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CURRICULUM VITAE
updated 10.2026

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EDUCATION

Ph.D. - Illinois Institute of Technology

Major – Industrial/Organizational Psychology

Chair: Scott B. Morris, Ph.D.

Dissertation: An exploratory, multilevel study to validate individual psychological assessments for entry-level police officer and firefighter positions

M.S. – Illinois Institute of Technology

Major: Psychology Specialization: Clinical Psychology

Chair: Tamara Goldman Sher, Ph.D.

Thesis: Parent satisfaction with a primary multiage program

B.A. – University of Illinois at Chicago

Major: Psychology

ACADEMIC EXPERIENCE

ASSOCIATE DEAN, MS PROGRAMS & PROFESSIONAL EDUCATION | SR. PROFESSOR OF PRACTICE in PSYCHOLOGY– Tulane University School of Science & Engineering 5/2026 – Present

Strategically growing masters and professional education programs. Creating structures to support student academic advancement and success. Overseeing management of financial resources for scholarships, instructional development and programmatic funding. Promoting culture of excellence, innovation, inclusion, and continuous performance. Collaborating with faculty to develop high-quality, engaging, curricula, and supporting adoption of best practices in pedagogy and assessment. Ensuring compliance with accreditation standards and regulatory bodies. Cultivating strategic partnerships with industry, government, and academic institutions to expand opportunities for student in master and professional programs.

Committees/special assignments include:

- Tulane Innovation Institute Faculty Council
- Tulane Veterans & Military Affiliated Initiatives Working Group
- Tulane School of Science & Engineering Graduate Studies Committee
- Tulane School of Science & Engineering Curriculum Committee
- Tulane Department of Psychology Graduate Studies Committee

SR. ASSOCIATE DEAN & SR. PROFESSOR OF PRACTICE – Tulane University School of Professional Advancement (SoPA) 8/2025 – 5/2026

Responsibilities included: Overseeing academic affairs for school to include ten academic programs that offer undergraduate and graduate degrees and certificates, and online education at SoPA. Setting vision and strategy for SoPA online education that includes online course development workshops, establishing policy and standards for various course modalities, offering support to faculty to enhance teaching and learning. Representing Tulane SoPA and interacting with internal and external stakeholders to increase opportunities for students, school and institutional advancement, and workforce development. Leading the launch of microcredentials at Tulane. Working collaboratively with other schools and units across the university to provide SoPA students with access to Tulane education. Supporting faculty pursuing grants. Working with school leaders to develop academic policies. Leading Tulane SoPA general education review and assessment that leverages instructional technology to gather learning outcome data. Collaborating closely with SoPA admissions, recruiting, and marketing units to build the SoPA brand and increase enrollments. Teaming with the student support and success unit to support students and increase retention. Continuing to refine the program review and academic effectiveness process. Preparing applications for new programs to SACSCOC. Serving as SoPA's representative to ensure compliance with accreditation standards. Supporting SoPA academic programs seeking industry accreditation (e.g. ABET, CAEP, ABA).

Reviewing and refining prior learning assessments at SoPA. Negotiating articulation agreements and memoranda of understanding with higher education partners.

Committees/special assignments include:

- Tulane Innovation Institute Faculty Council
- Tulane Research Council
- Tulane SoPA Curriculum Committee Chair
- Tulane SoPA Executive Committee

INTERIM DEAN & SR. PROFESSOR OF PRACTICE – Tulane University School of Professional Advancement (SoPA) 1/2024 – 8/2025 Responsibilities included: Providing strategic and innovative leadership to pursue school and institutional goals. Fostering a culture of excellence and inclusivity to develop a high-performing organization in all aspects of school operations including academic affairs, student affairs, administration and planning, enrollment management, financial management, and institutional advancement. Working with executive leadership team to: develop and maintain high quality academic programs, recruit and retain talented faculty and staff, enhance the student experience to increase retention and persistence, effectively manage financial and human resources through strategic budgeting and financial planning, expand SoPA strategic partnerships to enhance opportunities for students and increase revenue streams; analyze marketing and enrollment trends to promote the academic programs. Representing SoPA and interacting with internal and external stakeholders to increase opportunities for students, school and institutional advancement, and workforce development. Collaborating closely with other academic leaders on joint programs to create opportunities, leverage synergy, and reduce redundancies across departments.

