

ALEXIS KAMINSKY

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EDUCATION

- Ph.D.** **Cornell University**, Ithaca, NY, Program Evaluation and Planning (January, 1997).
Minors: Education and organizational behavior.
Dissertation title: *Individual-community tensions in collaborative inquiry: Voice, action, and empowerment in context.*
- M.S.** **Cornell University**, Ithaca, NY, Program Evaluation and Planning (August, 1993).
Thesis title: *Participatory evaluation in hierarchies: Practical dilemmas of implementation.*
- B.A.** **Hobart and William Smith Colleges**, Geneva, New York, Literature and Creative Writing (May, 1988).

ACADEMIC HONORS

Recipient of the Virginia Cutler Fellowship, The Serby-Gildea Scholarship and the Human Ecology Alumni Association Graduate Award for 1994-95 academic year.

Nomination to the Honor Society of Agriculture, Gamma Sigma Delta.

Nomination to the Honor Society of Human Ecology, Kappa Omicron Nu.

RESEARCH AND EVALUATION EXPERIENCE

EVALUATOR, New Mexico Adventures in Modeling (NSF ITEST project), Massachusetts Institute of Technology and Santa Fe Institute (June, 2004 – present)

- Conduct external evaluation of NSF-funded project that trains middle and high school teachers in New Mexico to use and integrate complex systems and STARLogo technology into classroom instruction.
- Foci of evaluation include: teacher learning of STARLogo technology, application to the classroom, student learning and interest in math, science, and computer technologies. Methods include: indepth case studies, surveys, and document review of web-based materials and lesson plans.

PRINCIPLE INVESTIGATOR, Office of Evaluation, Department of Family and Community Medicine, University of New Mexico, Health Sciences Center (July, 2003 - present)

- Design and conduct participatory program evaluation with New Mexico Math, Engineering, Science Achievement, Inc (NM MESA) staff and key stakeholders to assess program over 5 year span.
- Methods include: logic model development, use of advisory group to guide evaluation and interpret results, document reviews (site visit reports, annual reports, meeting minutes), and secondary data analysis of program records (student demographics, student academics and program participation, and program activities).

ASSOCIATE SCIENTIST II, University of New Mexico, Health Sciences Center, Albuquerque, New Mexico (March, 2001 - present)

Institute for Ethics, School of Medicine, Health Sciences Center, University of New Mexico

- Qualitative Analyst responsibilities include: analysis of qualitative data from interviews, surveys, and focus groups; consultation to group members on qualitative analysis; preparation of grants and manuscripts.
- Education Core responsibilities include: co-chair of Ethics Evening and Events Committee (outreach and education for greater Albuquerque community), participation in School of Medicine ethics education initiatives, teaching "Introduction and Guide to Ethical Conduct of Research" (BIO 402/502).

New Mexico Refugee Project (August, 2003-May, 2004)

- Contribute to project development and grant writing by extending current focus to include resilience and protective factors for further study and model building. Specific responsibilities include qualitative and quantitative data analysis as well as grant and manuscript writing.

ACTING ASSISTANT PROFESSOR, Stanford University's School of Education (SUSE), Stanford, California (July, 1997 – July, 2000).

- Project Director for "The Spencer/SUSE Research Training Grant (RTG) Project," a five-year grant awarded to the School by the Spencer Foundation to enhance the quality of doctoral educational research training.
- Responsibilities: evaluation of research training programs at SUSE and specific RTG activities; planning yearly project initiatives based on evaluation findings; facilitation of Spencer RTG Coordinating Committee; administration of student-funding through RTG; working with funding applicants to improve proposal quality; and oversight of implementation of project initiatives, including Spencer Research Training Grant Working Conference on Quality and Methodology.¹

EVALUATION CONSULTANT, *Neighborhood Computer Centers*, Career Resource Development Center, San Francisco, California (March - August, 1997).

- Facilitation of small scale stakeholder-based evaluation study of community-based afterschool and weekend program for low-income urban elementary students, middle school students, and families.
- Evaluation foci: (1) evaluation of the relation between program theory and program activities; and (2) developing staff capacity to engage in ongoing evaluative activities.

EVALUATION CONSULTANT, *Even Start Family Literacy Program*, Ithaca, New York (January - July, 1994).

- Project focused on working with project staff to collaboratively develop an evaluation plan for the first four years of operation for this multi-site, federally-funded family literacy program.
- Evaluation plan sought to address both local and federal evaluation needs while keeping data collection and analysis manageable.

¹ This was a working conference for members from institutions with Research Training Grants from the Spencer Foundation on the topic of quality and methodology in doctoral research training. Close to 45 individuals from eleven top-ranked schools of education participated in a 1 ½ day conference at the Center for Educational Research at Stanford to discuss the topics of quality and methodology in doctoral educational research training.

EVALUATOR, *The 9th Grade Partnership, Ithaca High School, Ithaca, New York*. (Summer, 1992 - Spring, 1993).

- Designed and conducted an interpretive, participatory evaluation of project's first year, focusing on implementation issues and stakeholder satisfaction.
- Activities included: one-to-one and group interviews; document reviews; participant observation; data analysis; feedback sessions with site participants; and written and oral presentations to the district's Board of Education.

EVALUATION ASSISTANT, *Public Service Center, Cornell University, Ithaca, New York* (Summer, 1992).

- Assisted in designing and conducting an interpretive evaluation of the Public Service Center's first year of implementation.
- Responsibilities included: interviewing program stakeholders; document reviews; data analysis; facilitating forums with program stakeholders to discuss findings; and co-authoring of final report.

