nashville, TN.

Bresciani, M. J. (2007, April). *Identifying good practice strategies for assessing student learning in general education*. Paper presented at the American Educational Research Association National Conference, Chicago, IL.

Bresciani, M. J. (2007, April). *Exploring good practices in outcomes-based assessment evaluation*. Paper presented at the National Association for Student Personnel Administrators National Conference, Orlando, FL.

Bresciani, M. J. (2006, November). *Exploring good practices in outcomes-based assessment program review*. Paper presented at Association for Study of Higher Education National Conference, Anaheim, CA.

Bresciani, M. J. (2006, October). *Strengthening student success: Evaluating student learning in student services*. Symposium conducted at the Research and Planning Group for California Community Colleges' National Student Success Conference, San Diego, CA.

Bresciani, M. J., Dale, P., & Jones, K. (2006, October). *Examining means to evaluate student learning within student services*. Symposium conducted at the Research and Planning Group for California Community Colleges' National Student Success Conference, San Diego, CA.

Bresciani, M. J. (2006, October). *Research in evaluating student learning in student services*. Symposium conducted at the Research and Planning Group for California Community Colleges' National Student Success Conference, San Diego, CA.

Bresciani, M. J. (2006, April). *Strategies for overcoming barriers to implementing outcomes-based assessment*. Symposium conducted at the Association for Institutional Research National Conference, Chicago, IL.

Bresciani, M. J. (2006, April). *Assessing student learning and development*. Symposium conducted at the Association for Institutional Research National Conference, Chicago, IL.

Bresciani, M. J., Flateby, T., & DuPont, A. (2006, March). *General education assessment practices that lead to authentic improvement*. Symposium conducted at the American Association of Colleges and Universities General Education Assessment Conference, Phoenix, AZ.

Bresciani, M. J., Fuller, M., & Slack, D. (2006, March). *Assessing what your faculty value in general education in light of competing state board*. Symposium conducted at the American Association of Colleges and Universities General Education Assessment Conference, Phoenix, AZ.

Bresciani, M. J., Jenefsky, C., & Wolff, R. (2006, January). *Rewarding enhancements in student learning*. Symposium conducted at the American Association of Colleges and Universities National Conference, Washington, DC.

Bresciani, M. J., Flateby, T., & DuPont, A. (2005, December). *Strengthening general education: Assessment practices that lead to real improvement*. Symposium conducted at the Southern Association of Colleges and Schools National Meeting, Atlanta, GA.

Bresciani, M. J., Fackler, J., & Fuller, M. (2005, December). *Our first steps toward evidence-based decision-making*. Symposium conducted at the national meetings of the Southern Association of Colleges and Schools Atlanta, GA.

Bresciani, M. J., Fuller, M., & Slack, D. (2005, December). *A process for assessing what your faculty value in general education*. Symposium conducted at the Southern Association of Colleges and Schools National Meeting, Atlanta, GA.

Bresciani, M. J., & Fuller, M. (2005, December). *Assessment barriers: Understanding them, overcoming them, and strategies for sharing assessment success*. Presentation conducted at the Southern Association of Colleges and Schools National Meeting, Atlanta, GA.

Bresciani, M. J., Dannels, D., & Darling, A. (2005, November). *Assessing communication competence in the engineering context*. Symposium conducted at the National Communication Association, Boston, MA.

Bresciani, M. J., & Fuller, M. (2005, October). *Refuting myths about assessment: helping faculty, staff, and students understand assessment's benefits and challenges*. Symposium conducted at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani, M. J., & Fuller, M. (2005, May). *Assessment anxieties: Understanding them, overcoming them, and strategies for sharing assessment success*. Symposium conducted at the Association of Institutional Research, San Diego, CA.

Bresciani, M. J., & Fuller, M. (2005, May). *Sharing the mission: Coordinating the creation of a common language and shared conceptual framework when nobody seems to agree on anything*. Symposium conducted at the Association of Institutional Research, San Diego, CA.

Bresciani, M. J., & Fuller, M. (2005, May). *When agendas collide: A process for assessing what your faculty value in general education in light of competing state board and accrediting agency values*. Symposium conducted at the Association of Institutional Research, San Diego, CA.

Bresciani, M. J., & DuPont, A. (2006, January). *A meaningful and coherent general education*. Symposium conducted at the American Association of Universities and Colleges General Education Conference, Atlanta, GA.

Bresciani, M. J., Goode-Vick, C., & Rust, J. (2004, December). *Engaging in genuine assessment: A balancing act between administrators and faculty*. Preconference workshop conducted at the Southern Association for Colleges and Schools National Conference, Atlanta, GA.

Bresciani, M. J., DuPont, A., Hawkins-Morton, J., & Carter, M. (2004, December). *Faculty-based assessment of general education at two research extensive universities*. Preconference workshop conducted at the Southern Association for Colleges and Schools National Conference, Atlanta, GA.

Bresciani, M. J., Dannels, D., Anson, C., & Darling, A. (2004, November). *Assessing writing and speaking across the curriculum*. Symposium conducted at the National Communication Association, Chicago, IL.

