

CURRICULUM VITAE FOR NICOLA A. ALEXANDER**ACADEMIC RANK**

Professor (with tenure), Organizational Leadership, Policy, and Development

EDUCATION

Degree	Institution	Date Degree Granted
B.A.	College at New Paltz, State University of New York International Relations Concentration: Latin America and the Caribbean. Minors: French and Spanish	1988
M.A.	University at Albany, State University of New York Public Policy	1992
Ph.D. [Advisor: James H. Wyckoff]	University at Albany, State University of New York Public Administration & Policy Concentration: Public Finance	1998

CERTIFICATES

Graduate certificate in Latin American and Caribbean Studies, University at Albany, 1992
Facilitator, National Institute of School Leadership (NISL), 2014

POSITIONS/EMPLOYMENT

University of Minnesota, Twin Cities (1999-Present)	
College of Education and Human Development, Dean's Office	
Associate Dean	2021-Present
Interim Associate Dean	2020-2021
Department of Organizational Leadership, Policy, and Development	
Professor	2020-Present
Associate Professor	2007 - 2020
Assistant Professor	1999 - 2007
Florida Atlantic University	
School of Public Administration	
Assistant Professor	1997 – 1999
University at Albany, State University of New York	
Department of Public Administration and Policy	
Instructor	Summers 1994 - 1996

CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Education Research Association
National Education Finance Academy (formerly National Education Finance Conference)
University Council for Educational Administration

HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT AND SERVICE

University of Minnesota

College of Education and Human Development Robert Beck Teaching Award, 2012

External Sources

Association of Metropolitan School Districts, Friend of Public Education Award, 2020

National Education Finance Academy, Distinguished Research and Practice Fellow, 2013

National Education Finance Conference, Educational Considerations Scholarly Paper Award, 2012

American Education Research Association Statistical Institute, 2008

Distinguished Service Award, American Education Finance Association, 2001

RESEARCH

Grants and Contracts

External Sources

Received at the University of Minnesota

Funded

Principal Investigator

Co-investigators: Hyunjun Kim and Samantha Holquist

Association of Metropolitan School Districts

Location equity index for Minnesota school finance (8/2015-12/2015).

\$2,500

Co-investigator

Principal Investigator: Kyla Wahlstrom, Center for Applied Research and Educational Improvement

Minneapolis Public School District

Northside Initiative Evaluation, Phase 2. (Spring 2009-Fall 2009).

Co-Investigator

Principal Investigators: Sam Myers and Sharon Belton

Minneapolis, St. Paul, and Richfield Public School Districts

Community Based Initiatives (October 2000 – August 2005)

\$90,000

Principal Investigator

American Federation of Teachers, Washington, D.C

Effectiveness of charter schools in Florida, Massachusetts, and Minnesota (9/2001 – 12/2005).

\$10,000

Principal Investigator

Alaska Department of Education

Factors influencing the growth of state education revenues (10/2000 – 12/2003)

\$5,000

Principal Investigator

American Federation of Teachers

Evaluating charter schools (6/2000-12/2000)

\$10,000

Co-Investigator
Principal Investigator: Karen Seashore
Saint Paul Public Schools
Effectiveness of site-based management (3/2000 – 8/2002)

Not Funded

Consultant
Principal investigator: Sue Feldman, University of Washington
US Department of Education, Institute of Education Sciences
Research-practitioner partnership grant (Summer 2014).

Principal Investigator
Co-investigators: Katie Pikel, Karen Seashore, and Kyla Wahlstrom
U.S. Department of Education, Office of Innovation and Improvement
School leadership grant (CFDA 84.363A) (2013)
\$1.8 million

Principal Investigator
Great Lakes Community Investment
College Ready: Improving the readiness of students not typically well served by the present
education system. (2012)
\$90,476

Principal Investigator.
Co-PIs: R. Anthony Rolle and Gloria Rodriguez
Consultants: Andrea Rorrer, R. Craig Wood, Jennifer King Rice, and Lori L. Taylor
US Department of Education
National analysis of school finance systems and outcomes (2007)
\$124,612

Received at the Florida Atlantic University

Funded

Principal Investigator
Management Analysis & Planning, Inc.
An exploration of school reform models (3/98 – 8/98)
\$3,000

University Sources

Funded

Principal Investigator
Co-PI: Zornitsa Keremidchieva, College of Liberal Arts
Multicultural Research Awards
Rhetoric, race, and the education gap (3/2018-Present)
\$6,806.00

Principal Investigator
Co PI: Deanne Magnusson
GPS Alliance Travel Grant (Summer 2016)
\$1,950

Principal Investigator
University of Minnesota Grant in Aid
Effectiveness of charter schools in California (1/2003 – 1/2005)
\$9,634

Not Funded

Principal Investigator.
Co-PI: Remi Douah, Human Services and Public Health
Co-investigators: Markus Klimenko and Jamie Zwilling, Hennepin County
Hennepin University Collaborative Grant. (2016)
Requested \$24,971

Principal Investigator
Co-investigators: Keitha Gayle Martin-Kerr and Ezra Hyland
College of Education and Human Development (2014)
Internationalization triangle.
\$9,000

Publications

Books

Alexander, N.A. (2012). *Policy Analysis for Educational Leaders: A Step by Step Approach*. New York, NY: Prentice Hall.

Refereed Journal Articles

***[Name]: Denotes student co-author.**

Alexander, N.A. and Jang, S.T. (*forthcoming*). 'Synonymization' threat, equity, and the funding of districts with relatively high populations of Latinx students. *Journal of Education Finance*. [Alexander contributed 55% of manuscript. Created synonymization construct and developed hypotheses. Wrote introduction, literature review, results, and conclusion. Jang wrote bulk of methods sections and conducted data analysis.]

Jang, S. T., & Alexander, N. A. (2022). Black Women Principals in American Secondary Schools: Quantitative Evidence of the Link Between Their Leadership and Student Achievement. *Educational Administration Quarterly*, 58(3), 450-486. <https://doi.org/10.1177/0013161X211068415> [Alexander contributed 35% of manuscript. Wrote introduction, literature review and conclusion. Jang conceptualized the paper, wrote bulk of methods sections, conducted data analysis, and contributed to the conclusion.]

