

ANNE-MAREE RUDDY, PH.D.

DIRECTOR FOR EDUCATION POLICY & SENIOR RESEARCH ASSOCIATE

EXPERIENCE OVERVIEW

Dr. Anne-Maree Ruddy is the director for education policy and a senior research associate at the Center for Evaluation and Education Policy (CEEP). Her domestic and international academic experience includes research, policy analysis and evaluation of education systems emphasizing school environments and higher education using mixed methods approaches. Dr. Ruddy coordinates CEEP's policy-related activities to promote high-quality information about P–20 education used by the general public, education community and policymakers. This entails engaging university faculty and CEEP research staff to examine policy and conduct research to inform practice and thereby leading a number of dissemination activities which include presenting findings via print and visual media, communicating with media representatives and state and local education stakeholders, developing policy briefs, and identifying novel ways to convey complex information in a manner consistent with CEEP's mission. As a senior research associate, Dr. Ruddy serves as a research faculty member with responsibilities for local, state, national and international research and evaluation projects; developing grants and contracts; facilitating interactions with clients and affiliated organizations. Dr. Ruddy holds a Ph.D. with an emphasis in international and comparative educational policy from Murdoch University (Perth, Western Australia) and a Masters of Educational Administration with an emphasis in educational policy from the University of Western Australia.

EDUCATION

Ph.D., Education, Thesis: *Internationalisation: Case studies of Australian and United States Universities*, Murdoch University, Perth, W.A., Australia, 2008

M.Ed. Management., Education Policy, Thesis: *Opportunities for women: A study of Catholic co-educational secondary systemic schools in Western Australia*, The University of Western Australia, Perth, W.A., Australia, 1996

Diploma of Religious Education, Catholic Education Office of Western Australia 1990

B.Ed., Major: Religious Studies, Minor: Education Policy, Edith Cowan University, Perth, W.A., Australia, 1990

Diploma of Teaching, Australian Catholic University (formerly Christ College), Melbourne, Australia; Major: Religious Studies; Minor: Literature, 1987

EDUCATION POLICY RESEARCH PROJECTS

As Director of Education Policy, Dr. Ruddy directs staff and mentors students as part of CEEP's efforts to develop a policy portfolio and disseminate research findings. CEEP's researchers examine projects related to regional, national, and international education policy issues. Releases by CEEP outlined below include policy and issue briefs, interactive data visualizations, and conference presentations in the following focus areas: School Choice, School Finance, International Education, and Teacher Evaluation.

School Choice

[Follow the Money: A Comprehensive Review of the Funding Mechanisms of Voucher Programs in Six Cases](#)

This comprehensive review is part of a three-part report, *Follow the Money: A Detailed Analysis of the Funding Mechanisms of Voucher Programs in Six Cases*. This review contains the cross-site analysis and findings of the funding mechanisms of voucher programs across five states (Arizona, Indiana, Louisiana, Ohio, and Wisconsin) and the District of Columbia. The complete report includes this cross-case review, [data visualizations of enrollment and funding patterns](#), and detailed profiles of each individual case. This comprehensive review discusses the primary patterns in similarities and differences observed across cases; these patterns include impact on local revenue sources and state spending, student eligibility policies, enrollment count and categorical funding, and fiscal accountability.

[The Indiana Choice Scholarship Program: Legal Challenges, Program Expansion, and Participation](#)

Given the dramatic rise in statewide voucher programs in Indiana since 2011 and, in turn, the relevance of Indiana's program in this national context, a policy brief outlining the Indiana Choice Scholarship provides detail on how Indiana students are now able to access Choice Scholarships via a variety of pathways. This research indicates that these new pathways have enabled participation in the program to increase. Furthermore, the changes in income eligibility requirements also appear to have increased participation in the program, as more students are receiving scholarships than in previous years. In effect, these changes make Indiana's income eligibility requirements among the least restrictive of all statewide voucher programs, and most similar to those of neighboring state Ohio.

[Mapping the Growth of Statewide Voucher Programs in the United States](#)

Across statewide programs, states are expanding the number of vouchers available, in most cases either eliminating caps altogether or regularly increasing them each school year. Statewide program eligibility is expanding to include more middle-class families. The expansion of voucher eligibility to middle-income families has started happening in three ways: First, through allowing continued participation for current voucher students even if a family's income increases above the income cutoff, and second, through an increase in the income cutoff. The majority of statewide programs have one or both of these attributes at this point, or provide partial vouchers to families with higher incomes. Across statewide programs, accountability requirements for continued program participation are increasing, particularly around performance reporting. Accountability measures for voucher programs are in some ways mirroring or following accountability measures for public school systems. While specific requirements vary by state, the emphasis on reporting and transparency is unsurprising in the current accountability oriented policy climate. Findings from this research were presented at the 2015 Association for Education Finance & Policy Conference.

School Finance

School Referenda: Indiana and Beyond

To provide school administrators, policy makers, community members, and researchers with better research tools on Indiana school referenda data, CEEP redesigned the [Database of Indiana School Referenda](#). Through the database and its visualizations, CEEP seeks to show any trends, or lack thereof, which can identify specific factors that contribute to the success of school referenda. At the time of its inception, the Database of Indiana School Referenda was the only resource to house basic data on all of Indiana's school referenda. Data visualizations have been added to the database which make the data points more easily comparable. The data base and accompanying visualizations are updated following each referenda.

School Finance Research

CEEP's School Finance Team conducted several studies for the Indiana State Board of Education (SBoE) that were commissioned by the Indiana General Assembly. The purpose of the research was to better inform policymakers in Indiana on issues related to school funding and broader K–12 education policy. Relatedly, the CEEP team created data visualizations on the following topics:

[Indiana School Corporation Spending](#)

CEEP uses General Fund expenditure data from the Indiana Department of Education to show how spending differs between school corporations over time. How much school corporations spend on instruction is thought to influence how well students perform on state assessments. The tool allows users to see statewide trends for Fiscal Years 2011-2015, spending patterns in individual school corporations, and see how school corporation spending adjusts to changes in revenue, as approximated by total spending.

