

DR. CATHERINE LYNN HORN
wk. (713) 743.5032 e-mail clhorn2@uh.edu

EDUCATION

BOSTON COLLEGE, Lynch School of Education Boston, Massachusetts
Ph. D. Educational Research, Measurement and Evaluation.

UNIVERSITY OF HOUSTON, College of Education Houston, Texas
Master of Education, Curriculum and Instruction.

RICE UNIVERSITY Houston, Texas
Bachelor of Arts, Sociology and English.

PROFESSIONAL EXPERIENCE

AMERICAN COUNCIL ON EDUCATION (ACE) FELLOW *August, 2019 – June, 2020*

Work directly with host institution (North Carolina State University) Chancellor and senior staff toward development of key senior leadership skills and in service as a consultant on identified projects. Focus has been on strategic plan development and alignment of finances and budget with mission.

JOHN AND REBECCA MOORES PROFESSOR, The University of Houston *April, 2019 – present*

Award in recognition of faculty who have made outstanding contributions in the areas of research, teaching, and service.

PROFESSOR AND CHAIR, Educational Leadership and Policy Studies, The University of Houston *September, 2017 – present (acting chair from July, 2017-December, 2017)*

Teach doctoral level courses in quantitative methods and special topics in higher educational policy research. Carry out an active research agenda related to systemic influences affecting the flow of students from high school into and through completion of college.

DIRECTOR, Texas Education Research Center. University of Houston, College of Education *January, 2017 - present*

Maintain the strategic and day-to-day operations. The UH ERC is one of 3 legislated state-wide education research centers (see Texas Higher Education Coordinating Board's (THECB) RFA No. 781-7-17395). The goal of increased educational attainment at the elementary and secondary levels leading to expanded college recruitment, access, completion, and success is an important one, likely to only be realized through the combined efforts of PK-12 and postsecondary educators. The UH ERC collaborative research agenda focuses on four policy-centered topics inclusive of 14 specific subareas, employs cutting edge modeling strategies, and is intended to provide evidence-based decision making to improve PK-20 education and promote economic opportunities for the citizenry. Paying special attention to groups historically underserved by the educational system, it engages in evaluation of educational policy impacting PK-20 reform to translate evidence into best practices.

EXECUTIVE DIRECTOR, *The Institute for Educational Policy Research and Evaluation.*
University of Houston, College of Education *September, 2014 - present*
<http://www.coe.uh.edu/research/institutes-centers/iepre/>

Maintain the strategic and day-to-day operations. The mission of IEPRE is to produce research and provide academic and scholarly activities that contribute to the evidence-based discussion and development of sound educational policy, particularly policy focus on improving the experiences of groups historically underserved by the educational system.

DIRECTOR, *The Center for Research, Evaluation, and Advancement of Teacher Education.*
University of Houston, College of Education *September, 2014 - present*
<http://www.createtx.org/>

Maintain the strategic and day-to-day operations. The mission of CREATE is to improve the quality and effectiveness of teacher preparation programs in Texas universities through research and development that focuses on teacher education practices and the effects of these practices on public school improvement.

ASSOCIATE CHAIR, *Educational Leadership and Policy Studies, The University of Houston* *September, 2007-2008, 2014-2016*

Support internal operations of the department, including policy development, course scheduling, and student success.

ASSOCIATE PROFESSOR, *Educational Leadership and Policy Studies, The University of Houston* *September, 2009 – August, 2017*

ASSISTANT PROFESSOR, *Educational Leadership and Policy Studies, The University of Houston* *January, 2005 – August, 2009*

RESEARCH ASSOCIATE, *The Civil Rights Project, Harvard University*
November, 2001 – January, 2005

Developed and conducted original research on civil rights and equal opportunity policies. Assisted in the commissioning and synthesis of collaborative scholarly work. Managed grants in excess of \$700,000.

SENIOR RESEARCH ASSOCIATE, *Center for the Study of Testing, Evaluation and Educational Policy, National Board on Educational Testing and Public Policy, Boston College* *July, 2000 – November, 2001*

Coordinated the development, administration and analysis of case study interviews intended to extend and enhance information collected through national survey research. Assisted in the development, administration and analysis of a large-scale survey assessing the impacts of state educational testing programs on curriculum, instruction, classroom assessment, resource allocation, and students.

GRADUATE RESEARCH ASSISTANT, *Center for the Study of Testing, Evaluation and Educational Policy, National Board on Educational Testing and Public Policy, Boston College* *September, 1997- June, 2000*

Addressed a variety of research issues surrounding testing, assessment, and public policy.

HIGH SCHOOL TEACHER, Houston Independent School District, Jefferson Davis High School 1995-1997

Created and implemented educational experiences for freshmen and sophomores at Jefferson Davis High School. Responsibilities included preparing lesson plans, facilitating learning for a variety of students, sponsoring a variety of extracurricular activities, participating on committees, and contributing to the betterment of the learning environment through informal interactions with students, faculty and staff.

JOURNAL EDITORSHIPS AND EDITORIAL BOARDS

CO-EDITOR, *The Journal of Research on Leadership Education*, Journal of the University Council for Education Administration 2018 - present

Co-develop an overall K-20 scholarly agenda and grow the reputation and reach of the journal.

ASSOCIATE EDITOR, *The Review of Higher Education*, Journal of the Association of the Study of Higher Education September, 2005 - 2017

Review scholarly articles for publication. Contribute to the ongoing development and enhancement of the journal.

EDITORIAL BOARD MEMBER, *Pensamiento Educativo* 2015 - present

Review scholarly articles for publication. Contribute to the ongoing development and enhancement of the journal.

1. TEACHING AND STUDENT LEARNING

a. Student Evaluations of Teaching

I have received from students favorable ratings consistently above the college and departmental for all classes. Summative tables as well as full evaluation forms are available on request.

b. Course Development and/or Revision

I have developed multiple doctoral and undergraduate courses, including Program Evaluation, Introductory and Advanced Statistics, Survey Methods, first and second year residency seminars for doctoral students, and a topics course in higher education policy. Copies of syllabi are available on request.

c. Selected Other Evidence of Teaching, Student Learning, and Scholarship of Teaching

I have led successful development of the state-approved PhD in Higher Education Leadership and Policy Studies. To date, I have also successfully chaired 6 PhD and 16 EdD dissertations. Additionally, I have served as the methodologist for 15 dissertations. A full list of graduates and dissertation titles is available on request.

2. RESEARCH, SCHOLARSHIP, AND OTHER CREATIVE PRODUCTIVITY (*INDICATES REFEREED BY ONE OR MORE PEER REVIEWERS IN CONSIDERATION OF PUBLICATION; +INDICATES STUDENT AUTHOR)

A. BOOKS

Santelices, V., Catalan, X., & Horn, C. (2018). *Programas institucionales de acceso equitativo a la educacion superior en Chile: Origen, implemenacion, y resultados iniciales*. Santiago, Chile: Centro de Estudios de Políticas y Prácticas en Educación.

Santelices, V., Horn, C., & Catalan, X. (2018). *The Quest for Equity in Chile's Higher Education: Decades of Continued Efforts*. NY: Rowman and Littlefield.

Marin, P., & Horn, C. L. (Eds.). (2008). *Realizing Bakke's legacy: Affirmative action, equal opportunity, and access to higher education*. VA: Stylus.

*Gandara, P., Orfield, G., & Horn, C. (Eds.). (2006). *Expanding opportunity in higher education: Leveraging promise*. New York: State University of New York Press.

*Orfield, G., Marin, P., & Horn, C. (Eds.). (2005). *Higher education and the color line: College access, racial equity, and social change*. Cambridge: Harvard Educational Press Group.

B. PEER REVIEWED JOURNAL PUBLICATIONS

Ghazzawi, D., Pattison, D., & Horn, C. (Accepted). Persistence of under-represented minorities in STEM fields: Are summer bridge programs sufficient? Submitted to *Frontiers in Education*.

