

Carol Miller-Tutzauer

Vita

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Background

Currently Ph.D. candidate at the State University of New York at Buffalo, School of Management. Former evaluator for the Family Network Project, a cooperative program between Erie County Department of Social Services and Parents Anonymous of Buffalo and Erie County. The program, one of only a few national demonstration projects funded by OCAN (formerly NCCAN), provides innovative interventions targeted to families who have a history of chronic child neglect. Formerly Associate Director of Research and Evaluation with the Center for Development of Human Services, State University College at Buffalo, responsible for evaluation of \$20 million in training activities and special research projects to assess effectiveness of a variety of social intervention programs. Formerly director the Middle Adolescent Vulnerability Study, a multiyear, longitudinal study of high school students and their primary caregivers (funded by NIAAA), with responsibility for administering all aspects of the research project, including development of newsletter to participants and reports to school officials. Former editor of *SystemsLetter*, the newsletter of the Information Systems group of the International Communication Association. Former instructor at several colleges/universities, teaching courses in Communication, Mathematics, Computer Science, and Statistics & Research Methods.

Education

1998	Ph.D. candidacy	School of Management — Organizations and Human Resources State University of New York at Buffalo, Buffalo, NY Topic: Organizational and Individual Factors in the Successful Implementation of Information Systems
1985	Ph.D. (abd)	Communication Studies Northwestern University, Evanston, IL Topic: Cognitive Knowledge Structures in the Production of Spoken Discourse
1984	M.A.	Communication Studies Northwestern University, Evanston, IL Topic: Search Strategy and Creativity in Problem Solving Dyads
1981	B.S.	Mathematics Southwestern College, Winfield, KS Major: Mathematics Minor: Speech Honors: <i>Magna Cum Laude</i> Merit Scholarship Senior Assistant, Mathematics Senior Assistant, Speech National Debate Champion, ΠΚΔ

Research Experience

2000-present	Dissertation research, Organizational and Individual Factors in the Successful Implementation of Information Systems , State University of New York, Buffalo, NY.
1999-present	Dimensionality of Trust: Bipolarity vs. Independence of Trust and Distrust, State University of New York, Buffalo, NY.
1999-present	The Role of Group Interaction in Attenuating Anchoring and Adjustment Bias in Group Judgments, State University of New York, Buffalo, NY.
1999-2000	Measuring Strategic Information Planning Success: A Refinement of Segars' and Grover's Measurement Model, State University of New York, Buffalo, NY.
1999-2000	Chair's research assistant, Alignment of Policy with Strategy, State University of New York, Buffalo, NY.
1999	An Ethnographic Study of Task- and System-Tailoring as Unfaithful Appropriations: Application of Adaptive Structuration Theory (Poole & DeSanctis) to an Information System for Training Scheduling and Tracking, State University of New York, Buffalo, NY.
1997-2000	Family Network Project, Parents Anonymous of Buffalo and Erie County in cooperation with Erie County Department of Social Services, special grant from the Office of Child Abuse and Neglect (formerly NCCAN — National Center on Child Abuse and Neglect) to evaluate an innovative intervention project directed toward parents who chronically neglect their children, Buffalo, NY.
1996-1998	Evaluation of New York City Risk Implementation Training Program, commissioned by the New York State Department of Social Services, directed by the Center for Development of Human Services, State University College at Buffalo, Buffalo, NY.
1992-1998	Evaluation of Statewide Social Services Training, Title IV-E grants, commissioned by the New York State Department of Social Services, directed by the Center for Development of Human Services, State University College at Buffalo, Buffalo, NY.
1995-1996	Pride In Work: Improving the Job Skills of Independent Living Youth, an evaluation study of training programs for caregivers and caseworkers of IL youth, commissioned by the New York State Department of Social Services, directed by the Center for Development of Human Services, State University College at Buffalo, Buffalo, NY.
1993-1994	Difficult Child Behavior Survey, a study of foster parents and the difficult behaviors of children placed in their care, commissioned by the New York State Department of Social Services, directed by the Center for Development of Human Services, State University College at Buffalo, Buffalo, NY.
1994	Black Racial Identity Attitude Scale: A Study of Social Service Workers (Barbara Huddleston-Mattai, Principal Investigator), State University College at Buffalo, Buffalo, NY.
1993	Discriminatory Impact of Changes in Managed Care Policies Regarding Western New York Pharmaceutical Providers, commissioned by Joseph Fiorella (Attorney at Law) and the Pharmacists Association of Western New York (PAWNY), private consulting.

