

Curriculum Vitae
November 15, 2019

Becky Wai-Ling Packard, Ph.D.

Mount Holyoke College
South Hadley, MA 01075
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My expertise includes mentoring, persistence, and inclusive climate in higher education with a focus on STEM fields, the community college transfer pathway, and experiences of historically underrepresented groups including students of color and first-generation college students.

EDUCATION

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| 1999 | Doctorate in Educational Psychology
Michigan State University |
| 1995 | Bachelor of Arts in Psychology
University of Michigan Ann Arbor |

PROFESSIONAL TRAJECTORY

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| 2011-present | Professor of Psychology and Education, Mount Holyoke College |
| 2005-2011 | Associate Professor, Mount Holyoke College |
| 1999-2005 | Assistant Professor, Mount Holyoke College, South Hadley, MA |

LEADERSHIP ROLES AND RESIDENCIES

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| 2019-2020 | Senior Advisor for STEM Initiatives, Mount Holyoke College |
| 2018-2019 | Faculty Fellow, University of Michigan's National Center for Institutional Diversity, in collaboration with Colleges of Engineering and LSA |
| 2018, Spring | Chancellor's Leadership Fellow-in-Residence
University of Massachusetts Amherst |
| 2017, Spring | Whiting Fellowship to study policy levers at universities in Ireland |
| 2013-2015 | Associate Dean of Faculty, Mount Holyoke College |
| 2012-2017 | Director of the Harriet L. and Paul S. Weissman Center for Leadership,
Mount Holyoke College |
| 2011-2016 | Founding Director, Teaching and Learning Initiatives, Mount Holyoke |
| 2002-2003 | Visiting Scholar, University of California-Berkeley |

GRANTS AND DISTINCTIONS

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| 2005 | Presidential Early Career Award for Scientists and Engineers (PECASE)
<i>Highest honor bestowed by U.S. government upon early-career scientists</i> |
| 2004-2010 | National Science Foundation CAREER grant, "Educational trajectories of low-income urban youth in science and technology" (PI: \$441,530) |

- 2007-2011 National Science Foundation Research on Gender in Science and Engineering grant, “Working class women using community college pathways to four-year STEM degrees” (PI: \$452,724)
- 2011-2016 National Science Foundation Division of Undergraduate Education, “Improving recruitment and retention of community-college transfer students to STEM majors at Mount Holyoke College.” (co-PI: \$600,000; PI: S. Bacon)
- 2013-2016 Arthur Vining Davis Grant, “Launching a Teaching and Learning Initiative” to Mount Holyoke College (campus lead: \$246,000)
- 2015-2018 Google Education, “Megs and Gigs Educate: Growing Computer Science Capacity at Mount Holyoke College” (co-PI, \$449,054; PI: H. Pon-Barry, with co-PI: A. St. John; supplement in 2016: \$26,500)
- 2016 Marion and Jasper Whiting Foundation Fellowship to pursue project: “An Educational Policy Case Study of STEM Recruitment and Retention in the U.S. and Ireland.” Visiting Scholar in Ireland. Spring 2016.
- 2018 Google Education, “Sharing the MaGE Curricular Materials” (co-PI, \$50,000; PI: H. Pon-Barry, with co-PI A. St John)
- 2018 Meribeth E. Cameron Faculty Award for Outstanding Scholarship Mount Holyoke College

PUBLICATIONS

Book

Packard, B. W. (December 2015). *Successful STEM Mentoring Initiatives for Underrepresented Students: A Research-Based Guide for Faculty and Administrators*. Sterling, VA: Stylus Publishing.

Articles, Chapters, Volumes (*denotes Mount Holyoke College student or alumna co-author)

Packard, B. W., Solyst, J.*, Pai, A.*, & Yu, L*. (Under Revision). Peer-designed active learning modules as a strategy to improve confidence and comprehension within introductory computer science.

Packard, B. W. (2018, Fall). The power of mentoring within high-impact practices: A focus on low-income students. *Diversity & Democracy*, 21(4).

Auguste, E.*, Packard, B. W., & Keep, A.* (2018). Nontraditional students’ experiences of identity recognition and marginalization during advising. *NACADA Journal*, 38(2), 45-60.

