Jennifer M. Blaney, Ph.D.

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EDUCATION

Ph.D., University of California, Los Angeles (2018)
Higher Education and Organizational Change
Concentration in Gender Studies
Chair: Linda Sax

M.A., University of California, Los Angeles (2015)
Higher Education and Organizational Change

B.A., Roanoke College
Major in Music
Minor in Education
Valedictorian

FACULTY APPOINTMENTS

Associate Professor, McBee Institute of Higher Education
University of Georgia
2024 to present

Assistant Professor of Higher Education
Northern Arizona University
2020 to 2024

Assistant Professor of Higher Education
Idaho State University
2019 to 2020

SELECTED HONORS AND AWARDS

Townsend Emerging Scholar Award, Council for the Study of Community Colleges (2024)

NSF CAREER Award Recipient, National Science Foundation (2024)

Postdoctoral Fellow, National Academy of Education/Spencer Foundation (2023)

Most Promising New Research Scholar, Northern Arizona University (2021)

Outstanding Publication Award, American Educational Research Association SIG 168 (2021)

Exemplary Paper Award, Special Interest Group on Computer Science Education (2017)

EXTERNAL GRANTS AND RESEARCH CONTRACTS

Blaney, J. M. (P.I.)., Feldon, D. F., & Graves, D. (2024-2029). Upward transfer pathways to graduate programs in computer science: Removing structural barriers to graduate study. Submitted to the *National Science Foundation (NSF ECR-EHR Core Research #2348316).* $1,496,458. **Successfully funded.**

Blaney, J. M. (P.I.). (2024-2029). Divergent transfer trajectories in computer science: A mixed methods and person-centered exploration of (in)equity and community college transfer pathways**.** *National Science Foundation CAREER Program (NSF CISE-EWF #2435201).* $629,920. **Successfully funded.**

Blaney, J. M. (P.I.). (2023-2025). Women's community college transfer pathways in STEM: Exploring opportunities to advance gender equity and social mobility. National Academy of Education/Spencer Foundation Postdoctoral Fellowship. $70,000. **Successfully funded**.

Blaney, J. M. (P.I.). & Feldon, D. F. (2020-2024). Community college to PhD: Developing graduate aspirations among transfer students in computing and technology. *National Science Foundation (NSF ECR #2044858, #2439166).* $798,574. **Successfully funded**.

Blaney, J. M. (P.I.). & Fernandez, F. (2021-2024). Diversifying STEM doctoral training at highly selective universities: A case study of departmental culture and potential interventions. *Funding body redacted for confidentiality*. $17,449. **Successfully funded**.

Blaney, J. M. (P.I.). (2020-2022). Advancing gender equity in STEM: The role of community college transfer in broadening computing participation. *Spencer Foundation (Small Research Grant #202000170)*. $41,160. **Successfully funded**.

PEER REVIEWED ARTICLES

Blaney, J. M., Hernandez, T., E. Wofford, A. M., & Feldon, D. F. (2024). "That sounds like something geniuses do": Exploring how vertical transfer computing students conceptualize PhD pathways. *Review of Higher Education*. Advanced Online Publication. https://doi.org/10.1353/rhe.0.a926783

Blaney, J. M., Hernandez, T., Feldon, D. F., & Wofford, A. M. (2024). Transfer student receptivity in patriarchal STEM contexts: Evidence of gendered transfer stigma in computer science from a mixed methods study. *Community College Review.* Advance Online Publication. https://doi.org/10.1177/00915521231218233

Blaney, J. M., Feldon, D. F., & Litson, K. (2024). Tapping into early PhD aspirations to advance gender equity in computing: Predicting PhD interest among upward transfer students. *Studies in Graduate and Postdoctoral Education.* Advance Online Publication. https://doi.org/10.1108/SGPE-06-2023-0057

PEER REVIEWED ARTICLES (CONT.)

