

William E. Sedlacek

William E. Sedlacek is a Professor of Education and Assistant Director of the Counseling Center at the University of Maryland, College Park. He is also an Adjunct Professor of Pharmacy at the University of Maryland at Baltimore. He earned Bachelor's and Master's degrees from Iowa State University and a Ph. D. from Kansas State University.

He is senior author of *Racism in American education: A model for change* (with Brooks), and a measure of racial attitudes, *The Situational Attitude Scale (SAS)*. He authored *Beyond the big test: Noncognitive assessment in higher education* and has published extensively in professional journals on a wide range of topics including racism, sexism, college admissions, advising, and employee selection.

He has served as editor of *Measurement and Evaluation in Counseling and Development*. Also, he has consulted with more than 300 different organizations, colleges, and universities on interracial and intercultural issues, and has served as an expert witness in race and sex discrimination cases. In 1992, he received the Ralph F. Berdie Memorial Research Award "for research affecting directional changes in the field of counseling and college student personnel work" which was presented by the American Counseling Association (ACA). In 1993, he received the John B. Muir Editor's Award from the National Association for College Admission Counseling for his article entitled "Employing noncognitive variables in the admission and retention of nontraditional students."

In 1997, he received the research award from ACA for his article entitled "An empirical method of determining nontraditional group status" published in *Measurement and Evaluation in Counseling and Development*. In 1998, he was named a Senior Scholar by the American College Personnel Association (ACPA) and became a Diplomate in 2003.

In 2002, he was recognized by ACPA as a Diamond Honoree, for his service and research in student affairs and in 2004 he received the Contribution to Knowledge Award from ACPA for outstanding contributions to the profession's body of knowledge through publications, films, speeches, instructions, tapes, and other forms of communication.

His latest book is "*Beyond the big test: Noncognitive assessment in higher education*"

<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787960209.html>

July 2, 2004

Trent E. Gabert, Ph.D.
Associate Dean College of Liberal Studies
Chair of the Executive Committee

Brock International Prize in Education
Professor of Health and Sport Sciences

Dear Professor Gabert:

It is my immense pleasure to submit this nomination of Professor William Sedlacek, University of Maryland for the honor of the Brock Prize. Professor Sedlacek is eminently qualified for this distinguished honor based on his long career of path breaking scholarship, his record of teaching and mentorship and his contributions to improved access to higher education for under represented groups. His work and recognition has primarily revolved around the work he has done on the development, specification, validation and application of non- cognitive measures of academic potential and achievement.

You will find attached my two part nomination of Professor Sedlacek's candidacy. The first document is a 15 page overview of his career highlights, accomplishments and honors. The second document is a 36 page *Curriculum Vitae* which provides the complete, detailed professional record. Please advise me if you have questions or need additional materials.

Sincerely,

Walter R. Allen
Allan Murray Cartter Professor of Higher Education
Professor of Sociology
University of California, Los Angeles

Nomination Statement

William Sedlacek is a Professor of Education and Director of Testing, Research, and Data Processing at the Counseling Center at the University of Maryland. His recent book “Beyond the Big Test: Noncognitive Assessment in Higher Education- 2004” summarizes more than 30 years of research into how assessment methodologies can be used to capture and capitalize on the strengths of today’s diverse student population in higher education. Professor Sedlacek has developed a unique, multifaceted assessment system which enables colleges and universities to identify noncognitive characteristics which predict success in higher education for underrepresented racial and cultural groups and other “nontraditional” populations of students in higher education. In addition to their value as admissions assessment instruments, Sedlacek’s noncognitive variables have been used as a paradigm for postmatriculation programs which have been shown to support the retention of nontraditional students already admitted to universities and professional schools. Sedlacek’s unparalleled body of published research on assessment equity and multicultural awareness has made a significant contribution toward solving some of the largest problems facing higher education today.

Tests Should be Useful for Many Purposes

So called “Big Tests” have become the focal point in our schools, the standard in many cases, by which we judge ourselves and others. Many people assume that if a student has high standardized test (SAT, GRE, ACT etc.) scores he or she is prepared for college; if a school system has high average test scores, the schools in that system must be good. Sedlacek’s work reminds us that it’s not that simple. Our current tests are not perfect predictors of what students applying to college know and can do. Standardized

tests give us *some* information that is useful for predicting freshman grades for *some* students, but the big tests have been shown to be poor predictors for people of color, women, or anyone who has not had a White middle-class, Euro-centric, heterosexual, male experience in the United States.

Sedlacek's research is based on the premise that tests should do more than predict limited outcomes for a subset of today's students. Tests, in Sedlacek's view, should be useful, not just to admissions officers, but to educators, student service workers, and administrators, by constituting the basis for helping students build on their strengths and analyze and compensate for their weaknesses. Clearly, currently designed standardized tests do not accomplish these higher standards. Sedlacek decided that if tests were to be truly useful, modifying the Big Tests was not enough. So he began, in the late 1960s, to lay out a fresh approach, one that would be useful in evaluating candidates for admissions and scholarships, but also useful to educators after the selected students started college. Sedlacek set out to design a system of assessments that was fair to all; had legal authority; and would help students develop throughout their undergraduate, graduate, or professional school careers. Instead of asking "How can we make the SAT and other such tests better?" Sedlacek asked "What kinds of measures will meet our needs now and in the future?" He concluded that he did not need to ignore our current tests to solve this problem; he needed to develop new measures that expand the potential that can be derived from assessment.