Accomplishments in AY25 included: graduate enrollment up 75% and undergraduate enrollment up 23%, bringing the total student count to 1,356; undergraduate net revenue increased 8% and graduate revenue 25%. New academic policies implemented to make SoPA more transfer friendly and the creation of 8-week terms to be launched in 2026 for the MS in Cyber Technology will offer more flexible pathways for adult learners. Student success coaching was launched to increase student engagement. Giving to SoPA increased over 40%. SoPA established new memorandums of understanding with community organizations and other Tulane units on program development, nursing curriculum, and instructional design.

Committees/special assignments include:

- Tulane Tech Investment Council - Member
- Tulane Senate – ex-officio, 2024-present

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS & SR. PROFESSOR OF PRACTICE - Tulane University School of Professional Advancement (SoPA) 1/17 – 1/2024 Responsibilities included: Overseeing academic and faculty affairs for school to include ten academic programs that offer undergraduate and graduate degrees and certificates, and online education at SoPA. Setting vision and strategy for SoPA online education that includes online course development workshops, establishing policy and standards for various course modalities, offering support to faculty to enhance teaching and learning. Working collaboratively with other schools and units across the university to provide SoPA students with access to Tulane education. Supporting faculty pursuing grants. Working with school leaders to develop academic policies. Leading SoPA general education review and assessment that leverages instructional technology to gather learning outcome data. Collaborating closely with SoPA admissions, recruiting, and marketing units to build the SoPA brand and increase enrollments. Teaming with the student support and success unit to support students and increase retention. Continuing to refine the program review and academic effectiveness process. Preparing applications for new programs to SACSCOC. Serving as SoPA's representative to ensure compliance with accreditation standards. Supporting SoPA academic programs seeking industry accreditation (e.g. ABET, CAEP, ABA). Hearing appeals and petitions regarding academic performance, admissions, and academic integrity. Establishing quality standards for online course development and delivery; overseeing online course development initiatives. Reviewing and refining prior learning assessments at SoPA. Negotiating articulation agreements and memoranda of understanding with higher education partners. Providing academic oversight

of college in prison program, to include establishing Louisiana Correctional Institute for Women as an accredited off-campus instructional site.

Committees/special assignments include:

- Tulane SACSCOC Reaccreditation Committee - Member
- Tulane Strategy for Tomorrow Steering Committee
- Tulane Innovation Council – Member
- Tulane Senate – Senator-at-Large, 2021-2024
- Center for Engaged Learning & Teaching Advisory Board Member – 2018 to 2024
- SoPA Equity, Diversity, and Inclusion Committee on Curriculum & Instruction - Co-chair 2021
- SoPA Curriculum Committee Chair – 2017-2024
- SoPA Executive Committee – 2017-2024
- Special assignment by the Provost to serve as organizational consultant to other schools and centers at Tulane assisting with change management, strategic planning, performance management and organizational culture.

CURRICULUM CONSULTANT - Adler School of Professional Psychology - 11/13 - 5/14 Responsibilities: Contracted to review, revise, and make recommendations on the online Master of Arts in Industrial and Organizational Psychology program. In conjunction with another consultant, we overhauled the Adler I/O Psychology program by: revising program learning objectives and establishing course learning objectives to ensure alignment within the program, SIOP guidelines, and with the institution learning goals; recommending appropriate course offerings to meet guidelines established by professional organizations within the field; and developing an assessment plan to include summative and formative assessments to evaluate students on program learning objectives.

