

# KEVIN J. PAYNE, PH.D.

HTTP://KJPAYNE.COM

## CURRICULUM VITAE

WINTER 2010

### CONTACT

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### EMPLOYMENT

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JAN 2006 – present **Assistant Professor & Program Coordinator of Sociology**  
Department of Psychology and Sociology; Park University, Parkville, Missouri

JAN 2004 – DEC 2005 **Visiting Assistant Professor of Sociology**  
Department of Sociology; University of Missouri, Columbia, Missouri

AUG 1998 – DEC 2003 **Autonomous Graduate Instructor**  
Department of Sociology; University of Missouri, Columbia, Missouri

OCT 1997 – MAY 2002 **Associate Instructor**  
Day, Evening and Graduate Divisions; Columbia College of Missouri, Columbia, Missouri

AUG 1997 – MAY 1998 **Graduate Teaching Assistant**  
Department of Sociology; University of Missouri, Columbia, Missouri

JUN 1996 – MAY 1997 **Graduate Research Assistant**  
Department of Sociology (and The IdeaWorks, Inc.); University of Missouri, Columbia, Missouri

JLY 1995 – AUG 1996 **Graduate Research Assistant**  
Center for Research in Social Behavior; University of Missouri, Columbia, Missouri

OCT 1986 – JLY 1995 **Sales**  
Various sales positions; Kansas City and Columbia, Missouri.

MAY 1982 – OCT 1998 **Computer Programmer & Instructor; Technology Consultant**  
Self employed.

### EDUCATION

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DEC 2003 **Ph.D. in Sociology, with a Collateral Field in Psychology**  
Department of Sociology; University of Missouri, Columbia, Missouri  
Comprehensive Examinations: Theory and Methodology, Social Psychology  
Dissertation: In the Footsteps of Durkheim: Reconsidering Levels and Causes in Social Theory, Quantitative Analysis, and the Study of Economic Advantage and Student Achievement.  
(Supported by a Dissertation Fellowship from the *American Educational Research Association.*)  
Dissertation Director: Prof. Bruce J. Biddle

MAY 1997 **M.A. in Sociology**  
Department of Sociology; University of Missouri, Columbia, Missouri  
Thesis: A Study of School Funding, Poverty, Curricular Level, and Mathematics Achievement.  
Thesis Director: Prof. Bruce J. Biddle

MAY 1993 **B.A. in Institutions and Policy**  
Oxford-Cambridge Honors Program; William Jewell College, Liberty, Missouri  
Thesis: A Proposed Methodology for Approaching Chaotic Attractors in Economic Time Series.  
Thesis Director: Prof. Michael T. Cook

OCT 1991 – JUN 1992 **Visiting Student**  
Oxford Overseas Study Course; Oxford, England  
Director: Dr. Francis Warner, Vice-Chancellor  
St. Peter's College, Oxford University

MAY 1988 **High School Diploma** (voted "Most Likely to Succeed")  
Fort Osage High School; Independence, Missouri

## EXPERTISE

I offer broad expertise across Sociology and Psychology, with particular training and experience in research methods, statistics, and in program, policy and individual evaluation and assessment. I emphasize the effects of education and training, communication and information technologies, resources, environments, identities, attitudes, networks, and social interactions on desired outcomes.

**Research Methodologies & Statistics**  
**Program & Policy Evaluation**  
**Survey Research**  
**Multi-method Research & Multilevel Analysis**  
**Social & Psychological Theories**  
**Social Psychology**

**Educational Policy, Practice & Assessment**  
**Human-CIT Interaction**  
**Stratification & Inequalities**  
**Social Institutions**  
**Culture & Identity**  
**Roles, Networks & Group Dynamics**

## TEACHING

FALL 1997 – present

### Undergraduate Courses Taught

Research Methods (Park, MU, CC)  
Statistics for Social Sciences (Park, MU, CC)  
Introduction to Sociology (Park, MU)  
Introduction to Sociology, Honors (MU)  
Social Inequalities (Park, MU)  
Class, Status & Power (MU)  
Minority Group Relations (Park)  
Social Deviance (Park, MU)  
Social Deviance, Writing Intensive (MU)  
Social Problems (Park, MU)  
Social Theory (Park, MU)  
Social Psychology (Park, MU, CC)  
Urban Sociology (Park)  
Public Opinion & Communication (MU)  
Study of the Family (Park)  
Youth in Today's World (MU)

