

Jane McEldowney Jensen

Educational Policy Studies and Evaluation

131 Taylor Education Building

University of Kentucky

Lexington, KY 40506

(859) 257-1929

jjensen@uky.edu

Education

INDIANA UNIVERSITY, Bloomington, IN

Ph.D. Anthropology and Higher Education 1997

Dissertation: Self-Improvement in a Cape Breton Coal Town: An Ethnographic Study of Education and Development

INDIANA UNIVERSITY, Bloomington, IN

M.A. Cultural Anthropology 1994

INDIANA UNIVERSITY, Bloomington, IN

M.S. Higher Education: College Student Personnel Administration 1992

UNIVERSITY OF VIRGINIA, Charlottesville, VA

B.A. Art History. Minor Field: Religious Studies 1987

Professional Experience

2018-Present Director of Graduate Studies, Educational Policy Studies & Evaluation

2004-Present Associate Professor, University of Kentucky, Lexington, KY

2015-2016 Interim Assistant Provost for Transformative Learning

2008-2012 Director of Graduate Studies, Educational Policy Studies & Evaluation

July 2012 Visiting Professor, University of Cagliari, Sardinia, Italy

1997-2004 Assistant Professor, University of Kentucky, Lexington, KY

UK Endowed Professor

2015-2018 Chellgren Professor of Undergraduate Excellence

Awards

2011 Provost's Award for Outstanding Teaching

2011 Teacher Who Made a Difference Award

2001 Finalist, Provost's Award for Outstanding Teaching

Publications

Books

- Jensen, J. (2002). *Post-Secondary Education on the Edge: Self-improvement and economic development in a Cape Breton coal town*. New York: Peter Lang Publishing Inc.
- Jensen, J. M. & D'Adamo-Weinstein, L., (1998). *Piecing it together: A Guide to Student Academic Success*. Boston, MA: Allyn & Bacon, Inc.

Book Chapters

- Jensen, J. M., Pitzalis, M., Tajik, M., & DeYoung, A (2017). “Thinking About the Future: Global Mountain Students and Educational Choices”. In A. Kingsolver & S. Balasundaram (Eds.), *Global Mountain Regions: Conversations Toward the Future*. Bloomington, IN: Indiana University Press.
- Jensen, J.M. & Lewis, K.A. (2015). “Homo academicus at play: An Ethnographic study of academic work in a first year residence hall”. In DeSousa, C. & Lee, E. (eds.) *College Students’ Experiences of Power and Marginality: Sharing Spaces and Negotiating Differences*. Routledge.
- Jensen, J. (2003). “Going to University: Family Histories & Post-Secondary Credentialing in a Cape Breton Working Class Town”. In Paul Trowler and Craig Pritchard (eds.) *Realizing Qualitative Research into Higher Education*. London: Ashgate Press, Inc.
- Anderman, E., **Jensen, J.**, Haleman, D. & Goldstein, B. (2002). “Motivation to Improve Adult Education in Under-Educated Adults in Rural Communities” in McNerney, D. (ed.), *Research on Sociocultural Influences on Motivation and Learning Volume 2*, Information Age Publishing, Inc.