COURSE AUTHOR - Adler School of Professional Psychology - 1/14 - 6/14

Responsibilities: Wrote two courses, *Talent Management* and *Talent Selection and Recruitment* for online delivery in the Master's of Arts in Industrial and Organizational Psychology program. Chose textbooks and readings required for the course, developed online course content (e.g. presentation lectures and scripts, quizzes, assignments, discussion forums, tests, activities), and created grading rubrics. Worked with instructional designers to determine most effective delivery of content through online platform and performed quality control on the online material until the course went live with students. Conducted course review and made improvements after the course ran one term.

AFFILIATE FACULTY, ASSOCIATE PROFESSOR The Chicago School of Professional Psychology, Chicago Campus, Business Psychology Department - 1/11 - 8/11

Responsibilities: Served as faculty lead for Employee Selection graduate-level course, which included: teaching the course, coordinating with other faculty members teaching the course concurrently, ensuring course and program objectives were being met. Continued to serve as dissertation chair and reader for Business Psychology students who graduated in the Summer 2011 semester.

CURRICULUM CONSULTANT - The Chicago School of Professional Psychology - 11/10 - 1/11

Responsibilities: Contracted to assist with the applications to accrediting bodies for approval of the Master of Arts of Industrial and Organizational Psychology (MAIO) and Ph.D. in Leadership for the new Washington D.C. campus. Completed programmatic sections of applications to accrediting bodies; reviewed and revised all materials regarding the programs to ensure accuracy and consistency with program objectives across campuses.

DEAN OF ACADEMIC AFFAIRS - The Chicago School of Professional Psychology - Online Programs - 6/10 - 11/10

Responsibilities: Oversaw academic affairs for online programs, which included five graduate programs and one academic support department; lead and supported department chairs, faculty, and academic staff working with over 1000 students; managed the academic affairs budget, to include the five academic programs and

advising/academic support; worked with institutional leadership to ensure sound academic policy was upheld and recommended policies be developed to improve quality and increase retention; guided academic programs in refining the program review and academic effectiveness process to ensure they realigned with institutional timelines and goals; collaborated with multiple departments to launch new academic program (Business Psychology), and prepared applications for new programs to accrediting bodies, wrote five year strategic plan for TCSPP-Online; implemented use of iPads in academic departments to explore use of devices and technology to enhance academic effectiveness.

Committees/special assignments: Member of TCSPP President's cabinet; co-chair of AWESOME Initiative Navigation Task Force.

DEPARTMENT CHAIR & ASSISTANT PROFESSOR - The Chicago School of Professional Psychology- Chicago Campus, Business Psychology Department 6/08 – 6/10

Administrative Responsibilities: Ran academic department with two academic graduate programs (M.A. in I/O Psychology, and PsyD in Business Psychology); responsible for professional development and management of seven program faculty members, numerous affiliate and adjunct faculty members, and support staff; responsible for development and management of departmental budget; championed development and received approval from accreditation bodies for four new programs: a Consulting Track within the Business Psychology PsyD.(executive style delivery format), a Human Resources Concentration in the M.A. in I/O program (the first HR program within an I/O degree to be acknowledged by the Society for Human Resource Management), a Ph.D. in Organizational Leadership delivered in a unique blended, weekend format; and a M.A. in I/O to be delivered in a weekend format in Grayslake; helped launch I/O program in Los Angeles, CA campus; lead department in conversion of curriculum to a blended delivery format; responsible for ensuring alignment of student learning assessment plan, lead annual academic program review and reported findings to administration and external constituents; lead departmental Advisory Board; developed academic policy in conjunction with other chairs and the dean of academic affairs; collaborated with Admission department and faculty to recruit and admit students; developed department policies; served as final point of contact and/or mediator for student issues; lead student reviews, faculty retreats, and faculty meetings. *Faculty responsibilities:* taught graduate courses, served as advisor to students (minimum of 25 students per academic year), participated in departmental assessment center (assessment of students), served as dissertation chair and reader for students.

