



Dorothy H. Evensen (Deegan)

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State College, PA 16803

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Education

1991, Ph.D., New York University
Applied Psychology
Dissertation Title: *Exploring the Relations Among Reading Strategies, Comprehension,
and Performance in a Specific Domain: The Case of Law*

1974, M.S., Fordham University
Reading/Secondary Education

1971, B.A., Richmond College, City University of New York
English Literature/Secondary English Education

Teaching Experience (partial list)

1991-present, Professor of Education, Senior Scientist

The Pennsylvania State University

1998 - present. Appointment in Education Policy Studies, Program in Higher Education, Center for the Study of Higher Education.

Courses taught: Qualitative methods (introduction and advanced); Philosophical Foundations of Research, College Teaching; Doctoral Proposal Seminar; Legal Issues in Higher Education.

1991-1998. Appointment in Department of Curriculum & Instruction, Program in Language and Literacy. Director of certification program for Reading Specialists/Reading Supervisors. Courses taught: Clinical Reading Seminar, Assessment, Language and Literacy Block for Pre-Service Teaching

1990-1991, Instructor

Syracuse University

One-year appointment in the Department of Reading and Language Arts.
Acting Director of Reading Consultation Center

1987-1990, Teaching Fellow

New York University

Developed curriculum and taught undergraduate course that focused on strategic reading for college students.
Supervised diagnostic/instructional courses on both undergraduate and graduate levels

1988-1990, Adjunct Professor

Pace University

Developed and taught course in basic reading and writing for incoming freshmen.
Taught language and literacy course, and supervised field-based course in diagnosis and instruction

1989, Adjunct Professor

Lehman College, CUNY

Taught course in the development of whole language curricula in the elementary grades

1986-1988

Friends Seminary (New York, NY)

Learning Specialist for Upper School (9-12)

1981-1986

Tenaflly High School (Tenaflly, NJ)

Reading Specialist, Instructor in Writing Workshops, English Teacher

1979-1984

Rice High School (New York, NY)

Reading Specialist, English Teacher

Publications

Stratman, J. F., & Evensen, D. H. (under contract). Facilitating the Development of Case Reading and Reasoning through Formative Assessment: A Workbook for Law School Teachers. Durham, NC: Carolina Academic Press.

Evensen, D. H., Stratman, J. F., Oates, L. C. (2009). Developing an Assessment of 1st Year Law Students' Critical Case Reading and Reasoning Ability. Technical report. Newtown, PA: Law School Admissions Service.

Reason, R. D, Evensen, D. H., & Heller, D. E. (2009, July). Evaluation of Pennsylvania's Act 101 Programs. Report to Sponsor, The Commonwealth of Pennsylvania.

Evensen, D. H. (2006). Group Learning Contexts and Processes within Law Schools. Technical report. Newtown, PA: Law School Admissions Council.

Evensen, D. H. (2004). To group or not to group: Students' perceptions of collaborative learning activities in law school. Southern Illinois University Law Journal, 28, 343-421.

Evensen, D. H., Shannon, P., Edmondson, J. (2003). Where have you gone, John Dewey? Locating the challenge to continue and the challenge to grow as a profession. Penn State Law Review, 108, 19-42.

Evensen, D. H. (2003). Thinking like a lawyer/acting like a pupil: What's in a simile? Knowledge and Discourse, 2. <http://ec.hku.hk/kd2proc/proceedings/theme6.asp>

Evensen, D. H., Salisbury-Glennon, J., Glenn, J. (2001, December). A qualitative study of six medical students in a problem-based curriculum: Toward a model of situated self-regulation. Journal of Educational Psychology, 93, 659-676.

