

THOMAS DIXON COOK
Curriculum Vitae

Office: Department of Sociology
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Born: July 31, 1941
Citizenship: USA and UK
Birkenhead, England

Education

Years	Institution	Degree	Year	Major Field
1959-1963	Oxford University	B.A.	1963	German and French
1963-1964	University of the Saar (Germany)			Sociology
1964-1967	Stanford University	Ph. D.	1967	Communication Research

Languages

German, French: fluent speaking, reading and writing
Italian: good speaking, reading and writing
Dutch, Spanish: good professional reading

Academic Positions

Visiting Assistant Professor, Department of Psychology, University of North Carolina, 1967-1968.
Assistant Professor to Professor, Department of Psychology, Northwestern University, 1968 to present

Professor, Program in Human Development and Social Policy,
School of Education and
Social Policy, Northwestern University, 1983 to present
Faculty Research Fellow, Institute for Policy Research,
Northwestern University, 1983 to present.
Professor, Department of Sociology, Northwestern University, 1989
to present.

Visiting Appointments

Academic Visitor, London School of Economics and Political
Science, 1973-1974.
Visiting Scholar, Russell Sage Foundation, 1987-1988.
Academic Visitor, Program Evaluation and Methodology Division,
General Accounting
Office, 1987 - 1988.
Fellow, Center for Advanced Study in the Behavioral Sciences,
Stanford, California
1997 -1998 (invited but declined 2001-2002)
Visiting Scholar, Max Planck Institute for Human Development,
Berlin, Germany
April - August 2000
Visiting Scholar, University of Essex, England; summer 2001

Honors and Awards

Myrdal Prize for Science, American Evaluation Association, 1982.
Donald Campbell Prize for Innovative Methodology, Policy
Sciences Organization, 1988.
Distinguished Research Scholar Prize, Division 5, American
Psychological
Association, 1997.
Editor for "Methodology in the Social Sciences", International
Encyclopedia
of the Social and Behavioral Sciences, 1998-2001.
Fellow, American Academy of Arts and Sciences, 2000.
Jerry Lee Lecture, University of Pennsylvania, 2002.
Margaret Mead Fellow, American Academy of Political and Social
Science, 2002

Trusteeships

The Textile Museum, Washington, D.C., 1997-present
Russell Sage Foundation, New York, 1998-present

Current and Very Recent National Committee Memberships:

National Academy of Sciences, Washington, D.C. -- six NRC committees since 1983, the two most recent on high risk youth.

Committee on the Future of Work in America: Russell Sage Foundation, 1995-present

Network on Successful Adolescence in High Risk Settings, MacArthur Foundation, 1992-2000.

National Advisory Committee on Community Based Research, Manpower Demonstration Research Corporation. 1999-present
National Advisory Committee to Moving to Opportunity; Housing and Urban

Development, 2000 to present

National Advisory Committee to the Program on Human Development in Chicago

Neighborhoods, MacArthur Foundation and Harvard University: 2001 to present

National Advisory Committee to "Blueprints: What works to reduce violence in

Schools?" Institute for Behavioral Science, University of Colorado. 2000 to present

National Advisory Committee to "Monitoring the Future". Institute for Social Research,

University of Michigan, 1997 to present

National Advisory Committee to the Evaluation of Early Head Start, 1997 to present

National Advisory Committee on the Evaluation of Head Start, 1998-2000.

National Advisory Committee on the Evaluation of Community Child Care Program, HHS, 1996-2000.

National Advisory Committee to the Network on Tobacco Dependency, Robert Wood

Johnson, 1997 to present

National Fellow, Harvard Multidisciplinary Program on Inequality and Social Policy,

1999 to present

Committee on Nominations and Selection, Center for Advanced Study in the Behavioral

Sciences, Stanford. 2000-present

Committee on Graduates in the Humanities, American Academy of Arts and Sciences,

2001-present.

Presidential Committee on Future Directions in the Social Sciences.
Max Planck Society, Munich, Germany: 2002-2003

Books Published

Cook, T. D., Appleton, H., Conner, R., Shaffer, A., Tamkin, G. & Weber, S. J. (1975).
"Sesame Street" revisited. New York: Russell Sage Foundation.

Cook, T. D., Del Rosario, M., Hennigan, K., Mark, M. & Trochim, W. (Eds.). (1978). Annual review of evaluation studies (Vol. 3). Beverly Hills, CA: Sage.)

Cook, T. D. & Campbell, D. T. (1979). Quasi-experimentation: Design and analysis issues for field settings. Boston: Houghton Mifflin- designated a "citation classic".

Cook, T. D. & Reichardt, C. S. (Eds.). (1979). Qualitative and quantitative methods in evaluation. Beverly Hills, CA: Sage.

Reproduced in Spanish in Métodos cualitativos y cuantitativos en investigación evaluativa. (1986). Madrid: Ediciones Morata.

Shadish, W.R., Cook, T.D. & Leviton, L.C. (1991). Foundations of program evaluation: Theories of practice. Newbury Park, CA: Sage Publications,

Cook, T. D., Cooper, H., Cordray, D., Hartmann, H., Hedges, L., Light, R., Louis, T., Mosteller, F. (Eds.). (1992). Meta-Analysis for explanation: A casebook. New York: Russell Sage Foundation.

Panel on High-Risk Youth, Commission on Behavioral and Social Sciences and Education, National Research Council (1993). Losing generations: Adolescents in high risk settings. Washington, D.C.: National Academy Press.

Furstenberg, F.F., Jr., Cook, T.D., Eccles, J., Elder, G.H., & Sameroff, A. (1999). Managing to make it: Urban families in high-risk neighborhoods. Chicago: University of Chicago Press.

Shadish, W.J., Cook, T.D. & Campbell, D.T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Boston: Houghton Mifflin.

Panel on Community-Level Programs for Youth. (2002) Community Programs to promote Youth Development. Washington, DC: National Academy Press,

Articles Published:

Cook, T.D., & Insko, C. A. (1968). Persistence of induced attitude change as a function of conclusion reexposure: A laboratory-field experiment. *Journal of Personality and Social Psychology*, 9, 322-328.

Reproduced in Snadowsky, A. M. (Ed.). (1972). *Social psychology research: Laboratory-field relationship*. New York: Free Press.

Cook, T. D. (1969). Competence, counterarguing and attitude change. *Journal of Personality*, 37, 342-358.

Cook, T. D. (1969). Temporal processes mediating attitude change after underpayment and overpayment. *Journal of Personality*, 37, 618-635.