[Exploring Financial Equity Across Schools](#)

CEEP's School Finance Team continues to explore school finance equity via data visualization. The visualization examines equity in elementary school spending within U.S. school districts. The visualization shows the relationship between school spending per pupil and the percentage of students receiving free or reduced price lunch in each school district with at least three elementary schools.

[Changes in Indiana School Funding \(2015–2017 Biennium\)](#)

The Indiana General Assembly approved significant changes to the state's school funding formula as part of House Bill 1001, which establishes the state's biennial budget. In a data visualization, the School Finance Team at CEEP reviews these changes. The visualization highlights both increases and decreases in state education funding for school corporations and charter schools. Further, it explains changes in calculations for Complexity Grant funding. The visualizations enable residents statewide to see how the approved changes impact their school corporation and to see how funding levels in the new formula compare between corporations and charter schools.

[Indiana School Funding Formula: CEEP Explains the Complexity Grant](#)

In 2015 the Indiana General Assembly considered changes to Indiana's school funding formula as part of its deliberations about the state's biennial budget. The school funding formula determines the distribution of funds to each of the state's 289 school corporations and public charter schools. Particular attention in both the House and Senate proposals was given to the complexity grant, which is the part of the state's school funding formula that provides additional funding to school corporations to educate students from low income families. These changes have implications for the equitable distribution of school funding as well as the amount of funding available to school corporations and charter schools to implement education services and reform strategies. The visualization displays how the changes proposed could affect each school corporation's funding, how the complexity grant worked in the previous biennium and proposed changes. The visualization also provided opportunities for users to propose their own changes to the school funding formula to see how the changes would impact school corporations.

The team also prepared a memo describing how performance-based funding for Indiana's school corporations fits within the larger context of the state's accountability system. The memo drew upon existing Indiana legal code and research regarding state accountability systems. The memo was completed in January 2015. Findings were presented at the 2015 Association for Education Finance & Policy Conference.

Teacher Evaluation

[University Faculty Perceptions of Teacher Evaluation in Indiana](#)

The 2011 change in teacher evaluation policy in Indiana has been studied in terms of implementation and perspectives of principals, teachers, and superintendents, but not from the perspective of leadership preparation faculty. School administrators are trained in evaluation principles and practices by higher education institutions; thus, focusing on the faculty members who teach preparation courses is needed in order to better understand the implementation of this policy. This study demonstrates how faculty perceive and integrate policy changes into their programs, which valuable information for school district and university-level professional development and for the evaluation community as a whole. Conference paper presentations related to this research include UCEA, 2015 and AERA, 2016. An issue brief was released in 2015.

International Education

During the past decade, policy makers across the globe promoted a market-like approach to higher education. These macro political and economic policies have been geared toward increasing economic competitiveness. This line of research ("The Ebb and Flow of International Higher Education: Global and Local Policy Perspectives") examines international higher education policies, the global and the local. Using a case study approach and resource dependency as our theoretical framework, we delve into how universities in the US and their competitors have altered policies to reflect changes in the economic environment. Findings were presented at the Midwestern Comparative and International Education Society (MCIES)

meeting in 2014, the [Comparative and International Education Society meeting in 2015](#) and at the [Comparative and International Education Society meeting in 2016](#).

Performance on International Assessments and Learning Time

[Performance on International Assessments and Learning Time: A Snapshot of How the U.S. Compares to Other Education Systems on an International Scale](#)

Drawing from two international measures, Trends in International Mathematics and Science Studies (TIMSS) and Program for International Student Assessment (PISA), this brief provides a snapshot comparison of the United States to other education systems. Specifically, this brief addresses how the U.S. compares to other countries in overall performance on international assessments and highlights the discrepancies between the U.S. and other education systems in the use of learning time. An [accompanying data visualization](#) to this policy brief highlights the similarities and differences in academic performance and learning-time practices among TIMSS 2011 and PISA 2012 participants.

Since the turn of the century, American student performance on international assessments has remained unchanged in reading and math. [CEEP's study explores how current international achievement results, across OECD countries, compare to learning time metrics collected by PISA and TIMSS](#). The findings from this analysis presented at the Comparative and International Society meeting in 2016 inform future research on how countries and U.S. states, like Indiana, use instructional time to improve performance on international and national assessments.

RESEARCH & EVALUATION EXPERIENCE

As a Senior Research Associate/Scientist Dr. Ruddy directs and manages projects for external clients. She is responsible for the day-to-day operations of funded projects from project design through execution of the planned project activities. Typical activities include proposal preparation, data collection, data analysis, and dissemination of findings in oral and written forms. Project management responsibilities frequently involve the supervision of several project staff and students. Projects are outlined below.

[New Jersey Education Association, New Jersey, 2016-2017, Principal Investigator](#)

The New Jersey charter school analysis examines whether there are differences in student enrollment demographics, discipline, special education services, and student achievement between charter schools and traditional public schools in New Jersey. The study will also consider differences in charter school services by type of management given the availability of data.

The New Jersey charter school fiscal analysis examines the impact of charter schools on traditional public school districts' financial resources. The analysis considers the effects of revenue loss as well as expenditure savings on traditional public school districts, due to charter schools.

[State Board of Indiana, Indianapolis, Indiana, 2016-2017, Principal Investigator](#)

The Indiana State Board of Education contracted with CEEP to identify recent changes made to

the state's school funding formula. CEEP's study examines per pupil funding trends by school corporation characteristics, and horizontal and vertical equity across school corporations. For the second study, in order to inform decision making on Indiana's On My Way Pre-K Pilot Program, CEEP is compiling existing data on approximately ten states that have implemented pilot Pre-K programs and then expanded these programs beyond the pilot phase.

Fulbright Distinguished Awards in Teaching Program, Institute for International Education, Washington, D.C, 2015–2017, Co-Principal Investigator, Project Director

A mixed-methods approach that combines qualitative and quantitative data and analysis is being used for the comprehensive evaluation of the Fulbright Distinguished Awards in Teaching Program. CEEP will work closely and collaboratively with IIE and key stakeholders at the U.S. Department of State to ensure all methodology and deliverables meet the needs of the client to determine program success.