Bresciani, M. J., & Oakleaf, M.* (2004, November). *Assessing information literacy: How university libraries can contribute to the measurement of student skills*. Symposium conducted at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani, M. J., & Oakleaf, M.* (2004, November). *Evaluating information literacy: A study of one institution*. Poster presentation at the Association for the Study of Higher Education National Conference, Kansas City, MO.

Bresciani, M. J., Carter, M., Hawkins Morton, J., & Ambrose, J. (2004, June). *Faculty-based assessment of general education at a research extensive university*. Symposium conducted at the American Association of Higher Education Assessment Conference, Denver, CO.

Bresciani, M. J. (2004, March). *Electronic tools to assist with the management of the assessment process*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Denver, CO.

Bresciani, M. J., Mallory, S., Roberts, D., Osters, S., & Romano, R. (2004, March). *From the group up: Building an assessment program in student affairs*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Denver, CO.

Bresciani, M. J., & Allen, J. (2003, December). *Demonstrating faculty leadership in assessment-based program review*. Symposium conducted at the Southern Association for Colleges and Schools National Conference, Nashville, TN,

Bresciani, M. J., Jaeger, A., & Sabourin Ward, C.* (2003, November). *Predicting persistence and academic performance of first-year students: An assessment of emotional intelligence and noncognitive variables*. Poster presentation conducted at the Association for the Study of Higher Education National Conference, Portland, OR.

Bresciani, M. J., Sabourin Ward, C.*, & Doxey, T. M. (2003, November). *Voices of the community: The assessment of campus climate for diversity through focus groups with students and interviews with faculty*. Symposium conducted at the Association for the Study of Higher Education National Conference, Portland, OR.

Bresciani, M. J., Anderson, J. A., Banta, T. W., Bowman, K. M., Ewell, P., & Kuh, G. (2003, November). *In search of the best processes for identifying quality education*. Symposium conducted at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani, M. J., & Zelna, C. (2003, November). *Ownership, leadership, and trust: Defining elements in a successful assessment process*. Symposium conducted at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.

Bresciani, M. J., & Allen, J. (2003, October). *Transforming institutional cultures: A case study*. Symposium conducted at the Rocky Mountain Association of Institutional Research, Sante Fe, NM.

Bresciani, M. J., & Anderson, J. A. (2003, June). *Transforming institutional cultures: A case study*. Symposium conducted at the American Association of Higher Education National Assessment Conference, Seattle, WA.

Bresciani, M. J., Zelna, C. L., & Sabourin Ward, C.* (2003, June). *Assessing student learning and academic support units and student affairs: Creative alternatives*. Symposium conducted at the American Association of Higher Education National Assessment Conference, Seattle, WA.

Bresciani, M. J., Zelna, C. L., & Sabourin Ward, C.* (2003, June). *Using technology to assess student learning*. Symposium conducted at the American Association of Higher Education National Assessment Conference, Seattle, WA.

Bresciani, M. J., Kuh, G., Schroeder, C., Dale, P., Roper, L., & Boatman, S. (2003, March). *Implementing and assessing the student learning imperative on college campuses*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, St. Louis, MO.

Bresciani, M. J., & Schuh, J. (2003, March). *Supporting student learning: Assessing the effectiveness of our work*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, St. Louis, MO.

Bresciani, M. J., & Zelna, C. (2003, March). *The assessment tool kit for student affairs*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, St. Louis, MO.

- Bresciani, M. J., Blake, P., Bresciani, D., Johnson, L., & Kendall, R. (2003, March). *Is career advancement in student affairs for you?* Symposium conducted at the National Association of Student Personnel Administrators National Conference, St. Louis, MO.
- Bresciani, M. J., & Anderson, J. A. (2003, January). *Redefining general education*. Symposium conducted at the Association of American Colleges and Universities Liberal Education Conference, Seattle, WA.
- Bresciani, M. J., & Anderson, J. A. (2002, November). *Moving the undergraduate academic program review process into student affairs*. Symposium conducted at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.
- Bresciani, M. J., Anderson, J. A., & Maki, P. (2002, June). *Expanding faculty involvement in assessment-based undergraduate academic program review: A case study*. Symposium conducted at the American Association of Higher Education National Assessment Conference, Boston, MA.
- Bresciani, M. J., & Odom, J. (2002, June). *From creation to validation to innovation: A case study of undergraduate academic program review*. Symposium conducted at the American Association of Higher Education National Assessment Conference, Boston, MA.
- Bresciani, M. J., & Kuh, G. (2002, June). *Using the National Survey of Student Engagement results for decision making*. Symposium conducted at the American Association of Higher Education National Assessment Conference, Boston, MA.
- Bresciani, M. J., & Zelna, C. (2002, March). *Assessing and addressing academic integrity*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Boston, MA.
- Bresciani, M. J., & Sabourin, C. (2002, March). *Assessing service learning obstacles, pitfalls, and accomplishments*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Boston, MA.
- Bresciani, M. J., & Maki, P. (2002, January). *Integrating university outcomes assessment into a university*. Invited workshop for AAHE Forum on Faculty Roles and Rewards, Phoenix, AZ.
- Bresciani, M. J., Anderson, J. A., Conway, T., & Allen, J. (2001, December). *Process-based assessment: Using assessment to transform institutional culture and academic initiatives*. Symposium conducted at the Southern Association of Colleges and Schools Commission on Colleges Conference, New Orleans, LA.
- Bresciani, M. J., & Sabourin, C. M.* (2001, November). *Service learning: An assessment plan for student outcomes poster session*. Symposium conducted at the Association for the Study of Higher Education Conference, Richmond, VA.
- Bresciani, M. J., & Anderson, J. (2001, November). *Using assessment to create a culture of continuous improvement*. Symposium conducted at the Indiana University Purdue University – Indianapolis Assessment Institute, Indianapolis, IN.
- Bresciani, M. J., Blake, P., Bresciani, D., Euculono, J., Heath, L., & Kendall, R. (2001, March). *At the crossroads of professional advancement in student affairs*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Seattle, WA.
- Bresciani, M. J., Blake, P., Bresciani, D., Euculono, J., Heath, L., & Kendall, R. (2000, March). *At the crossroads of professional advancement in student affairs*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Indianapolis, IN.
- Bresciani, M. J., Blake, P., Bresciani, D., Euculono, J., Heath, L., & Kendall, R. (1999, March). *At the crossroads*

