

Aimee LaPointe Terosky

5600 City Avenue
Merion Hall, Office 264
Philadelphia, PA 19131
610-660-3488
aterosky@sju.edu

EDUCATION/CERTIFICATIONS

Ed.D., Teachers College, Columbia University, New York City – May 2005

Higher & Postsecondary Education (specialization: faculty and teaching & learning), with honors

M.A., Villanova University, Villanova – September 1999

K-12 School Leadership, awarded with academic distinction

B.S., The Pennsylvania State University, University Park – December 1995

Secondary Education/Social Studies, awarded with academic distinction
Minor: History

Administrative I Principal K-12 (Pennsylvania and New York)

Instructional II Social Studies 7-12 (Pennsylvania and New York)

ACADEMIC HONORS AND AWARDS

| | |
|---|------------------|
| Saint Joseph's University Research Merit Award | 2017-2018 |
| Saint Joseph's University Teaching Merit Award | 2016-2017 |
| Michael J. Morris Grant for Scholarly Research | 2015-16; 2018-19 |
| Academic Technology & Distributed Learning Technology Innovation Award | 2013-2014 |
| Saint Joseph's University Summer Research Grant | 2012, 2017 |
| Educational Policy and Leadership Center (EPLC) Fellowship | 2011-2012 |
| New York City Blackboard Awards: Outstanding Public Middle School | 2007-08 |
| Association for the Study of Higher Education, Dissertation of the Year | 2005 |
| AAHE K. Patricia Cross Future Leader of Higher Education Award | 2005 |
| Teachers College Dean's Grant for Student Research | 2004-05 |
| Spencer Foundation Research Training Grant | 2003-04 |
| Teachers College Academic Scholarship | 2001-05 |
| Penn State Alumni Association: John Black Alumni Ambassador Award | 2004 |
| High Academic Honors: Doctoral Qualifying Exams | 2002 |
| Victor and Rachael Noll College of Education Scholarship | 1995 |
| Pi Lambda Theta Education Honor Society | 1994 |
| Golden Key National Honor Society | 1994 |
| Omicron Delta Kappa Honor Society | 1993 |

PROFESSIONAL HISTORY

January 2011 – present

Saint Joseph's University, Philadelphia, PA

Associate Professor of Educational Leadership (August 2017 – present)

Assistant Professor of Educational Leadership (January 2011 – August 2017)

- Led marketing, recruiting, and admission efforts for prospective students to graduate and certification programs in the department (Spring & Fall 2017)
- Serve as the liaison between the SJU's Education Unit and Samuel Gompers K-8 School of the School District of Philadelphia; representative on Gompers' School Advisory Council (Fall 2017 – present)
- Create, prepare, and teach courses on research methodology, human resource management, curriculum and instruction, and communications (see Teaching)
- Collaborate with colleagues on university, college, and department-wide initiatives (see Service)
- Conduct research on K-12 principal leadership and higher education faculty work (see Publications)
- Mentor doctoral students on dissertation research work
- Teach EDL 605 (Critical Contemporary Educational Issues) in SJU-affiliated educational leadership program at Universidad Alberto Hurtado in Santiago, Chile (January 2014, 2016, 2018)
- Served as interim director of doctoral program; oversaw all operations related to marketing, admissions, dissertation oversight, curriculum, program operations, budgets, and personnel (Spring 2017)

July 2006 – June 2011

Public School #334, The Anderson School, New York, NY

Assistant Principal

- Assisted with administrative operations of a 500 student K-8 school
- Provided pedagogical leadership for 35 teachers, as well as paraprofessionals and staff
- Organized and led faculty professional development and curricular meetings
- Created and maintained school's K-8 curricular schedule and extracurricular programs
- Oversaw disciplinary measures and prevention programs
- Supervised hiring of teachers and assistant teachers
- Led the Inquiry Team and served as school's data specialist
- Maintained communication with parents and community members regarding student learning and school's vision
- Coordinated community-building activities among five schools sharing one complex in a politically-charged context
- Built collaborations with New York City based foundations and organizations around leadership, girls' empowerment, physical wellness, art, music, and civic enrichments

July 2006 – August 2010

Teachers College, Columbia University, New York, NY

Assistant Adjunct Professor in the Program in Higher and Postsecondary Education

- Created, prepared and taught courses on teaching and student learning, curriculum, and professional development

June 2005 – July 2006

Columbia University Center for New Media Teaching and Learning, New York, NY

Post-doctorate Researcher/Affiliate Professor of Higher and Postsecondary Education

- Conducted research on teaching and learning with technology
- Provided pedagogical and technical support to Columbia University faculty and graduate teaching assistants
- Created, publicized, and implemented professional development programs
- Taught courses on secondary and postsecondary curriculum and instruction

October 2004 – May 2006

The Center for Teaching Excellence at New York University, New York, NY

Consultant

- Conducted small group student analysis of instruction and provided feedback to professors
- Observed instruction and supported professors in their teaching development

September 2004 – November 2004

The United Nations Headquarters, New York, NY

Project member – Office of the Special Advisor on Gender Issues and Advancement of Women

- Coordinated projects promoting recruitment and retention of women in United Nations employment positions
- Reported to General Assembly on progress of gender balance in employee positions within the United Nations system
- Analyzed the progress of mainstreaming women's perspectives into the work of the United Nations

May 2003 – December 2004

The Late Show with David Letterman, New York, NY

Part-time Audience Coordinator

- Organized and motivated audience members attending the show

January 2002 – December 2004

Teachers College, Columbia University, New York, NY

Teaching Assistant

- Co-taught courses: Curriculum and Instruction in Higher Education (Masters/Doctoral), The University Professoriate (Doctoral/Masters), The Literature of Higher Education: Inquiry Foundations (Doctoral)
- Facilitated doctoral and advanced masters research seminar

August 2001 – May 2005

Teachers College, Columbia University, New York, NY

Student Affairs Assistant

- Coordinated professional development, social, and philanthropic programs for current and prospective students
- Led admissions process by responding to student inquires and organizing current student involvement
- Created and ran peer mentoring program for incoming 50 Ed.M and two Ed.D students
- Created and edited quarterly program newsletter

August 2001 – May 2005

Teachers College, Columbia University, New York, NY

Graduate Research Assistant

- Served as lead research assistant on Professor Anna Neumann's Spencer Foundation Grant Project: *Professor's Learning and Scholarly Identity Development in the Early Post-Tenure Career*
 - Conducted qualitative research, including project organization, data analysis, and data reporting
 - Utilized research technologies, including NUD*IST and ATLAS
 - Co-wrote and presented research papers and reports

