

Curriculum Vitae
Carol Van Zile-Tamsen, Ph.D.

Current Office Address:

Curriculum, Assessment, & Teaching Transformation
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Academic Degrees

Degree: Ph.D., 1996

Institution: State University of New York at Buffalo

Major: Educational Psychology

Dissertation: *Metacognitive Self-Regulation and the Daily Academic Activities of College Students*

Degree: M.Ed., 1991

Institution: State University of New York at Buffalo

Major: College Counseling and Student Personnel Work

Degree: B.S./B.A., 1989, *summa cum laude*

Institution: University of Pittsburgh at Bradford

Dual Majors: Psychology, English

Professional Higher Education Administration, Research, and Teaching Experience

2021-present Associate Vice Provost and Director
Curriculum, Assessment, & Teaching Transformation
State University of New York at Buffalo

In 2021, the merger of the Center for Educational Innovation (CEI) and the Office of Educational Effectiveness (OEE) into a new, comprehensive office providing instructional support, management of the virtual learning environment, and oversight of comprehensive program review and student learning assessment. Foster collaboration among various units charged with supporting instructors, such as UB Information Technology and University Libraries. Provide support for select initiatives within the Division of Academic Affairs, including managing the learning management transition from Blackboard to Brightspace, overseeing the EDJI Faculty Fellows Program, administering the AI Seed Grant Program, and implementation of recommendations from the AI Task Force. Serve as a co-chair of the Middle States Commission on Higher Education reaccreditation team and led a successful re-accreditation process from 2020 through the site visit in 2024. Shepherded the creation of the Center for Program Evaluation, Student Learning Assessment, and Accreditation and serve as a program evaluator for training grants.

2018-2021 Assistant Vice Provost for Educational Effectiveness
Office of Educational Effectiveness
State University of New York at Buffalo

Served as the university leader for program and student learning assessment and consulted on the development of assessment plans for non-academic departments in the Office of the Provost. Provided oversight and support for annual academic program assessment activities within decanal units, as well as for Comprehensive Program Review. Provided support for assessment of impact within the Division of Academic Affairs. Directed preparation of assessment to support the accreditation standards of the Middle States Commission on Higher Education.

2016-2018 Associate Director: Curriculum & Assessment
UB Curriculum, Undergraduate Education
State University of New York at Buffalo

Served as Assessment Coordinator for the UB Curriculum, UB's general education program, and, in that role, worked with the advisory committees for each component area to implement assessment plans and share results with the UB Curriculum Steering Committee. Served as coordinator for the UB Curriculum Capstone (UBC 399) and supervised the instructors. Served as system administrator for the DigiCation ePortfolio platform. Provided training on DigiCation and ePortfolio pedagogy for faculty teaching in the UB Curriculum. Assisted with assessment and reporting of UB Curriculum Office activities and impacts.

2014-2016 Associate Director
Center for Educational Innovation
State University of New York at Buffalo

On April 1, 2014, appointed as the associate director of the newly formed office. Tasked with oversight of academic program assessment and administrative duties for the Center, including budgeting and staff supervision. Supported the faculty director in implementing a strategic plan to foster educational innovation and excellence across all instructional delivery methods. Engaged in research efforts aimed at identifying innovative and effective instructional methods. Delivered workshops in various aspects of effective teaching and student learning assessment. Served as program evaluator for NIH funded training grants.

2012-2014 Associate Director
Office of University Accreditation and Assessment
State University of New York at Buffalo

Coordinated work of Middle States self-study teams; co-chaired two self-study teams; maintained self-study document library and assisted with the drafting of the self-study document. Worked as an assessment facilitator for units and programs as they developed and implemented assessment plans. Collaborated with staff in the Teaching and Learning Center regarding the design and delivery of appropriate professional development opportunities. Co-chaired the Institutional Standing

Committee on Assessment. Drafted communications to university constituents regarding accreditation and assessment concerns. Served as university administrator of Compliance Assist!, the on-line document and work-flow management system used to efficiently organize self-study development, assessment planning, and program review activities.