Bacon, S., & Packard, B. W. (2018, Winter). Supporting the transition of community college transfer students into STEM at a four year institution: A faculty-led curricular initiative. *Understanding Interventions*, 9(2).

- Pon-Barry, H., Packard, B. W., & St. John, A. (2017). Expanding capacity and promoting inclusion in introductory computer science: A focus on near-peer mentor preparation and code review. *Computer Science Education*, 27(1), 54-77.
- Pon-Barry, H., Stephenson, C., St. John, A., Packard, B. W. (2017). Addressing the CS capacity challenge by improving undergraduate peer mentoring. *ACM Inroads*, 8(3).
- Townsley, E. T., Packard, B. W., & Paus, E. (Fall 2014/Winter 2015). Making the Link at Mount Holyoke: Institutionalizing integrative learning. *Peer Review*, 16(4)/17(1), 26-29. <https://www.aacu.org/peerreview/2014-2015/fall-winter/townsley>
- Packard, B. W., Marciano, V.*, Payne, J. M., Bledzki, L. A., & Woodard, C. T. (2014). Negotiating peer mentoring roles in undergraduate research lab settings. *Mentoring & Tutoring: Partnerships in Learning*, 22(5), 433-445.
- Hirst, R., Bolduc, G., Liotta, L., & Packard, B. W. (2014). Cultivating the STEM transfer pathway and capacity for research: A partnership between a community college and a four-year college. *Journal of College Science Teaching*, 43(4), 18-23.
- Packard, B. W., & Jeffers, K.* (2013). Advising and progress in the community college STEM transfer pathway. *NACADA Journal*, 33(2), 65-75.
- Packard, B. W., Tuladhar, C.*, & Lee, J.* (2013). Advising in the classroom: How community college STEM faculty support transfer-bound students. *Journal of College Science Teaching*, 42(4), 54-60.
- Gagnon, J. L.*, & Packard, B. W. (2012). An overwhelming climb: The complexities of combining college, full-time work, and company tuition assistance. *Journal of Career Development*, 39(6), 479-499.
- Packard, B. W., Leach, M.*, Ruiz, Y.*, Nelson, C.*, & DiCocco, H.* (2012). School-to-work transitions of career and technical education graduates. *Career Development Quarterly*, 60(4), 134-144.
- Packard, B. W., Gagnon, J. L.*, & Senas, A.* (2012). Navigating community college transfer in science, technical, engineering, and mathematics fields. *Community College Journal of Research and Practice*, 36(9), 1-14.
- Packard, B. W., Babineau, M. E.*, Machado, H. M.* (2012). Becoming job-ready: Collaborative future plans of Latina adolescent girls and their mothers in a low-income urban community. *Journal of Adolescent Research*, 27(1), 110-131.
- Packard, B. W. (2011). Outreach, recruitment, and mentoring into STEM pathways: Strengthening partnerships with community colleges. In, "Community Colleges in the Evolving STEM Education Landscape: Summary of a Summit," National Academy of Sciences. Available at the National Academies Press: https://download.nap.edu/catalog.php?record_id=13399