August 2001

Teachers College Cultural Teacher Exchange, China

Teacher Exchange Participant

- Visited K-16 schools in Beijing, Shanghai, and Changchun
- Discussed pedagogical ideas with Chinese teachers at each site
- Organized communication network between Chinese and American participants

December 1995 – July 2000

Milford Middle School, Quakertown, PA

Social Studies Teacher

- Taught World Geography and Culture to 125 seventh grade students per year
- Served as lead teacher for technology implementation in classrooms
- Sponsored and mentored student teacher and new teachers
- Facilitated school's girl leadership club, assistance program for at-risk students and community service club
- Coached track and field and ski teams

SCHOLARSHIP

Areas of Academic Interest

- Career Management (K-12 School Leaders and Higher Education Faculty)
- Faculty Careers and Professional Growth
- Teaching and Student Learning (Secondary and Postsecondary)
- Gender Issues in K-16 Education

Journal Articles (Refereed)

Terosky, A.L. (accepted). Wings of an actor: The role of relationships in women scholars' intellectual trajectories. *The Review of Higher Education* (Impact factor: 1.023; 5% acceptance rate)

Terosky, A.L. (2018). Reciprocity and scholarly connections: Faculty perspectives about the role of community engaged work in their career vitality. *Journal of Higher Education Outreach and Engagement*, 22(3), 135-159. (2.9% acceptance rate)

- Terosky, A.L. (2018). Views of students and teaching practices: Perspectives of faculty employed at open/broad access institutions. *Journal of Excellence in College Teaching*, 29(1), 49-74. (20% acceptance rate)
- Gonzales, L. & Terosky, A.L. (2016, online). Collegueship in Different Types of Post-Secondary Institutions: A Lever for Faculty Vitality. *Studies in Higher Education*, 43(8), 1378-1391. DOI: 10.1080/03075079.2016.1255938 (Impact factor: 1.222; Contributed 45% to article)
- Terosky, A.L. (2016). Enacting instructional leadership: Perspectives and actions of public K-12 principals. *School Leadership and Management*, 36(3), 311-332. DOI: 10.1080/13632434.2016.1247044. (Impact factor: .94)
- Gonzales, L.D. & Terosky, A.L. (2016, May). From the faculty perspective: Defining, earning, and maintaining legitimacy across academia. *Teachers College Record*, 18(6). Retrieved from <http://www.tcrecord.org> ID Number 20805. (Impact factor: 0.722; 8% acceptance rate; Contributed 45% to article)
- Terosky, A.L. & Reitano, M. (2016, April). Putting followers first: The role of servant leadership in cases of urban, public school principals. *Journal of School Leadership*, 26(2), 192-222. (Impact factor: not reported; 6 to 10% acceptance rate; Contributed 75% to article; Co-author was a doctoral student)
- Terosky, A.L., & Gonzales, L. (2016, Winter). Re-envisioned contributions: Experiences of faculty employed at institutional types that differ from their original aspirations. *The Review of Higher Education*, 39(2), 241-268. (Impact factor: 1.023; 5% acceptance rate; Contributed 55% to article)
- Terosky, A.L. & Gonzales, L. (2015 online; 2016 in print). Scholarly learning as vocation: A study of community and broad access liberal arts college faculty. *Innovative Higher Education*, 41(2), 105-120. DOI: 10.1007/s10755-015-9341-8. (Impact factor: 0.701; 18% acceptance rate; Contributed 55% to article)
- Terosky, A., & Heasley, C. (2014). Supporting online faculty through a sense of community and collegiality. *Online Learning: Official Journal of The Online Learning Consortium*, 19(3). Retrieved from <http://olj.onlinelearningconsortium.org/index.php/olj/article/view/670/217>. (Impact factor: not reported; 25% acceptance rate; Contributed 75% to article; Co-author was a doctoral student)
- Terosky, A.L., O'Meara, K., & Campbell, C.M. (2014). Enabling possibility: Women associate professors' sense of agency in career advancement. *Journal of Diversity in Higher Education*, 7(1), 58-76. (Impact factor: 0.829; 10% acceptance rate; Contributed 60% to article)
- Terosky, A.L. (2014; 2013 online). From a managerial imperative to a learning imperative: Experiences of urban, public school principals. *Educational Administration Quarterly*, 50(1), 3-33. (Impact factor: 1.326; 6-10% acceptance rate)
- Terosky, A.L. & Leung, S.K. (2012, Winter). A case of responsibility: Preparing community-minded school leaders. *Scholar-Practitioner Quarterly*, 6(4). (Impact factor: not reported; 15% acceptance rate; Contributed 75% to article)

Terosky, A.L., Wang, A., Berenato, C. & Rodrigues, E. (2012, Spring-Summer). Sitting in the director's chair: One university's response to media representations of education. *Scholar-Practitioner Quarterly*, 6(1-2), 51-64. (Impact factor: not reported; 15% acceptance rate; Contributed 55% to article)

Terosky, A.L. (2010). How do they do it? Career strategies of professors noted for taking teaching seriously. *Journal of Excellence in College Teaching* 21(1), 121-145. (20% acceptance rate)

Neumann, A. & Terosky, A.L. (2007 May/June). To give and to receive: Recently tenured professors' experiences of service in major research universities. *Journal of Higher Education*, 78(3), 282-310. (Impact factor: 1.164; 10% acceptance rate; Contributed 45% to article)

Journal Articles (Editorially Reviewed)

Terosky, A.L. & O'Meara, K (2011, Summer/Fall). Assuming agency: The power of strategy and networks in the professional lives of faculty. *Liberal Education*, 97(3/4), 54-59. (Contributed 55% to article)

O'Meara, K. & Terosky, A.L. (2010, November/December). Engendering faculty professional growth. *Change*, 42(6), 44-51. (Contributed 45% to article)

Online News Article (Editorially Reviewed)

Terosky, A.L. (2017, June). Shaping academic and research careers: Ten strategies. *Inside Higher Ed*. <https://www.insidehighered.com/advice/2017/06/20/common-ways-scholars-have-effectively-shaped-their-careers-essay>

Terosky, A.L. (2014). Learning from other academics: Three career management strategies *Inside Higher Ed*. <https://www.insidehighered.com/advice/2014/10/10/essay-how-manage-academic-career>

Monograph/Book

Baker, V.L., Lunsford, L.G., Neisler, G., Pifer, M.J., & Terosky, A.L. (2018). *Success after tenure: Supporting mid-career faculty*. Sterling, VA: Stylus.
*Selected for *The Chronicle of Higher Education's Selected New Books on Higher Education* list, January 20, 2019. Retrieved at: <https://www.chronicle.com/article/Selected-New-Books-on-Higher/245502?key=IUtmf4EyiX3iIy8Gt541ooXO5yEhkxQYUL2tQcnizHmK2A8CWMelcOOQV9nJ2dYkTzRrZkhLNUJtaUIHaTdzVWtHcEprZHdfaUxsNzcwHc5WnM5dzZ3OUJTzw>

Baker, V.L., Terosky, A.L., & Martinez, E. (2017). *Faculty members' scholarly learning across institutional types*. Association for the Study of Higher Education's Monograph Series. San Francisco, CA: Jossey-Bass.