A New View of Assessing Diversity

Sedlacek's primary goal in developing a new system was to provide fair and equitable assessment techniques for all types of students. He recognized that test

developers typically attempted to handle diversity by honing and fine-tuning their tests so that scores appeared equally valid for all test takers. Sedlacek, however, believed that since different racial and cultural groups have different life experiences, it was only logical that they would present their attributes and abilities in different ways. These basic differences made it unlikely that a single test or set of test items would yield scores that were equally valid for all groups. Sedlacek decided that if test developers focused on results rather than intentions, they would conclude that what was important was to do an equally good job of assessing each group, not to strive to develop a single test that measures all groups equally. Sedlacek sought equality of results with his work, rather than equity of process. Consequently, he built his assessment system to retain and capitalize on the useful information that differentiates among diverse groups, rather than attempting to eliminate it.

Fueled by this basic philosophy, Sedlacek created his noncognitive variable assessment system and tested and refined it with a 30-year program of innovative, constantly evolving research. In addition to providing the conceptual foundation for this work, Sedlacek developed a broad range of assessment tools, conducted studies to validate scores from them, and gathered data to demonstrate their usefulness, sometimes waiting years for outcomes of studies whose criterion was long-term student success. It is rare that individual scholars have the patience and persistence to engage in such long-term and far-sighted research. Sedlacek's work demonstrates this unique quality, and his outstanding accomplishment of over 300 sole or joint authored publications in professional journals document his dedication to stimulating and supporting the work of

students and other scholars who have used and contributed to the evolution of noncognitive variable assessment.

Measures Available at No Cost

One of the truly unique features of Sedlacek's work is that the assessment instruments and techniques he has developed are available free of charge to any institution or individual who wishes to use them. Sedlacek has always encouraged students, researchers and applied professionals to experiment with and modify his measures to fit their needs because he sees collaboration as the best way to implement innovations.

Tested Legally

One testament to the importance of Sedlacek's innovative approach to assessing student abilities is the credence it has been given in anti-discrimination litigation. Two recent court cases, *Castañeda et al. v. The University of California Regents* (1999) and *Farmer v. Ramsay et al.* 1998), proposed noncognitive variables as the alternative approach to higher education admissions. As the plaintiffs in *Castañeda*, the primary civil rights organizations in the United States (e.g. NAACP Legal Defense Fund, ACLU, Asian Pacific Legal Center) alleged that the University of California – Berkeley was not employing fair admissions practices. The plaintiffs have offered to withdraw their suit if the university agreed to employ Professor Sedlacek's noncognitive variables which they believe are fairer to applicants of color than the assessment method Berkeley was using. In the *Farmer* case, the court ruled in favor of allowing the University of Maryland medical school to use Sedlacek's noncognitive variables in its admissions process; although the White plaintiff claiming reverse discrimination has appealed this judgment.

These cases clearly document that both civil rights attorneys and a state judicial system have recognized the uniqueness and utility of Sedlacek's noncognitive variables and acknowledge noncognitive variable assessment as state-of-the-art in alternative admissions in higher education.

While Professor Sedlacek supported the recent efforts of the University of Michigan to consider race directly in its admissions policies, he believes there is a better way to proceed. If the university were to use the noncognitive variables proposed by him in its admissions systems, it would achieve diversity in its classes by virtue of considering variables that reflect race, culture, gender, and the other aspects of diversity. Thus, by not directly selecting on categories of diversity, a school can achieve increased diversity in a more sophisticated way, on the basis of the research evidence available. The noncognitive variable method yields important attributes correlating with student success that appear to be legal and fair to all applicants.

Sedlacek's Noncognitive Variable System

Below is an exhibit illustrating Sedlacek's noncognitive variable system.

Exhibit 1

Description of Noncognitive Variables

Variable #	Variable Name
1	<i>Positive Self-Concept</i> • Demonstrates confidence, strength of character, determination, and independence.
2	<i>Realistic Self-Appraisal</i> • Recognizes and accepts any strengths and deficiencies, especially academic, and works hard at self-development. Recognizes need to broaden his/her individuality.
3	<i>Successfully Handles the System (Racism)</i> • Exhibits a realistic view of the system based upon personal experience of racism. Committed to improving the existing system. Takes an assertive approach to dealing with existing wrongs, but is not hostile to society, nor is a

	"cop-out." Able to handle racist system.
4	<i>Preference for Long-Term Goals</i> • Able to respond to deferred gratification, plans ahead and sets goals.
5	<i>Availability of Strong Support Person</i> • Seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement.
6	<i>Leadership Experience</i> • Demonstrates strong leadership in any area of his/her background (e.g. church, sports, non-educational groups, gang leader, etc.).
7	<i>Community Involvement</i> • Participates and is involved in his/her community.
8	<i>Knowledge Acquired in a Field</i> • Acquires knowledge in a sustained and/or culturally related ways in any field.