Alexander, N.A. and *Jang, S.T. (2019). Expenditures on the professional development of teachers: The case of Minnesota. *Journal of Education Finance* 44 (4), 385-404. [Alexander contributed 55% of manuscript. Wrote introduction, literature review, results, and conclusion. Student wrote bulk of methods sections and conducted data analysis.]

Alexander, N., & *Jang, S. T. (2019). 'Synonymization' threat and the implications for the funding of school districts with relatively high populations of black students. *Race, Ethnicity and Education*, 22(2), 151-173. [Alexander contributed 55% of manuscript. Created synonymization construct and developed hypotheses. Wrote introduction, literature review, results, and conclusion. Student wrote bulk of methods sections and conducted data analysis.]

- Alexander, N.A., *Holquist, S. and *Kim. H. (2018). Locating equity: Implications of a location equity index for Minnesota school finance. *Journal of Education Finance*. 44 (2), 140-163. [Contributed 40% of manuscript. Wrote introduction, literature review, results, and conclusion. Students contributed to literature review, wrote bulk of methods sections and conducted data analysis.]
- Alexander, N. A., & *Jang, S. T. (2018). Policy, poverty, and student achievement: An exploration of the impact of state policies. *Educational Policy*. <https://doi.org/10.1177/0895904818802114>. [Alexander contributed 55% of manuscript. Wrote introduction, literature review, results, and conclusion. Student wrote methods section and conducted data analysis.]
- Alexander, N.A. and *Kim. H. (2017). Adequacy by any other name: A comparative look at educational spending in Korea and the United States. *Journal of Education Finance*, 43(1), 65-83. [Alexander contributed 60% of manuscript. Wrote introduction, literature review, methods, and conclusion. Student provided information and first draft of methods on calculation of standard education costs in Korea.]
- Alexander, N.A., *Jang, S. T. and *Kankane, S. (May 2017). The Performance Cycle: The Effectiveness of State Policies Tying Teacher Performance, Student Achievement, and Accountability to Student Achievement. *American Journal of Education*, Vol. 123, 413-446. [Alexander contributed 55% of manuscript. Wrote introduction, literature review, and conclusion. Students provided information and wrote bulk of section on methods.]
- Alexander, N. A., & *Jang, S. T. (2017). Equity and efficiency of Minnesota educational expenditures with a focus on English learners, 2003-2011: A retrospective look in a time of accountability. *Education Policy Analysis Archives*, 25(16), 1-33. <http://dx.doi.org/10.14507/epaa.25.2811> [Alexander contributed 55% of manuscript. Wrote introduction, literature review, and conclusion. Student conducted data analysis and wrote bulk of section on methods.]
- Alexander, N. A. (2017). The State of Minnesota. In *The state of the States and provinces 2016: Journal of Education Finance*, 42(3), 287-289.
- Alexander, N. A. and *Choi, Wonseok. (2015). Seeking Educational Adequacy Beyond the School Walls: Education Performance Monitoring in an Age of Complexity. *Education Policy Analysis Archives*, 23 (1), 1-34. Retrieved [date], from <http://epaa.asu.edu/ojs/article/view/1492>. [Alexander contributed 85% of manuscript. Wrote introduction, literature review, methods, and conclusion. Student collected data.]
- Alexander, N. A. (2015). The State of Minnesota. In *The state of the States and provinces 2015: Journal of Education Finance*, 41(2), 241-243.
- Alexander, N.A., (Summer 2013). And Then There Were Ten: Equity and Adequacy of NYC Schools After Recentralization. *Educational Considerations*. Vol. 40, No. 3, 3-8.
- Alexander, N.A. (Spring 2012). The Growth of Education Revenues from 1998-2006: An Update on What Accounts for Differences among States and the District of Columbia in the Context of Adequacy. *Educational Considerations*. Vol. 39, No. 2, 3-19.
- Alexander, N.A. (2008). A Healthy Balance: Fiscal condition and district competitiveness in the Twin Cities metropolitan districts of Minnesota. *The Journal of School Business Management*, 20(2), 34-43.
- Alexander, N.A. (2006). Being on track for NCLB: Examining the capacity of Massachusetts public 8th grade programs. *Educational Policy*, 20 (2), 399-428.

Alexander, N.A. (2004). The changing face of adequacy. *Peabody Journal of Education*, 79(3), 81-103.

Alexander, N.A. & *Nderu, E. (2003). Being invited to the table does not mean you get to eat: Balancing individual accountability and participatory decision making in site-based management. *Journal of Cases in Education Leadership*, 6 (3)(Available on line at ucea.org).

[Alexander contributed 55% of manuscript. Wrote introduction, scenario, and conclusion. Student provided input on sections and contributed to the development of questions at the end of the case.]

Alexander, N. A. (2003). Considering equity and adequacy: An examination of the distribution of student class time as an educational resource in New York State, 1975-1995. *Journal of Education Finance*, 28(3), 357-381.

Alexander, N. A. (2002). Race, poverty, and the student curriculum: Implications for standards policy. *American Educational Research Journal*, 39(3), 675-694.

Alexander, N. A. (2000). Does governance matter? The role of local political mechanisms in district resource allocation. *The Journal of School Business Management*, 12(2), 26-31.

Alexander, N. A. (2000). The missing link: An econometric analysis on the impact of curriculum standards on student achievement. *Economics of Education Review*, 19, 351-361.

Alexander, N. A. (1997). The growth of education revenues from 1982-83 to 1991-92: What accounts for differences among states. *Journal of Education Finance*, 22(4), 435-463.

Peer-reviewed Book Chapters

Alexander, N.A. and Seashore, K. (2020). Minnesota: Finance and policy in a high-performing U.S. state. In Olof Johansson and Helene Arlestig (Eds). *Educational Authorities and the Schools*. Education Governance Research Series. NYC, NY: Springer, 269-287.

[Alexander contributed 70% of manuscript. Developed framework for chapter. Wrote bulk of sections on Federalism, funding and policy, competing values framework, policy implications, and emerging trends. Co-author provided much of the info for section on “What happens in Minnesota...”]

Alexander, N.A. (2019). Minnesota. In D. C. Thompson, R. C. Wood, S. C. Neuenswander, J.M. Heim, R.D. Watson (Eds.), *Funding public schools in the United States and Indian Country*. Charlotte, NC: Information Age Publishing, Inc, 365-382.