O'Meara, K., Terosky, A. L., and Neumann, A. (2008). *Faculty careers and work lives: A professional growth perspective*. ASHE Higher Education Report, no. 34(3). San Francisco, C.A.: Jossey-Bass. (Contributed 40% to monograph)

Chapters in Edited Book

Baker, V., Gonzales, L.D., & Terosky, A.L. (accepted). Faculty inspired strategies for Early Career Success Across Institutional Types: The Role of mentoring. In L. Searby & B. Irby (Eds.), *The Wiley-Blackwell international handbook of mentoring: Paradigms, practices, programs, and possibilities* (pp. XX-XX). Hoboken, NJ: Wiley-Blackwell. (Authors listed in alphabetical order with equal contributions to the book chapter)

Baker, V. & Terosky, A.L. (2017). Early career faculty mentoring: Career cycles, learning & support. In D. A. Clutterbuck, F. K. Kochan, L. G. Lunsford, B. Smith, N. Dominguez, & J. Haddock-Millar (Eds.), *SAGE handbook of mentoring* (pp. 421-435). Thousand Oaks, CA: SAGE Publications. (Contributed 45% to book chapter)

Gonzales, L.D. & Terosky, A.L. (2016). Distinctive aspirations and inclinations among emerging and early career faculty: Seeing the possibilities. In A. Kezar & D. Maxey (Eds.) *The faculty for the 21st century: Moving to a mission-oriented and learner centered faculty model* (pp. 192-203). New Brunswick, NJ: Rutgers University Press. (Contributed 45% to book chapter)

Terosky, A.L. (2013). Contributions of women leaders: Broadening understandings of leadership. In R. Palestini, *Feminist theory and educational leadership: Much ado about something!* Lanham, M.D.: Rowman & Littlefield Education.

Terosky, A.L., Phifer, T., & Neumann, A. (2008). Shattering Plexiglas: Continuing challenges for women professors in research universities. In J. Glazer-Raymo (Ed.), *Unfinished agendas: New and continuing gender challenges in higher education* (pp. 52-79). Baltimore, M.D.: Johns Hopkins University Press. (Contributed 40% to book chapter)

Neumann, A., Terosky, A.L. & Schell, J. (2006). Agents of learning: Strategies for assuming agency, for learning, in tenured faculty careers. In S.J. Bracken, J.K. Allen, & D.R. Dean (Eds.), *The balancing act: Gendered perspectives in faculty roles and worklives* (pp. 91-120). Sterling, V.A.: Stylus Publishing. (Contributed 35% to book chapter)

Chapters in Handbooks

Terosky, A.L. & Conway, K. (accepted, 2020). Learning to change: An examination of the literature on teaching improvement through a faculty-centered lens. In L.W. Perna (Ed.), *Higher Education: Handbook of Theory and Practice* (pp. XXX-XXX). New York, NY: Springer Publishers.

Terosky, A.L. (accepted). Teaching and learning: Organisation. In M.J. Amey & M.E. David (Eds.), *The SAGE Encyclopedia of Higher Education, 5v* (pp. XXXX). Thousand Oaks, CA: SAGE Publications, Inc.

Funded Research Project (Co-Investigator & Faculty Fellow)

Cadre and Faculty Development Course: Pilot, Funded by U.S. Army Training and Doctrine Command, 2015-2016

The Cadre and Faculty Development Course (CFDC) pilot is part of a two million dollar grant aimed at enhancing the pedagogical skills of Army personnel responsible for teaching and guiding students enrolled in Army ROTC and other training at colleges and universities. The course is summer-intensive focused on theories related to teaching and learning and effective instructional practices.

Funded Research Project (Advisory Board Member)

Metropolitan Colleges Institute for Teaching Improvement (MetroCiti): Teagle Foundation, 2014-present

The Metropolitan Colleges Institute for Teaching Improvement – MetroCiti – seeks to improve teaching in the general/liberal education curriculum of high diversity colleges and universities throughout the New York metropolitan area. Configured as a multi-campus institute for instructional and faculty development, MetroCiti will engage cohorts of MetroCiti Fellows (8-10 per cohort) who teach fulltime in the liberal education curricula of high-access colleges in the New York metropolitan area to explore and adapt insights from the learning sciences and sociocultural research to their own classroom practices. Drawing on MetroCiti resources, Fellows will also develop teaching improvement opportunities (modules, programs) for 10 or more colleagues on their own campuses.

Funded Research Project (Named Investigator)

University of Maryland Work Environment: National Science Foundation Advance Grant for Inclusive Excellence. 2010-2014

The research team assessed specific aspects of the faculty work environment at a major research university, including faculty perceptions of their own professional growth, institutional and unit supports for professional growth, climate for work-life balance, fair treatment and diversity, and satisfaction, all of which have been linked to retention and advancement. Beyond general findings, the research team emphasized research on and support for underrepresented faculty in STEM fields.

Policy Fellowship

Education Policy and Leadership Center: Educational Policy Fellowship Program. Cohort 2011-2012.

The nationally recognized Education Policy Fellowship Program (EPFP) is a professional development program for individuals whose work record reflects strong leadership abilities and a concern for policy issues important to students and education.

Dissertation

Terosky, A.L. (2005). *Taking teaching seriously: A study of university professors and their undergraduate teaching*. Teachers College, Columbia University. Committee chair: Anna Neumann, Professor of Higher Education. (Awarded the 2005 Bobby Wright Dissertation of the Year by the Association for the Study of Higher Education)

Scholarly Works in Progress

Gonzales, L.D., & Terosky, A.L. (under review at *Journal of Diversity in Higher Education*).
Complicating advancement into and in academia: The counter-narratives of women of color and white women in higher education.

Heasley, C., & Terosky, A.L. (under review at the *Journal of Higher Education Outreach and Engagement*). Grappling with complexity: Faculty perspectives on the influence of community engaged teaching on student learning.