National Impact of Sedlacek's Noncognitive Variable Research

The largest single program that has made use of Professor Sedlacek's work on noncognitive variables is the Gates Millennium Scholars Program. The Gates Millennium Scholars (GMS) program sets out an ambitious and socially important series of goals for itself. Scholarships are provided to financially needy African Americans, Native Americans, Hispanic Americans, or Asian Americans who are, or will be, studying mathematics, science, engineering, education, or library science. Applicants are required to be eligible for Pell Grants as a way of determining that they are in financial need, and awards cover all educational expenses at whatever institution the student is attending.

Students are selected for awards on the basis of Sedlacek's noncognitive variable system, as expressed through their leadership, participation in community service, extracurricular activities, or other activities. Such qualities are desired of any applicant by college admissions offices, but they tend to be difficult qualities to judge and may be particularly so among applicants of color. Historically, intentional or unintentional discrimination has taken place against applicants other than those from traditional White upper-middle-class backgrounds. The assessments made in the GMS program are done

using great care and sensitivity to the unique and valuable experiences and accomplishments presented by applicants.

Raters of color were trained to score information on the GMS application for each of Sedlacek's noncognitive variables and reliability of judgments was established. In the first three years of the program, more than six thousand students of color were attending more than nine hundred institutions in the United States and receiving full scholarships for as long as they matriculated successfully in an institution of higher education. Gates Millennium Scholars can also receive funding to attend graduate school. As of this writing, Gates Scholars had undergraduate college GPAs of 3.25, so their early success in school has been established, and the method of selecting them appears to be working well.

The GMS Program is a \$1 billion program, planned to last over a twenty-year period. At present, a longitudinal study is under way, tracking scholars (as well as those not selected) to determine the correlates of the noncognitive variables with a range of academic and nonacademic dimensions over the twenty-year period. Initial studies indicate that the noncognitive variables do correlate with academic success and leadership activities of Gates Millennium Scholars (Sedlacek & Sheu, in press, a, b). This study should yield data that are unprecedented and rich in their potential to afford insight as to how to better understand, and better educate, people of color who have shown great potential in ways that typically are not considered, let alone assessed.

The Washington Education Foundation administers the Washington State Achievers program, which is designed to serve students from lower-income backgrounds from the State of Washington who are admitted to a college or university in the state.

Raters are trained to identify Sedlacek's noncognitive variables and evaluate them along with other information in making awards. Many of the applicants are White students from rural and urban settings who are seen as showing ability on noncognitive dimensions. The program began in 2001 and will be studied for thirteen years after inception. Here is another important sample of students being monitored where correlates of noncognitive variables may yield much that educators and social service providers can use. So far, the Washington State Achievers appear to be engaged in a number of academic activities that correlate with their academic success (Sedlacek & Sheu, in press, c).

The National Action Council for Minorities in Engineering (NACME) makes available scholarships for African American, American Indian, and Latino male and female engineering students through its Engineering Vanguard program. The program has employed Sedlacek's noncognitive variables and other application materials in evaluating candidates. Those awarded scholarships are placed in partnership universities. The program maintains contact with scholarship recipients and makes use of noncognitive variables such as leadership and community to help with student needs after matriculation.

A number of individual colleges and universities have made use of Professor Sedlacek's noncognitive variable system. Oregon State University has developed its own series of essay questions to assess the noncognitive variables. The uniqueness of their effort is that the noncognitive variables are used throughout the university in admissions, financial aid, counseling, advising, student programs and teaching. The noncognitive variables have provided a way for different units in the university to communicate with

one another and make referrals. According to Larry Roper, Vice President for Student Affairs:

“Bill Sedlacek’s research and consultation have had a profound impact on the programs, services and future direction of Oregon State University. We have committed significant time and energy engaging with his work and developing approaches to use that work to better serve the communities with which we work. The non-cognitive variable research has incredible potential for colleges and universities. If we take this work seriously and embrace it we can get much closer to meeting the social responsibility commitment upon which most of us were founded. It is gratifying to see that Bill Sedlacek’s work is having such a great impact on the national dialogue on access and equity. The higher education community owes a tremendous amount of gratitude to Bill Sedlacek for the professional lifetime he has invested in research and educational justice issues.”

Conclusions

William Sedlacek’s work has been truly innovative, in that there is nothing like it available as an alternative. He has done the research and generously shared his ideas and the products of his efforts with others through his publications presentations and personal communications. He has the reputation for being accessible to students and colleagues alike, including those from other universities and organizations. Professor Susan Komives of the University of Maryland noted his openness to others and his willingness to share his work as she presented him the Contribution to Knowledge Award on behalf of the American College Personnel Association in April 2004. The award recognizes someone for outstanding contributions to the profession’s body of knowledge through publications, films, speeches, instructions, tapes, and other forms of communication. This award is the latest of many Professor Sedlacek has received from professional organizations. He is a unique individual who has had a great impact on the field of education. Many students have been admitted to higher education or received funding to pursue their dreams that would not otherwise have had the opportunity because of his

work. He has also stimulated and inspired many students and colleagues with his ideas and his willingness to share them. Professor Sedlacek seems to embody the best conception of what the Brock Prize stands for.