Alexander, N.A. (2016). The economics of education and leadership. In Bruce A. Jones and R. Anthony Rolle (Eds). *Leading Schools in Challenging Times: An Eye to the Future*. Charlotte, NC: Information Age Publishing, Inc.

Alexander, N.A. (2014). Educational Equity In Dominic Brewer and Lawrence O. Picus (Eds) *Encyclopedia for Education Economics and Finance*. Sage Publications.

Alexander, N.A. (2012). When Individual States Mandate That Local School Districts Provide Gifted Education, Should the State Pay All the Costs of Gifted Education? POINT. In *Debating issues in American Education*. Russo, Charles J. Osborne, Allan G. (Editors). Sage Publications.

Alexander, N.A. (2007). Equity and adequacy revisited: A critique of prominent conceptualizations of school finance standards In G. M. Rodriguez and R. A. Rolle, (Eds.). *To What Ends and By What Means? The Social Justice Implications of Contemporary School Finance Policy and Reform Efforts in the U.S.* New York: Routledge, Taylor and Francis Group, pp. 85-104.

Alexander, N. A. (2002). Balancing the books: The relationship between fiscal condition, educational output, and district competition in the metropolitan districts of Minnesota. In C.

Roellke and J. K. Rice (Eds.), *Fiscal Policy in Urban Education* (Vol. 1). Greenwich, CT: Information Age Publishing Inc., pp. 65-92.

Alexander, N. A. (1996). Race, poverty, and the student curriculum, 1975-1995: Implications for public policy. In W. J. Fowler, Jr. (Ed.) *Developments in School Finance. Fiscal Proceedings of the Annual NCES State Data Conference* (pp. 69-90). Washington, DC: United States Government Printing Office.

Alexander, N. A. (1995). The growth of education revenues from 1982-83 to 1991-92: What accounts for differences among states? In W. J. Fowler, Jr. (Ed.) *Developments in School Finance. Fiscal Proceedings of the Annual NCES State Data Conference* (pp. 55-70). Washington, DC: United States Government Printing Office.

Book Reviews

Alexander, N.A. (2013). [Review of the book *Giving Kids a Fair Chance (A Strategy That Works)* by James Heckman.] *Teachers College Record*. Published on-line in November 2013.

Alexander, N.A. (2010). [Review of the book *Smart Money*]. *Teachers College Record*, 107 (7), 1424-1427.

Alexander, N.A. (2005). [Review of the book *Redesigning Accountability Systems for Education*]. *Teachers College Record*, 107 (7), 1424-1427.

Alexander, N.A. (2004). [Review of the book *Reinterpreting urban school reform: Have urban schools failed, or has the reform movement failed urban schools?*] *Teachers College Record*, 106 (2), 314-317.

Monographs and reports

Alexander, N. A. (2015). The State of Minnesota. In *The state of the States and provinces 2015*: National Education Finance Conference.

Alexander, N. A. (2014). The State of Minnesota. In *The state of the States and provinces 2014*: American Education and Finance Policy Association.

Alexander, N.A., Kim, H., and Holquist, S. (2014). Locating equity: Implications of a location equity index for Minnesota school finance. Report prepared for the Association of Metropolitan School Districts.

Alexander, N. A. (2013). The State of Minnesota. In *The state of the States and provinces 2013*: American Education and Finance Policy Association.

Alexander, N. A. (2006). Financing education in Minnesota: A look ahead to FY2006-2007. In M. Baird (Ed.), *The state of the States and provinces 2005*: American Educational Research Association -- Fiscal Issues, Policy, and Education Finance -- Special Interest Group.

Alexander, N. A. (2002). The State of Minnesota. In E.B. Lenssen (Ed.), *The state of the States and provinces 2002*: American Educational Research Association -- Fiscal Issues, Policy, and Education Finance -- Special Interest Group.

Alexander, N. A. (2001). The State of Minnesota. In C. Roellke (Ed.), *In search of a more equitable and efficient education system: The state of the States and provinces 2001*: American Educational Research Association -- Fiscal Issues, Policy, and Education Finance -- Special Interest Group, pp. 105-109.

Alexander, N. A. (2000). *Charter School Assessment: What is the appropriate methodology for measuring effectiveness? A report prepared for the American Federation of Teachers.*

Minneapolis, MN: University of Minnesota, Department of Educational Policy and Administration.

Alexander, N. A. (1998). *The missing link: An econometric analysis on the impact of curriculum standards on student achievement* (policy brief). Albany, NY: New York State Board of Regents
In J. Wyckoff (Ed.) *New York State Board of Regents Final Report: Educational Finance to Support High Learning Standards* (pp. 78-96). Albany, NY: New York State Board of Regents.

Book contract signed

Alexander, N.A., Rodriguez, G. and Rolle, R. A. *Winning the money wars: Confronting Conservative and Progressive approaches to public education funding and accountability.*

Articles in preparation

Alexander, N.A. and Keremidchieva, Z. (revising for submission). Putting your money where your mouth is: Political rhetoric and education funding policy in the North Star State, 1990-2010. Targeted for *Educational Policy*.

Jang, S. T., & Alexander, N. A. (revised and resubmitted). Exploring the Link between States' Principal Evaluation Policies and Student Achievement (EAQ-23-0190)
[Alexander contributed 35% of manuscript. Wrote introduction, contributed to literature review and conclusion. Jang wrote bulk of literature review, methods sections, conducted data analysis, and contributed to the conclusion.

Presentations

Invited Presentations

Alexander, N.A. (2023, October). Higher Education Funding and the Equity Discourse. Presentation to visit to Nazarbayev University Symposium on behalf of the University of Minnesota delegation to Kazakhstan. Astana, Kazakhstan

Alexander, N.A. (2019, March). Adequacy and the creation of an equitable education funding system. Center for Educational Development and Research (CEDAR) at the University of Oklahoma. Education Funding Summit. Norman, OK. [Keynote presentation].

Alexander, N.A. (2018, November). Creating an equitable education funding system. Association of Metropolitan School Districts Annual Conference. Ensuring Equity, Access and Opportunity for All Students. St. Paul, MN. [One of four keynote presentations].