Committees/special assignments:

- TCS Model Communication and Needs Analysis Task Force - Chair
- AWESOME Initiative Navigation Task Force - Co-chair
- Vital Signs Project Committee - Chair
- Professional Behavior Committee - Chair
- Academic Effectiveness and Review Committee - Member
- Ad hoc search committee for Chicago Campus academic dean - Member
- Business Psychology Liaison for partnership with Platt Retail Institute
- Liaison for The Chicago School- Chicago Campus and Universidad Peruana de Ciencias Aplicadas; developed/conducted seminar on employee selection for Peruvian exchange students
- Business Psychology liaison for partnership with Fudan University; developed/ ran seminars on I/O psychology for Chinese exchange students

INTERIM CHAIR & ASSISTANT PROFESSOR - The Chicago School of Professional Psychology- Chicago Campus, Business Psychology Department - 11/07-6/08

Administrative Responsibilities: Assumed responsibilities of department chair (listed above) as a search for permanent chair was underway.

Faculty responsibilities: taught graduate courses, served as advisor to students (minimum of 25 students per academic year), participated in departmental assessment center (assessment of students), served as dissertation chair and reader for students.

Committees/special assignments: Chair of Professional Behavior Committee, member of Student Affairs Committee, Faculty Appeals Committee.

ASSOCIATE CHAIR & ASSISTANT PROFESSOR - The Chicago School of Professional Psychology- Chicago Campus, Business Psychology Department 3/07-11/07

Administrative Responsibilities: Managed all departmental student issues; developed departmental policy and procedures to handle student-related issues; created professional behavior and participation rubric to be used in all courses; supported department chair in management of department.

Faculty responsibilities: taught graduate courses, served as advisor to students (minimum of 25 students per academic year), and participated in departmental assessment center (assessment of students).

Committees/special assignments: Chair of Professional Behavior Committee, member of Student Affairs Committee.

ASSISTANT PROFESSOR - Roosevelt University, School of Psychology - 8/03 - 8/04

Faculty responsibilities included teaching graduate and undergraduate courses in the I/O Psychology program. Served as thesis advisor and reader to students.

VISITING ASSISTANT PROFESSOR - Roosevelt University, School of Psychology - 8/02-8/03

Faculty responsibilities included teaching graduate and undergraduate courses in the I/O Psychology program. Served as thesis advisor and reader to students.

ADJUNCT FACULTY POSITIONS HELD

7/16 - 12/16

Pacific Oaks College

Graduate courses taught: Business Principles for Leaders, Leading Organizational Change & Development

5/16 - 12/16; 8/06 - 3/07; 8/04-12/04

The Chicago School of Professional Psychology

Graduate courses taught: Job Analysis & Employee Selection, Performance Management

1/05 to 5/05

Illinois Institute of Technology, Institute of Psychology

Undergraduate courses taught: Introduction to Industrial Organizational Psychology

8/04 to 12/04

Elmhurst College

Graduate course taught: Personnel Psychology

1/02 to 5/02

Roosevelt University, School of Psychology

Undergraduate and graduate courses taught: Introduction to Industrial Organizational Psychology

PROFESSIONAL EXPERIENCE

INDEPENDENT CONSULTANT – 11/10 to present

Responsibilities: Coach executives and other high-level leaders. Provide management consulting on issues relating to organizational culture and change, performance management, employee motivation and engagement, leadership development, and talent management. Conduct individual psychological assessments for employee selection and development for entry-level to executive positions, municipal and corporate clients.

CONSULTING PRINCIPAL - Kwaske Collaborative - 1/16 to 1/17

Responsibilities: Advised on design-related matters as space relates to human interaction and environment. Directed architectural programming on select projects. Provided executive coaching, and strategic management to design firm.