- Evensen, D. H. (2000). Observing self-directed learners in a problem-based learning context: Two case studies. In D. H. Evensen & C. E. Hmelo (Eds.), Problem-based learning: A research perspective on learning interactions., pp. 263-297. Hillsdale, NJ: Erlbaum.
- Faidley, J., Evensen, D. H., Salisbury-Glennon, J., Glenn, J., & Hmelo, C. E. (2000). How are we doing? Methods of assessing group processing in a problem-based learning context. In D. H. Evensen & C. E. Hmelo (Eds.), Problem-based learning: A research perspective on learning interactions., pp. 109-135. Hillsdale, NJ: Erlbaum.
- Evensen, D. H., & Hmelo, C. E. (Eds.). (2000). Problem-based learning: A research perspective on learning interactions. Hillsdale, NJ: Erlbaum.
- Evensen, D. H., & Donohue, L. (1999). A new medical model: Clinical preparation of reading specialists. In D. H. Evensen & P. B. Mosenthal (Eds.), Reconsidering the role of university-based reading clinics in the new age of literacy, pp. 41-68. Greenwich, CT: JAI Press.
- Evensen, D. H., & Mosenthal, P. B. (Eds.). (1999). Reconsidering the role of university-based reading clinics in the new age of literacy. Greenwich, CT: JAI Press.
- Evensen, D. H. (1998). Trying on a new discourse: Perceptions of students enrolled in a trial admissions program in law school. Legal Writing: The Journal of the Legal Writing Institute, 4, 23-55.
- Russo, C. L., Evensen, D. H., & DiVesta, F. (1997). Relations between metacognition and sales: Training for high performance. Journal of Training Research, 3, 143-167.
- Evensen, D. H., Salisbury, J., & Meyer, B. J. F. (1997). Curricular decision-making in the first year of medical education: What can it tell us? Teaching and Learning in Medicine, 9, 103-110.
- Evensen, D. H. (1996). What do you want to be when you grow up? Representations of professions in children's literature. Journal of Children's Literature, 22 (2), 26-28.
- Deegan, D. (1995). Beyond One L: Ideologies, professionalization, and the future of law students. The Review of Education/Pedagogy/Cultural Studies, 17, 307-314.
- Deegan, D. (1995). Taking it up/taking it seriously: Critical literacy in pre-service teacher education. National Reading Conference Yearbook, 44, 342-348.
- Deegan, D. (1995). The necessity of debate: A comment on commentaries. The Reading Teacher, 48, 688-695.
- Deegan, D. (1995). Exploring individual differences among novices reading in a specific domain: The case of law. Reading Research Quarterly, 30, 154-170.
- Deegan, D. (1994). Literacy in the content areas: Ain't no need to sing the blues. Reading Improvement, 3, 177-185.
- Deegan, D., Stratman, J. F., & Rideout, C. (1993). Explorations into law school literacy. Professions Education Research Quarterly, 15, 2-15.
- Deegan, D. (1992). Evaluation: What's in a name? The Review of Education, 15, 63-71.

Smith-Burke, M. T., Deegan, D., & Jaggar, A. M. (1991). Whole language: A viable alternative for special/remedial education? Topics in Language Disorders, 11, 58-68.

Smith-Burke, M. T., Parker, J. M., Deegan, D. (1987). Starting over: Characteristics of adult literacy learners. New York: Literacy Assistance Center.

Deegan, D. (1987). "A literacy environment emerges." educational Horizons, 65, 182-184.

Presentations

Evensen, D. H., Pratt, C. D., & Moran, P. (2009, November). The End of the Pipeline at the Millennium: Using Stories from New African American Attorneys to Inform Theories of Intervention. Paper to be presented annual meeting of the Association for the Study of Higher Education, Vancouver, BC, CA.

Evensen, D. H., & Stratman, J. F. (2009, September). Designing Formative Assessments of Law Students' Critical Case Reading and Reasoning Ability for Doctrinal Classes. Workshop presented at Law School Assessment Conference. Sturm School of Law University of Denver, Denver, CO.

Evensen, D. H. (2009, June). Most of What I've Learned About Reading I've Learned from Observing First-Graders OR No Good Work Should Go Unassessed. Workshop presented at LSAC Academic Assistance Training Workshop. St. Louis, MO.

Evensen, D. H., & Stratman, J. F. (2008, July). Case Reading and Reasoning Study: Final Results and Tools for Legal Writing Teachers. Paper presentation at bi-annual meeting of Legal Writing Institute, Indianapolis, IN.