Technical Reports

- Jensen, J. (2022). *Southeast Kentucky Community & Technical College Institutional Transformation and Resource Development*. Annual Report prepared for the Department of Education Title III Grant Program.
- Jensen, J. (2021). *Southeast Kentucky Community & Technical College Institutional Transformation and Resource Development*. Annual Report prepared for the Department of Education Title III Grant Program.
- Jensen, J., Waddington, R.J., Berry, S. (2019). *FLEXspace Year Four Impact Report*. Report prepared for the Department of Education First in the World Grant Program.
- Jensen, J., Waddington, R.J., Berry, S. (2017). *IMPACT Final Evaluation*. Report prepared for the U.S. Department of Labor Trade Adjustment Act Community College Career Training Program.
- Jensen, J., Berry, S. & Hearn, J. (2016). *FLEXspace Implementation Report*. Report prepared for the Department of Education First in the World Grant Program.
- Jensen, J., Horohov, J. & Wright, C. (2016). *Online2Workforce Final Evaluation Report*. Report prepared for the Department of Labor Trade Adjustment Act Community College Career Training Program.
- Jensen, J., Horohov, J., & Balazs, S., (2016). *IMPACT Implementation Report*. Report prepared for the U.S. Department of Labor Trade Adjustment Act Community College Career Training Program.
- Jensen, J. Horohov, J., & Balazs, S., (2015). *Online2Workforce Implementation Report*. Report prepared for the U.S. Department of Labor Trade Adjustment Act Community College Career Training Program.
- Raps, B., Jacobs, D., **Jensen, J.**, Mapuranga, R., Ramsay, W., & Robertson, I. (2005). *Work, Learning, and Belonging at the Six U.S. Work Colleges: Results of the Work Colleges Consortium Collaborative Research Project*. Report prepared for the Lumina Foundation for Education. Indianapolis, IN.
- Jensen, J., Goldstein, B., Fletcher, R., White, J. (2003). *Life Choices and Adult Education: Living and Learning as an Under Educated Adult*. Report prepared for the Kentucky Council on Postsecondary Education.

- Eller, R., **Jensen**, J., Robbins, R., Russell, J., Torres, V., Viterito, A., Barnett, L. (2003). *Opportunities in Place: National Assessment of the Rural Community College Initiative*. Washington, DC: Community College Press.

Refereed Journal Articles

- **Jensen**, J.M. & Horohov, J. (2017). "Applied Opportunity: Transfer Pathways of the Associates in Applied Sciences Degree in Kentucky". *Community College Journal of Research and Practice*. <http://dx.doi.org/10.1080/10668926.2017.1321056>
- Sara Compion, Brandon Ofem, Walter Ferrier, Stephen Borgatti, Patty Cook-Craig, **Jane Jensen**, and Seungahn Nah. (2015). "The Collaboration Networks of Economic Development Organizations in Eastern Kentucky". *Journal of Appalachian Studies*. Vol. 21(1).
- **Jensen**, J. M. & Worth, B. (2014). "Valuable knowledge: Students as consumers of critical thinking in a community college classroom". *Journal of General Education*. 63(4).
- Browne-Ferrigno, T. & **Jensen**, J. M. (2012). "Preparing EdD students to conduct group dissertations". *Innovative Higher Education*, 37(5) 407-421.
- Freeman, T.M., Anderman, L.H., & **Jensen**, J.M. (2007). "Class and university belonging in college freshmen: Relations to motivation, instructor practices, and global support". *Journal of Experimental Education*, 75(3) 203-220.
- **Jensen**, J., McCrary, N., Krampe, K., & Cooper, J., (2004). "Trying to Do the Right Thing: Faculty attitudes toward accommodations". *Journal of Postsecondary Education and Disability*, 17(2) 81-90.
- **Jensen**, J., (2003) "The Influence of the Rural Community College Initiative on Increasing Civic Capacity in Distressed Rural Communities". *Community College Review*, 31(3) 24-39.
- **Jensen**, J. (1999). "Creating a Continuum: An Anthropology of postcompulsory education," *Anthropology and Education Quarterly*, 30(4) 446-450.

Book Reviews & Other Publications

- Jensen, J. (2008). Review of *Rural Community Colleges: Teaching, Learning, and Leading in the Heartland*. Eddy, P.L. & Murray, J.P. (eds.) Johns Hopkins University Press. *The Review of Higher Education*, 31(4). pp.515-516.
- M. P. Mengüç, E. Hawes, J. **Jensen**, & St Omer, I. (2007). Impact of emerging technologies on society: From aqueducts to nanotechnology. Proceedings from ASEE 2007: The
- Jensen, J. (2002). Review of *Reforming a College: The University of Tennessee Story*. Richard Wisniewski, (ed.) New York: Peter Lang, 2000. *Anthropology and Education Quarterly*.
- Jensen, J. (1998). "Leisure and Social Class" in *The Encyclopedia of New England Culture*. Center for the Humanities, University of New Hampshire. Dublin, NH: University Press of New England.