MANAGING PRINCIPAL – Ron Kwaske, Architect - 1/12 to 1/16

Responsibilities: Directed architectural programming on select projects. Managed office operations, social media, and marketing efforts for the firm. Recruited and selected employees. Managed human resources. Responded to requests for proposals, calls for papers, and manage competition submissions. Provided executive coaching, and strategic management to architectural practice.

CONSULTING PRINCIPAL – Ron Kwaske, Architect – 7/06 to 1/12

Responsibilities: Directed architectural programming on select projects. Involved in recruitment and selection of employees. Provided executive coaching, and strategic management to architectural practice.

ASSOCIATE – Stephen A. Laser Associates – 8/00 to 7/06

Responsibilities: Conducted public safety and corporate psychological assessments for purposes of selection and promotion for all levels of positions, entry-level to executive assessments. Prepared written assessment reports for clients. Responded to requests for proposals. Managed research and development of entry level selection tests. Managed and acted as an assessor for pre-employment screening projects and assessment centers for public sector (e.g. Metropolitan Water Reclamation District of Greater Chicago). Served as project manager and coordinator of test and assessment validation studies. Administered public safety entry-level exams. Managed 360-degree feedback and survey projects, development and administration. Trained and supervised interns.

ASSESSOR – Illinois Institute of Technology Leadership Academy – 3/02, 4/01, 4/00, 4/07

Responsibilities: Assessed students' leadership potential and skills in a variety of activities. Participated in consensus. Wrote developmental feedback reports about candidates.

ASSESSOR – Illinois Institute of Technology Center for Research and Service, Assessment Center for Junior Achievement International – 6/01

Responsibilities: Assessed students based on their behaviors during a variety of different activities for assessment of previously defined knowledge, skills and abilities. Participated in consensus. Wrote developmental feedback reports about candidates.

DIRECTOR OF ADMINISTRATION – Kwaske Construction Corporation – 5/98 to 5/00

Responsibilities: Managed financial accounting to include accounts payable, payroll, payroll tax reporting, review of cash flow and income statements, provide corporate accountant with necessary information for income tax preparation. Managed human resources. Administered and maintained insurance plan benefits and assisted with hiring. Assisted president in the restructuring of the organization and the implementation of new corporate policies and procedures put into place to increase the efficiency and profitability of the corporation. Assisted in the writing of the corporation's 1999 and year 2000 business plans.

THERAPIST & CASE MANAGER / CLINICAL PSYCHOLOGY PRACTICUM – Pilsen Little Village Community Mental Health Outpatient Clinic – 8/98 to 5/99

Responsibilities: Managed a caseload of up to 8 clients. Conducted psychotherapy, primarily cognitive-behavioral therapy. Managed cases and worked with psychiatrists for clients' medication management. Conducted mental health assessments on incoming clients. Co-facilitated groups for women that focused on providing psychosocial support. Collaborated with other social service agencies to obtain assistance for clients (i.e., Department of Human Services, Department of Aging). All clients were Mexican and the majority of therapy was conducted in Spanish.

On-site supervisor: Cathy Ortiz; IIT supervisor: Joyce Hopkins, Ph.D.

PARENT COUNSELOR/CHILDCARE RESOURCE SPECIALIST & SEMINAR COORDINATOR – YWCA Child Care Resource & Referral - 5/96 – 5/98

Responsibilities: Assisted parents of various socioeconomic levels in need of child care and provide them with referral from the agency's vast database. Counseled parents on child development issues through the use of community resources and literature. Interacted with DCFS and other social service agencies in handling complaints. Conducted presentations on child care issues to the community. Conducted outreach to corporations and community about child care services. Coordinated seminars for Work Family Directions (WFD) corporate clients, including Amoco, Ameritech, and Motorola. Participated in strategic planning, on committee to represent employees and developed survey to assess satisfaction and attitudes about the agency. Assisted in grant-writing. Conducted needs assessment for child care services in the Latino community in the western suburbs. Created a project to address that need and expand the services of the YWCA to the Latino community.