### New Courses Developed & Taught

Ethical Issues in Social Science (Park)  
Program and Policy Evaluation (Park)  
Sociology of Science & Knowledge, Honors (CC)  
Sociology of Cyberspace (MU & CC)  
Sociology of Mental Health & Illness (Park)  
Conflict, War & Terror (Park)  
Political Sociology (CC)  
Social Psychology of Dating (MU)

### Student Research Supervised

Senior Project (Park)  
Honors Project (Park)

### Graduate Courses Taught

Research Methods (Park, MU, CC)  
Statistics for Social Sciences (MU, CC)

## TEACHING ACHIEVEMENTS

- Quantity: about 150 sections of 28 different courses, including over 60 sections of technical courses in research methods and statistics at all levels.
- Level: introductory undergraduate courses through graduate seminars to masters and doctoral students.
- Topic: broad surveys of Sociology and Social Psychology to focused specialty courses in a variety of areas.
- Size: independent studies through large lecture classes of more than 300 students.
- Mode: tutorial, seminar, lecture, and online delivery.
- Populations: traditional, re-entry, military, honors, and graduate students.
- Format: 16, 8, 4, and 2 weeks.
- Designed 24 new courses for initial inclusion to the Park, MU, or CC curricula.
- Developed three new courses for online delivery for Park and one for MU.
- Generated and maintained extensive digital resources for these courses.
- Devised innovative pedagogical strategies, including the use of digital CIT; artificially intelligent essay feedback; recording lectures and other materials for online video, screencast, and podcast; digital delivery of notes, examples, lectures, and supplemental materials via computer, phone and other devices; group projects; integrated and extended projects, partnerships with local organizations; and professional development opportunities.
- Devised innovative formative and summative assessment strategies, including pre-test/post-test designs, adaptive testing, experiential learning projects, and peer feedback.

## ADMINISTRATION

JAN 2006 – present

### Program Coordinator of Sociology

Department of Psychology and Sociology; Park University, Parkville, Missouri

Responsibility for the Sociology Program employing 261 active instructors and serving more than 5,000 student enrollments per year; shared responsibility for the Social Psychology major employing more than 400 instructors and serving more than 13,000 student enrollments per year (both at more than 30 national locations and online).

AUG 1998 – DEC 2005

### Visiting Assistant Professor/Autonomous Graduate Instructor

Department of Sociology; University of Missouri, Columbia, Missouri

Managed as many as 500 students and 5 Teaching Assistants per semester.

## ADMINISTRATIVE ACHIEVEMENTS

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As Program Coordinator of Sociology at Park University:

- Grew the Sociology program at Park from 3,926 enrollments in 238 sections of 8 different course offerings (in AY 2005-6) to 5,154 enrollments in 311 sections of 18 different course offerings (in AY 2008-9). AY 2009-10 is currently on track to break this enrollment high with almost 500 sections of 29 active course offerings.
- Administered hiring, approval, and retention of 261 Sociology instructors annually teaching more than 5,000 student enrollments in about 500 sections.
- Led the first complete curricular redesign of the Sociology and (with Drs. Andrew Johnson and Brian Cowley) Social Psychology programs in 30 years, exceeding “best practices” recommendations of the ASA and APA.
- Helped devise and implement a variety of innovative program, student, and instructor assessment strategies:
  - Adaptive, online pre-test/post-test/comprehensive exit examination system for all Sociology, Social Psychology, and Psychology majors, inclusive of all courses in these majors.
  - Portfolio system for all Sociology, Social Psychology, and Psychology majors.
  - New Core Assessment assignments and Course Learning Outcomes for all Sociology classes, and Program Outcomes for the Sociology and Social Psychology majors.
  - New procedures for continuously assessing the qualifications and performance of a large instructor pool.
- Developed and monitored course and syllabus standards for all Sociology sections.
- Introduced 19 new courses into the Park Sociology curriculum (with another 6 forthcoming in the near term).
- Conducted Program Evaluation of Sociology.

## REPRESENTATIVE PUBLICATIONS

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- Payne, Kevin J. (2007). “International and U. S. data sources,” *Encyclopedia of Gender and Education*, Barbara J. Bank, ed. Greenwood Press.
- Payne, Kevin J. (2003). “Response to Burgan,” *The Midwest Sociologist*, vol. 46, no. 1.
- Payne, Kevin J. and Bruce J. Biddle (2000). “Funding, poverty, and mathematics achievement: a rejoinder,” *Educational Researcher*, vol. 29, no. 7.
- Payne, Kevin J. and Bruce J. Biddle (1999). “Poor school funding, child poverty, and mathematics achievement,” *Educational Researcher*, vol. 28, no. 6.
- Payne, Kevin J. (1994). “A proposed methodology for approaching chaotic attractors in economic time-series,” *The Journal of Economics*, vol. 20, no. 1.