Alghazzawi, D., Pattison, D., Horn, C., Hardy, J., & Brown, B. (Accepted). Impact of an intensive multi-disciplinary STEM enrichment program on underrepresented minority student success. *Journal of Applied Research in Higher Education*.

Santelices, V., Catalan, X., Venegas, A., & Horn, C. (Accepted). Aggregated results of access programs implemented by universities in Chile: Students' persistence using matched sample. *Higher Education Policy*.

Mullen, A., & Horn, C. + (Accepted). Development and analysis of a self-assessment survey for use in orthotics and prosthetic clinical education. *Prosthetics Orthotics International*.

Donaldson, P. +, McKinney, L., Lee, M. M., & Horn, C. (Accepted). Insider information: Advisors' perspectives on the effectiveness of enhanced advising programs for community colleges. *NACADA Journal*.

Santelices, V., Zarhi, M., Horn, C., & Catalan, X. (In Press). Information sources and transition to higher education: Students, teachers, and school counselors' perspectives. *International Journal of Educational Research*.

- Ghazzawi, D. ⁺, McKinney, L., Horn, C., Burrridge, A., & Carales, V. (2020). Reconceptualizing student engagement: Investigating the validity of CCSSE benchmarks as indicators of international student engagement. *Journal of International Students*.
- Templeton, T., Lowrey, S., & Horn, C. (2020, August). A review of Texas educator preparation program policy. *TxEP: Texas Educator Preparation*.
- Ghazzawi, D. ⁺, McKinney, L., Horn, C., Carales, V., & Burrridge, A. (2020). The road to the baccalaureate: Assessing the viability of community colleges as transfer pathways for international students. *Journal of International Students*, 10(2), 420-442.
- Horn, C., Marin, P., Garces, L., Miksch, K., & Yun, J. (2020). Shaping educational policy through the courts: The use of social science in *amicus* briefs. *Educational Policy*, 34(3), 449-476.
- Luna-Torres, M. ⁺, McKinney, L., Burrridge, A.B., Horn, C., Jones, S. (2019). Financial Aid Packaging at Community Colleges: Which Type of Award Packages Increase Student Persistence? *Journal of Student Financial Aid*, 49(1), Article 2.
- Garces, L., Marin, P., & Horn, C. (2019). Arguing race in higher education admissions: Examining *amicus*'s use of extra-legal sources in *Fisher*. Manuscript submitted to *Journal of Diversity in Higher Education*.
- Yun, J., Marin, P., Garces, L., & Horn, C. (2019). What should influence the Supreme Court? Understanding knowledge producers' perspectives. Manuscript submitted to *Journal of Higher Education*, 91(2), 167-191.
- Crisp, G., Horn, C., Kuczynski, M., & Zhou, J. (2019). Describing and differentiating four-year broad access institutions: An empirical typology. *Review of Higher Education*, 42(4), 1373-1400.
- Marin, P., Horn, C., Miksch, K., Garces, L., & Yun, J. (2018). Use of non-legal evidence in *amicus curiae* briefs submitted in *Fisher v. University of Texas*. *Education Policy Analysis Archives*, 26(38). <https://epaa.asu.edu/ojs/article/viewFile/2823/2032>
- Alarcon Valenzuela, M., Santelices, M. V., Horn, C. O., Soto, P. G. (2018). Impacto de la ayuda financier en la persistencia: El caso de la Universidad de Chile. *Revista Iberoamericana de Evaluacion Educativa*, 11(2), 113-132. <http://www.rinace.net/riee/numeros/vol11-num2.html>
- Garces, L., Marin, P., & Horn, C. (2018). The U. S. Supreme Court's use of non-legal sources and *amicus curiae* briefs in *Fisher v. University of Texas*. *Journal of College and University Law*.
- Luna Torres⁺, M., McKinney, L., Horn, C., & Jones, S. (2018). Understanding loan use and debt burden among low-income and minority students at a large urban community college. *Journal of Student Financial Aid*, 48(1), 2-28.
- Santelices, V., Horn, C., & Catalan⁺, X. (First Online 2017). Institution-level admissions initiatives in Chile: Enhancing equity in higher education? *Studies in Higher Education*.

*Wang, D. C., Lopez, F. G., Wiesner, M., Nguyen, Q. X., Horn, C. (2017). An empirical investigation into the cognitive and relational dynamics of mindfulness: Adult attachment security mediates the relationship between mindfulness and naïve dialecticalism. *Mindfulness and Compassion*, 2, 138-148.

*Corkin⁺, D.M., Horn, C., & Pattison, D. (2017). The effects of pedagogical enhancements on classroom climate perceptions and motivational beliefs among college students enrolled in freshman biology courses. *Educational Psychology*, 37(9), 1106-1124.

Santelices, M.V., Catalan, X., Horn, C., et al. (2017). High school ranking in university admissions at a national level: Theory of action and early results from Chile. *Higher Education Policy*. DOI: 10.1057/s41307-017-0048-6

Horn, C., & Marin, P. (2017). Does our diversity talk match our walk? Aligning institutional goals and practice. Manuscript submitted to *College and University Journal*, 92(1), 18-26.

*Messa⁺, E., Horn, C., Olenchak, R., Lonagcre, T., & Penney, L. (2016). A case for competencies: Assessing the value of trait-based performance appraisal for non-faculty employees. *Educational Policy Analysis Archives*, 24(51). Retrievable from <http://epaa.asu.edu/ojs/article/view/2212/1774>

Santelices, V., Catalan⁺, X., Kruger, D., & Horn, C. (2016). Determinants of persistence and the role of financial aid: Lessons from Chile. *Higher Education*, 71, 323-342.

Shefman⁺, P. K., & Horn, C. (2015). Measuring what matters: A case study of measurement development methods for institutionally identified student learning outcomes. *Colorado State University Journal of Student Affairs*, 24, 35-48.

Wells⁺, A. V., & Horn, C. (2015). The Asian American college experience at a diverse institution: Campus climate as a predictor of sense of belonging. *Journal of Student Affairs Research and Practice* 52(2), 149-163.

Horn, C., Santelices, V., & Catalan⁺, X. (2014). Modeling the Impacts of National and Institutional Financial Aid Opportunities on Persistence at an Elite Chilean University. *Higher Education*, 68, 471-488.

Thomas⁺, J., Wolters, C., Horn, C., & Kennedy, H. (2014). Examining relevant influences on the persistence of African American college students at a diverse urban university. *The Journal of College Student Retention*, 15(4), 551-573.

Crisp, G., Horn, C., Dizinno, G., & Barlow, E. (2013). The long-term impact of admission policies: A comparative study of two emergent research institutions in Texas. *Journal of College Student Retention: Research, Theory & Practice*, 15(3), 433-454.

Horn, C. (2012). Percent plan admissions: Their strengths and challenges in furthering an equity agenda. *Pensamiento Educativo: Revista de Investigacion Educativa Latinoamericana*, 49(2), 31-45. Retrieved December 4, 2012, from <http://pensamientoeducativo.uc.cl/index.php/pel>

Horn, C., & Flores, S. (2012). When policy opportunity is not enough: Access and enrollment patterns among Texas percent plan eligible students. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 3(2), article 9.

Crisp, G., Horn, C., Dizzino, G., & Wang, D. (2010). Modeling the racial and ethnic implications of admissions policy changes in the pursuit of tier one status. *Journal of Diversity in Higher Education*, 3(2), 71-84.

Flores, S., & Horn, C. (2009-2010). College persistence among undocumented students at a selective public university: A quantitative case study analysis. *The Journal of College Student Retention*, 11, 57-76.

Horn, C., McCoy⁺, Z., Brock, C., & Campbell, L. (2009). Remedial testing and placement in community colleges. *Community College Journal of Research and Practice*, 33, 1-16.

