

## Emily F. Gates

Associate Professor, Boston College  
Measurement, Evaluation, Statistics, and Assessment Department  
Lynch School of Education and Human Development  
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### EDUCATION

<b>Ph.D.</b> 2016	<b>University of Illinois at Urbana-Champaign</b> , Educational Psychology Quantitative and Evaluative Research Methodologies (QUERIES) Division Dissertation: <i>Re-examining the Implications of Systems Thinking for Evaluation</i>
<b>Ed.M.</b> 2013	<b>University of Illinois at Urbana-Champaign</b> , Educational Psychology
<b>B.A.</b> 2008	<b>New College of Florida</b> , Social Sciences: Sociology, Psychology, & Anthropology Thesis: <i>Doing Good? Critique of Outcome-based Evaluation in Non-Profit Organizations</i>

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### PROFESSIONAL EXPERIENCE

<i>Associate Professor</i> 2024-present 2018-2024 Assistant Professor	<b>Boston College</b> , Chestnut Hill, MA, USA Lynch School of Education & Human Development Measurement, Evaluation, Statistics, and Assessment Department
<i>Evaluation Fellow</i> 2016-2018	<b>Centers for Disease Control and Prevention</b> , Atlanta, GA, USA Oak Ridge Institute for Science Education (ORISE) Office on Smoking and Health
<i>Graduate Research Assistant</i> 2011-2016	<b>University of Illinois at Urbana-Champaign</b> , IL, USA Illinois Science, Technology, Engineering, & Mathematics Education Initiative (I-STEM) & Department of Educational Psychology
<i>Teacher &amp; Classroom Counselor</i> 2008-2010	<b>Seneca Family of Agencies</b> San Leandro, CA, USA

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### FELLOWSHIPS & AWARDS

<i>National Early Career Award</i> 2023	<b>American Evaluation Association</b> Marcia Guttentag Promising New Evaluator Award   listed <a href="#">here</a>
<i>Evaluation Fellow</i> 2016-2018	<b>Centers for Disease Control and Prevention</b> , Atlanta, GA, USA One of 24 selected from international applicant pool of ~300
<i>Dissertation Fellow</i> 2015-2016	<b>University of Illinois at Urbana-Champaign</b> , IL, USA Graduate College Dissertation Completion Fellowship One of 16 selected from campus-wide applicant pool
<i>Faculty Fellowship</i> Spring 2023	<b>Boston College</b> Lynch School of Education and Human Development

## PUBLICATIONS

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### Scholarly Book

**Gates, E.F.** & Vidueira, P. (2025). *Evaluative Inquiry for Systemic Change: A Guide to Shift Beyond Fixes to Lasting Value*. SAGE.

Schwandt, T.A. & **Gates, E.F.** (2021). *Evaluating and Valuing in Social Research*. Guilford Press.

[Book Review](#) by Melvin Hall (2023) | *American Journal of Evaluation*

[Book Review](#) by Doug Dollinger (2023) | *Canadian Journal of Program Evaluation*

Awarded 3<sup>rd</sup> place in Community/Public Health from the *American Journal of Nursing*

### Peer Reviewed Journal Articles (21 total; 13 first or solo authored)

\*denotes graduate student, + denotes undergraduate student, 'IF' denotes impact factor if available

**Gates, E.F.**, Vidueira, P., \*Komakhidze, M., \*Aldrich, C., & \*Shim, C. (2025) A Critical, Integrative Review on Evaluating Systems Change and Transformation, Part One: 2011-2021. *Evaluation: International Journal of Theory, Research, and Practice*.

**Gates, E.F.** & +Li, R. (2025). Equity-related ethical questions in evaluation practice: Examples from interviews with evaluators in New England, U.S. *American Journal of Evaluation*.  
<https://doi.org/10.1177/1098214024128879>

Dart, J., & **Gates, E.** (2024). Incorporating futures thinking into the theory of change: Case and lessons learned from a social enterprise intermediary in Australia. *New Directions for Evaluation*, (182), 45–62.  
<https://doi.org/10.1002/ev.20601>

**Gates, E.F.**, Teasdale, R., \*Shim, C., & \*Hubacz, H. (2024). Whose and what values?: Advancing and Illustrating Explicit Specification of Evaluative Criteria in Education. *Studies in Educational Evaluation*, 81, 101335. <https://doi.org/10.1016/j.stueduc.2024.101335>

**Gates, E.F.**, \*Chau Rohn, K. & \*Murugaiah, K. (2024). Equity-related 'knots' in theory of change development: Conceptualization and case illustrations. *Evaluation and Program Planning*, 103.  
<https://doi.org/10.1016/j.evalproplan.2023.102385> IF = 1.6

**Gates, E.**, and Muñiz, R. (2023). Critical systems heuristics. *Journal of Systems Thinking*, 3.  
<https://www.scienceopen.com/hosted-document?doi=10.54120/jost.0000020> IF=not avail

**Gates, E. F.** (2023). Rich pictures: A visual method for sensemaking amid complexity. *American Journal of Evaluation*, 0(0). <https://doi.org/10.1177/10982140231204847>. IF = 2.4

Nisioti, E., Clark, C., Das, K. K., Ernst, E., Friedenber, N. A., **Gates, E.**, Lambros, M., Lazurko, A., Puzović, N., & Salas, I. (2023). Resilience—Towards an interdisciplinary definition using information theory. *Frontiers in Complex Systems*, 1. <https://www.frontiersin.org/articles/10.3389/fcpxs.2023.1236406>. IF=not avail

Bond, L.\*, Klein, E.K.\*, **Gates, E.F.** (2023). Challenges and strategies for implementers and evaluators working in conflict settings. *Evaluation: International Journal of Theory, Research, and Practice*.  
<https://journals.sagepub.com/doi/abs/10.1177/13563890231171608> IF=2.763

Teasdale, R., Pitts, R., **Gates, E.F.**, & \*Shim, C. (2023) Specification of evaluative criteria: A guide for evaluator educators. *New Directions for Evaluation*. <https://onlinelibrary.wiley.com/doi/full/10.1002/ev.20546>  
IF=not avail