of professional advancement in student affairs. Symposium conducted at the National Association of Student Personnel Administrators National Conference, New Orleans, LA.

Bresciani, M. J., & Roper, L. (1999, March). *Designing conversations on race, community, and other hard questions*. Symposium conducted at the National Association of Student Personnel Administrators National Conference Pre-session, New Orleans, LA.

Bresciani, M. J., & Bresciani, D. (1998, March). *FERPA: Just tell me what I need to know*. Pre-session symposium conducted at the National Association of Student Personnel Administrators National Conference, Philadelphia, PA.

Bresciani, M. J., Knoll, D., & Scarbrough, K. (1998, March). *An understanding of students' perspectives toward diversity at a Midwestern health professionals school – A phenomenological approach*. Symposium conducted at the National Association of Student Personnel Administrators National Conference, Philadelphia, PA.

Bresciani, M. J. (1996, March). *The benefits of collaborative research*. Symposium conducted at the American Association of School Administrators Conference, San Diego, CA.

Scholarly Books

Bresciani Ludvik, M.J., (2021). *Equity-driven high achievement outcomes-based assessment of student learning and development*. Washington, DC: NASPA.

Bresciani Ludvik, M. J. (2018). *Outcomes-based program review: Closing achievement gaps in and outside the classroom with alignment to predictive analytics and performance metrics* (2nd ed.). Sterling, VA: Stylus.

Bresciani Ludvik, M. J. with Eberhart, T. L. (2018). *Positively transforming minds within educational systems: An inner-directed inquiry process for educators and the students they serve*. E-Book by Publish Drive.

Bresciani Ludvik, M. J. (Ed.). (2016). *The neuroscience of learning and development: Enhancing creativity, compassion, critical thinking, and peace in higher education*. VA: Stylus.

Moore-Gardner, M., Kline, K. A., & Bresciani, M. J. (Eds.). (2013). *Assessing student learning in the two-year and community colleges: Successful strategies and tools developed by practitioners in student and academic affairs*. Sterling, VA: Stylus.

Bresciani, M. J., Gardner, M. M., & Hickmott, J.* (2010). *Demonstrating student success in student affairs*. Sterling, VA: Stylus.

Bresciani, M. J., Gardner, M. M., & Hickmott, J.* (Ed.). (2009). Case studies in assessing student success. *New Directions for Student Services, 2009*(127). Boston, MA: Jossey-Bass.

Bresciani, M. J. (Ed.). (2007). *Good practice case studies for assessing student learning in general education*. Bolton, MA: Wiley Publishing.

Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices*. Sterling, VA: Stylus.

Chapters in Books

Bresciani, M. J. (2007). The challenges of assessing general education: Questions to consider. In M. J. Bresciani (Ed.), *Assessing student learning in general education: Good practice case studies*. Bolton, MA: Anker.

Bresciani, M. J. (2007). A summary of good practice strategies for assessing general education. In M. J. Bresciani (Ed.), *Assessing student learning in general education: Good practice case studies*. Bolton, MA: Anker.

Bresciani, M. J. (2003). Day-to-day tasks of engaging in quality assessment. In G. Hanson (Ed.), *Let's talk assessment CD Rom (1)*. Washington DC: NASPA.

Textbooks and Guides

Bresciani Ludvik, M.J., Becerra Songolo, R., Baza, O., Timm, R., Schellenberg, S., Montero Adams, C. (2019). *Commuter life planner*. San Diego, CA: San Diego State University Division of Student Affairs Press.

Bresciani, M. J., & Todd, D. (Eds.). (2010). *Professional competency areas for student affairs practitioners*. Washington DC: ACPA and NASPA.

Jenefsky, C., Bresciani, M. J., Buckley, L. Fairris, D., Kasimatis, M. (2009). *WSCUC resource guide for "good practices" in academic program review*. Oakland, CA: Western Association of Schools and Colleges.

Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Techniques for assessing student learning and development: A handbook for practitioners*. Washington, DC: NASPA.

Book Reviews

Bresciani Ludvik, M. J. (2016). Review of Noriyuki Inoue's, *Beyond Actions: Psychology of Action Research for Mindful Educational Improvement*. Teacher's College Record.