Invited Presentations and Workshops

Terosky, A.L. (2018, January 24). *The fierce urgency of now: What can colleges and universities do about education in Philadelphia?* Invited presentation at the University of Pennsylvania workshop sponsored by the African-American Resource Center, the Netter Center for Community Partnerships, and the Philadelphia Higher Education Network for Neighborhood Development, Philadelphia, PA.

Lester, J., Baker, V., Ward, K., Austin, A., Eddy, P., Terosky, A.L., & Ng, J. (2018). *Workshop for mid-career faculty: Exploring career transitions and forging paths to the future*. Invited workshop at the annual meeting of the American Educational Research Association Division J, New York, NY.

Terosky, A.L. (2017, August). *Is candy enough to improve teaching?* Invited keynote speaker at the opening meeting of faculty at the American University in Dubai, United Arab Emirates.

Terosky, A.L. (2017, March 1). *Acting with Agency: Career Strategies for Women in STEM Fields*. Invited speaker at the annual meeting of the Society for Research on Educational Effectiveness. Washington DC.

O'Meara, K., Terosky, A.L., & Campbell, C. (2012, October). *Faculty agency as professional growth*. Workshop presented at the annual meeting of the Association of American Colleges and Universities, Baltimore, M.D.

Terosky, A.L. (2012, August). *Taking teaching seriously: Designing the academic career*. Keynote address presented at the Center for Excellence in Teaching and Learning, Manhattan College, NY.

Terosky, A.L. (2012, April). *Maintaining instructional vision amid rising responsibilities: A study of public K-12 principals*. Invited presidential roundtable at the annual meeting of the American Educational Research Association, Vancouver: Canada.

Terosky, A. L. (2010, September 28). *From constraint to growth: Faculty as architects of professional development*. Keynote address presented at the Faculty Center for Teaching and Learning PPOHA-sponsored speaker series at Mercy College, Dobbs Ferry, N.Y.

O'Meara, K., & Terosky, A.L. (2010, March). *Faculty roles in high-impact practices*. Workshop presented at the annual meeting of the Association of American Colleges and Universities, Philadelphia, PA.

Presentations at Professional Meetings

- Heasley, C., Terosky, A.L., & Ryan, D. (2018). *Grappling with complexity: Faculty perspectives on the influence of community engaged teaching on student learning*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.
- Baker, V., Lester, J., Reddick, R., Terosky, A.L., & Ward, K. (2018). *Supporting mid-career faculty: A hands-on session for assuming agency*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.
- Austin, A., Baker, V., Lester, J., Terosky, A.L., & Ward, K., (2017). *Career mapping and mentoring: Tools for faculty to purposefully navigate mid-career and beyond*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.
- Terosky, A.L. (2017). *Reciprocity and scholarly connections: Faculty perspectives on the role of community engaged work on their career vitality*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Baker, V. Martinez, E., Neumann, A., & Terosky, A.L. (2017). *Faculty members' scholarly learning across institutional types: An interactive symposium*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Ward, K., Lester, J., Austin, A., Terosky, A.L., McKinney, L., & Ng, J. (2017). *Career mapping and mentoring: Tools for faculty to purposefully navigate mid-career and beyond*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Horton, D., Lester, J., McKinney, L.L., Sallee, M.W., Terosky, A.L., & Ward, K.A. (2017). *Mid-career faculty transitions: Identity and being the "slow" professor*. Roundtable presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Terosky, A.L. & Gonzales, L. D. (2017). *Complicating advancement into and in academia: The counternarratives of women of color and white women in higher education*. Roundtable presented at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Terosky, A.L. & Gonzales, L.D. (2016, November). *The role of relationships in women and women of color scholars' scholarly learning and knowledge projects*. Paper presented at the annual meeting of the Association for the Study of Higher Education. Columbus, OH.
- Gonzales, L.D. & Terosky, A.L. (2016, November). *Women and women of color: Claiming and constructing knowledge projects in academia*. Paper presented at the annual meeting of the Association for the Study of Higher Education. Columbus, OH.
- Terosky, A.L. (2016, April). *Addressing equitable student support across marginalized college student populations*. Panel presentation at the annual meeting of the American Educational Research Association, Washington DC.
- Terosky, A.L. (2016, April). *Emerging scholars: Preparing for a strategic job search*. Panel presentation at the annual meeting of the American Educational Research Association, Washington DC.

- Terosky, A.L. (2016, April). *Emerging scholars: Complex conversations in teaching*. Panel presentation at the annual meeting of the American Educational Research Association, Washington DC.
- Terosky, A.L. (2015, November). *Views of students and teaching practices: Perspectives of faculty employed at open/broad access and regional institutions*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.
- Young, M., Place, A. W., Ballenger, J., Ruff, W. G., Rodriguez, M. A., Augustine-Shaw, D., Terosky, A., & Ivory, G. (November, 2015). *Voices 4 Moving Forward!* Symposium at the University Council of Educational Administration (UCEA), San Diego, CA.
- Gonzales, L.D. & Terosky, A.L. (2015, April). *Relationships in academia: Sources of learning and sustenance for faculty*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Terosky, A.L. & Gonzales, L.D. (2015, April). *Scholarly Learning as vocation: A study of community and broad access liberal arts college faculty*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Baez, B., Gross, J.P., Lane, J., Reidy, J., Sponsler, B., Sun, J., & Terosky, A.L. (2014, November). *Innovation and caution with higher education uses of big data*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- Gonzales, L.D. & Terosky, A.L. (2014, April). *Legitimacy and the perils of sameness: A study of faculty careers*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Terosky, A.L. (2014, April). *Enacting a learning imperative: Strategies of urban, public K-12 principals*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Gonzales, L.D. & Terosky, A.L. (2013, November). *Exploring the logics that guide thinking on the role of the professoriate*. Paper presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.
- Terosky, A.L. & Gonzales, L.D. (2013, November). *Reimagining academic careers: A study of the influence of the prestige model on faculty members at a variety of institutional settings*. Paper presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.
- Campbell, C., O'Meara, K., & Terosky, A.L. (2013, April). *Faculty agency and associated outcomes: A mixed methods study of a public research university*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Terosky, A.L. & Heasley, C. (2013, April). *Sense of community for online faculty: A study of online course development and teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Terosky, A.L. & Reitano, M. (2013, April). *Putting followers first: Fostering a culture of learning through principals' servant leadership behaviors*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Austin, A., Baldwin, R., Terosky, A.L., & Zeig, M. (2012, November). *The second half of academic life: Exploring the meaning and mission of the late academic career*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- O'Meara, K.A., Campbell, C., & Terosky, A.L. (2011, November). *Living agency in the academy*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, N.C.
- Terosky, A. & Leung, S.K. (2011, May). *A case of possibilities: Fostering civic engagement in future educational leaders*. Paper presented at the Saint Joseph's University & Scholarly-Practitioner Quarterly spring conference, Philadelphia, PA.
- Berenato, C., Rodriguez, E., Terosky, A., & Wang, A. (2011, May). *Saint Joseph's University's response to "Waiting for Superman."* Roundtable presented at the Saint Joseph's University & Scholarly-Practitioner Quarterly spring conference, Philadelphia, PA.
- O'Meara, K., Terosky, A.L., & Neumann, A. (2008, April). *Faculty professional growth: Defining aspects and relevance*. Symposium paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Terosky, A.L., Phifer, T.R., & Neumann, A. (2007, November). *Gender equity in higher education: The unfinished agenda*. Symposium paper presented at the annual meeting of the Association for the Study of Higher Education, Louisville, KY.
- Terosky, A.L., Phifer, T., & Neumann, A. (2007, April). *Women and the culture of faculty work in American research universities*. Symposium paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Terosky, A.L., Phifer, T., & Neumann, A. (2006, November). *Women and the culture of faculty work in American research universities*. Symposium paper presented at the annual meeting of the Association for the Study of Higher Education, Anaheim, CA.
- Terosky, A.L. (2006, April). *Understanding why: A study of university professors who take their teaching seriously*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Terosky, A.L. (2005, November). *Taking teaching and students seriously: How professors benefit from their students*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Philadelphia, PA.
- Terosky, A.L. (2005, November). *The good and the bad: Professors' perceptions on what helps and hinders taking teaching seriously*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Philadelphia, PA.
- Terosky, A.L. (2005, November). *Taking teaching seriously: A study of university professors and their undergraduate teaching*. Paper presented at the Bobby Wright Dissertation of the Year Award