- Gates, E.F., \*Williamson, E., \*Madres, J., Hall, J.N. & +Benitez Alvarez, K. (2022). Equity “on the sideline”: A mixed methods study of New England evaluation practice in 2020. *Journal of Multidisciplinary Evaluation*, 18(42), 3-33. [https://journals.sfu.ca/jmde/index.php/jmde\\_1/article/view/715](https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/715)
- Gates, E. F., Page, G., Crespo, J. M., Oporto, M. N., & Bohórquez, J. (2023). Ethics of evaluation for socio-ecological transformation: Case-based critical systems analysis of motivation, power, expertise, and legitimacy. *Evaluation*, 29(1), 23–49. <https://doi.org/10.1177/13563890221129640>. IF=2.763
- Gates, E. F., \*Madres, J., Hall, J. N., & +Benitez Alvarez, K.** (2022). It takes an ecosystem: Socioecological factors influencing equity-oriented evaluation in New England, U.S., 2021. *Evaluation and Program Planning*, 92. <https://doi.org/10.1016/j.evalprogplan.2022.102068>. IF=1.886
- Gates, E. F., Walton, M., & Vidueira, P.** (2021). Editors’ Notes. In E. F. Gates, M. Walton, & P. Vidueira (Eds.), *Systems and Complexity-Informed Evaluation: Insights from Practice*. *New Directions for Evaluation*. <https://doi.org/10.1002/ev.20465>. IF=not avail
- Gates, E. F., Walton, M., Vidueira, P., & McNall, M.** (2021). Introducing systems- and complexity-informed evaluation. *New Directions for Evaluation*, 2021, 13–25. <https://doi.org/10.1002/ev.20466>. IF=not avail
- Gates, E. F., & \*Fils-Aime, F.** (2021). System change evaluation: Insights from The Rippel Foundation and its ReThink Health initiative. *New Directions for Evaluation*, 2021, 125–138. <https://doi.org/10.1002/ev.20462>. IF=not avail
- Walton M., **Gates, E. F., & Vidueira, P.** (2021). Insights and future directions for systems and complexity-informed evaluation. *New Directions for Evaluation*, 2021, 159–171. <https://doi.org/10.1002/ev.20459>. IF=not avail
- Glover-Kudon, R. M., & **Gates, E. F.** (2021). The Role of Quitlines in Tobacco Cessation: An Introduction. *American Journal of Preventive Medicine*, 60(3), S99–S102. <https://doi.org/10.1016/j.amepre.2020.12.003>. IF=4.420
- Kallemeyn, L., Hall, J., & **Gates, E.** (2020). Exploring the relevance of complexity theory for mixed methods research. *Journal of Mixed Methods Research*. <https://journals.sagepub.com/doi/10.1177/1558689819872423>. IF=5.746
- Prochaska, J.J., **Gates, E.**, Davis, K., Gutierrez, K., Prutzman, Y., & Rodes, R. (2019). The 2016 *Tips From Former Smokers®* Campaign: Associations with Quit Intentions and Quit Attempts among Smokers with and without Mental Health Conditions. *Nicotine & Tobacco Research*, 21(5), p. 576-583. <https://pubmed.ncbi.nlm.nih.gov/30496491/> IF=4.079
- Gates, E. F.** (2018). Towards valuing with critical systems heuristics. *American Journal of Evaluation*. 39(2), pp. 201-220. <https://journals.sagepub.com/doi/abs/10.1177/1098214017703703?journalCode=ajec> IF=1.4
- Gates, E. F.** (2017a). Learning from seasoned evaluators: Implications of systems approaches for evaluation practice. *Evaluation*. 23(2), pp. 152-171. <https://journals.sagepub.com/doi/abs/10.1177/1356389017697613?journalCode=evia> IF=2.763
- Gates, E., & Dyson, L.** (2017b). Implications of the changing conversation about causality for evaluators. *American Journal of Evaluation*, 38(1), pp. 29-46. <https://journals.sagepub.com/doi/abs/10.1177/1098214016644068> IF=1.410
- Reynolds, M., **Gates, E.**, Hummelbrunner, R., Williams, B., & Marra, M. (2016). Towards systemic evaluation. *Systems Research & Behavioural Science*, 33, pp. 662-673. <https://onlinelibrary.wiley.com/doi/10.1002/sres.2423> IF=1.052

**Gates, E. F.** (2016). Making sense of the emerging conversation in evaluation about systems thinking and complexity science. *Evaluation and Program Planning*, 59, pp. 62-73.  
<https://doi.org/10.1016/j.evalprogplan.2016.08.004> IF=1.519

### **Edited Supplements/Special Issues**

**Gates, E.**, Walton, M., & Vidueira, P. (guest editors) (2021). Systems and complexity-informed evaluation: Insights from practice. *New Directions for Evaluation* special issue.  
<https://onlinelibrary.wiley.com/toc/1534875x/2021/2021/170>

Glover-Kudon, R. & **Gates, E.** (guest editors) (2021). Quitlines for Tobacco Cessation (journal supplement). *American Journal of Preventive Medicine*. [https://www.ajpmonline.org/issue/S0749-3797\(21\)X0002-5](https://www.ajpmonline.org/issue/S0749-3797(21)X0002-5)

### **Book Chapters** (5 total; 3 first authored)

**Gates, E.F.**, Murugaiah, K.\*, & Rohn, K.C.\* (2023, in press; invited by coeditors). Foreword. In D. Koleros, M.H. Adrien, & T. Tyrrell. *Theories of Change in Reality: Strengths, Limitations, and Future Directions*. Comparative Policy Evaluation Book Series. Routledge.

**Gates, E.F.**, & La Londe Goel, P., Teasdale, R., & Hidalgo Standen, C. (2023). Democratic ideals in research and evaluation: Purposes, puzzles, and the public good. In J.N. Hall, A. Boyce, & R. Hopson (Eds.), *Disrupting program evaluation and mixed methods research for a more just society: The contributions of Jennifer C. Greene* (pp. 61-76). Information Age Publishing Inc.

**Gates, E.F.** & Schwandt, T.A. (in press; accepted 3/19 for pub. 2023). Valuing in evaluation. In Rog, D. and Bickman, L. (Eds). *The Evaluation Handbook: An Evaluator's Companion*. Guilford Press

Schwandt, T. A., & **Gates, E. F.** (2018). Case study methodology. In Denzin, N. K. and Lincoln, Y. S. (Eds.), *Handbook of Qualitative Research* 5th ed. (pp. 341-358). SAGE.

Schwandt, T. A., & **Gates, E. F.** (2016). What can evaluation do? An agenda for evaluation in service of an equitable society. In Donaldson, S. and Picciotto, R. (Eds.), *Evaluation for an Equitable Society* (pp. 67-81). Information Age Publishing, Inc.

### **Manuscripts In Process**

#### **In Preparation**

#### ***Journal Articles for Peer Review***

**Gates, E.F.**, \*Shim, C., \*Keys, M. & Albert, L. (in preparation). Shifting from a logic model to a theory of change: Guidance and example. *International Journal of STEM Education*.

**Gates, E.F.**, \*Shim, C., & Akhi, N. (in preparation). Review of systems change guidance, 2015-2024: Lessons for evaluation planning and practice. *Systems [special issue]* or *Journal of Awareness Based Systems Change*

**Gates, E.F.**, \*Gyan, S., & \*Akhi, N. (in preparation). Upstream evaluation tensions for corporate and philanthropic funders of systems change. *Journal of Multidisciplinary Evaluation*.