CONFERENCE PRESENTATIONS AND INVITED ADDRESSES

Kwaske, I.H. (July 31, 2025). *Feedback Focus: Managing Toward Success*. Invited address to the International Association for Venue Managers at the VenueConnect 2025 Conference in New Orleans, LA.

Kwaske, I.H. (July 31, 2025). *Comfortable with the Uncomfortable: Confronting Tough Conversations as a Rising Leader*. Invited address to the International Association for Venue Managers Young Professionals Group at the VenueConnect 2025 Conference in New Orleans, LA.

Andrich, M., Fish, J., Kwaske, I.H., Lamb, K., Martin, C. (March 25). *Navigating Organizational Structures: Centralized vs. Matrix Models for Online Education*. Panel Discussion held at the UPCEA Annual Conference in Denver, CO.

Gaddy, S., Kwaske, I.H., Rials, W., Tyger, R. (2023). *Baking It In: Using Instructional Technology to Integrate Assessment of Program Learning Outcomes*. Presentation at UPCEA Summit for Online Leadership & Administration + Roundtable in Madison, WI.

Kwaske, I.H., Rials, W., Tyger, R. (2022). *Baked-in: Integrating Assessment of Program Learning Outcomes into Your Courses Using Instructional Technology*. Presentation at Sparking Success: A Faculty Development Conference held at Tulane University in New Orleans, LA.

Kwaske, I.H. & Tyger, R. (2022). *It's high time we define what to expect in our hyflex, hybrid, online, and on-campus courses: Operationalizing expectations and leveraging the power of the LMS, faculty, and instructional design team to optimize the learning experience*. Model presented at the UPCEA SOLA+R Conference in Orlando, FL.

Grant, B., Kwaske, I.H., McLennan, K.M. (2020). *Using Learning Theories to Inform Online & HyFlex Teaching Strategies*. Presentation at Sparking Success: A Faculty Development Conference held at Tulane University in New Orleans, LA.

Kwaske, I.H., McLennan, K.M. (2020). *Enhance Teaching Efficiencies & Student Learning with Intelligent Agent & Other Tools*. Presentation at Sparking Success: A Faculty Development Conference held at Tulane University in New Orleans, LA.

Dumonde, D., Kwaske, I.H., Rials, W. (2020) *Making the Most of Your Resources: How to Scale-Up Online Course Development by Keeping It In-House*. Presented at the UPCEA Summit for Online Leadership and Administration + Roundtable in New Orleans, LA.

Dumonde, D., Hockett, P., Graham, N., Jones, G, Kwaske, I., Mulherrin, B. (2019) *A Tale of Three Institutions: Successes, Challenges, and Pitfalls in Creating and Maintaining Online Courses*. Panel Discussion at the UPCEA Annual Conference held in Seattle, WA.

Kwaske, I.H., McLennan, K.M. (2019). *Optimizing Faculty Presence in Canvas Course Sites for Online AND On-ground Courses*. Breakout session held at the Inaugural Sparking Success: A Faculty Development Conference held at Tulane University, New Orleans, LA.

Kwaske, I.H. (2015). *Understanding the Psychological Assessment Process*. IOS Police and Fire Testing Summit in Oak Brook, IL.

Kwaske, I.H. (2013) *Behind Closed Doors: The Psychology of Our Domestic Spaces*. Invited Gallery Talk at the Museum of Contemporary Art Chicago, in conjunction with the Homebodies Exhibit.

Kwaske, I.H., and Morris, S.B. (2008) *Validating Individual Assessments: A multilevel, multistage validation of individual assessments*. In I.H.Kwaske (chair), *Individual Assessment: Does the Research Support the Practice?* Research symposium held at the 23rd Annual Conference of the Society for Industrial and Organizational Psychology, San Francisco, CA.

Davis, S., Jeanneret, R., Kwaske, I., Piotrowski, M., Silzer, R. (2007). *Individual Assessment Today: What works and what doesn't!* Panel discussion chaired by I.H. Kwaske at the 22nd Annual Conference of the Society for Industrial and Organizational Psychology, New York, NY.