2006-2012 Research Analyst
Office of Institutional Analysis
State University of New York at Buffalo

Conducted analyses and prepared reports regarding university outcomes (e.g., retention and graduation rates). Completed ad-hoc analyses for internal reports to inform policy decisions within the Provost's Office. Designed surveys and conducted research studies related to assessment of UB students and programs and developed reports for campus wide dissemination. Served as the system administrator for Digital Measures, the annual faculty report system, and as a consultant to university community members in the areas of survey design/administration, statistical analysis, qualitative data analysis, and data access.

2001-2006 Data Manager/Statistician
Research Institute on Addictions
State University of New York at Buffalo

Managed data compilation and analysis for NIH-funded projects. Responsibilities included compiling and cleaning raw data, computing scores, running basic descriptive statistics, conducting analyses for publications and presentations, and assisting with interpretation of results. Trained research assistants in qualitative interviewing and beginning qualitative analysis techniques. Authored and co-authored papers for presentation at national conferences and manuscripts for publication.

1996-2001 Associate Professor
Counseling and Educational Psychology
State University of West Georgia -- Carrollton

Taught educational psychology courses for pre-service teachers, master's level teachers, and school counselors. Chaired the Educational Psychology Curriculum Committee. Courses taught: Assessment and the Effective Use of Data, Research and Program Evaluation, Tests and Measurement, Educational Research, Developmental Psychology, Educational Psychology, and Psychology of Classroom Learning. Carried out a dual mixed-methods research agenda in the areas of effective college teaching and student learning. Served on a variety of departmental and college-wide committees related to student assessment and evaluation of teaching. Prepared departmental documentation for external reviews by NCATE and CACREP. Chaired the Educational Psychology Curriculum Committee. Served as college-wide consultant on research design and statistical analysis.

Current University at Buffalo Teaching and Supervision

- 2023 Adjunct Instructor, Sociology, College of Arts and Sciences
SOC 612 -- Teaching Sociology
- 2021-present Adjunct Instructor, Learning and Instruction, Graduate School of Education
LAI 699 – Seminar in College Teaching
- 2019-present Adjunct Instructor, Social Sciences Interdisciplinary, College of Arts and Sciences
SSC 198 – Human Learning and Cognition Across the Lifespan
- 2014-present Adjunct Instructor, Counseling, School, & Ed. Psych., Graduate School of Education
CEP 198 Human Learning and Cognition: Applications for College Success
CEP 199 Human Learning and Cognition: Applications for College Success
CEP 510 Psychometric Theory
CEP 522 Statistical Methods 1
- 2014-2018 Program Faculty, SUNY Center for Professional Development
Assessment of Student Learning Certificate Program

Postdoctoral Supervision and Dissertation Committees

Postdoctoral Supervision

Christopher Rates, Center for Educational Innovation (Primary Mentor, 2015-2016)
In-Gu Kang, Center for Educational Innovation (Secondary Mentor, 2015-2016)

Dissertation Committees

Melodie Kolmetz, Learning and Instruction, Dissertation in Practice, EdD 2025
Kristin Morgus, Learning and Instruction, Dissertation in Practice, EdD 2025
Denise Bruxells, Learning and Instruction, Dissertation in Practice, EdD 2025
Kristen Morgus, Learning and Instruction, Learning and Teaching in Social Contexts, EdD, 2023
Mora Yang, Counseling, School, and Educational Psychology, EPQM PhD, 2022
Caitlin Hoekstra, Educational Leadership and Policy, Higher Education PhD, 2020
Ren Lui, Learning and Instruction, CISEL PhD, 2020
Patricia Doyle, Learning and Instruction, CISEL PhD, 2018
Amber Powell, Learning and Instruction, CISEL PhD, 2017