Invited Presentations

- That *Je Ne Sais Quoi*: Cultural Capital and Credentialing. Chellgren Seminar, Chellgren Center for Undergraduate Excellence. November, 2016.
- Qualitative Methods and Implementation Analysis. Invited Webinar by TAACCCT National Evaluation Team. June 30, 2015. <https://youtu.be/LRiADfu4yq0>
- Keynote. Changing Classroom Cultures Conference, Bluegrass Community & Technical College, Lexington, KY. February 19, 2015.

Recent Presentations

- *How Many and How Much? Equity in the "Dosage" of High Impact Practices*, AAC&U Conference on Diversity Equity and Student Success. New Orleans, LA, March 2022.
- *What Were They Thinking? Adding "Arts & Creativity" to the Curriculum*, AAC&U's General Education, Pedagogy, and Assessment conference. Jacksonville, FL, February 2020.
- *Creative Inquiry: A case study of a curricular marriage of arts and creativity in an American general education program*. Annual Meeting of the Society for Research in Higher Education, Newport, Wales, December 5, 2020
- *Emerging Practices for Assessing Co-Curricular Learning*, AALHE Annual Meeting Salt Lake City, UT, June 2018

Extramural Grants

- 2020-2024 Principal Investigator, KY Community & Technical College System, Institutional Transformation through Resource Development Capacity, \$40,000.00 total
- 2014-2019 Principal Investigator, *FLEXspace Evaluation for Gateway Community and Technical College*. Funded through the Department of Education First in the World Grant Program. \$192,265.00 total, Principal.
- 2013-2018 Co-Principal Investigator, *Bridges to the Biomedical PhD*. Funded through the National Institutes of Health. Brett Spears, PI. \$781,160.00 total
- 2013-2018 Principal Investigator, *IMPACT TAACCCT Evaluation for Gateway Community and Technical College*. Funded through the Department of Labor.
- 2013-2017 Principal Investigator, *Online2Work TAACCCT Evaluation for Elizabethtown Community and Technical College*. Funded through the Department of Labor.
- 2012-2016 Co-Principal Investigator, *Healthy Tomorrows*. Funded through National Institutes of Health. Kimberly Northrip, PI.
- 2012-2013 Principal Investigator, *Evaluation of KCTCS Learn on Demand Innovations*. Funded by Complete College America.
- 2011-2013 Co-Principal Investigator, *Cognitive, Strategic, and Relational Drivers of Organizational Effectiveness*. National Science Foundation. Awarded to the UK College of Business, Wally Ferrier, PI.
- 2008-2013 Co-Principal Investigator, *Appalachian Bridges to Success*. Funded through the National Institutes of Health. Awarded to the UK Center for Rural Health, Baretta Casey PI.
- 2009-2013 Co-Principal Investigator, *Evaluating the Efficacy of Enhanced Anchored Instruction for Middle School Students with Learning Disabilities in Math*. Institute of Education Sciences: Cognition and Student Learning in Education Program. Brian Bottge, PI.
- 2009-2012 Co-Principal Investigator, *Research Experience for Undergraduates in Mechanical Engineering*. Funded through the National Science Foundation. Awarded to the UK College of Engineering, Regina Hanneman PI.
- 2005-2009 Co-Principal Investigator. *Research Education for Undergraduates in Mechanical Engineering*. Funded by the National Science Foundation.
- 2002-2005 Research Consultant, *Student Perceptions of Work and Learning at Work Colleges*. Funded through Lumina Foundation for Education. Awarded to the Work Colleges Consortium.
- 2001-2003 Principal Investigator, *Reasonable Choices: Understanding Why Under-Educated Adults Choose Not to Participate in Adult Education, Expansion Study*. Funded through the Kentucky Council on Post Secondary Education.
- 1998-2000 Principal Investigator, *A Profile of Adult Education and Literacy in the Commonwealth: A comparative case study*. Funded through the Kentucky Department for Adult Education and Literacy.