Polak, H.A. & Kwaske, I.H. (April, 2005). *Identifying attributes needed for entry-level jobs*. In I.H. Kwaske and S.A. Laser (co-chairs), *Entry-level jobs critical or throw away? Issues surrounding entry-level employment decisions*. Practitioner forum conducted at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Kwaske, I.H. (August, 2001). *Hiring the Right Employees*. Roundtable discussion facilitated at the Young Entrepreneur's Forum meeting Chicago, Illinois

Theodos, V., Gold-Spink, E., Hevia, I. Pinales, G., Hales, G., Sher T.G., Canar, J. (November, 1999). *Uncertainty in Illness and Optimism in Couples with Multiple Sclerosis*. Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy in Toronto, Canada.

Gold, E.L., Hevia, I.A., Theodos, V. (June, 1998). *Psychosocial Issues & MS*. Invited Address at the Elk Grove Village Chapter of the National MS Society.

Burns, H. & Hevia, I.A. (May, 1998) *Circles and Squiggles: Finding your Individuality in a Team Setting*. Presented at the meeting of the National Association of Child Care Resource and Referral Agencies, Chicago, Illinois.

Sher, T.G., Gold, E., Hevia, I.A., Theodos, V. (May, 1998) *Psychosocial Issues & MS*. Presented at the West Chicago Chapter of the National MS Society for National MS Day.

Hevia, I.A. & Gomez, L.A. (May, 1996). *Changing Sex Roles in the Sunday Comics and in the Working World*. Poster presented at the meeting of the Midwestern Psychological Association, Chicago.

Hevia, I. (February, 1996) Employee In-Service Sensitivity Training for the Department of Children and Family Services, Springfield, IL.

PUBLICATIONS

Kwaske, I.H., Morris, S.B. (2015). The Validity of Individual Psychological Assessments for Entry-Level Police and Firefighter Positions. *Personnel Assessment and Decisions*.

Morris, S.B., Kwaske, I.H., Daisley, R. R. (2011). The validity of individual assessments. *Industrial and Organizational Psychology*, 4, 322-326.

Kwaske, I.H. (2004). Individual assessments for personnel selection: An update on a rarely researched but avidly practiced practice. *Consulting Psychology Journal: Practice and Research*, 56(3), 186-195.

GRANTS

External Funding

4/1/2023 – 3/31/2026 “Operation Restoration & Tulane SoPA College in Prison Program Expansion”
Andrew W. Mellon Foundation Higher Learning Grant.
Subaward total = \$222,793 (PI = I. Kwaske)

Total award = \$500,000

Internal Funding

7/1/2018 – 6/30/2019 “SoPA Lightboard Studios”
Carol Lavin Bernick Faculty Grant
Total award= \$15,000 (PI=I.Kwaske)

THESES & DISSERTATIONS

Javier Pineda. 2023. *The Business Case for Measuring Employee Happiness*. Master’s thesis, Tulane AB Freeman School of Business. Second Reader.

Keri Randolph, Ed.L. 2020. *Partnering for Impact: Reimagining Educator Preparation Through PreK12-Higher Education Partnership*. Doctoral dissertation, Harvard Graduate School of Education. Committee Member.

Lura Danley, PsyD. 2011. *An Exploratory Examination of the Attributional Outcomes of Virtual First Impressions During the Application Process*. Doctoral dissertation, The Chicago School of Professional Psychology. Dissertation Chair.

Michael Gold, PsyD. 2011 *The Workplace Experiences of Women Survivors of Inflammatory Breast Cancer: Ethics of Preservation and Contributions to the Intellectual Heritage of Illness*. Doctoral dissertation, The Chicago School of Professional Psychology. Dissertation Chair.