I will conclude my comments with some quotes from professionals and students in a variety of fields to further illustrate William Sedlacek's contributions. A shortened form of his vita follows the endorsements.

Personal Endorsements of William Sedlacek's Work

"Use of non-cognitive variables is both innovative and simple. Race as a factor in college admissions would be less controversial if college admissions offices used non-cognitive variables in their selection process. Sedlacek's book (Beyond the Big Test) should be required reading for all college personnel involved with admissions, recruitment, retention, and assessment."

John V. Fraire
Dean, Admissions
Western Michigan University

"Sedlacek's 'Big Test' book provides a practical guide to the use of noncognitive variables in higher education admissions, teaching, advisement, and program evaluation to more fairly assess a diverse student body. A must read to shift the paradigm from an over dependency on the SAT and other big tests."

Shirley Hune, Ph.D.
Professor and Associate Dean
Graduate Programs, Graduate Division
University of California, Los Angeles

"This excellent book (Beyond the Big Test) is a must for all educators. William Sedlacek shows the weaknesses in traditional SAT-type tests and provides alternative ways of evaluating students for college programs. If historically white colleges are to break with their racist climates and practices, faculty, administrators, and staff must heed Sedlacek's sage remedies, which are grounded in solid field research."

Joe Feagin
Graduate Research Professor
Department of Sociology
University of Florida

"Many great students did not do great on one of the Big Tests used as admissions criteria at most colleges and universities. Why? Because, the Big Tests, such as the SAT and ACT, were never intended to provide a comprehensive view of students' potential for successful completion of a college education. In this book (*Beyond the Big Test*), William Sedlacek identifies the eight non-cognitive variables that extensive research has shown are the missing components of a comprehensive, fair, and impartial measure of a student's likelihood for success in college. The book shows how these non-cognitive measures can be used in selecting a diverse and talented student body and how they can be used in counseling, academic advising, student affairs programs, and research. It is a book that confirms what educators have always known: we educate the whole person and we need to select and teach our students accordingly. This is a book well worth reading and, more importantly, using."

Gregory S. Blimling, Ph.D.
Editor, *Journal of College Student Development*
Vice President
Appalachian State University

"It is critical for colleges and universities to re-examine their admissions criteria and teaching strategies to incorporate noncognitive indicators into their admissions processes and teaching practices to help them achieve their diversity goals. The Gates Millennium Scholars and the Washington State Achievers Program have used the Noncognitive Assessment Model to identify academically talented low-income students as scholarship recipients, most of whom are students of color. This model helped identify scholars who do well both academically and persist in college at unprecedented rates."

Deborah J. Wilds, PhD
Program Officer, Education
Bill & Melinda Gates Foundation

"In this thought provoking book (*Beyond the Big Test*) William Sedlacek not only accentuates the point that non-cognitive variables can and should be used by college admissions offices, as they are better predictors of success among non-traditional college students, but he suggests other ways that they can be used. Among just a few of them are advising, counseling, designing and evaluating programs and teaching. In my judgment, this book is a must read for colleges and universities interested in diversifying their student bodies and improving the overall quality of campus life."

Donald Brown Ed. D
Director, AHANA Program
Boston College

“With a fresh and integrated approach, Sedlacek’s book (*Beyond the Big Test*) seeks to improve the evaluation process for all students, especially non-traditional students in higher education. He accurately addresses the limitations of current standardized tests to assess and predict academic success among prospective university students. He calls for an alternative method to supplement standardized tests to meet the contemporary circumstances of tomorrow’s leaders. With a comprehensive approach, he demonstrates the ability of non-cognitive variables to forecast retention and student achievement. He uses practical examples to explain how this method can foster academic and institutional success while reducing barriers to higher education, especially for non-traditional students, who are typically missing or incorrectly assessed by standardized tests. Using actual examples, he shows how this approach can be useful in multiple settings including admissions, scholarship selection and program evaluation. Further, Sedlacek’s thorough research proves the integration of non-cognitive variables to augment standardized tests will create a significant and positive change, which will increase the diversity and integrity of universities across the country.”

Norbert S. Hill Jr.,
Executive Director
American Indian Graduate Center, Oneida

“The new book (*Beyond the Big Test*) by William Sedlacek is a welcomed addition to a long-standing but underappreciated body of work on the importance of ‘non-cognitive predictors’ of the admissability and performance of students of color in postsecondary education, especially at selective, predominantly white universities. Drawing on a tradition of research extending back to the 1970’s, Sedlacek has made a very significant contribution to scholarship in this area and to higher education policy. Readers should pay special attention to the chapter four that provides the conceptual and research foundations for these critical non-cognitive measures.”