Submitted not Funded

National Science Foundation, NRT-INFEWS: IN FELLOWS & an Academy of Innovators at the Nexus of Food, Energy & Water Systems, Co-Investigator, \$3,000,000.00 total, Co-Investigator. Date Submitted for Funding: February 5, 2018

Intramural Grants

- 2010-2011 Co-Principal Investigator. College and Career Readiness Issue Lab: mapping of college preparedness and college going rates in Kentucky relative to academic support programming.
- 2009-2010 Principal Investigator. International Student Affairs: Two Comparative Case Studies. Funded through the University of Kentucky College of Education International Small Grants Initiative.
- 2005-2007 Principal Investigator. Aspiring Appalachians: A qualitative study of the post-secondary aspirations of seniors graduating from two Appalachian high schools. Funded through AMSP

College Service

- 2023 University Senator, College of Education
- 2019-Present Chair, Graduate Recruitment, Retention, and Student Success Committee
- 2017-2022 Chair, Courses & Curricula Committee

University Service

- 2013- Present Curriculum Committee, University of Kentucky Appalachian Center
- 2020-Present Lewis Honors College Council
- 2018- Present Chellgren Center for Undergraduate Excellence Faculty Fellow
- 2019 Interim Faculty Director, UK Office of Undergraduate Research
- 2014-2019 Heidelberg Scholarship Committee
- 2016-2017 Academic Preparedness & Placement (APP) Advisory Board
- 2015-2018 Chellgren Center for Undergraduate Excellence Professor
- 2013-2018 UK Honors Program Faculty of Record
- 2015-2016 Co-Chair Graduate Composition and Communication Requirement Committee
- 2015-2016 UK Taskforce on Institutional Effectiveness
- 2013-2015 Co-Chair Work Group One: Undergraduate Education, UK Strategic Planning Committee
- 1999-2015 Associate Faculty, University of Kentucky Appalachian Center
- 2002-2013 Faculty Advisor to Academic Enhancement, University of Kentucky (The Study)
- 2010-2012 Interim General Education Oversight Committee
- 2010-2011 Quality Enhancement Plan (QEP) Topic Selection Committee
- 2008-2011 Chair, Appalachian Center Rome Exchange Committee
- 2008-2010 University Senate Council
- 2009-2010 General Education Reform Steering Committee
- 2007-2010 University Senate
- 2006-2008 General Education Reform & Assessment Committee (GERA)
- 2003-2006 Faculty Coordinator, First Year Initiatives
- 2001-2002 President's Taskforce on First Year Experience
- 1999-2002 Chair, University of Kentucky Academic Intervention Committee

State Service

2013-2015 The Center for Rural Development, Somerset, KY Board Member
2011-2013 Kentucky Council on Post-Secondary Education Senate Bill One Dissemination
2000-2001 Kentucky Council on Post-Secondary Education Communications Oversight Committee
1998-2003 Kentucky Department for Adult Education and Literacy, presentations and research consultation

National Service

2011-Present Editorial Board, Journal of Community College Research & Practice
2012-Present Editorial Reviewer, Journal of College Student Retention Theory & Practice
1997-Present Committee #3: Post Secondary Education, Council of Anthropology and Education
2001-2005 Research Consultant, Work Colleges Consortium
2000-2003 Research Consultant, *Rural Community College Initiative Assessment*. Ford Foundation & the American Association for Community Colleges.

Prior Teaching

EPE632 Student Services	EPE690 The Community College
EPE655 Comparative Higher Education	EPE663/763 Field Studies & Adv. Field Studies
EPE674 Theories of Student Development	EPE798 Seminar in Higher Education (variable topics)
EPE675 Sociology of Higher Education	

Professional Affiliations

National College Learning Center Association
Council for the Study of Community Colleges
Society for Research in Higher Education
Appalachian Studies Association
American Anthropological Association
Association for the Study of Higher Education
Philosophy & Theory of Higher Education Society

Doctoral Supervision

Libbie Morley (PhD 2004) Lives Under Construction: A Study of College Sophomores. An examination of the ways the second year students define what it means to do academic work and their identity as students.

Ben Worth (PhD 2005) The Impact of General Education in Community Colleges. An ethnographic study of students' perceptions of the task of "critical thinking" in a second year literature class.

David Long (PhD 2010) Evolution and the End of a World. An ethnographic examination of college student understanding and attitudes toward biological evolution. This work illustrates the gap between "ideal science literacy", and the everyday practices which result in half of Americans rejecting evolution as sound science.