Evensen, D. H., & Pratt, C. D. (2008, May). The End of the Pipeline at the Millennium: Using Stories from New African American Attorneys to Inform Theories of Intervention. Roundtable discussion at Young Lawyers' Conference of National Bar Association. New Orleans, LA.

Evensen, D. H. (2006, June). New research in legal education. Invited panel participant at bi-annual meeting of Association of Law School Associate Deans, Denver, CO.

Farago, J., & Evensen, D. H. (2006, June). Getting out of the way: Clearing away the impediments we build to learning. Workshop presented at annual meeting of Institute for Law School Teaching, Chicago, IL.

Stratman, J., & Evensen, D. H. (2006, June). Follow-up study on assessing first-year students' critical case reading and reasoning ability: Designing an alternative instrument. Research report presented at bi-annual meeting of the Legal Writing Institute, Atlanta, GA.

Evensen, D. H., McKinney, R., & Nadvorney, D. (2006, January). The first R: Reading in law school. Symposium present at the annual meeting of the Association of American Law Schools, Washington, DC.

Evensen, D. H. (2005, November). Using pilot studies in qualitative research. Panel discussion held at annual meeting of Association for the Study of Higher Education, Philadelphia, PA.

- Stratman, J., & Evensen, D. H. (2005, November). Assessing first-year law students' critical case reading and reasoning ability. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Evensen, D. H. (2004, November). Group learning contexts and processes in the first year of law school. Paper accepted for presentation at annual meeting of Association for the Study of Higher Education. Kansas City, MO. Paper available at:
<http://www.ed.psu.edu/cshe/htdocs/recent/Evensen/LSACweb/DEDocs/index.htm>
- Stratman, J., & Evensen, D. H. (2004, July). Assessing first-year law students' critical case reading and reasoning ability. Paper presented at the bi-annual meeting of the Legal Writing Institute, Seattle, WA.
- Evensen, D. H., Rzasa, S., Zappe, S. (2004, April). A Survey of First-Year Law Students' Study Practices. Paper to be presented at the annual meeting of American Educational Research Association, San Diego, CA.
- Evensen, D. H. (2003, April). For want of a problem: PBL and legal education. Symposium presented at annual meeting of American Educational Research Association, Chicago, IL.
- Evensen, D. H. (2003, April). Where have you gone, John Dewey? Second Annual Dispute Resolution Symposium. Penn State Dickinson School of Law, Carlisle, PA.
- Evensen, D. H. with Ramsfield, J. & Rideout, M. C. (2002, June). Traversing discursive bridges: From pedagogy to legal practice. Colloquium presented at Second Knowledge & Discourse Conference, Hong Kong.
- Evensen, D. H. (2001, November). A qualitative study of six medical students in a problem-based learning curriculum. Paper presentation at annual meeting of Association for the Study of Higher Education. Richmond, VA.
- Evensen, D. H. (2001, April). A phenomenological study of group learning in law school. Roundtable discussion at annual meeting of American Educational Research Association, Seattle, WA.
- Evensen, D. H. (2000, December). Beyond One-L: Getting through. A qualitative inquiry of self-regulated learning among law students. Paper presented at annual meeting of Association for the Study of Higher Education, Sacramento, CA.
- Evensen, D. H. (2000, October). Invited speaker at first plenary session at annual meeting of the Society of American Law Teachers. Address title: Representations of law students: A view from an outsider. New York University, NY.
- Evensen, D. H., & Polachek, M. K. (2000, July). Exploring the transitions into legal discourse. Scholarship workshop conducted at the bi-annual meeting of the Legal Writing Institute, Seattle, WA.
- Evensen, D. H. (2000, July). How self-regulated are law students? Paper presented at the bi-annual meeting of the Legal Writing Institute, Seattle, WA.
- Evensen, D. H. (2000, June). A role for higher education faculty in professional education contexts. Paper presented at Anniversary Symposium for Program and Center for the Study of Higher Education, University Park, PA.
- Evensen, D. H., & Polachek, M. K. (2000, April). Transitions into legal discourse. Roundtable discussion

held at the annual meeting of American Educational Research Association, New Orleans, LA.