Alexander, N.A. (2014, February). Jamaica Minnesota Organization and the Education Task Force. Presentation to the Education Task Force, Jamaica Diaspora, Montego Bay, Jamaica, West Indies.

Alexander, N.A. (2011, November). Funding, Fairness, and the Feds. Presentation to the Minnesota League of Women Voters, St, Louis Park, MN. [One of two keynote presentations]

Alexander, N.A. (2009, March). State of the States: Education finance in Minnesota. Policy brief presented at round table at the annual meeting of the American Education Finance Association, Nashville, TN.

Alexander, N.A. (2003, October). What parents need to know in order for their children to be successful in high stakes testing. Workshop/paper presentation at the 2003 Celebrating Successes in Education African American Children Conference sponsored by the African American Academy for Accelerated Learning, Brooklyn Center, MN.

- Alexander, N.A. (2000, July). *The impact of curriculum standards on student achievement*. Paper presented at the Conference on Improving Student Achievement: What Really Works?, sponsored by the Humphrey Institute, University of Minnesota, Bloomington, MN.
- Alexander, N.A. (2000, July). *Does governance matter?: The role of local political mechanisms in district resource allocation (a revision)*. Paper presented at the NCES Forum and Summer Data Conference. Washington, D.C.
- Alexander, N.A. (1998, July). *The Impact of Curriculum Standards on Student Outputs: A Question of Resource Allocation*. Guest Lecturer at the 2nd annual National School Finance Institute, Graduate School of Education at Fordham University, New York, NY.
- Alexander, N.A. (1997, October). *The Missing Link: An Econometric Analysis on the Impact of Curriculum Standards on Student Achievement*. Symposium conducted at the meeting of the New York State Board of Regents, Albany, NY.
- Alexander, N.A. (1996, July). *Race, Poverty, and the Student Curriculum, 1975-1995: Implications for Public Policy*. Paper presented at the Annual Summer Conference of the National Center for Education Statistics, Washington, DC (July 1996).
- Alexander, N.A. (1993, July). *The Growth of School Spending During the Past Decade: What Accounts for Differences Among States?--Preliminary Results* (with Steve Gold). Paper presented at the annual Summer Conference of the National Center for Education Statistics, Washington, DC

Refereed presentations

***[Name]: Denotes student co-author.**

- Alexander, N.A. and Jang, S.T. (April 2020). Synonymization' threat, equity, and the funding of districts with relatively high populations of Latinx students. Paper accepted for presentation at the annual conference of the Midwest Political Science Association. Chicago, IL.
- Alexander, N.A. (April 2019). The state of Minnesota. Roundtable discussion presented at the annual conference of the National Education Finance Academy. Seattle, WA.
- * Kim, H and Alexander, N.A. (April 2019). An exploration of the effects of state political culture and party control of state governments on the progressivity of school funding. Paper presented at the annual conference of the Midwest Political Science Association. Chicago, IL.
- Alexander, N.A. and *Kim, H. (April 2019). Does school finance policy matter?: The associations among progressivity of school funding systems, economic inequality, and the distribution of student scores. Paper presented at the annual conference of the National Education Finance Academy. Seattle, WA.
- Alexander, N.A. and *Kim, H. (March 2019). An exploration of partisan control and the progressivity of state aid to schools. Paper presented at the annual conference of the American Education Finance and Policy. Kansas City, MO.
- Alexander, N.A., Rolle, A., Rodriguez, G. *Jang, S. T., and *Rojo, J. (November 2018). We're talking about a revolution: Re-evaluating the role of school finance and economics in leadership preparation and development. Critical conversation session facilitated at the annual conference of the University Council for Educational Administrators. Houston, TX.
- Alexander, N.A. and *Banwo, B. (November 2018). Economic or political: Factors associated with school closings in Minneapolis: An update. Paper presented at the annual conference of the University Council for Educational Administrators. Houston, TX. [part of symposium titled Urban Schools/Urban Leadership: New Perspectives on "Our Mission Critical"]

- Alexander, N.A. (April 2018). The state of Minnesota. Roundtable discussion presented at the annual conference of the National Education Finance Academy, Tulsa, OK.
- Alexander, N.A. and *Banwo, B. (April 2018). Economic or political: Factors associated with school closings in Minneapolis. Paper presented at the annual conference of the Midwest Political Science Association. Chicago, IL.
- Alexander, N.A. and *Jang, S. (November 2017). Student voice, school funding, and the role of context. Paper presented at the 2017 University Council for Educational Administrators.
- Alexander, N.A. and *Jang, S. (February 2017). Exploring the links among race, poverty, and school finance in Minnesota, 2000-2015. Paper presented at the 2017 National Education Finance Conference.
- Alexander, N.A. and *Holquist, S. (November 2016). Reform, Revitalization, or Ruse?: A comprehensive look at the literature on state takeover of schools. Paper presented at the annual conference of the University Council for Educational Administration.
- Alexander, N.A. and *Holquist, S. (February 2016). A tale of two inequities: An examination of interdistrict and intradistrict equity in Minnesota. Paper presented at the annual 2016 National Education Finance Conference, Jacksonville, FL.
- Alexander, N.A. and *Jang, S. (February 2016). Balancing act: Efficiency and equity in Minnesota over the past decade, 2003 – 2011. Paper presented at the 2016 National Education Finance Conference.
- Alexander, N.A. and *Jang, S. (February 2015). Accountability and investment in the professional development of teachers: The case of Minnesota. Paper presented at the annual 2015 National Education Finance Conference, St. Louis, MO.
- Alexander, N.A. and *Ruhland, A. (November 2015). Contested ground: Estimating the cost of success in terms of student connectedness not student scores. Paper presented at the annual conference of the University Council for Educational Administration.
- Alexander, N.A. and *Jang, S. (February 2015). Accountability and investment in the professional development of teachers: The case of Minnesota. Paper presented at the annual 2015 National Education Finance Conference, St. Louis, MO.
- Alexander, N.A. and *Jang, S. (February 2015). Accountability and investment in the professional development of teachers: The case of Minnesota. Paper presented at the 2015 annual American Education Finance and Policy conference, Washington, D.C.
- Alexander, N.A. and *Ruhland, A. (April 2015). Contested ground: Estimating the cost of success in terms of student connectedness not student scores. Paper accepted for poster presentation at the 2015 annual Midwest Political Science Conference. Chicago, IL.
- Alexander, N.A. and *Ruhland, A. (February 2015). Contested ground: Estimating the cost of success in terms of student connectedness not student scores Paper presented at the 2015 annual American Education Finance and Policy conference.
- Alexander, N.A., *Kim, H., and *Holquist, S. (February 2015). Locating equity: Implications of a location equity index for Minnesota school finance. Paper presented at the 2015 annual American Education Finance and Policy conference. Washington, D.C.
- Alexander, N.A. (April 2014). A tale of two cities: Public policy, politics, and educational adequacy in Minneapolis and St. Paul. Paper accepted for presentation at the annual conference of the Midwest Political Science Association.

