

Overview

2025 CAE Elections

Election Process & Candidate Bios

These candidate bios will be posted on the CAE website on Friday, November 21. The official election will run from **December 2 through December 10**, and only current members of both ACPA and the Commission for Assessment & Evaluation (CAE) are eligible to cast a vote. Service on the Directorate Board requires continuous maintenance of current ACPA membership throughout the elected term.

Following the close of voting, results will be tabulated and confidentially shared with all candidates the week of January 12. New members are required to attend a New Member Orientation tentatively scheduled for the week of February 23; details, including the date, time, and Zoom link, will be provided upon notification in January.

It is not a requirement that you attend convention; however, if you are attending the 2026 convention in Baltimore, please hold the following dates and times:

- CAE Business meeting: **March 30 from 8:30 am to 10 am**, Baltimore Convention Center, Room 321; Audience: New and Current DM members.
- ACPA26 New Entity Leader Orientation: **Monday, March 30, 2026 from 10:30 am - 12 pm**; Audience: New Chairs and DB members (all entity groups participate).

Chair-Elect

Chair-Elect (Term: 2026-2029): This is a three-year commitment, serving one year as Chair-Elect, one year as Chair, and one year as Past-Chair. This position is open only to current CAE Directorate Board (DB) Members.


To view the specific duties for the Chair-Elect, Chair, and Past-Chair, refer to Article IV: Duties & Responsibilities of Officers, sections 1–3 within the commission's [bylaws](#).

Candidate - Sarah LaFrance

Candidate: Sarah LaFrance

Institution: James Madison University

Current Role: Assessment Specialist

Link to Resume/CV:  LaFrance, Sarah CV - CAE - Sarah LaFrance.pdf

Q1: Please share why you are interested in becoming the next Chair-elect with the Commission for Assessment and Evaluation.

My interest in serving as Chair-elect for the Commission for Assessment and Evaluation stems from both my deep personal connection to CAE and my ongoing commitment to advancing assessment practice within student affairs. Having served on the Directorate Board for the past five years—including as current Chair of the Scholarship Committee and previously as Chair of Membership—I have developed a comprehensive understanding of the Commission's mission, operations, and the community it cultivates.

CAE has truly been my professional home since I joined as an early career professional, just as I was completing graduate school. At a time when I was seeking mentorship, belonging, and direction in the field, CAE offered opportunities for connection and engagement that few other professional organizations provide to emerging professionals. Through CAE, I have been able to connect and network with inspiring colleagues, build lasting relationships and friendships, and contribute to the field through writing, presenting, and service. These experiences have been formative to my professional identity and have reinforced my belief in the importance of fostering inclusive, developmental spaces for assessment practitioners at all career stages.

As Chair-elect, I hope to continue the incredible legacy of leaders like Tori Rehr and Paul Holiday-Millard—sustaining CAE's strong foundation while exploring new ways to engage members, expand scholarship opportunities, and strengthen our community of practice. My goal is to ensure that others, particularly early career professionals, experience the same sense of connection, mentorship, and professional growth that CAE has provided me.

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive individual to serve as the next Chair-elect?

My professional journey in student affairs assessment has been shaped by a deep commitment to building cultures of evidence, fostering data-informed decision-making, and mentoring others to see assessment as a tool for improvement. Currently, I serve as an Assessment Specialist at James Madison University, where I support divisional assessment initiatives, consult with departments on program evaluation, and lead professional development around data literacy and evidence-informed practice. Prior to this role, I served as the Assistant Director for Assessment and Data Management in the JMU University Career Center and as the Assistant Director for Career, Experiential Learning, and Transitions Assessment, positions that have

allowed me to bridge data strategy, program design, and student learning outcomes across multiple functional areas.

In addition to my campus-based experience, I have shared my expertise widely through local and national presentations, focusing on practical and developmental approaches to assessment in student affairs. I have also had the honor of serving as institute faculty for the ACPA Assessment Institute in both 2023 and 2025, where I have worked with colleagues across the country to deepen their assessment knowledge and confidence.

What I believe makes me a strong fit for Chair-elect is the combination of my hands-on experience implementing assessment at multiple organizational levels, my commitment to professional development and mentorship, and my long-standing service within the Commission for Assessment and Evaluation. Having been a part of CAE's Directorate Board for five years I understand the Commission's goals, values, and impact. I bring both the institutional perspective of a practitioner and the relational perspective of someone who has benefited deeply from CAE's community.