Horn, C., Plazas Snyder⁺, B., Coverdale, J., Louie, A., & Roberts, L. W. (2009). Educational research questions and study design. *Academic Psychiatry*, 33(3), 261-267.

Flores, S., Horn, C., & Crisp⁺, G. (2006). Community colleges, public policy, and Latino educational opportunity. *New Directions for Community Colleges*, 133(2), 71-80.

Horn, C., Flores, S., & Orfield, G. (Eds.) (2006). *Community colleges and Latino educational opportunity*. *New Directions for Community Colleges* 133(2). (A special volume)

Orfield, G., Horn, C., & Flores, S. (2006). Editors' notes. *New Directions for Community Colleges* 133(2). (not peer reviewed)

Orfield, G., Horn, C., & Flores, S. (2006). Epilogue: Some civil rights issues moving forward. *New Directions for Community Colleges* 133(2). (not peer reviewed)

Gandara, P., Horn, C., & Orfield, G. (Eds.). (2005). The access crisis in American higher education. *Educational Policy* 19(2). (A special volume)

Gandara, P., Horn, C., & Orfield, G. (2005). Introduction: The access crisis in higher education. *Educational Policy* 19(2), 255-262. (not peer reviewed)

Horn, C. (2005). Standardized assessments and the flow of students into the college admission pool. *Educational Policy*, 19(2), 331-348.

Horn, C. (Winter 2003). High-stakes testing and students: Stopping or perpetuating a cycle of failure? *Theory Into Practice*, 42(1), 30-41.

Koretz, D., Russell, M., Shin, D., Horn, C., & Shasby, K. (2002). Testing and diversity in post-secondary education: The case of California. *Education Policy Analysis Archives*, 10(1).

Clarke, M., Madaus, G., Horn, C., & Ramos, M. (2000). A retrospective on testing and assessment in the twentieth century. *Journal of Curriculum Studies*, 32(2), 159-181.

C. BOOK CHAPTERS AND MONOGRAPH CONTRIBUTIONS(*PEER REVIEWED)

- *de la Rosa Pohl, D., & Horn, C. (2020). *Endeavour S-STEM: Supporting high-achieving underserved students in STEM*. Proceedings of the 2020 ASEE Gulf-Southwest Annual Conference, University of New Mexico, Albuquerque, American Society for Engineering Education.
- *Horn, C. (2016). Construir y sostener las instituciones de la equidad: lecciones comparativas de los Estados Unidos en la segunda mitad del siglo. In C. Zuniga, J. Redondo, M. Lopez, & E. Santa Cruz G. (Eds.), *Equidad en la educacion superior* (39-58). Chile: FACSO.
- *Flores, S., & Horn, C. (2015). *The Texas top ten percent plan: How it works, what are its limits, and recommendations to consider*. Washington, DC: Educational Testing Service. http://www.ets.org/Media/Research/pdf/flores_white_paper.pdf
- Horn, C., & Flores, S. (2015). From access to outcomes: Considering the Texas top ten percent plan and its relationship to student persistence. In U. Jayakumar & L. Garces (Eds.), *Affirmative action and racial equality: Considering the fisher case to forge the path ahead*. England: Routledge.
- Horn, C., and Zou, Y. (2013). University automatic admissions policies: A potentially long and deep reach. *International Conference on Access Policy of Higher Education Conference Proceedings*.
- *Horn, C. (2013). Admisión a la educación superior usando planes de porcentajes: fortalezas y desafíos en la promoción de la equidad. In V. Santelices, J. Ugarte, & P. Kyllonen (Eds.), *Admision a la educacion superior: Mediciones complementarias* (50-78). Chile: PublicacionES.
- *Horn, C. (2012). Alternative admissions practices. J. Banks (Ed.), *Encyclopedia of diversity in education, Volume 1* (pp. 90-91). CA: Sage.
- Horn, C., & Flores, S. (2011). Race-Conscious decisionmaking in a state-driven admissions process: Texas, the University of Texas at Austin, the Top Ten Percent Plan. In D. Heller (Ed). *The states and public higher education policy: Affordability, access, and accountability 2nd Edition* (pp. 106-126). Baltimore, MD: Johns Hopkins University Press.
- Agronow, S., & Horn, C. (2010). The effectiveness of California standards tests as alternatives to the SAT in predicting freshman grades. In E. Grodsky & M. Kurlaender, (Eds.), *Equal opportunity in higher education: The past and future of California's Proposition 209* (155-172). Cambridge, MA: Harvard Education Press.
- Layne, C. S., Lee, R. E., O'Connor, D. P., Horn, C. L., & McFarlin, B. K. (2009). Using digital communities to enhance student persistence and retention. *Cases on Collaboration in Virtual Learning Environments: Processes and Interactions*.
- *Horn, C., & Kurlaender, M. (2009). The end of *Keyes*: Resegregation trends and achievement in Denver Public Schools. In C. E. Smrekar & E. B. Goldring (Eds.), *From the courtroom to the classroom: The shifting landscape of school desegregation* (pp. 221-238). Cambridge, MA: Harvard Education Press.

Flores, S., & Horn, C. (2008). College persistence among undocumented students at a selective public university: A quantitative case study. *Institute for Higher Education Law & Governance Monograph* (08-05). TX: University of Houston Law Center.

Horn, C. L., & Marin, P. (2008). Realizing the legacy of *Bakke*. In P. Marin & C. Horn (Eds.), *Realizing Bakke's legacy: Affirmative action, equal opportunity, and access to higher education* (pp. 1-14). VA: Stylus.

Horn, C. L., & Yun, J. (2008). Is 1500 the new 1280? The SAT and admissions since *Bakke*. In P. Marin & C. Horn (Eds.), *Realizing Bakke's legacy: Affirmative action, equal opportunity, and access to higher education* (pp. 145-170). VA: Stylus.

Marin, P., & Horn, C. L. (2008). The future of *Bakke*. In P. Marin & C. Horn (Eds.), *Realizing Bakke's legacy: Affirmative action, equal opportunity, and access to higher education* (pp. 240-245). VA: Stylus.

Chapa, J., & Horn, C. (2007). Is anything race neutral? Comparing "race-neutral" admissions policies at the University of Texas and the University of California. In G. Orfield, P. Marin, S. M. Flores, & L. Garcia (Eds.), *Charting the future for college affirmative action: Legal victories, continuing attacks, and future research*, (pp. 157-172). Los Angeles: Civil Rights Project, UCLA.

*Horn, C., & Marin, P. (2006). Reaping the benefits of *Grutter*: College admissions and racial/ethnic diversity. In P. Gandara, G. Orfield, & C. Horn (Eds.), *Expanding opportunity in higher education: Leveraging promise*, (pp. 167-192). New York: State University of New York Press.

Horn, C. (2006). Recruitment and retention in community colleges: An overview. In W. R. Houston, M. L. Eugini, & H. C. Waxman (Eds.), *Successful initiatives in the recruitment and retention of community college students*, (pp. 161-182). Houston: Institute for Urban Education.

Horn, C. (2006). The Technical Realities of Measuring History. In Grant, S.G. (Ed.). *Measuring History: Cases of High-Stakes Testing Across the States*. Greenwich, CT: Information Age Publishing.

Grant, S.G., & Horn, C. (2006). State-Level Testing of History: A Short History. In Grant, S.G. (Ed.). *Measuring History: Cases of High-Stakes Testing Across the States*. Greenwich, CT: Information Age Publishing.

*Horn, C. (2005). Potential or Peril: The Evolving Relationship of Large-Scale Standardized Assessment, Accountability and Higher Education. In G. Orfield, P. Marin & C. Horn (Eds.), *Higher education and the color line: College access, racial equity, and social change*, (pp. 153-174). Cambridge: Harvard Educational Press Group.