Cook, T. D., Bean, J. R., Calder, B. J., Frey, F., Krovetz, M. L., & Reisman, S. R. (1970). Demand characteristics and three conceptions of the frequently deceived subject. *Journal of Personality and Social Psychology*, 14, 185-194.

Cook, T. D., Burd, J., & Talbert, T. L. (1970). Cognitive, behavioral and temporal effects of confronting a belief with its costly action implications. *Sociometry*, 33, 358-369.

Cook, T. D. & Perrin, B. F. (1971). The effects of suspiciousness of deception and the perceived legitimacy of deception on task performance in an attitude change experiment. *Journal of Personality*, 39, 204-224.

Gruder, C. L & Cook, T. D. (1971). Sex, dependency, and helping. *Journal of Personality and Social Psychology*, 19, 290-294.

Notz, W. W., Staw, B. M., & Cook, T. D. (1971). Attitude toward troop withdrawal from Indochina as a function of draft number: Dissonance or self-interest? *Journal of Personality and Social Psychology*, 20, 118-126.

Cook, T. D. & Wadsworth, A. (1972). Attitude change and the paired-associate learning of minimal cognitive elements. *Journal of Personality*, 40, 50-61.

Weber, S. J. & Cook, T. D. (1972). Subject effects in laboratory research: An examination of subject roles, demand characteristics, and valid inferences. *Psychological Bulletin*, 77, 273-295.

Reproduced in Polish in J. Brzezinskiego & J. Siuta (Eds.) (1991) *Spoleczny Kontekst Badan Psychologicznych I Pedagogicznych Uniwersytet Im. Adama Mickiewicza W. Poznaniu*.

Staw, B. M., Notz, W. W., & Cook, T. D. (1974). Vulnerability to the draft and attitudes toward troop withdrawal from Indochina: Replication and refinement. *Psychological Reports*, 34, 407-417.

Cook, F. L. & Cook, T. D. (1976). Evaluating the rhetoric of crisis: A case study in victimization of the elderly. *Social Service Review*, 50, 632-646.

Reproduced in Wershow, H. J. (Ed.). (1981). *Controversial issues in gerontology* (Vol. 10). New York: Springer.

Cook, T. D. (1976). Should the archiving of evaluation data be required? *Evaluation Magazine*, 3(1-2), 26.

Cook, T. D. & Conner, R. F. (1976). The educational impact of "Sesame Street": A review of the existing evaluative research. *Journal of Communication*, 26, 155-164.

Reproduced in part in German in *Bild und Fernsehen*.

Cook, T. D. & Reichardt, C. S. (1976). The statistical analysis of nonequivalent control group designs: A guide to some current literature. *Evaluation Magazine*, 3(1-2), 136-138.

Mark, M., Cook, T. D., & Diamond, S. S. (1976). Fourteen years of social psychology: A growing commitment to field experimentation. *Personality and Social Psychology Bulletin*, 2, 154-157

Antunes, G. E., Cook, F. L., Cook, T. D., & Skogan, W. G. (1977). Patterns of personal crime against the elderly. *The Gerontologist*, 17, 321-327.

Cook, T. D. & Pollard, W. (1977). The misutilization of evaluation research findings. *Evaluation Magazine*, 4, 161-164.

Cook, T. D. & Gruder, C. L. (1978). Metaevaluation research. *Evaluation Quarterly*, 2(1), 5-51.

Reproduced in Sechrest, L., West, S. G., Philips, M. A., Redner, R., & Yeaton, W. (1979). *Evaluation studies review annual* (Vol. 4). Beverly Hills, CA: Sage.

Cook, F. L., Skogan, W., Cook, T. D., & Antunes, G. E. (1978). Criminal victimization of the elderly: The economic and physical consequences. *The Gerontologist*, 18, 338-349.

Gruder, C. L., Cook, T. D., Hennigan, K. M., Flay, B. R., Alessis, C., & Halamaj, J. (1978). Empirical tests of the absolute sleeper effect predicted from the discounting cue hypothesis. *Journal of Personality and Social Psychology*, 36, 1061-1074.

Pacht, A. R., Bent, R., Cook, T. D., Klebanoff, L. B., Rodgers, D. A., Sechrest, L., Strupp, H., & Theaman, M. (1978). Continuing evaluation and accountability controls for a national health insurance program. *American Psychologist*, 33, 305-313.

Reproduced in Cook, T. D., DelRosario, M. L., Hennigan, K. M., Mark, M. M., & Trochim, W. M. K. (Eds.) (1978). *Evaluation studies review annual* (Vol. 3). Beverly Hills, CA: Sage.

Cook, T. D., Gruder, C. L., Hennigan, K. M., & Flay, B. R. (1979). The history of the sleeper effect: Some logical pitfalls in accepting

the null hypotheses. *Psychological Bulletin*, 86, 662-679.
Reproduced in Spanish in Morales, J.F. & Huici, C. (Eds.) (1989).
Lecturas de Psicología Social. Madrid: Universidad Nacional de
Educación a Distancia.

Hook, J. & Cook, T. D. (1979). Equity theory and the cognitive
ability of children. *Psychological Bulletin*, 85, 429-445.

Mark, M. M. & Cook, T. D. (1979). Relative deprivation: When does
it lead to anger, to achievement, or to disengagement? *Alternatives:
Perspectives on Society and Environment*, 8, 13-17.

Cook, T. D., Levinson-Rose, J., & Pollard, W. E. (1980). The
misutilization of evaluation findings: Some conceptual pitfalls.
Knowledge: Creation, Dissemination, and Utilization, 1, 477-498.
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comparison of traditional methods with meta-analysis. *Journal of
Personality*, 48, 449-472.
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Sechrest, L., Strupp, H., & Theaman, M. (1980). The functions and
structure of a national health insurance system evaluation
component. *American Psychologist*, 34, 348-354.

Cook, T. D. & Straw, R. B. (1981). Quasi-experimentation: An
introduction to its priority questions and mechanics. *Contemporary
Drug Problems*, 10, 391-418.
Reprinted by Federal Legal Publications (1983).

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analysis from other forms of review? *Journal of Personality*, 49, 31-
36.
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thoughts on choosing methods in evaluation research. *Evaluation
and Program Planning*, 1, 229-236.

St. Pierre, R. G., Cook, T. D., & Straw, R. B. (1982). An evaluation
of the Nutrition Education and Training Program: Findings from
Nebraska. *Evaluation and Program Planning*, 4, 335-344.