### **Blogposts**

**Gates, E.**, Castro Samayoa, A. & Ma, M. (2023, Aug. 15). "Funder-evaluator relationships: barriers, workarounds, and more." <https://aca365.org/blog/scene-collab-week-strengthening-capacity-for-equity-in-evaluation-through-regional-networks-by-emily-gates-min-ma-and-andres-castro-samayoa/>

**Gates, E.**, Ma, M., & Castro Samayoa, A. (2023, Aug. 13). "Strengthening Capacity for Equity in Evaluation Through Regional Networks." <https://aca365.org/blog/scene-collab-week-strengthening-capacity-for-equity-in-evaluation-through-regional-networks-by-emily-gates-min-ma-and-andres-castro-samayoa/>

- Walton, M., **Gates, E.** & Vidueira, P. (2022, Feb. 27). “Trends in systems and complexity-informed evaluation.” AEA365 Blogpost Series on Systems- and Complexity-informed Evaluation. <https://aca365.org/blog/systems-and-complexity-informed-evaluation-week-trends-in-systems-and-complexity-informed-evaluation-by-mat-walton-emily-gates-and-pablo-vidueira/>
- Gates, E.** & Fils-Aime, F. (2022, Feb 29). “5 tips for evaluating systems change.” AEA365 Blogpost Series on Systems- and Complexity-informed Evaluation. <https://aca365.org/blog/systems-and-complexity-informed-evaluation-week-five-tips-for-evaluation-of-system-change-by-emily-gates-and-francisca-fils-aime/>
- Gates, E.** (2020, Aug. 13). “We can’t include everything and everyone, so what to do?: On boundaries.” Guest blogpost on Evaluation Uncertainty. <https://evaluationuncertainty.com/2020/08/13/we-cant-include-everything-and-everyone-so-what-to-do-on-boundaries/>
- Gates, E.** (2016, Jan. 25). “Using rich pictures to explore perspectives in your change initiative. FSG’s Systems Mapping Series.” <https://www.fsg.org/blog/using-rich-pictures-explore-perspectives-your-change-initiative>

## GRANTS & CONTRACTS

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\*denotes graduate student

### Consulting (select recent work)

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|-------------------|---|
| <i>Consultant</i> | <b>Association of American Colleges &amp; Universities</b> , Washington, DC   |
| 2019-present      | NSF Grant #1634807: “Undergraduate STEM Education Reform,” Mack, K. (PI)  |
| <i>Consultant</i> | <b>St. John’s University</b> , Queens, NY   |
| 2019-2020         | NSF RCN-UBE Grant #975-35867-7002: “Sustainable, Transformative Engagement across a Multi-Institution/Multi-disciplinary STEM (STEM <sup>2</sup> ) Network” Hyslop, A. (PI) & Santangelo, J. (co-PI). |
| <i>Consultant</i> | <b>RTI International</b>  |
| 2019-2020         | CDC Grant: Evaluation of <i>Tips From Former Smokers</i> ®, Davis, K. (PI).   |

### Funded External Grants

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|------------------|---|
| <i>Co-PI</i>     | <i>Building a Data Repository, Landscape Analysis, Theory of Change, and Quasi-Experimental Research for CodePath.org</i> , Boston College (with Boatman, A., Castro, A. & Rowan-Kenyon, H.), \$999,719 |
| 2022-present     |   |
| <i>PI</i>        | <i>Strengthening Capacity for Equity in New England Evaluation (SCENE) Collaboration</i> , Barr Foundation (with Castro Samayoa, A., Ma, M., & Dao Tran, P.), \$60,000                                  |
| 2021-2023        |   |
| <i>PI</i>        | <i>Collaborative for Bioregional Action Learning Transformation (COBALT) Evaluation Case Study</i> , SustainaMatrix LLC., \$19,178  |
| 2019-2020        |   |
| <i>Evaluator</i> | <i>Evaluation of Exemplary Mathematics Educators for High-Need Schools: Equity and Leadership</i> (with Albert, L. PI), \$1,137, 359, Evaluation amount: \$34, 819                                      |
| 2020-2026        |   |
| <i>PI</i>        | <i>Strengthening Evaluation Capacity &amp; Inclusivity: A Landscape Analysis of Evaluation Providers in the New England Area</i> , Barr Foundation, \$49,995.   |

### Funded Internal Grants & Contracts

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|-----------|--|
| <i>PI</i> | <i>Strengthening Capacity for Equity in New England Evaluation Collaborative (SCENE Collab)</i> , Boston College Institute for Liberal Arts (with Castro Samayoa, A., Co-PI, & Goodman, L., Co-PI), \$16,000 |
| 2021-2022 |  |

Evaluator 2019-present	<i>Evaluation of Lynch Leadership Academy</i> , Internal contract, \$40,000 annually
Co-PI 2019-2021	<i>Data analytics for social impact</i> , Boston College Innovations in Graduate Education Grant (with Hawkins, S., Fusaro, V., Yadama, G., Abuelezam, N., Olivetti, C., Baum, K. & Coley, R. L.), \$30,000
PI 2019-2020	<i>Developing Video Tutorials on Mixed Methods Data Analysis &amp; Dashboards in MaxQDA &amp; Tableau</i> , Boston College Exploratory Technology grant (with Williamson, E.), \$2,920
Evaluator 2019-2020	<i>Network-based school system change thru personalized learning: Evaluation of Massachusetts personalized learning Edtech consortium (MAPLE)</i> , Boston College Collaborative Fellows grant, \$39,867 per year
PI 2019-2020	<i>Equitable system change: Learning from cases in education and health</i> , Boston College Research Incentive Grant (with Muñiz, R.), \$15,000
Evaluator 2019-2021	<i>Evaluation of Woods College Online Masters of Healthcare Administration</i> , Internal contract, \$25,000

### **Unfunded Grants**

PI 2020	<i>Toward Developing an Action-Guiding Theory of Equity in Educational Evaluation</i> , National Academy of Education Spencer Postdoctoral Fellowship Program, \$70,000
Co-PI/Evaluator 2019-present	<i>Development and Evaluation of Guides for Navigating High School Co-Created by Autistic Youth</i> , Deborah Munroe Noonan Memorial Research Fund, Amount requested: \$160,000
Co-PI 2020	<i>Disrupting the School-To-Prison Pipeline: A Mixed Methods Study Examining Attorney Use of Research Evidence to Improve the Lives of Youth</i> , William T. Grant Foundation, Amount requested: \$680,000
PI 2020	<i>Personalizing Learning for Equitable Education: Journey of a K-12 Multi-District Network</i> , Small grant proposal: Spencer Foundation, Amount requested: \$44,000
PI 2019	<i>Quality With/ out Democracy: Honoring Multiple Stakeholders' Values in Educational Evaluation</i> , National Academy of Education Spencer Postdoctoral Fellowship Program, \$70,000
Co-PI 2019	<i>Brazilian immigrant education: A realist evaluation of whether, how, and why a Portuguese-English elementary immersion program mitigates inequality</i> , Spencer Small Research Grant, Amount requested: \$49, 955
PI 2018	<i>Evaluation of United Way's Launch</i> , Amount requested: \$48, 939

### **APPLIED EVALUATION EXPERIENCE**

Note: Time frames in the left column list the duration I worked on the project. The length of each grant-funded project is listed in parentheses. For some projects, I worked on a team for part of the project.

