

# KELLY E. MAXWELL

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## EDUCATION

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- Ph.D. 2000 Educational Leadership & Policy Studies; Area of concentration: Higher Education  
Arizona State University, Tempe, AZ  
Dissertation: White Faculty Teaching Multicultural Courses: Identity and Implications
- M.S. 1994 Higher Education - Student Affairs; Minor: Women's Studies  
Florida State University, Tallahassee, FL
- B.A. 1992 Business and Political Science, *cum laude*  
Baldwin Wallace University, Berea, OH

## ADMINISTRATIVE EXPERIENCE

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**Assistant Dean for Undergraduate Education (UGED)**  
**The College of Literature, Science and the Arts, University of Michigan**  
Sept. 2018-Present

Supervision for undergraduate initiatives in the "engagement" portfolio including the Center for Global Intercultural Study, English Language Institute, the Program on Intergroup Relations, the Undergraduate Research Opportunity Program, the Language Resource Center and three Michigan Learning Communities: the Global Scholars Program, the Lloyd Hall Scholars Program, and the Michigan Community Scholars Program. Leads liaison relationships to LSA Student Government, the University Music Society and University Housing. Oversees the UGED Climate Committee and works with several diversity, equity and inclusion initiatives including the Inclusive Campus Corps and the Inclusive Teaching Liaisons.

**Faculty Co-Director, The Program on Intergroup Relations (IGR)**  
**The College of Literature, Science and the Arts, University of Michigan**

May 2008-Sept. 2018

Co-Lead the strategic vision for this nationally recognized program which is jointly supported by LSA Undergraduate Education and Student Life. Effectively administer the program including the supervision of staff, oversight of HR and finance practices, proficient stewardship of policies and procedures and sound program assessment. Provide leadership for the overall curriculum and the direction of the minor in Intergroup Relations Education. Serve as a collaborative campus leader on diversity, equity, and inclusion issues.

- Direct supervision, coaching, and evaluation of Associate Director, Assistant Director and Student Administrative Assistant, graduate student interns, & student research assistants; indirect reports: 7 staff;
- Lead 6 instructors in fulfilling the teaching philosophy and pedagogy of the IGR curriculum;
- Expertise with the LSA hybrid appointment structure;

- Budget authority for \$485,000 LSA budget including staff salaries and benefits, faculty and graduate student instructor salaries, operating and programming budgets, and temp staff lines;
  - Provide responsible stewardship for general funds, gift funds, and revenue-generating accounts.
  - Assess unit resource needs, develop and prepare annual budget submission.
- Co-Lead the IGR Leadership Team which shares in the overall leadership of the unit including the development and articulation of annual goals and objectives and strategic planning initiatives;
- Lead pedagogical innovations in the unit including the development of the Intergroup Relations Education Minor in 2015;
  - Guide IGR's curricular activities.
  - Serve on the IGR curriculum committee and organize instructional materials.
- Plan course and instructor assignments for IGR courses;
- Prepare annual, special, and periodic reports on the unit and its program activities;
- Serve as an academic advisor for the minor;
- Oversee the selection, training, and support for Graduate Student Instructors;
- Organize the IGR Advisory Committee comprised of faculty and staff from across the university;
- Serve on the LSA Undergraduate Education Climate Committee and actively engage in subcommittee work;
- Participate in the annual IGR National Intergroup Dialogue Institute;
- Provide consultation to other universities establishing intergroup dialogue programs nationally;
- Collaborate and partner with colleagues in LSA Undergraduate Education, key university departments, units, and community agencies to provide intergroup and social justice education opportunities for university constituencies and the community;
- Teach two courses per year in addition to administrative duties.

### Key Accomplishments

- Doubled the size of the LSA IGR staff
- Secured ongoing lecturer lines for IGR courses
- Collaboratively designed and implemented the Minor in Intergroup Relations Education
- Chaired the campus-wide Diversity Council
- Co-Chaired the Understanding Race Project
  - Led high visibility theme semester on Understanding Race that included a campus and community-wide impact on programming, dialogue, and culture change.
  - Consultant and Facilitator: trained teachers and administrators from all Washtenaw County School Districts to prepare them to create conversations on race in their schools (2012).
  - Awarded the Distinguished Diversity Leaders collaborative award with Understanding Race co-chairs
- 2x Grantee, Ford Foundation Difficult Dialogues Initiative
- Founding board member of the Difficult Dialogues National Resource Center (current chair)
- Supported the co-P.I.s of the Multi-university Research Project, a 9-university multi-method experimental study on the effectiveness of Intergroup Dialogues in Higher Education, led curriculum efforts for the project, collaborated on the qualitative methods and directed the U-M site
- Collaboratively developed the annual National Intergroup Dialogue Institute
- Supervised and co-developed the curricular and administrative growth of the Global Scholars Living-Learning program, an international, intercultural living-learning program at U-M, which became a stand-alone unit in 2011
- Guided and designed curricular innovations including new dialogue initiatives: white racial identity, religion, Ableism, students of color, & the bicentennial dialogue on educational justice; created numerous courses including a foundations course, a facilitation course, a video-conferencing course dialoguing with students at international universities, & a senior capstone course.