Thomas Harvey, PsyD. 2011. *Impact of Construction Leadership Style on Follower Positive Psychological Capital*. Doctoral Dissertation, The Chicago School of Professional Psychology. Committee member.

IN THE PRESS

Kwaske, I.H. (2022). Mentor Month: SoPA’s Women in Tech mentoring program. Fox8 (WVUE) news interview with I.H. Kwaske aired January 4, 2022.

Kwaske, I.H., McLennan, K.M. (2020) Why Social Interaction is Important in Online Learning. <https://sopa.tulane.edu/blog/why-social-interaction-important-online-learning>

Roberts, A. (2020). College students can choose pass-fail or letter grade amid coronavirus challenges. Fox8 (WVUE) news interview with I.H. Kwaske & T. Tetlow aired April 8, 2020. <https://www.fox8live.com/2020/04/08/college-students-can-choose-pass-fail-or-letter-grade-amid-coronavirus-challenges/>

Hicks, P. (2016) Couples who design together, stay together. *Planet Vectorworks*, <http://planet.vectorworks.net/2016/02/couples-who-design-together-stay-together/>.

Kwaske, I. (2015) Curtain wall tool enables dynamic design. *Planet Vectorworks*, <http://planet.vectorworks.net/2015/01/curtain-wall-tool-enables-dynamic-design/>

Kwaske, I. (2014) Vectorworks 2015 speeds past the competition. *Planet Vectorworks*, <http://planet.vectorworks.net/2014/09/vectorworks-2015-speeds-past-the-competition/#.VCGxIredl3w>

SERVICE TO PROFESSION

UPCEA 2026 Annual Conference Co-Chair
SACSCOC Peer Evaluator. July 2022- present
GNO Inc. Roundtable Discussion on Women in STEM Talent. April, 2021. Facilitator
UPCEA SOLA+R Reviewer – 2020, 2023
Behavioral Finance and Economics Research Symposium. 2009 Conference co-chair; Chicago, IL
Discussant/Facilitator, IMGIP/ICEOP Annual Conference, November 2004
Assessor, Illinois Institute of Technology Institute of Psychology, Psychology Undergraduate Students
Assessment Center, October 1999 and October 2001

SERVICE TO COMMUNITY

Volunteer at Lusher Charter Elementary School (January 2017 to May 2022)
Volunteer at Chicago Public School: Ogden International School of Chicago (9/11 to 12/16)

LANGUAGES

English- native speaker
Spanish- fluent conversational, moderate professional proficiency
French- elementary proficiency

Bi-cultural: Cuban-American

MEMBERSHIPS & BOARDS

New Orleans Chamber of Commerce Board of Directors – Member (1/2025 – 12/2025)
UPCEA – Institutional Representative and Member of Chief Online Learning Officers Committee
Society for Industrial Organizational Psychologists
P.E.O. – Scholarships & Special Projects Committee

ADDITIONAL TRAINING/CERTIFICATION

2016 Teaching Online Pedagogy and Standards Certificate - The Chicago School of Professional
Psychology

TECHNICAL REPORTS

LASER 5-C TEST KIT

Kwaske, I.H., Polak, H.A., and Laser, S.A. (2004). *User's Guide for the Laser 5-C*. Published by Stephen A. Laser Associates, Chicago, IL.

Laser, S.A., Polak, H.A., and Kwaske, I.H. (2004). *Laser 5-C. Entry level employment test* published by Stephen A. Laser Associates, Chicago, IL.

Polak, H.A., Kwaske, I.H., and Laser, S.A. (2004). *Development of the Laser 5-C Test for the Selection of Entry-level Employees*. Technical Report published by Stephen A. Laser Associates, Chicago, IL.

Kwaske, I.H., Laube, S., & Weiss, J. (2001). *Recurrent training curriculum needs analysis for United Airlines: Crew scheduler/coordinator*. Technical report prepared for United Airlines WHQ, Elk Grove: IL. Supervisor, Anthony Paquin, Ph.D.

REFERENCES

Available upon request