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

I have served on the Directorate Board for the past five years—including as current Chair of the Scholarship Committee and previously as Chair of Membership. Additionally, I have served as track co-chair and faculty for the 2023 and 2025 Student Affairs Assessment Institute through ACPA and have attended and presented at multiple ACPA conventions and am an active ACPA member.

Directorate Board General Members

Directorate Board General Members provide essential leadership by actively maintaining their ACPA membership, engaging in monthly Directorate and Committee conference calls, and participating in annual strategic planning. Their core responsibilities include fulfilling all essential functions specific to their assigned role every year, advising the Vice Chair and Executive Committee on resource needs, and actively supporting Commission events during the ACPA Annual Convention. Finally, to ensure institutional continuity, members are required to complete a transition document and ensure all relevant documentation is saved and updated within the Commission Drive at the conclusion of their term.

Term and Commitment: Directorate Board General Members serve a three-year term (e.g., 2026–2029). Their specific duties include attending and actively engaging in monthly Directorate and Committee conference calls, fulfilling all essential functions for their assigned roles, and participating in annual strategic planning. For a more detailed overview of DM roles and responsibilities, please review Article V: Duties & Responsibilities of General Directorate Board Members, section 2 of our [bylaws](#).

We currently have seven candidates running for six open positions. You may vote for up to six candidates.

Candidate 1 - Tanner Gill

Candidate: Tanner Gill

Institution: University of North Carolina Wilmington

Current Role: Assistant Director of Residence Life

Q1: Please share why you are interested in becoming a Directorate Board member with the Commission for Assessment and Evaluation.

I've enjoyed being with CAE for the last 3 years as Education Chair, and I'm looking forward to re-upping and exploring my love for assessment even more! What's been great in my time with CAE is the relationships I've made, the assessment knowledge I've gained, and the scholarly and professional opportunities that have opened up for me. I'm excited to grow even more and explore other parts of the CAE Directorate Board to gain new experiences and keep my involvement fresh and fulfilling.

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive addition to the directorate board?

As Assistant Director of Residence Life at UNCW, I oversee Residence Life's assessment efforts, ranging from strategic planning, data collection (quant and qual), data analysis, and incorporation of insights into departmental plans. I also serve on the Division of Student Affairs's Assessment Council as a representative of Housing and Residence Life. On CAE, I've enjoyed plenty of professional opportunities, such as presenting with CAE twice on assessment topics, participating in CAE's Syllabi Project, writing two scholarly articles with CAE members, and being faculty at the Student Affairs Assessment Institute in 2025. I continue to seek opportunities to grow my knowledge and expertise in student affairs assessment and hope to do so with CAE!

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

I have been with CAE for 3 years. 1 year, I was Education Committee Co-Chair/Webinar Manager, and 2 years I was Education Chair. I've presented at Convention with CAE twice, wrote two articles with CAE, and was faculty at SAAI 2025.

Candidate 2 - Riley Herr

Candidate: Riley Herr

Institution: James Madison University

Current Role: Doctoral Assistant/Assessment Consultant

Q1: Please share why you are interested in becoming a Directorate Board member with the Commission for Assessment and Evaluation.

I am eager to join the Commission for Assessment and Evaluation Directorate Board to contribute to the professional community that has shaped much of my development as an assessment practitioner and scholar. As a Ph.D. student in Assessment and Measurement at James Madison University and a former Assessment Consultant for the Student Affairs Assessment Support Services team, I work with student affairs professionals to design, implement, and interpret learning outcomes assessments that foster improvement and equity. My current research and professional work focus on equitable assessment practices, validity evidence, and the use of data to enhance student success and close equity-based retention gaps.

I have presented at ACPA, NASPA, and the Assessment Institute on topics such as equitable assessment, validity evidence, program theory, and intervention design, and I currently serve as an Associate Editor for Assessment Update. These experiences have reinforced my belief that assessment is most powerful when it builds community and drives change. Through the Directorate Board, I hope to help expand professional development opportunities that make assessment more meaningful, inclusive, and accessible across diverse institutional contexts.

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive addition to the directorate board?