- Packard, B. W., Gagnon, J. L.*, LaBelle, O.*, Jeffers, K.*, & Lynn, E.* (2011). Women's experiences in the STEM community college transfer pathway. *Journal of Women and Minorities in Science and Engineering*, 17(2), 129–147.
- Packard, B. W., Gagnon, J. L.*, & Moring-Parris, R.* (2010). Investing in the academic science preparation of CTE students: Challenges and possibilities. *Career and Technical Education Research*, 35(3), 137-156.
- Packard, B. W., Kim, G. J.*, Sicley, M.*, & Piontkowski, S.* (2009). Composition matters: Multi-context informal mentoring networks for low-income urban adolescent girls pursuing healthcare careers. *Mentoring & Tutoring*, 17(2), 187 - 200.
- Packard, B. W., & Babineau, M. E.* (2009). From drafter to engineer, doctor to nurse: An examination of career compromise as renegotiated by working class adults over time. *Journal of Career Development*, 35(3), 207-227.
- Vick, R. M.*, & Packard, B. W. (2008). Academic success strategy use among community-active urban Hispanic adolescents. *Hispanic Journal of Behavioral Sciences*, 30(4), 463-480.
- Packard, B. W., & Babineau, M. E.* (2008). Development 9-12. In Good, T. (Ed). *21st Century Education*. pp. 103-112. Sage Publications.
- Packard, B. W., & Conway, P. F. (2006). Methodological choice and its consequences for possible selves research. *Identity*, 6(3), 251-271.
- Babineau, M. E.*, & Packard, B. W. (2006). The pursuit of college in adulthood: Reclaiming past selves or constructing new? *Journal of Adult Development*, 13, 109-117.
- Packard, B. W. (2006). Composite mentoring and technology: Encouraging students to imagine themselves as future teachers. In Girod, M. & Steed, J. P. (Eds.) *Technology in the college classroom: Teacher Education*. New Forums Press.
- Packard, B. W. (2004-2005). Mentoring and retention in college science: Reflections on the sophomore year. *Journal of College Student Retention: Research, Theory, & Practice*, 6, 289-300.
- Packard, B. W., Ellison, K. L.*, & Sequenzia, M. R.* (2004). Show and tell: Photo-interviews with urban adolescent girls. *International Journal of Arts & Education*. <http://ijea.asu.edu/v5n3/v5n3.pdf>
- Packard, B. W., Walsh, L. Y.*, & Seidenberg, S. E.* (2004). Will that be one mentor or two? A cross-sectional study of women's mentoring during college. *Mentoring & Tutoring*, 12 (1), 71-85.
- Packard, B. W. (2003). Student training promotes mentoring awareness and action. *Career Development Quarterly*, 51, 335-345.

- Packard, B. W. (2003). Web-based mentoring: Challenging traditional models to increase women's access. *Mentoring & Tutoring, 11*(1), 53-65.
- Packard, B. W., & Nguyen, D.* (2003). Science career-related possible selves of adolescent girls: A longitudinal study. *Journal of Career Development, 29*(4), 251-263.
- Packard, B. W., & Hudgings, J. H. (2002). Expanding college women's perceptions of physicists' lives and work through interactions with a physics careers web site. *Journal of College Science Teaching, 32*(3), 164-170.
- Packard, B. W. (2002). Women who continue to pursue science: Motivated not only despite but also by concerns about the future. *Advancing Women in Leadership, 10*(1).
<http://www.advancingwomen.com/aw1/winter2002/packard.html>
- Packard, B. W. (2001). When your mother asks for another book to read: Fostering an intergenerational exchange through shared reading of culturally-relevant books. *Journal of Adolescent and Adult Literacy, 44*(7), 626-633.
- Wong, D., Packard, B., Girod, M. and Pugh, K. (2000). The opposite of control: A Deweyan perspective on intrinsic motivation in "After 3" technology programs. *Computers in Human Behavior, 16*(3), 313-338.
- Hughes, J. E., Packard, B. W., Pearson, P.D. (2000). Expanding notions: Preservice teachers' perceptions of using hypermedia and video to examine the nature of literacy instruction. *Journal of Literacy Research, 32*(4), 599-629.
- Hughes, J. E., Packard, B. W., Pearson, P. D. (2000). The role of hypermedia cases on preservice teachers' views of reading instruction. *Action in Teacher Education, 22*(2A), 24-38.
- Paris, S. G, Yambor, K. M., & Packard, B. W. (1998). Hands-on biology: A museum-schools-university partnership for enhancing students' interest and learning in science. *Elementary School Journal, 98*(3), 267-288.
- Hughes, J. E., Packard, B. W., & Pearson, P. D. (1998). Reading classroom explorer: Visiting classrooms via hypermedia. In C. K. Kinser, K. A. Hinchman, & D. J. Leu (Eds.), *Inquiries in literacy theory and practice*, (Vol. 46, pp. 494-506). Chicago, IL: National Reading Conference.
- Spencer RTG Fellows. (Baguilat, C. A., Glazier, J., Hughes, J. E., Packard, B. W., Sarroub, L. K., Worthington, V. L., & Yusko, B.). (1998). Commentary. *Journal of Literacy Research, 30*(3), 435-438.
- Hughes, J. E., Packard, B. W., & Pearson, P. D. (1998). Reading classroom explorer: Navigating and conceptualizing a hypermedia learning environment. *Reading On-Line*. Web address: <http://www.readingonline.org/research/explorer>

Ferdig, R., Hughes, J. H., Packard, B. W., Pearson, P. D. (1998). Expanding resources in teacher education: The reading classroom explorer. *Journal of Reading Education*, 23(4), 30-31.