Jennifer Skaggs (PhD 2010) "I'm just a boy with girl parts": Understanding gender perception and negotiation in an undergraduate engineering program. An ethnographic study of how undergraduate

female engineering students perceive and negotiate their gender identities to successfully persist in engineering education.

Erica Johnson (PhD 2011) Lifting As We Climb: Experiences of Black Administrators At Three Predominantly White Institutions in Kentucky. This study presents an analysis of the experiences of administrators, working in positions with a primary responsibility for diversity, using critical race theory and its major tenets.

Team Dissertation co-chaired with Ben Worth *Mike Quillen, Richard Roe, Ella Strong (EdD 2011)*: The Revolving Door of On-Line Distance Education. This set of dissertations explored different aspects of on-line distance education including the impact of developmental education, on-line course construction, and the intersection of hardware (including broadband access) and software (Blackboard).

Catherine Penfold Navarro (PhD 2012): The Other Side of the Open Door: Transfer Perceptions of Urban Latino Community College Students in the Ohio River Valley. A research study designed to explore the perceptions of Latino community college students at a large community college located in a metropolitan area in the Ohio valley.

Ilona Szekely (PhD 2012): Multiple perspectives on the recent emergence of teen-centric art museum programs: A Historical reflection, overview, and case study. This manuscript dissertation in three parts explored the ways that teens have been invited (or not) into museums and recent movements to engage them in new ways.

Team Dissertation *Amber Decker, Michelle Dykes, Chris Phillips, & Nancy Preston (EdD 2012)*: Institutional and Student Characteristics that Matter in the Pathway to the Baccalaureate Degree for Appalachian Community College Students in Kentucky. This set of dissertations explored the ways that students experience transfer from the community college to their four year degree programs.

Steven Evans (PhD 2012): Pediatrics education in an AHEC setting: Preparing students to provide patient centered medicine. A research study of ways that medical students learn patient centered medicine through their rotations in AHEC clinical settings.

Team Dissertation *Michael Stapleton, Alissa Young, Susan Berry, Lewis Burke (EdD 2013)*: A Positive Approach Toward Unit Functioning in Higher Education. This set of qualitative case studies examine the influence of positive organizational dynamics on the successful functioning of four community college organizational units: the college library, an ad hoc accreditation committee, a student service unit, and a K12 partnership.

Leslie Woltenberg (PhD 2014): Social Network Analysis of Leadership in Living Learning Communities. This study uses social network analysis interviews to examine the ties between members of a living learning community and their effect on students' success.

Jim Breslin (PhD 2014): Social Learning in the Co-Curriculum: Exploring Group Peer Tutoring in College. This comparative study of two peer tutoring programs explored the ways that students create learning spaces outside of the classroom and the importance of peer learning to the success in college.

Michael Rosenberg (EdD 2015): Generational Differences in Transfer Student Capital among Community College Students. This study using a large scale survey of KCTCS students examines whether a student's generation may have an effect on the student transfer process by examining whether age plays a role in the collection of this capital. Received Honorary Distinction for Dissertation of the Year.

Laura Wyly (PhD 2015): Gender discrimination and Title IX implementation: Lessons from the Office for Civil Rights resolution letters 1997-2011 This discourse analysis of a set of legal documents produced by the OCR provides insight into how the definitions of specific types of gender discrimination have remained constant, while the context in which they occur and the types of behaviors determined to be gender discrimination have both expanded in response to societal attitudes.

David Heflin (EdD 2015): Gaining Understanding of Capital Disparity in the Community College Classroom from a Faculty Perspective Through Action Research. This action research study in collaboration with experienced community college faculty identifies potential gaps of student-faculty interactions in the classroom, to determine best-practice methods for increasing student-faculty interactions. Participants incorporated identified best practices in the classroom, and reflected upon their efficacy in improved student engagement.

Joseph Bagnoli (PhD 2016): (Co-Chair with Dr. Willis Jones) Merit Aid as Predictor of Undergraduate Student Enrollment. This quantitative analysis of 2,770 students at three private higher education institutions sought to explore the relationship between the amount of merit aid students receive from a college or university and their enrollment decisions.