Bresciani, M. J. (2007). Review of the Frameworks for Assessing Student Learning and Development Outcomes. *Journal of College Student Development*, 48, 616-618.

Funded Research Grants

2023-2025 Ascendium Grant in Partnership with the Pell Institute, Council on Opportunity in Education, Washington DC. \$800,000 over 2 years. *Exploring TRIO's Capacity to Provide Career Development to Low-Income Students* with CO-PIs Terry Vaughan and Erick Montenegro, Pell Institute.

2022 University of Texas Arlington Division of Student Success. \$40,600 over 6 months for Research Repairing Pandemic Harm for Diverse FTIC students through the Cultivation and Measurement of Intrapersonal Competencies. PI with Co-PI Catherine Robert.

2021 University of Texas Arlington Division of Student Success. \$25,500 over 12 months to support assessment design and analysis of Success U Summer Program and Intrapersonal Competencies for UNIV students. PI with Co-PI Catherine Robert.

2014-2018 National Science Foundation, \$1.5 million over 3 years to evaluate faculty changes in curricular design to enhance student learning in sequencing technology using microbial metagenomes for the grant entitled, STEM: Sequencing Technology Education using Microbial Metagenomes. Co-PI with Liz Dinsdale.

2014-2015 San Diego State University Research Grant. \$9,791 to Exploring the Efficacy of a Course Designed to Decrease Stress and Improve Critical Thinking Dispositions and Persistence. PI.

2012-2015 National Science Foundation, \$500,000 over three years to evaluate student learning in the grant entitled, Exploring the Undergraduate Experience in Computing Education. External Evaluator for Karen Kim and Laura Portnoi.

2012 U.S. Department of Education College Access Challenge Grant Program (P378A110017) Subcontract (Project Evaluator), \$10,000 for 1 month. “North Carolina College Access Challenge Grant 2011-12”

2011-2013 National Science Foundation, \$500,000 over 3 years to evaluate student learning in the grant entitled, Science Master’s Program: Integrating Regulatory Affairs in Bioscience and Biomedical Physics: A Scalable, Replicable Model Addressing Current and Emerging Workforce Needs. Program Evaluator for Usha Sinha.

2010-2012 – Fund for the Improvement of Postsecondary Education Grant EU-ATLANTIS PROGRAM, \$180,000 over 5 years to evaluate student learning in the grant entitled, Excellence in Mobility Project. Program evaluator for Teresa Donohue.

2010 – Private Consortium grant, \$5,000 in 5 months to fund the study entitled *Identifying the Needs in an Educated Workforce for the Emerging Green Economy Clusters in Contra Costa County: Projections for 2020*. Collaboration with Irina Weisblat and Cyd Jenefsky.

2009-2012 – Fund for the Improvement of Postsecondary Education Grant, \$500,00 over 3 years to evaluate student learning in the grant entitled, *Professional Science Masters in Medical Physics: Partnering for Success*. Program Evaluator for Usha Sinha.

2009-2012 – National Science Foundation EESE Grant, \$300,000 over 3 years to evaluate learning of ethics in the grant entitled, *Ethics Education for Professional Science Master's Programs*. One of three key personnel, along with PI, Camille Nebeker.

2009-2011 – National Science Foundation Advance Grant, \$100,000 over 2 years to evaluate the student learning portion of the grant entitled, *Accessibility of Materials Laboratory Experience for Engineering Undergraduates*. One of three Co-PIs, along with PI, Khaled Morsi.

2009-2010 – National Association of Student Personnel Administrators Research Grant; \$3,000 to fund graduate students, Lauren Weiner and Eric Felix, on a document analysis for expected professional standards and learning outcomes for student affairs’ professionals.

2008-2009 – National Association of Student Personnel Administrators Research Grant; \$300 to fund graduate students, Theresa Garcia, Jerome Budomo, Karina Martinez, and Angeline Yang with a grounded theory study of parental influence in Mexican American and Filipino American students’ academic success.

2007-2008 – National Association of Student Personnel Administrators Research Grant; \$2,990 to fund graduate assistant, Jessica Hickmott and a grounded theory study of student learning outcomes in student affairs graduate preparation programs, Principal Investigator.

2006-2007 – San Diego State University College of Education Inquiry Grant; \$1,500 to assist in the study, testing the Predictability of Multi-Variable Admissions Criteria on Program Learning Outcomes, Principal Investigator. Fall 2004 – SAS through NC State University; \$148,000 draw down from a SAS Grant to NC State University to develop another reporting solution for an assessment management software solution, Principal Investigator.

Spring 2003 – SAS through NC State University; \$56,000 draw down from a SAS Grant to NC State University to develop another reporting solution for an assessment management software solution, Principal Investigator. Fall, 2002 – SAS through NC State University; \$48,000 draw down from a SAS Grant to NC State University to develop a reporting solution for an assessment management software solution, Principal Investigator.

Patent

September 3, 2007. U.S. Patent No. 7,266,340 B2. Serial No. 10/993,321. Filed November 19, 2004.

Bresciani, M. J. *Systems, Methods, and Computer Program Products for Standardizing Expert-Driven Assessments*. North Carolina State University's patent number 03-S07, which names Marilee J. Bresciani as sole inventor, relates to systems, methods and computer program products for standardizing expert-driven educational assessments. The application broadly covers techniques that capture assessment methodologies and observations and normalize the captured data to generate assessment reports that can be used across courses, departments, institutions and/or regions. The patent application also covers conceptual details of the assessment methodologies, observation gathering, normalization and reporting.