1993	Evaluation of the Camp Liberty Program: An Enrichment Program for High-Risk Students, commissioned by the New York State Department of Social Services, directed by Center for Development of Human Services, State University College at Buffalo, Buffalo, NY.
1992-1993	Developing an Instrument to Assess the Impact of Drug Education on American School Children (Scott Roberts, Principal Investigator), State University College at Buffalo, Buffalo, NY.
1989-1992	Middle-Adolescent Vulnerability Study: A Longitudinal Study of Risk for Substance Abuse among Adolescents (NIAAA Grant #07861, Michael Windle, Principal Investigator), Research Institute on Alcoholism, Buffalo, NY.
1991-1992	Substance Use and Risky Activities among Adolescents, secondary analysis of data from the National Adolescent Student Health Survey, Research Institute on Alcoholism, Buffalo, NY.
1990-1991	Alcohol and Cocaine Abuse in Early Adulthood, secondary analysis of data from the Youth Cohort of the National Longitudinal Survey (NLSY) of Labor Market Experience conducted by the National Opinion Research Corporation for the U.S. Departments of Labor and Defense, Research Institute on Alcoholism, Buffalo, NY.
1990-1991	Help-Seeking Resources for Adolescents, secondary analysis of data from the New York State Survey of Secondary School Students, Research Institute on Alcoholism, Buffalo, NY.
1990	Repeated Communication Experiences and Conversational Planning, personal research project.
1989-1990	Marriage and Alcohol Use, secondary analysis of data from the Youth Cohort of the National Longitudinal Survey (NLSY) of Labor Market Experience conducted by the National Opinion Research Corporation for the U.S. Departments of Labor and Defense, Research Institute on Alcoholism, Buffalo, NY.
1988	Young Men's Survey of Life Experiences (NIAAA Grant, Howard T. Blane, Principal Investigator), Research Institute on Alcoholism, Buffalo, NY.
1987-1988	Time Series Analysis of the SALT I Dialogues, State University of New York at Buffalo, Buffalo, NY.
1987-1988	Preventing Substance Misuse among the Mentally Retarded (NIDA Grant # 1 R01 DA04448 01X0), Howard Blane, Principal Investigator), Research Institute on Alcoholism, Buffalo, NY.
1986	Prisoner's Dilemma: Computer Simulation and Comparison of Strategies, Bowling Green State University, Bowling Green, OH.
1984-1986	Research for dissertation, Cognitive Knowledge Structures and the Production of Spoken Discourse, Northwestern University, Evanston, IL.
1984-1986	The Role of Cognitive Schemata in the Production of Social Interaction Behavior: An Analysis of Dating Behavior, Northwestern University, Evanston, IL.
1983-1984	Decision Making in Persuasive Contexts: The Effects of Distribution Rules and Distribution-Rule Operationalization on Human Judgments, Northwestern University, Evanston, IL.
1983-1984	Preparation of OSIRIS data set for computer analysis, Northwestern University, Evanston, IL.
1982-1983	Research for master's thesis, Search Strategy and Creativity in Problem Solving Dyads, Northwestern University, Evanston, IL.

- 1982-1983 Chair's research assistant, The Lincoln-Douglas Debates, Northwestern University, Evanston, IL.
- 1982-1983 Chair's research assistant, The Self-Sealing Rhetoric of John Foster Dulles, Northwestern University, Evanston, IL.
- 1981-1982 Chair's research assistant, Ronald Reagan's 'Safety Net for the Truly Needy': The Rhetorical Uses of Definition, Northwestern University, Evanston, IL.
- 1981-1982 Compliance-Gaining Strategies: A Comparative Analysis of Public Speaking, Mutual Interest, and Advocacy Settings, Northwestern University, Evanston, IL.