Evensen, D. H. (1999, April). A qualitative study of self-directed learning in medical education. Paper presented at the annual meeting of American Educational Research Association, Montreal, Canada.

Evensen, D. H., & Hmelo, C. E. (1998, April). Problem-based learning: Research perspectives on learning interactions. Structured poster session conducted at meeting of American Educational Research Association, San Diego, CA.

Evensen, D. H., Shannon, P., Edmondson, J., Sung, K., & Toll, C. (1997, December). Discoursteque: Discourses dance dangerously in a study of students reading multiple source documents in history. Alternative format session conducted at the meeting of the National Reading Conference, Scottsdale, AZ.

Evensen, D. H., Glenn, J., Spivey, N., & Oates, L. C. (1996, December). Professional literacy practices: Research and theoretical implications. Symposium conducted at the meeting of the National Reading Conference, Charleston, SC.

Evensen, D. H. (1996, July). Exploring the possibilities of problem-based learning curricula in the first year of legal education. Paper presented at the Legal Writing Institute Conference. Seattle, WA.

Deegan, D. H. (1996, April). Concepts of literacy in professional education. Roundtable discussant, Division I. New York, NY.

Deegan, D., Blachowicz, C.L., Hinchman, K., Lipson, M., McCormick, S., Michel, P.A., Morris, D., & Stahl, S.A. (1995, November). What do we have to lose? A panel discussion about the de-emphasis of university-based clinical training programs and its effect on the knowledge base of reading. Panel presentation at meeting of National Reading Conference. New Orleans, LA.

Glenn, J., Enslinger, P., Salisbury, J., & Deegan, D. (1995, October) Prevalence of learning disabilities among medical students. Poster session presented at annual meeting of American Association of Medical Educators. Washington, D.C.

Deegan, D. (1995, June). Reading and the first year of law school. Paper presented at meeting of Northeast Association of PreLaw Advisors. Philadelphia, PA.

Deegan, D. (1995, April). Medical students as learners: Constructing knowledge/composing texts. Paper presented at the National Academy of Education Spencer Forum, San Francisco, CA.

Salisbury, J., & Deegan, D. (1995, April). Curricular decision-making of first-year medical students. Roundtable discussion presented at the meeting of the American Educational Research Association, San Francisco, CA.

Deegan, D., Fueyo, J., Myers, J., Semali, L., & Shannon, P. (1994, December). Taking it up, taking it seriously: Critical literacy in pre-service teacher education. Alternative format session conducted at the meeting of the National Reading Conference, San Diego, CA.

Deegan, D., & Stratman, J. F. (1994, July). Is the first year too early to teach critical reading skills? What recent think-aloud studies might tell us. Paper presented at the meeting of the Legal Writing Institute, Chicago, IL.