Hennigan, K. M., Cook, T. D., & Gruder, C. L. (1982). Cognitive
tuning set, source credibility, and the temporal persistence of
attitude change. *Journal of Personality and Social Psychology*, 42,
412-425.

Hennigan, K. M., Del Rosario, M. L., Heath, L., Cook, T. D.,
Wharton, J. D., & Calder, B. J. (1982). The impact of the
introduction of television on crime in the United States: Empirical
findings and theoretical implications. *Journal of Personality and*

Social Psychology, 42, 461-477.
Reproduced in Surette, R. (Ed.) (1983). Crime and the media. Springfield, IL: Charles C. Thomas.

Reproduced in House, E. R., Mathison, S., Pearsol, J.A., & Preskill, H. (Eds.) (1982). Evaluation studies review annual (Vol. 7). Beverly Hills, CA: Sage.

Cook, T. D. (1983). Research, program development, and the education of native Hawaiians: A conversation with Myron Thompson. *American Psychologist*, 38, 1015-1021.

Cook, T. D., Kendzierski, D., & Thomas, S. V. (1983). The implicit assumptions of television research: An analysis of the NIMH report on Television and Behavior. *Public Opinion Quarterly*, 47, 161-201. Reproduced in German in *Rundfunk und Fernsehen*. (1984). 32, 5-31.

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Leviton, L.C. & Cook, T.D. (1983). Evaluation findings in education and social work textbooks. *Evaluation Review*, 7, 497-518.

Cook, T. D. (1984). Opportunities for evaluation in the next few years. *Evaluation News*, 5, 20-45.

Reproduced in Connor, R. (Ed.), *Evaluation Studies Review Annual* (Vol. 9) (pp. 726-752). Beverly Hills, CA: Sage.

Cook, T. D. & Curtin, T. R. (1985). Evaluating the CTW model for producing educational television. *Educational Communication and Technology*, 33, 91-112.

Cook, T. D. & Walberg, H. J. (1985). Methodological and substantive significance. *Journal of School Health*, 55, 340-342.

Green, L.W., Cook, T.D., Doster, M.E., Fors, S.W., Hableton, R., Smith, A. & Walberg, H.J. (1985). Thoughts from the School Health Education Evaluation Advisory Panel. *Journal of School Health*, 55, 300.

Cook, T. D. & Campbell, D. T. (1986). The causal assumptions of quasi-experimental practice. *Synthese*, 68, 141-180.

Devine, E. C. & Cook, T. D. (1986). Clinical and cost-saving effects of psychoeducational interventions with surgical patients: A meta-analysis. *Research in Nursing*, 9, 89-105.

Houts, A. C., Cook, T. D., & Shadish, W. R. (1986). The person-situation debate: A critical multiplist perspective. *Journal of Personality*, 54, 52-105.

Reproduced in Bloom, Martin (Ed.) (1990). *Perspectives on Human Development*. University of South Carolina Press.

Devine, E.C., O'Connor, F. R., Cook, T.D., Wenk, V. W. & Curtin, T.R. (1988). Clinical and financial effects of psycho-educational care provided by staff nurses to adult surgical patients in the post-

DRG environment. *American Journal of Public Health*, 78, 1293-1297.

O'Connor, F. R., Devine, E. C., Cook, T.D. & Curtin, T.R. (1990). Enhancing surgical nurses' patient education: development and evaluation of an intervention. *Patient Education and Counseling*, 16, 7-20.

Boninger, D. S., Brock, T. C., Cook, T.D., Gruder C.L., & Romer, D. (1990). Discovery of generalizable and reliable attitude change persistence resulting from a transmitter tuning set. *Psychological Sciences*, 4, 268-271.

Anson, A., Cook, T.D., Habib, F., Grady, M.K., Haynes, N. & Comer, J.P. (1991). The Comer school development program: A theoretical analysis. *Journal of Urban Education*, 26, 56-82.

Warnecke, R.B., Flay, B.D., Kviz, F.J., Gruder, C.L., Langenberg, P., Crittenden, K.S., Mermelstein, R.J., Aitken, M., Wong, S.C. & Cook, T.D. (1991). Characteristics of participants in a televised smoking cessation intervention. *Journal of Preventive Medicine*, 20, 389-403.

Warnecke, R.B., Langenberg, P., Wong, S.C., Flay, B.R. & Cook, T.D. (1992). The second Chicago televised smoking cessation program: A 24-month follow-up. *American Journal of Public Health*, 82, 835-840.

Matt, G.E. & Cook, T.D. (1993). The war on fraud and error in the food stamp program: An evaluation of its effects in the Carter and Reagan administrations. *Evaluation Review*, 17, 4-26.

Shadish, W.R., Jr., Cook, T.D. & Leviton, L.C. (1993). A response to Nick L. Smith and Eileen Schroeder: Thinking about theory in program evaluation - A five-component approach. *Evaluation and Program Planning*.

Flay, B.R., McFall, S., Burton, D., Cook, T.D. & Warnecke, R.B. (1993). Health behavior changes through television: The roles of de facto and motivated selection processes. *Journal of Health and Social Behavior*, 34, 322-335.

Cook, T.D., Church, M.B., Ajanaku, S., Shadish, S.R., Kim, J.R., Cohen, R. (1996). The development of occupational aspirations and expectations among inner city boys. *Child Development*, 67, 3368-3385.

Reproduced in: Herzig, M.E. & Farber, E.A. (Eds) (1999). *Annual Progress in Child Psychiatry and Child Development*. Brunner/Mazel, Inc.

Cook, T.D. & Wittmann, W.W. (1998). Lessons learned about evaluation in the United States and some possible implications for Europe. *European Journal of Psychological Assessment*, 14, 97-115.

Shadish, W.R. & Cook, T.D. (1998). Donald Campbell and

Evaluation Theory. *American Journal of Evaluation*, 19, 417-422.
Shadish, W.R., & Cook, T.D. (1999). Design rules: More steps towards a complete theory of quasi-experimentation. *Statistical Science*. 294-300.

Cook, T.D., Habib, F., Phillips, M., Settersten, R.A., Shagle, S.C., Degirmencioglu, S.M. (1999) Comer's School Development Program in Prince George's County: A Theory-Based Evaluation. *American Educational Research Journal*, 36(3), 543-597.

Cook, T.D., Hunt, H. D. & Murphy R. F. (2000). Comer's School Development Program in Chicago: A Theory-Based Evaluation. *American Educational Research Journal*, 37(2), 535-597.