U.S. Department of Education Title VI Area Studies, Columbia University, 2014–present, Georgetown University, 2010–2014, Harvard University, 2010–2014, Indiana University, 2010–present, Principal Investigator

CEEP provides evaluation and technical assistance services for over 23 Title VI National Research Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships for Columbia, Georgetown, Harvard, and Indiana Universities. NRCs and FLAS Fellowships fall under International and Foreign Language (IFLE) Education housed in the Office of Postsecondary Education; IFLE provides grant funding to strengthen the capability and performance of American education in foreign languages and in area and international studies. CEEP's evaluation activities include designing evaluation instruments related to client needs; survey design according to individual institute/center needs; conducting surveys with various stakeholder groups; analyzing and reporting data to individual centers; and assisting with evaluation reporting components for federal requirements.

Undergraduate International Studies and Foreign Language Program (UISFL), Global Learning Across Indiana Initiative, Ivy Tech Community College in partnership with Indiana University, 2012–2016, Principal Investigator

The Global Learning Across Indiana Initiative, a collaboration between Ivy Tech and Indiana University, implemented a three-year initiative for the internationalization of the Ivy Tech curriculum through the integration of global learning outcomes and less commonly taught language instruction. Evaluation activities included designing evaluation activities related to client needs, survey design, conducting an annual survey with various stakeholder groups, analyzing and reporting survey and additional data and assisting with evaluation reporting components for federal requirements.

Innovating International Research, Teaching, and Collaboration at Indiana University-Bloomington (IUB), Mellon Foundation, 2012–2016, Principal Investigator

This project requires CEEP to work collaboratively with IUB's Office of the Vice Provost for Research and area studies faculty to develop objective and valid measures closely aligned with the overall program goals. The key project objectives and related performance measures were

designed to include interim data for periodic assessment of progress toward achieving longer-term outcomes. Data collected related to performance measures include quantitative and qualitative data. Data analysis was ongoing, with timely and frequent feedback provided to the Vice Provost.

Examination of the School Calendar, Monroe County Community Schools Corporation, Bloomington, Indiana, 2015, Co-Principal Investigator

In addition to providing overall guidance, CEEP developed, administered, and analyzed faculty, and administrator surveys as the district examined changes to the school calendar. Additional background research was provided by CEEP to stakeholders to inform decision making.

Kabul Education University (KEU) English Language Partnership, Indiana University (IU), 2011–2014, Evaluator

In this university-to-university partnership, IU assisted KEU in the development of a high-quality, practice-based, sustainable Masters in Education degree program meeting international standards in Teaching English to Speakers of Other Languages (M.Ed. TESOL). CEEP's evaluation measured the effectiveness of the collaboration between IU and KEU in implementing the M.Ed. TESOL program.

Joint Evaluation in Support of North Atlantic Treaty Organization (NATO) Operations Assessment Capability Development, NATO, 2011–2012, Co-Principal Investigator

CEEP's research sought to increase the understanding of current best practices in joint evaluations, and provide a theoretical framework that advances understanding of the current and future roles of joint evaluation in a networked society. Research goals included addressing both the current landscape of joint evaluations by reviewing literature on theory and best practice; as well as advancing theory and practice via application of multidisciplinary perspectives on the collaborative process of joint evaluation, development of a typology for classifying joint evaluation, and development of a theory-based approach to joint evaluation.

Charter School Program Technical Assistance and Evaluation Capacity Building, New York State Department of Education (NYSED), 2009–2014, Project Director

CEEP's technical assistance focused on the following four project objectives: (1) increase the number of new high-quality charter schools, and in particular, quality secondary schools; (2) utilize Charter Schools Program (CSP) grant funding to improve student outcomes; (3) support charter schools to be fiscally responsible and stable for long-term viability; (4) distribute information about charter schools, the chartering process, and best practices found in charter schools to teachers, parents, communities and other public schools. These project objectives, and their related performance measures and benchmarks delineated in the New York State 2008–2011 CSP Project Evaluation Plan were used as the basis for measuring the extent to which NYSED's CSP successfully achieves its intended outcomes. CEEP also worked closely with relevant stakeholders at NYSED to ensure that identified project objectives and performance measures were both measurable and meaningful in the 2011 successful CSP grant application. Additional ongoing activities included designing, implementing, analyzing and reporting on survey instruments.

MSAP Lawrence Township District Wide Grant, Metropolitan School District of Lawrence Township, Indiana, 2012–2014, Project Director

Metropolitan School District of Lawrence Township had a three-year grant with the Magnet Schools Assistance Program (MSAP) with CEEP serving as the external evaluator. CEEP's tasks included designing evaluation activities related to client needs; survey design according to program needs; conducting the survey with the various stakeholder groups; analyzing and reporting survey and additional data; and, evaluation reporting as required. Additional technical assistance was also provided to help the MSAP grantees prepare for their 2013 monitoring site visit.

Evaluation of Kentucky Partnerships Academies, Kentucky Council on Postsecondary Education, 2013–2014, Evaluator

CEEP's evaluation examined the implementation and development of the Academies – grant-funded partnerships housed at three state universities, intended to provide support to nearby public school districts. The evaluation employed a qualitative, cross-case study methodology. For each Academy, the evaluation team conducted semi-structured interviews and focus groups, observed key program activities, and gathered existing documents from program staff. Identified stakeholders included grant/budget managers; the dean of the college in which each Academy is housed; P–12 administrators involved in the partnership and/or its activities; teachers or other participants in partnership activities (e.g., recipients of professional development); faculty affiliated with partnership activities; and additional partners (e.g., professional development providers contracted by the Academy and regional educational cooperative staff).

National Center for School Choice Study of Indianapolis Mayoral Authorization of Charter Schools, Co-Principal Investigator, Project Director

This research was aimed at understanding how mayors who serve as charter school authorizers can ensure that transitions in office occur smoothly, as well as suggest best practices for continuity for cities that designate mayors as charter school authorizers. The importance of authorizers to the success of charter schools is increasingly recognized. As additional cities consider designating their mayors as authorizers and as mayors across the United States consider similar approaches to charter schools, it is critical to examine questions about continuity. As the first city to grant its mayor independent control over charter school authorization and accountability, Indianapolis provides an instructive example of the role that mayors can play in charter school authorization. Management of this project involves supervision of and consultation with a graduate research assistant in all areas of the project. The project implementation occurred in January 2010, ending in December 2010 with a publication of a research brief to the National Center of School Choice occurring in 2011 and a journal paper published in 2014.