Becker, B. J. & Synthesis Research Group. (1998). Mega-review: Books on meta-analysis. *Journal of Educational and Behavioral Statistics*, 23, 77-92.

Op-Eds and Blog Posts

Packard, B. W., & Binkert, T. (2016). *Mentoring initiatives for underrepresented students*. Blog post for Venturewell organization. <https://venturewell.org/tag/becky-wai-ling-packard/>

Packard, B. W. (2015). Sending the wrong messages to faculty. *Inside Higher Ed*.
<https://www.insidehighered.com/advice/2015/03/18/essay-messages-colleges-send-new-hires>

Packard, B. W., & Bacal, J. (2013). Teaching students to “lean in”. *Inside Higher Ed*.
<http://www.insidehighered.com/views/2013/03/13/essay-debate-over-whether-women-need-be-encouraged-lean>

Packard, B. W. (2012). Community colleges cannot be overlooked in America’s quest for new scientists. *New York Times Choice Blog*.
<http://thechoice.blogs.nytimes.com/2012/10/19/community-colleges-cannot-be-overlooked-in-americas-quest-for-new-scientists/>
**This piece received the Two Year College English Association (TYCA) 2013 Public Image of the Two Year College “Fame” Award, which gives credit to the best positive mention of the two-year college appearing in any media during the previous year.*

Resources

National Center for Institutional Diversity. (2019). Centering U-M student voices: Supporting inclusive climates in STEM departments. This is a toolkit that was developed for NCID at the University of Michigan.

National Society for Black Engineers. (2018). Student retention toolkit. Lead content developer in collaboration with the American Society of Engineering Education. ISBN-13: 978-1974031368

Packard, B. W. (2015). Decoding mentoring. A Prezi developed for the National Utilities Diversity Council. https://prezi.com/fmcpsixf_fgx/mentoring-myths-decoded/?utm_campaign=share&utm_medium=copy

Packard, B. W., & Metz, S. S. (2010). *Taking action 2: Productive and time effective written communication between faculty and students*. Resource developed for NSF ENGAGE in engineering grant and disseminated to colleges of engineering nationwide. Available at: <http://www.engageengineering.org/?page=24>

Packard, B. W., & Muller, C. B. (2010). *Taking action 1: Productive and time effective spoken communication between faculty and students*. Resource developed for NSF ENGAGE in engineering grant and disseminated to colleges of engineering nationwide. Available at: <http://www.engageengineering.org/?page=24>

Packard, B. W. (2003). *A definition of mentoring to promote research*. A report prepared for the American Association for the Advancement of Science. Available at: http://ehrweb.aaas.org/sciMentoring/Mentor_Definitions_Packard.pdf

CONFERENCES PRESENTATIONS (recent only)

Pon-Barry, H., St. John, A., Packard, B. W., & Rotundo, B. (2019, March). A flexible curriculum for promoting inclusion through peer mentorship. Awarded second best paper for curricular initiatives track in SIGCSE Minneapolis, MN.

Grisham, L. M., Kiser, S., Asai, D., Labov, J., Hewlett, J., Packard, B., & Brown, J. (2018, Feb). Supporting undergraduate researchers transitioning between 2 and 4 year colleges. AAAS Annual Meeting. Washington, DC.

Luschen, K., Packard, B. W., & Cheung, F. (2019, January). Faculty as learners in complex classroom spaces: Aligning development needs and effective models for inclusion and equity. AAC&U Annual Meeting. Atlanta, GA.

Packard, B. W., Yong, D., Kirk, S., & Reder, M. (2018, January). Cultivating compassion: Understanding mechanisms, identifying barriers, and developing strategies for effective, sustained difficult conversations with colleagues. AAC&U Annual Meeting. Washington, DC.