Horn, C., & Flores, S. (February, 2003). *Percent plans in college admissions: A comparative analysis of three states' experiences*. Cambridge, MA: The Civil Rights Project at Harvard University.

Koretz, D. Russell, M., Shin, D., Horn, C., & Shasby, K. (2001). *Testing and diversity in post-secondary education: The case of California*. Boston: National Board on Educational Testing and Public Policy.

Horn, C., Ramos, M. Madaus, G. & Blumer, I. (2000). *Cut scores: Results may vary*. Boston: National Board on Educational Testing and Public Policy.

Madaus, G., & Horn, C. (2000). Testing technology: The need for oversight. In A. Filer (Ed.), *Assessment: Social practice and social product* (pp. 47-66). London: Falmer Press.

D. COMMISSIONED PUBLICATIONS/POLICY BRIEFS/ REPORTS/BOOK REVIEWS

Horn, C., Burnett, C., Lowrey, S., & White, C. (2021). *Texas teacher workforce report (prepared for Raise Your Hand Texas)*. Houston, TX: Center for Research, Evaluation, and Advancement of Teacher Education (CREATE).

Templeton, T., Horn, C., Alghazzawi, D., & Bui, B. (2020). *Texas charter authorizer accountability report*. Houston, TX: UH ERC.

Templeton, T., Lowrey, S., Horn, C., Alghazzawi, D., & Bui, B. (2020). *Assessing the effectiveness of Texas educator preparation programs*. Houston, TX: Center for Research, Evaluation, and Advancement of Teacher Education (CREATE) and UH ERC.

Burrige, A., Lowrey, S., & Horn, C. (2016, March). *Staying in the field: Teacher retention patterns in Texas*. CREATE monograph. TX: University of Houston, IEPRE.

Swain, C., Horn, C., & Burrige, A. (2015, December). *Enhancing teacher quality through improved practice*. CREATE monograph. TX: University of Houston, IEPRE.

Horn, C. & Conston⁺, T. (2015). *Best practices in out-of-school programming in Harris County: A case study of ENRICH partner site summer and after-school programming*. Research Report Prepared for the Harris County Department of Education. Houston: Institute for Educational Policy Research and Evaluation, University of Houston.

Horn, C. (2014). Universities Should Look Beyond Standardized Testing. Editorial in the *Houston Chronicle*. <http://www.chron.com/opinion/outlook/article/Horn-Universities-should-look-beyond-5320625.php>

Horn, C. (2014). Book review of *Preparing today's students for tomorrow's jobs in metropolitan America*. *Review of Higher Education*, 37(3), 414-415.

Horn, C., & Cummings-Mengis⁺, J. (2013). *Spring 2013 evaluation of the University of Houston division of teaching assistant resources*. Report to the Vice Chancellor for Faculty Affairs.

Horn, C. (2012). Book review of *SAT wars: The case for test-optional college admissions*. Association of Institutional Research EAIR monthly newsletter. <https://www.airweb.org/eAIR/resourcereviews/Pages/ReviewSATWars.aspx>

Horn, C. (2012). *Understanding and assessing postsecondary education and workforce preparedness in the Houston region*. TX: Center for Houston's Future.

Kurlaender, M., Grodsky, E., Agranow, S., & Horn, C. (2011, November). State standards, the SAT, and admission to the University of California. *Policy Analysis for California Education (PACE) Policy Brief Series*.
http://www.stanford.edu/group/pace/PUBLICATIONS/PB/PACE_BRIEF_NOV_2011.pdf

Horn, C., & Dworkin, G. (2011). *Review of "Yearning to Break Free: Ohio Superintendents Speak Out."* Boulder, CO: National Education Policy Center. Retrieved May 3, 2011, from <http://nepc.colorado.edu/thinktank/review-ohio-superintendents>

Orfield, G., Horn, C., & Flores, S. (2011). Race-conscious decisionmaking in a state-driven admissions process: Texas, the University of Texas at Austin, the Top Ten Percent Plan. A report to the Ford Foundation.

Flores, S., & Horn, C. (2009). Latinos and public policy: Race, citizenship, and state differences. *Educational Policy and Practice Perspectives*, 5.

Horn, C., & Ramos, M. (2009). *The price of persistence: Barriers to postsecondary success for low-income and first-generation students*. A monograph commissioned by College Forward.

Horn, C. & Kurlaender, M. (2006). *The end of Keyes—A cautionary tale of resegregation trends and the achievement gap in Denver Public Schools*. A paper commissioned by The Civil Rights Project at Harvard University.

Horn, C. (2006). *Affirmative action plus: A case study of UT Austin*. A paper commissioned by The Civil Rights Project at Harvard University.

Horn, C. (Fall, 2002). *The intersection of race, class, and English learner status*. A paper commissioned by the National Academy of Sciences.

E. ARTICLES/BOOKS UNDER REVIEW/REVISION AND RESUBMISSION FOR PUBLICATION

Alghazzawi, D., Pattison, D., Horn, C., & Wilson, B. (Under Review). Houston-Louis Stokes Alliance for Minority Participation: Findings from 17 years of multi-institutional consortium focused on building minority student success in STEM. Submitted to *The Electronic Journal for Research in Science & Mathematics Education*.

Templeton, T., White, C., & Horn, C. (Under Review). The Long arm of the law: Consideration of professional school outcomes under strict scrutiny. Submitted to *Journal of Higher Education*.

Templeton, T., White, C., Peters-Hawkins, A., & Horn, C. (Revise and Resubmit). A quantcrit analysis of the Black teacher to principal pipeline. Submitted to *Educational Administration Quarterly*.

Marder, M., Horn, C., Stephens, S., & Rhodes, A. (Under Review). Student learning and other outcomes for graduates of Texas Noyce programs. *Journal of Teacher Education*.

Catalan, X., Santelices, V., & Horn, C. (Under Review). Equity through neutrality? Using high school ranking in university admission in Chile? *Journal of Sociology*.

F. PAPERS AND BOOKS IN PROGRESS FOR PUBLICATION

Horn, C., Templeton, T., & White, C. The long arm of the law: Consideration of professional school admissions, enrollment, and degree attainment as compelling state interests under strict scrutiny.

Templeton, T., White, C., Tran, M.*, & Horn, C. STEM teachers in highest-needs schools: An analysis of the effects of the Robert Noyce Teacher Scholarship Program on STEM teacher placement and retention.

G. FUNDED PROPOSALS

January 2021 – August 2024. Proposal to the Texas Education Agency. Catherine Horn, principal investigator. *TEA Texas Charter Authorizer Accountability Report*. (\$300,000 total funding).

January 2020 – August 2020. Proposal to the Texas Education Agency. Catherine Horn, principal investigator. *TEA Texas Charter Authorizer Accountability Report*. (\$75,000 total funding).

May 2020 – December 2020. Proposal to Raise Your Hand Texas. *Texas Teacher Workforce Study*. (\$75,000 total funding).

December 2019 – August 2020. Proposal to the Region IV Service Center. Catherine Horn, principal investigator. *Regional Early Childhood Support Specialists*. (\$85,000 total funding).

November 2019 – October 2020. Proposal to the Houston Endowment. Catherine Horn, principal investigator. *HISD Leaver Study*. (\$100,000 total funding).

March 2019 – February 2024. Proposal to the National Science Foundation. Bobby Wilson (TSU) principal investigator. (Horn, senior personnel). *L-SAMP*. (\$4,000,000 total funding).

January 2019 – December 31, 2023. Proposal to the National Science Foundation. Donna Stokes principal investigator. (Horn, evaluator). *Building Capacity: Integrated Interventions to Improve Undergraduate Student Success in STEM*. (\$1,499,879 total funding).

December 2017 – December 2018. Proposal to the Texas Higher Education Coordinating Board. Catherine Horn principal investigator. *Texas Challenge to Reach Higher*. (\$90,000 total funding).