William T. Trent
University of Illinois
Professor
College of Education
Department of Educational Policy Studies

“William E. Sedlacek has devoted his career to assessment of diverse populations using cognitive and noncognitive variables. He again provides the profession with important information based on his programmatic research and that of others. I recommend the book (*Beyond the Big Test*) for assessment professionals.”

Patricia B. Elmore, Associate dean for administrative services and Professor
Department of Educational Psychology and Special Education
College of Education and Human Services
Southern Illinois University
Editor, *Measurement and Evaluation in Counseling and Development*.

"I am writing to strongly support the nomination of Dr. William E. Sedlacek for the Brock International Prize in Education. Having worked with Dr. Sedlacek as a research assistant for three years, I have many opportunities to learn from him. We have conducted research, presented papers at conferences, published journal articles together several times. Throughout these experiences, Dr. Sedlacek has helped me broaden my view of multiculturalism. His exceptional work on higher education, student services, and other areas has stimulated me to improve diversity through research and practice.

Dr. Sedlacek's warm greetings and cultural sensitivity have always impressed me since we first met. His insightful advices have helped me, an international student, overcome many barriers in the transition to this country. As a mentor, he not only supports my professional development but also cares about my personal growth. His dedication to higher education and well-being of students have set an example for me. Because of Dr. Sedlacek's tremendous contributions to the field, in my view he is an exceptional candidate for this Prize, and I strongly support his nomination. Please feel free to contact me at (301)314-7692 or hbsheu@wam.umd.edu if you have need for further information."

Hung-Bin Sheu, M.Ed.
Doctoral student – Counseling Psychology program
Research Assistant– University Counseling Center
Psychology extern – Health Center
University of Maryland

"William E. Sedlacek has influenced my intellectual growth as a researcher, educator, and administrator. He has done this through his continual encouragement and steadfast support. He has also influenced me by modeling his commitment to research through his consistent pursuit of knowledge and truth. He has demonstrated his commitment to this pursuit by the ways in which he has consistently followed a line of inquiry for over 30 years, and by the way he responds to critics, always appreciating the next research question. I have a deep admiration for Dr. Sedlacek's spirit of inquiry, professionalism, and commitment to education. Secifically, his research has led to national innovations in the way we recognize individuals and bestow rewards such as admission to and scholarships for higher education."

Susan Longerbeam
Doctoral student- College Student Personnel program
Research Assistant- University Counseling Center & Civicus program
University of Maryland

"Through the work that we do in the research unit of the Counseling Center where I serve as a graduate research assistant with Dr. Sedlacek, I have learned important aspects of measurement and statistical analysis. I have learned, for example, important lessons about how diversity in sample characteristics (e.g., race, ethnicity, gender) is important in how we should measure constructs within education, in how we analyze those constructs,

and in how we choose to interpret them. In a broader way, I am now able to recognize not only bias in measurement (e.g., racial/ethnic, gender) by having Dr. Sedlacek as both a mentor and supervisor, but I am also myself committed to examining diverse backgrounds as part of my own work (e.g., racial/ethnic diversity, gender) regarding alcohol use among college students and other youth. I have learned for instance, that what may demonstrate variance in outcome for one subgroup may not necessarily demonstrate that variance for another; maintaining a range of measurement mechanisms is important in distinguishing among diverse groups and what is predictive for them or not. There are scores of other people, students and former students and colleagues of Dr. Sedlacek, who would likely tell you that they have been influenced similarly in their work directly through their association with Dr. Sedlacek.”

Renee Baird Snyder, M. S.
Ph. D. candidate- College Student Personnel program
Research Assistant- University Counseling Center
University of Maryland

William Edward Sedlacek

Born: January 4, 1939
Chicago, Illinois

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Phone: (301) 314-7687
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Email: wsed@umd.edu

Home Phone: (301) 585-7978

Education

Major

Minor

B.S., 1960 Iowa State University	Industrial Administration	Industrial Relations
M.S., 1961 Iowa State University	Industrial Psychology	Statistics
Ph.D., 1966 Kansas State University	Industrial Psychology	Statistics

Internship:

Greater Kansas City Mental Health Foundation, Psychiatric Receiving Center, 1963-64.

Fields of Professional Interest:

Intercultural research, social change, measurement and evaluation, personnel/student selection and development.

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Racism in American education: A model for change (with Glenwood C. Brooks, Jr.).
Chicago: Nelson-Hall, Inc., 1976.

Racism in society: A behavioral model for change. Teaneck, N.J.: Sigma Information,
Inc., Behavioral Sciences Tape Library #82220, 1974.

Beyond the big test: Noncognitive assessment in higher education. San Francisco:
Jossey-Bass.

Honors and Awards:

Research Fellowship - Greater Kansas City Mental Health Foundation, 1962-63.

Recipient of the National Association of Medical Minority Educators 1983 award for "outstanding contributions to medical education."

Recipient of the 1992 Ralph F. Berdie Memorial Research Award "for research affecting directional changes in the field of counseling and college student personnel work". Presented by the American Counseling Association.

Recipient of the 1993 John B. Muir Writing Award as one of the authors of "Achieving Diversity: Strategies for the Recruitment and Retention of Traditionally Underrepresented Students." Presented by the National Association for College Admission Counseling.