Other Publications

Bresciani, M. J. (2002, December). Why do I have to document my assessment findings and decisions? *NC State University Division of Undergraduate Affairs Assessment Newsletter*. Retrieved from http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

Bresciani, M. J. (2002, October). I do want to conduct assessment and research but there is no time, and how do I get started? *NC State University Division of Undergraduate Affairs Assessment Newsletter*. Retrieved from http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

Bresciani, M. J. (2002, June). How can I tell others about my assessment accomplishments? *NC State University Division of Undergraduate Affairs Assessment Newsletter*. http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

Bresciani, M. J. (2002, May/June). I want to be a NASPA volunteer . . . now what? *National Association of Student Personnel Administrators Forum National Newsletter*. Washington, DC: NASPA.

Bresciani, M. J. (2002, April). Ask the assessment lady. *NC State University Division of Undergraduate Affairs Assessment Newsletter*. http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

Bresciani, M. J. (2002, February). TracDat information. *NC State University Division of Undergraduate Affairs Assessment Newsletter*. http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

Bresciani, M. J. (2001, August). The committee on undergraduate academic program review. *NC State University Division of Undergraduate Affairs Assessment Newsletter*. http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

Bresciani, M. J. (2001, June). If assessment is so wonderful, why aren't more people engaged in it? *NC State University Division of Undergraduate Affairs Assessment Newsletter*. http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

Bresciani, M. J. (2001, March). The purpose of assessment in undergraduate affairs. *NC State University Division of Undergraduate Affairs Assessment Newsletter*. http://www.ncsu.edu/undergrad_affairs/assessment/files/resources.htm

PARTICIPATION IN PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA), Member, 2006-Present

- 2007 Conference Reviewer for Division J – Postsecondary Education
- 2007 Conference Chair for Disciplinary Differences in Teaching Strategies and Instructional Practices

Association for Assessment of Learning in Higher Education (AALHE), Board of Directors, 2009-2011

Association of College Personnel Administrators (ACPA), Member, 2006-2024

Association for the Study of Higher Education (ASHE), Member, 2002-2023

- Invited Guest Editor for ASHE Policy Reader Series, 2008

Contemplative Society for Higher Education, Member, 2012-2023

National Association of Student Personnel Administrators (NASPA), Member, 1991 - Present

- NASPA Mentor in the SERVE Program, 2019 – 2020
- NASPA Advisory Mentor, 2018- 2020
- Dissertation of the Year Review Committee Member, 2013-2015
- Ethics Task Force Member, 2011-2013
- Co-Chair of Professional Standards Task Force, 2009-2011
- Faculty Fellow, 2009-2010
- National Board of Directors Member, Liaison to the Professional Standards Division, 2009-2011
- 2010 Annual Conference Program Committee Member, 2009-2010
- Assessment, Accountability, and Retention Task Force Member, 2005-2012
- National Assessment Conference Planning Committee, 2006-2008
- Assessment, Research, and Evaluation Knowledge Community Member, 2004-2020
- National Assessment Conference Proposal Reviewer, 2004
- NASPA *NetResults* Assessment Co-Editor, 2002-2005
- NASPA *NetResults* Assessment Editor, 2001-2002
- International Symposium on Student Development and Learning Planning Team Member, 2003-2005
- Region III Research Division Coordinator, 2003-2004
- Region III Research Grant Administrator, 2003-2004
- Assessment Faculty Member, NASPA's National Academy for Leadership and Executive Effectiveness, October 2002
- Research Division Coordinator for Region III, 2002-2005
- NASPA Volunteers Committee Chair, 2001-2002
- NASPA Revolution Task Force Member, 2001-2003
- NASPA Membership Strategic Task Force Member, 2001-2002
- NASPA Journal Editorial Board Member, 1999-2010
- NASPA Region III, North Carolina State Enrollment Services Coordinator, 1998-2000
- NASPA 2002 National Conference Special Projects Planning Committee member
- NASPA 2001 National Conference Special Projects Planning Committee member
- NASPA National Board Member; Membership Division, 1997-1998
- Minorities Undergraduate Fellows Program (MUFP) Mentor, 1997-1999
- Region IV-West, Regional Membership Coordinator, 1996-1997
- Region IV-West, 1995 Conference Planning Committee Publications Chair
- Region IV-West, Nebraska State Coordinator, 1994-1996
- Region IV-West, 1993 Conference Planning Committee; Local Arrangements Committee Member

New Leadership Alliance for Student Learning and Accountability Institutional Certification Program Advisory Board Member, 2010-2013

Society for Neuroscience Foundation Member, 2013-2020

SERVICE TO THE UNIVERSITY AND THE COMMUNITY

University Service

- UTA Chapter of the National Academy of Inventors Member, 2021-2023
- UTA Ombudsperson Task Force Member, 2021-2022
- UTA Education Professions Council Member, 2021-2023
- UTA Council of Chairs Committee Member, 2021- 2023
- UTA UNIV Assessment Planning Committee Member, 2021
- UTA Success U Assessment Planning Committee Member, 2021