RESEARCHER, *Ithaca City School District, Ithaca, New York* (Spring, 1992).

- Co-directed a district-initiated research project to gather community input on district educational goals.
- Responsibilities included: hiring and training of research staff in focus group methods; designing inquiry project; arranging community focus groups (20 in total); data analysis; and presentation of findings and recommendations to school district.

TEACHING EXPERIENCE

LECTURER. Department of Family and Community Medicine, University of New Mexico, Albuquerque, New Mexico (August 2002-present)

- "Introduction and Guide to the Ethical Conduct of Research" (BIO402/502).

ACTING ASSISTANT PROFESSOR, Stanford University's School of Education (SUSE), Stanford, California (July, 1997 – July, 2000)

- "Introduction to Issues in Evaluation" (ED278)
- "Advanced Seminar on Evaluation" (ED460)
- "Five Approaches to Research Using Qualitative Methods" (ED 325).

TEACHING FELLOW OF "CONDUCT OF INQUIRY", *California Institute for Integral Studies, San Francisco, California* (1995-96).

- Primary faculty for a six-credit, three-quarter introductory research class for first-year graduate students in the School for Transformative Learning.

TEACHING ASSISTANT, *Cornell University*, Ithaca, New York.

- Graduate classes included: *Qualitative Methods* (Spring, 1994). Undergraduate classes included: *Social Work Practicum* (Fall, 1993/Spring, 1994); *Human Sexuality* (Spring, 1993); and *Racism in American Society* (Fall, 1993).
- Teaching duties included: guest lectures; leading small group discussion; training on research, evaluation, and diversity; and student evaluation.
- Administrative and supervisory duties included coordination and monitoring of field projects as well as placements and supervision of undergraduate TAs.

INSTRUCTOR, *International Christian Youth Exchange*, Kenya, East Africa (1988-89).

- Volunteer teacher in Kenya's secondary school system. Primary subjects taught were English and African literature.

GRANTS AND SPONSORED PROJECTS

New Mexico MESA, Inc. (2003)

- Grant funded for program evaluation of NM MESA, a statewide educational enrichment program for middle and high school youth from groups underrepresented in scientific fields. \$29,995.

New York State Division for Criminal Justice. (1991)

- Grant funded: "Discover Potential through Opportunities Enrichment Project," an educational program of independent living skills and employment services for "at-risk" teenagers (ages 15-17). The project coordinated several existent community resources to develop a comprehensive intervention for high risk teenagers. \$195,000 for three years.

PUBLICATIONS, PAPERS AND PRESENTATIONS

Kaminsky, A. "Using Qualitative Methods to Understand Resilience in Refugees." A paper presented at UNM-HSC, Department of Psychiatry Research Grand Rounds, February 13, 2004.

----- "Ethics of Listening." A paper presented at the American Evaluation Association's Annual Conference, Reno, NV, November, 2003.

-----, Roberts, L.W., & Brody, J.B. "Influences upon Willingness to Participate in Schizophrenia Research: An Analysis of Narrative Data from 63 People with Schizophrenia." *Ethics and Behavior* 13(3), 2003.

----- "Book Review: Qualitative Evaluation by Ian Shaw." *Program Evaluation and Planning* 23(3).

----- "Beyond the literal: Metaphors and why they matter." In R.K. Hopson & M.Q. Patton (Eds.), *Language Matters. New Directions for Program Evaluation* 86, Summer, 2000.

----- Discussant: Getting Better at Qualitative Research. Paper Session at the American Educational Research Association Annual Conference. New Orleans, April, 2000.

----- "On Metaphors." Invited presentation. Department of Policy Analysis and Management, School of Human Ecology, Cornell University. 2/22/00.

----- "Myth, meaning, multiplicity, and metaphor." In T.A. Abma (Ed.), *Telling Tales: Evaluation and Narrative, Advances in Program Evaluation* 6, 1999.

----- "The story of 'Myth, meaning, multiplicity, and metaphor.'" A paper presented at the American Evaluation Association's Annual Conference. Orlando, FL, November, 1999.

----- "Contemporary discourse on power and empowerment: A schizophrenic relationship." A paper presented at the American Evaluation Association's Annual Conference. Atlanta, GA, November, 1996.

----- "Knowledge, voice, and empowerment: A case of community building in the context of differences." A paper presented at the International Evaluation Conference. Vancouver, B.C., November, 1995.

----- "Keeping a 'safe' distance." A paper published as part of seminar proceedings, Power Differences in Discourse. Sponsored by the Norwegian Science Foundation. Ithaca, NY, November, 1995, 41-44.

----- "Critical reflections on collaborative inquiry." A paper presented at the American Evaluation Association's Annual Conference. Boston, MA, November, 1994.

----- "Negotiating the clash of cultures: A case study." A paper presented at the American Evaluation Association's Annual Conference. Dallas, TX, November, 1993.

----- "Participatory evaluation and democratic reform: Similar philosophies with similar challenges." A paper presented at the Kelly Conference. Ithaca, NY, April, 1993.

----- "What is evaluation for? The purposes of social science research and implications for the evaluators' roles." A paper presented at the American Evaluation Association's Annual Conference. Seattle, WA, November, 1992.

----- "Is there a better way to do it? Challenges, dilemmas, and strategies in evaluation." A poster presented at the Kelly Conference. Syracuse, NY, April, 1992.

PEER REVIEWER

Psychopharmacology
American Journal of Psychology
Medical Care
Comprehensive Psychiatry

PROFESSIONAL AFFILIATIONS

Human Research Review Committee (IRB), University of New Mexico--member

American Evaluation Association, Member.