

## **Publications and brief description**

Zinser, R. (in press). Education for a global civilization. *Conference Proceedings*, International Society for the Comparative Study of Civilizations, Provo, UT. June 10-11.

Considering how to prepare students for an uncertain future led to thinking about “global literacy” or what students need to know to live in a more unified society. The resulting paper introduced a curriculum model which combines technical skills, problem-solving skills, and knowledge of the world.

Zinser, R. (2009). The preparation of vocational teachers in America. *Professional Education in Russia and Abroad*, 1(1), 86-90.

This was an invited paper and presentation at the Conference on Comparative Analysis of Education Development in Cultures and Civilizations in Kemerovo, Russia. The colleagues in Russia wanted to learn more about how CTE is delivered in America and how CTE teachers are trained.

VanderMolen, J. & Zinser, R. (2009). Job tasks performed by career system administrators. *Journal of Industrial Teacher Education*, 46 (1).

VanderMolen is a former doctoral student at WMU who conducted a state-wide study of CTE administrators on leadership competencies. Zinser’s role was to help frame the study and discuss the implications for leadership development in CTE. This article was recognized as the “outstanding research manuscript” for Volume 46.

Zinser, R. & Vito-Randall, S. (2008). Data mining for current trends in CTE enrollment. *Conference Proceedings*, Association for Career and Technical Education Research, Charlotte, NC.

After receiving permission from Kalamazoo County schools, Zinser conducted a “data mining” project using student records over 5 years to determine the extent to which students in several categories were adequately represented in CTE programs. The variables studied were gender, race, economic status, and special needs; the research concluded that those populations had almost identical proportions enrolled in CTE.

Zinser, R. & Hanssen, C. (2006). Improving access to the baccalaureate: Articulation agreements and the National Science Foundation ATE program. *Community College Review*, 34 (1).

Used data collected by the national evaluation of the NSF-ATE program on the number and type of articulation agreements between community colleges with technical associates degrees and universities. Zinser's contribution was establishing the larger context, through an extensive literature review, of improving access to universities for students with technical backgrounds who otherwise may not have pursued a bachelors degree. Hanssen was a senior researcher at WMU's Evaluation Center.

Kohler, P. & Zinser, R. (2006). Recruitment and support of females for information technology careers. *Conference Proceedings*, Association for Career and Technical Education Research, Atlanta, GA.

This research was the result of Kohler's grant to study females enrolled in CTE computer courses which is considered non-traditional for that gender and career. Zinser served as the CTE subject matter expert and provided input on surveying CTE teachers and school counselors. The study found that despite some progress in the last 20 years females are still under-represented in computer related programs, and that improvements could be made in the guidance and recruitment of females for those careers.

Zinser, R. & Poledink, P. (2005). The Ford Partnership for Advanced Studies: A new case for curriculum integration in technology education. *Journal of Technology Education*, 17 (1).

A description of the new pre-engineering curriculum for high schools created by the Ford Motor Company. The curriculum development process emphasized the integration of academic standards to support this nation-wide effort in CTE. The article was partially a result of Zinser's earlier work with Ford on aligning the course objectives with specific standards in math, science, language, social studies, business, and technology. Poledink was the program manager for Ford.

Zinser, R. & Lawrenz, F. (2004). New roles to meet industry needs: A look at the Advanced Technological Education program. *Journal of Vocational Education Research*, 29 (2).

This article was the result of field visits to ATE sites for the Evaluation Center. The purpose was to promote and popularize the program for a national audience. Zinser provided a theoretical framework and literature review to establish the importance of industry-education collaboration. Data are presented from a national evaluation of ATE projects on collaboration, materials development, professional development, and program improvement that demonstrate substantial goal attainment. Lawrenz is a professor and evaluation expert at the University of Minnesota.

Zinser, R. (2004). Business and technical teachers' perceptions of career and employability skills. *Workforce Education Forum*, 31 (2).

A survey study was conducted with 80 teachers to determine their perception of the importance of including employability skills (as defined by state standards) in CTE curricula and the extent to which they actually do so in their courses. Data analysis showed strong support for the skills with some implementation and some disconnects.

Zinser, R. (2003). An evaluation of a community college technical program by local industry. *Journal of Industrial Teacher Education*, 40 (3).

This article was the result of an externally funded project that utilized a comprehensive evaluation strategy for a community college to determine the value of a specific degree program that was needed by local industry. The methods included analyzing institutional data, structured interviews with company executives, and focus group discussions with current and former students. The data analysis culminated in a substantial list of recommendations.

Zinser R. (2003). Developing career and employability skills: A US case study. *Education and Training* (international journal), 45 (7).

Zinser created a new course to prepare CTE teachers to teach career and employability skills in their courses based on a detailed list of state standards. The article presented a description of the course, the curriculum development process, and the American perspective on employability skills compared to several other countries.

Zinser, R. (2001). Developing a career matrix for technology students. *The Technology Teacher*, 60 (4).

In order to promote careers in high-demand areas students need realistic information about the requirements and benefits of employment. Zinser used a modified Delphi method with 12 companies in one industry sector to determine the typical career paths, levels of employment, education and experience requirements, and salary ranges. The resulting matrix was presented with a description of the process so it can be adapted to other career areas.