**Associate Director, The Program on Intergroup Relations  
University of Michigan**

January 2001- April 2008

- Multi-university Research Project, UM Site Director;
  - Coordinate registration activities for research and control group participants.
  - Coordinate qualitative data collection (individual interviews and final papers) including developing the coding protocol for the individual interviews.
  - Coordinate survey distribution to research and control group participants.
  - Leader on the national research team (9 universities).
  - Data management.
- Curriculum Chair;
  - Organized a coordinated a sequence of courses with proper developmental challenge to students without repetition among the courses.
  - Worked with program faculty and student affairs instructors to maintain consistency and commitment.
  - Worked with the Psychology undergraduate office on logistical issues.
  - FIGS (First year Interest Groups) program management including the development of a one-day retreat and a 4-week mini-dialogue curriculum.
  - Managed “team-taught” courses, which are vastly rewarding and require different levels of collaboration as well as time management.
- IGR Training and Facilitation Book Project—This project (completed in 2011) presented and described the important processes of training people to facilitate intergroup dialogues and the components of effective training programs;
  - Managed writers in their process
  - Secured publisher for the project
  - Wrote chapters for the book
- Dissertation Defense Committee Member;
- Partner on NSF grant proposal: “Building a Research Community on Genomics & Racial/Ethnic Identity”;
- Spearheaded a collaborative project with staff and faculty from the Ginsberg Center for Community Service and Learning and the Michigan Community Scholars Program to develop a dialogue course that incorporated service learning into its curriculum;
- Research liaison between IGR and our faculty researchers;
- Provided help and support in coordinating the development of coursetools sites for all IGR courses;
- Managed the program budget from the College;
- Managed the recruitment, application, interview and hiring process for IGR Graduate Student Instructors.

**Coordinator, Voices of Discovery  
Intergroup Relations Center, Arizona State University**

August 1997–August 2000

- Coordinated the selection and training of graduate student and faculty/staff facilitators for a six-week intergroup dialogues program that brought individuals from different groups together for honest, reflective, face-to-face dialogue;
- Facilitated intergroup dialogues;
- Recruited graduate student and faculty facilitators and supporters as well as undergraduate student participants;
- Managed program logistics: supervised program budget, implemented application and placement process for participants, created publicity materials, organized research assessment, and managed listserv;
- Consulted with interested university, professional, and community personnel.

**Coordinator of Student Life and Area Coordinator,  
Westhampton College, University of Richmond**

June 1994-July 1997

- Developed social issues programming for the College in areas such as women's development, diversity education, sexual assault prevention, body image and chemical health awareness issues;
- Directed the new student orientation program for the college: organized program logistics including selection, training, and supervision of orientation leaders, implemented orientation program agenda, managed orientation budget;
- Advised the student judicial board, trained and mentored student board members, and served as a College judicial officer;
- Implemented College programs: directed the faculty associate program, managed and advised the class cabinet system, administered a student development program based on the Wellness Model;
- Implemented Residential Life programs: coordinated the student staff evaluation process, trained and supervised residence life staff, team-taught course, rotated weekend on-call duty.

## **TEACHING/PEDAGOGICAL EXPERIENCE**

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**Oversee the IGR curriculum both as Associate Director and currently as Faculty Co-Director. Lead the sequencing of courses from first-year through senior year experiences. Administer the nationally recognized model of intergroup dialogues, training and support for undergraduate peer facilitators. Co-developed and lead the implementation of the IGR minor. Teach 2 courses per year. Emphasize student-centered experiential pedagogical approaches. Model collaborative approaches between faculty and student life staff. Provide development for all course instructors.**