#### **K-12 Education**

2019-2024	<b>Lead Evaluator/PI</b> , Boston College, Evaluation of <i>Lynch Leadership Academy</i> , a leadership development program for sitting and aspiring principals in Massachusetts (BC-funded evaluation)
2019-2021	<b>Lead Evaluator/PI</b> , Boston College, Evaluation of <i>Massachusetts Personalized Learning Edtech (MAPLE) Consortium &amp; MAPLE Innovative School Leaders Network (MISL)</i> (BC-funded evaluation)
2012-2015	<b>Evaluation Associate</b> , National Science Foundation, Evaluation of <i>Math Science Partnership: Entrepreneurial Leadership Institute for Science and Technology (EnLiST)</i> (five-year grant)



- 2015 **Evaluation Associate**, Urbana School District #106, Evaluation of *Google Chromebook Initiative* (pilot initiative)
- 2012-2013 **Evaluation Associate**, Illinois Department of Commerce and Economic Opportunity, Evaluation of *Coal Education Program* (one-year grant)
- 2012 **Graduate Research Assistant**, National Institute of Food and Agriculture, U.S. Department of Agriculture, *School Readiness: Connecting Families and Schools*

### **Higher Education**

- 2020-present **Lead Evaluator**, National Science Foundation, *Evaluation of Exemplary Mathematics Educators for High-Need Schools: Equity and Leadership* (six-year grant)
- 2019-2021 **Lead Evaluator/PI**, Boston College, Evaluation of Wood's College's Master of Healthcare Administration Online Program
- 2018-2019 **Evaluation Assistant**, National Science Foundation, *Summer Research Experience for Undergraduates at Massachusetts Institute of Technology (MIT)'s Center for Brains, Minds, + Machines* (ten-year grant)
- 2014-2015 **Evaluation Assistant**, National Science Foundation, Evaluation of *Widening Implementation and Demonstration of Evidence-based Reforms* (three-year grant)
- 2014-2015 **Evaluation Associate**, Office of the Provost, Evaluation of *Distinguished Teacher Workshop Series* (one-year grant)
- 2014-2015 **Evaluation Associate**, U.S. State Department, Bureau of Educational and Cultural Affairs, Evaluation of *A Study of the U.S. Institutes for Scholars: Global Institute for Secondary Educators* (three-year grant)
- 2012-2013 **Evaluation Assistant**, College of Engineering, Evaluation of *Strategic Instructional Initiatives Program* (three-year program)
- 2011-2012 **Evaluation Associate**, National Science Foundation, Evaluation of *smartPhysics* (three-year grant).

### **Public Health & Tobacco Education**

- 2016-2018 **Evaluation Associate**, CDC, Office on Smoking and Health, Evaluation of *Tips From Former Smokers®* (national tobacco education media campaign)
- 2016-2017 **Evaluation Associate**, CDC, Division of Public Health Information and Dissemination. Evaluation of *Strategic Use of the Morbidity and Mortality Weekly Report (MMWR)*

### **Professional Education**

- 2015 **Evaluation Lead**, Graduate College, Evaluation of *Youth Studies Focal Point Conference* (one-year grant)
- 2015 **Evaluation Lead**, Center for Culturally Responsive Evaluation and Assessment, Evaluation of *Culturally Responsive Evaluation and Assessment Annual Conference* (first annual conference)
- 2014 **Evaluation Assistant**, College of Education, Evaluation of *Education Justice Project Conference* (one-time event)

### **EVALUATION REPORTS**

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\*denotes graduate student, +denotes undergraduate student

\*Hubacz, H. & Gates, E. (2024). Evaluation of Lynch Leadership Academy, 2023-2024. Chestnut Hill, MA: Boston College.

- \*Hubacz, H. & **Gates, E.** (2023). Evaluation of Lynch Leadership Academy, 2022-2023. Chestnut Hill, MA: Boston College.
- Gates, E.** & \*Shim, C. (2024). Evaluation of NSF BC Noyce Phase II Project, 2023-2024. Chestnut Hill, MA: Boston College.
- Gates, E.** & \*Shim, C. (2023). Evaluation of NSF BC Noyce Phase II Project, 2022-2023. Chestnut Hill, MA: Boston College.
- \*Hubacz, H., **Gates, E.** & +Benitez Alvarez, K. (2022). Evaluation of Lynch Leadership Academy, 2021-2022. Chestnut Hill, MA: Boston College.
- \*Hubacz, H., **Gates E.**, +Benitez Alvarez, K. (2022). Lynch Leadership Academy Cohort XII Baseline Focus Group Summary. Chestnut Hill, MA: Boston College.
- Gates, E.** & \*Shim, C. (2022). Evaluation of NSF BC Noyce Phase II Project, 2021-2022. Chestnut Hill, MA: Boston College.
- Gates, E.**, \*Hubacz, H., & + Benitez Alvarez, K. (2021) Lynch Leadership Academy Cohort XI Baseline Focus Group Summary. Chestnut Hill, MA: Boston College.
- \*Hubacz, H. & **Gates, E.** (2021). Lynch Leadership Academy 360° Survey Aggregate Survey Results - Cohort XI. Chestnut Hill, MA: Boston College.
- Gates, E.**, \*Williamson, E., \*Hubacz, H., & +Benitez Alvarez, K. (2021). Evaluation of Lynch Leadership Academy, 2020-2021. Chestnut Hill, MA: Boston College.
- Gates, E.** & \*Shim, C. (2021). Evaluation of NSF BC Noyce Phase II Project, 2020-2021. Chestnut Hill, MA: Boston College.
- \*Hubacz, H. & **Gates, E.** (2021). MAPLE Fall 2020 Survey Report. Chestnut Hill, MA: Boston College.
- Gates, E.** & \*Williamson, E. (2020). Evaluation of Lynch Leadership Academy, 2019-2020. Chestnut Hill, MA: Boston College.
- Gates, E.**, \*Szendey, O., \*Hubacz, H., +Benitez Alvarez, K. (2020). MAPLE Evaluation Report, 2019-2020. Chestnut Hill, MA: Boston College.
- \*Hubacz, H., \*Morales, M. & **Gates, E.** (2020). MISL Case Studies, 2019-2020. Chestnut Hill, MA: Boston College.
- Shim, C\* & **Gates, E.** (2020). Evaluation Report of Boston College Wood's College Master of Healthcare Administration (MHA) Program, 2019-2020. Chestnut Hill, MA: Boston College.
- Shim, C\* & **Gates, E.** (2020). Mid-year Evaluation of Boston College Wood's College Master of Healthcare Administration (MHA) Program: Spring 2020 Report on the Online MHA Student Survey. Chestnut Hill, MA: Boston College.
- Gates, E.** & \*Williamson, E. (2019). Evaluation of Lynch Leadership Academy, Summer 2019. Chestnut Hill, MA: Boston College.
- Gates, E.**, \*Hubacz, H., & +Stevenson, K. (2019). MAPLE Innovative School Leaders Network (MISL) Summary of Spring 2019 Survey Results. Chestnut Hill, MA: Boston College.
- Gates, E.**, & Habarta, N. (2017). Case Study of the Office on Smoking and Health (OSH)'s Strategic Use of the *Morbidity and Mortality Weekly Report*. Atlanta, GA: CDC.
- Greene, J.C., **Gates, E.**, Mustafaa, R., & Williams, J. (2015). Mid-Project Report: Evaluation of Widening Implementation and Demonstration of Evidence-based Reforms. Champaign, IL: *Illinois*.