Honors and Awards

- 2024 SUNY Chancellor's Award for Excellence in Professional Service
- 2024 Selected to participate in Penn State's Center for the Study of Higher Education's Academic Leadership Academy.
- 2023 Lumen Circles Fellow, Teaching with OER & OER-Enabled Pedagogy
- 2018-2020 Participant, Elon University Faculty Research Seminar on Capstone Experiences
- 2016 University at Buffalo Professional Staff Senate Recognition Award

- 2015 Murray Straus Interpersonal Violence Original Research Award
- 2015 Awarded full membership, University at Buffalo Graduate Faculty
- 2012 Institutional Research Leadership in Student Retention Award, Consortium for Student Retention Data Exchange (CSRDE)
- 2011 Best Visual Display, Northeast Association for Institutional Research
- 2008 Service Award, American College Personnel Association

Select Institutional, System, and Professional Service

Current Service Activities

- From 2023 Member, SUNY Advisory Board for Student Success and Learning Environments,
SUNY Digital Transformation Project
Member, Generative AI Task Force
Member, D2L Instructional Design Advisory Group
Member, SUNY DLE Council
Member, SUNY Campus Representatives
Member, SUNY DOODLE
- From 2022 Member, UB Graduate School Alumni Association Board
- From 2020 Co-Chair, UB Middle States Re-Accreditation Steering Committee

Current Professional Affiliations

- 2016 – present Association for Authentic, Experiential and Evidence-Based Learning
- 2015 – present International Society for the Scholarship of Teaching and Learning
- 2011 – present Assessment Network of New York

Publications

Citation Indices ([Google Scholar](#)): *Total Citations* -- 3,492; *h-index* – 25; *i10-Index* – 31

Books

VanZile-Tamsen, C., & Morreale, C., eds. (2017). *The college teaching assistant handbook*. New York, NY: Nova Science Publishers.

Book Chapters

Bean, J., Beaudoin, C., Von der Heide, T., Lewis, D., & Van Zile-Tamsen, C. (2023). Frames, definitions, and drivers: A multinational study of institutionally required undergraduate

- capstones. In C. Ketcham, T. Weaver, & J. Moore (eds.), *Cultivating capstones, Designing high-quality culminating experiences for student learning*. Sterling, VA: Stylus Publishing.
- Lewis, D.I., Bean, J., Beaudoin, C., Van Zile-Tamsen, C., & Von der Heide, T. (2023). Preparing students for the fourth industrial revolution. In C. Ketcham, T. Weaver, & J. Moore (eds.), *Cultivating capstones, Designing high-quality culminating experiences for student learning*. Sterling, VA: Stylus Publishing.
- Morreale, C., Messenger, M., & VanZile-Tamsen, C. (2017). Teaching as a profession. In C. VanZile-Tamsen & C. Morreale (eds.), *The college teaching assistant handbook* (pp. 123-129). New York, NY: Nova Science Publishers.
- VanZile-Tamsen, C. (2016). Instructional strategies to promote higher-order thinking skills: The importance of reflection. In G. Gibson (ed.), *Critical thinking: Theories, methods and challenges* (pp. 143-162). New York, NY: Nova Science Publishers.
- VanZile-Tamsen, C. (2017). Assessing and evaluating student learning and achievement. In C. VanZile-Tamsen & C. Morreale (eds.), *The college teaching assistant handbook* (pp. 105-112). New York, NY: Nova Science Publishers.
- Van Zile-Tamsen, C., Bean, J., Beaudoin, C., Lewis, D., Von der Heide, T. (2023). *Where there's a will there's a way: Implementing a capstone experience for general education*. In C. Ketcham, T. Weaver, & J. Moore (eds.), *Cultivating capstones, Designing high-quality culminating experiences for student learning*. Sterling, VA: Stylus Publishing.
- Von der Heide, T., Bean, J., Beaudoin, C., Van Zile-Tamsen, C., & Lewis, D. (2023). How two Australian Universities Achieved 'Capstones for All': A change perspective. In C. Ketcham, T. Weaver, & J. Moore (eds.), *Cultivating capstones, Designing high-quality culminating experiences for student learning*. Sterling, VA: Stylus Publishing.