- Alexander, N.A. and *Kim, Hyunjun. (March 2014). Adequacy by any other name: A comparative look at educational spending in Korea and the United States. Paper presented at the annual American Education Finance and Policy Conference. San Antonio, Texas.
- Alexander, N.A. (November 2013). *Beyond school walls: the intersection of leadership and the community in harnessing educational adequacy*. Paper presented at the annual conference of the University Council for Education Administrators. Indianapolis, IN.
- Alexander, N.A. (May 2013). *College readiness in an age of adequacy: A cost analysis of four college readiness programs*. Paper presented at the annual National Education Finance Conference. Indianapolis, IN.
- Alexander, N.A., *Jang, S. and *Kankane, S. (April 2013). *The Performance Cycle: The Effectiveness of State Policies Tying Teacher Performance and Accountability to Student Achievement*. Presented at the 2013 annual conference of the Midwest Political Science Association Conference. Chicago, IL.
- Alexander, N.A., *Kankane, S. and *Jang, S. (March 2013). *Education Reform 3.0: A Wave of Waivers, Implications for Title 1 Distribution and the Case of Minnesota*. Paper presented at the annual American Education, Finance, and Policy Conference. New Orleans, LA. [Sung Tae Jang did the presentation].
- Alexander, N.A., (2012, May). And then there were ten: Paper accepted for presentation at the annual meeting of the National Education and Finance Conference.
- Alexander, N.A., (2012, April). How the race was won: A political economic look at states and the RTT. Paper accepted for presentation at the annual meeting of the Midwest Political Science Association.
- Alexander, N.A., (2012, March). Equity, adequacy, and the pursuit of excellence: The case of Minnesota before and after passage of No Child Left Behind. Paper accepted for presentation at the annual meeting of the American Education and Finance Policy.
- Alexander, N.A., (2011, May). The Growth of Education Revenues from 1998-2008: An Update on What Accounts for Differences Among States and the District of Columbia in the Context of Adequacy. Paper presented at the annual meeting of the National Education Finance Conference, Tampa, FL.
- Alexander, N.A., (2011, April). Putting your money where your mouth is: Political rhetoric and education funding policy in the North Star State, 1990-2010. Paper presented at the annual meeting of the Midwest Political Science Association, Chicago, IL and being prepared for possible submission to *Educational Policy*.
- Alexander, N.A., (2011, March). How the race was won: A political economic look at states and the RTT. Paper accepted for presentation at the annual meeting of the American Education and Finance Policy. (Due to illness, I did not attend conference).
- Alexander, N.A., Schapiro, D., and *Choi, Wonseok (2010, April). Adequacy condition analysis of Minneapolis: A look at the past five years. Paper presented at the annual meeting of the Midwest Political Science Association, Chicago, IL and being prepared for possible submission to *Educational Policy*.
- Alexander, N.A., Schapiro, D., and *Choi, Wonseok (2010, March). Adequacy condition analysis of Minneapolis: A look at the past five years. Paper presented at the annual meeting of the American Education Finance Association, Richmond, VA.

- Li, Xiojian and Alexander, N.A. (2009, April). The political economy of China's Higher Education: From communism to markets: 1949-2006. Paper presented at the annual meeting of the Midwest Political Science Association, Chicago, IL.
- Alexander, N.A. and Schapiro, D. (2009, March). Seeking educational adequacy beyond the school walls: Public expenditures on children in urban communities. Paper presented at the annual meeting of the American Education Finance Association, Nashville, TN.
- Alexander, N.A. (2009, March). Differing pictures of adequacy: A look inside the walls of Minneapolis public elementary schools. Paper presented at the annual meeting of the American Education Finance Association, Nashville, TN.
- Alexander, N.A. (2008, April). A healthy balance: fiscal condition and district competitiveness. Paper presented at the annual meeting of the American Education Finance Association, Denver, CO.
- Alexander, N.A. and Rolle, A. (2008, April). Rolle, R.A. The translation of values into dollars: A comparative look at political rhetoric, policy values and social justice in Minnesota and Texas. Paper presented at the annual meeting of the Midwest Political Science Association, Chicago, IL.
- Alexander, N.A. and *DeLapp, Peggy. (2005, November). The associations between policy mechanisms, social justice, and student performance in Minnesota from 1990 – 2005. Paper presented at the annual meeting of the University Council for Educational Administration.
- Alexander, N.A. (2004, April). The changing face of adequacy. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.
- Alexander, N.A. (2004, March). The state of Minnesota. Roundtable discussion presented at the annual conference of the American Education Finance Association, Salt Lake City, UT.
- Alexander, N. A. and Alexander, Marie. T. (2003, November). Building capacity: How to translate standards into effective classroom practices. Policy paper presented at the annual meeting of Phi Delta Kappa International Association, St. Louis, MO.
- Alexander, N.A. (2003, November). Institutional capacity of 8th grade programs in Minnesota and its implications for teacher preparation programs. Paper presented at the annual meeting of the University Council for Educational Administration, Portland, OR.
- Alexander, N. A. (2002, April). *The State of Minnesota*. Policy paper presented at the annual meeting of the American Educational Research Association -- Fiscal Issues, Policy, and Education Finance -- Special Interest Group, Chicago, IL.
- Alexander, N.A. (2002, March). Balancing the books: The relationship between fiscal condition, educational output, and district competition in the metropolitan districts of Minnesota. Paper presented at the 27th annual meeting of the American Education Finance Association, Albuquerque, NM.
- Alexander, N.A. (2001, March). *Exploring the cost effectiveness of teacher accountability models*. Paper presented at the 26th annual meeting of the American Education Finance Association, Cincinnati, OH.
- Alexander, N.A. (2000, July). *Does governance matter?: The role of local political mechanisms in district resource allocation*. Paper presented at the 25th annual meeting of the American Education Finance Association, Austin, TX.
- Alexander, N.A. (2000, January). The pedagogy of Public Administration: Creating curricula fixtures in a changing era. Paper presented at the 23rd annual conference on Teaching Public Administration, Fort Lauderdale, FL.