- UTA Latino/a/X data analysis for student success working group member, 2021
- SDSU Tiger Team to Address Revenue Generation, 2020
- SDSU RTP Task Force Committee, 2020
- SDSU Strategic Planning, Students at our Core Working Group Member, 2020
- SDSU Strategic Planning, Data and Metrics Working Group Member, 2019-2020
- SDSU Faculty Fellow in the Assistant Vice President for Analytical Studies and Institutional Research, 2019-2020
- SDSU Data Champions Team, Faculty Member, 2018-2019
- SDSU Faculty Fellow in the Assistant Vice President for Educational Effectiveness Office, 2017-2020
- SDSU Student Success Team, Faculty Member, 2017-2018
- SDSU Student Learning Outcomes Assessment Committee, Faculty member, 2017-2020
- Faculty Senate Task Force on the Class-Size Writing Research Project, Chair, 2015-2017
- Faculty Senate Copy Rights and Patents Committee Member, 2016-2017
- Faculty Senate Member, 2016-2017
- Assistant Vice President for Academic Affairs – Student Achievement, SDSU Search Committee Co-Chair, 2015-2016
- University Research Council Member, 2010-2020
- Assist with NCURA Review, 2011
- Assist with Selection of Vice President for Research, 2011
- Guest lecture in LDT 596, Fall 2016, Spring 2017
- Guest lecture in all sections of ARP 205 of the Undergraduate Leadership Minor, Fall 2014-2020
- Presented Science of Stress Workshop at the SDSU Student Leadership Conference, 2016
- Presented Well Being Workshop to National Leadership Rehabilitation Counseling Institute, SDSU 2016
- Presented Well Being Workshop to Instructional Technology Services Video Production Team, SDSU 2015
- Presented Mindfulness-Based Mini-Workshop to Student Life and Leadership, SDSU, 2015
- Presented 2-Day Search Inside Yourself Leadership Institute Program, SDSU, 2014-2018
- Presented workshop on the neuroscience of learning for Provost's Lunch and Learn Series, 2014
- Presented Keynote on Assessment at the College of Business Retreat, 2011
- Student Research Symposium Committee Member, 2007-2011
- General Education Assessment Task Force Member, 2008-2009
- Presented workshop on assessment for Provost's Lunch and Learn Series, 2010
- Presented workshop on assessment for Provost's Lunch and Learn Series, 2009
- Presented workshop on outcomes-based assessment for the Center of Teaching and Learning, 2007
- Designed, organized, and delivered a 3-day conference on outcomes-based assessment, 2007
- Presented workshop on outcomes-based assessment for the Center of Teaching and Learning and People, Information & Communication Technologies (PICT), 2008

College Service

- UTA College of Education Graduate Studies Committee, 2021 - 2023
- Faculty Mentor, 2018 – 2020
- Diversity, Equity, and Inclusion Mindful Compassion and Contemplative Practice Weekly Organizer and Practice Lead, 2019-2020
- Member of Dual Language and English Learner Education Department Personnel Committee, 2019
- Member of Child and Family Development Department Personnel Committee, 2019
- Chair of College Personnel Committee, 2015-2016; 2019-2020
- Member of College Research Committee, 2015-2017
- Doctoral Directors Committee, 2008-2013
- Member of College Personnel Committee, 2010-2012; 2014-2015
- Member of College Assessment Committee, 2009-2014
- Member of Search Committee for Associate Dean of Research, 2019-2020
- Member of Search Committee for Asst/Assoc Professor of ARPE, EdD program, 2014-2015
- Member of Search Committee for Director of Assessment for the College of Education, 2007-2008

- Member of Search Committee for open rank research Professor and Assistant Professor of EDL, EdD program, 2006-2007
- Substitute Member of Search Committee for professor for Instructional Designer Search Committee, 2007
- Co-coordinate the development of the Leadership Minor, 2006-2010
- Honors and Awards Committee Member, 2007-2008
- Professional Leave Committee Member, 2007-2010
- College Leadership Team Member, 2008-2013
- Professional Activities Committee, 2008-2010
- Curriculum Committee, 2009

Department Service

- Member, Departmental Personnel Review Committee, 2011-2015, 2016-2019
- Chair, Departmental Personnel Review Committee, 2009-2010, 2017-2018
- Coordinate Masters of Arts in Postsecondary Educational Leadership, 2006-2010, Fall 2013, 2014-2015
- Coordinate Masters of Arts in Postsecondary Educational Leadership, Emphasis in Student Affairs, 2006-2010, Fall 2013, 2014-2016
- Co-Coordinator of the Center for Education, Leadership, Innovation, and Policy, 2006-2014
- Chair of Media Acquisitions for ARPE, 2006
- Chair of Search Committee for Asst/Assoc Professor of ARPE, MA in Postsecondary Education, 2006-2007
- Assisted with design of outcomes-based assessment program review model for ARPE, 2006-2007
- Coordinate departmental academic program assessment and review, 2007-2015
- Member of Search Committee for Asst/Assoc Professor of ARPE, EdD program, 2006-2008; 2014-2015
- Member of Search Committee for Asst/Assoc Professor of ARPE, Rehabilitation Counseling, 2018-2019
- Member of Search Committee for open rank of ARPE, EdD program, 2006-2008; 2018-2019
- Assisted with request for reconsideration of graduate admissions criteria, 2006-2007
- Assisting Professors Hampton and McFarlane in their agreement with CNIER, 2006-2010
- Development and Coordination of a Minor in Leadership Development, 2007-2010
- Development and Coordination of a Graduate Certificate in Institutional Research, Planning, and Assessment, 2007-2014
- Chair of Search Committee for Asst/Assoc Professor of ARPE, EdD program, 2008-2009
- Chair of Search Committee for open rank of ARPE, EdD program, 2008-2009, 2010-2011
- Chair of admissions committee for EdD Community College/Postsecondary Leadership concentration, 2009-2013
- Chair of admissions committee for both specializations in Masters of Arts in Postsecondary Leadership concentration, 2009-2010; 2014-2016
- Admissions committee Member for both specializations in Masters of Arts in Postsecondary Leadership concentration, 2010-2014
- Admissions committee Member for both EdD, CC/PSE concentration, 2014-2020