Peer-Reviewed Articles in the Areas of Teaching, Learning, and Assessment (alphabetical by first author)

- Ahuna, K.H., Tinnesz, C. G., & VanZile-Tamsen, C. (2009). Methods of Inquiry: Using critical thinking to retain students. In R. Hayes (Ed.), *Proceedings of the 5th National Symposium on Student Retention, 2009, Buffalo* (pp. 43-49). Norman, OK: The University of Oklahoma.
- Ahuna, K.H., Tinnesz, C. G., & VanZile-Tamsen, C. (2011). Methods of Inquiry: Using critical thinking to retain students. *Innovative Higher Education*, 36 (4), 249-259.
- Boes, S.R., VanZile-Tamsen, C., & Jackson, C.M. (2000). Format for the future: Developing portfolios for the changing roles of school counselors in the 21st century. *GSCA Georgia School Counselors Association Journal*, 2 (1), 1-9.
- Boes, S.R., VanZile-Tamsen, C., & Jackson, C.M. (2001). Portfolio development for 21st century school counselors using ASCA standards. *Professional School Counseling*, 4, 229-232.
- Kohler II, J. J., & Van Zile-Tamsen, C. (2020). *Metacognitive matters: Assessing the high-impact practice of a general education capstone eportfolio*. *International Journal of ePortfolio*, 10, 33-43.
- Morreale, C., VanZile-Tamsen, C., Emerson, C., & Herzog, M. (2017). Thinking skills by design: Using a capstone ePortfolio to promote reflection, critical thinking, and curriculum integration. *International Journal of ePortfolio*, 7, 13-28.
- Patterson, D.A., Ahuna, K.H., Tinnesz, C.G., & VanZile-Tamsen, C. (2014). Using self-regulated learning to increase Native American college retention. *Journal of College Student Retention: Research, Theory & Practice*, 16, 219-237.
- Patterson, D.A., Ahuna, K.H., Tinnesz, C.G., & VanZile-Tamsen, C. (2012). Using Self-regulated Learning Strategies to Increase College Retention for Native American Students. In R.