Publications

Goodnight, L., Schiappa, E., Tutzauer, C. M., & Tutzauer, F. (1982). The problem of national defense. Skokie, IL: National Textbook.

Miller-Tutzauer, C. (1982). U.S.-Soviet relations and the decline of détente. In G. T. Goodnight (Ed.), In defense of our nation: A basic overview of the problems involved in U.S. defense policy (Contemporary Issues Series). Skokie, IL: National Textbook.

Miller-Tutzauer, C., Tutzauer, F. (1982). Strategic defense: The role of doctrine and its impact on policy. In G. T. Goodnight (Ed.), In defense of our nation: A basic overview of the problems involved in U.S. defense policy (Contemporary Issues Series). Skokie, IL: National Textbook.

Miller-Tutzauer, C., Leonard, K. E., & Windle, M. (1991). Marriage and alcohol use: A longitudinal study of "maturing out." Journal of Studies on Alcohol, 52 (5), 434-440.

Windle, M., & Miller-Tutzauer, C. (1991). Antecedents and correlates of alcohol, cocaine, and alcohol-cocaine abuse in early adulthood. Journal of Drug Education, 21 (2), 119-134.

Windle, M., Miller-Tutzauer, C., Barnes, G., & Welte, J. (1991). Adolescent perceptions of help-seeking resources for substance abuse. Child Development, 62 179-189.

Windle, M., & Miller-Tutzauer, C. (1992). Confirmatory factor analysis and concurrent validity of the Perceived Social Support - Family measure among adolescents. Journal of Marriage and the Family, 54, 777-787.

Windle, M., Miller-Tutzauer, C., & Domenico, D. (1992). Alcohol use, suicidal behavior, and risky activities among adolescents. Journal of Research on Adolescence, 2, 317-330.

Zarefsky, D., Miller-Tutzauer, C., & Tutzauer, F. E. (1984). Reagan's safety net for the truly needy: The rhetorical uses of definition. Central States Speech Journal, 35, 113-119.

Presentations

- Blane, H. T., Miller-Tutzauer, C., & Leonard, K. E. (1989, June). Prevalence of alcoholic diagnoses and associated psychological discriminators in a national sample of young men. Poster presentation at the Annual Meeting of the Research Society on Alcoholism, Beaver Creek, CO.
- Floss, F., & Miller-Tutzauer, C. (1996, March). Cost-Benefit Analysis. Training seminar for Quality Assurance and Audit Division, New York State Department of Social Services, Albany.
- McCowan, R. M., & Miller-Tutzauer, C. (1996, July). State-Level Performance-Based Assessment for Social Services Training. Workshop, Two-Day Conference on Performance Measurement for Training, International Quality & Productivity Center, Chicago.
- McCowan, R. M., & Miller-Tutzauer, C. (1994, September). Outcomes-Based Assessment: Potential and Pitfalls. Workshop, 7th Annual Meeting of the National Staff Development and Training Association, New York.
- McCowan, R. M., & Miller-Tutzauer, C. (1993, September). Evaluation of Competency-Based Training Programs. Workshop, 6th Annual Meeting of the National Staff Development and Training Association, Atlantic City.
- McCowan, R. M., Weganast, D., & Miller-Tutzauer, C. (1998, September). Beyond Competence: Training for Expertise. 11th Annual Meeting of the National Staff Development and Training Association, New Orleans.
- Miller-Tutzauer, C. (1998, July). Keynote Address: Workers as Knowledge Experts within the Organization. Annual Staff Development Retreat, Center for Development of Human Services, Buffalo State College, Buffalo.
- Miller-Tutzauer, C. (1998, June). Evaluating Knowledge Gains from Training. Special Evaluators' Symposium, University of California — Berkeley.
- Miller-Tutzauer, C. (1997, August). Internet for the Office. Workshop, Summer Retreat, Center for Development of Human Services, Buffalo State College, Buffalo.
- Miller-Tutzauer, C., & McCowan, Richard M. (1995, September). Evaluating Competency-Based Training Programs. Workshop, 8th Annual Meeting of the National Staff Development and Training Association, San Francisco.
- Miller-Tutzauer, C., & McCowan, Richard M. (1995, April). Evaluating Competency-Based Training Programs. Workshop, Conference on Competency-Based Child Welfare Training, Albuquerque.
- Miller-Tutzauer, C. (1984, November). Of designs long forgotten: Statistical techniques for handling mutual influence in social interaction data. Paper presented at the annual meeting of the Speech Communication Association, Chicago.
- Miller-Tutzauer, C. (1983, November). Presumption lost: In search of an operationalization. Paper presented at the annual meeting of the Speech Communication Association, Washington, DC.
- Miller-Tutzauer, C. (1990, June). Repeated communication experiences and the development of conversational plans. Paper presented at the annual meeting of the International Communication Association, Dublin, Ireland.
- Miller-Tutzauer, C., Leonard, K. E., & Windle, M. (1989, June). Marriage and alcohol use: A longitudinal study of "maturing out." Presentation at the symposium on Alcohol in the Marriage and Family Context at the annual meeting of the Research Society on Alcoholism, Beaver Creek, CO.