- Alexander, N.A. (1999, March). *Better representation, better allocation? The impact of single-member district elections on school resource allocation in Florida*. Paper presented at the 24th annual meeting of the American Education Finance Association, Seattle, WA.
- Alexander, N.A. (1998, March). *The Missing Link: An Econometric Analysis on the Impact of Curriculum Standards on Student Achievement--A Modification*. Paper presented at the 23rd annual meeting of the American Education Finance Association, Mobile, AL.
- Alexander, N.A. (1997, March). *The Missing Link: An Econometric Analysis on the Impact of Curriculum Standards on Educational Outcomes*. Paper presented at the 22nd annual meeting of the American Education Finance Association, Jacksonville, FL.
- Alexander, N.A. (1996, March). *The Flow of School Resources and its Implications for Student Achievement*. Paper presented at the 21st annual meeting of the American Education Finance Association, Salt Lake City, UT.
- Alexander, N.A. (1995, March). *The Growth of Education Revenues from 1982-83 to 1991-92: What Accounts for Differences Among States?* Paper presented at the 19th annual meeting of the American Education Finance Association, Savannah, GA.
- Alexander, N.A. (1994, October). *Racial Diversity in Public Policy Institutions -- Faculty Diversity*. Paper presented at the 16th annual research conference of the Association for Public Policy Analysis and Management, Chicago, IL.

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota

Courses Taught

OLPD 8015: Inquiry Strategies in Educational and Organizational Research [3 credits]
Graduate course. OLPD 8015 is a core course in the Department of Organizational Leadership, Policy, and Development. It is designed to provide students with a fundamental understanding of inquiry strategies in research. It seeks to help students become competent and critical readers of research as a first step in them contributing to the knowledge that research provides.

OLPD 8302 (formerly EdPA 8302): Educational Policy Perspectives [3 credits]
Graduate course in the Department of Organizational Leadership, Policy, and Development. A required course in the PhD graduate program of Educational Policy and Leadership, it focuses on the principles of policy analysis. It applies analytical techniques and strategies to analyze and resolve policy issues in the education arena. The course aims to enhance understanding of the underlying structure of policy problems, refine construction of arguments, and to provide students with the appropriate guidelines on how policy decisions should be made and defended.

OLPD 5044: Introduction to the Economics of Education. [3 credits]
Graduate course in the Department of Organizational Leadership, Policy, and Development, OLPD 5044 is designed to provide students with a fundamental understanding of economic principles and education contexts, both in terms of their theoretical underpinnings and their practical applications. The course provides an introduction to fundamental micro- and macro-economic theory as a means of framing our understanding of education phenomena. It applies the tools of economic analysis to education policy and problem solving.

OLPD 5302 (formerly EdPA 5302): Educational Policy: Context and Inquiry. [3 credits]
Graduate course in the College of Education and Human Development. An elective course in the graduate program of Educational Policy and Administration, it focuses on the principles of policy analysis. It introduces students to the techniques used to systematically analyze and resolve policy issues in the K-12 education arena. The course aims to develop an understanding of the underlying

structure of policy problems and to provide students with the appropriate guidelines on how decisions should be made.

OLPD 5324 (formerly EdPA 5324): Elementary and Secondary Financial Management. [3 credits]
Graduate course in the College of Education and Human Development. Provides students with a fundamental understanding of budgetary and financial processes, both in terms of their theoretical underpinnings and practical applications. The course focuses on budgetary techniques, finance formulas, and revenue and expenditure analysis, with particular emphasis on their role in educational policy development and decision making.

OLPD 5346 (formerly EdPA 5346): Politics of Education. [3 credits]
Graduate course in the College of Education and Human Development. Provides students with a fundamental understanding of the political underpinnings of educational policy in both macro and micro arenas. As noted by Wirt and Kirst in their seminal work, *Political and Social Foundations of Education*, “the essence of the political act is the struggle of men [women] and groups to secure the authoritative support of government for their values.” The course provides an overview of that struggle as reflected in the policy decisions made at the federal, state, and local level as well as within schools. By examining key elements of the educational system, the “myth” of apolitical schools in the United States is visited and questioned. In addition, various models of the educational policymaking process are reviewed and analyzed.

EdHD 5005: School and Society. [3 credits]
Graduate course in the College of Education and Human Development. Serves as an introduction to the social and philosophical foundations of U.S. education. Drawing from readings in politics, history, philosophy, and sociology, it focuses on the enduring questions, debates, and tension that revolve around the institution of schooling. The course is designed to help students to become better teachers by being a more reflective practitioner; its essence is the discussion and development of ideas and ideals.

Curriculum Development

Developed curriculum for OLPD: 8302, 5324, 5302, and 5346 and substantially revised the curriculum for OLPD 8015, OLPD 5044 and EDHD 5005. For all courses, I have included technological supplements, including access to Moodle (and other platforms) as a complement to the course, Voice Thread, Flipgrid, Tedtalks, movies, radio broadcasts, VideoAnt. For the school finance course, I incorporated a school finance simulation offered by Pearson.

Workshop Activities

Developed 3-hour professional development workshop on policy research as part of the College of Education and Human Development customized professional development program for Chungbuk National undergraduate juniors and seniors in a public policy program. Chungbuk National is one of ten flagship Korean National Universities (April 2019, 2022).

Developed one-hour professional development workshop on APA style for doctoral students in the Department of Organizational Leadership, Policy, and Development.

Led workshop on “The Danger of a Single Story.” This workshop is based on the novelist Chimamanda Adichie’s TedTalk on the need for multiple perspectives. The audience included members of the Girls Scouts River Valley as well as their parents and guardians. The purpose was to engage young people in critical conversations about race, culture and social justice, and the intersectionality of their many identities.