- Hayes (Ed.), *Proceedings of the 8th National Symposium on Student Retention, 2012, Buffalo* (pp. 43-49). Norman, OK: The University of Oklahoma.
- Patterson, D.A., Butler-Barnes, S.T., Van Zile-Tamsen, C. (2015). American Indian/Alaskan Native college drop-out: Recommendations for increasing retention and graduation. *Washington University Journal of American Indian & Alaska Native Health*, 1(1), Article 1.
- Patterson, D.A., Butler-Barnes, S.T., Perkins, J., & Van Zile-Tamsen, C. (2016). Impact of Violence and Relationship Abuse on Grades of American Indian/Alaska Native Undergraduate College Students. *Journal of Interpersonal Violence*, DOI: 10.1177/0886260516639255.
- Patterson, D.A., VanZile-Tamsen, C., Black, J., & Billiot, S. (2013). A comparison of self-reported physical health and health conditions of American Indian/Alaskan Natives to other college students. *Journal of Community Health*, 38, 1090-1097.
- Patterson, D.A., VanZile-Tamsen, C., Black, J., Billiot, S., & Tovar, M. (2015). Impact of disability and other physical health issues on academic outcomes among American Indian and Alaskan Native college students: An exploratory analysis. *Journal of Social Work in Disability & Rehabilitation*.
- Razik, T.A, Kight, H.R., Ahmad, S.S., Al-Farr, I., VanZile-Tamsen, C.M., & Gerber, S. (1995). *Faculty of education: Self-study*. Doha, Saudi Arabia: University of Qatar.
- VanZile-Tamsen, C. (1997). Enhancing educational psychology courses for pre-service teachers. *GATEways to Teacher Education*, 10, 14-24.
- VanZile-Tamsen, C. (1998). Making educational psychology more relevant for teacher preparation: Suggestions from in-service teachers. *GATEways to Teacher Education*, 11, 24-37.
- VanZile-Tamsen, C. (1999). Guidelines for reviewing empirical research articles. *Georgia Journal of Professional Counseling*, 7, 73-75.
- VanZile-Tamsen, C. (1999). Transforming graduate teacher education classes: Lessons from educational psychology. *Research in the Schools*, 6(2), 33-44.
- VanZile-Tamsen, C. (2000). Successful cooperative learning strategies for teacher education. *GATEways to Teacher Education*, 13, 55-72.
- VanZile-Tamsen, C. (2001). The predictive power of expectancy of success and task value for the self-regulated strategy use of college students. *Journal of College Student Development*, 42, 233-241.
- VanZile-Tamsen, C. (2002). Assessing and promoting self-regulated strategy use. *Journal of College Counseling*, 5, 182-186.
- VanZile-Tamsen, C. (2011). *Course withdrawal, course repetition, and time-to-degree: Implications for campus policy*. Proceedings of the 38th Annual Meeting of the Northeastern Association of Institutional Research, Boston, MA: NEAIR.
- VanZile-Tamsen, C. (2017). Using Rasch analysis to inform rating scale development. *Journal of Research in Higher Education*, DOI: 10.1007/s11162-017-9448-0.
- VanZile-Tamsen, C., & Boes, S.R. (2001). Portfolio development for practitioners in the 21st century. *Georgia Journal of Professional Counseling*, 9, 15-27.
- VanZile-Tamsen, C., & Boes, S.R. (2001). Transformed school counseling roles: Preparing school counselors for the 21st century. *GSCA Georgia School Counselors Association Journal*, 2 (2), 86-95.
- VanZile-Tamsen, C., Hanypsiak Krause, K., Hallman, L., Cusker, E., & Stott, A.M. (2017). The capstone eportfolio: High impact practice for general education. *AAEEBL ePortfolio Review*, 1 (3), 24-35.
- VanZile-Tamsen, C., & Livingston, J.A. (1999). The differential impact of motivation on the self-regulated learning of high- and low- achieving college students. *Journal of College Student Development*, 40, 54-60.
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- VanZile-Tamsen, C., & Ryan, M. E. (2013). Assessing our assessment: Using rubrics to evaluate assessment plans/reports and communicate feedback to program coordinators. *Impact: The Newsletter of the Assessment Network of New York*, 3 (2), 5-6.
- Wulff, M.B., & VanZile-Tamsen, C. (2001). Androgyny and teacher efficacy among preservice teachers. In R. Hashway (Ed.), *Annals of the joint meeting of the Association for the Advancement of Educational Research and the National Academy*, volume 2. Lanham, MD: University Press of America.

Peer Reviewed Articles in the Areas of Substance Use and Sexual Assault (alphabetical by first author)