session at the annual meeting of the Association for the Study of Higher Education, Philadelphia, PA.

Terosky, A.L. (2005, April). *A framework for all professors: Lessons learned from university professors who take teaching seriously*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Terosky, A.L. (2005, April). *Four habits of highly successful teacher-researchers*. Presentation at the meeting of the Columbia University Graduate School of Arts and Sciences Teaching Center.

Terosky, A.L. (2004, November). *Taking teaching seriously: A study of university professors and their undergraduate teaching*. Paper presented at the annual meeting of The Association for the Study of Higher Education, Kansas City, MO.

Neumann, A., Terosky, A.L. & Hong, J. (2004, November). *Professing to teach and learn: University professors' learning in teaching in the early post-tenure career*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Kansas City, MO.

Neumann, A., Kadar, R.S., & Terosky, A.L. (2004, April). *"I get by with a little help from my friends": Exploring recently tenured university professors' experiences of collegiality*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Neumann, A. & Terosky, A.L. (2003, April). *Toward images of reciprocity in faculty service: Insights from a study of the early post-tenure career*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Neumann, A. & Terosky, A.L. (2003, April). *Looking forward and reflecting back: Learning, for educational research, from the experiences of midcareer scholars*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Petrides, L.A. & Terosky, A.L. (2002, May). *Responding to internal and external demands for information: Accountability and research-based decision making*. Paper presented at the annual meeting of the Research and Planning Group, Pacific Grove, CA.

Terosky, A.L. (2000, April). *Using World Guest programs in the secondary social studies classroom*. Presented to the monthly meeting of the Quakertown Community School District Board of Directors, Quakertown, PA.

Terosky, A.L. (2000, May). *Implementing technology in your secondary classroom*. Presented at the professional development meeting of Quakertown Community School District faculty, Quakertown, PA.

TEACHING/ADVISING/DISSERTATIONS

Awards/Grants

SJU Teaching Merit Award 2017

Academic Technology Distributed Learning Technology Innovation grant 2013-current

This grant involves an interdisciplinary collaboration between students in Educational Leadership (EDL) and Decision and System Sciences (DSS). DSS students taught EDL students about data visualization processes and software, while the EDL students provided an application of how to use the system within the complexities and realities of educational and social sector contexts.

Courses (New Development) – Saint Joseph’s University

Masters Level:

- EDL 665 Independent Study: Administration, Organizational Culture, and Planned Change
- EDL 670 Independent Study: Educational Leadership and Human Resource Development
- EDL 675 Independent Study: Curriculum Development and Practice in Public and Private Schools

Doctoral Level:

- EDL 840: Policy, Politics, and Community Relations (Higher Education)
- EDL 870 Educational Planning and Evaluation/Assessment (Higher Education)
- EDL 865: Communications and Public Relations (Higher Education)

Courses (Redevelopment)– Saint Joseph’s University

Masters Level:

- EDL 605: Critical Contemporary Educational Issues (SJU-affiliated educational leadership program at Universidad Alberto Hurtado in Santiago, Chile)
- EDL 665: Administration, Organizational Culture, and Planned Change
- EDL 670: Educational Leadership and Human Resource Development
- EDL 685: Seminar in Administration of Curriculum and Instruction
- EDL 695: Advanced Fieldwork/Seminar I

Doctoral Level:

- EDL 800: Professional Seminar
- EDL 855: Human Resource Management
- EDL 870: Dissertation Seminar and Proposal Writing

Online Courses (New Development) – Saint Joseph’s University

Masters Level:

- EDL 670: Educational Leadership and Human Resource Development
- EDL 675: Curriculum Development and Practice in Public and Private Schools
- EDL 685: Seminar in Administration of Curriculum and Instruction
- EDL 695: Advanced Fieldwork/Seminar I
- EDL 696: Advanced Fieldwork/Seminar II
- EDL 697: Advanced Fieldwork/Seminar III

Online Courses (Facilitated, No Development)

Masters Level:

- EDL 600 Online: Educational Leader as Researcher and Reflective Practitioner

Online Teaching Professional Development – Saint Joseph’s University

- Certificate of Completion: Faculty Readiness Course for Online Teaching

Courses – Teachers College, Columbia University

- ORLH 4500: New Approaches to Faculty Development
- ORLH 5011 College Teaching and Learning
- ORLH 5533B Faculty Evaluation and Development

Advising (Doctoral Level)