- Deegan, D. (1994, April). Trying on a new discourse: Perceptions of students enrolled in a trial admission program in law school. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Afflerbach, P., & Deegan, D. (1993, November). Protocol Analysis: What can be done? Research workshop conducted at the meeting of the National Reading Conference, Charleston, SC.
- Deegan, D. Stratman, J. F., & Hausmann-Shea, R. (1993, April). Explorations into law school literacy. Symposium conducted at the meeting of the American Educational Research Association, sponsored by Division I, Research in the Professions, Atlanta, GA.
- Deegan, D. (1992, December). Instructional conversations: A way of looking at one-to-one remedial interaction. Roundtable discussion presented at the meeting of the National Reading Conference, San Antonio, TX.
- Deegan, D. (1991, December). Exploring the relations among reading strategies, comprehension, and performance in a specific domain: The case of law. Paper presented at the meeting of the National Reading Conference, Palm Springs, CA.
- Hade, D., Fueyo, J., Deegan, D., & Myers, J. (1991, August). Whole language - For what? Workshop presented at the Whole Language Umbrella Conference, Niagara Falls, NY.
- Deegan, D. (1990, December). The Relations Between Reading Strategies and Performance in a Specific Domain: The Case of Law. Roundtable presentation at the meeting of the National Reading Conference, Miami, FL.
- Deegan, D., & Hausmann-Shea, R. (1990, November). Transacting with the LSAT Text: Reading-Writing Connections. Paper presented at the meeting of the National Testing Network in Writing Annual Conference, New York.
- Deegan, D. (1989, April). Getting Teenagers to Read and Other Impossible Feats. Paper presented at the Pace University Conference on Family Literacy, New York.
- Deegan, D. (1988, December). Now You Gotta Start Learnin': Adult Views of Literacy Learning. Paper presented at meeting of the National Reading Conference, Tucson, AZ.
- Osaka, G., Deegan, D., & Leslie, R. (1987, April). Analogies in Reading: Helpful or Confusing?. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Boyle, M., & Deegan, D. (1985). Using reading logs in secondary English and reading classes. Paper presented at the Writing Institute at Columbia University Teachers College, New York.

Awards, Honors, and Certificates

- 2008-2009. Grant awarded by Commonwealth of Pennsylvania Department of Higher Education. Evaluation of PA Act 101 (a \$10 million per annum program aimed at providing remedial education for students deemed academically and financially unprepared for college. With Donald Heller and Robert Reason, Penn State.
Total award: \$99,990

- 2007-2009. Grant awarded by Penn State University's Africana Research Center. *The End of the Pipeline at the Millennium: Using Stories from New African American Attorneys to Inform Theories of Intervention*.
Total award: \$9,400.
2004. Awarded Spring semester sabbatical leave to study academic support services at CUNY School of Law, Queens, NY. Delivered series of workshops with law school faculty on literacy development and academic engagement.
- 2003-2006. Grant awarded by Law School Admissions Council. *Developing an assessment of first-year law students' critical case reading and reasoning ability*. With James F. Stratman, University of Colorado at Denver and Laurel Oates, University of Seattle Law School.
Total award: \$65,674.
- 2002-2004. Grant awarded by National Science Foundation. *A Study of the Planning Grant Process in Engineering Education*. With Lisa Lattuca, Penn State.
Total award: \$130,000.
- 2002 to 2010. Grant awarded by U. S. Department of Education. *CALPER: Language Resource Center Program*. With Project Co-Directors: James P. Lantolf, Karen E. Johnson, Penn State University.
Total award: \$1,626,248.00. "Overall Impact Study" to Dorothy Evensen: \$32,000.00.
2001. Recipient (with Jill Salisbury-Glennon and Jerry Glenn) of "Outstanding Research Publication Award of 2001" by American Educational Research Association, Division I: Education in the Professions.
- 2002-2003. Grant awarded by College of Education, Penn State University. *Exploring Aspects of Law School Admissions*. With Mindy Kornhaber, Penn State.
Award amount: \$8,500.
- 2002-2003. Grant awarded by National Academy of Education, Collaborative Project Initiative, *Using Activity Theory to Analyze Collaborative Learning Interactions*. With Cindy Hmelo-Silver, Rutgers University.
Award amount: \$4,600.
- 1999-2003. Grant awarded by Law School Admissions Council (LSAC). *Group Learning Contexts and Processes within Law Schools*.
Award amount: \$214,000.
1999. Recipient (with Mary Kaye Polachek, Director of Legal Writing, Dickinson School of Law) summer stipend to conduct pilot study of student transitions into legal discourse.
Award amount: \$7200
- 1998-1999. Awarded full-year sabbatical leave (1998-99) to study teaching and learning practices at The Dickinson School of Law and conduct seminars on pedagogical practices and curricular models with faculty.
- 1995-1996. Recipient of Pennsylvania State University, College of Education Alumni Society Grant to conduct a study of the relation between perceptions of group processes and group performance in a PBL medical curriculum. With fourth-year medical student Jeff Faidley.
Award amount: \$500.