Heather Wagoner (PhD 2017): Determined to Make a Difference: A Qualitative Study of Women Student Leaders. This interview study explores the experiences of women student leaders at a Research I institution including the ways they navigate a gendered institutional climate and construct leadership on their own terms.

Justin Bevins (PhD 2017): The Exploration of Teacher Efficacy and Influences of Context at Two Rural Appalachian High Schools. This mixed method study of teacher and group efficacy at two high schools located in the same rural school district highlights the ways in which both individual teacher efficacy and the efficacy of the teachers as a group contribute to student outcomes.

Jessica Horohov (PhD 2017): Measuring Learning Not Time: Competency Based Education and Visions of a More Efficient Credentialing Model. This manuscript dissertation examines a case study of competency based education in Kentucky in the context of national discourse on CBE using discourse analysis.

Tracey Folden (EdD 2018): Permission to Engage: Soldier-Student Experiences at Hopkinsville Community & Technical College. This qualitative study explores the ways that active duty soldiers navigate the worlds of Army and Higher Education.

Marianne Young (PhD 2019): Organizational Learning at the University of Kentucky: An oral history exploration of change following the mass shooting at Virginia Tech on April 16, 2007

Team Dissertation: *Lauren McCrary & Robert Boone (EdD 2019):* Exploring influences and using intentionality to develop work-based learning opportunities: A Faculty perspective. First Generation career seekers and the sociological cost of workforce misalignment.

Kevin Beardmore (EdD 2019): Soft Skills: Old & New. A study of community college student soft skills assessment and policy implementation.

Team Dissertation: *Kimberly Russell (EdD 2019) & Kyle Barron (EdD 2019).* At the heart of policies and programs: Community college faculty members and peer mentors as human levers of retention.

Mason Tudor (EdD 2020) Mapping the Tutoring Referral Network: Exploring the Student-To-Tutoring Connection

Drew Wilkerson (PhD 2020 Co-chair) The Efficacy of Accelerating Underprepared Community College Students using a Corequisite Liberal Arts Mathematics Course.

Thomas Teague (PhD 2021) Orienting New International College Students During a Global Pandemic: Spaciality's Contributions to Staff Work Practices. This mini-ethnographic study draws upon alternative lenses to explore how spatiality contributes to how staff work to produce a new international student orientation event, as a form of student service. **Nominated for ASHE Dissertation of the Year**

Sarah Cprek (PhD 2021) Adverse Childhood Experience and Undergraduate Student Success: A longitudinal investigation into the relationship between childhood stress and success in higher education. This study investigates the relationship between Adverse Childhood Experiences (ACEs) and undergraduate degree completion among 1,894 students at a state funded university in the US.

Lillian Sims (PhD 2021) Other People's Families: How Social Ties Shape Entrance into the Medical Profession. This project includes 3 papers based on a qualitative study of first, second, and third year medical students at an allopathic medical school at a Each paper considers a different point along the trajectory into the medical profession: first, the pre-college years; second, the undergraduate stage; and third, medical school itself.

Jamie Hunt Taylor (PhD 2022) Student Involvement & Growth: A Case Study on Student Stories of Agency & Adulthood. A qualitative interview study of student pathways from high school to college focusing on the students' perceptions of personal development as a result of their engagement (formal and informal) activities.

Robert Hayes (PhD 2022) Embracing Rural First-Generation College Student Scholar Identity: Wading Waist Deep in Unfamiliar Waters. A qualitative interview study of students' understandings of self-authorization to use academic capital in advancing their goals for college.

Alli Lake (PhD 2022) Authorship & Agency: Exploring Coaching as a Tool for Student Success. A qualitative interview study of students' experiences with academic coaching.

Community Service

2013-2019 Board Member & Treasurer: CivicLex.org (Formerly ProgressLex)

2009-2013 Board Member: Lexington Art League & Cabinet Chair for Exhibits and Programs

2004-2008 Vice Chair: Fayette County Democratic Party

2001-2004 Founding Summer League Director: Bluegrass Ultimate Frisbee