- Teach courses on intergroup relations education at the University of Michigan, January 2001-present;
- Courses team-taught: Training for Intergroup Dialogue Facilitation; Practicum for Facilitating Intergroup Dialogues, Social Psychology in Community Settings;
- Developed and have taught the following courses:
  - Facilitation for Effective Leadership. This course was developed specifically for the Intergroup Relations Education minor and effectively teaches facilitation skills in a variety of settings.
  - Social Justice in the Real World: Senior Capstone. This course links the undergraduate social justice experience with action post-graduation. Theories of social change ground the course as students explore applied strategies for making change.
  - Justice for All? Difference and Oppression in U.S. Society. This first-year seminar course was designed for first-year students. It took a multi-disciplinary approach to oppression issues and was cross-listed in Psychology and DAAS (African American studies) and taught in LHSP and MCSP.
  - Foundations of Intergroup Relations. This course teaches the fundamental concepts and theories in intergroup relations.
  - Collaborative Development of Qualitative and Quantitative Approaches to Intergroup Relations Research. Guest Lecturer on the significance of researcher identities.
  - Global Understandings/Understanding Conflict through International Dialogue. Video-conferencing course connects students world-wide on contemporary social justice and conflict issues and how to resolve them through dialogue, reconciliation and peace.
- Supervise the work of students engaged in independent study research particularly those doing undergraduate research with me;
- EDUC 662: Learning and Development in Higher Education, Center for the Study of Higher and Postsecondary Education, University of Michigan (Winter 2014);
- Courses Taught/guest lectured at Arizona State University:
  - Women and Society in the Women's Studies Department
  - Understanding the Culturally Diverse Child in the College of Education
  - Qualitative Research Methods, Guest Lecturer in the College of Education

- Course taught at the University of Richmond
  - Theoretical and Practical Leadership: The Role of the Resident Assistant

## RESEARCH EXPERIENCE

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**Work collaboratively with IGR faculty, staff and students to establish and maintain research projects that contribute to a body of knowledge in the fields of intergroup dialogue and social justice education. Conduct research on intergroup dialogue or related topics. Train, supervise and mentor research teams of undergraduates and graduate students. Provide vision for research agenda and grant writing in collaboration with the IGR Research Director.**

- Multiversity Project. (Funded by the W.T. Grant Foundation and the Ford Foundation).
  - U-M site leader for the project;
  - Worked to standardize placement procedures for intergroup dialogue for a 9-university experimental research study;
  - Multiversity Curriculum Committee: Worked to coordinate curriculum across a 9-university research study;
  - Leadership in the development of the qualitative methods of the Multi-university Research Project;
    - Co-developed and piloted the individual interview protocol.
    - Developed and tested the individual interview coding protocol for emotions and empathy.
- Racial Identity Development in Intergroup Dialogues.
  - Co-P.I. on project to examine the outcomes of the race/ethnicity and white racial identity dialogues and their impact on racial identity development;
  - Developed interview protocols, coding protocols;
  - Lead an undergraduate research team of over 40 students (across semesters) on coding, analysis, and writing.
- Difficult Dialogues Research Project. (Funded by the Ford Foundation).
  - Co-P.I. on project to examine the outcomes of dialogues on religions. Explored differences in dialogue experiences between students who take a previous comparative religions course and those who do not;
  - Led an undergraduate research team of 8 students in developing interview protocols, coding protocols, and analysis;
  - Supervised a graduate student research associate.
- Examinations of Graduate Student Outcomes in Dialogue.
  - Co-P.I. on project to examine a 4-week dialogue process with graduate students;
  - Conducted survey research for dialogue participants, co-led research team; led qualitative analysis process.
- Faculty Diversity (Fac.Div) Project.
  - Participant in dynamic faculty, graduate student, and undergraduate research team reading, discussing, and conducting interview research on the impact of identity and multicultural teaching pedagogy in the academy;
  - Conducted individual interviews with faculty members about their innovative multicultural teaching pedagogy.
- Conducted focus groups of intergroup dialogue students, living-learning community students, and facilitators of intergroup dialogue.
- Conducted survey research with entering first year students to determine the impact of a cluster of courses called FIGS (First year Interest GroupS) that emphasize intergroup relations and diversity.
- Conducted survey research on 7-week intergroup dialogues to compare results with the 13-week program.
- Updated survey assessment tools.
- Meta-analysis Research training in November 2002.

- Grounded Theory training in January 2008.
- At Arizona State University:
  - Designed qualitative studies for program evaluation, staff evaluation and theory-building purposes.
  - Conducted participant observation, individual and focus group interviews, and document analysis.
  - Analyzed and reported findings for practical and academic audiences.