- Initial Advising:
 - 2011-2012: Initial advisor to 10 IDEPEL students
 - 2012-2013: Initial advisor to 14 IDEPEL students
 - 2013-2014: Initial advisor to 15 IDEPEL students
 - 2014-2015: Initial advisor to 19 IDEPEL students
 - 2015-2016: Initial advisor to 14 IDEPEL students
 - 2016-2017: Initial advisor to 8 IDEPEL students
 - 2017-2018: Initial advisor to 9 IDEPEL students
 - 2018-2019: Sabbatical
- Practicum Advising:
 - 2012-2013: Served as a mentor to one student’s practicum project (Project: Empowering student leadership in underserved public schools)
 - 2013-2014: Served as mentor to four students’ practicum projects (Projects: College Readiness Perceptions among underserved students, Teaching Center proposal, Developing a College-level Course, and Developing a Technology-related Grant)
 - 2014-2015: Served as mentor to four students’ practicum projects (Projects: Developing a College-level Course Project on Affirmative Action, Developing a Session on Presenting with Technology and Big Data, Creating Professional Development for ACE Fellows)
 - 2015-2016: Served as mentor to four students’ practicum projects (Projects: Developing a classroom management school-wide plan, Linked-In and Facebook for IDEPEL project, Best practice guidebook for ESL students)
 - 2016-2017: Served as mentor to one student’s practicum project (Project: Community Collaborations between K-12 and Higher Education)
 - 2017-2018: Serve as mentor to one student’s practicum project (Project: Multicultural Curriculum)
 - 2018-2019: Sabbatical

Dissertations Completed

- Alexander, S. (2014). *The Effectiveness of Floccabulary Programming, a Culturally Relevant Pedagogy, Helping to Engage and Socialize Middle School Students of Color in Improving Literacy Skills*. Saint Joseph's University. (Methodologist)
- Alhazmi, O. (2018). *Perceptions of Saudi Arabian college faculty members on the use of iPads for undergraduate students with attention deficit hyperactivity disorder*. Saint Joseph's University. (Chair)
- Allen, E. (2014). *The Influences of Attachment Theory Professional Development on Day-to-Day Interactions between Early Childhood Professionals and Infants in Childcare Facilities*. Saint Joseph's University. (Chair)
- Altamimi, A. (2015). *Mentors' experiences with Kolb's experiential learning model in professional development programs for Saudi Arabian faculty*. Saint Joseph's University. (Chair)
- Ayeni, T. (2014). *A Phenomenological Study of the Experiences of Underrepresented Minorities in Professional Schools of Medicine through the Frameworks of Critical Race Theory and Gender as a Social Structure*. Saint Joseph's University. (Chair)
- Bacani, J. (2015). *Building leadership through community: K-12 school leaders' experiences with principal professional learning communities*. Saint Joseph's University. (Chair).
- Brecht, L. (2016). *Division III student-athletes' experiences of institutional social and academic systems*. Saint Joseph's University. (Chair)
- Blake, E. (2014). *The effects of a nursing school remedial course on student outcomes*. Saint Joseph's University. (Methodologist)
- Bright, K. (2014). *Reconciliation of the incongruity between ethnic identity and academic identity of African American middle school students through the practices of high-performing charter schools*. Saint Joseph's University. (Methodologist)
- Brown, K. (2017). *Secondary teachers' perceptions on the use of student feedback to inform instructional planning and practice*. Saint Joseph's University. (Methodologist)
- Burdsall, D.M. (2017). *Compliance during turbulent financial times: Administrators' perceptions of navigational strategies in institutions of higher education*. Saint Joseph's University. (Chair)
- Calderone, M. (2017). *Career vitality in a challenging context: Experiences of participating K-12 public, urban principals*. Saint Joseph's University. (Chair)
- Conlan, K. (2017). *Participating public elementary teachers' perceptions of the influence of teacher-led professional development on their teaching preparation and/or pedagogical practices*. Saint Joseph's University. (Chair)
- Croce, K. (2015). *Effectiveness of "Self & Match" as an intervention for increasing appropriate classroom behavior in children with autism spectrum disorders*. Saint Joseph's University. (Chair).
- Davis, R. (2019). *The role of self-empowerment in academic success in higher education after a traumatic brain injury: A case study*. Saint Joseph's University. (Chair)

- Evans, E. (2015). *Through a Deweyan and Foucaultian lens: The perceptions of participating teachers and administrators on the implementation of Response to Instruction and Intervention in an urban high school setting*. Saint Joseph's University. (Methodologist).
- Farakish, N. (2008). *Educating the academically underprepared: Practices of community college instructors credited with successes in teaching developmental reading/writing*. Teachers College, Columbia University. (2nd reader)
- Farren, T. (2015). *An exploration of the cognitive and academic effects of the classical language curriculum on students at Jesuit secondary schools*. Saint Joseph's University. (Methodologist).
- Fiori, L. (2018). *Faculty perceptions of the English language skills and knowledge of U.S. academic norms needed by first year international students for accurate assignment completion*. Saint Joseph's University. (Chair)
- Francis-Thompson, N. (2017). *Beyond the pink sand: Case studies of experiences of multi-tier system of supports implementation in Bermuda public schools*. Saint Joseph's University. (Methodologist)
- Frazier, C. (2014). *Through educators' eyes: A narrative inquiry into teachers utilizing transformative pedagogy as a practice of freedom to build mutual understanding and respect between prisoners and university students*. Saint Joseph's University. (Methodologist) [Received the 2013-2014 Rashford Dissertation Award]
- Galuchi III, J.W. (2017). *Reflections of standardized testing experts, Latin teachers, and Latin students on how the study of Latin increases public high school students' standardized test scores*. Saint Joseph's University. (Methodologist)
- Greytok, J. (in progress). *The role of emotionally intelligent school leaders in creating sustainable independent K-12 schools*. Saint Joseph's University. (Methodologist)
- Griffith, W. (2018). *Roses can grow from concrete: Black male's perceived relationship of grit and its role in academic success at the community college*. Saint Joseph's University. (Chair)
- Hammond, B. (2012). *Cultural ecological theory and Black American college male perceptions: Successful coping strategies toward the community and educational system forces encountered during their high school years*. Saint Joseph's University. (Methodologist)
- Heasley, C. (2013). *Students' sense of community based on experiences with residence hall design*. Saint Joseph's University. (Content Expert)
- Heichert, K. (2016). *Athletic training clinical preceptors' perceptions of the effectiveness of their pedagogical methods for facilitation of critical thinking*. Saint Joseph's University. (Methodologist).
- Holder, E.L. (2017). *Career entry, retention, and advancement enablers and barriers for Black female nurses: An interpretive study*. Saint Joseph's University. (Chair). [Received the 2016-2017 Nicholas Rashford Outstanding Dissertation Award].
- Jones, A. (2018). *The influence of school environment on millennial K-12 teachers' sense of agency in professional practices*. Saint Joseph's University. (Chair)