Blaney, J. M., Rodriguez, S. L., Stevens, A. R. (2024). Transfer-intending women in computing: An exploratory analysis of trends, characteristics, and experiences shaping women's computing participation. *Community College Review, 52*(2), 231-259. https://doi.org/10.1177/00915521231218236

Blaney, J. M. & Wofford, A. M. (2023). Upward transfer student pathways in computing: Examining degree and career outcomes through structural equation modeling. *Community College Journal of Research and Practice.* Advance Online Publication. https://doi.org/10.1080/10668926.2023.2284218

Blaney, J. M., Wofford, A. M., Jeong, S., Kang, J., & Feldon, D. F. (2022). Autonomy and privilege in doctoral education: An analysis of STEM doctoral students' academic and professional trajectories. *Journal of Higher Education, 93*(7), 1037-1063. https://doi.org/10.1080/00221546.2022.2082761

Blaney, J. M. (2022). Cultivating community college pathways to STEM leadership: Examining the relationships between gender, upward transfer, and students' computing leadership identity. *Community College Review, 50(3)*, 269-291. https://doi.org/10.1177/00915521221087283

Blaney, J. M., Litson, K., & Feldon, D. F. (2022). Student and advisor gender identity in STEM doctoral programs: Examining longitudinal and mediating effects with latent growth models. *Journal of Research in Science Teaching, 59*(8), 1416-1446. https://doi.org/10.1002/tea.21761

Blaney, J. M., Barrett, J., & Choi, Y. H. (2022). Diversifying STEM pathways: A look into upward transfer students' sense of belonging in computing. *New Directions for Community Colleges, 2022*(198), 63-75. https://doi.org/10.1002/cc.20511

Blaney, J. M. & Barrett, J. (2022). Advancing gender equity and sense of belonging in computing: Are documented best practices representative of upward transfer students? *Community College Journal of Research and Practice, 46*(9), 633-653. https://doi.org/10.1080/10668926.2021.1896396

Blaney, J. M. (2021). Developing computing and technology leaders: How undergraduate women in computing make meaning of their leadership experiences. *Journal of Women and Gender in Higher Education, 14*(2), 204-227. https://www.tandfonline.com/doi/abs/10.1080/26379112.2021.1951745

Blaney, J. M. & Wofford, A. (2021). Fostering Ph.D. aspirations among upward transfer students in computing. *Computer Science Education, 31(4)*, 489-511. https://doi.org/10.1080/08993408.2021.1929723

Blaney, J. M. (2021). Retaining upward transfer women in computing majors. *Journal of Applied Research in the Community College, 28*(1), 125-144. *https://www.ingentaconnect.com/content/montezuma/jarcc/2021/00000028/00000001/art00010*

PEER REVIEWED ARTICLES (CONT.)

Rodriguez, S., **Blaney, J. M.**, Vasquez, M., & Salinas, C. (2021). Latino men and masculinities: A multi-institution study of community college transfer experiences. *Community College Review,* 49(3), 296-323. https://doi.org/10.1177/00915521211002898

Wofford, A. & **Blaney, J. M.** (2021). (Re)Shaping the socialization of scientific labs: Understanding women's doctoral experiences in STEM lab rotations. *The Review of Higher Education, 44*(3), 357-386. https://doi.org/10.1353/rhe.2021.0001

Litson, K., **Blaney, J. M.,** & Feldon, D. F. (2021). Understanding the transient nature of STEM doctoral students' research self-efficacy across time: Considering the role of gender, race, and first-generation college status. *Frontiers in Psychology, 12,* Article 617060. https://doi.org/10.3389/fpsyg.2021.617060

Rodriguez, S. & **Blaney, J. M**. (2020). "We're the unicorns in STEM": Understanding sense of belonging for Latina undergraduate students. *Journal of Diversity in Higher Education. 14*(3), 441–455. https://psycnet.apa.org/doi/10.1037/dhe0000176

Blaney, J. M. (2020). Gender and leadership development in undergraduate computing: The importance of disaggregating STEM disciplines. *Computer Science Education, 30*(4), 469-499. https://doi.org/10.1080/08993408.2020.1816769

Blaney, J. M., Kang, J., Wofford, A., & Feldon, D. F. (2020). Mentoring relationships between STEM doctoral students and postdocs. *Studies in Graduate and Postdoctoral Education, 11*(3), 263-279. https://doi.org/10.1108/SGPE-08-2019-0071

Blaney, J. M., Sax, L., & Chang, C. (2020). Incentivizing longitudinal survey research: The impact of mixing guaranteed and non-guaranteed incentives on survey response. *The Review of Higher Education, 43*(2), 581-601. https://doi.org/10.1353/rhe.2019.0111

Blaney, J. M. (2020). Undergraduate STEM leadership: Understanding the gender gap in self-rated leadership ability by exploring women's meaning making. *Journal of Women and Minorities in Science and Engineering, 26*(2), 179-199. https://doi.org/10.1615/JWomenMinorScienEng.2020029561

Jeong, S., Litson, K., **Blaney, J. M**., & Feldon, D. F. (2020). Shifting gears: Characteristics and consequences of latent class transitions in doctoral socialization. *Research in Higher Education, 61*, 1027-1053. https://doi.org/10.1007/s11162-019-09583-7
*Winner of AERA SIG 168 Outstanding Publication Award.