## **CAMPUS LEADERSHIP AND EXPERIENCE**

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### **Current through 2017-18**

- Chief Diversity Officer's Staff Advisory Council
- Consultant to the Faculty Liaisons Coordinating Group
- Founding Member, Undergraduate Education Climate Committee
- Co-chair of the Inclusive Pedagogies sub-committee of the Climate Committee
- Advisory Committee, Michigan Community Scholars Program
- Greek Life Awards Night Selection Committee
- LEO/Academic HR Lecturer Fellows Program Selection Committee
- LEO Anti-Racism Task Force
- Consult with faculty and graduate instructors about inclusive teaching practices and issues of privilege and social identity in the classroom (since 2003)

### **Previous**

- Chair, University Diversity Council
- Co-Chair, Understanding Race Project: includes LSA theme semester, community outreach, and K-12 outreach components
- Faculty Liaisons for Inclusive Teaching Coordinating Group
- Task Force for Inclusive Teaching. Vice Provost's committee to develop a campus-wide model for faculty development
- Steering Committee, Undergraduate Education Climate Committee
- Designed and co-facilitated the CRLT/IGR Faculty Dialogues Institute building dialogue and student-centered inclusive teaching skills for faculty.
- Participated in the Supporting First Generation Students, Faculty and Staff Committee
- Student Athlete Success Program - Faculty Discussion
- Undergraduate Education Climate Communications and Technology subcommittee.
- Participated in Faculty Call-out to contact admitted underrepresented students to encourage them to attend U-M
- Participant in CRLT/Tim McKay's E-coach learning community, which led to a successful 3<sup>rd</sup> Century Transformational Grant proposal and award.
- Advisory Committee, CSHPE Diversity and Social Justice Concentration
- Member, University Diversity Council
- Member, President's Advisory Council on Women's Issues (PACWI)
- Member, Pathways Committee (coordinating efforts to create academic and co-curricular "pathways" for students interested in social justice)
- Advanced Leadership Program (ALP) through the Center for the Education of Women
  - Chosen in 2008-09 as one of 26 up-and-coming women leaders at U-M to network, study leadership strategies, and create and implement change projects in our units.
  - Annual presenter on Workplace Diversity to subsequent ALP classes (through 2016)
- Faculty contributor for underrepresented student admission and enrollment (speaker at Campus Day, lecturer for course preview; call admitted students to encourage commitment to attend)
- Senior Survey Development Team
- Life Sciences and Society Steering Committee
- Provost's Task Force, Sub-committee on Education, Orientation, and Visibility for Transgender, Bisexual, Lesbian, and Gay Faculty, Students, and Staff

- Member, Lesbian, Gay, Bisexual, and Transgender Affairs (now Spectrum Center) Advisory Board
- Various search committees

## NATIONAL AFFILIATIONS

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- Chair of the Board, Difficult Dialogues National Resource Center (DDNRC) (since 2017)
- Local host and co-chair of the DDNRC biennial conference at U-M (2016)
- Founding Board Member for the Difficult Dialogues National Resource Center. This is an outgrowth of the Ford Foundation Difficult Dialogues Initiative.
- Participant in NCID's think tank work on Diversity Next Steps (2015)
- Equity and Excellence in Education reviewer for the special issue on intergroup dialogue (2011)
- Journal of Diversity in Higher Education, article reviewer (2011)
- American Association of Colleges and Universities (AAC&U) member
- American Educational Research Association (AERA) member

## AWARDS

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- Nominee, University of Michigan Golden Apple Award, (2016)
- Safe Zone Founder's Award, given on the 20<sup>th</sup> anniversary of the founding of the Safe Zone (LGBT ally) program at the University of Richmond (2016)
- U-M Distinguished Diversity Leaders Award. Group award to the Understanding Race Co-chairs (November 2013)
- "Kelly Maxwell Outstanding Graduate Student Award." Created in my name by the staff of the Arizona State University Intergroup Relations Center and awarded annually to a graduate student whose contribution enhances intergroup understanding on the ASU campus
- 1999-2000 Scholarship recipient, Uncommon Legacy Foundation