Cook, T.D. (2000). The False Choice between Theory-Based Evaluation and Experimentation. *New Directions in Evaluation: Challenges and Opportunities in Program Theory Evaluation*. 87, 27-34.

Cook, T.D. (2001). Sciencephobia: Why education researchers reject randomized experiments. *Education Next*. 1(3), 62-68.

Cook, T.D., Herman, M, Phillips, M & Setterston, R.J., Jr. (2002). Some Ways in which Neighborhoods, Nuclear Families, Friendship Groups and Schools Jointly affect Changes in Early Adolescent Development. *Child Development*, 73(4), 1283-1309

Fleming, J.E., Cook, T.D., & Stone, C.A. (2002). Interactive influences of perceived social contexts on the reading achievement of urban middle schoolers with learning disabilities. *Learning Disabilities Research & Practice*, 17(1), 47-64.

Cook, T.D., & Furstenberg, F.F., Jr. (2002). Explaining the Transition to Adulthood: A Multi-Disciplinary, Case Study Synthesis for Italy, Sweden, Germany and the USA. *Annals of American Academy of Political and Social Science*, 580, 257-287

Furstenberg, F.F. , Jr., Cook, T.D., Sampson, R, & Slap, G. (2002) Preface to Special Number on Early Adulthood in Cross-National Perspective. *Annals of American Academy of Political and Social Science*, 580, 6-15.

Cook, T.D. Why have Educational Evaluators chosen not to do Randomized Experiments? Educational Evaluation and Policy Analysis. (in press)

Cook, T. D. The rationale for studying multiple contexts simultaneously. Addiction (in press).

Chapters Published

Cook, T. D. (1974). The medical and tailored models of evaluation research. In J. G. Albert & M. Kamrass (Eds.), *Social experiments and social program evaluation* (pp. 28-37). Cambridge, MA: Ballinger.

Cook, T. D. (1974). The potential and limitations of secondary evaluations. In M.W. Apple, M. J. Subkoviak & H. S. Lufler, Jr. (Eds.). *Educational evaluation: Analysis and responsibility* (pp. 155-235). Berkeley, CA: McCutchan.

Cook, T. D. & Campbell, D. T. (1976). The design and conduct of true experiments and quasi-experiments in field settings. In M. D. Dunnette (Ed.). *Handbook of industrial and organizational psychology* (pp. 223-326) Skokie, IL: Rand McNally.

Reproduced in part in Mowday, R. T. & Steers, R. M. (Eds.). (1979). *Research in organizations: Issues and controversies*. Santa Monica, CA: Goodyear Publishing Company.

Reproduced in Russian in Campbell, D. (1980). *Modeli eksperimentov v sotsialnoy psikhologii i prikladnikh issledovaniyakh*. Moscow: Progress.

Cook, T. D. & Cook, F. L. (1977). Comprehensive evaluation research and its dependence on both humanistic and empiricist perspectives. In R. S. French (Ed.), *Humanist and policy studies: Relevance revisited. Curriculum development in the humanities* (No. III) (pp. 16-22). Washington, DC: George Washington University, Division of Experimental Programs.

Cook, T. D., Cook, F. L. & Mark, M. M. (1977). Randomized and quasi-experimental designs in evaluation research: An introduction. In L. Rutman (Ed.), *Evaluation research methods: A basic guide* (pp. 103-130). Beverly Hills, CA: Sage.

Reproduced in French in Lecomte, R. & Rutman, L. (Eds.) (1982). *Introduction aux methodes de recherche evaluative*. Quebec: Les Presses de l'Universite Laval.

Cook, T. D., Crosby, F. & Hennigan, K. M. (1977). The construct validity of relative deprivation. In R. L. Miller & J. M. Suls (Eds.), *Comparison processes: Theoretical and empirical perspectives* (pp.307-333). Washington, DC: Hemisphere Press.

Cook, T. D. (1978). Utilization, knowledge-building, and institutionalization: Three criteria by which evaluation research could be evaluated. In T. D. Cook, M. Del Rosario, K. Hennigan, M. Mark & W. Trochim (Eds.), *Annual review of evaluation studies* (Vol. 3) (pp.13-22). Beverly Hills, CA: Sage.

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Hennigan, K. M., Flay, B. R. & Cook, T. D. (1980). "Give me the facts!": The use of social science evidence in formulating national policy. In R. F. Kidd & M. J. Saks (Eds.), *Advances in applied social psychology* (Vol. 1) (pp. 113-148). Hillsdale, NJ: Erlbaum.

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Cook, T. D. & Pearlman, B. (1981). The relationship of economic growth to inequality in the income distribution. In M. J. Lerner & S. Lerner (Eds.), *The justice motive in social behavior: Adapting to times of scarcity and change* (pp. 359-389). New York: Wiley.

Flay, B. R. & Cook, T. D. (1981). The evaluation of mass media prevention campaigns. In R. E. Rice & W. J. Paisley (Eds.), *Public communication campaigns* (pp. 239-264). Beverly Hills, CA: Sage.

Shadish, W. R., Jr. & Cook, T.D. (1981). Evaluations of social programs. In B. B. Wolman (Ed.), *International encyclopedia of psychiatry, psychology, and neurology* (First Progress Volume) (pp. 413-416). New York: Aesculapius.

Cook, T. D. & Shadish, W. R., Jr. (1982). Meta-evaluation: An evaluation of the CMHC Congressionally-mandated evaluation system. In G. Stahler & W. R. Tash (Eds.), *Innovative approaches to mental health evaluation* (pp. 221-253). New York: Academic Press.

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Applications of time series analysis in evaluation (pp. 83-97). San Francisco: Jossey Bass.

Cook, T. D. (1983). Evaluation: Whose questions should be answered? In G.R. Gilbert (Ed.), *Making and managing policy: Formulation, analysis, evaluation* Devine, E. C. & Cook, T. D. (1983). Effects of psycho-educational interventions on length of hospital stay: A meta-analytic review and quasi-experimental evaluation. In Rutman, L. (Ed.), *A guide to evaluation research method* (pp. 65-120). Beverly Hills, CA: Sage.

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Reproduced in Anderson, D.S. & Biddle, B.J. (Eds.) *Knowledge for Policy: Improving Education Through Research*, 1991. Hampshire, England: Falmar Press Limited.

