

Bowman Performance Consulting Team

Nicole Bowman

(Mohican/Munsee), PhD



Dr. Nicole Bowman is the President and founder of the nationally award-winning Bowman Performance Consulting (BPC) in Shawano, Wisconsin. She has over two decades of community-driven service projects where equity, justice, and sustainable change are central to the technical assistance, policy, and evaluation work she leads or co-leads. Additionally, she has served effectively under and has been awarded educational and business awards under Republican and Democratic administrations at the State (WI) or Federal levels. BPC's living mission and motto is "working WITH people and not ON them." This ethos has contributed to Dr. Bowman's leadership skills as a responsive and respected subject matter expert on multi-jurisdictional, education policy, and Indigenous evaluation across sectors and disciplinary areas. She has provided regular testimony and evidence-based publications or presentations for Tribal, non-profit, and public governmental agencies since 2005. In October 2018, Dr. Bowman was awarded American Evaluation Association's global Robert Ingle Service award. True to her nature, she serves as an elected or appointed member on scientific, education, evaluation, and economic boards at local through international levels. She earned her PhD in Educational Leadership & Policy Analysis at the University of Wisconsin-Madison (UW-Madison) in 2015 where she was also an Academic Fellow. In addition to BPC, Dr. Bowman has an academic appointment at UW-Madison's Wisconsin Center for Education Research and the global EvalIndigenous work group (a United Nations sponsored initiative) as a subject matter expert in culturally responsive research, policy, and evaluation.

Linda Sue Warner

(Comanche), PhD



Dr. Linda Sue Warner holds a Ph.D. from the University of Oklahoma in Administration (1989). She also has a M.Ed. from The Pennsylvania State University in Education Administration (1978) and a B.A from Northeastern State University in Language Arts/Education (1970). She has more than 30 years of experience developing and guiding policy for federal agencies, including her work as an appointed member of the U.S. Department of Interior's negotiated rulemaking team for NCLB/AYP in Indian Country. She also served as lead staff for the NCLB Teacher Quality Initiative in Tennessee, has provided educational leadership training to more than 40 programs or organizations in the nation, and has been appointed to or hired for national teams for BIE, AIHEC, and NCATE initiatives for educator and organizational accreditation. Dr. Warner brings her decades of experience in educational administration and policy, higher education leadership and accreditation, and quantitative research and evaluation expertise to BPC's education and tribal projects.

Gerald Gipp

(Hunkpapa Lakota), PhD



Dr. Gerald E. Gipp holds a M.Ed and Ph.D. in Educational Administration from Pennsylvania State University. During his more than 4 decades in education, Dr. Gipp has served as a teacher, University President, and most recently Executive Director. His focus has been to review goals, objectives, strategies; making recommendations concerning more effective coordination, cooperation, and utilization of resources for Native American people. Dr. Gipp possesses expert knowledge in the areas of systemic and sustainable improvements in science, mathematics and technology in rural, urban and statewide programs. Currently he is the Executive Director of the American Indian Higher Education Consortium (AIHEC) where he serves as the voice and advocate of the tribal colleges and universities at the national level. Dr. Gipp brings unique knowledge and experienced education-based policy and standards development for BPC's clients, partners, and projects.

John Tippeconnic

(Comanche/Cherokee), PhD



Dr. John Tippeconnic holds a Ph.D. from The Pennsylvania State University in Educational Administration (1975). He also has a M.Ed. from The Pennsylvania State University in Educational Administration (1971) and a B.S. from Oklahoma State University in Secondary Education, Math & Social Studies (1966). He has over 40 years of experience in educational administration and leadership with American Indian populations and has held leadership positions in multiple federal and university agencies. Dr. Tippeconnic brings unique and senior level perspectives as the Director of the Pennsylvania State University Indian Leadership program (1996-2010), the Director of the Office of Indian Education Programs for the U.S. Department of Interior (1992-1995), and the Director of the Office of Indian Education for the U.S. Department of Education (1990-1992). Currently, Dr. Tippeconnic is a professor and Director of the American Indian Studies program at Arizona State University. His numerous national awards and honors include a lifetime achievement award from the National Indian Education Association (2012). Dr. Tippeconnic provides unique and experienced federal and tribal perspectives (historic and contemporary) to all BPC projects.