- Miller-Tutzauer, C., & Tutzauer, F. (1998, September). Moving People to Change: Effective Methods for Persuasion, Motivation, and Attitude Change. 11th Annual Meeting of the National Staff Development and Training Association, New Orleans.
- Miller-Tutzauer, C., & Tutzauer, F. (1988, May). Negotiation as communication process: An empirical investigation into the SALT I talks. Paper presented at the annual meeting of the International Communication Association, New Orleans.
- Roloff, M. E., Tutzauer, F., Miller-Tutzauer, C., & Finney, J. (1985, May). Deciding about decision rules: Do arguments really make a difference? Paper presented at the annual meeting of the International Communication Association, Honolulu.
- Tutzauer, F., & Miller-Tutzauer, C. (1984, May). Fractionation as a communication strategy in two-person Nash bargaining games. Paper presented at the annual meeting of the International Communication Association, San Francisco.
- Windle, M., & Miller-Tutzauer, C. (1989, June). Maternal and adolescent perceptions of family functioning and associated alcohol use patterns. Presentation at the symposium on Alcohol in the Marriage and Family Context at the annual meeting of the Research Society on Alcoholism, Beaver Creek, CO.
- Zarefsky, D., Miller-Tutzauer, C., & Tutzauer, F. E. (1982, November). Reagan's safety net for the truly needy. paper presented at the annual meeting of the Speech Communication Association, Louisville.
- Zarefsky, D., Tutzauer, F. E., & Miller-Tutzauer, C. (1983, November). The self-sealing rhetoric of John Foster Dulles. Paper presented at the annual meeting of the Speech Communication Association, Washington, DC.

Teaching Experience

2000-2001	School of Information Studies State University of New York at Buffalo Buffalo, NY	Communication, Computers and Work
1995-1996	Department of Business State University College at Buffalo Buffalo, NY	Managing Program Evaluation (graduate level)
1988	Department of Communication State University of New York at Buffalo Buffalo, NY	Communication Theory
1986-1987	Department of Interpersonal and Public Communication Bowling Green State University Bowling Green, OH	Empirical Research Methods (graduate level) Human Communication Theory Public Speaking
1985-1986	Department of Mathematics Department of Computer Science Division of Natural Sciences Siena Heights College Adrian, MI	Descriptive Statistics Inferential Statistics Intro to Computer Programming BASIC Programming FORTRAN Programming Programming in C Computer Information Systems Senior Seminar Calculus I Algebra and Trigonometry
1981-1985	Department of Communication Studies School of Speech Northwestern University Evanston, IL	Theories of Persuasion Interpersonal Communication Research Methods in Communication Studies Argumentation and Debate Philosophy of Language and Communication (TA)
1982-1985	National High School Institute (see note) Northwestern University Evanston, IL	Statistics Design and Analysis of Research Psychology and the Law Logic Analysis of Major Studies in Employment Policy Conflict Theory Analyzing and Resolving Arguments Seminar in Argumentation Theory Persuasion Rebuttals and Extensions Library Research Methods
	<p>Note: Courses taught as part of the National High School Institute are designed to be "short" courses on a variety of topics. Generally, classes last from one to two weeks and are usually held for one hour, three to five times per week.</p>	