Cook, T. D. (1985). Priorities in research on smoking prevention. In C.S. Bell & R. Battjes (Eds.), *Prevention research: Deterring drug abuse among children and adolescents (NIDH Research Monograph 63)* (pp. 196-220). Rockville, MD: Institute on Drug Abuse.

Cook, T. D., Leviton, L. C., & Shadish, W. R., Jr. (1985). Program evaluation. In G. Lindzey & E. Aronson (Eds.), *Handbook of social psychology* (3rd edition) (pp. 699-777). New York: Knopf.

Hormuth, E. C., Fitzgerald, N. M. & Cook, T. D. (1985). Quasi-experimental methods for community-based research. In E. C. Susskind & D. C. Klein (Eds.), *Community research: Methods, paradigms, and applications* (pp.206-249). New York: Praeger Special Studies.

St. Pierre, R. & Cook, T. D. (1985). Sampling strategies in program evaluation. In R. Connor (Ed.), *Evaluation studies review annual* (Vol. 10) (pp. 459-484). Beverly Hills, CA: Sage.

Cook, T. D. & Curtin, T. R. (1986). An evaluation of the models used to evaluate television series. In G. A. Comstock (Ed.), *Public Communication and Behavior* (Vol. 1) (pp. 1-64). New York: Academic Press.

Cook, T. D. & Shadish, W. R. (1986). Program evaluation: The worldly science. *Annual review of psychology* (Vol. 37) (pp. 193-232). Palo Alto, CA: Annual Reviews.

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Shadish, W. R., Cook, T. D., & Houts, A. C. (1986). Quasi-experimentation in a critical multiplist mode. In W. M. K. Trochim (Ed.), *Advances in Quasi-Experimental Design and Analysis* (pp. 29-46). San Francisco, CA: Jossey-Bass.

Cook, T. D. & Curtin, T. R. (1986). The mainstream and the underclass: Why are the differences so salient and the similarities so unobtrusive? In J. C. Masters & W. P. Smith (Eds.), *Social comparison, social justice and relative deprivation: Theoretical, empirical, and policy perspectives*. Hillsdale, NJ: Erlbaum.

Cook, T. D. & Matt, G. E. (1986). Kritischer Multiplismus und die Interaktionismusdebatte. In M. Amelang (Ed.), *Bericht über den 35. Kongreß der Deutschen Gesellschaft für Psychologie (Band 2)*. Göttingen: Hogrefe.

Peracchio, L. A. & Cook, T.D. (1988). Avances en el diseno cuasi-experimental. In I. Dendaluce (Ed.), *Aspectos metodologicos de la investigacion educativa*. Madrid, Spain: Narcea.

Flay, B.R. & Cook, T.D. (1989) Strategies for evaluating mass media prevention campaigns. In R. Rice (Ed.) *Mass Media and Health*. Newbury Park, Calif: Sage Publications.

O'Connor, F. R., Cook, T. D., & Devine, E. C. (1989). Uses of evaluation in a program to promote recovery from surgery. In M.T. Braverman (Ed.). *Evaluating Health Promotion Programs*. San Francisco-Oxford: Jossey-Bass.

Cook, T.D. & Matt, G. E. (1990). Theorien der Programmevaluation: Ein kurzer Abriss. In U. Koch and W. Wittmann (Eds.), *Evaluation - Bewertungsgrundlage von Sozial - und Gesundheitsprogrammen*, Verlag: Springer.

Cook, T.D. (1990). The generalization of causal connections: multiple theories in search of clear practice. In L. Sechrest, J. Bunker & E. Perrin (Eds.). *Research Methodology: Strengthening*

Causal Interpretation of Non-Experimental Data. PHS Pub. No. 90-3454. Rockville, MD: Agency for Health Care Policy & Research.

Cook, T.D., Campbell, D.T. & Peracchio, L. (1990). Quasi Experimentation. In M.D. Dunnette and L.M. Hough (Eds.). Handbook of Industrial & Organizational Psychology, Second Edition. Palo Alto, CA: Consulting Psychologists Press, Inc.

Cook, T.D. (1991). Clarifying the warrant for generalized causal inferences in quasi-experimentation. In M.W. McLaughlin & D. Phillips (Eds.). Evaluation and Education: At Quarter Century. Chicago: National Society for the Study of Education 1991 Yearbook.

Cook, T.D. (1991). Meta-analysis: Its potential for causal description and causal explanation within program evaluation. In G. Albrecht, H-U. Otto, S. Karstedt-Henke & K. Bollert (Eds.) Social Prevention and the Social Sciences: Theoretical Controversies, Research Problems and Evaluation Strategies. Berlin-New York: Walter de Gruyter.

Cook, T.D., Anson, A. & Walchli, S. (1993). From causal description to causal explanation: Improving three already good evaluations of adolescent health programs. In S.G. Millstein, A.C. Petersen & E.O. Nightingale (Eds.) Promoting the Health of Adolescents: New Directions for the Twenty-First Century. New York: Oxford University Press.

Cook, T.D. (1993). A quasi-sampling theory of the generalization of causal relationships. In L. Sechrest and A.G. Scott (Eds.) New Directions for Program Evaluation: Understanding Causes and Generalizing about Them (Vol. 57). San Francisco: Jossey-Bass Publishers.

Matt, G.E. & Cook, T.D. (1994). Threats to the validity of research syntheses. In H. Cooper & L.V. Hedges (Eds.) Handbook of Research Synthesis. New York: Russell Sage Foundation.

Cook, T.D. (1994). Social psychology and science studies: More commonality of purpose than metatheory. In W.R. Shadish & S. Fuller (Eds.) Social Psychology of Science. New York: Guilford Press.

Cook, T. D. & Shadish, W. R. (1994). Social experiments: Some developments over the past fifteen years. Annual Review of Psychology, 45, 545-579. Palo Alto, CA: Annual Reviews.

Marcantonio, R.J. & Cook, T.D. (1994). Convincing quasi-experiments: The interrupted time series and regression-discontinuity designs. In J.S. Wholey, H.P. Hatry, K.E. Newcomer (Eds.) *Handbook of Practical Program Evaluation*. San Francisco: Jossey-Bass.

Cook, T.D. (1996). Inequality in educational achievement: Families are the source, but are schools a prophylactic? In A. Booth & J.F. Dunn (Eds.) *Family-School Links: How Do They Affect Educational Outcomes?* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Cook, T.D. (1997). Lessons learned in evaluation over the last 25 years. In E. Chelimsky & W. R. Shadish, Jr. (Eds.) *Evaluation for the 21st Century: A Resource Book*. Thousand Oaks, CA: Sage Publications, Inc.