- Kenwood, P. (2016). *Enterprise risk management and a risk-aware culture: Perspectives of faculty members at one institution*. Saint Joseph's University. (Chair)
- Lash, K. (2016). *Developing agency among novice teachers: The influence of active principal engagement in the induction process*. Saint Joseph's University. (Chair)
- Matthew, E.G. (2016). *Measuring the writing improvement of undergraduate business students in hybrid and face-to-face business communication courses: A comparative study*. Saint Joseph's University. (Chair)
- McDevitt, D.W. (2018). *Impact of early arrival programs on first year college students' sense of community and retention*. Saint Joseph's University. (Chair)
- Milunic, M. (2013). *The experience of learning to teach: A study of traditional and alternative teacher certification routes in relation to John Dewey's theory of experience and education*. Saint Joseph's University. (Methodologist)
- Moran, R. (in progress). *Teaching to change the world: Suburban Catholic high school teachers' perspectives on educating for social justice*. Saint Joseph's University. (Chair). [Received the 2018-2019 Nicholas Rashford Outstanding Dissertation Award]
- Murray, S. P. (2018). *Creating trust: A mixed methods, multiple case-study of interactions between principals, teachers, and students in urban Catholic high schools for low-income students*. Saint Joseph's University. (Methodologist) [Received the 2017-2018 Nicholas Rashford Outstanding Dissertation Award]
- Power, J. (2015). *Exploring the perceived impact of community living and spirituality on the experiences and attitudes of first year teachers*. Saint Joseph's University. (Methodologist).
- Reitano, M. (2013). *The influence of inquiry-oriented professional development on teachers' perceptions of their agency, enactment, and professional growth*. Saint Joseph's University. (Chair) [Received the 2012-2013 Nicholas Rashford Outstanding Dissertation Award]
- Schrieber, J. (2015). *A phenomenological study: Parents' perspectives on their roles and influences on their elementary school-aged children's physical activity outside of school*. Saint Joseph's University. (Chair).
- Taylor, G. (2019). *High heels in high places: Perspectives of African-American Baptist church leaders, congregants, and current and aspiring women pastors on women's advancement in the church*. Saint Joseph's University. (Chair)
- Vanderwall, A.L. (2008). *Musical successes and challenges: The impact of a keyboard lab program on public schools, music teachers, and students*. Teachers College, Columbia University. (3rd reader)
- White, K. (2013). *The influence of "Clery Act Training Seminars" on participants' ethical commitment to campus safety beyond compliance in public and religious colleges and universities*. Saint Joseph's University. (Methodologist)

Williams, K. (2016). *Principal and teacher relationships: Democratic leadership and its effects on teacher job satisfaction in one urban elementary school: A case study of what is working*. Saint Joseph's University. (Content Expert).

Wright, M. (2015). *Factors influencing the experiences of K-12 teachers characterized as flourishing within contemporary educational reality*. Saint Joseph's University. (Chair).

Dissertations in Progress

Chair

Horger, R. (in progress). Saint Joseph's University. (Chair)

Madel, R. (in progress). Saint Joseph's University. (Chair)

Moore, S. (in progress). Saint Joseph's University. (Chair)

Moran-Buckridge, J. (in progress). Saint Joseph's University. (Chair)

Parker, D. (in progress). Saint Joseph's University. (Chair)

Pidot, S. (in progress). Saint Joseph's University. (Chair)

Taylor, S. (in progress). Saint Joseph's University. (Chair)

Methodologist

Bordak, W. (in progress). Saint Joseph's University. (Methodologist)

McLaughlin, K. (in progress). Saint Joseph's University. (Methodologist)

Montague-Lanham, C. (in progress). Saint Joseph's University. (Methodologist)

SERVICE TO SAINT JOSEPH'S UNIVERSITY – UNIVERSITY LEVEL

| | |
|--|--------------|
| Faculty Representative: Provost Search Committee | 2018-2019 |
| Member: Saint Joseph's Refugee and Immigrant Working Group | 2017-present |
| Faculty Facilitator: Mid-career Faculty Writing Group | 2018-2019 |
| Faculty Presenter: Workshop for Post-tenure SJU Faculty | 2018 |
| Faculty Representative: Ignatian Colleagues Program | 2018-2020 |
| Faculty Representative: Bolivia Immersion Program | Spring 2018 |
| Faculty Representative: Commencement Committee | 2017, 2018 |

| | |
|--|------------------|
| Faculty Presenter (Honorary Doctorate Citation): Graduate Commencement | May 2017 |
| Faculty Presenter (Name Reading): Graduate Commencement | May 2016 |
| Faculty Representative: Global Dialog International Meeting of University Leaders | April 2016 |
| Career Center Advisory Board | 2015-2016 |
| Presenter & Facilitator: New Faculty Orientation | 2013-2017 |
| <ul style="list-style-type: none"> • Presented on faculty career management to Orientation and junior faculty workshops | |
| Committee Member: Mission Week | 2014-present |
| <ul style="list-style-type: none"> • Serve as Mission Week Faculty Ambassador (reflections for campus-wide dissemination) • Co-chair Cradles to Crayons service event • Chair Sock and Underwear Drive events for selected non-profits | |
| Committee Member: Alumni Faculty Ignatian Leadership Program | 2013-2016 |
| Advisory Board Member: Teaching and Learning Center | 2013-2018 |
| <ul style="list-style-type: none"> • Committee Member of Open Classrooms Initiative | |
| Committee Member: SJU: Project Haiti Educational Collaboration | 2016 - present |
| <ul style="list-style-type: none"> • Executive Board Member (2011-2015) • Lead campus level fundraising efforts for SJU: Project Haiti • Provided professional development to Foi et Joie personnel in 2011 and 2013 • Coordinated educational and logistical plans for Haitian colleagues in Spring 2012 • Present and publicize SJU Project Haiti efforts to stakeholders | |
| Tri-chair: Presidential Inauguration | 2015 |
| Presenter: Faculty Panel for World Meeting of the Family | 2015 |
| Facilitator: Documentary on Jesuits and World Meeting of Families | 2015 |
| <ul style="list-style-type: none"> • Facilitated discussion on Pope Francis with three Jesuits for a SJU documentary for upcoming World Meeting of Families | |
| Presenter, Academic Technology and Distributed Learning Forum | 2015, 2014, 2012 |
| Presenter, Ignatian Teaching Video | 2015 |
| Presenter: Academic Technology Leadership Advisory Committee | 2015 |
| <ul style="list-style-type: none"> • Presented on teaching with technology initiatives | |
| Facilitator: Strategic Plan Open Forum | 2015 |
| Presenter: Ignatian Leadership Conference | 2014 |
| Committee Member: Community Engaged Scholarship Committee | 2014-present |
| Co-Chair: United Way Campaign | 2013-2014 |