National and International Community Service

- Honorary QA Auditor for the International Association for Quality Assurance in Pre-Tertiary and Higher Education (QAHE), 2025-Present
- Illinois Governor's HRFT Data Working Group (redesign state accountability dashboards) Member, 2023-2024
- AJCU Institutional Research and Assessment Steering Committee Member, 2023-2024
- Mentor to Faculty Designing the Compassionate Resilience online Training Programme for the Essex Partnership University Perinatal Mental Health Services; funded by the United Kingdom's National Health Services Trust Foundation, 2021-2022
- Chair of the Selection Panel for the 2020 Hong Kong University Grants Committee (UGC) Teaching Award, 2020- 2023
- Member of the Selection Panel for the 2020 Hong Kong University Grants Committee (UGC) Teaching Award, 2023- 2024

- Hong Kong Quality Assurance Council (QAC) of the University Grants Committee Member, 2019 – 2025
- NASPA Certification Advisory Task Force Member, 2019 – 2020
- Higher Learning Commission Assessment Institute Peer Reviewer, 2019
- Greater than One Group Peace Worx Board of Directors Member, 2018-2019
- Fellow of the Institute of Coaching at McLean Hospital, a Harvard Medical School affiliate, 2018-2019
- Journal of Education Sciences Editorial Board Member, 2017-2018
- Journal of Research in Innovative Teaching and Learning Editorial Advisory Board Member, 2016-2023
- California State University Graduation Initiative 2025 Data-Driven Decision-Making Workgroup, Team member, 2017-2018
- UNESCO/MGIEP Curriculum Creation for the Prevention of Violent Extremism, Team Member, 2016-2018
- Mindfulness-Based Stress Reduction (MBSR) 8-Week Volunteer Course Instructor at CSU San Marcos, 2016-2018
- Search Inside Yourself Leadership Institute Teaching Mentor, 2015-2016
- Women Professors Mentor, 2014-2020
- Quality Assurance Auditor, Hong Kong's University Grants Committee, 2014-2019
- Council for Higher Education Accreditation Faculty and Accreditation Task Force Member, 2013-2015
- Community Volunteer Mindfulness Instructor, 2013-Present
- Rushing to Yoga Foundation Founder, 2012
- Community Volunteer Meditation Instructor, 2012-Present
- Department Editor for Assessment Matters in *About Campus*, 2011-2014
- Journal of Research and Assessment in Practice Editorial Board Member, 2009-2012
- Community Volunteer Yoga Instructor, 2010-Present
- Share-A-Meal Quality Reviewer, 2009
- Australian Quality Assurance Agency Honorary Auditor, 2004-2011
- Australia Tertiary Education Quality and Standards Agency Auditor, 2011-2013
- FIPSE Grant Reviewer, 2006
- Manuscript Reviewer for Jossey-Bass, 2008, 2011, 2012, 2015, 2016, 2018
- Personal NetGaines (Young Women Self Esteem Development) Advisory Board Member, 2005-2008
- Ride to Finish MS Volunteer, 2007-2011
- San Diego Community College District Member of Outcomes-Based Assessment Review Committee, 2006-2008
- Western Association of Schools and Colleges Reviewer, 2007-2017; 2020-2021
- Western Association of Schools and Colleges Member of Task Force on Program Review, 2008-2009
- Western Association of Schools and Colleges Member of Task Force on Degree Frameworks and Levels of Learning, 2011

AWARDS

- 2022 ACPA-College Student Educators International's Contribution to Knowledge Award
- 2022 Educause 2022 Teaching and Learning Horizon Report Exemplar Award for *Exploring Natural Language Processing to Inform Student Success Decision-Making*