Cook, T.D., Shagle, S.C. and Degirmencioglu, S.M. (1997). Capturing social process for testing mediational models of neighborhood effects. In J. Brooks-Gunn, G.J. Duncan & J.L. Aber (Eds.) *Neighborhood Poverty: Context and Consequences for Children*. Volume II. New York: Russell Sage Foundation Press.

Corrin, W.J. & Cook, T.D. (1998). Design elements of quasi-experiments. In A.J. Reynolds & H.J. Walberg (Eds.) *Advances in Educational Productivity*, Volume 7. Greenwich, CT: JAI Press, Inc.

Cook, T.D. (2000). Towards a practical theory of external validity. In L. Bickman (Ed.) *Contributions to Research Design: Donald Campbell's Legacy*. Volume I. Newbury Park, CA: Sage.

Cook, T.D. & Payne, M. R. (2001). Objecting to the objections to using random assignment in educational research. In F. Mosteller & R.F. Boruch (Eds.) *Washington, D.C.: Brookings Institute Press*.

Cook, T.D. (2002). Generalization in the Social Sciences. In N. Smelser & P. Baltes (Eds.) *Encyclopedia of the Social and Behavioral Sciences*. Oxford: Elsevier.

Cook, T.D. (2002). Die Evaluation. In G. Endruweit & G. Trommsdorf (Eds.) *Woerterbuch der Soziologie*. 2nd. Edition. Stuttgart: Lucius & Lucius.

Cook, T.D., Haertel, G., Meanes, B. & Michalchik, V. (in press). The case for using randomized experiments in research on newer educational technologies. In Haertel, G. & Meanes, B. (Eds.) *New Approaches to Evaluating the Effects of Educational Technology*. New York City: Teachers College Press.

Work in Progress;

Cook, T.D., Eccles, J., Elder, G., Elliot, D., Furstenberg, F. F., Sameroff, A.. *Successful Adolescence in High Risk Settings: A Report of Findings from the MacArthur Network on Successful Adolescence*.

Millsap, M-A, Chase, A., Cook, T. D. & Hunt, A. D. *Comer's School Development Program in Detroit: A Theory-Based Evaluation*.

Cook, T.D., Herman, M., Phillips, M, Setterston, R., Shagle, S & Degirmencioglu, S.
Cumulating the Odds: The Joint Effects of Social Contexts and Individual Differences during Early Adolescence. Nine chapters are available.

Cook, T.D., *Education for the Urban Disadvantaged: A Synthesis of Studies of Comer's School Development Program*. Five of nine chapters are completed.

Miscellaneous Publications.

Cook, T.D., *Educational research in society*. Preface to P. Hauser-Cram & F.C. Martin (Eds.) *Essays on Educational Research: Methodology, Testing and Application*. Cambridge, Ma: Harvard Educational Review.

Cook, T.D., O'Connor, F., Wenk, V. & Devine, E. (1983). *Your participation in recovery from surgery [20-minute videotape]*. Evanston, IL: Distributed by the American Journal of Nursing.

Cook, T. D. (1984). Major research analysis provides proof: Patient education does make a difference. *Promoting Health*, 5, 4-5+.

Cook, T. D. (1989). Review of *Statistical Design for Research*, by Leslie Kish. *Public Opinion Quarterly*, 53, 139-142.

Cook, T.D. (1989). John Collins' Third South Persian Exhibition: A Michelin Two-Star Event. *Oriental Rug Review*, 9, 52-54.

Cook, T.D. (1993). Forward to *Applied Research Design: A Practical Guide*, by T.E. Hedrick, L. Bickman, D.J. Rog, *Applied Social Research Methods Series*. Newbury Park, CA: Sage Publications.

Cook, T.D. (1994). *Quasi-Experimentation: Some Developments*

Over the Last 25 Years. The Score: APA Convention Program, July, 1994 Newsletter of Division 5, American Psychological Association.

Brewer, M.D. & Cook, T.D. (1997). Obituary for Donald T. Campbell. *American Psychologist*, 52(3), 267-268.

Bier, C. & Cook, T.D. (2000). *The Textile Museum's 1999 Convention: A review*. Gereh, Spring.

Editorial Duties

Co-editor, Division & Proceedings of the 1969 Annual Convention of the American Psychological Association.

Editorial Boards

Journal of Personality and Social Psychology, 1972-1979.

Journal of Personality, 1972 to 1982.

Evaluation Newsletter, Russell Sage Foundation, 1975-1978.

Evaluation Magazine, 1975-1981.

Evaluation Studies Review Annual, 1975 to 1986.

Evaluation Quarterly, 1976-1980.

Law and Policy Quarterly, 1978-1981.

Knowledge: Creation, Dissemination, and Utilization, 1978 -1988.

Sage Research Progress Series in Evaluation, 1979 to present.

The European Journal of Psychological Assessment, 1986 to present

Public Opinion Quarterly, 1986 to 1991

Knowledge in Society, 1987-1993.

New Directions for Program Evaluation, 1991 to present.

Journal of the International Association of Applied Psychology, 1991 to 1994.

Sage Publications/SRM-Database on CD-ROM, 1996 to present.

American Journal of Evaluation, 1999 to present.

Metodologia de las Ciencias del Comportamiento, 2001 to present

Past Advisory Committees

Office of Education, Programmed Re-entry into Mainstream Education, 1969-1973.

Russell Sage Foundation, Secondary Evaluation Projects, 1970-1974.

Russell Sage Foundation, Committee to Improve Quality of

Evaluation Research, 1974-1976.

National Institute for Education via Stanford Research Institute via National Institute of Education, Committee for Alternatives to Compensatory Education for Adolescents, 1975-1976.

Ford Foundation and National Science Foundation, Committee for Priorities in Children's Television, 1976.

National Center for Health Services Research Committee to Monitor Social Experiments on Alternatives to Hospitalization, 1975-1976.

Princeton, University External Advisory Committee, Department of Psychology, 1978-1983.

Department of Health, Education and Welfare, Administration on Aging, Chairman, Commissioner's Advisory Committee on "Over Easy", 1977.

Department of Health, Education and Welfare, Planning and Evaluation Committee for Research on Research Management, 1976-1978.

American Psychological Association, Task Force on Continuing Program Evaluation of National Health Insurance, 1977-1978.

School Health Curriculum Project Evaluation, Abt Associates for the Centers for Disease Control.