- DeStefano, L., **Gates, E.**, & Coba-Rodriguez, S. (2015). Evaluation of strategies that create retention and academic performance of underrepresented students on campus: A step-by-step approach towards achieving success. Champaign, IL: *Illinois*.
- Gates, E.** (2014). Evaluation of Youth Studies Focal Point Conference. Champaign, IL: *Illinois*.
- DeStefano, L., & **Gates, E.** (2014). Evaluation of the Global Institute for Secondary Educators. Champaign, IL: *Illinois*.
- DeStefano, L., & **Gates, E.** (2014). EnLiST Cumulative Evaluation Report. Champaign, IL: *Illinois*.
- DeStefano, L., & **Gates, E.** (2013-2014). Evaluation of the Global Institute for Secondary Educators. Champaign, IL: *Illinois*.
- Gates, E.** (2013). Evaluation of Culturally Responsive Evaluation and Assessment (CREA) Conference. Champaign, IL: *Illinois*.
- DeStefano, L., & **Gates, E.** (2013) EnLiST Evaluation Report. Champaign, IL: *Illinois*.
- DeStefano, L., Greenberg, S., & **Gates, E.** (2013) Evaluation of the DCEO Coal Education Program. Champaign, IL: *Illinois*.
- DeStefano, L., Coverdill, B., Rosu, L., **Gates, E.**, & Glaze, C. (2013). Engineering Strategic Instructional Initiatives Program Evaluation Report. Champaign, IL: *Illinois*.
- DeStefano, L., **Gates, E.**, & Jimenez, M. (2012). EnLiST Evaluation Report. Champaign, IL: *Illinois*.
- Greene, J., & **Gates, E.** (2012). SmartPhysics Evaluation Report. Champaign, IL: *Illinois*.

## SCHOLARLY PRESENTATIONS

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### Invited Keynotes, Presidential Strand, Webinars, & Expert Lectures

#### *International*

- Gates, E.F. (2025, May 12-16). When centering equity raises ethical questions: Results from an interview study. Canadian Evaluation Society.
- Schmidt-Abbey, B., Bording Collins, K., **Gates, E.**, Britt, H., Lewis, E.D., Kalume, R.N., & Apgar, M. (2023, Nov. 15). Systems and complexity-informed approaches to evaluation: a contribution to 'alternative futures' - panel discussion. European Evaluation Society.
- Gates, E.** (2023, Oct. 2). Five ways for evaluation to develop value amidst complexity. United Kingdom Evaluation Society. Online: International Day. <https://www.evaluation.org.uk/conference-2023/keynotes/five-ways-value-complexity-keynote-1/>
- Teasdale, R., **Gates, E.**, & Pitts, R. (2023, June 21). (Re)defining value together: How to select and use evaluation criteria. Canadian Evaluation Society Conference: Quebec City, Canada.
- Gates E.** (2022, Nov. 30). Helping to create value: New roles for evaluation and evaluators. Learning Festival 2022: Making the System Shift. Rockwool Foundation. Recording here: <https://www.systeminnovation.org/learning-festival-2022-ressources/wednesday-session4>
- Gates, E.** (2022, Sept 1). Systems evaluation. Stronger People, Stronger Places. Department of Social Services, Australian Government.
- Gates, E.** (2022, Aug. 8). Boundaries: A critical link for systemic change and evaluation. Stronger People, Stronger Places. Department of Social Services, Australian Government.
- Gates, E.F.** (2021, Dec. 9). Redefining evaluation to support system change: Theoretical and practical insights. Invited and hosted by the Centre for the Evaluation of Complexity Across the Nexus (CECAN), a

research centre hosted by the University of Surrey. Recording here:

<https://www.cecan.ac.uk/events/cecan-webinar-redefining-evaluation-to-support-system-change-theoretical-and-practical-insights/>

Reynolds, M., Hummelbrunner, R., Marra, M., Williams, B., & **Gates, E.** (2015). Systemic evaluation. International Society for Systems Sciences Conference: Berlin, Germany.

### ***National***

**Gates, E.F.** (2024, June 25). Systems evaluation: Exploring purposes, questions, & methods [webinar]. US Centers for Disease Control and Prevention.

**Gates, E.F.** (2024, April). Systems- and complexity-informed evaluation: Range of purposes, questions, and methods [webinar]. Early Childhood Development Action Network Systems Thinking Masterclass Series. <https://ecdan.org/systems-masterclass/>

**Gates, E.F.** (2023). Criteria are the heart of evaluation, or are they? Evaluation Café: Western Michigan University.

**Gates, E.F.** & Vidueira P. (2023). How systems change and transformation change the plot of our evaluation story: Findings from an inter-disciplinary literature review, 2011-2021. American Evaluation Association.

Pitts, R., Teasdale, R., & **Gates, E.F.** (2023) Getting savvy with values: teaching evaluators how to specify evaluative criteria. American Evaluation Association.

**Gates, E.** (2022, July 28). Building rich pictures: Conceiving educational change. Reframing Institutional Transformation to Include Non-Tenure Track STEM Faculty Institute (virtual), Association of American Colleges & Universities (AAC&U).

**Gates, E.** (one of ten panelists) (2022, Feb. 10). Improving EPA's climate risk communication: effective goals, environmental justice strategies, evaluating success, knowledge gaps, and agency opportunities. Environmental Protection Agency Roundtable on Risk Communication, the Climate Crisis, and Environmental Justice.

**Gates, E.F.** (2021, Nov. 18). Reflections on "value" within e-evaluation: A book talk. Invited and hosted by the Atlanta area Evaluation Association and Greater Boston Evaluation Network.