Feldon, D. F., Litson, K., Jeong, S., **Blaney, J. M.,** Kang, J., Miller, C., Griffin, K., Roksa, J. (2019). Postdocs' lab engagement predicts trajectories of Ph.D. students' skill development. *Proceedings of the National Academy of Sciences (PNAS), 116*(42), 20910-20916. https://doi.org/10.1073/pnas.1912488116

PEER REVIEWED ARTICLES (CONT.)

Jeong, S., **Blaney, J. M**., & Feldon, D. F. (2019). Identifying faculty and peer interaction patterns of first-year biology doctoral students: A latent class analysis. *CBE—Life Sciences Education, 18*(4), Article ar59. https://doi.org/10.1187/cbe.19-05-0089

Stout, J. & **Blaney, J. M.** (2018). "But it doesn't come naturally": How effort expenditure shapes the role of growth mindset on women's intellectual belonging in computing. *Computer Science Education, 27*(3-4), 215-228. https://doi.org/10.1080/08993408.2018.1437115

Sax, L., **Blaney, J. M.,** Lehman, K. J., Rodriguez, S., George, K., & Zavala, C. (2018). Sense of belonging in computing: The role of introductory courses for women and underrepresented minority students. *Social Sciences, 7,* Article 122. https://doi.org/10.3390/socsci7080122

Sax, L., Zimmerman, H., **Blaney, J. M**., Toven-Lindsey, B., & Lehman, K. (2017). Diversifying undergraduate computer science: The role of department chairs in promoting gender and racial diversity. *Journal of Women and Minorities in Science and Engineering, 23*(2), 101-119. https://doi.org/10.1615/JWomenMinorScienEng.2017017221

PEER REVIEWED CONFERENCE PROCEEDINGS

Blaney, J. M. (2020). Broadening participation in computing: The role of upward transfer. *Proceedings of the ACM Special Interest Group on Computer Science Education (SIGCSE) Technical Symposium*, 254-260. https://doi.org/10.1145/3328778.3366807

Sax, L., **Blaney, J. M.,** Zavala, C., & Newhouse, K. N. S. (2020). Who takes intro computing? Examining the degree plans of introductory computing students in light of booming enrollments. *Research on Equity & Sustained Participation in Engineering, Computing, & Technology (RESPECT) Proceedings.* https://doi.org/10.1109/RESPECT49803.2020.9272431

Zimmerman, H., Toven-Lindsey, B., Sax, L., Lehman, K., **Blaney, J. M.** (2019). Building momentum: How department chairs lead initiatives to broaden participation in computer science. *Research on Equity & Sustained Participation in Engineering, Computing, & Technology (RESPECT) Proceedings. https://doi.org/10.1109/RESPECT46404.2019.8985799*

Blaney, J. M. (2018). Looking beyond representation: How women develop their leadership perceptions during the introductory computing course. *Proceedings of the ACM Special Interest Group on Computer Science Education (SIGCSE) Technical Symposium,* 453-458. https://doi.org/10.1145/3159450.3159458

Blaney, J. M. & Stout, J. (2017). Examining the relationship between introductory computing course experiences, self-efficacy, and belonging among first-generation college women. *Proceedings of the ACM Special Interest Group on Computer Science Education (SIGCSE) Technical Symposium,* 69-74. https://doi.org/10.1145/3017680.3017751
    *Winner of SIGCSE Exemplary Paper Award.

INVITED PUBLICATIONS

Feldon, D. F., Wofford, A. M., & **Blaney, J. M.** (2023). PhD pathways to the professoriate: Affordances and constraints of institutional structures, individual agency, and social systems. In A. Austin (Ed.), *Higher education: Handbook of theory and research* (Volume 38). Springer.