- 2021 University of Texas Arlington Friend of Student Affairs Award for collaborative work in re-designing the Interdisciplinary Leadership Minor
- 2020 California State University Faculty Innovation and Leadership Award Nomination for the refinement of a first-year course that has evidence of closing achievement gaps for URM, First Gen, and Pell eligible local commuting students
- 2020 The San Diego State University Strengthening Student Connections Cross-Divisional Collaboration Award for work that furthers the goals of SDSU to advance equity, excellence, and connection among students
- 2019 International Association for Student Personnel Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member
- 2017 UNESCO/MGIEP Senior Research Fellow
- 2016 American College Personnel Administrators Diamond Honoree
- 2015 San Diego State University College of Education Department of Administration, Rehabilitation, and Postsecondary Education Student Selected Most Influential Teacher Award
- 2013 International Association for Student Personnel George Kuh Award for Outstanding Contribution to Literature/Research in Higher Education
- 2012 International Association for Student Personnel Pillar of the Profession Award
- 2011 San Diego State University College of Education Department of Administration, Rehabilitation, and Postsecondary Education Student Selected Most Influential Teacher Award
- 2010 San Diego State University College of Education Dean's Excellence Award for Research and Scholarship
- 2009 Buffalo State University Outstanding Contribution to Higher Education
- 2007 San Diego State University Nominee for Exemplary Advising Award
- 2003 North Carolina State University Distinguished Service Award for the Office of the Provost
- 2003 North Carolina State University Distinguished Service Award for the entire University
- 1993 University of Nebraska at Kearney Alpha Kappa Upsilon Iota Union Honorary

ADDITIONAL TRAINING AND CERTIFICATION

Artificial Intelligence in Learning, Teaching, and Research Training Series, University of San Diego, November 2025-January 2026

Essentials of Engaged Contemplation, Center for Action and Contemplation Living School, September 2025-September 2026

Leaders in Mission Training, University of San Diego, 2023-2024

Leaders in Mission Training, Loyola University Chicago, 2023-2024

Spiritual Practices for Everyday Living Course, Loyola University Chicago, 2023-2024

AWS Comprehend Training at the University of Texas Arlington, for the Intrapersonal Competency Cultivation Research Group (December, 2021 – March, 2022)

ELPS Department collaboratively hosted Workshop with the UTA Division of Diversity, Equity, and Inclusion on Reducing Micro-Aggressions and Implicit Bias (October, 2021)

ELPS Department collaboratively hosted training with the UTA Office of Institutional Effectiveness and Reporting on outcomes-based program improvements (September, 2021)

ELPS Department collaboratively hosted training with the UTA University Analytics Office on Natural Language Processing to enhance use of student voice in decision making (August, 2021)

Council of Colleges of Arts and Sciences Seminar for Department Chairs/Heads (2021)

Reduction of Implicit Bias for Search Committees at SDSU (August, 2019)

Awareness-Based Systems Leadership: Cultivating Generative Social Fields and Systems Change (April, 2019)

- This 1-day workshop with Peter Senge, Otto Scharmer, Mette Miriam Boell, and Diana Chapman Walsh leveraged awareness cultivation practices with Theory U, Social Presencing Theatre, and the 400 years of the Ecology of Inequality to teach leadership strategies to generate new ways to resolve problems.

First, Do No Harm: Working Skillfully with Meditation-Related Challenges (February, 2019)

- This 3-day training held on the UCLA campus was led by David Treleaven, Willoughby Britton, and Jared Lindahl. The 3 days covered trauma research and trauma-informed practices.

Mindful Self-Compassion One-Week Intensive (December 2018)

- Taught by Kristin Neff and Chris Germer at Esalen Institute in California, this one week experience is an intensive course based on the 8-week mindful self-compassion course created by the teachers.

Neff Compassion in Connection (October 2018)

- This 3-day training was held at the Omega Institute for Holistic Studies in New York and examined various types of compassion cultivation programs, their training approaches, and the research that explores their efficacy.

Life Mastery Institute (March 2018) – Certified Transformational Life Coach

- This training program uses evocative coaching to bring awareness of moment-to-moment choice and how that choice then impacts one's overall well-being as well as organizational well-being (e.g., human flourishing).

Mindful Schools Educators Essentials (Spring 2017)

- This was a course to learn how to teach the Mindful Schools curriculum to Grades 1-12.

Dr. Suhas Kshirsagar National Ayurvedic Medical Association (Spring 2017)

- This training program focused on Ayurvedic and Vedic counseling.

Mind and Life Institute (Summer 2016) – Summer Research Institute

- This institute focused on interdisciplinary contemplative practice and research conversations.

University of California San Diego Center for Mindfulness (Spring 2016-Present) – Mindfulness-Based Stress Reduction (MBSR) Practicum and Mentoring, Official Qualified MBSR Teacher in Training

- This practicum and ongoing mentoring process is to train teachers to teach MSBR.

Search Inside Yourself Leadership Institute (SIYLI) Facilitator Training (2014) – SIYLI Certified Instructor

- This 1-year program trains individuals to be a SIYLI Certified Instructor.

Omega Institute (2014)

- This was a 7-day professional training to teach MBSR.

University of California San Diego, Center for Mindfulness (Fall 2013)

- 8-week Compassion Cultivation Training (CCT)

Harvard Medical School (October 2013)

- Continuing Education Units (CEUs) in Mindfulness and Psychotherapy

University of California San Diego, Center for Mindfulness (Spring 2013)

- 8-week class in Mindfulness-Based Stress Reduction (MBSR)

Chopra Center for Well-Being (2012)

- Primordial Sound Meditation training to teach meditation with primordial sound and breath awareness.

Yoga Alliance (2012)

- 200+ hour yoga teacher training through Baptiste Yoga Power Institute