Examination of the Extended School Day, Monroe County Community Schools Corporation, Bloomington, Indiana, 2011–2012, Co-Principal Investigator

In addition to providing overall guidance, CEEP developed, administered, and analyzed faculty,

parent, and student surveys as the district weighed moving to an extended school day. Additional background research was provided by CEEP to stakeholders to inform decision making.

National and International Evaluation of Key Club, Kiwanis Foundation, 2010–2012, Project Director

Multiple data collection methods were used to provide Kiwanis with the type of data needed to inform program and policy decisions related to the Key Leader program. Quantitative and qualitative data were gathered to provide the most comprehensive understanding of program impact and outcomes. Data collection methodology included site visits, pre- and post-participant surveys, and extant data review.

Hoosier Youth ChalleNGe Academy and Patriot Academy, Indiana Complex Operations Partnership, 2010, Project Director

CEEP designed a two-phase evaluation to: (1) conduct a needs assessment and evaluation of Hoosier Youth ChalleNGe Academy and Patriot Academy; and (2) consider effective curriculum and strategies for “at-risk” youth that could be easily implemented in a variety of cultural settings to strengthen U.S. reconstruction and stabilization efforts. As a result of the evaluation, CEEP provided the Indiana Department of Education and the Indiana Department of Workforce Development with both proposed legislative and administrative code revision proposals to expand GED exam access to cadets.

Mayor-Sponsored Charter Schools, City of Indianapolis, 2009–2010, Project Director

CEEP provided an external evaluation of the Indianapolis mayor-sponsored charter schools in accordance with the mayor’s office accountability framework. The formative and summative evaluation focused on the identified criterion of the performance framework. Data collection and technical support included site visits, workshops and reviews conducted at the various charters who were at different stages of implementation. Evaluation findings were shared both with the schools chartered in the initiative as well as the mayor’s office to supplement accountability reports.

Title 1 1003(g) School Improvement Indiana Statewide Evaluation, Indiana Department of Education (IDOE), 2008–2009, Project Director

The 2008–2009 1003(g) school improvement funds were initially awarded nationally by the U.S. Department of Education. In Indiana, funds were awarded through a highly competitive grant award process to 38 schools in varying levels of improvement status. School districts receiving awards contracted with CEEP for evaluation services. Although funding for the evaluation came from individual contracts with each of the LEA grant recipients, CEEP’s formative and summative evaluation provided to IDOE gave an overall, comprehensive analysis of the use and impact of School Improvement Fund grants at the 38 grantee schools based on data collected via site visits and including the analysis of online surveys, in-person interviews of district personnel, principals, teachers and parents and classroom observations. Additionally, individual school based feedback was communicated to schools and districts.

Additional Program Evaluation & Technical Assistance Experience

Bartholomew Consolidated School Corporation Calculus/Statistics MSP Project, 2011–2013, Project/Research Supervision

Bartholomew Consolidated School Corporation Busy Bee Academy, Project/Research Supervision

Bartholomew Consolidated School Corporation MSP Project, Project/Research Supervision

CEEP conducted a formative and summative evaluation of the above Bartholomew Consolidated School Corporation programs. CEEP's evaluations involved data collection through focus groups, in-person surveys, site visits, and web-based surveys; and subsequent analysis. CEEP also consulted on issues related to data collection and analysis, and presented evaluation results in written reports.

Project RISE (Rewards and Incentives for School Educators), Teacher Incentive Fund (TIF), Miami-Dade County Public Schools (M-DCPS), 2008–2013, Site Visitor & Evaluation Team Member

M-DCPS, the fourth largest school district in the nation, received a five-year TIF grant to support efforts to increase student achievement in 36 high-need schools by promoting collaboration and sharing of best practices among teachers and encouraging teachers to seek National Board Certification. As a recipient of this grant, M-DCPS contracted with CEEP to provide evaluation services for the Project RISE initiative. CEEP provided in-depth consultation and expertise related to the development of the Miami-Dade TIF project design and proposal development. CEEP's evaluation team met with the key stakeholders to help strengthen the connections between project goals, activities, and intended outcomes; and developed a comprehensive evaluation plan to provide both formative and summative feedback.

Learn More Indiana, Indiana Commission for Higher Education (ICHE), 2009, Consultant

CEEP was selected to support Learn More Indiana, a project designed and implemented by ICHE to encourage and assist Indiana citizens' decisions to pursue postsecondary education. At the core of the project was an annual survey of all ninth and eleventh grade students in public and private schools throughout the state. The survey collected information about the beliefs, understanding, and actions being taken by nearly 200,000 students regarding education beyond high school. CEEP assisted with the design and production of the survey instruments, instructions, and other materials necessary to administer the survey. CEEP also distributed the survey to all 445 schools, scanned returned forms, and provided data to ICHE.

Teaching American History (TAH), U.S. Department of Education, Office of Innovation and Improvement, 2006–2008, Graduate Research Assistant

CEEP provided evaluation technical assistance to the TAH program in an effort to increase the program's capacity and quality of scientifically based evaluation designs. Specific areas of technical assistance included: individualized reviews and recommendations for strengthening evaluation designs; teleconferences and/or individualized consultation via phone or e-mail with grantees to resolve methodological issues; training and education provided at the national TAH directors' meeting; and teleconferences, educational forums and on-line resources on "hot topics" to increase grantee's internal evaluation capacity. As part of this contract CEEP developed rubrics for analyzing strengths and weaknesses of evaluation designs; created on-

line technical assistance logs; and developed web-based resources available to grantees.

Evaluation, Indiana Cancer Consortium, 2006, Graduate Research Assistant

The Indiana Cancer Consortium is a statewide network of public and private organizations whose mission is to reduce cancer burden in Indiana. CEEP evaluated the collaborative process of developing and implementing a statewide plan that increases cancer prevention activities, early detection, and the quality of life for cancer patients. Information generated through the evaluation was used for accountability, program improvement, and ongoing decision making among member organizations.

PEER-REVIEWED PUBLICATIONS

Cierniak, K. and Ruddy, A.M. (2016). Partnering for new possibilities: The development of a global learning certificate. In Raby, R. and Valeu, E., *International Education at Community Colleges: From Optional to Integral*. Palgrave Macmillan, New York.