Recipient of the 1997 Research Award for an article in the January 1996 issue of *Measurement and Evaluation in Counseling and Development* entitled "An empirical method of determining nontraditional group status." Presented by the American Counseling Association.

Senior Scholar - American College Personnel Association - 1998 – 2003

Diamond Award Honoree - American College Personnel Association - 2002.

Senior Scholar Diplomat - American College Personnel Association – 2003.

Recipient of the 2004 Contribution to Knowledge Award for outstanding contributions to the profession's body of knowledge through publications, films, speeches, instructions, tapes, and other forms of communication. Presented by the American College Personnel Association.

Editorial Functions:

Editor: *Measurement and Evaluation in Counseling and Development*, 1984-1987

Editorial Boards: *College Student Journal*, 1972-75
Journal of the Freshman Year Experience and Students in Transition, 1987- 2002
Journal of College Student Development, 2000 - Present
Measurement and Evaluation in Counseling and Development, 2000 - Present
Measurement and Evaluation in Guidance, 1983-1984

Reviewer - Manuscripts and Books:

American Educational Research Journal, 1979, 1990, 1991, 1992, 1994

American Journal of Community Psychology, 1994, 1995, 1996

Educational Researcher, 2001

Journal of Counseling Psychology, 1982, 1983, 1996, 2000, 2001

Journal of College Student Development, 2000-Ed Board

Journal of Higher Education, 1984, 1985, 1991, 1994, 1996, 1997, 1999, 2001, 2002, 2003, 2004-

Journal of Medical Education, 1979

Journal of Negro Education, 1997, 1998, 2000, 2002, 2003

Measurement and Evaluation in Counseling and Development, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1997- Ed Board

Perceptual and Motor Skills, 1985, 1991, 1994

Personnel and Guidance Journal, 1977

Psychological Reports, 1985, 1991, 1992, 1993, 1994, 1997

Urban Education, 1994, 1995

Consultation in Legal Cases:

Evans vs. Sheraton Park Hotel, et al., U.S. District Court for the District of Columbia, Civil Action No. 1216-71, 1972.

Flynn v. American Viscose Corporation, 1973.

Wilbur v. Pension Board of the Steamship Trade Association of Baltimore, et al., U.S. District Court for the District of Maryland, Civil Action No. 1368-8, 1973.

Donald L. Bachman, et al., v. Michael Pertschuck. U.S. District for the District of Columbia, Civil Action No. 76- 7009, 1978.

Equal Employment Opportunity Commission, v. IBM Corporation, U.S. District Court for the District of Maryland, Civil Action No. R-80-1408, 1983.

Dr. Charles W. Griffin v. Howard County Board of Education, U.S. District Court for the District of Maryland, Civil Action No. M83-479, 1984.

Podberesky v. Kirwan, U.S. District Court for the District of Maryland Civil Action No. 90-1685, JFM, 1993.

Castañeda, et al. v. The Regents of the University of California, U. S. District Court for the Northern District of California, Civil Action No. C. 99-0525, 1999.

Farmer v. Ramsay, et al., U.S. District Court for the District of Maryland, Case No. L-98-1585

Honorary and Professional Societies:

American College Personnel Association

American Counseling Association

American Educational Research Association

American Psychological Association

National Association of Student Personnel Administrators

National Council on Measurement in Education

Omicron Delta Kappa

Psi Chi

Other:

Member of Commission XIII, Assessment for Student Development, American College Personnel Association, 1968 -.

American Personnel and Guidance Association representative to College Entrance Examination Board, 1972-77.

Abstractor, Journal of Negro Education, for Psychological Abstracts, 1971-75.

Standardized Testing Committee, American Personnel and Guidance Association, 1976-77.

Reviewer of books and materials, American Personnel and Guidance Association, 1977-80.

Member of advisory committee to Howard University College of Medicine concerning prediction of student success, 1978-79.

Program Evaluator for U.S. Public Health Service, 1976.

Chairman, Task Force on Minority Admissions, United States Coast Guard Academy, 1979-80.

Panelist, application review, U.S. Department of Education, 1979-81.

Member of the National Advisory Board, Health Resources Administration, on a study of training staff and improving patient care in Hospices across the United States, 1979-81.

Member of Task Force to Evaluate the Minority Affairs Program at the School of Public Health at Harvard University, 1982.

Proposal reviewer - National Science Foundation, Visiting Professorships for Women Program, 1984.

Member of Advisory Committee on Exemplary Minority Programs - Educational Testing Service (ETS), 1984-85.

Received funding through Association of American Medical Colleges (AAMC) to develop a workshop on counseling using noncognitive variables, 1984-1987.

Joint Committee on Standards for Educational Evaluation; Panel of writers, 1985.

Research Advisory Committee, Department of Student Services, Old Dominion University, 1986 – 1988.

Research Advisory Committee, College Entrance Examination Board on Research on Black students in Higher Education, 1986.

Council of Journal Editors AACD, 1984-1987.

Executive Council, Association for Measurement and Evaluation in Counseling and Development, 1984-1987.