Faculty Development Activities Regarding Teaching

TREKS Flipped: training on updating pedagogy and technology for a flipped classroom (Sum2014)

TREKS Explore: training on updating pedagogy and technology (Summer 2012, 2013, 2014)

Equity-minded Teaching Institute (Summer 2018 - Present)
CEHD Leads (Leadership Development Program)
National Institute of School Leadership (NISL)

I have repeatedly participated in Treks, an intensive professional development workshop designed to hone faculty's ability to integrate technology more thoughtfully and seamlessly into course offerings. I have also attended writers' workshop (to be better able to integrate writing into my pedagogy and assessment). I have attended and still participate in the ongoing webinars and the summer meeting of the Equity-Minded Teaching Institute to understand more fully ways in which I can improve my practice in fostering an equitable learning environment, with a specific focus on students who are racially marginalized. A group of six of us continue to meet regularly to discuss what we have learned and to observe each other in order to provide useful feedback on how we can improve.

Florida Atlantic University

Courses Taught

PAD 6225: Comparative Budgeting. [3 credits]

Graduate course in the College of Urban and Public Affairs. Examines public budgeting and financial management from a comparative perspective. Explores how budgeting and financial management is done in various countries as well as the patterns and differences within the United States.

PAD 4227: Public Budgeting Processes and Techniques. [3 credits]

Undergraduate course in the Public Management program. Explores and analyzes budgetary processes typically used at the federal, state, and local levels of government. Provides practical and theoretical exposure to the various techniques and strategies of public budgeting.

PAD 4223: Public Budgeting and Financial Management. [3 credits]

Undergraduate core course in the Public Management program. Introduces students to the theory and practice of financial management in government and explores the various approaches to financial management adopted by these entities. There is special emphasis on the role of budgeting in shaping public policy, and the course stresses the definition and use of terminology, the framing of key financial concepts, and the illustration of key steps in the budgetary process.

PAD 6227: Seminar in Public Budgeting. [3 credits]

Graduate core course in the Public Administration program. Provides students with a fundamental understanding of budgetary processes, both in terms of their theoretical underpinnings and practical applications. The course focuses on budgetary techniques and their role in policy development and decision making.

Curriculum Development

Developed curriculum for all courses taught: PAD 6225, 4227, 4223, and 6227.

University at Albany, State University of New York

Courses Taught

PUB 503: Economics for Public Affairs. [3 credits]

Graduate core course in the Master of Public Administration and Master of Arts in Public Policy programs. Examines how the free market operates in theory and practice using public policy applications.

ADVISING AND MENTORING

Graduate Student Activities

Master's Students Directed

Michael Pretasky, 2003

Justin Brandon, 2006

Sandra Simar, 2006

Kari Beutz, 2007

James Litwin, 2008

Hillary Tabor, 2009

Paige Abramson-Hirsch, *The Challenge of Recruiting High-Quality School Teachers in Urban School Districts*, 2010

Shipi Kankane, *Unpacking India's Endeavor: Elementary Education in India*, 2013

Jennifer Ann Schwartz, 2013

Ting Wang, 2014

Kim Galameault, 2014

Casey Erickson, *A National Issue and a State Dilemma: Addressing Minnesota's School Counselor Crisis*, 2014

Caity de la Rosa, *Student loan debt: Addressing the crisis through social reproduction theory and critical race theory lens*, 2017

Alul Yesak, *Understanding the Causes of Chronic Student Absenteeism Among Students of Color*, 2018

Ia Vang, *College Readiness: Challenges and Barriers to Low-Income Students*, 2018

Daniel Brogan, *Where are the Students in Student Voice? Challenging Dominant Epistemologies in Student Voice Discourses (Plan A)*, 2020

Catherine Eisele, *The digital divide in K-12 education: An issue of educational equity and the policies used to bridge the divide*, 2020

Katja Wallin, *Marginalized Students Campus Experience Effects on College Persistence: A review of the literature*, 2020

Cameron Yang, *From Threatening Foreigners to Model Minorities: Southeast Asian American Students' Experiences with Exclusionary Discipline Practices*, 2023

Doctoral Dissertations Directed

Jane Christine Holmberg, *Valuing teaching: Assessing the level of dynamic complexity in two models of alternative teacher compensation*, 2006

Peggy Reed DeLapp, *Curriculum policy, controversy, and change: Minnesota's Profile of Learning, 1993-2003*, 2008

Tyrone Brookins, *Perceptions of relationships between district and school level administrators on student achievement*, 2010.

Wanda Schlessor Erwin, Can policy influence teacher preparation program with regard to self-efficacy: A case study of Wisconsin PI34, 2013

Won Seok Choi, The effect of alternative compensation programs on teacher retention and student achievement: The case of Q Comp in Minnesota, 2015

Scott Richard Wiens, An Exploratory Study of Leadership Perspectives: Underrepresented Populations and College Enrollment, 2018.

Sung Tae Jang, Student Experiences and Educational Outcomes of Southeast Asian Female Secondary School Students in the United States: A Critical Quantitative Analysis, 2018. (Winner of the Research on the Education of Asian and Pacific Americans SIG of AERA Outstanding dissertation award, 2018; 2019 winner of the Selma Greenberg Outstanding Dissertation Award for the Research on Women and Education (RWE) Special Interest Group (SIG) of the American Educational Research Association (AERA)).

Andy Uhler, The conspicuous, inconspicuous, irrelevant, and unknown influence of leadership, performance information, and organizational learning: Student literacy achievement in Minneapolis Public Schools serving grades sixth, seventh, and eighth, 2018

Hyunjun Kim, Exploration of the relationship between education and economic inequality in Korea, 2019 (Winner of the 2020 National Education Finance Academy Outstanding Dissertation Award)

Samantha Holquist, Student voice in education policy: Understanding student participation in state-level K-12 education policy making, 2019

Aaron Ruhland, Disjunction dysfunction: Citizen versus policy perspectives regarding school goals, 2019

Vivian Fuentes, Quality of Undergraduate Programs in Accounting in Brazil: How to Estimate Their Value Added After All?, 2020 (co-supervised with Gilberto José Miranda, Coordinator of PPGCC - Faculdade de Ciências Contábeis – UFU)

Erin Giebink, A Qualitative Study of Data Utilization in Special Education, 2020

Courtney Bell, We Ain't Going Nowhere: An In-Depth Look at a Community's Successful Opposition to a School Closure Recommendation, 2020