National Heart, Lung and Blood Institute, Minnesota Health Heart Project, School of Public Health, University of Minnesota, for the United States Department of Agriculture, School Lunch Commodity Exchange Demonstration, Abt Associates, for Food and Nutrition Service,.

Agency for International Development, Telecommunications for Rural Development, Abt Associates.

Native Hawaiian Needs Assessment: Kamehameha Schools, in response to Senate Authorization.

United States Department of Agriculture, Income Verification Demonstration, Applied Management Services, for the Food and Nutrition Service.

United States Department of Agriculture, Scientific Advisory Board, Fraud and Abuse in the National School Lunch Program, Food and Nutrition Service.

Army Institute for Research Scientific Advisory Group, Project to revise the Army's Selection, Classification and Promotion System.

United States Office of Education, Scientific Advisory Board, Evaluation of Bilingual Education.

United States Departments of Education/Treasury/Office of Management and Budget, Scientific Advisory Committee, Project on Student Loans.

United States Civil Rights Commission, Scientific Advisory Board on School Desegregation and Racial Isolation.

General Accounting Office, Council to Revise Federal Auditing

Standards,
Advisory Committee on Fraud and Abuse in the Women and
Children Feeding Program, USDA
National Academy of Sciences, Committee on Techniques to
Enhance Human Performance.
National Academy of Sciences, Ad Hoc Panel on AIDS.
Russell Sage Foundation, Committee on Meta-analysis.
University of Southern California Committee on Community-Based
Disease Prevention, Health Behavior Research Institute.
University of Illinois School of Public Health, External Advisory
Board. Health
Promotion Program.
Social Science Research Council, Committee on the Urban
Underclass: Chairman,
Working Group on Individuals, Families and Neighborhoods.
MacArthur Foundation, Committee on Successful Adolescence
Among Youth at Risk.
Office of the Mayor, New York City, Monitoring Committee for
Project Giant Step
Foundation for Child Development.
National Academy of Science Panel on High Risk Youth.
Abt Associates, for Dept. of Health and Human Services. Advisory
Panel for Evaluation
of Comprehensive Child Development Program,
Russell Sage Foundation, Advisory Committee for Poverty
Research
National Research Council Workshop on Assessment of Research-
Doctorate Programs in the United States
Abt Associates, Advisory Panel for Evaluation of Head Start Family
Service Center
Demonstration Projects,
National Evaluation of the Community Partnership Demonstration
Program, Technical
Assistance Committee, ISA Associates.
Joint Russell Sage Foundation and Rockefeller Foundation
Committee on The Future Of
Work.
Robert Wood Johnson Foundation, Technical Advisory Committee,
Health Link
Evaluation
Robert Wood Johnson Foundation, Chair of the National Advisory
Committee for the
Tobacco Etiology Research Network
National Academy of Science, Committee on Community-Based
Programs for Youth
Harvard University, Multidisciplinary Program in Inequality and

Social Policy

Chicago Public Schools, National/Local Advisory Panel,
Department of Research, Evaluation, and Planning
MacArthur Foundation Methodology Network
National Academy of Science, Panel on Community-Based
Programs for Youth
University of Michigan Institute for Social Research, Advisory Board
Member,
Monitoring the Future.
Center for Advanced Study in the Behavioral Sciences: Committee
on Nominations and
Selection.
University of Colorado Institute for Social Research: Committee on
Blueprints.

Grants and Contracts

Principal Investigator, "A Secondary Evaluation of 'Sesame Street,'" Russell Sage Foundation, 1971-1973.
Principal Investigator, NIMH Social Psychology Training Grant, 1972-1976.
Co-principal Investigator, "Secondary Analysis of Education Program Evaluations," NIE Contract, 1973-1974.
Principal Investigator, "Secondary Evaluation with Respect to the PLATO and TICCIT Systems of Computer-Assisted Instruction," NSF Contract, 1975-1976.
Principal Investigator, "Evaluating the Societal Impact of Television," NSF Grant, 1976-1978.
Principal Investigator, "Evaluating the Societal Impact of Television," NSF Grant, 1978-1981.
Principal Investigator, NIMH Social Psychology Training Grant, 1978-1980.
Co-Principal Investigator, Community Smoking Reduction Program, National Cancer Institute, 1986-88.
Principal Investigator, "Pregnancy Rates in Three Chicago High Schools", Rosenbaum Foundation. 1993 - 1994.
Principal Investigator, "Comer School Development Process: Assessing the Effects of Prolonged Exposure with Higher-Quality Implementation", William T. Grant Foundation, 1993 - 1995.
Principal Investigator, "Evaluation of School Development Program in Prince George's County, Maryland," Annie E. Casey Foundation, 1993 - 1995.
Co-Principal Investigator, "Development of Racial and Ethnic Identity During Late Adolescence", MacArthur Foundation, 1993 -

1995.

Principal Investigator, "Evanston Youth Study", Evanston McGaw YMCA, 1995 - 1996.

Principal Investigator, "Successful Adolescence in High-Risk Settings", MacArthur Foundation, 1987 to 1998.

Co-Principal Investigator, Chicago School Development Program, MacArthur

Foundation, 1991 to 1998.

Principal Investigator, "National Synthesis of Comer School Development Program Evaluation Results", The Rockefeller Foundation, 1996 - 2000.

Principal Investigator: Multinational Transition to Adulthood Study, W.T. Grant

Foundation, 1999-2000.

Principal Investigator: Spencer Foundation: How Schools, Neighborhoods and the Criminal Justice System affect Young Lives in Chicago, 2000.

Principal Investigator: Office of Educational Research and Improvement, United States

Office of Education. Long Term Effects of the School Development Program in Chicago, January, 2001.

Grant Review Panels

National Institute of Education, Research Grant Panel, 1974-1975.

National Science Foundation, Science Education, intermittent.

National Science Foundation, Developmental and Social Psychology Grant Review Panel, 1976-1978.

National Science Foundation, Policy Branch, intermittent.

Administration on Aging, DHEW. Coordinator of review process for training grants to professional and graduate schools, 1979.

Committee on Meta-analysis, Russell Sage Foundation, 1987-1994

Poverty Advisory Committee, Russell Sage Foundation, 1990-1996.