Carolee Dodge-Francis
(Oneida), EdD



Dr. Carolee Dodge Francis is the Executive Director of the American Indian Research and Education Center (AIREC), and an Associate Professor within the School of Community Health Sciences, University of Nevada, Las Vegas. She is a Native American Oneida Nation of Wisconsin researcher, and nationally recognized for her qualitative evaluation, research, and program development work in chronic disease and health education. She has 30+ years' experience in community/public health, evaluation, health programming, and social behavioral research within urban and rural American Indian communities nation-wide. Her funding awards include the National Institutes of Health/National Institute of Diabetes (NIH/NIDDK), Digestive and Kidney Diseases, Centers for Disease Control and Prevention (CDC) along with Nevada State and private foundations.

Martin Reinhardt
(Ojibwe), PhD



Dr. Martin Reinhardt holds a Ph.D. from The Pennsylvania State University in Educational Leadership (2004). He also has a M.A. from Central Michigan University in Sociology (1998) and a B.S. from Lake Superior State University in Sociology (1994). For more than 20 years, Dr. Reinhardt has studied the intersection of tribal and public educational policy and programming in the United States. His in-depth knowledge of history, tribal treaty rights, and contemporary tribal and public education policy make him a subject matter expert for American Indian education in public and tribal contexts. Currently, Dr. Reinhardt is a tenured associate professor and Chair of Native American Studies at Northern Michigan University. He regularly consults with Tribal Education Departments, the Tribal Educational Departments National Assembly, and other national non-profit, public, and tribal agencies regarding American Indian education, educational leadership, and educational policy on behalf of American Indian students. Dr. Reinhardt brings his unique and experienced treaty, historical, and educational perspectives to BPC projects.

Jolene Bowman

(Stockbridge-Munsee), PhD



Dr. Jolene Bowman holds a Ph.D. from Cardinal Stritch University in Leadership for the Advancement of Learning & Service (2015). She also has a M.A. from Silver Lake College in Management & Organizational Behavior (2004) and a B.S. from Marian College of Fond Du Lac in Business Administration (1995). She has nearly 25 years of experience in elected tribal governance (2006-2010) and tribal leadership/program management within education, contracts, grants, and workforce development areas. As the Stockbridge-Munsee Director of Education, Employment, and Training (2006-present) and former tribal Contracts and Grants Manager (1995-2006), Dr. Bowman understands program accountability, monitoring, and reporting compliance aspects as well as the development, outreach, and strategic partnership and planning components of working with tribal communities. Her Ph.D. studies and current position at the Stockbridge-Munsee Tribe reflect the expertise in higher education, student persistence, and improving the educational experiences and outcomes for tribal students attending public, private, and tribal colleges and universities that she brings to all BPC projects.

Leah C. Neubauer, EdD

Dr. Leah Christina Neubauer has been working in the field of public health as an educator, evaluator, and researcher for the last sixteen years. She is an Assistant Professor of Preventive Medicine in the Division of Public Health Practice in the Feinberg School of Medicine at Northwestern University. She holds affiliated appointments with the Center for Global Health and Program of African Studies and serves as Director of Accreditation, Assessment, and Curriculum Development for the Program in Public Health. Her research focuses on health education and promotion, global health & health disparities. She leads and collaborates on projects that employ mixed-method approaches to develop, implement, evaluate & disseminate translational and culturally responsive research and evaluation. She has delivered over 110 presentations and co-authored publications on education, evaluation, training and research. She has held Principal Investigator, Co-Principal Investigator and Co-Investigator grants roles receiving over \$980,000 in federal, private, or University-awarded grants or contracts. She holds leadership roles in several professional associations including co-facilitator of AEA's Local Affiliate Collaborative (LAC), past President of the Chicagoland Evaluation Association (CEA), and member of the AEA Task Force on Diversity, Membership Engagement, and Leadership Development. She serves as Board Trustee for Professional Preparation for the Society for Public Health Education (SOPHE), Editorial Board member for Pedagogy in Health Promotion: The Scholarship of Teaching and Learning, and reviews for several journals including the: American Journal of Evaluation, Health Promotion Practice, and Child & Youth Services. Leah earned her Ed.D. in Adult, Continuing and Professional Education (cognates in Evaluation & Health Education) from National Louis University in Chicago, Illinois. She earned her MA in Interdisciplinary Studies (cognate in Organizational and Multicultural Assessment, Development, and Communication) and her BA in Communication Studies, with minors in Business Administration and Health Education from DePaul University in Chicago, Illinois.