Expert Advisory Panel on shoulder harness restraint systems in private aircraft for the Federation of American Societies for Experimental Biology, 1987.

Proposal Evaluator AERA Convention - Division of Counseling and Human Development 1988, 1989.

Served on Technical Review Panel, National Survey of Student Support Service Projects, U.S. Department of Education, 1991 -1994.

Proposal reviewer Maryland Resource Center for Assessment 1991 – 1994.

Proposal reviewer for National Council on Measurement in Education Annual Meeting, 1992, 1993, 1994, 1996.

Project Director "Assessing Noncognitive Variables in Junior High School Students". Funded by Charles County Public Schools, Maryland 1991 - 1993.

Visiting Scholar, Millersville University, 1992.

Multicultural Advisory Committee, Association of American Medical Colleges, 1993 -

Principal Investigator - Evaluating the Lilly Endowment Program for Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges, 1994 - 1995.

Advisory Board - Diversity Connection, Association of American Colleges and Universities, 1995.

National Postsecondary Education Cooperative 1996- Present.

Diversity Evaluators Group - Association of American Colleges and Universities 1994 – 1999.

Co-Project Director – “Situational Characteristics of Positive and Negative Experiences of Same Race and Different Race Students”. Funded by the National Association of Student Personnel Administrators and the Ford Foundation - 1998- Present.

Provided research basis and served as a trainer for readers of the Gates Millennium Scholar Applications - 2000-Present.

Research Advisory Board - Gates Millennium Scholar Longitudinal Study- 2001- Present.

Research Advisory Board - Washington State Achievers Scholarship Program - 2003- Present.

PROFESSIONAL CONSULTING

Consulted with the following organizations on research or service programs since 1980:

A . COLLEGES AND UNIVERSITIES

Allegheny College; Arizona State University; Baylor University; Boston College; Boston University; California State University, Dominguez Hills; Case Western Reserve University; Clarion University of Pennsylvania; Community College of Southern Nevada; Cornell University; Creighton University; Drew Medical School; East Carolina University; East Tennessee State University; Eastern Virginia Medical School; Franklin and Marshall College; Frostburg State University; George Mason University; Georgia State University; Gettysburg College; Goucher College; Hahnemann University; Harvard University; Hood College; Howard University; Ithaca College; John Carroll University; Kansas State University; Kean College; Kent State University; LaRoche College; Lehigh University; Louisiana State University, New Orleans; Louisiana State University, Shreveport; Mary Baldwin College; Medical College of Georgia; Medical College of Virginia; Medical College of Wisconsin; Medical University of South Carolina; Mercer University; Miami University; Michigan State University; Middlesex County College; Millersville University; New Jersey School of Medicine and Dentistry; New Jersey School of Osteopathic Medicine; New York College of Osteopathic Medicine; New York University; North Carolina State University; Northeastern State University, Oklahoma; Northeastern Ohio University; Northwestern University; Nyack College; Ohio State University; Old Dominion University; Oregon State University; Philadelphia College of Osteopathic Medicine; Purdue University; Robert Wood Johnson Medical School; Rutgers University; Shippensburg University; Siena College; Skidmore College; Southern Illinois University; St. John Fisher College; St. Louis University; State University of New York, Buffalo; State University of New York, Cortland; State University of New York, Downstate Medical Center; State University of New York, Geneseo; State University of New York, Stony Brook; State University of New York, Syracuse; State University of New York, System at Albany; State University of New York, Utica; Temple University; Texas A&M University; Towson State University; Tufts University; Tulane University; Uniformed Services University of Health Sciences; Union College, Schenectady; United States Coast Guard Academy; University of Alabama; University of Arizona; University of California, Davis; University of California, Los Angeles; University of California, San Francisco; University of Cincinnati; University of Colorado; University of Connecticut; University of Delaware; University of Illinois, Urbana-Champaign; University of Iowa; University of Kansas; University of Lowell; University of Maryland, Baltimore; University of Maryland, Eastern Shore; University of Massachusetts; University of Miami; University of Michigan; University of Minnesota; University of Mississippi; University of Missouri, Columbia; University of Missouri, Kansas City; University of Nebraska, Omaha; University of New Mexico, Albuquerque; University of North Carolina, Chapel Hill; University of North Carolina, Greensboro; University of Oklahoma; University of Oregon; University of Pennsylvania; University of Pittsburgh; University of Puerto Rico;

University of South Florida; University of Tennessee; University of Texas; University of Utah; University of Washington; West Virginia School of Osteopathic Medicine; Wichita State University; University of Wisconsin, La Crosse; University of Wisconsin, Madison; University of Wisconsin, Milwaukee; University of Wisconsin, Oshkosh; United States Coast Guard Academy; Virginia Commonwealth University; Virginia Polytechnic Institute; Washington University, St. Louis; Washington and Lee University; Wayne State University; Wellesley College; Western Maryland College; Wichita State University; Winston Salem State University; Yeshiva University