**Gates, E.** (2021, July 29). Building rich pictures: Conceiving educational change. Reframing Institutional Transformation to Include Non-Tenure Track STEM Faculty Institute (virtual), Association of American Colleges & Universities (AAC&U).

**Gates, E.** (2019). Debunking a misconception: How systems thinking can help us simplify complexity. American Evaluation Association: Minneapolis, MN.

**Gates, E.**, Williams, B., & McNall, M. (2018). Are we part of the problem or solution?: Using systems approaches to speak truth(s) to power(s) for better or worse. American Evaluation Association Conference: Cleveland, OH.

### **Paper Presentations**

**Gates, E.F.**, Hubacz H., Suzeki, S., & Hall, J. (2023). Criticality within integration in mixed methods inquiry: a framework and example [paper presentation]. AERA 2023 Conference: Chicago, IL.

Hubacz H., **Gates, E.F.**, (2023). Examining the Potential Benefits of a State-wide Network of School and District Leaders Working Towards Equitable Education [paper presentation]. NEERO 2023 Conference: Portsmouth, NH.

- Gates, E.F.** & Benitez Alvarez, K. (2022) Equity “On the Sideline” of Evaluations: A Mixed Methods Study of New England Evaluators’ Practices in 2020 [paper presentation]. AERA 2022 Conference: San Diego, CA.
- Walton, M., **Gates, E.F.**, & Vidueira, P. (2021). Promise, practices, & future directions for systems- and complexity-informed evaluation. In a multi-paper session titled Reimagining evaluation using systems thinking & complexity science: Insights from a New Directions for Evaluation issue. American Evaluation Association Conference virtual annual meeting.
- Gates, E.F.**, Williamson, E., Benitez Alvarez, K., & Hall, J.N. (2021). Insights from the strengthening capacity and equity in New England (SCENE) research on evaluation study. In multi-paper session titled Walking the talk of equity & social justice: insights from research on evaluation studies. American Evaluation Association Conference virtual annual meeting.
- Gates, E. F.**, & \*Fils-Aime, F. (2021). From Evaluating Programs to System Change: Insights from a Philanthropic Case Study. 2021 Virtual AERA Annual Meeting. American Educational Research Association.
- Gates, E.** & Schwandt, T. (2019). Valuing in evaluation. American Evaluation Association Conference: Minneapolis, MN.
- \*Hubacz, H., \*Szendey, O., & **Gates, E.** (2019). Using success case method (SCM) to evaluate educational technology in Massachusetts urban schools & future paths for SCM. American Evaluation Association Conference: Minneapolis, MN.
- Gates, E.** & \*Williamson, E. (2019). What can valuing methods tell us about valuing theory?: A review of eight methods used in educational evaluation. American Evaluation Association Conference: Minneapolis, MN.
- Nolen Rosencras, R., Murphy-Hoefer, R., Coln, C., **Gates, E.**, McAfee, T., Gutierrez, K., Millman, J., Rodes, R., Bukowski, T.J., Pikowski, K., Davis, K., Prutzman, Y., Beistle, D. (August 2019). Lessons from the 2018 Tips From Former Smokers® Campaign digital advertising pilot to promote digital cessation resources. National Conference on Tobacco or Health: Minneapolis, MN.
- Gates, E.**, \*Williamson, E. & \*Moncaleano, S. (May 2019). Bridging commissioner, stakeholder, and evaluator values: a review of valuing methods. Canadian Evaluation Society: Halifax, Nova Scotia.
- Gates, E.**, Nolen, R., Coln, C., Rodes, R., & Murphy, R. (2017). Evaluating digital media: Successes and challenges from the *Tips*® campaign. CDC’s Evaluation Conference: Atlanta, GA.
- Gates, E.** (2017). What difference do systems approaches make for evaluation?: Insights from experienced evaluators. Canadian Evaluation Society: Vancouver, Canada.
- Gates, E.**, & Schwandt, T. (2016). Learning from seasoned evaluators about the implications of systems and complexity ideas and techniques for evaluation practice. American Evaluation Association Conference: Atlanta, GA.
- Greene, J.C., Mustafaa, R., Williams, J., & **Gates, E.** (2015). Whither evaluation theory? Challenges from STEM education evaluation practice. American Evaluation Association Conference: Chicago, IL.
- Gates, E.** (2015). Examining the promise of systems thinking to transform evaluation practice. International Society for Systems Sciences Conference: Berlin, Germany.
- Dyson, L., & **Gates, E.** (2014). Advancing causal pluralism in educational evaluation. American Educational Research Association Conference: Chicago, IL.
- Culbertson, M., & **Gates, E.** (2014). Anecdotes and opinions: examining evidence generated by group interview methods. American Evaluation Association Conference: Denver, CO.

- Greene, J., Lawrenz, F., Mustafaa, R., Garcia, G., Williams, J., & **Gates, E.** (2014). Skating on the inside edge: Being an external internal evaluator. American Evaluation Association Conference: Denver, CO.
- Gates, E.** (2014). Engaging critical systems thinking to advance ethical boundary judgments and equitable evaluation. American Evaluation Association Conference: Denver, CO.
- Gates, E.** (2014). Employing boundary critique to enhance judgments of quality in evaluation. International Society for Systems Sciences Conference: Washington, D.C.
- Gates, E.** (2013). Dealing with fact and value disagreements in evaluation. American Evaluation Association Conference: Washington, D.C.
- Gates, E.** (2013). Content, pedagogy, and diversity: evaluating STEM programs using the values-engaged, educative approach: Assessing the impact of a K-12 teacher professional development program. American Evaluation Association Conference: Washington, D.C.
- Gates, E.,** & Schwandt, T. (2012). Re-considering the relevance of evaluation to society: Challenging assumptions about social interventions and change. American Evaluation Association Conference: Minneapolis, MN.