Cierniak, K., Stewart, M. and Ruddy, A.M. (2015). *Mapping the growth: Statewide voucher programs in the United States*. Policy Brief. Bloomington, IN: CEEP.

Cierniak, K., Billick, R. and Ruddy, A.M. (2015). *The Indiana Choice Scholarship Program: Legal Challenges, Program Expansion, and Participation*. Bloomington, IN: CEEP.

Prusinski, E., Ruddy, A.M., Cierniak, K. and Plucker, J. (2014). Chartering new waters: The Indianapolis mayoral transition and the charter school community. *Education Policy*, 0895904813510776.

Muller, P., Williams, A., Ruddy, A.M. and Moss, M. (2013). A review of joint evaluation: Opportunities for NATO? In Williams, A., Bexfield, J., Fitzgerald Farina, F. and de Nijs, J. (Eds.), *Innovations in Operations Assessment: Recent Developments in Measuring Results in Conflict Environments*. North Atlantic Treaty Organization (NATO).

Ruddy, A.M., Prusinski, E., (2012). Professional development in school improvement: The case of Indiana. *Journal of School Leadership*, 22(1), 55-78.

Prusinski, E., Ruddy, A.M. and Plucker, J. (2011). Mayors as charter school authorizers: A case study of the Indianapolis mayoral transition. *Research Brief, National Center of School Choice, Vanderbilt University*.

Ruddy, A.M., Prusinski, E. (2010). The evolving school improvement fund. *Academic Leadership Journal*, 8(3), 213-218.

REGIONAL, NATIONAL & INTERNATIONAL COMPETITIVE CONFERENCE PRESENTATIONS

Ruddy, A.M. and Cierniak, K. (2017, March). *Academic Strategic Alliances: The Promise of Collaborative Internationalization*. Paper presented at the Comparative and International Education Society (CIES), Atlanta, GA.

- Ruddy, A.M. (2017, February) *The almighty dollar: Policy drivers of international higher education in Australia and the U.S.* Paper to be presented at the Australian and New Zealand Studies Association of North America (ANZSANA), Washington, D.C.
- Hedges, S., Ruddy, A.M., Boyland, L., and Swensson, J. (2016, November) *Uncharted Nature of Licensure Requirements for Charter School Principals: Implications and Possibilities for Policy Action.* Paper presented at the [University Council for Educational Administration \(UCEA\)](#), Detroit.
- Hiller, S. and Ruddy, A.M. (2016, November) *Reflective and integrative learning: Examining the impact of study abroad participation in the context of high-impact practices.* Paper presented at Association for the Study of Higher Education (ASHE), Columbus, OH.
- Ruddy, A.M. (2016, September) *A Systematic Framework for Interlinking Evaluation and Policy.* Paper presented at the European Evaluation Society (EES), Maastricht, The Netherlands.
- Ruddy, A.M. and Butler, A. (2016, March). *Becoming a global university: An analysis of institutional policies aimed to internationalize university activities.* Paper presented at the Comparative and International Education Society (CIES), Vancouver, B.C.
- Ruddy, A.M., Chesnut, C. and Hiller, S. (2015, October). *Participating in the Global Education System: Implications of Study Abroad.* Paper presented at the Midwestern Educational Research Association (MWERA), Chicago, Illinois.
- Cierniak, K. and Ruddy, A.M. (2015, March). *Partnering for new possibilities: The development of a global learning certificate.* Paper presented at the Comparative and International Education Society (CIES), Washington, D.C.
- Ruddy, A.M. and Butler, A. (2015, March). *The ebb and flow of international higher education: Global and local policy perspectives.* Paper presented at the Comparative and International Education Society (CIES), Washington, D.C.
- Cierniak, K. and Ruddy, A.M. (2015, February). *Mapping the growth: Statewide voucher programs in the United States.* Poster presented at the Association for Education Finance & Policy (AEFP), Washington, D.C.
- Ruddy, A.M. (2014, October). *Shifting the balance: The top players in international education.* Paper presented at the Midwestern Comparative and International Education Society (MCIES), Bloomington, Indiana.
- Moss, M., Ruddy, A.M. and Muller, P. (2014, October). *The complexity of the collaborative process of joint evaluations.* Paper presented at European Evaluation Society (EES), Dublin, Ireland.

- Muller, P., Moss, M. and Ruddy, A.M. (2014, October). *A theory based approach to Joint Evaluation*. Paper presented at European Evaluation Society (EES), Dublin, Ireland.
- Ruddy, A.M., Muller, P., and Moss, M. (2014, October). *Practical applications of the theoretical model of joint evaluation*. Paper presented at European Evaluation Society (EES), Dublin, Ireland.
- Ruddy, A.M. (2014, October). *Evaluation Capacity Building with Multiple Stakeholders*. Paper presented at European Evaluation Society (EES), Dublin, Ireland.
- Ruddy, A.M., Hilgeman, L. and Hutton, D. (2013, February). *Assessing the impact of preK-12 outreach projects: Challenges and Solutions*. Presented at National Resource Centers (NRC) Conference, Columbus, OH.
- Koliha, A. and Ruddy, A.M. (2013, February). *A multi-center standardized evaluation of Title VI Centers: A university-wide approach*. Presented at National Resource Centers (NRC) Conference, Columbus, OH.
- Muller, P., Moss, M., Ruddy, A.M. and Williams, A. (2012, October). *Joint Evaluation: State of the Field*. Paper presented at European Evaluation Society (EES), Helsinki, Finland.
- Ruddy, A.M., Moss, M., Williams, A. and Muller, P. (2012, October). *Collaboration from a multi-disciplinary perspective: Developing a theoretical framework for understanding the collaborative process of joint evaluation*. Paper presented at European Evaluation Society (EES), Helsinki, Finland.
- Muller, P., Williams, A., Moss, M. and Ruddy, A.M. (2012, October). *Developing a Theoretical Framework for Joint Evaluation*. Paper presented at European Evaluation Society (EES), Helsinki, Finland.
- Hartley, K.A., Weikel, M. and Ruddy, A.M. (2012, April). *College Mentors for Kids: Examining the Impact of Mentoring from Three Perspectives*. Paper presented at American Educational Research Association (AERA), Vancouver, British Columbia, Canada.
- Grant, C.J. and Ruddy, A.M. (2011, November). *Reciprocity in Partnership: A Case Study of a North-South Academic Linkage*. Presented at Association for the Study of Higher Education (ASHE), Charlotte, NC.
- Ruddy, A.M. (2011, May). *Internationalization: Comparative case studies of campus experiences in Australia and the United States*. Paper presented at Comparative and International Education Society (CIES), Montreal, Canada.