November 2017 – October 2021. Proposal to the Kinder Foundation. Catherine Horn principal investigator. *University of Houston Education Research Center*. (\$790,000 total funding).

November 2017 – October 2021. Proposal to the Houston Endowment. Catherine Horn principal investigator. *University of Houston Education Research Center*. (\$790,000 total funding).

February 2017 – January 2020. Proposal to the National Science Foundation. Shou-Hsuaun Huang, University of Houston, principal investigator (Horn, key personnel). *REU Site*:

Research Experience for Undergraduates in Data-Centric Computing. (\$360,000 total funding).

July 2016 – June 2019. Proposal to the National Science Foundation. Catherine Horn principal investigator. Andrea Burrige and Paige Evans, co-investigators. *Collaborative Research: Understanding Robert Noyce Teacher Scholarship Outcomes in Texas.* (\$447,763 to UH, \$900,000 total funding across 8 institutions).

July 2016 – June 2021. Proposal to the National Science Foundation. Paige Evans, University of Houston, principal investigator (Horn, co-investigator). *University of Houston: Learning through Informal and Formal Experience (UH-LIFE)* (\$1.45 million total funding).

July 2014 – June 2016. Proposal to the William T. Grant Foundation. Patricia Marin, Michigan State University, principal investigator (Horn, co-principal investigator). *Amici and the Courts: A Case Study of the Research Use Process of Intermediary Actors.* (\$398,752 total funding across all institutions).

August 2014 – July 2019. Proposal to the National Science Foundation. Renu Khator, Paula Short, and Holly Hutchins, principal investigators (Horn, committee co-chair with designated research expenditures). *Center for Advancing UH Faculty Success.* (\$1,948,448).

May 2014 – December 2014. Proposal to the Harris County Department of Education. Catherine Horn, principal investigator. *ENRICH Best Practices Study.* (\$30,000).

June 2013 – May 2014. Proposal to the Texas Higher Education Coordinating Board Dan Wells, University of Houston, principal investigator. (Horn, evaluator). *Texas Higher Education Coordinating Board Comprehensive Student Success Program.* (\$210,000).

June 2012 – May 2013. Proposal to the Texas Higher Education Coordinating Board Dan Wells, University of Houston, principal investigator. (Horn, evaluator). *Texas Higher Education Coordinating Board Comprehensive Student Success Program.* (\$174,000).

January 2012 – December 2012. Proposal to Fondo de Investigacion y Desarrollo en Educacion (FONIDE). Veronica Santelices, Universidad Catolica de Chile, principal investigator. (Horn, senior researcher). *Los Determinantes de la Deserción en el Sistema de Educación Superior Chileno.* (\$60,000)

August 2009 – August 2015. Fellowships in Educational Evaluation, Assessment, and Research (FEEAR). *U.S. Department of Education.* Catherine Horn, principal investigator and project director. (Original principal investigator and project director: Dr. Christopher A. Wolters). (\$653,280 over two award cycles.)

June 2007-May 2008. Proposal to Association for Institutional Research. Michal Kurlaender, University of California, Davis, principal investigator. (Horn, co-investigator). *College Readiness to Degree Completion: Remedial Placement and Patterns of College Persistence.* (\$30,000 total funding across all institutions)

June 2007-May 2009: Proposal to the Institute of Education Sciences, Federal Department of Education. Michal Kurlaender, University of California, Davis, principal investigator. (Horn, co-investigator). *The effects of institutional practices on postsecondary trajectories – matriculation, persistence, and time to degree.* (\$400,000 total funding across all institutions)

H. GRANT PROPOSALS AND LETTERS OF INTEREST UNDER REVIEW

I. OTHER INDICATORS OF SCHOLARLY CREATIVE WORK

I.A. REFEREED PRESENTATIONS

Burnett, C. A., White, C., Horn, C., & Lowrey, S. (2020, October). Teacher Workforce and Student Population Characteristics. Research presented at the Consortium of State Organizations for Texas Teacher Education's Fall 2020 Teacher Education Conference, Virtual.

Lowrey, S., Burnett, C. A., White, C., Horn, C. (2020, October). The relationship between certification, employment and educator preparation program. Research presented at the Consortium of State Organizations for Texas Teacher Education's Fall 2020 Teacher Education Conference, Virtual.

White, C., Burnett, C. A., Horn, C., Lowrey, S. (2020, October). How does first-year teacher retention vary among the different types of educator preparation programs? Research presented at the Consortium of State Organizations for Texas Teacher Education's Fall 2020 Teacher Education Conference, Virtual.

Horn, C. *Noyce Retention in Texas*. Keynote to the 2019 National Science Foundation Noyce Summit. Washington, DC, July 2019.

C. Horn, P. Evans, L. McCalister Shields, and M. Tran. *Noyce Retention Outcomes*. National Science Foundation 2019 Noyce Summit. Washington, DC, July 2019.

C. Horn, T. Templeton, and C. White. *The Long Arm of the Law: Understanding the Influence of the Texas Top Ten Percent Plan on Law School Admissions and Enrollment*. Association for the Study of Higher Education. Portland, Oregon, November, 2019.

Marin, P., Yun, J., Garces, L., and Horn, C. *Defining and Prioritizing the Knowledge Base: Perspectives on Social Science Use in the Law*. Association for the Study of Higher Education. Tampa, Florida, November 2018.

C. Horn, P. Evans, and L. McCalister Shields. *Building State Capacity for Excellence: Understanding the Influence of Noyce Programs on the Texas Teacher Workforce*. National Science Foundation 2018 Noyce Summit. Washington, DC, July 2018.

C. Horn, P. Marin, and L. Garces. *Social Science Use and the Law: Perspectives of Individuals Cited in Amicus Briefs in Fisher I*. American Educational Research Association, New York, NY, April 2018.

Rodriguez-Wilhelm, D., Evans, P., Burrige, A. and Horn, C. *University-based Interdisciplinary Partnerships in STEM Teacher Education*. American Educational Research Association, New York, NY, April 2018.

P. Marin, L. Garces, and C. Horn. *So much power, so few words: An examination of amici's use of research to influence educational policy through Fisher I*. Association for the Study of Higher Education, Houston, TX, November 2017.

L. Hobson, C. Horn, A. Burrige, and J. Attia. *School Principals' Preparation in STEM and the Impact on Teacher Retention and Student Performance in STEM*. American Educational Research Association, San Antonio, TX, April 2017.

P. Marin, L. Garces, and C. Horn. *The Application of Scholarly Knowledge: Amici Use of Research in Fisher I*. American Educational Research Association, San Antonio, TX, April 2017.

P. Marin, C. Horn, L. Garces, and K. Miksch. *Understanding the Characteristics of Social Science Research Cited in Fisher v*. University of Texas at Austin. Association for the Study of Higher Education, Columbus, OH, November 2016.

V. Santelices, X. Catalan, and C. Horn. *High School Ranking in University Admissions at a National-Level: Program Theory and Simulation of Predictive Validity Results*. Association for the Study of Higher Education, Columbus, OH, November 2016.

C. Horn and P. Marin. *Does Diversity Talk Match Walk: Considering Institutional Admission Policy and Practice*. American Educational Research Association, Washington, DC, April 2016.

D. Corkin, C. Horn, and D. Pattison. *Exploring students' perceptions of value, relevance, and interest in STEM contexts*. American Educational Research Association, Washington, DC, April 2016.

V. Santelices, X. Catalan, and C. Horn. *Reforming College Admissions Policies: Evidence from Institutional Data and Perspectives from Admissions Officers*. American Educational Research Association, Washington, DC, April 2016.

V. Santelices, C. Horn, and X. Catalan. *The Quest for Equity in Chile's Higher Education: Four Decades of Continued Efforts*. Association for the Study of Higher Education, Denver, CO, November 2015.

