

The National Academies of
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Workshop on Assessing Intrapersonal and Interpersonal Competencies
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Speaker Biographical Sketches

Nicholas A. Bowman is an associate professor and the director of the Center for Research on Undergraduate Education at the University of Iowa. His research uses a social psychological lens to explore theory-based hypotheses regarding the relationships among college students' inputs, experiences, and outcomes. Since 2009, he has had about 50 peer-reviewed journal articles and 15 book chapters published, along with about 60 peer-reviewed conference presentations. His work has appeared in *Review of Educational Research*, *Educational Researcher*, *Sociology of Education*, *Personality and Social Psychology Bulletin*, *Social Psychological and Personality Science*, and other top outlets. He received a Ph.D. in psychology and education as well as two master's degrees in education from the University of Michigan. He also graduated *summa cum laude* with a B.A. in psychology and a minor in educational studies from the University of California, Los Angeles.

David Deming is an associate professor at the Harvard Graduate School of Education and a faculty research fellow at the National Bureau of Economic Research. His research focuses broadly on the economics of skill development, education and the labor market. In 2013 he was named a William T. Grant Scholar for his proposed project, *The Long-Run Influence of School Accountability: Impacts, Mechanisms and Policy Implications*. In 2015 he received the early career award from the Association for Education Finance and Policy. His current work concerns the growing importance of social skills in the modern labor market, and the implications for education and workforce development policies. He also has a number of projects and papers in progress about online education, for-profit colleges, and the industrial organization of higher education.

Alicia C. Dowd, Ph.D., is an associate professor of higher education at the University of Southern California's Rossier School of Education and co-director of the Center for Urban Education (CUE). Her research focuses on political-economic issues of racial/ethnic equity in postsecondary outcomes, organizational learning and effectiveness, accountability, and the factors affecting student attainment in higher education. Since joining CUE in 2006, she has been instrumental in developing the Equity Scorecard, CUE's signature action research process. She is the coauthor, with Estela Mara Bensimon, of *Engaging the "Race Question": Accountability and Equity in U.S. Higher Education* (published 2015 by TCPress). Dowd utilizes cultural historical activity theory and critical race theory to design and evaluate the impact of action research processes and tools. Dowd is currently the principal investigator of a study of organizational learning through data use under conditions of accountability in higher education, which is funded by the Spencer Foundation. Previously, she was the principal investigator of several national studies of institutional effectiveness, equity, community college transfer, benchmarking, and assessment, including a multiyear National Science Foundation-funded study of *Pathways to STEM Bachelor's and Graduate Degrees for Hispanic Students and the Role of Hispanic Serving Institutions*. The results of these studies have been published in numerous journals including the *Review of Educational Research*, *Harvard Educational Review*, *Review of Higher Education*, *Research in Higher Education*, and *Teacher's College Record*. Dowd is a

frequent speaker on the topics of diversity and equity. She has provided Congressional testimony on diversity in STEM to the House subcommittee on Research and Science Education and addressed the topic of “Developing supportive STEM community college to 4-year college and university transfer ecosystems” at a convening of the National Academies of Sciences. Dowd was awarded the doctorate (Ph.D.) by Cornell University, where she studied the social foundations of education, labor economics, and curriculum and instruction.

Carol Geary Schneider, *President, Association of American Colleges and Universities*
Schneider has been president of AAC&U since 1998. Under her leadership, AAC&U has launched several major initiatives, including Liberal Education and America’s Promise (LEAP): Excellence for Everyone as a Nation Goes to College and Greater Expectations, a multi-faceted initiative on the aims and purposes of liberal education for the twenty-first century. As a vice president at AAC&U in the 1990’s, Schneider headed a major initiative on higher education and U.S. pluralism, American Commitments: Diversity, Democracy and Liberal Learning. Prior to her work at AAC&U, she taught at the University of Chicago, DePaul University, Chicago State University, and Boston University. Schneider received her undergraduate degree from Mount Holyoke College and her doctorate in history from Harvard University.

Judith Harackiewicz is the Paul Pintrich Professor of Psychology at the University of Wisconsin-Madison. She received her BA from Cornell University in 1975 and her PhD from Harvard University in 1980. She has been studying motivation and interest for over 30 years, conducting experimental and longitudinal studies of goals, competition, and value transmission in academic contexts. Her most recent research concerns interventions to promote motivation. She is currently testing motivational interventions in college biology courses, working to promote interest and performance in the foundational course that serves as a gateway to biomedical careers. She received the Chancellor’s Award for Distinguished Teaching at UW-Madison, as well as the Alliant Energy Underkofler Excellence in Teaching Award for the University of Wisconsin System. She received a Spencer Fellowship from the National Academy of Education, and in 2013, she received the Cialdini award from the Society of Personality and Social Psychology. She is a former editor of *Personality and Social Psychology Bulletin*.

Josh Jackson is an assistant professor of Psychological and Brain Sciences at Washington University in St. Louis where he directs the Personality Measurement and Development Lab. He received his PhD from University of Illinois, Urbana-Champaign in 2011. Dr. Jackson is a recipient of the J.S. Tanaka Award from the Association for Research in Personality (ARP) and was deemed a Rising Star by the Association for Psychological Science (APS). His lab examines how personality develops across the lifespan, the effects that personality has on important life outcomes, and how best to measure personality across time and contexts. Dr. Jackson currently receives funding from National Science Foundation (NSF), National Institute of Aging (NIA), National Institute of Mental Health (NIMH) and the John F. Templeton Foundation.

Prof. Alex Pentland is a computational social scientist who publishes extensively in the computer science and management science literature (h-index of 109). He is co-creator of MIT Media Laboratory, member U.S. National Academies, and Chair of the World Economic Forum Data and Society Council. He has won numerous awards including the [McKinsey Award](#) from

Harvard Business Review, the [40th Anniversary of the Internet Challenge](#) from DARPA, Paper of the Year from Academy of Management, and the [Brandeis Award](#) for work in privacy. His most recent book is Social Physics, which won Book of the Year from both Strategy+Business, and China Business News.