Hatcher-Skeers, M., Yong, D., & Packard, B. W. (2016, November). Deliberate investment: Strategies for sustaining inclusive STEM classrooms for first-generation college students. Facilitated discussion session at AAC&U PKAL meeting. Boston, MA.

Packard, B. W. (2016, March-April). Retention of students in science and technology as a global concern: A synthesis of effective mentoring programs and embedded classroom practices. Presentation for Educational Studies Association of Ireland. Galway, Ireland.

Pon-Barry, H., St. John, A., Packard, B. W., & Rotundo, B. (2016, March). Megas and Gigas Educate (MaGE): A Curricular Peer Mentoring Program. SIGCSE Annual Meeting.

Packard, B. W., Babineau, M. E., Bastress-Dukehart, E., Moore, C., Lobban-Viravong, H., Johnson, D. (2016, January). Leveraging the power of faculty peer observation: Student success, implementation challenges, and catalysts for change. AAC&U annual meeting. Washington, DC.

Packard, B.W. (2016, January). Panelist for “Faculty leadership for integrative learning” session with Clark University and Bard College. AAC&U annual meeting. Washington, DC.

Chapman, R., Packard, B. W., Reder, M., & Sorcinelli. (2015, January). Faculty success for student success: Strategic investment in faculty careers at Liberal Arts colleges. AAC&U annual meeting. Washington, DC.

Packard, B. W., Sorcinelli, M. D., & Chapman, R. (2014, January). Mentoring strategies

that retain diverse students and faculty. AAC&U annual meeting. Washington, DC.

Sorcinelli, M. D., & Packard, B. W. (2013, January). Why should mentoring end after tenure? Building a mentoring network at mid-career. AAC&U Annual Meeting. Atlanta, GA.

Zuniga, X., Packard, B. W., Ouellette, M. (2012, April). Using intergroup dialogue practices in the classroom: Contradictions, challenges and opportunities. Social Justice Forum on Education. University of Massachusetts, Amherst.

COURSES TAUGHT

- Individuals and Organizations (focus on organizational behavior, leadership, climate)
- Educational Policy; Educational Psychology; Advanced Seminar in Motivation
- Statistics; Laboratory in Adolescent Devt; Laboratory in Academic Development
- Leadership and Public Impact; Women, Business, and Leadership Development
- First year seminar: "100 Marathons: Psychology of Endurance"
- Science in the World (transfer students), First Year Connections (advising course)

THESIS STUDENTS

Ph.D. external reviewer: Noema Garcia, University of Limerick

M.A. Students: Angelica Castro, Haley Paris, Tanisha Stewart, Karen Bryant, Janelle Gagnon, Maureen Babineau

Undergraduate Thesis Students: Elizabeth Auguste, Hannah Yee, Rebecca Vick, Kimberly Jeffers, Katie Magyar, Madhavi Nambiar, Esther Kim

Co-Authors: 25+ unique student co-authors

I have mentored dozens of undergraduate students in research at Mount Holyoke College.

COMMUNITY ENGAGEMENT AND RECOGNITION

2017	Inspiring Women in STEM, founding award recipient, Bay Path University
2016-present	Board of Trustees, Community Foundation of Western Massachusetts
2013	Fame Award from Two-Year College English Association (in recognition for op-ed/best portrayal of community colleges in the public media)
2007	Baystate Health Educational Partnerships, Certificate of Appreciation
2003	Finalist, Jimmy & Rosalynn Carter Campus-Community Award
2002	Volunteer of the Year Award, Girls Incorporated, Holyoke, MA
2001	Arts & Education Visionary Award, Generating Tomorrow's Future Today
2000	Service Award for Commitment to Girls Inc., Holyoke, MA

GRANT AND PROJECT ADVISORY BOARDS

2019-present	NSF ADVANCE grant (PI: S. Kirk, Willamette Univ)
2018-present	NSF grant (PI: K. Gosha, Morehouse College), focused on virtual mentoring systems for African American students in computer science
2018-present	HHMI Thrive grant (PI: M. Siegel, Univ of Missouri), focused on transfer student success in science
2018-present	NSF grant (PI: H. Thiry, Univ of Colorado-Boulder), focused on transfer student success in STEM