C. Horn, L. Garces, K. Miksch, P. Marin, and J. Yun. *Understanding the Relationship Between Research Use and Amicus Briefs in Fisher v. University of Texas*. American Educational Research Association, Chicago, IL, April 2015.

V. Santelices, C. Horn, and X. Catalan. *High School Ranking in University Admissions at a National Level: Program Theory and Simulation of Predictive Validity Results*. American Educational Research Association, Chicago, IL, April 2015.

C. Horn, G. Crisp, M. Kuczynski, and E. Cook. *Classifying Four-Year Broad-Access Institutions*. American Educational Research Association, Chicago, IL, April 2015.

C. Horn, P. Marin, L. Garces, K. Miksch, and J. Yun. *Understanding the Use of Research by Amici: The Case of Fisher*. Association for the Study of Higher Education, Washington, DC, November 2014.

- C. Horn and P. Marin. *Understanding the Use of Research by Amici: The Case of Fisher*. Association for the Study of Higher Education, Washington, DC, 2014.
- C. Horn and P. Marin. *Understanding the Use of Research by Amici: The Case of Fisher*. American Educational Research Association, Philadelphia, Pennsylvania, 2014.
- C. Horn. *Knowledge, Power and a K-16 Continuum: Who Benefits and Who is Harmed*. American Educational Research Association, Philadelphia, Pennsylvania, 2014.
- C. Horn. What do we do now? K-20 policy and *Fisher*. Association for the Study of Higher Education, St. Louis Missouri, 2013.
- C. Horn and Y. Zou. University Automatic Admissions: A Potentially Long and Deep Reach. The International Conference on Access Policy of Higher Education, Beijing, China, 2013.
- C. Horn. Testing and Admissions After Affirmative Action. American Educational Research Association, San Francisco, California, 2013.
- C. Horn. Improving a K-16 Pipeline: How Deep is the Reach of College Automatic Admissions? American Educational Research Association, San Francisco, California, 2013.
- M. Ramos and C. Horn. Exploring the Current Marketplace for Developmental Testing. American Educational Research Association, San Francisco, California, 2013.
- C. Horn and V. Santelices. Modeling the Impacts of Attention by an Elite Chilean University to Resourcing Tertiary Education Opportunities for Underserved Students. Association for the Study of Higher Education. Los Vegas, Nevada, November 2012.
- P. Marin and C. Horn. Higher Education and Affirmative Action: Understanding and Enhancing the Use of Policy Research in Informing Decision-Making. Association for the Study of Higher Education. Los Vegas, Nevada, November 2012.
- P. Marin, C. Horn, S. Flores, M. Kurlaender, and L. Garces. Examining and Furthering the Higher Education Equity Agenda: The Critical Role of Social Science in the Legal Debate over Affirmative Action. Association for the Study of Higher Education. Los Vegas, Nevada, November 2012.
- C. Horn and V. Santelices. Comprehensive access and outcomes: Modeling the impacts on student-level outcomes of attention to resourcing tertiary education opportunities for underserved students. Second International Sociological Association Forum of Sociology. Buenos Aires, Argentina, August 2012.
- C. Horn and A. Nora. Examining differential outcome trajectories of similarly qualified students beginning postsecondary education at community colleges versus less-selective four-year universities. American Educational Research Association, New Orleans, LA, April 2011.
- G. Crisp and C. Horn. Does Receipt of Automatic Admission Affect Likelihood of College Completion?: A Comparative Study of Two Emergent Tier One Institutions. AIR, Vancouver, Canada, May 2011.

- C. Horn and P. Marin. Examining Social Scientific Understanding of Judicial Impact Theory: Higher Education and Affirmative Action Court Decisions. American Educational Research Association in Denver, Colorado, 2010.
- G. Crisp and C. Horn. Moving On Up: Modeling the Civil Rights Implications of the Pursuit of Tier One Status. American Association for the Study of Higher Education in Vancouver, Canada, 2009.
- C. Horn and M. Ramos. The College Forward Program: An Evaluation of Student Access and Persistence. American Educational Research Association in San Diego, California, 2009.
- C. Horn and P. Marin. Benefiting from Diversity: An Examination of Higher Education Institutional Policy Through an Educational Scrutiny Lens. American Educational Research Association in San Diego, California, 2009.
- S. Mueller, C. Wolters, C. Horn, S. Yu, and J. Wang. Investigating Sense of School Belonging Among College Students. American Educational Research Association in San Diego, California, 2009.
- S. Flores and C. Horn. College Persistence and Undocumented Students at a Selective Public University: A Quantitative Policy Case Study Analysis. American Educational Research Association in San Diego, California, 2009.
- C. Horn and M. Kurlaender. The End of Keyes: Resegregation Trends and Achievement in Denver Schools. American Educational Research Association in San Diego, California, 2009.
- C. Horn. College Persistence among Undocumented Students at a Selective Public University: A Quantitative Case Study Analysis. American Association for the Study of Higher Education in Tampa, Florida, 2008.
- C. Horn. Is 1500 the new 1280?: The SAT and Admissions since *Bakke*. (Presidential Session.) American Educational Research Association in New York. March, 2008.
- C. Horn. Remedial Testing and Placement in Community Colleges: A Regression Discontinuity Analysis. American Educational Research Association in Chicago. April, 2007.
- M. Kurlaender and C. Horn. Timing Decisions of College Leavers. American Educational Research Association in Chicago. April, 2007.
- C. Horn and J. Yun. The Impact of Test-Based Retention Policies on the Learning Trajectories of Elementary School Students and the Implications for Schools. American Educational Research Association in San Francisco. April, 2006.
- C. Horn. Affirmative Action Plus – A Case Study of UT Austin. American Educational Research Association in San Francisco. April, 2006.
- C. Horn. Potential or Peril: The Evolving Relationship of Large-Scale Standardized Assessment, Accountability and Higher Education. The American Council on Education's Educating All of One Nation Conference in Phoenix. October, 2005.

- C. Horn. Looking Beyond Affirmative Action: Addressing Structural Barriers to Higher Education Opportunity for Minority and Low-Income Students. American Educational Research Association in Montreal. April, 2005.
- C. Horn. The Technical Realities of Measuring History. American Educational Research Association in Montreal. April, 2005.
- C. Horn. Community Colleges and Latino Educational Opportunity: A Civil Rights and Policy Conversation. American Educational Research Association in Montreal. April, 2005.
- C. Horn and P. Marin. Beyond *Gratz* and *Grutter*: The Utility of Multiple Disciplinary and Methodological Explorations of Affirmative Action. American Educational Research Association in San Diego, California. April, 2004.
- C. Horn and P. Marin. Utilizing Media to Enhance the Visibility and Credibility of Educational Research. American Educational Research Association in San Diego, California. April, 2004.
- C. Horn. The Influence of Social Factors on the Adoption of High Stakes Testing Policies. American Educational Research Association in Chicago, Illinois. April, 2003.
- C. Horn and M. Ramos. Performance Levels, Where Psychometrics and Politics Collide. American Educational Research Association Annual Conference, 2000.
- C. Horn and K. Shasby. Testing Teachers: The Politics of Pedagogy. American Educational Research Association Annual Conference, 1999.
- C. Horn and K. Shasby. A Rasch Analysis of a Survey to Assess Satisfaction with Lawyer Services. New England Educational Research Organization Annual Conference, 1999.
- C. Horn. Rasch Measures Midterms Too! New England Educational Research Organization Annual Conference, 1998.