## REPRESENTATIVE PRESENTATIONS

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- Payne, Kevin J. (2010). “Video recording statistics & methods classes,” *Annual Meeting of the Midwest Sociological Society*. Chicago, IL.
- Payne, Kevin J. (2010). “Theorizing the middle boundaries,” *Annual Meeting of the Midwest Sociological Society*. Chicago, IL.
- Kerkman, Dennis D., Douglas Burns, Dawit Wubshet, Kevin J. Payne, Amber Dailey-Herbert, Wen Jung Hsin, Lisa Bunkowski, Denise Lowe, Michael Eskey, and Ann Schultis. (2009). “Constructing an Automated Online IRB Application: A Collaborative Process,” PRIM&R Advancing Ethical Research Conference. Nashville, TN.
- Cowley, Brian J., Sarah Hopkins, Kevin J. Payne, and Andrew T. Johnson. (2009). “Facilitating group assignments in the classroom,” *Greater Kansas City Symposium on Teaching and Learning*, Kansas City, MO.
- Payne, Kevin J. (2008). “Rethinking capital,” *Annual Meeting of the American Sociological Association*. Boston, MA.
- Payne, Kevin J., Andrew Johnson, and Brian J. Cowley. (2008). “Artificially intelligent assessment of social psychology essays,” *Third International Conference on the Teaching of Psychology*. St. Petersburg, Russia.
- Johnson, Andrew, Kevin J. Payne, and Brian J. Cowley (2008). “Creating an undergraduate social psychology degree program,” *Third International Conference on the Teaching of Psychology*. St. Petersburg, Russia.
- Cowley, Brian J., Andrew Johnson, Ed Height, Dennis Kerkman, and Kevin J. Payne (2008). “Post-secondary assessment is a reality! Where to start?” *Third International Conference on the Teaching of Psychology*. St. Petersburg, Russia.
- Cowley, Brian J., Kevin J. Payne, and Andrew Johnson (2008). “Leveraging single-subject and no-subject research methods,” *Third Annual Midwestern Conference on Research at Predominantly Undergraduate Institutions*. Parkville, MO.
- Payne, Kevin J. (2008). “Theoretical and methodological disjunctures in operationalizing levels of analysis: a central sociological problem,” *Annual Meeting of the Midwest Sociological Society*. St. Louis, MO.
- Payne, Kevin J. (2007). “Causation, emergence, level and the importance of theoretical viewpoint,” *Annual Meeting of the American Sociological Association*. New York, NY.
- Payne, Kevin J. (2007). “Sampling and unit of analysis in digitally mediated data sources: issues, problems, and (potential) resolutions,” *Annual Meeting of the Midwest Sociological Society*. Chicago, IL.
- Payne, Kevin J. and Patrick J.W. McGinty (2006). “Modernisms and their malcontents: developing a heuristic for studying contemporary sociological theories,” *Annual Meeting of the American Sociological Association*. Montréal, Canada.