## SELECTED CAMPUS PRESENTATIONS

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- Invited presenter. Faculty Liaisons for Inclusive Teaching (2018)
  - Collaborate with ADVANCE and CRLT to co-facilitate *Disrespect and Disruption in the Classroom: Strategies for Prevention and Response* for Faculty at U-M (since 2014)
  - Advanced Leadership Program, *Intercultural Communication Presentation* (2009-2016)
  - Presenter, CRLT's May Inclusive Teaching Workshop (2016)
  - Co-Presenter, *Building Effective Classrooms in the 21<sup>st</sup> Century*. Enriching Scholarship Conference. Ann Arbor, MI. (2015, 2018)
  - Invited panelist. Associate Vice President's Staff Diversity Committee (2015)
  - Invited speaker on campus climate. Academic Services Board (2014)
  - Invited panelist. Associate Dean's Diversity Committee (2014)
  - Invited panelist. Provost's Faculty Diversity and Inclusion Committee (2014)
  - Guest Lecturer in Student Development Theory Graduate Course (2013)
  - Campus Day Faculty Speaker (2005-2011)
  - Amaizin' Blue Admissions Program Lecturer (2010-2011)
  - Lesbian, Gay, Bisexual and Transgender Affairs Speaker's Bureau: Panelist relating my coming out story to various courses (2001-2011)
  - Facilitator, Intercultural Communication Workshop for Faculty, Global Intercultural Experience for Undergraduates (April 2005, 2010)
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## PROFESSIONAL PRESENTATIONS

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Fisher, R. & **Maxwell, K.E.** (January 26, 2018). Keynote speakers. Bringing Theory to Practice Grantee Conference, Eastern Michigan University.

**Maxwell, K.E.** (January 2018). Respondent. *National Landscape for Dialogue and Deliberation in Higher Education*. Thought Leaders Conference hosted by the Center for Diversity and Inclusion in Higher Education. University of Maryland.

**Maxwell, K.E.** & Wong(Lau), K. (March 2018). *Making the ideal a reality: Faculty strategies for creating inclusive classrooms*. Pre-conference workshop. AAC&U Diversity, Equity, and Inclusive Democracy Conference, San Diego, CA.

Roderick, L. & **Maxwell, K.E.** (March 2018). *Difficult Dialogues in Higher Education: Engaging the inconvenient truths in our classrooms*. AAC&U Diversity, Equity, and Inclusive Democracy Conference, San Diego, CA.

Dwyer, B., **Maxwell, K.E.**, Nance, T.A., & Hicks, S. (June 2017). *Adapting dialogue and creating community*. Intergroup Dialogue in Context, Cornell University. Ithaca, NY.

**Maxwell, K.E.**, Kime, A., Shanmugasundaram, S. (June 2017). *The Impact of Racial Dialogues on the Learning of White Students*. Intergroup Dialogue in Context, Cornell University. Ithaca, NY.

**Maxwell, K.E.**, Ford, K.A., Nance, T.A., & Wong(Lau), K. (March 2017). *Faculty Teaching Strategies for Creating Inclusive Classrooms*. AAC&U Diversity, Learning, and Student Success Conference. Jacksonville, FL.

Roderick, L. & **Maxwell, K.E.** (January 2017). *Difficult Dialogues in Higher Education: Effectively Tackling the Tough Issues of our Times*. AAC&U Annual Meeting. San Francisco, CA.

**Maxwell, K.E.**, Dwyer, B., Nance, T., Bowen, S., & Dessel, A. (March 2016). *Intergroup dialogue: Shifting paradigms toward student learning*. AAC&U Diversity, Learning, and Student Success, Philadelphia, PA.

**Maxwell, K.E.**, Worthington, R., Griffin, K., & Biggs, M. (May 2015). *Building a Movement for Difficult Dialogues Teaching and Learning in Higher Education*. National Conference on Race and Ethnicity in Higher Education. Washington, D.C.

Wong(Lau), K., Washington, S., Treviño, J., Soto, J., & **Maxwell, K.E.** (May 2015). *50 Shades of Color: Unpacking Colorism*. National Conference on Race and Ethnicity in Higher Education. Washington, D.C.

**Maxwell, K.E.** (June 2015). *Invited Keynote*. Northeastern IGR Conference. Skidmore College.

**Maxwell, K.E.** (June 2015). *U-M's Faculty Dialogues Institute: Helping Faculty Develop Dialogic Strategies for Diverse Classrooms*. Northeastern IGR Conference. Skidmore College.

Nagda, B.A., Thakral, C., & **Maxwell, K.E.** (November 2012). *Intergroup Dialogue: What do we know, how are we growing, where are we going?* National Conference on Dialogue and Deliberation, Seattle, WA.

Gurin, P, **Maxwell, K.E.**, Nagda, B.A., & Thompson, M.C. (June 2012). *Intergroup dialogue: Understanding inequality and fostering empathy and commitment to social action*, National Conference on Race and Ethnicity in Higher Education, New York.