- 2018-present 'Ike Wai: Securing Hawaii's Water Future (PI: G. Jacobs, Univ of Hawaii-Manoa), focused on Native Hawaiian STEM pathways, geo/data-science
- 2018-present Evaluation consultant, S-STEM grant (PI: A. Fisher), Willamette University
- 2017-present SeaChange Project, National Advisory Board, AAAS

SPEAKING, TRAINING, AND CONSULTATION *(Recent only)*

- 2019, Aug Marion Technical College, Academic Day, Keynote
- 2019, July IRACDA Conference, Plenary, Power of Daily Mentoring
- 2019, July Framingham State Univ, STEM/Navigating Faculty Identity, Workshops
- 2019, May 2019 Advising Conference, U-M, Keynote
- 2019, May 30th Anniversary of the Science Learning Center, Keynote, U-M
- 2019, March University of Southern California, Navigating Faculty Identity
- 2019, Jan Emory University Graduate School Program Directors
- 2019, Jan Lilly Teaching Conference, Plenary, Austin, TX
- 2018, Nov Georgetown University, Practical Strategies for Daily Mentoring
- 2018, Oct University of Michigan, Building a Culture of Mentoring
- 2018, Oct Ohio Wesleyan, Integrative, Team-Taught Interdisciplinary Courses
- 2018, May Plenary Speaker, STEM Climate Institute, U-M (NCID), USC, ACE
- 2018, Apr Difficult Conversations in Mentoring, UC-Santa Barbara
- 2018, Apr Workshop Leader on Inclusive Mentoring, Swarthmore College
- 2018, March Featured Speaker, National Society for Black Engineers, Deans Roundtable
- 2018, Jan Speaker, Inclusive Mentoring for Graduate Students, UMass Amherst
- 2017, Dec Faculty Speaker, University of Miami; Florida International University
- 2017, Oct Workshop Leader on Mentoring Design, Williams College
- 2017, Sept Common Hour Keynote, Inclusive Pedagogy, Kenyon College
- 2017, Aug Keynote, Mentoring and the Sophomore Year, St Lawrence Univ.
- 2017, Aug Keynote, Inclusive Pedagogy, Emory University
- 2017, July Diversity in Undergraduate Biology Education Research Gordon Conf
- 2017, May Keynote, Flying Cloud Institute, Women in STEM conference
- 2017, May Workshop leader, Inclusive conversations, Hamilton College
- 2017, May Keynote, Mentoring across Difference Conference, Caltech
- 2017, Apr Faculty keynote and workshop leader, University of Hawaii-Manoa
- 2017, Apr Panelist, PAESMEM Alumni Mentoring Meeting
- 2017, Mar Faculty Speaker, Rensselaer Polytechnic University (NY)
- 2017, Mar Speaker/Award Winner, Bay Path University
- 2017, Mar Closing plenary, AAC&U Student Success Conference
- 2017, Feb Faculty speaker, University of Detroit-Mercy (w/Wayne State, Marygrove)
- 2016, Sept National Utilities Diversity Council, Webinar, Intentional Mentoring
- 2016, July Keynote, Hi-Tec Conference. Pittsburgh, PA.
- 2016, July Plenary Speaker, Earth Educators Rendezvous Conference. Madison, WI.

SELECTED PROFESSIONAL ACTIVITIES (recent only)

- 2018-2019 Lead researcher, 10 institution project focused on college completion, sponsored by Community Foundation of Western Massachusetts
- 2018, April National Academies of Sciences, Engineering, and Medicine Workshop Convening: Inclusive Mentorship Excellence in STEM: New Knowledge, Ideas, and Practice

2017-2019 Faculty Coach, AAC&U High Impact Practices Institute
 2016-2017 Search Committee, National Science Foundation Director
 2016, July STEM working paper discussion at Brookings Institution, DC
 2015, Mar Committee of Visitors Review Committee, National Science Foundation
 2014, Sept Consortium for Faculty Diversity, Annual Meeting
 2013, Sept National Academy of Engineering, Surmounting the Barriers for Diversity
 2013-2018 Expanding Computing Education Pathways, Expert Bureau
 2013, May Women of Color in STEM Policy, Institute for Women's Policy Research