- Payne, Kevin J. (2006). "Estimating SES: to true to be good," *Annual Meeting of the Midwest Sociological Society*. Omaha, NE.
- Payne, Kevin J. (2005). "Data collection and the theoretically located observer: a new look at the tension between objective explanation & subjective understanding," *Annual Meeting of the Midwest Sociological Society*. Minneapolis, MN.
- Payne, Kevin J. (2004). "Centering effects and their advantages for aggregate data," *Annual Meeting of the Midwest Sociological Society*. Kansas City, MO.
- Payne, Kevin J. (2002). "An alternative technique for causal analysis of three-level hierarchical data structures," *Annual Meeting of the Midwest Sociological Society*. Milwaukee, WI.
- Payne, Kevin J. (2001). "Aggregation effects and their implications for fiscal policy analysis," *Stability and Change in Education: Structure, Processes, and Outcomes, IEI-CREO Fifth Annual Conference*. Institute for Educational Initiatives, University of Notre Dame.
- Payne, Kevin J. (2000). "Alternatives and limitations in modeling hierarchically structured data," *Annual Meeting of the Midwest Sociological Society*. Chicago, IL.
- Payne, Kevin J. (2000). "Educating the rest of them: disentangling the myths and arguments surrounding race, poverty, and student achievement," *Annual Meeting of the Midwest Sociological Society*. Chicago, IL.
- Payne, Kevin J. (1999). "Fuzzy logic and natural language alternatives to attitude scale construction," *Annual Meeting of the Midwest Sociological Society*. Minneapolis, MN.
- Payne, Kevin J. (1999). "The disciplinary and intellectual effects of importing common notions," *Annual Meeting of the Midwest Sociological Society*. Minneapolis, MN.
- Payne, Kevin J. (1998). "Under the error term: reconsidering the significance and sources of uncertainty," *Annual Meeting of the Midwest Sociological Society*. Kansas City, MO.
- Payne, Kevin J. (1998). "Sociology, philosophy, and science: toward an integrative theory of knowledge," *Annual Meeting of the Midwest Sociological Society*. Kansas City, MO.
- Payne, Kevin J. and Patrick J.W. McGinty (1998). "When is a post-modernist not post-modern?" *Annual Meeting of the Midwest Sociological Society*. Kansas City, MO.
- Payne, Kevin J. (1998). "Aggregation, estimation, and other problems in the operationalization of SES for education research," *Third Missouri Symposium on Education Research and Policy in Education: Class, Poverty, and Education*. University of Missouri, Columbia, MO.
- Payne, Kevin J. and Bruce J. Biddle. (1997). "Poor school funding, child poverty, and mathematics achievement," *Annual Meeting of the American Educational Research Association*. Chicago, IL.
- Payne, Kevin J. (1997). "Applications of dynamical systems theory and multi-valued logic to social data analysis." Krannert School of Management, Purdue University (Guest Lecture).
- Payne, Kevin J. (1997). "Is science a social movement?" *Annual Meeting of the Midwest Sociological Society*. Des Moines, IA.
- Wing, Bradley and Kevin J. Payne (1997). "A virtual reality teaching program for introductory sociology," *Annual Meeting of the American Sociological Association*. Toronto, Canada.
- Payne, Kevin J. (1996). "Ideology, science, and opinion: examining the influence of partisan commitments when interpreting 'scientific' data," *Annual Meeting of the Midwest Sociological Society*. Chicago, IL.
- Payne, Kevin J. (1993). "A proposed methodology for approaching chaotic attractors in economic time-series," *Annual Meeting of the Missouri Valley Economic Association*. Memphis, TN.

## REPRESENTATIVE MANUSCRIPTS IN PREPARATION

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### SUBMITTED

**"Emergence in linear statistical models."** Offers a new approach to modeling hierarchical data structures and an explanation for systemic errors in standard variance components analysis models.

**"A general theory of capital."** Proposes a comprehensive resource mobilization theory that integrates and refines existing theories of economic, social, cultural, human, and organizational capitals.

**"Economic advantage and public student attainment."** An analysis of a national sample of public school students contending that much of the ambivalence surrounding the contributions of economic advantage in the home, community and school is the result of methodological differences.

### EDITING

**Fit: more, better, and confusion in the global information age.** Academic trade monograph, based on years of my research, that unifies a number of contemporary phenomena under a new theory of resource distribution.

**"The independent effects of family and community economic advantage on student attainment."** The effect of economic advantage on student attainment has long been a divisive issue in research and public policy. I offer a new analysis on a national sample of public school students, concluding that much of the ambivalence is due to methods, and that once those are clarified, both family and community economic advantage demonstrate independent and robust effects on student academic attainment.

## WRITING

**“Conditional resources and school attainment.”** Multivariate models compare the contributions of several forms of economic, social, and cultural capital in students, families, schools, and communities to find that their effects on achievement vary in different student populations.

**Cyberspace in context.** Book length manuscript surveying the human and social implications of networked digital communication and information technologies. It examines the development of cyberspace as technology, experience, and idea through a multilevel, interdisciplinary framework.

## ANALYZING

**“Continuous attitude scales with latitude of variation.”** Conducted a pilot and two full waves with a sample size of over 500 participants to test a new attitude scaling technique (for paper and digital administration) that captures more of the inherent variability in attitudes and allows for application of new modeling techniques, including fuzzy logic simulations.

**“Validating a new social network instrument.”** Pilot tested a new social network instrument with 82 participants. The instrument efficiently allows us to represent the composition and shape of an individual’s social network.