- Fish, J., Livingston, J. A., Van Zile-Tamsen, C., & Patterson, D. (2017). Victimization and substance use among Native American college students. *Journal of College Student Development*, 58.
- Livingston, J. A., Buddie, A. M., Testa, M., & VanZile-Tamsen, C. (2004). Role of sexual precedence in incidents of verbal sexual coercion. *Psychology of Women Quarterly*, 28, 287-297.
- Livingston, J.A., Hequembourg, A., Testa, M., & VanZile-Tamsen, C. (2007). Unique aspects of adolescent sexual victimization experiences. *Psychology of Women Quarterly*, 31, 331-343.
- Livingston, J. A., Testa, M., & VanZile-Tamsen, C. (2007). The reciprocal relationship between sexual victimization and sexual assertiveness. *Violence Against Women*, 13, 298-313.
- Testa, M., Fillmore, M. T., Norris, J., Abbey, A., Curtin, J. J., Leonard, K. E., Mariano, K. A., Thomas, M. C., Nomenson, , K. J., George, W. H., VanZile-Tamsen, C., Livingston, J. A., Saenz, C., Buck, P. O., Zawacki, T., Parkhill, M. R., Jacques, A. J., Hayman, L.W. Jr. (2006). Understanding alcohol expectancy affects: Revisiting the placebo condition. *Alcoholism: Clinical and Experimental Research*, 30, 339-348.
- Testa, M., Livingston, J. A., & VanZile-Tamsen, C. (2011). Advancing the study of violence against women with mixed methods. *Violence Against Women*, 17(2), 236-250.
- Testa, M., Livingston, J. A., & VanZile-Tamsen, C. (2005). The impact of questionnaire administration mode on response rate and reporting of consensual and non-consensual sexual behavior. *Psychology of Women Quarterly*, 29, 345-352.
- Testa, M., Livingston, J. A., VanZile-Tamsen, C., & Frone, M. R. (2003). The role of women's substance use in vulnerability to forcible and incapacitated rape. *Journal of Studies on Alcohol*, 64, 756-764.
- Testa, M., VanZile-Tamsen, C., & Livingston, J. A. (2004). The role of victim and perpetrator intoxication on sexual assault outcomes. *Journal of Studies on Alcohol*, 65, 320-329.
- Testa, M., VanZile-Tamsen, C., & Livingston, J. A. (2005). Childhood sexual abuse, relationship satisfaction, and sexual risk-taking in a community sample of women. *Journal of Consulting and Clinical Psychology*, 73, 1116-1124.
- Testa, M., VanZile-Tamsen, C., & Livingston, J. A. (2007). Prospective prediction of women's sexual victimization by intimate and nonintimate male perpetrators. *Journal of Consulting and Clinical Psychology*, 75, 52-60.
- Testa, M., VanZile-Tamsen, C., Livingston, J. A., & Buddie, A. M. (2006). The role of women's alcohol consumption in managing sexual intimacy and sexual safety motives. *Journal of Studies on Alcohol*, 67, 665-674.
- Testa, M., VanZile-Tamsen, C., Livingston, J. A., & Koss, M. P. (2004). Assessing women's experiences of sexual aggression using the sexual experiences survey: Evidence for validity and implications for research. *Psychology of Women Quarterly*, 28, 256-265.

- VanZile-Tamsen, C., Testa, M., Harlow, L. L., & Livingston, J. A. (2006). A measurement model of women's behavioral risk taking. *Health Psychology, 25*, 249-254.
- VanZile-Tamsen, C., Testa, M., & Livingston, J. A. (2005). The impact of sexual assault history and relationship context on appraisal of and responses to acquaintance sexual assault risk. *Journal of Interpersonal Violence, 20*, 813-832.

Select Presentations

Invited Presentations (in reverse chronological order)

- Van Zile-Tamsen C. (2024, June). *Non-academic assessment in the service of equity*. Workshop delivered at Union College of New Jersey Assessment Day.
- Van Zile-Tamsen, C. (2024, February). *Planful pedagogy: Designing engaging lessons to promote learning*. Delivered for the Syracuse University Future Professoriate Program Certificate in University Teaching
- Van Zile-Tamsen, C. (2023, September). *Transformative teaching methodologies*. International Lecture Series, Department of English, Kristu Jayanti College, Bangalore, India.
- Van Zile-Tamsen, C. (2022, November). *The story of us: Building a culture of assessment and continuous improvement at the University at Buffalo*. Plenary session delivered at the Stony Brook University OEE Assessment Symposium, Stony Brook, NY.
- Van Zile-Tamsen, C. (2021, November). *Creating transformative learning environments*. Panel presentation for the University at Buffalo School of Dental Medicine teaching Excellence Panel, Buffalo, NY.
- Van Zile-Tamsen, C. (2020, November). *Program assessment: Balancing quality with feasibility and usefulness*. Presentation for Faculty Assessment Days, SUNY Morrisville, Morrisville, NY.
- Van Zile-Tamsen, C. (2020, November). *Using course level assessment to assess general education*. Presentation for Faculty Assessment Days, SUNY Morrisville, Morrisville, NY.
- Van Zile-Tamsen, C. (2018, September). *Designing mission driven, relevant academic programs, part 2*. Presentation for Faculty Development Fridays, Hilbert College, Hamburg, NY.
- Van Zile-Tamsen, C. (2018, August). *Designing mission driven, relevant academic programs, part 1*. Presentation for Faculty Development Fridays, Hilbert College, Hamburg, NY.
- Van Zile-Tamsen, C. (2018, August). *Enhancing course learning outcomes to refine course delivery and assessment*. Keynote Address for Faculty Development Day, Genesee Community College, Batavia, NY.
- Van Zile-Tamsen, C. (2018, August). *Creative methods for assessing course learning outcomes*. Workshop for Faculty Development Day, Genesee Community College, Batavia, NY.
- Van Zile-Tamsen, C. (2017, May). *Designing effective classroom measures*. Keynote Address for Faculty Development Day, Niagara University, Lewiston, NY.
- Van Zile-Tamsen, C. (2016, July). *Why earn a Ph.D.?* Presentation for the annual University at Buffalo Undergraduate Research Conference, Niagara Falls, NY.
- Van Zile-Tamsen, C. (2015, November). *Closing the loop: Using student learning assessment to improve instruction*. Presentation for Faculty Development Brown Bag, Niagara County Community College, Sanborn, NY.
- Van Zile-Tamsen, C. (2015, March). *Designing effective classroom measures*. Keynote Address for Faculty Development Day, Trocaire College, Buffalo, NY.