**Maxwell, K.E.**, Nagda, B.A., & Thompson, M.C. (June 2012). *Meet the Authors: Facilitating Intergroup Dialogues*. National Conference on Race and Ethnicity in Higher Education, New York.



Thakral, C., & **Maxwell, K.E.** (March 2014). *Institutionalizing Dialogue-based Education: Realities of Campus Processes and Practices*. Association of American Colleges and Universities, Chicago, IL.

Worthington, R.L., **Maxwell, K.E.**, & Batten, G. (June 2011). *The View from 30,000 Feet—Difficult Dialogues: Innovative Practices in Teaching and Learning*. American Democracy Project Annual Meeting, Orlando, FL.

**Maxwell, K.E.**, Miller, A.T., & Yim, J. (January 2011). *Positioning Students for Global Learning: Essential Principles for Successful Intercultural Programs*. AAC&U Annual Meeting, San Francisco, CA.

**Maxwell, K.E.** & Fisher, R. (October 2010). *An Integrated Approach to Diversity Education: Intergroup Dialogues and Common Ground*. AAC&U Meeting, Houston, TX.

**Maxwell, K.E.** (October 2009). *Intergroup Dialogues and Global Understandings: Innovative Curricula for Intercultural Learning*. Culture and Language Across the Curriculum Conference, Berea, OH.

**Maxwell, K.E.** (October 2009). *Pedagogical Techniques and Practices for Engaging Students in Dialogue: What's so Difficult about Religion?* Difficult Dialogues Initiative Grantee Conference. Austin, TX. Sponsored by the Ford Foundation.

**Maxwell, K.E.** & Thompson, M.C. (October 2006). *Facilitating Intergroup Dialogues: A New Frontier in Diversity, Learning, and Leadership for Undergraduate Students*. Roundtable Discussion at AAC&U Diversity & Learning Conference, Philadelphia, PA.

**Maxwell, K.E.** & Schoem, D. (October 2005). *Civic Engagement and Dialogue: Integrating Diversity into Service-learning Courses*. AAC&U Civic Engagement Conference. Providence, R.I.

**Maxwell, K.E.**, Cobb, D., & Kachwaha, T. (June 2005). *Developing Intergroup Dialogue Programs on College Campuses*. National Conference on Race & Ethnicity. New York.

**Maxwell, K.E.**, Thompson, M.C. & Merritt, G. (October 2004). *Diversity as a Compelling Interest: Developing a Shared Vision for Social Justice*. Diversity and Learning. American Association of Colleges & Universities Conference. Nashville, TN.

**Maxwell, K.E.** (June 2004). *Got Dialogue? The Research and Practice of Intergroup Dialogues in Higher Education*. Anti-bias Education Conference. Tempe, AZ.

**Maxwell, K.E.**, Schoem, D., & Galura, J. (April 2004). *Collaborative Partnerships: Intergroup Dialogue and Service Learning for Social Justice Education*. A roundtable session at the Association of American Colleges & Universities Pedagogies of Engagement Conference. Chicago, IL.

Schoem, D. & **Maxwell, K.E.** (April 2004). *Engaging Diversity through the Pedagogy of Democratic Education and Intergroup Dialogue*. Pre-conference Workshop. Association of American Colleges & Universities Pedagogies of Engagement Conference. Chicago, IL.

Thompson, M.C., **Maxwell, K.E.**, & Aqui, P. (June 2003). *Got Dialogue? Frameworks and Tools for Inter/Intra-group Interaction on Campus*. National Conference on Race and Ethnicity. San Francisco, CA.

Gutierrez, L., Gurin, P., Chavous, T., **Maxwell, K.E.**, Spencer, M. & Pittman, C. (August 2002). *Symposium on the impact of structured interaction initiatives on student attitudinal changes*. American Psychological Association. Chicago, IL.