**Andrea Guerrero-
Guajardo, PhD**



Dr. Andrea Guerrero- Guajardo is Director of Community Engagement and Social Accountability at the University of the Incarnate Word School of Osteopathic Medicine. Her approach to community-based medical education is firmly entrenched in the principles of community organizing and participatory decision making with the goal of developing local capacity and improved wellbeing. Her community-based work is focused on social determinants of health and community responsive evaluation that addresses disparities caused by social, political, and economic inequities within historically oppressed and marginalized populations. As a community organizer, Dr. Guerrero-Guajardo served as chair of Enroll SA, Get Bexar Covered, from 2013-2018. Enroll SA is an organization focused on maximizing enrollment in the Health Insurance Marketplace created by the Affordable Care Act of 2010. The Enroll SA coalition consists of more than 40 community-based and civic organizations and elected officials and assisted more than 100,000 residents of Bexar County in gaining access to health insurance. She directed the evaluation of multiple metrics focused on civic engagement, health literacy, communication touchpoints, community care management. Dr. Guerrero-Guajardo works collaboratively with stakeholders at the local, state, and national levels to develop prudent public health policy and promote population health. She is an experienced trainer in these topics and was recognized by the Obama White House for her expertise and contributions to best practices for coalition building and community collaboration. Her leadership roles within the American Evaluation Association (AEA) supported Multi-Ethnic Issues in Evaluation and Latino Responsive Evaluation Discourse, and she was selected to be a 2013 Minority Serving Institutions (MSI) fellow at AEA. Dr. Guerrero-Guajardo received her PhD in 2017 from University of the Incarnate Word in Organizational Leadership and Program Evaluation.

Kimberly Kile

Ph.D.



Responsible for supporting the mission of the Learning through Evaluation, Adaption, and Dissemination (LEAD) Center, which consists of higher education program evaluation, education and outreach efforts, and dissemination of scholarship. Responsible for overall management and administration of multiple projects within the LEAD Center, including an NIH-funded project (IPERT). Lead for office education, outreach, and professional development activities. Charged with leading the development of a certificate program. Lead for center professional development activities including annual brown bag offerings, annual center retreat, and annual strategic planning check-in. Communicates regularly with the business office, technical services, and other constituents to support center and grant needs. Monitors budgets, including grant funds, to ensure appropriate use of funds.

Alison Bowman

(Mohican/Munsee)



Alison Bowman is a certified project manager with more than 10 years of experience working with public and non-profit evaluations and projects, primarily with low-income and/or communities of color. Key projects include evaluating food and housing insecurity among undergraduate students, crafting testimony and legislation to establish free college program, assessing civic engagement among college-going adults, and campaigning to extend free and reduced lunch programs through K-16. Ms. Bowman has also volunteered on numerous Native Vote and general campaign efforts at the Tribal, local, state, and national level since 2007, especially to increase engagement and participation with Tribal communities in the State of Wisconsin. Ms. Bowman holds a Master of Public Affairs from the La Follette School of Public Affairs at the University of Wisconsin-Madison where she studied policy, administration, and tribal affairs. She also holds a Bachelor of Science degree in Journalism and Mass Communication from the University of Wisconsin-Madison.

Dani Pingel

(Brothertown)



Dani Pingel (Brothertown) has over a decade of providing technical research and analytic service support to educational and American Indian projects. She provides support to Bowman Performance Consulting's (BPC) senior staff, and conducts content analysis, cleans/codes qualitative data, assists and provides training and technical assistance for project staff on American Indian and scientific instruments/ protocols (online, paper, or in person). Ms. Ebert also specializes in data visualization and incorporates that into her work. She prepares policy scans, conducts literature reviews, and provides data collection/support as needed to key research staff. Dani is the mother of three young children, is highly skilled at creating efficient and effective environmental supports (at work and at home) and provides a current parenting perspective on educational issues. Functioning as BPC's logistical and project support, Dani has helped to provide over a decade of culturally responsive and multi-jurisdictional evaluation, research, training, and technical assistance services for national and local projects to hundreds of Native and non-Native clients from all sectors (public, private, and non-profit). BPC strongly values working "with" people and not "on" them. This practice has helped BPC to grow a loyal Native and non-Native client base and a trusted reputation for providing respectful, responsive, and relevant services that build capacity and are performance based. BPC currently provides or has recently provided training, technical assistance, and/or scientific and policy studies for client projects in partnership with: American Institutes for Research, US Department of Agriculture, State Departments of Education (MN, MT, WI), the Center for Culturally Responsive Evaluation & Assessment at the University of Illinois-Urbana, the American Evaluation Association, the Eastern Evaluation & Research Society, IMPAQ International, and many Tribal Colleges and public "research one" Universities across the nation.