## REPRESENTATIVE SERVICE

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### UNIVERSITY

JAN 2009 – present	eCollege Task Force, Co-Chair
AUG 2008 – present	Distance Learning Advisory Council, Member (from inception) and Co-Chair (2009-present)
AUG 2008 – present	End of Course Instructor Assessment Committee, Chair
APR 2006 – present	Program Coordinator Council, Chair (from inception - 2009) and Member (2009-present)
SPRING 2009	Tri-Modal Assessment Task Force, Co-Chair
SPRING 2009	Coordinator of Course Development Search Committee, Member
FALL 2008	Instructor Scheduling System Task Force, Co-Chair
FALL 2008	Blended Course Delivery Task Force, Member
AUG 2008 – AUG 2009	Higher Education Research Institute Survey Results Committee, Member
SEP 2008 – DEC 2008	Faculty Federation Contract Negotiation Team, Member
AUG 2007 – AUG 2009	University Assessment Committee, Member
AUG 2006 – AUG 2009	Institutional Review Board, Member
AUG 2006 – AUG 2009	Hauptmann Lecture Series Committee, Member
AUG 2006 – MAY 2007	Best Practices Committee, Member
SPRING 2006	Criminal Justice Faculty Search Committee, Member
JAN 2006 – MAY 2006	Retention Committee, Member

### DISCIPLINE

SUMMER 2009	International Journal of Conflict and Reconciliation, Invited Reviewer
APR 2009	Annual Meetings of the Midwest Sociological Society, Session Organizer & Discussant “Quantitative Methods”
OCT 2008	McGraw-Hill Publishing, Introductory Sociology Book Consultant
APR 2005 – present	Endowment Committee of the Midwest Sociological Society, Member (2005-9) and Chair (2010-11)
APR 2006	Annual Meetings of the Midwest Sociological Society, Session Organizer & Discussant “Quantitative Methods”
APR 2005	Annual Meetings of the Midwest Sociological Society, Session Organizer & Discussant “Educational Institutions & Policies: Challenges and Changes for the 21 <sup>st</sup> Century” (three sessions) “Computing & Information Technologies: Changing Identities, Interactions, Inequalities, & Institutions”
JUN 2004	Roxbury Publishing, Invited Book Reviewer
APR 2003	Annual Meetings of the Midwest Sociological Society, Session Organizer & Discussant “Quantitative Methods” “Educational Reform: Policies and Pedagogies for a Dynamic Era”
AUG 2001 – AUG 2003	Theory Section of the American Sociological Association, Webmaster
APR 1999	Annual Meetings of the Midwest Sociological Society, Session Organizer & Discussant “Complexity Theory”
APR 1998	Annual Meetings of the Midwest Sociological Society, Student Roundtable Co-President “Ongoing Student Research: Professionalizing a New Generation of Sociologists”

## COMMUNITY

JAN 2009 – present

Graden Elementary School WatchDOGS, “Top Dog” Member

## ADDITIONAL SKILLS & EXPERIENCE

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1991 – present

### Research Design & Data Analysis

Broad training and experience across the range of methods used in the social and behavioral sciences, including sociometrics, psychometrics, and econometrics.

#### Research Design

- Field and laboratory designs, with and without experimental manipulation.
- Cross-sectional, longitudinal, panel, and cohort studies.
- Mixed methodology and triangulation designs integrating multiple data sources.
- Multi-level designs integrating individual with a variety of contextual and organizational factors.
- Thoroughly conversant with measurement, sampling, and design theories, as well as research ethics.

#### Data Collection

- Interactive data collection techniques, including individual, group, telephone, and digitally mediated interviews and surveys; focus groups; participant observation; and experiments.
- Non-reactive data collection techniques, including naturalistic observation, trace and environmental observation, and secondary data identification and repurposing.
- Innovated new social network and attitudinal data collection techniques.
- Secondary analysis and the integration of multiple, large-scale data sources at multiple levels of analysis.

#### Data Analysis

- Quantitative data analysis, including nonparametric techniques, significance tests, and GLM and GLZ models.
- Nonlinear quantitative analysis, including periodic models (like Fourier analysis and wavelets), curvilinear models, and non-smoothly differentiable nonlinear models (chaos and complexity).
- Data reduction and latent variable techniques: factor, cluster, and path analyses, as well as scaling methods.
- Testing theory and item analysis.
- A variety of quantitative and adaptive computational simulation modeling techniques.
- Qualitative data analysis of observational, cultural, and archival data, especially using popular software packages like Qualrus, Nud\*ist, HyperResearch, and others.
- Mixed analyses integrating multiple data types, especially large quantitative samples with qualitative sub-samples.