- Maxwell, K.E.**, Thompson, M.C., and Traxler-Ballew, A. (October 2002). *INTRAgrouP Dialogue: Models for Single Identity Structured Interaction*. National Conference on Dialogue and Deliberation. Alexandria, VA.
- Maxwell, K.E.** and Chavous, T. (October 2002). *Diversity and Learning: Assessing Structured Interaction in Diversity Education*. American Association of Colleges & Universities Conference. St. Louis, MO.
- Schoem, D., **Maxwell, K.E.**, Thompson, M., Treviño, J., & Zúñiga, X. (October 2002). *Intergroup Dialogue Forum*. American Association of Colleges & Universities Conference. St. Louis, MO.
- Maxwell, K.E.** & Thompson, M. (October 2002). *Intergroup Relations, Conflict, and Community: A Collaborative Model for Diversity and Learning*. A Roundtable session at American Association of Colleges & Universities Conference. St. Louis, MO.
- Zúñiga, X., Thompson, M., Scalera, C., & **Maxwell, K.E.** (March 2001). *Models and Strategies for Intergroup Dialogue on College Campuses*. Pre-conference Workshop presented at the American Association of Higher Education National Conference, Washington, DC.
- Scalera, C., Thompson, M., & **Maxwell, K.E.** (March 2001). *Pedagogies for the Public Good: Educating Students for Diversity Leadership and Action*. Program presented at the American Association of Higher Education National Conference, Washington, DC.
- Maxwell, K.E.** (November 2000). *The Fish Would Be the Last to Discover Water. White Faculty Teaching Multicultural Courses: Are We the Fish?* Paper presented at the Association for the Study of Higher Education Conference, Sacramento, CA.
- Treviño, J., Ewing, K., Gosin, M., Montemayor, J., **Maxwell, K.E.**, & Walker, T. (June 2000). *Creating Constructive Campus Intergroup Interaction*. Major Workshop presented at the National Conference on Race and Ethnicity, Santa Fe, NM.
- Treviño, J., Ewing, K., Gosin, M., Montemayor, J., **Maxwell, K.E.**, & Walker, T. (November 1999). *A Comprehensive Model for Creating Intergroup Interaction on College Campuses*. Program presented at the American Council on Education Conference, Albuquerque, NM.
- Calleroz, M. & **Maxwell, K.E.** (November 1998). *Building Up: Enhancing Intergroup Dialogue through Co-Curricular Service Learning*. Program presented at the Way Up Conference for Women in Higher Education, Tucson, AZ.
- Maxwell, K.E.**, et al. (April 1996). *Entering the Safe Zone: Promoting Student Success for Gay, Lesbian and Bisexual Students across Virginia*. Program presented at the Virginia College Personnel Association Annual Retreat, Syria, VA.
- Maxwell, K.E.** & Brown, H., (March 1996). *Women Working Together: Making Our Way in Student Affairs*. Program presented at the American College Personnel Association National Conference, Baltimore, MD.
- Maxwell, K.E.**, et al. (March 1994). *From Dissonance to Harmony: Understanding Gay, Lesbian, and Bisexual Students*. Program presented at the National Association of Student Personnel Administrators National Conference, Dallas, TX.

## **PUBLICATIONS**

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### **Book**

**Maxwell, K.E.**, Nagda, B.A. & Thompson, M.C. (Eds.). (2011). *Intergroup Dialogue Facilitation: Bridging Differences, Catalyzing Change*. Sterling, VA: Stylus Publishing.

### **Book Chapters**

**Maxwell, K.E.** & Thompson, M.C. (in press). *How do Student Affairs Educators help students learn to engage productively in dialogue? Learning Dialogic Skills for Effective Campus Conversations*. In M. Baxter Magolda, P. Magolda, & R. Carducci (Eds.). *Contested Issues in Higher Education*. Sterling, VA: Stylus Publishing.

Ford, K., & **Maxwell, K.E.** (2013). Identity, power, and conflict: Pedagogical strategies for successful classroom peer dynamics. In M. Chesler & Young, A., Jr. *Faculty Identities and the Challenge of Diversity: Reflections on Teaching in Higher Education*. Paradigm Publ., Boulder, CO.

Gurin, P., Wong(Lau), K., Sorensen, N., Nagda, B. A., Zúñiga, X. & **Maxwell, K.E.** (2013). Studying intergroup dialogue: A mixed methods approach. In P. Gurin, B. A. Nagda, & X. Zúñiga. *Dialogue across Difference: Practice, Theory and Research on Intergroup Dialogue*, NY: Russell Sage Foundation.

Wong(Lau), K., Gurin, P., Nagda, B.A., Ford, A.C., **Maxwell, K.E.**, Perez, R., McCallum, C., & Stephan, W.G. (2013). Empathy in intergroup dialogue. In P. Gurin, B.A. Nagda, & X. Zúñiga. *Dialogue across Difference: Practice, Theory and Research on Intergroup Dialogue*. NY: Russell Sage Foundation.

**Maxwell, K.E.** (2010). A Narrative: Testimonial and Future Thinking. In P.A. Pasque & M.E. Nicholson (Eds.). *Empowering women in higher education and student affairs: Theory, research, narratives and practice from feminist perspectives*. Sterling, VA: Stylus.