Recent Teaching Evaluations

Course: EDF 712, Managing Program Evaluation, Business Department, Buffalo State College, Spring 1996

Item	Question	Frequency					Mean (Std dev)
		(1) strongly disagree	(2) somewhat disagree	(3) no opinion	(4) somewhat agree	(5) strongly agree	
1	Instructor demonstrates thorough knowledge of his/her field.	1 (7%)				14 (93%)	4.73 (1.00)
2	The instructor presents material in a well-organized fashion.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
3	The instructor communicates course content clearly.	1 (7%)		1 (7%)	1 (7%)	12 (80%)	4.53 (1.09)
4	The instructor is well prepared for each class.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
5	The instructor displays enthusiasm toward teaching this course.	1 (7%)				14 (93%)	4.73 (1.00)
6	The course requirements were clearly defined at the beginning of the course.	1 (7%)				14 (93%)	4.73 (1.00)
7	The instructor expectations for course requirements were clearly defined.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
8	The course content is consistent with the stated objective.	1 (7%)				14 (93%)	4.73 (1.00)
9	The assignments/requirements are consistent with the course content and objectives.	1 (7%)				14 (93%)	4.73 (1.00)
10	The content of the course added to the student's knowledge.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
11	Materials and teaching techniques are used to present content in interesting ways.	1 (7%)				14 (93%)	4.73 (1.00)
12	The evaluation procedures are fair.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
13	The evaluation procedures are consistent with the course content.	1 (7%)		1 (7%)	1 (7%)	12 (80%)	4.53 (1.09)
14	The instructor encourages relevant student involvement in class.	1 (7%)			2 (13%)	12 (80%)	4.60 (1.02)
15	The instructor is responsive to students' academic needs.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)

Recent Teaching Evaluations, continued

Item	Question	Frequency					Mean (Std dev)
		(1) strongly disagree	(2) somewhat disagree	(3) no opinion	(4) somewhat agree	(5) strongly agree	
16	The instructor gives students feedback concerning their progress	1 (7%)				14 (93%)	4.73 (1.00)
17	The instructor uses appropriate real world examples to supplement the course materials.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
18	The instructor links the course materials, when appropriate, to job/career opportunities.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
19	The instructor stimulates creative thinking by the students.	1 (7%)			2 (13%)	12 (80%)	4.60 (1.02)
20	The instructor encourages participation by the students.	1 (7%)			3 (20%)	11 (73%)	4.53 (1.02)
21	I would select this instructor for another course.	1 (7%)			1 (7%)	13 (87%)	4.67 (1.01)
22	I would recommend that other students take courses from this instructor.	1 (8%)			1 (8%)	11 (85%)	4.62 (1.12)
Overall							4.66

Open-ended comments:

- The manner in which the course was taught was excellent. The information was made easier to comprehend by the teacher and many things I didn't understand she made clear. Excellent instructor and very knowledgeable.
- Very good course; learned a lot. Keep everything the same. I will never trust statistical reports until researched further.
- Very prepared, intelligent. Gave great life-like examples. Wish she would have shut up the talkative people in back of the room a little more aggressively.
- I enjoyed taking this course very much. I also feel that although I have taken a statistical course before, I learned a great deal more. I don't think the professor needs to change anything because she used real-world examples for just about everything. The handouts and homework assignments were needful.
- Carol was GREAT!! She presented material so that the lay person would understand *well*. Carol should teach more classes and more teachers should be like her.
- Instructor and course were excellent. I only wish Carol would teach other courses. She's a benefit to this program and college!
- A very fine course. Exam procedure was excellent — an opportunity to apply class information in a most sensible manner. This made so much more sense and reflects the way things are done in the "real world."
- Feels very strongly about cultural deviates; would like to see teacher be more diverse on examples.
- Coursework and instruction were excellent. Work on statistics was clear and made easy to understand. I could have handled more coursework and lecture time, as the instruction was so good.
- I believe the whole course was strong and enthusiastically instructed. Dr. Miller-Tutzauer is wonderful.

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