| | |
|---|-----------|
| Committee Member: Ignatian Leadership Program Presidential Think-tanks | 2013 |
| Committee Member: Career Development Director Search | 2013 |
| Faculty Presenter on Mission-related Service: SJU Board of Trustees Meeting | 2013 |
| Committee Member: Career Development Assistant Director Search | 2012 |
| Committee Member: New Faculty Orientation | 2012 |
| • Meet with orientation committee and redesigned the sessions for new faculty | |
| Committee Member: Middle States Accreditation | 2012-2013 |
| Faculty Cohort: Ignatian Leadership Program | 2012-2013 |
| Committee Member: Commission on the Status of Women | 2012-2016 |
| Committee Member: Academic Policy & Procedures of Faculty Senate | 2011-2013 |
| Subcommittee Member – Advising Notes Mandate | |
| Subcommittee Member – Post-baccalaureate Mandate | |
| Committee Member: SJU Women’s Network | 2011-2013 |

SERVICE TO SAINT JOSEPH’S UNIVERSITY – COLLEGE LEVEL

| | |
|---|----------------------|
| CAS Strategic Planning Committee | 2018 |
| Executive Committee: College of Arts & Sciences College Council | 2017-2018; 2012-2016 |
| Secretary: College of Arts & Sciences College Council | 2017-2018; 2013-2015 |
| CAS Mission Statement Overall Committee | 2014-2015 |
| Dean’s Circle: Pre-tenure Cohort | 2011-2012 |

SERVICE TO SAINT JOSEPH’S UNIVERSITY – EDUCATION UNIT LEVEL

| | |
|--|--------------|
| Liaison to Gompers Elementary School | 2017-current |
| CAEP Accreditation, Advisory Board | 2016-2017 |
| CAEP Accreditation, Diversity Task Force | 2016-2017 |
| Communications Liaison for Education Unit | 2011-2018 |
| Committee Member: EDL Director Search | 2013 |
| Committee Member: Graduate Assistant Selection | 2013-2015 |

| | |
|--|------|
| Committee Member: Grading Procedures | 2011 |
| Department Representative: Teacher Education Orientation | 2011 |

SERVICE TO SAINT JOSEPH’S UNIVERSITY – DEPARTMENT LEVEL

| | |
|---|--------------------|
| Core Faculty Member: Doctor of Education Program for Educational Leaders (IDEPEL) | 2011-current |
| <ul style="list-style-type: none"> • Serve as interim Admissions Director for Graduate and Certification Programs, including the McGuire Fellows (Spring 2017 – current) • Served as interim IDEPEL Director for Spring 2017 with program administration, compliance reporting, student recruitment and admission, and dissertation processing responsibilities • Assist with academic direction of IDEPEL program • Assist with development of higher and postsecondary education concentration in IDEPEL • Create and assess doctoral qualifying exams • Attend IDEPEL speaker series and special events • Organized guest speaker event for all IDEPEL students and alumni (2013) | |
| Search Committee Member, Assistant Professor | 2016-2017; 2017-18 |
| Search Committee Member, Visiting Professor | 2016 |
| Panelist, IDEPEL Conference | 2016-current |
| Committee Member: CAEP Accreditation (Educational Leadership) | 2012-current |
| Facilitator, IDEPEL Dissertation Committee Refresher Course | 2016 |
| Career Center Liaison for Educational Leadership | 2012-2016 |
| Presenter and Representative: Educational Leadership Open Houses | 2011, 2013, 2017 |
| Committee Member: Professor and Department Chair Search | 2011-2012 |

SERVICE TO JOURNALS AND PROFESSIONAL ASSOCIATIONS

| | |
|--|------------------|
| <i>Higher Education</i> | 2018 |
| Manuscript peer reviewer | |
| <i>Research in Higher Education</i> | 2018 |
| Manuscript peer reviewer | |
| <i>Review of Higher Education</i> | |
| Manuscript peer reviewer, Book reviewer | 2018, 2017, 2007 |
| <i>Journal of School Leadership</i> | 2016 |
| Manuscript peer reviewer | |
| <i>Innovative Higher Education</i> | 2016 |
| Manuscript peer reviewer | |

| | |
|---|------------------|
| <i>Journal of Diversity in Higher Education</i> Manuscript peer reviewer | 2015, 2016, 2019 |
| <i>Rutgers University Press</i> Book reviewer | 2015 |
| <i>Education Policy Analysis Archives</i> Manuscript peer reviewer | 2015 |
| <i>Journal of Higher Education</i> Manuscript peer reviewer | 2012, 2016 |
| <i>SUNY Academic Press</i> Edited book peer reviewer | 2014 |
| <i>Feminist Foundations</i> Manuscript peer reviewer | 2012 |
| <i>NASPA Journal about Women in Higher Education</i> Manuscript peer reviewer | 2012 |
| <i>Teachers College Record, Teachers College, Columbia University</i> Manuscript reviewer | 2003 |
| American Educational Research Association (AERA), Division J Chair, Graduate Student Travel Award (2013-2016) Panelist, Emerging Scholars Program (2016) Committee Member, Graduate Student Travel Award (2012-2013) Proposal Reviewer | 2005-2016 |
| Association for the Study of Higher Education (ASHE) Overall committee & section chair, 2012 Conference Proposal Reviewer | 2003-2016, 2019 |

SERVICE TO COMMUNITY ORGANIZATIONS

| | |
|---|------------------------------|
| Aid for Friends (SJU Ministry), Philadelphia, PA <ul style="list-style-type: none"> • Volunteer meal delivery | 2014-2018 |
| Macy's Thanksgiving Day Parade, New York, NY <ul style="list-style-type: none"> • Volunteer Clown | 2008-current |
| The Pennsylvania State University, University Park, PA <ul style="list-style-type: none"> • Alumni mentor to pre-service teachers, School of Education • Class advisor, Lion's Paw Senior Honor Society | 1996-current 2004-current |

- White House Easter Egg Roll & Christmas Decorations** 2015, 2016
- Volunteer at children's and visitors' events
- Teachers & Researchers Working for Philadelphia Schools/UrbanNode** 2014-2016
- Coalition of Philadelphia area professors and educational stakeholders researching and advocating for issues facing Philadelphia public schools
- Generous Generations, Philadelphia, PA** 2013
- Organization dedicated to family-oriented volunteer opportunities
- Achilles Running Club, New York, NY**
- Volunteer guide for disabled athletes in NYC marathon and races 2003-2011