- 1994-1995. Recipient of National Academy of Education, Spencer Post-Doctoral Fellowship. Conducted two studies at the Hershey Medical Center, Penn State of problem-based learning curriculum and the uses of text materials in medical school.
Award amount: \$35,000
1993. Recipient of Pennsylvania State University, College of Education Alumni Society Grant to conduct pilot study of medical students monitoring of literacy practices.
Award amount: \$600.
1992. Recipient of Pennsylvania State University Research Initiation Grant to analyze videotapes of one-on-one instructional interactions in Syracuse University's reading clinic.
Award amount: \$2280
1990. Recipient of New York University, Department of Applied Psychology, Alan J. Guterman Doctoral Fellowship for outstanding dissertation proposal.
1985. Recipient of Tenaflly High School Principal's Award for contributions to writing program.
1985. Recipient of 1985 Tenaflly School District Creative Projects Award to launch an interdisciplinary adolescent literature project at Tenaflly High School.
Award amount: \$1500
1979. Recipient of a private grant to establish a reading center at Rice High School, New York, NY.
Award amount: \$10,000
- New Jersey Permanent Certification: Reading Specialist (K-12), English Teacher (7-12)
New York State Permanent Certification: Reading Teacher K-12), English (7-12)
New York City Teaching License: English (7-12)

Administrative Experience

2000-2003; 2007-2011
Professor-in-Charge, Higher Education Program, Penn State
1996-1997
Professor-in-Charge, Language and Literacy Program, Penn State
1991-1998
Director of Reading Specialist/Reading Supervisor Certification Program, Penn State

Test Development and Assessment Work

2003-2007. Test of Law Students' Critical Case Reading and Reasoning

Developing two forms of assessment tool involving the reading of three related cases and ~15 multiple-choice items. Project supported by Law School Admissions Council.

1989-1990. National Teachers Exam (ETS)

Item writer and reviewer of items for Humanities Section of the NTE.

1990. General Educational Development Testing Service (GED)

Participated in a three-day item writing workshop to generate items for the Behavioral Sciences section of the GED.

1987-1989. Law School Admissions Test (LSAT)

Lead item-writer and reviewer for the reading comprehension section of the LSAT. Evaluated appropriateness of prompts for writing sample. Wrote strategies and explanations for reading comprehension section of LSAT software product.

1989. T.O.W.E.R. Test of Reading and Writing

Consulted with staff at Pace University to devise holistic scoring measure for placement of incoming freshmen.

1987. ACT Test (American College Testing Program)

Item-writer for reading comprehension section.

1985-1986. SMRT-STEPS Reading Test

Designed experimental version of a diagnostic reading assessment instrument being developed by the New York City Board of Education for use with fourth graders. Field-tested instrument and published a report of the findings.

Service Activities at Penn State University

(partial list)

2009-2012. Elected member of the College of Education Promotion and Tenure Committee.

1998-present. Elected member of University Senate. Committee on Faculty Affairs. Subcommittee on Promotion and Tenure. Senate Council. Committee on Research.

2008—2009. Appointed by the Dean of the College of Education to serve on Graduate School task force to study and report on university-wide interdisciplinary initiatives. Including benchmarking efforts with comparable research universities.

2006-2008. Elected member of University Promotion and Tenure committee.

1999-2004. Elected member of Department of Education Policy Studies committee on promotion and tenure.

2000-2002. Appointed by Dean to co-chair Strategic Planning Subcommittee to investigate collaboration and integration of teaching, research and service within the College of Education and the larger university.

1997-1998. Appointed by the Provost to serve on search committee for Dean of the College of Education.

Professional Affiliations

American Psychological Association
American Educational Research Association
Association for the Study of Higher Education
The Legal Writing Institute
Society of American Law Teachers
National Reading Conference

Research Interests

Teaching and learning K-20
Professional learning and development (law, medicine, engineering, teacher education)
Self-regulated learning
Strategic literacy processes
Assessment, evaluation, and instructional decision-making
Pipeline issues in higher education
Military students in higher education