Kaanta, T. and Ruddy, A.M. (2011, April). *Campus programs and initiatives: Developing an online assessment tool for measuring impact and outcomes*. Paper presented at RosEvaluation Conference - Rose Hulman Institute of Technology, Terre Haute, IN.

Ruddy, A.M. (2010, November). *Internationalizing the college campus: Comparative Case Studies*. Paper presented at Association for the Study of Higher Education (ASHE), Indianapolis, IN.

Ruddy, A.M. (2004, November). *Internationalization as a response to globalization: Comparing national policies and local policies from one U.S. university*. Presented at Association for the Study of Higher Education (ASHE). Kansas City, MO.

INVITED TALKS & CONFERENCE PRESENTATIONS

Ruddy, A.M. (2016). *Global Gateway: Student teaching experiences in Australia*. Presented from Indiana University School of Education, Bloomington, IN.

Ruddy, A.M. (2016). *The Ph.D. Pipeline*. Panel presented from Indiana University School of Education, Bloomington, IN.

Chesnut, C. and Ruddy, A.M. (2016) *Technical Assistance for Evaluation of Dual Language Immersion Program*. Workshop presented from Indiana University School of Education, Bloomington, IN.

Ruddy, A.M. (2015). *Infusing Global Perspectives into School Of Education Gateway and Methods Courses: Workshop* Presented in collaboration with the IU P-16 Center from Indiana University School of Education, Bloomington, IN.

Ruddy, A.M. and Muller, P. (2015). *Monroe County Community School Corporation Calendar Board Work Session*. Presented from Monroe County Community School Board, Bloomington, IN.

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Ruddy, A.M. (2015). *Policy and Practice: Current Policy Research and Research Opportunities* Presented from Indiana University School of Education, Bloomington, IN.

Ruddy, A.M. (2015). *The Education Pipeline for Women & Girls in STEM Disciplines*. Panel presented from Indiana University School of Public and Environmental Affairs, Bloomington, IN.

- Ruddy, A.M. (2015). *Global Gateway: Student teaching experiences in Australia*. Presented from Indiana University School of Education, Bloomington, IN.
- Ruddy, A.M. (2015). *Indiana's Evolving Education Laws: Bills in the 2015 Indiana General Assembly that Impact Teachers*. Presented from Indiana University School of Education, Bloomington, IN.
- Ruddy, A.M. and Hitchcock, J. (2014). *Indiana University Public Partnershare Introductory Comments*. Presented from Indiana University/Indiana Public School Partnershare, Bloomington, IN.
- Ruddy, A.M. and Boyland, L. (2014). *Improving Leadership and Practice in Indiana's Charter Schools*. Presented from Indiana University/Indiana Public School Partnershare, Bloomington, IN.
- Cierniak, K. and Ruddy, A.M. (2014). *School Vouchers: A look at Indiana*. Presented from Indiana University/Indiana Public School Partnershare, Bloomington, IN.
- Ruddy, A.M. and Hitchcock, J. (2014). *Future Policy Directions: New Possibilities and Opportunities*. Presented from Indiana University/Indiana Public School Partnershare, Bloomington, IN.
- Kloosterman, P. and Ruddy, A.M. (2014). *National and International Student Assessments: How do Indiana Students Compare?* Presented from Indiana School Boards Association Leadership Seminar, Indianapolis, IN.
- Ruddy, A.M. (2012). *Concept Workshop on Joint Evaluations / Operations Assessment Development*. Presented from North Atlantic Treaty Organisation (NATO), Allied Command Transformation (ACT), Paris, France.
- Ruddy, A.M. (2012). *Kiwanis Key Leader Aggregate Report Results*. Presented from Kiwanis Foundation, Indianapolis, IN.
- Ruddy, A.M. (2012). *Monroe County Community School Corporation Referendum Committee Report*. Presented from Monroe County Community School Board, Bloomington, IN.
- Ruddy, A.M. (2012). *Monroe County Community School Corporation Extended School Day Committee Report*. Presented from Monroe County Community School Board, Bloomington, IN.
- Ruddy, A.M. (2011). *Topics in Quantitative Sociology*. Lecture conducted from SOC-S651, Indiana University, Bloomington, IN.

Ruddy, A.M. (2011). *Kiwanis Key Leader Preliminary Report*. Presented from Kiwanis Foundation, Indianapolis, IN.

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Ruddy, A.M. (2009). *Key Findings from the Evaluation of the Title 1 1003(g). School Improvement Fund Program Year One*. Presented from Indiana Department of Education, Indianapolis, IN.

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Ruddy, A.M. (1997). *Vertical Homeroom Committee*. Presented from Corpus Christi College, Perth, Western Australia.

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- Weikel, M. and Ruddy, A.M. (2012). *Evaluation of the Bartholomew Consolidated School Corporation MSP Project: 2012 Summary of Results*, Bloomington, IN: CEEP.
- Weikel, M. and Ruddy, A.M. (2012). *Evaluation of the Bartholomew Consolidated School Corporation MSP Project: 2012 Summary of Mentor Teacher and Survey Results*, Bloomington, IN: CEEP.
- Weikel, M. and Ruddy, A.M. (2012). *Evaluation of the Bartholomew Consolidated School Corporation Calculus/Statistics MSP Project: 2012 Summary Report*, Bloomington, IN: CEEP.