Sara W. Kemper, "Where I Bloomed": Exploring Teacher Professional Vitality in the Teacher-Powered School, 2020 (co-advised with Peter Demerath)

Joshua Krebs, Culturally Responsive School Leadership: Educational Leaders' Reflections on Equity Behaviors in Predominantly White Schools, 2022

Holly Link, Are School Boards Equipped to Govern Effectively In the Era of Equity (2015 to Present)?, 2022 (co-advised with Gary Prest)

David Stanton, Thinking about Language in All the Right Places: A Critical Ethnography of Bilingualism in Non-Instructional Spaces, 2023

Doctoral Students Advisees

Rafael Arias Achio
Janey Atchinson
Cedrick Baker
Daniel Brogan
Camille Cyprian

Sean Cotherman (co-advisor, Chris Sonenblum)
Elisha Dunnigan
Angela Mansfield
Tisa Mitchell
Kendra Olsen (co-advisor, Nate Stewart)
Demetria Poe
Sarah Schmidt
Regina Seabrook
Ia Vang
Alul Yesak

Doctoral Committees Completed

Jeni Snyder Alcakovic
Gifty Amarteifio
Kumiko Aso
Beth Aune
Maria Balbo
Bodurin Banwo
Benjamin Bernard
Rachel Chamberlain
Carolyn Cherry
Kelly Collins
Patrick Duffy
Holly Emert
Michelle Fisher
Amy Garrett Dikkers
Jane Gilles
Molly Gordon
Richard Gresczk
Kathryn Hill
Sandra Horn
Bobbi Hume
Kathleen Jonssen
Barry Kamrath
Wayne Kazmierczak
Peter Kirwin
Taro Komatsu
Gavin Lemieux
Allison Mattheis
Alecia Mobley
Annie Porbeni
Raymond Queener
Wendy Richards
Kim Riesgraf
Renee Sbrocco
Melissa Schaller
Terri Siguenza
Karla Stone
Thomas Taylor
Emanda Thomas
Shakita Thomas Kpetay

John Ward
Michael Wilson
Cynthia Zwicky

International/Visiting Scholars

Vivian Fuentes, 2018 [Brazilian Sandwich Program]

SERVICE AND PUBLIC OUTREACH

Service to the Discipline/Profession/Interdisciplinary Areas

Editorships/Journal Reviewer Experience

Reviewer, Israel Science Foundation (ISF) Grant, Spring 2020
Associate Editor, *Journal of Research in Leadership Education*, 7/2018 – Present
Member, *Journal of Research in Leadership Education*, Best article committee, 2019
Member, *Journal of Research in Leadership Education*, Best article committee, 2018
Plenum session representative, University Council for Educational Administrators, 2018 – 2021
Editorial Board, *Journal of Education Finance*, 8/2013 – Present
Reviewer, *Journal of Review of Research in Leadership*, 3/2017 – Present
Reviewer, *American Journal of Education*, 3/2017 – Present
Reviewer, *Journal of Education Finance*, 9/2005 - Present
Reviewer, *Education Administration Quarterly*, 1/2005 – Present
Reviewer, *American Educational Research Journal*, 3/2013 - Present
Reviewer, *Review of Educational Research*, 2/2013 - Present
Reviewer, *Education Researcher*, 6/2015 - Present
Reviewer, *Journal of Educational Leadership*
Reviewer, *Public Administration Review*, 2/2018 - Present
Reviewer, *Education Policy Analysis Archives*, 9/2013 – Present
Reviewer, *Educational Policy*, 3/2011 – Present
Reviewer, *Caribbean Journal of Education*, 6/2018

Committee Memberships

President, National Education Finance Academy, 2019-2020
President-Elect, National Education Finance Academy, 2018-2019
Vice-President, National Education Finance Academy, 2017-2018
Board member of the Advisory Board of the National Education Finance Conference, 2011 – 2016.
Board member, Advisory board, American Education Finance Association, 1998-2001

Service to the University/College/Department

Member, Search committee on Associate vice provost for strategic enrollment management, 1/2024-Present
Member, Search committee on Associate dean of undergraduate education, College of Liberal Arts, 10/2023-12/2023
Member, Committee on Review of the Lindahl Academic Center, 9/2023-2/2024
Chair, Search committee, Office of Equity and Diversity, Associate Director of Racial and Social Justice Education, 11/22-1/23
Member, Faculty Staff Campaign Committee Advisory Committee, 2019 - 2021
Member, Senate Committee on Committees, 2019 - 2021
Member, Senate Committee on Education Policy, 2011 - 2019
Member, Thesis travel grant committee, 12/2018 – 3/2019
Member, Human Capital Research Steering Committee, 2017 - Present
Member, Search committee, Department of Biology Teaching and Learning 10/2017- 5/2018

Member, Exceptional Hire Search Committee, Department of Curriculum and Instruction, 10/17 – 11/17

Member, College of Education and Human Development, Salary Equity Committee, 1/2014 – 5/2014

Member of the College Finance Advisory Panel (fall 2012 - spring 2015)

Member of Principal's Academy transition team (fall 2011 – spring 2014)

Coordinator of *Educational Administration Program (Education Policy and Leadership)*.

Department of Organizational Leadership, Policy, and Development (fall 2011- spring 2013).

Public and Other Service

Member, Board of Trustees, St. Peter Claver Church, 8/2023 - Present

Member, Governor's task force on school finance, 2019

Member, University of Minnesota extension of the Reimagine Minnesota project, summer 2019

Member, Round Table Committee, Minnesota Education Equity Partnership, 9/2018 - Present

Member, Stakeholder/Advisory Group, Center for IDEA Fiscal Reporting, 2016 – Present

Member, Jamaica Minnesota Organization/Scholarship committee, 2014 - Present

Expert panel reviewer, Center for IDEA Fiscal Reporting, 2011 - Present

Member, Jamaica Diaspora, Education Task Force, 7/2013 – 5/2016

Volunteer, Saint Peter Claver Church, 9/1999 - Present

Co-President of Parent Teacher Association, Northeast Middle School, 7/2017 – 6/2018

Advisor, to the Pierre Boutineau French Immersion School policy committee, fall 2011