My experience bridges psychometric research and student affairs practice, allowing me to bring both technical expertise and a practitioner's mindset to the Directorate Board. As a Ph.D. student in Assessment and Measurement and a former graduate assistant with the Student Affairs Assessment Support Services team at James Madison University, I have consulted with student affairs departments to design and evaluate outcomes assessments that are both methodologically sound and practically useful. This dual focus has strengthened my ability to translate complex measurement concepts into tools and processes that genuinely improve programs and learning experiences.

Beyond my campus work, I've presented nationally on topics such as equity-centered assessment, validity evidence, and program theory. Additionally, I currently serve as an Associate Editor for Assessment Update. These experiences reflect my commitment to advancing the field through both scholarship and capacity building.

I would bring to the Directorate Board a collaborative spirit, strong technical foundation, and deep enthusiasm for supporting others in their assessment journeys. I am especially interested in contributing to initiatives that make assessment more equitable, meaningful, and accessible to practitioners across diverse institutional contexts.

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

I have been actively involved with ACPA through both conference presentations and professional collaborations that align closely with the Commission for Assessment and Evaluation's mission. At the 2025 ACPA Convention in Long Beach, I co-presented "Developing and Piloting an Assessment Framework for Restorative Practices Programs" with colleagues from James Madison University, and I also contributed to the pre-conference workshop "Integrating and Evaluating Equity-Centered Assessment." These experiences deepened my appreciation for ACPA's role in advancing inclusive and improvement-focused assessment practices across student affairs contexts.

Beyond conference engagement, in my work with JMU's Student Affairs Assessment Support Services team, where I help departments design and use assessments to enhance learning and equity. My team and I also received the 2024 ACPA Excellence in Equity-Centered Assessment Award for co-authoring a project that developed a meta-assessment rubric to guide equitable outcomes assessment. These experiences have reinforced my commitment to the Commission's values and inspired my desire to contribute more directly to its initiatives and community.

Candidate 3 - Tyler Priest

Candidate: Tyler Priest

Institution: University of Georgia

Current Role: Associate Director for Residential Programs and Services

Q1: Please share why you are interested in becoming a Directorate Board member with the Commission for Assessment and Evaluation.

Growth and Joy – when I think about my motivations for applying to the directorate board for ACPA CAE, these two feelings continue to resonate with me.

Growth – this comes in two parts. First, the personal growth I know I will receive from serving on this board. To not take full advantage of the knowledge and experience of my peers would be foolish. I look forward to observing, learning, and growing in this work. Secondly, I want to be a part of the growth of this commission. I want to continue to support assessment practices and remove barriers to entry for young professionals passionate about assessment.

Joy – not many people can say they feel joy when working, but when I am able to work on assessment related projects, I feel joy. Yes, this work is complicated and can be very tough, but I have found such belonging in this work that it feels so uniquely different to any other aspect of my work. Through assessment I am best able to effect change and make a difference.

Assessment at its core is about telling stories, and a story of growth and joy is one I aspire to tell and share. I hope to be able to be a part of this commission and continue its work in advancing assessment and evaluation.

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive addition to the directorate board?

Many of my experiences in student affairs assessment are not unique, but the mindset and intentionality I bring to this work are. In my time as a student affairs educator, like many, I have been able to lead a variety of assessment efforts: from developing an assessment plan for housing student leadership as an entry-level professional, to creating broader assessment strategies for a residential curriculum as a mid-level leader, to contributing to institutional, regional, and national committees that tackle complex evaluative questions.

I've consistently sought out assessment work not only because I recognize its value, but because I genuinely enjoy the process of inquiry, of using data to make meaning, share stories, and guide improvement. When working with assessments and with other people, I try to first start with humility. To me this means an openness to learning and a willingness to be wrong. As a member of this team, I would love to observe, watch, and listen to returning members and

leaders on the board so that I can grow and better contribute. Then hopefully in time share back what I have learned with others and continue pushing the mission of the ACPA Commission for Assessment and Evaluation.

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

- 2018 ACPA Leadership Educators Institute – attendee
- 2019 ACPA Assessment Institute – attendee
- 2019 ACPA Institute on the Curricular Approach – attendee
- 2020 ACPA Institute on the Curricular Approach – attendee
- 2022 ACPA Leadership Educators Institute – attendee and presenter
- 2021 ACPA Institute on the Curricular Approach – attendee
- 2022 ACPA Mid-Level Management Institute – attendee
- 2023 ACPA Institute on the Curricular Approach – attendee
- 2025 ACPA Assessment Institute – Faculty, student affairs educator track

Candidate 4 - Lindsey Brown

Candidate: Lindsay Brown

Institution: Indiana University Bloomington

Current Role: Assistant Director

Q1: Please share why you are interested in becoming a Directorate Board member with the Commission for Assessment and Evaluation.