- Weikel, M. and Ruddy, A.M. (2012). *Evaluation of the Bartholomew Consolidated School Corporation Busy Bee Academy: 2011-2012 Results*, Bloomington, IN: CEEP.
- Weikel, M. and Ruddy, A.M. (2012). *Evaluation of the Bartholomew Consolidated School Corporation Busy Bee Academy: 2011-2012 Kindergarten Readiness Assessment Results*, Bloomington, IN: CEEP.
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- Ruddy, A.M., Chang, Y., Jackson, S. and Dollinger, M. (2011). *Impact Evaluation of Foreign Language and Area Studies (FLAS) Fellowships and Programming at Harvard University*, Bloomington, IN: CEEP [for Harvard University Asian Studies Program].
- Ruddy, A.M., Chang, Y., Jackson, S. and Dollinger, M. (2011). *Impact Evaluation of Foreign Language and Area Studies (FLAS) Fellowships and Programming at Georgetown University*, Bloomington, IN: CEEP [for Georgetown University Asian Studies Program; Georgetown University Center for Eurasian, Russian, and East European Studies (CERES) National Resource Center and; Georgetown University National Resource Center on the Middle East].
- Kaanta, T., Dakwa, K. and Ruddy, A.M. (2011). *Primary Source Courses on Asia: Asians in the US: Prominence, Politics, and Personal Experience*, Bloomington, IN: CEEP [for Harvard University Asian Studies Program].
- Kaanta, T., Dakwa, K. and Ruddy, A.M. (2011). *Primary Source Courses on Asia: Understanding Korea: Prominence, Politics, and Personal Experience*, Bloomington, IN: CEEP [for Harvard University Asian Studies Program].
- Ruddy, A.M. and Grant, C.J. (2011). *Impact Evaluation of Outreach Activities and Programming at Georgetown University*, Bloomington, IN: CEEP [for Georgetown University Center for Eurasian, Russian, and East European Studies (CERES) National Resource Center].
- Ruddy, A.M. and Holabaugh, J. (2011). *Impact Evaluation of Outreach Activities and Programming at Georgetown University*, Bloomington, IN: CEEP [for Georgetown University National Resource Center on the Middle East].
- Ruddy, A.M. and McGillivray, M. (2011). *Impact Evaluation of Outreach Activities and Programming at Georgetown University*, Bloomington, IN: CEEP [for Georgetown University Asian Studies Program].
- Kaanta, T., Ruddy, A.M. and Holabaugh, J. (2011). *Impact Evaluation of Outreach Activities and Programming at Harvard University*, Bloomington, IN: CEEP [for Harvard University Davis Center for Russian and Eurasian Studies].

Kaanta, T., Ruddy, A.M. and Holabaugh, J. (2011). *Impact Evaluation of Outreach Activities and Programming at Harvard University*, Bloomington, IN: CEEP [for Harvard University Center for Middle Eastern Studies: Outreach Center].

Weikel, M. and Ruddy, A.M. (2011). *Evaluation of the Bartholomew Consolidated School Corporation MSP Project: Summary of Teacher Leader Survey Results*, Bloomington, IN: CEEP.

Weikel, M. and Ruddy, A.M. (2011). *Evaluation of the Bartholomew Consolidated School Corporation MSP Teacher Leader Focus Group Results*, Bloomington, IN: CEEP.

Weikel, M., Ruddy, A.M., and King, M.H. 2011, *Evaluation of the Indiana Learn and Serve Project: 2010-2011 Final Report*, Bloomington, IN: CEEP.

Weikel, M., Ruddy, A.M., and King, M.H. (2011). *Evaluation of the Indiana Learn and Serve Project: 2010-2011 Mini Grant Review Results*, Bloomington, IN: CEEP.

Weikel, M., Ruddy, A.M., and King, M.H. (2011). *Evaluation of the Indiana Learn and Serve Project: 2010-2011 Grantee Assessment Results*, Bloomington, IN: CEEP.

Weikel, M. and Ruddy, A.M. (2011). *Evaluation of the Bartholomew Consolidated School Corporation MSP Science Project: 2011 Science Mentor Teacher and Parent Survey Results*, Bloomington, IN: CEEP.

Weikel, M., Hartley, K. and Ruddy, A.M. (2011). *Evaluation of College Mentors for Kids: Elementary Program Aggregate Report 2007-2011*, Bloomington, IN: CEEP.

Weikel, M., Hartley, K. and Ruddy, A.M. (2011). *Evaluation of College Mentors for Kids: Summary of Grant-Related Survey Items*, Bloomington, IN: CEEP.

Weikel, M., Hartley, K. and Ruddy, A.M. (2011). *Snapshot of the College Mentors for Kids Survey Data*, Bloomington, IN: CEEP [for Anderson University; Ball State University; Butler University; DePauw University; Franklin College; Grace College; Hanover College; Illinois State University; Indiana University; Indiana University Purdue University-Indianapolis; Ivy Tech Community College; Marian College; Purdue-Calumet University; Purdue University; The Ohio State University; University of Cincinnati; University of Evansville; University of Indianapolis; University of Notre Dame; University of Southern Indiana; Valparaiso University and Wabash College].

Weikel, M., Hartley, K. and Ruddy, A.M. (2011). *Evaluation of College Connection: Middle School Program Aggregate Report*, Bloomington, IN: CEEP.

Weikel, M., Hartley, K. and Ruddy, A.M. (2011). *Snapshot of the 2011 College Connection Survey Data*, Bloomington, IN: CEEP [for Ball State University; Butler University; Purdue

University and the University of Indianapolis].

Weikel, M. and Ruddy, A.M. (2011). *Evaluation of the Bartholomew Consolidated School Corporation Busy Bee Academy: 2010-2011 Results*, Bloomington, IN: CEEP.

Ruddy, A.M. (2011). *Kiwanis Key Leader Preliminary Report*, Bloomington, IN: CEEP [for the Kiwanis Foundation].

Ruddy, A.M., (2011). *Evaluation of the New York State Department of Education Charter School Program Data Review*, Bloomington, IN: CEEP [for the NYSED Charter School Office].

Ruddy, A.M., Grant, C, Spradlin, T. E. and Kovach, S. (2010). *Evaluation of the Hoosier Youth ChalleNGe Academy* [for the Indiana Complex Operations Partnership].

Prusinski, E., Ruddy, A.M. and Plucker, J. (2010). *Mayoral Transitions and Continuity in Charter School Authorization: Exploring the Case of Indianapolis* [for the National Center of School Choice].