Future of Work Advisory Committee, Russell Sage Foundation, 1996 to present

Consultant

National Science Foundation (Science Education & International Programs)

Bureau for Research on the Handicapped (Office of Education)

National Institute of Education

Assistant Secretary for Planning, Evaluation, and Data Systems, DHEW

Bureau of Health Services Research, DHEW

Rand Corporation
Stanford Research Institute
Battelle Memorial Institute (Columbus, Ohio and Seattle,
Washington)
Russell Sage Foundation
Ford Foundation
Social Science Research Council of Great Britain
Far-West Educational Laboratories
Abt Associates
Practical Concepts, Incorporated
Foundation for Child Development
Administration on Aging, DHEW
Development Associates
Urban Institute
Canadian Agency for International Development
United States Department of Agriculture
Office of the Comptroller-General, Canada
General Accounting Office
MacArthur Foundation (Division of Health)
National Institute of Drug Addiction
National Heart, Lung, Blood Institute of National Institute of Health
National Cancer Institute of National Institute of Health
Human Relations Research Organization (HUMRRO)
American Hospital Association
World Bank, Washington, D.C.
Deutsche Forschungsgemeinschaft
W. Grant Foundation, New York City
Office of the Mayor, New York City.
I Have a Dream Foundation, Chicago
Carnegie Council, Washington, D.C.
Public/Private Ventures, Philadelphia
The Rockefeller Foundation, New York City
Robert Wood Johnson Foundation
Annie E. Casey Foundation
Chicago Community Trust
Ewing Marion Kauffman Foundation
Mathematica Policy Research
Ellsworth Associates
National Institutes of Health
National Academy of Science
Manpower Development Research Corporation
Chicago Community Trust
Russell Sage Foundation

Administrative Positions

Director, Social Psychology Training Program, Northwestern University, 1969-1973.

Departmental Representative, Law and Society Program, Northwestern University, 1971 to 1974.

Director, Social Psychology Training Program, Northwestern University, 1978 to 1981.

Chair, Search Committee for Dean of Graduate School and Vice President for Research, Northwestern University, 1987.

Chair, Search Committee for Dean of Graduate School and Vice-President for Research, Northwestern University, 1992.

Member, Board of Directors, American Evaluation Association, 1994-1995.

Member, Promotions and Tenure Committee, College of Arts and Sciences, Northwestern University, 1994-1997

Chair, Honorary Degree Committee, Northwestern University, 1995-1997.

Member, Executive Committee, Institute for Policy Research, 1995-2001

Member, Dean's Advisory Committee on Promotions and Tenure, College of Arts and Sciences, Northwestern University, 1997.

Member, Graduate Recruitment Committee, Sociology, 1991-1999

Member, Faculty Recruitment Committee, Sociology Department, 2000-

Member, Committee on Social Science Domain Dinners, Weinberg College of Arts and Sciences, 2000

Member, Appointments Committee, Weinberg College of Arts and Sciences

Member, Review Committee, Department of Linguistics, 2000

Invited Colloquia and Presentations

(Department of Psychology unless stated otherwise)

Loyola University of Chicago (Psychology and Social Work)

University of Nebraska

University of Kansas

Ohio State University

University of Chicago

University of Massachusetts at Amherst (Sociology)

University of Massachusetts at Boston (Political Science)

University of Illinois at Chicago

University of Saarbrücken (Sociology)

University of London, London School of Economics and University

College
Bristol University
Southampton University (Econometrics and Social Science)
Strathclyde University
Waterloo University (Canada)
Carleton University (School of Social Work, Canada)
Governor's State University
Princeton University
University of Michigan (Inter-University Consortium for Political and
Social Research)
University of Chicago, Business School
Stanford University, Center for Disease Prevention, School of
Medicine
Stanford University, Institute for Communication Research
National Center for Health Services Research
University of Saskatchewan
University of Texas, Arlington
University of West Virginia (Psychology and Bureau for
Government Research)
University of Delaware
University of Georgia
Stanford University (Education)
University of California at Los Angeles (Education)
Carnegie-Mellon University
Northern Illinois University
Vanderbilt University (Education)
Miami University of Ohio
University of Manitoba
Indiana University (Education)
Princeton University, Woodrow Wilson School
University of Pennsylvania, Annenberg School of Communications
University of Kansas
Memphis State University
University of Houston
University of Wisconsin at Milwaukee, School of Nursing
University of Notre Dame
Heidelberg University
University of Madrid
University of Bochum
Northern Illinois University (Education and Government, jointly).
Columbia University (Bureau of Social Research).
City University of New York Graduate Center (Educational
Psychology).
Bielefeld University, Bielefeld, West Germany
City University of New York Graduate Center (Social Psychology)
Vanderbilt University (Education)

Chicago Cluster Initiative Education Conference (Chicago)
University of Bergen, Norway (Sociology)
University of Bergen, Norway (Research Center for Health Promotion)
University of Chicago (Mellon Literacy Program)
MacArthur Foundation, Board of Directors, Chicago
Loyola University, Chicago (Sociology)
Consortium on Chicago School Research, Chicago
Ronald McDonald Children's Charities, Oakbrook
University of Illinois at Chicago (Center for Urban Educational Research & Development)
Yale University (Child Study Center)
University of Utah, College of Nursing, 13th Annual Research Conference
Rijks University, Leiden, The Netherlands (Dept. of Psychometrics and Research Methodology)
Consultative Group on International Agricultural Research (CGIAR)
Impact Assessment and Evaluation Group, The Hague, The Netherlands
University of California, San Francisco, Center for AIDS Prevention Studies
Stanford University
University of Seville, Spain, V Congress of Methodology
University of Murcia, Spain
University of Barcelona, Spain
Stanford Research Institute, International Design Conference
American Sociological Association Annual Convention
Harvard Faculty Seminar on Reform in Education
American Academy of Arts & Sciences
Press and Congressional Briefing on Educational Reform (Brookings Institution)
International Congress of Psychology (Sweden)
Society for Research in Child Development, Annual Convention
American Editorial Research Association, Annual Convention
University of Kiel, Germany
Max Planck Institute for Human Development, Berlin
University of Bonn
Economic and Social Research Council, United Kingdom
London School of Economics, Center for Economic Performance (twice)
University of North Carolina at Chapel Hill (Consortium on Human Development)
University of Pennsylvania, Criminal Justice.
Nuffield College, Oxford.
George Washington University, Public Policy

University of North Carolina at Greensboro, Education
Ford Foundation Center, Bellagio, Italy.

Non-Academic Presentations:

Chicago Rug Society, many times
The Textile Museum, Washington D.C., 1995, 1998, 1999
Washington Area Textile Group
American Conference on Oriental Rugs. 1996 and 2000
Triangle Area Rug Society, 2000