### **Interactive Presentation Formats: Demonstration, Skill-building, Think Tank, & Roundtable**

- Min, M., **Gates, E.F.**, Dao-Tran, P., Neuner, R., Koleros, A., Liston, M., Marable, D. (2022). A dialogue to (re)shape the evaluator-funder relationship to center equity in spirit and practice. Panel presentation at the American Evaluation Association: New Orleans, LA.
- Gates, E.,** \*Hubacz, H. M., Koufman-Frederick, A., \*Szendey, O. & +Stevenson, K. (2020, Apr 17 - 21) *Mixed-Method Evaluation of a Network-Based School System Change Initiative to Personalize Learning in Massachusetts* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vgvlks3> (Conference Canceled)
- Castro Samayoa, A., **Gates, E.** & Muñiz, R. (2020, Apr 17 - 21) *Latinidad and Legal Education: How Latinx Law Students Articulate the Value of Their Degree* [Roundtable Session]. AERA Annual Meeting San Francisco, CA. (Conference Canceled)
- \*Shim, C. D., **Gates, E.**, Raviola, E. & Beshansky, J. (2020, Apr 17 - 21) *Developing and Piloting a Framework for Evaluating Competency-Based Online Programs in Health Care* [Roundtable Session]. AERA Annual Meeting San Francisco, CA. (Conference Canceled).
- Gates, E.F.,** \*Williamson, E. & \*Moncaleano, S. (April 2019). Identifying values and making value judgments in evaluation: a review of methods. New England Educational Research Organization: Portsmouth, NH.
- Garcia, G., Gopez, G., Rivera, L., **Gates, E.**, & Boyce, A. (2018). To speak, or not to speak: revealing cultural & contextual dimensions of speaking truth to power through skits. American Evaluation Association Conference: Cleveland, OH.
- Gates, E.F.** & Vidueira, P. (2018). Mixing methods to capture complex truths: case-based conversations between systems & mixed method evaluators. American Evaluation Association Conference: Cleveland, OH.
- Gates, E.** (2016). Can't do it all? Learning to critically set boundaries in evaluation design. American Evaluation Association Conference: Atlanta, GA.
- Gates, E.,** Greene, J.C., Mustafaa, R., & Williams, J. (2015). Using systems mapping to explore perspectives on change in higher education STEM reform. American Evaluation Association Conference: Chicago, IL.
- Garcia, G., & **Gates, E.** (2014). An introduction to purposefully mixings methods for emerging evaluators. American Evaluation Association Annual Conference: Denver, CO.

## **Poster Presentations**

- Gates, E.F.**, Vidueira, P., Komakhidze, M., & Aldrich, C. (2022). What do systems change and transformation mean for evaluation?: Findings from an interdisciplinary literature review. American Evaluation Association: New Orleans, LA.
- Gates, E.F.**, Davis, K.C., Rodes, R., Gutierrez, K., Beistle, D., & Prochaska, J.J. (2018). Association between the Tips From Former Smokers® campaign and quit attempts among smokers with and without mental health conditions, 2012-2015. Society for Research on Nicotine and Tobacco: Baltimore, MD.
- Gates, E.** (2013). Evaluating a physics instructional program in diverse contexts. American Educational Research Association Conference: San Francisco, CA.

## **GRADUATE TEACHING**

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### **MESA 7331: Advanced Topics in Evaluation**

*S24*

*Lynch School of Education and Human Development, Boston College*

Introduces theory, practice, and methods for influencing and evaluating systemic change. This is one of the first courses on evaluating systemic change in the U.S. and globally. Topics include rationales for and resistance to systemic change; ways to bring diverse actors and perspectives together; five phases of a systemic change process (i.e., shared vision, systems mapping, leverage points, navigating futures, and learning and adapting); and ways to evaluate the value and impact of a systemic change effort. Course materials span multiple fields (e.g., health, international development, sustainability, education) and bridge academic scholarship and practical guidance. Students will develop knowledge of systems and evaluation concepts and methods and apply new skills and experiences to create an original proposal to design and evaluate a systemic change initiative.

### **MESA 7466.01: Evaluation Practice & Methods**

*F18, F19, F20, F21, F22, F23*

*Lynch School of Education and Human Development, Boston College*

Introduces the process of conducting evaluations from beginning to end. Evaluation is a form of applied social science research focused on systematically assessing the value or quality of interventions, such as policies, programs, or services. Draws on examples from education, psychology, health, social work, among other areas, and uses a social justice lens. Students learn about and engage in a practical evaluation process consisting of the following steps: defining the intervention to be evaluated; understanding stakeholders and the context; framing the evaluation purposes, questions, and quality criteria; designing the evaluation; collecting and analyzing data; synthesizing findings; and disseminating and supporting use.

### **MESA 7467.01: Evaluation Theory & Research**

*S19, S20, S21, S22, S24*

*Lynch School of Education and Human Development, Boston College*

Introduces students to key questions and debates in the evaluation field and invites them to critically engage with different perspectives on and possibilities for evaluation practice. Facilitates engagement with debated issues within evaluation practice and supports students in developing their own understandings of and stances on these issues. Surveys theoretical scholarship within the evaluation field and related areas, comparing and contrasting perspectives, and exploring issues in applied cases and podcast episodes. Students are encouraged to bring their own histories, cultures, and experiences into this exploration and to draw out implications for their academic and professional interests.

### **MESA 985201: Mixed Methods Research**

*F19, F22*

*Lynch School of Education and Human Development, Boston College*

Introduces the theory and practice of mixing inquiry methodologies in research and evaluation across the social sciences. Covers the historical roots of mixed methods and contemporary interests and points of contention. Readings bridge theoretical engagement and practical applications across education, psychology, public health,

management, and sociology. Course topics move through the core issues and components of a mixed methods proposal guided by an introductory textbook, additional academic readings, podcast episodes, visits from guest speakers, and a variety of example empirical studies. Students develop original proposals that may be useful in their dissertations or ongoing research agendas.

### **LREN 7401: Theory of Change**

*S20, S22*

*Lynch School of Education and Human Development, Boston College*

Provides introductory training in developing, visualizing, and presenting a theory of change (ToC). Students read and discuss theoretical and practical guidance, review case examples, and work collaboratively or independently on an original ToC for a real-world project. A ToC explains how an intervention is designed to make a tangible difference in the lives and communities of those using the intervention.

### **MESA 7460.01: Interpretation & Evaluation of Research**

*S19*

*Lynch School of Education and Human Development, Boston College*

This is an introductory course on social science research. The course is designed to fulfill several aims: Provide an overview of social science research, its purposes, processes, and key issues. Develop students' abilities to interpret and evaluate empirical studies from quantitative, qualitative, and mixed methods research traditions. Begin to foster students' sense of self as a researcher and potential research interests

## **GRADUATE STUDENT MENTORING AND ADVISING**

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### **Boston College**

#### **Dissertation Committee Chair**

- Eric Williamson (Measurement, Evaluation, Statistics & Assessment, *in progress*), "Rising to evaluation's big data challenge: examining the state of evaluator big data education and identifying opportunities for growth"
- Haylea Hubacz, "Educational leader networks for equity: Rationale, measurement, and application" (Measurement, Evaluation, Statistics & Assessment, *in progress*)

#### **Dissertation Committee Reader**

##### ***In Progress***

- Shadman Islem, (Higher Education, *in progress*), "The persistence and success of rural first-generation, low-income trio program participants enrolled in higher education: a mixed methods study"
- Maia Gelashvili (International Higher Education, *in progress*), "Investigating international accreditation in the post-soviet states: A mixed methods study"
- Kiruba Murugaiah (Teaching, Curriculum, and Society, *in progress*), "Teachers' self-efficacy in tackling racism in mathematics teaching and learning"
- Joseph Madres (Teaching, Curriculum, and Society, *in progress*), "Making oasis: Ecosophical placemaking as a/r/tographic inquiry"