Ruddy, A.M. Farmer, M. and Grant, C. (2010). *Evaluation of the Indianapolis Mayor Sponsored Charter Schools, Years One – Eight, Individual School Reports*, Bloomington, IN: CEEP [for the City of Indianapolis Office of Education Innovation].

Ruddy, A.M., Prusinski, E., Long, H., Qian, M. and Zhou, Z. (2009). *Evaluation of the Title 1 1003(g) Statewide School Improvement Fund Program*, Bloomington, IN: CEEP [for the Indiana Department of Education].

Ruddy, A.M., Prusinski, E., Decker, J., Long, H., Qian, M. and Zhou, Z. (2009). *Evaluation of the Title 1 1003(g) School Improvement Fund Program (36 individual grantee reports)*, Bloomington, IN: CEEP [for the Indiana Department of Education and grantee schools].

King, M., Ruddy, A.M. and Magaro, L. (2006). *Decreasing the burden of cervical cancer in African American and Latina Women: State Efforts and Evidence Based Intervention*, Bloomington, IN: CEEP [for the Indiana Cancer Consortium].

EMPLOYMENT HISTORY

Indiana University	Director for Education Policy, CEEP	2014– present
Indiana University	Research Scientist/Senior Research Associate, CEEP	2008– present
Indiana University	Graduate Research Assistant, CEEP	2006–2007
Indiana University	Graduate Research Assistant, Vice Chancellor for Academic Affairs and Dean of the Faculties Emerita	2005–2007

Northwestern University Evanston, Illinois	Student Support Services	2000
Corpus Christi College (High School) Bateman, Perth, Australia	Senior Teacher/Administrator	1993–2000
La Salle College (High School) Viveash, Perth, Australia	Teacher/Administrator	1990–1992
Mt Erin High School Wagga Wagga, NSW, Australia	Teacher/Administrator	1988–1989

OTHER PROFESSIONAL EXPERIENCE, CERTIFICATION, TRAINING

Accreditation A (for teachers in Catholic Schools), 1990

Accreditation B (for teachers of Religious Education), Tertiary Studies Component & Inservice Component, 1990

Accreditation C (for Religious Education Coordinators), Tertiary Studies Component, 1991

Accreditation C, Inservice Component, 1993

Accredited Academic Coordinator

Accredited Administrator

PROFESSIONAL AFFILIATIONS & SERVICE

Academic

Reviewer, Global Conference on Education and Research (GLOCER) 2017, Florida.

Chair/Discussant, European Evaluation Society (EES) 2016, Maastricht, The Netherlands.

Systematic Interlinking of Policy and Evaluation within an Organization: In Search of a Framework

Reviewer, *Education Policy Analysis Archives*, 2016

Reviewer, University Council for Educational Administration 2016, Detroit, *Revitalizing Education in Complex Contexts: Re-envisioning Leadership, Refreshing Practice, Redefining Student Success*

Reviewer, “International Education at Community Colleges: From Optional to Integral” Raby, R. and Valeu, E. (Eds.), Palgrave Macmillan, New York, 2015

Chair/Discussant, European Evaluation Society (EES) 2014, Dublin, Ireland. *A Theory-Based Approach to Joint Evaluation*

Reviewer, *Journal of Leadership and Policy in Schools*, 2013

Advisory Board member – International and Foreign Language Education Office of 2011–2012, Office of Postsecondary Education U.S. Department of Education

Chair/Discussant, Comparative and International Education Society 2011, Montreal, Canada.

Issues in international higher education: University campus contexts

Reviewer, *Journal of Curriculum Studies*, 2011

Reviewer, “Challenging the System? A Dramatic Tale of Neoliberal Reform in an Australian High School” *Education Policy as Practice: Critical Cultural Studies Series*, 2006

University, Campus, and Community

Global Gateway, Host Nation Consultant Indiana University, Bloomington, Indiana. 2015, 2016
School of Education Career Panel, Indiana University, Bloomington, Indiana. 2016
Research Scientist Promotion Criteria and Process Workgroup, IU School of Education, Bloomington, Indiana. 2015-present
Infusing Global Perspectives into SOE Gateway and Methods Courses: Workshop Consultant, IU P-16 Center from Indiana University School of Education, Bloomington, Indiana. 2015.
Monroe County Community School Corporation Calendar Committee Consultant, Bloomington, Indiana. 2015
School of Public and Environmental Affairs Career Panel, Indiana University, Bloomington, Indiana. 2015
Education Policy Career Panel. Sponsored by The Education Policy Program and The Law and Public Policy Program, Indiana University, Bloomington, Indiana. 2014
Student Day Committee (study effectiveness of longer school day), ex-officio member. Monroe County Community School Corporation, Bloomington, Indiana. 2011–2012
Committee on the Impact and Effectiveness of the Referendum, ex-officio member. Monroe County Community School Corporation, Bloomington, Indiana. 2011–2012
Topics in Quantitative Sociology. Guest Lecture conducted from SOC-S651, Indiana University, Bloomington, Indiana. 2011
Academy of Excellence Indiana University Athletics Department. 2010
Indiana University Cultural Immersion Program, Guest speaker/host nation consultant, Bloomington, Indiana. 2004–2007

Department/Center

CEEP Associate/Evaluation Coordinator Search Committee, 2013
Co-Chair CEEP Project Associate Search Committee, 2013
CEEP Project Associate Search Committee, 2010–2012
CEEP Research Associate Search Committee, 2011
CEEP Evaluation Coordinator Search Committee, 2010
CEEP International Strategies Committee, 2009–2012

Professional Memberships

Comparative and International Education Society member
Association for the Study of Higher Education member
Association for Education Finance & Policy member
Australian and New Zealand Studies Association of North America member
Midwestern Education Research Association member
European Evaluation Society member

Professional Development

Committee for Western Australian Senior English Outcomes Curriculum, 1996–1999
Vertical Homeroom Committee, 1996–1997
Religious Education Administration Team, 1993–2000

Corpus Christi Curriculum Framework for Religious Educators, 1993–1999
Corpus Christi Curriculum Development, 1993–1999
Professional Development Committee, 1994
Committee for National Statement on English, 1991
New South Wales Curriculum Framework for Religious Educators, 1989