I.B. INVITED PRESENTATIONS

- C. Horn. Understanding the Texas Teacher Workforce: Policy and Practical Implications. University of Houston Board of Visitors, May 2021.
- C. Horn. *Teachers: Texas' Greatest Asset*. Podcast with Tim Miller, Raise Your Hand Texas, January 2021. <https://www.raiseyourhandtexas.org/podcast/teachers-texas-greatest-asset>
- C. Horn. *State Accountability Systems and Alternative Testing Models*. American Leadership Forum. Houston, TX, September 2015.
- C. Horn and S. Flores. *The Trajectory of Affirmative Action Research and Lessons to Consider*. American Council on Education/Hobson University. San Antonio, TX, July 2015.
- C. Horn and S. Lowrey. *CREATE – An Introduction*. Texas Association of Colleges of Teacher Education, Austin, TX, January 2015.

- C. Horn. Knowledge, Power and a K-16 Continuum: Who Benefits and Who is Harmed. Presentation to the Gulen Institute, February, 2014.
- C. Horn. What we know and needed: Research post-*Fisher*. Webinar hosted by The Civil Rights Project/Proyecto Derechos Civiles at UCLA, December, 2013.
- C. Horn and S. Flores. Texas Top 10 percent plan: How it works, What are its limitations, and recommendations to consider. Presentation to the Educational Testing Service, September, 2013.
- C. Horn. Automatic Admissions Policies – A Potentially Long and Deep Reach. Presentation to the faculty of the Pontificia Universidad Catolica de Chile. July, 2013.
- C. Horn. Testing and Admission after Affirmative Action. American Educational Research Association in San Francisco, California, 2013, Presidential Session.
- C. Horn. Building and Sustaining Institutions of Equity: International Lessons from the Last Half Century. Presentation at *Primer Seminario Internacional Sobre Equidad en la Educacion Superior*. Universidad de Chile, Santiago, Chile. April, 2013.
- K. Hickson and C. Horn. What will the Campus Become? No Name Planning and Facilities Conference, Murfreesboro, Tennessee, April 2013.
- C. Horn. High impact teaching. Presentation to the Faculty of the College of the Mainland. Texas City, Texas, August 2012.
- C. Horn. Using admissions to further an equity agenda. Presentation to the Facultad de Universidad de Chile. Santiago, Chile, July 2012.
- C. Horn. Percent plan admissions: Their strengths and challenges in furthering an equity agenda. Conferencia Internacional Admisión Educación Superior, Chilean Ministry of Education. Santiago, Chile, June 2012.
- C. Horn. The complex relationship of college access, choice, and completion. Presentation to the faculty of the Pontificia Universidad Catolica de Chile. Santiago, Chile, May 2012.
- C. Horn. The UH College of Education strategic planning process – Learning from our successes and mistakes. Presentation to Facultad de Educacion, Pontificia Universidad Catolica de Chile. Santiago, Chile, April 2012.
- C. Horn. Getting the most out of graduate school in the United States. Fulbright Becas Chile Scholarship Program Meeting. Santiago, Chile, April 2012.
- C. Horn. An overview of the higher education system of the United States. *Docencia Curso Asistencia Técnica Parlamentaria – Biblioteca del Congreso Nacional de Chile*. Santiago, Chile, March 2012.
- C. Horn. Higher Education and Workforce Indicators. Center for Houston's Future Community Indicators Symposium. Houston, February 2012.

- C. Horn. A response to panel presenting on quasi-experimental approaches to understanding student outcomes. Association for the Study of Higher Education. Charlotte, NC, November, 2011.
- C. Horn. High Impact Teaching. The University of Texas M.D. Anderson Cancer Center. Houston, November, 2011.
- C. Horn. Higher Education Access and Outcomes Policies and Their Implications for the University of Houston, University of Houston, June, 2011.
- C. Horn. Trends in Developmental Education and College Readiness: Utilizing in Context Research on Best Practice, Gulf Coast Consortium of Community Colleges, Houston, March, 2011.
- C. Horn. High Stakes Testing and NCLB Reauthorization. National Association for Latino Elected and Appointed Officials (NALEO) Strategic Planning Session, Houston, Texas, December, 2009.
- C. Horn and S. Flores. The Alternative Admissions Strategies and Affirmative Action Roundtable, The Civil Rights Project, Los Angeles, California, June, 2009.
- C. Horn and S. Flores. The Geo-Demography of Latino Performance in Higher Education: An Examination of Public and Institutional Policy Interventions. American Association of Hispanics in Higher Education, San Antonio, Texas, March, 2009.
- C. Horn. Fostering the Educational Benefits of Diversity. College of the Mainland, Texas City, Texas, June, 2008.
- C. Horn. Should the United States maintain its focus on English being the primary language or start focusing on adding foreign languages into mandatory curriculum in Elementary School? Hugh O'Brian Youth Leadership Texas Gulf Coast Leadership Seminar. Houston, Texas, June, 2008.
- C. Horn. The Educational Implications of the Supreme Court's 2007 Seattle Desegregation Ruling. South Texas College of Law, Houston, Texas, September, 2007.
- C. Horn. Community Colleges, Civil Rights, and an Emerging Research Agenda. Institute for Urban Education's Third Annual Student Success Forum. Houston, Texas, October 2006.
- C. Horn. Are High Schools Successfully Preparing Students for a Timely Graduation from College? Hugh O'Brian Youth Leadership Texas Gulf Coast Leadership Seminar. Houston, Texas, June, 2006.
- Horn, C. (2006). Affirmative action plus: A case study of UT Austin. Invited Civil Rights Project at Harvard University Roundtable. Los Angeles, California, January, 2006.
- C. Horn. Hispanic Student Persistence. National Advisory Council, University of Houston. Houston, Texas, April, 2005.

C. Horn, G. Orfield, and S. Flores. Making Sense of the Supreme Court Decisions: Implications for Administrators. Institute for Educational Management at Harvard University. July, 2004.

C. Horn. What's Holding Us Back? The Changing Dynamics of Segregation. Mass Coalition for Teacher Quality and Student Achievement. Sturbridge, Massachusetts, June, 2004.

C. Horn. Accountability and Its Impact on Access to Higher Education. The College Board New England Regional Forum in Boston, Massachusetts. February, 2004.

C. Horn and P. Marin. Moving Forward: Establishing the Next Generation of Research in Response to *Gratz & Grutter*. The Color Lines Conference: Segregation and Integration in America's Present and Future in Cambridge, Massachusetts. September, 2003.

C. Horn. Percent Plans and College Access. Ed Love Visiting Professorship Distinguished Lecture Series. Florida State University. April, 2003.

C. Horn. Affirmative Action and College Admissions. Connecticut College. April, 2003.

C. Horn and P. Marin. Percent Plans and their Effectiveness. American Association of Community Colleges. April, 2003.

C. Horn. Percent Plans and College Admissions. Education Writers Association. Washington, DC. February, 2003.

C. Horn. Testing and Diversity in College Admissions. National College Access Network Annual Conference, 2002.

C. Horn. The Intersection of Race, Class, and English Language Learner Status. National Academy of Science Meeting at Woods Hole, Massachusetts, 2002.

C. Horn. Diversity in a Race-Neutral Setting: A Study of Texas Public Universities. American Educational Research Association Annual Conference, 2002.

C. Horn, G. Madaus, G., and I. Blumer. Current Work of the National Board on Educational Testing and Public Policy. Harvard University Graduate School of Education, 2000.

C. Horn, G. Madaus, and M. Ramos. History and Development of the National Board on Educational Testing and Public Policy. Harvard University Graduate School of Education, 2000.

I.C. RESEARCH CONSULTANCIES

Commissioned Author, Center for Houston's Future, Houston, Texas. *March, 2011-February, 2012*

Consultant, College Forward, Austin, Texas. *January-August, 2009*

Conducted a needs assessment of low-income student barriers to college completion. Working paper will be submitted to organization at end of project.

Consultant, American Institutes for Research, Washington, DC. *April, 2008*

Advised Egyptian Ministries of Education and Higher Education on strategic plan for educational reform being presented to President Mubarak in April 2008. Working paper submitted to AIR at end of project.