##### ***Completed***

- Charlotte Aldrich, (Measurement, Evaluation, Statistics & Assessment, 2024), "Towards holistic evaluation of education systems: using TIMSS 2023 Context data to classify schools by school climate health"
- Tessa DellAquil (Higher Education, 2023), "Disentangling the purposes of higher education held by universities and international organisations: Constructing a global public good basis for the internationalisation of higher education founded on a contemporary idea of the university"
- Casandra Gonzalez (Teaching, Curriculum, and Society, 2023), "Supporting democratic science teaching through professional learning"

- Kathy Chau Rohn (Education Leadership, 2023), “From No-Excuses Schools to College: Intentions, Expectations, and Realities”
- Lori Dunn (Special Education, 2021), “Using elements of a screenplay to promote visualization and increase reading comprehension in students with disabilities and struggling readers”
- Romita Mitra (Measurement, Evaluation, Statistics & Assessment, 2021), “Exploring Differences in School Quality Assurance Measures at Public, Private and Public-Private Partnership Schools using PISA data”

### **Reader/Consultant on Student-led and/or Postdoctoral-led Research**

- Cara Antonaccio, School of Social Work (2020), “Mental health and well-being among female former child soldiers in Sierra Leone”
- Shaobing Su, School of Social Work (*in progress*), “Effects of Early and Prolonged Parent-Child Separation: Understanding Mental Health among Separated-Reunited Chinese American Youth”

### **Other Universities**

#### **Dissertation Committee Reader**

- Valerie Marshall (*in progress*), Western Michigan University
- John Murray (*in progress*), University of Minnesota
- Jeffrey Hillman (*in progress*), Western Michigan University, “Understanding social betterment as a foundational pretext to evaluation theory and practice”
- Eva Reed (School of Public Health, 2019), University of Illinois at Chicago, “Planning with evaluation in mind: Using program theory and evaluation factors to increase effectiveness in complex community health engagement”
- Cherie Avent (Education Research, Measurement, and Evaluation, 2020), University of North Carolina at Greensboro, “Investigations of social justice conceptualizations: The capacity of language to influence stakeholder and evaluator actions”

### **Reader/Consultant on Student-led Research**

- Yu (Sherry) Zhang (May 2025), Sloan School of Management, Massachusetts Institute of Technology, “Evaluating impact investing through a systems thinking lens: Hallmarks of a transformational approach”; co-supervised with Senior Lecturer Jason Jay
- Jessica Horler (2022), University of Cape Town, South Africa, “A systems-based approach to strategic planning, monitoring and evaluation: Designing and testing the SAMEL Toolkit”

### **Advisees** (current only)

Assigned students: PhD (4), Master’s (0), Undergraduate (1)

Unassigned students who I supervise: PhD (4), Master’s (3), Undergraduate (1)

## **PROFESSIONAL SERVICE AND AFFILIATIONS**

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### **Profession**

2024	Invited co-lead assessment group, Financial Ecosystems for Systemic Transformation
2024	Invited member, Systems Monitoring, Evaluation, and Learning Technical Group, United Nations Development Programme
2023	Coordinating Editor, AEA 365 Week-long Blogpost Series on Strengthening Capacity for Equity in New England Evaluation
2022	Coordinating Editor, AEA365 Week-long Blogpost Series on Systems- Complexity-informed Evaluation
2021-present	Editorial Board Member, <i>Evaluation: International Journal of Theory, Research, and Practice</i>



2021-present	Editorial Board Member, <i>Journal of Systems Thinking</i>
April 2019	Moderator & Organizer, Values in Evaluation Panel, Co-hosted by Greater Boston
BC/GBEN	Evaluators Network (GBEN), Sponsored by BC's Center for Teaching Excellence
2019-2022	Co-chair, elected position, Systems in Evaluation Topical Interest Group, American Evaluation Association
2017-2018	Planning committee, Systems in Evaluation Group, American Evaluation Association
2017-present	Manuscript reviewer – <i>American Journal of Evaluation, Evaluation and Program Planning, Evaluation: International Journal of Theory and Practice</i>
2017-present	Manuscript reviewer – <i>Critical Public Health, British Medical Journal Open</i>
2012-present	Proposal reviewer – Systems in Evaluation, Research on Evaluation, and Theories of Evaluation TIGs, American Evaluation Association

### **University**

2021-2022	Invited speaker on mixed methods research for School of Social Work's Data Analytics for Social Impact course (Prof: Summer Hawkins) and on evaluation for Earth and Environmental Sciences (Prof: Jeremy Shakun)
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### **School**

2023-present	Member/Departmental representative, Educational Policy Committee
2024	Member, Undergraduate student experience committee, LSEHD, Boston College
2021-2023	Member, Review Committee for non-tenure-track faculty, LSEHD, Boston College
2021	Member, Faculty search committee for an assistant professor of educational policy, LSEHD, Boston College
2021-present	Member, Committee for qualitative methods sequence, LSEHD, Boston College
2020-2022	Reviewer, Spencer dissertation award applicants, LSEHD, Boston College
2019-2021	Member, Faculty Awards Committee, LSEHD, Boston College
2018-2019	Member, Undoing Oppression in our Pedagogy and Practices: A Focus on Anti-Racism, Lynch School of Education, Boston College

### **Professional Affiliations**

2011-present	American Evaluation Association
2016-present	Canadian Evaluation Society
2013-present	American Educational Research Association
2014-present	International Society for Systems Sciences

### **PROFESSIONAL DEVELOPMENT COMPLETED**

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2022	Boston College Faculty Writing Retreat
2021	Santa Fe Institute Complex Systems Summer School
2018	AEA Summer Institute: Evaluative Thinking, Mixed Methods Design in Evaluation, Adding Costs to Make Your Evaluation More Impactful (and Better Used)
2018	The Evaluators' Institute (May & July sessions): Evaluating Training Programs, Outcome & Impact Assessment, Applied Regression Analysis, Applied Measurement
2016-2017	UNC Qualitative Research Summer Institute: Qualitative and Mixed Method Research Proposals, Qualitative Data Analysis
2016-2017	AEA Summer Institute: Data Science, Introduction to Cost Effectiveness, Data Viz
2016-2017	CDC University: CDC Evaluation Framework, Health Theory, Logic Modelling, Systems Thinking, Effective Facilitator Training, Mind Mapping, Advanced Social Media Techniques, Data Visualization, Scientific Writing

- 2014 The Open University: Systems Thinking in Practice: Thinking Strategically: Systems Tools for Managing Change
- 2015 Humboldt University: Systems Thinking and Practice in PhD Research: Cybersystemic Possibilities for Governing the Anthropocene