Professional Reviewer Service

2017-present Editorial Board, *Review of Educational Research*
 2011-2015 Editorial Board, *The Career Development Quarterly*
 2016-present Reviewer, *Research in Science and Technological Education*
 2001-present Reviewer, *Journal of Research in Science Teaching*
 2003-present Reviewer, *Mentoring & Tutoring*
 2008-present Reviewer, *Science Education*
 2008-present Reviewer for National Science Foundation
 2010-present Reviewer, *Journal of Women and Minorities in Science and Engineering;*
Journal of Career Development
 2016-present Reviewer, *Cell Biology Ed, Advances in Engineering Education, AERJ*
 2010-2011 AERA, Division C, Section 6 (Cognitive, Motivation and Social Processes)
 Co-Chair for 2011 Annual Meeting Program

PROFESSIONAL DEVELOPMENT (*most relevant, as a participant*)

2017 Leading Conflict Resolution in the Workplace (Harvard Continuing Ed)
 2016 ACE Spectrum Aspiring Leaders Program in New Orleans, LA.
 2015 Leading by Listening/The Public Conversations Project (Hosted at MHC)
 2014, Aug COACHE Leadership Institute (Harvard University)
 2013, 2015 The Op-Ed Project (Hosted at MHC)
 2010-2013 Intergroup Dialogue Facilitator Training, Rank/Class/Race (Five Colleges)
 2012, 2013 Active Bystander Training (Five Colleges)

MOUNT HOLYOKE COLLEGE ACTIVITIES

2016-2017 First-Generation Working Group; Strategic Plan Implementation Committee
 2016-2017 Assessment Accreditation Subcommittee
 2015 Retention Working Group
 2014, May Women in Public Service Project, facilitator
 2013-2015 Dean Liaison to Faculty Affirmative Action Committee
 2012-2014 Integrative Learning Institutional Team Member, AACU/Teagle
 2012-2013 Learning Goals Subcommittee- Endorsement of College Learning Goals
 2011, May STEM Transfer Conference for STEM faculty in CT and MA, MHC
 2009-2011 Weissman Center for Leadership Advisory Board member
 2009-2013 Frances Perkins Scholar Program Steering Committee, MHC
 2003-2006 Multicultural Community and College Life Committee, MHC
 2001 Fall Convocation Speaker, Mount Holyoke College
 2001 Baccalaureate Ceremony Speaker, Mount Holyoke College

2000-2010 Featured Speaker, Take the Lead, Mount Holyoke: Identity and Mentoring
1999-2006 Psi Chi Faculty Advisor, MHC

INTERNAL GRANTS/FELLOWSHIPS, PRE-DOCTORAL SCHOLARSHIPS

2011, 2015 Mount Holyoke College Faculty Fellowship
2003, 2007 Mount Holyoke College Faculty Fellowship
1999-2003 Reese and Research Assistance Grants for research on mentoring, MHC
1999 Graduate School Grants, Women in Science Mentoring, Michigan State U.
1997-99 Spencer Research Training Grant, Michigan State University
1995-98 Minority Competitive Doctoral Fellowship, Michigan State University
1994 Summer Research Opportunity Program Fellowship, University of Michigan
1991 Herman and Margaret Sokol Scholar for Chemistry, University of Michigan
1991-1995 Campbell Soup Company Scholarship
1991 Vietnam Veterans Memorial Scholarship

PRE-DOCTORAL WORK EXPERIENCE

1998 Course Instructor, "Reflections on Learning," Michigan State Univ.
1997-1999 Spencer Research Training Grant Fellow, Michigan State Univ.
1997-1998 Visiting Science Instructor, Lewton Elementary, Lansing, MI
1996-1998 Research Assistant, P. David Pearson, Michigan State Univ.
1996-1997 Research Assistant, Betsy J. Becker, Michigan State Univ.
1995-1996 Educational Software Quality Assurance, Invest Learning, East Lansing, MI
1994-1995 Research Assistant, Scott G. Paris, University of Michigan-Ann Arbor

MEMBERSHIPS

American Educational Research Association
American Psychological Association; Division 15 (Educational Psychology)
AAAS