Consultant, World Bank, Washington, DC. *May-June, 2007*

Conducted a stock taking of methods used to admit students to tertiary studies worldwide. Working paper submitted to the World Bank at end of project.

Research Consultant, Boston College Law School, Boston, Massachusetts. *June, 1998-2000*

Conducted an evaluation of the Juvenile Rights Advocacy Program (JRAP) girls' initiative.

Research Consultant, Associate Dean of Arts and Sciences, Boston College. Boston, Massachusetts. *August, 1998-January, 1999*

Conducted an evaluation of the Cornerstone Project.

I.D. HONORS AND AWARDS

Cub Camp Namesake

University of Houston 2018

Piper Professor Award Nominee

University of Houston Nominee 2015-2016

Energy Fellow

University of Houston 2015-2016

Teaching Excellence Award Winner

University of Houston 2015

College of Education Alumni Award to Outstanding Faculty

University of Houston 2014

Cougar Chair Leadership Academy Member

University of Houston 2013-2014

Phi Kappa Phi Honor Society Member

Inducted Spring 2013

Phi Beta Delta Honor Society Member

Inducted Spring 2013

Fulbright Visiting Scholar

Pontificia Universidad Catolica de Chile, Santiago, Chile, March-July, 2012

Faculty in Residence

University of Houston, 2010-2012

Selected Participant, Quasi-experimental Design and Analysis Northwestern University, Evanston, Illinois. June, 2006

Texas Institute for Measurement, Evaluation and Statistics Member Houston, Texas. 2005-present

Boisi Fellow in Education and Public Policy, Boston College School of Education Boston, Massachusetts. *1998 to June, 2000*

Baker Fellow, Rice University Houston, Texas. *1994*

Macintosh Award Winner, Rice University Houston, Texas. *1994*

3. SERVICE

A. SELECTED SERVICE TO THE DEPARTMENT, COLLEGE AND UNIVERSITY (CHRONOLOGICAL)

UH Strategic Planning “Dare to Dream” Implementation Committee, Goal 1, 2021-current.

UH Covid-19 New Normal Task Force, 2020-current.

UH Covid-19 Instructional Task Force, 2020-current.

UH Strategic Planning “Dare to Dream” Management Committee 2019-current. President, Faculty Senate, 2017.

Co-Chair, NSF ADVANCE Grant Diversity and Inclusion Committee, 2014-2016.

Chair, University of Houston Graduate and Professional Studies. 2014-2015

Chair, University of Houston College of Education Chair Search, Department of Educational Leadership and Policy Studies. 2014

University of Houston Provost Search Committee. 2013

University of Houston College of Education Faculty Executive Committee. 2009-2013 (chair 2011-2013)

University of Houston Board for the Center for Teaching Excellence
University of Houston, *2010-2012*

University of Houston Title IX Grievance Committee.
University of Houston, *2010-2015*

Search Committee Member, Associate Vice Chancellor/Vice President of Student Affairs.
University of Houston, *2011*

University of Houston Faculty Senate Accountability Task Force

University of Houston, 2009-2010

University of Houston Library Advisory Committee

University of Houston, 2009-2011

**University of Houston Academic Steering Committee Member for the Investiture of
Chancellor/President Renu Khator**

University of Houston, 2008

University of Houston Undergraduate Admissions Appeals Committee Member

University of Houston, 2007-2009

College of Education College Organization Task Force Committee Member

University of Houston, 2007-2008

University of Houston Ad Hoc Committee on Critical Thinking

University of Houston, 2007-2009

Educational Leadership and Cultural Studies Department Interim Associate Chair

University of Houston, 2006-2007

College of Education Faculty Executive Committee Member

University of Houston, 2006-present (Chair, 2011-2012)

College of Education Faculty Development Committee Member

University of Houston, 2009-2010

College of Education Graduate Studies Committee Chair

University of Houston, 2008-2009

College of Education Institutional Effectiveness Committee Member

University of Houston, 2006-2009

University Student Publications Committee Member

University of Houston, 2006-2009

ELCS AD Hoc Quantitative Task Force Committee Chair

University of Houston, 2006-2008

College of Education Technology Committee Member

University of Houston, 2005-2008

Quantitative Task Force Committee Member

University of Houston, 2005-2007

Missions Task Force Committee Member

University of Houston, 2005-2007

**Educational Leadership and Cultural Studies Department Graduate Admissions
Committee Member**

University of Houston, *2005-present*.

B. SELECTED SERVICE TO THE PROFESSION

Member, City of Houston UNICEF Child Friendly Cities Initiative, 2021-present

**Member, City of Houston Citywide Implicit Bias Culture of Data and
Accountability Workgroup, 2020-present**

Member, Texas Education Agency Data Working Group, 2017-present

Principal Member of Review Panel, Institute of Education Sciences, 2020-2025

Panel Reviewer, Institute for Education Sciences, 2019

**Panel Reviewer, National Science Foundation Education Directorate, 2018
Data Work Group, Texas Education Agency, 2018-current**

**Chair, Law and Education SIG, American Educational Research Association, 2016-
2017**

**Program Chair, Law and Education SIG, American Educational Research Association,
2015-2016**

**American Educational Research Association Division L Affirmative Action Liaison,
2013-present**

Fulbright Scholar Education Reviewer. 2012-2014

**American Educational Research Association Palmer O. Johnson Committee Member,
2010-2012**

Association for the Study of Higher Education Program Committee Member. 2010-2011

**Association for the Study of Higher Education Program Committee Member and Co-
Chair, Student Access, Success, and Outcomes, 2011**

B. A. JOURNAL REVIEWER

Law and Society Reviewer

University of Houston, *2017-present*

Comparative Education Review Reviewer

University of Houston, *2011-present*

American Educational Research Journal Reviewer

University of Houston, *2011-present*

American Journal of Education Reviewer

University of Houston, *2010-present*

Educational Evaluation and Policy Analysis Reviewer

University of Houston, *2011-present*

Equity and Excellence in Education Reviewer

University of Houston, *2009-present*

Journal of Classroom Interaction Reviewer

University of Houston, *2007-present*

Journal of Higher Education Reviewer

University of Houston, *2006-present*

Review of Higher Education Journal Reviewer

Various locations, *2002-present*

American Educational Research Association Reviewer

University of Houston, *2005-present*

Perceptual and Motor Skills Journal Reviewer

Various locations, *2002-present*

B. B. PROFESSIONAL DEVELOPMENT FACILITATION

National Forum on Affirmative Action in Higher Education, Harvard University, Cambridge, Massachusetts. *Fall, 2003*

Led discussion on the impacts of the *Gratz* and *Grutter* cases on higher education admission, retention, and financial aid policies.

University of the Middle East Teachers Education Institute, Irish Studies Institute, Boston College, Chestnut Hill, Massachusetts. *Summer, 2000*

Facilitated discussion among international educators around issues of assessment, standards, and accountability.

Harvard Standards and Accountability: Their Impact on Teaching and Testing Program, Harvard University, Cambridge, Massachusetts. *Summer, 1999*

Facilitated discussion among educational leaders around issues of standards and accountability.

MTI/Bridge Program Facilitator, Houston Independent School District Houston, Texas. *Summer, 1997*

Facilitated and implemented alternative-education curriculum for at-risk students.

C. SERVICE TO THE COMMUNITY

Vice President for Education, Children's Museum of Houston.
2015 – present

Houston Children's Museum Evaluation Committee Chair.
Houston, 2011-present

Houston Children's Museum Advisory Board Member
Houston, 2011-present

Harris County Department of Education Institutional Review Board Member
Houston, 2007-present

Rice University Alumni Volunteers for Admission
Houston, 2007-present

Houston Children's Museum Education Committee Member
Houston, 2007-present

EXCEL/PAL Mentor
University of Houston, 2005-present