I have been a student affairs professional for the past 15 years and am working towards my master's degree in philanthropic studies from the Lilly School of Philanthropy in Indianapolis, IN. My career objective is to secure resources for student needs and alleviate the burdens they face from food scarcity, housing insecurity, and unaffordable healthcare so they can focus on their education. Knowing where their needs exist will help me identify ways donors can help support our students. Hearing their stories, understanding their circumstances, and evaluating where donor funds can step in will direct the resources needed to support these students and see them through graduation. By reducing the financial burden of our students we will also reduce student loan debt, enabling our graduates to succeed financially when they leave our schools. Serving as a Directorate Board member would help me become a better professional as I love to collaborate and am eager to learn from others!

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive addition to the directorate board?

As mentioned in the statement above, I am interested in evaluating student needs and identifying financial shortfalls so we can find ways to increase funding for support. The best way to raise money is sharing stories to donors. Alumni in particular want to help current students succeed. We offer money for scholarships and raise money for a variety of initiatives that support our students. But are all of these needs being addressed? Where are their gaps in access to food, shelter, and healthcare? What can we do to help these students succeed and ensure their primary focus is on studying for their next exam rather than where their next meal will come from or how they will pay their housing bill? I offer a unique perspective having worked in residential life, academic initiatives, undergraduate engagement at an academic unit, and serving as a volunteer fundraising strategist for our local domestic violence shelter, Middle Way House.

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

I attended the assessment institute in the summer of 2023 and really enjoyed it! I would love to get more involved in the organization. I was a member previously but plan to renew my membership again in the near future.

Candidate 5 - Christa Frederick

Candidate: Christa Frederick

Institution: DeSales University

Current Role: Assistant Director of Career Development

Q1: Please share why you are interested in becoming a Directorate Board member with the Commission for Assessment and Evaluation.

As the Assistant Director of Career Development at DeSales University, I lead initiatives that measure program effectiveness, student engagement, and learning outcomes, using assessment to drive meaningful improvements.

I am particularly passionate about helping colleagues translate data into actionable strategies that enhance programs and support equitable student success. I integrate assessment into strategic planning and departmental decision-making to ensure that outcomes directly inform practice, and I enjoy mentoring others in understanding and applying assessment concepts.

Joining the CAE Directorate Board would allow me to contribute to the Commission's mission of advancing assessment knowledge and building professional capacity. I look forward to collaborating with colleagues to develop accessible resources, strengthen professional development opportunities, and promote intentional assessment practices that positively impact student learning and the field of student affairs.

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive addition to the directorate board?

I bring hands-on experience in assessment, project management, and communications that directly aligns with CAE's work. At DeSales University, I lead projects that measure engagement, learning outcomes, and program impact, using tools such as Qualtrics, Google Forms, and Excel dashboards to collect, analyze, and present data. I also coordinate multi-department initiatives, ensuring timely task completion and translating findings into actionable improvements.

What sets me apart is my ability to integrate assessment expertise with project coordination, content creation, and mentoring. I have experience developing proposals, managing communications, and facilitating cross-department collaborations, which equips me to contribute to CAE projects such as scholarship initiatives, social media campaigns, newsletters, and educational sessions. I am committed to advancing assessment literacy and helping colleagues view data as a tool for meaningful decision-making, making me a strong addition to the Directorate Board.

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

While I have not held a formal role within CAE, I actively engage with the Commission's resources and ACPA professional development opportunities. I follow CAE on LinkedIn, review materials, and apply insights to my work in assessment at DeSales University. My graduate-level education included extensive study of ACPA and other higher education professional development associations, providing a strong foundation in assessment practices, student learning outcomes, and organizational development.

Additionally, my VP of Student Life has encouraged engagement with ACPA, highlighting the importance of connecting campus practice to national standards and trends. I have applied this knowledge in campus presentations and initiatives, including mentoring colleagues in data-informed program evaluation and translating assessment findings into actionable improvements. This combination of formal education, professional engagement, and practical application positions me to contribute meaningfully to CAE as a Directorate Board member.