B. OTHER ORGANIZATIONS:

Aerospace Corporation; American Association of Colleges of Osteopathic Medicine; American Association of Collegiate Registrars & Admissions Officers; Association of American Veterinary Medical Colleges; American Indian Graduate Center; American Indian Scholarship Fund; American Medical Student Association; American Physical Therapy Association; American Society of Appraisers; Anti Defamation League of B'nai B'rith; Asian Pacific Legal Center; ASPIRA; Association of American Medical Colleges; Association of College Admission Counselors; Association of College Unions, International; Attorney General of Maryland; Bill and Melinda Gates Foundation; Bell Communications Research; Blue Cross/Blue Shield; B'nai B'rith; Cherokee Nation of Oklahoma; Chesapeake and Potomac Association of College Admission Counselors; Christian College Coalition; College Entrance Examination Board; Colorado Council on High/School College Relations; Commonwealth of Pennsylvania; Dallas Public School Board; Educational Policy Institute of ETS; Educational Testing Service; EEI; Equal Employment Opportunity Commission; Federation of American Societies for Experimental Biology; Gates Millennium Scholars; Graduate Record Examination Board; Health Professions Educational Services, Inc.; Health Resources and Services Administration; Hispanic Scholarship Fund; Lawrence Livermore National Laboratory; Lilly Endowment; Longman, Inc.; Maryland State Board for Higher Education; Mexican-American Legal Defense and Educational Fund; National Association for the Advancement of Colored People Legal Defense and Education Fund; National Association of State Universities and Land-Grant Colleges; National Association of Minority Engineering Program Administrators; National Association of Student Personnel Administrators; New Jersey Educational Opportunity Fund Professional Association; Organization of Chinese Americans; Pacific Northwest Independent Colleges; Pennsylvania Association of Developmental Educators; Ryland Homes Inc; Schools and Colleges of Optometry; Society Organized Against Racism; Student National Medical Association; Tri County Youth Services; United Negro College Fund; U.S. Department of Education; Virginia Council of Higher Education; Washington Education Foundation; West Virginia Association of Student Personnel Administrators

EXPERIENCE

Graduate Assistant - Iowa State University, 1960-61.

Assisted in the teaching of industrial and general psychology courses, including constructing and scoring examinations.

Director of Summer Employment - Placement Center, Kansas State University, 1961-62.

Responsible for summer employment program including interviewing students, contacting organizations and evaluating opportunities. Conducted some placement surveys.

Research Fellow - Greater Kansas City Mental Health Foundation, 1962-63.

Engaged in personnel research in public and private industry, including the design of several studies. Administered various psychological instruments and interviewed employees.

Research Assistant - Placement Center, Kansas State University, 1963-64.

Responsible for intra-university communication on placement activities. Conducted several placement surveys.

Instructor - Evening College, Kansas State University, 1964.

Taught undergraduate course in personnel psychology.

Research Psychologist - Association of American Medical Colleges, 1964-66.

Engaged in research relating to medical education, involving selection and evaluation of students and physicians, and evaluation of various aspects of medical education. Had both major and advisory responsibilities for varied research projects.

Visiting Lecturer - National College of Education, Evanston, Illinois, 1966-67.

Taught graduate courses in group dynamics, statistics and individual differences.

Associate Professor (part-time) Roosevelt University, Chicago, Illinois, 1966-67.

Taught graduate and undergraduate courses in statistics, learning and experimental psychology.

Assistant Director for Basic Research (Acting), Division of Education, Association of American Medical Colleges, 1966-67.

Responsible for administering the Office of Basic Research. Designed and conducted studies relating to medical education. Administered dissemination of research to schools and researchers.

Research Advisor, Cultural Study Center, University of Maryland, College Park, 1969-1976.
Advised and helped design studies relating to the interaction among student cultural groups. Research was done from the point of view of people within a given culture. The object of the research was organizational change.

Assistant Professor - College of Education, University of Maryland, College Park, 1967-1971.
Teach courses in racism, measurement, statistics and research.

Associate Professor - College of Education, University of Maryland, College Park, 1971-1990.

Professor - College of Education, University of Maryland, College Park, 1990 – Present.

Adjunct Professor - School of Pharmacy, University of Maryland at Baltimore 1992 – Present.

Assistant Director, Counseling Center; Director of Testing, Research and Data Processing ,
University of Maryland, College Park, 1967 – Present.
Responsible for University testing programs and the research program on student life.
Design and conduct studies on the University as a social system. Coordinate data processing for all Student Affairs offices. Supervise and coordinate the activities of professional staff and graduate students.

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Section A - Journal Articles:

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- Collins, A. M., & Sedlacek, W. E. (1972). Counselor perceptions of sexual attitudes of female university students. *College Student Journal*, 6, 13-16,
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Section B - Other Publications - Limited Listing

Aside from those listed William Sedlacek has authored or coauthored more than 400 additional research reports and publications shown in the extended listing Section B.

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- Sedlacek, W. E. (1993). Employing noncognitive variables in admissions and retention in higher education. In *Achieving diversity: Issues in the recruitment and retention of underrepresented racial/ethnic students in higher education*. (Pp. 33-39). Alexandria VA: National Association of College Admission Counselors.
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