Select Presentations (past 5 years - in reverse chronological order)

- Van Zile-Tamsen, C. (2022, June). *Capstone experiences for the core curriculum: A case study*. Paper presented at the annual meeting of the International Consortium for Educational Development (ICED), Aarhus, Denmark.
- Van Zile-Tamsen, C. (2022, January). *Assessment in the service of equity*. Paper presented at the annual Bridging Instruction and Assessment Conference, University at Buffalo, Buffalo, NY.
- Bean, J., Beaudoin, C., Von der Heide, T., Lewis, D., & Van Zile-Tamsen, C. (2021, July). *The landscape of required baccalaureate capstones: A multinational study*. Paper presented at the Conference on Engaged Learning, Elon, NC.
- Van Zile-Tamsen, C., Bean, J., Beaudoin, C., Lewis, D., Von der Heide, T. (2021, July). *Framing institutionally required capstones: A multinational study*. Poster presented at the Conference on Engaged Learning, Elon, NC.
- Von der Heide, T., Bean, J., Beaudoin, C., Van Zile-Tamsen, C., & Lewis, D. (2021, July). *Stories of how institutions in USA, UK, and Australia commit to capstones*. Paper presented at the Conference on Engaged Learning, Elon, NC.
- Van Zile-Tamsen, C., Childrose, N., Muller, K., & Moeckel, D. (2020, June). *SUNY Council on Assessment (SCoA): System collaboration to promote assessment and continuous improvement*. Paper presented at the annual meeting of the Assessment Network of New York (ANNY), Virtual in Zoom.
- Van Zile-Tamsen, C., Lamarre-Smith, D., & Hallman, L. (2019, December). *UB Curriculum: Delivering high-impact practices through general education*. Paper presented at the annual meeting of the Middle States Commission on Higher Education (MSCHE), Philadelphia, PA.
- Van Zile-Tamsen, C., (2019, July). *Transforming at-risk students into successful college students: The role of reflective eportfolios*. Paper presented at the annual meeting of the Association for Authentic, Experiential, and Evidence-Based Learning (AAEBL), Bronx Community College, Bronx, NY.
- Van Zile-Tamsen, C., (2019, April). *Continuous improvement spiral: Spiraling into control*. Paper presented at the annual meeting of the Assessment Network of New York (ANNY), Saratoga Springs, NY.
- Van Zile-Tamsen, C., Hanypsiak Krause, K., & Hallman, L. (2018, January). *Using the Capstone eportfolio to help transfer students integrate their college experience*. Paper presented at the Forum on Digital Learning and ePortfolios at AAC&U's Annual Meeting, Washington, DC.