**Maxwell, K.E.**, Traxler-Ballew, A, & Dimopoulos, K.F. (2004). Intergroup Dialogue and MCSP: A Partnership for Meaningful Engagement. In J. Galura, P. Pasque, D. Schoem & J. Howard, (Eds.). *Praxis IV: Engaging the Whole of Service-Learning, Diversity, and Learning Communities*. Ann Arbor: OCSL Press.

**Maxwell, K.E.** (2004). Deconstructing whiteness: Discovering the water. In Virginia Lea and Judy Helfand (Eds.). *Identifying Race and Transforming Whiteness in the Classroom*. New York: Peter Lang.

### **IGR Working Paper Series**

Chesler, M., **Maxwell, K.E.**, Shanmugasundaram, S., Aravind, V., Kime, A., Ross, T., Ruiz, C. & Tijung, A. (2017). White student comfort and conflict in racial dialogues. *IGR Working Paper Series*. University of Michigan.

**Maxwell, K.E.** & Thompson, M.C. (2017). Breaking Ground through Intergroup Education: The Program on Intergroup Relations 1988-2016. *IGR Working Paper Series*. University of Michigan.

### **Additional Publications**

Gurin, P. & **Maxwell, K.E.** (Summer/Fall, 2017). Overview: Faculty Development for Inclusive Educational Environments. In *Liberal Education* 103(3/4). 6-9.

**Maxwell, K.E.** & Gurin, P. (Summer/Fall, 2017). Using Dialogue to Create Inclusive Classrooms: A Case Study from a Faculty Institute. In *Liberal Education* 103(3/4). 10-15.

Dessel, A., **Maxwell, K.E.**, Masse, J, & Ramus, E. (2010). Exploring religious identity through intergroup dialogue. In *Diversity and Democracy*.

**Maxwell, Kelly.** (2002). Bachelor's Degree. In James Forest, and Kevin Kinser, Eds., *Higher Education in the United States: An Encyclopedia* (2 Volumes). Santa Barbara, CA: ABC-CLIO.

**Maxwell, Kelly.** (2002). Student Portfolios. In James Forest, and Kevin Kinser, Eds., *Higher Education in the United States: An Encyclopedia* (2 Volumes). Santa Barbara, CA: ABC-CLIO.

**Maxwell, K.E.** (1998). Review of Glassick, Charles, E., Huber, Mary T., and Maeroff, Gene I. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. *Education Review: A journal of book reviews*. <http://www.asu.edu/educ/edrev>.

**Maxwell, K.E.** (1994). Management styles of women in business and in education. *Hardee Center for Women in Higher Education: The collection of papers on women administrators*, 2, 9-15.

## GRANTS

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- University of Michigan Bicentennial Grant. \$2,000 (2016)
- Difficult Dialogues National Resource Center Conference Funds from the Vice Provost for Equity, Inclusion, & Academic Affairs. \$12,000 (2016)
- CRLT Faculty Development Fund Grant (co-PI). \$10,000 *Innovations in Inclusive Teaching: Development of Dynamic Pedagogical Tools and Faculty Communities of Practice*. (2015-current)
- Faculty Communities for Inclusive Teaching Grant (co-PI). \$1,000 (2015)
- 3<sup>rd</sup> Century Proposal with UROP and the Detroit Initiative. *Community-Based Learning: Connecting Research and Dialogue Skills with Community Needs* \$40,000 (2013-14). Assumed major leadership for the project coordination.
- Co-P.I. with Patricia Gurin, Ford Foundation Difficult Dialogues grant (2<sup>nd</sup> round grantee). \$60,000. Represented the University of Michigan at grantee conferences in October 2009 and April 2010.
- Diversity Council grant with Amy Harris of the University of Michigan Museum of Natural History. *The Understanding Race Project: Building Outreach Capacity in the Program on Intergroup Relations* (2011)
- Undergraduate Education Strategic Initiatives grant with Amy Harris for the Understanding Race Project (2011)
- NCID Diversity Conversations. (2009-10). In collaboration with Rackham Graduate School.
- Ford Foundation Difficult Dialogue Initiative (1<sup>st</sup> round grantee). \$100,000 (2006-08). In collaboration with 5 other U-M units.

## COMPUTER and TECHNOLOGY SKILLS

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Windows and Macintosh computer systems. Microsoft Word, Excel, PowerPoint, Google tools, NVIVO qualitative analysis program, Qualtrics, SPSS, SurveyMonkey. U-M systems: Wolverine Access, Concur, CANVAS, MIS administrative data portal, eResearch, LSA ePerformance.