Candidate 6 - Dr. Brianne Steele

Candidate: Dr. Brianne Steele

Institution: Western Michigan University/Macomb Intermediate School District

Current Role: Adjunct Instructor/Adult Education and Career and Technical Education Consultant

Q1: Please share why you are interested in becoming a Directorate Board member with the Commission for Assessment and Evaluation.

I would like to continue as a Directorate Board member as I have greatly enjoyed the people and position. I have learned a lot these last three years about assessment and would like to continue to grow in this area. Additionally, I have brought to the board a balance of positivity and realism that has helped meetings be productive and enjoyable.

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive addition to the directorate board?

I believe I offer a unique perspective as a former student affairs professional, current adjunct instructor, and as a consultant for an intermediate school district. My work with adult education and career and technical education has shown me how post-secondary (a more inclusive term than higher education) exists in the K-12 and adult education systems. I would like CAE to be a leader in interconnecting these systems to better serve students and communities. I believe assessment and its goal of storytelling and making change positions us to be that leader.

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

I have served the last three years on the Directorate Board and was part of the original team in crafting the monthly newsletter. This included defining the newsletter's purpose and how it could effectively communicate information to the Commission. Later, I introduced highlighting members of the board as a way to connect the board to the larger commission. I have also presented at ACPA Michigan conferences in the past.

Candidate 7 - Ryan Taylor

Candidate: Ryan Taylor

Institution: California State University Monterey Bay

Current Role: Assistant Director of Learning & Assessment

Q1: Please share why you are interested in becoming a Directorate Board member with the Commission for Assessment and Evaluation.

As a Student Affairs educator, creating a culture of assessment has been a value engrained in my professional practice - committing to the betterment of the student experience through data-informed decision making. I currently serve as the Assistant Director of Residential Life for Learning & Assessment at Cal State Monterey Bay where I oversee our residential curriculum efforts in which assessment and evaluation are made a strategic priority for our department.

My professional career has intimately focused on the student experience living on-campus through developing residential curriculum, advising advocacy-focused student leadership organizations (RHA), and seeking to understand how we as practitioners can enhance our students' learning outside-the-classroom. In all such experience, assessment has been at the center of the work I engage in. I believe that in any role, assessment should be at the core of what we do as we see the generations of students shift year to year, which also ultimately means needs will also shift with them.

Oftentimes, we see assessment and data analysis forgone. Through serving on our Directorate Board for the Commission for Assessment & Evaluation, I aspire to foster and sustain community that is focused on creating an experience for students everywhere that is enhanced through leveraging our data-driven praxes and share this knowledge through our CAE & Student Affairs community. I truly believe that, when we position ourselves in this work in community, we have a better opportunity of shaping our field's perception of assessment, data, and how data transforms how we engage in this work.

My pedagogical understanding of assessment is truly that it is everyone's responsibility to seek to understand our students' experiences. In the Higher Ed we know today, data is more important than ever. This also means we have to be strategic in how we coach professionals now to maintain cultures of assessment beyond a course taken in a graduate or undergraduate program. Student success is our responsibility and if we allow students to share their stories with us, we are then better able to meet their needs by ensuring these stories are authentically heard. To collaborate with our CAE and ACPA community and develop professionals to cultivate an assessment culture at their campus is the goal and I am ready to contribute to this mission! Thank you! ☺

Q2: How does your interest, experience, or expertise in student affairs assessment make you a unique and/or positive addition to the directorate board?

Through my experience as a Hall Coordinator where I advised RHA, created an assessment method for RHA initiatives and for student leadership community-based initiatives, I began unpacking why data is integral to what we do and how we can use it to hear student voice and meet needs that exist in our communities.

My understanding of equity centered assessment, too, has allowed me to decenter whiteness in data analysis and honor all voices that share their stories.

Now as an Assistant Director of Residential Life that oversees our department's assessment culture, I have a unique responsibility to create our methods and analyze all data collected through various strategies and ensure data analyzed is shared with our departmental staff to identify improvements needed and to further advance student learning and meeting student needs.

In the Fall of 2026, I will be putting my student hat back on to achieve my EdD in Learning & Instruction and, through this program, I will delve more into methods and how to foster a culture of learning in our spaces. I believe this will allow me to be more critical of how we not only collect data but how we use it to support the students we support in the work we engage in.

Q3: Please describe any previous involvement in the Commission for Assessment and Evaluation, or any other ACPA-related work/presentations.

None at this time!