1977 – present

### Computer & Information Technology

#### Statistical and Mathematical Analysis

- SPSS Statistics (through version 18), SPSS Modeler (through version 13), and SPSS Data Collection
- Mathematica (through version 7) and Maple (through version 13)

#### Computer Programming & Operation

- languages: C/C++; and Ada, assembly variants, BASIC, Cobol, Fortran, LISP, Pascal, REXX, among others
- operating systems: Macintosh OS X; and Be OS, CP/M, DOS variants, File Systems variants, Macintosh Classic OS, NextStep/OpenStep variants, VMS, UNIX (and Linux) variants, Windows (all versions)
- web: XHTML variants, CSS, PHP, Java, JavaScript, Flash, Ajax, Perl, and others

#### Data Management

- several navigational and relational DBMS, including SQL variants
- Microsoft Office Access

#### Other Software (among many other software packages)

- Microsoft Office and OpenOffice
- Adobe Creative Suite 3 and 4
- Endnote
- Camtasia Studio (through version 6) and ScreenFlow (through version 2.0) and other screencasting packages
- My understanding of software architecture allows me to both select the right tools and master new programs.

#### Computing and Information Theory and Engineering

- Thorough background in computing, information and network theories, set theory, and various formal logics
- Familiarity with methods of adaptive computing (genetic algorithms, neural networks, cellular automata, etc.)
- Experience with computer and network set-up, maintenance, service, and security
- IT needs assessment and system design

### Teaching, Training, Public Speaking & Performance

2007 – present

Planned and executed instructional webcasts, podcasts, and screencasts (including digital post-production).

1985 – present

Prepared and extemporaneous speaking engagements (featured speaker, debater, discussant, and panel member).

1977 – present

Individual and ensemble musical performances (voice, piano, trombone, guitar).

1977 – 1991

Lead or featured roles in almost 40 theatrical productions.

## GRANTS, HONORS & APPOINTMENTS

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JUN 2006 – present	<b>Appointed to Graduate Faculty</b> Graduate School; Park University, Parkville, Missouri
OCT 2004 – DEC 2005	<b>Center Fellow</b> Center for Family Policy & Research; University of Missouri, Columbia, Missouri
AUG 2000 – DEC 2003	<b>Dissertation Fellow</b> American Educational Research Association
MAY 2002	<b>Travel Grant</b> Graduate and Professional Council; University of Missouri, Columbia, Missouri

## ADDITIONAL TRAINING

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SEP 2007	<b>Protecting Human Subjects Research Participants Certification Training</b> National Institutes of Health Office of Extramural Research (renewed in JAN 2010)
SPRING 2006	<b>Online Instructor Training</b> Park University; Parkville, Missouri
JAN 2004	<b>Writing Intensive Faculty Workshop</b> University of Missouri; Columbia, Missouri
WINTER 1997	<b>Teaching Sociology</b> University of Missouri; Columbia, Missouri Instructors: Prof. James McCartney and Ms. Nancy Turner Myers
FEB 1997	<b>The New Rules of Measurement: What Every Psychologist &amp; Educator Should Know</b> University of Kansas; Lawrence, Kansas
AUG 1993	<b>Math for Economics</b> Washington University; St. Louis, Missouri
OCT 1991 – MAR 1992	<b>Tutorials in theories and methods of mathematical and statistical modeling</b> Queen Elizabeth House, Oxford University; Oxford, England Tutor: Prof. George Mávrotás

## AFFILIATIONS

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### **American Sociological Association**

Communication and Information Technologies; Sociology of Education; History of Sociology; Mathematical Sociology; Medical Sociology; Quantitative Methodology; Science, Knowledge, and Technology; Theory.

### **Midwest Sociological Society**

#### **American Evaluation Association**

Assessment in Higher Education; Prek-12 Educational Evaluation; Integrating Technology into Evaluation; Quantitative Methods: Theory and Design; Research on Evaluation.

#### **American Educational Research Association**

Advanced Studies of National Databases; Chaos & Complexity Theory; Educational Statisticians; Hierarchical Linear Modeling; Multiple Linear Regression/General Linear Model; Politics of Education; School Community, Climate, and Culture; School Effectiveness and School Improvement; Sociology of Education.

#### **Association for Computing Machinery**

Computers & Society (SIGCAS); Computer-Human Interaction (SIGCHI); Simulation & Modeling (SIGSIM).

### **Luxuriant Flowing Hair Club for Scientists (LFHCfS)**