Clayton-Pedersen, A. R., Rhodes, T., Lowrie, P., & **Blaney, J. M.** (2016). Preparing critical faculty for the future: Enlisting the voices of STEM women faculty of color. *Association of American Colleges & Universities (AAC&U).*

Sax, L., Lehman, K., & **Blaney, J. M.** (2016). Expanding the pipeline – Building Recruiting and Inclusion for Diversity (BRAID): Emerging research on diversifying the CS major. *Computing Research News, 28*(3).

Fry, C. L., Mack, K. M., **Blaney, J. M.,** & Middlecamp, C. (2015). Faculty perceptions on teaching sustainability in undergraduate STEM curricula. *Diversity & Democracy, 18*(3).

SELECTED CONFERENCE PRESENTATIONS

Blaney, J. M., Hernandez, T., Feldon, D., Wofford, A., & Tidwell, M. (2024, forthcoming). *A mixed methods study of how community college transfer students gather information about PhD training.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Minneapolis, MN.

Hernandez, T., Stormes, K., & **Blaney, J. M**. (2024, forthcoming). *Exploring transfer salience in sense of belonging and computing identity among community college transfer students.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Minneapolis, MN.

Blaney, J. M., Feldon, D. F., & Litson, K. (2024). *Intervening to foster upward transfer student interest in computer science PhDs.* Poster presentation at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Blaney, J. M. (2024). *How community college transfer women in computer science navigate their degree trajectories and develop their disciplinary science identity.* Invited poster presentation at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Blaney, J. M. (2023). *A feminist phenomenological study of upward transfer women's computer science identity.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Minneapolis, MN.

Blaney, J. M., & Hernandez, T. E. (2023). *Gendered and racialized transfer structures: Experiences from upward transfer computing students.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Minneapolis, MN.

SELECTED CONFERENCE PRESENTATIONS (CONT.)

Wofford, A. M., **Blaney, J. M**. (2023). *Community college pathways to graduate study: Examining community cultural wealth among transfer students of color.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Minneapolis, MN.

Blaney, J. M., Feldon, D. F., & Litson, K. (2023). *Community college pathways to STEM PhDs.* Paper presentation at the Council for the Study of Community Colleges (CSCC) Annual Conference, Chicago, IL.

Blaney, J. M., Feldon, D. F., & Litson, K. (2023). *Predicting PhD interest among upward transfer STEM students: Gender, campus involvement, and exposure to industry.* Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Wofford, A. M., **Blaney, J. M**., Blake, D., & Gates, A. (2023). *Diversifying pathways to the computing professoriate: A deeper look into institutional practices that broaden participation.* Panel presentation at the Annual Technical Symposium of the ACM Special Interest Group on Computer Science Education (SIGCSE), Toronto, CA.

Blaney, J. M., Hernandez, T. E., Wofford, A. M., & Feldon, D. F. (2022*). "I'm very cognizant of my timeline": Exploring how upward transfer students conceptualize graduate training trajectories.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Las Vegas, NV.

Blaney, J. M., Hernandez, T. E., Feldon, D. F., Wofford, A. M. (2022). *Gendered transfer student stigma in computer science: An exploratory look at transfer student receptivity.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Las Vegas, NV.

Blaney, J. M., Wofford, A. M., & Feldon, D. F. (2022). *Building pathways from community colleges to STEM PhDs: Initial findings from an intervention to foster PhD aspirations at transfer orientation*. Paper presentation at the Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ.

Blaney, J. M. & Rodriguez, S. (2022). *An exploratory study of transfer intending women's experiences in computing.* Roundtable presentation at the Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ.

Blaney, J. M., Choi, Y. H., & Barrett, J. (2022). Diversifying STEM pathways: A look into upward transfer students' sense of belonging. In A. B. Clayton and C. Cutler White (co-chairs), *Expanding Community College Opportunities: Access, Transfer, and Completion*. Symposium presentation at the Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ.

SELECTED CONFERENCE PRESENTATIONS (CONT.)

Wofford, A. & **Blaney, J. M.** (2022). *Community college pathways to computing degrees and careers: Upward transfer as a mechanism for broadening participation.* Paper presentation at the Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ.

Blaney, J. M. (2021). *Building pathways from community colleges to computing leadership: Gender, upward transfer, and computing leadership identity.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, San Juan, Puerto Rico.

Blaney, J. M. (2021). *Understanding the factors that predict upward transfer students' retention in computing: The role of gender, family support, and peer interactions.* Roundtable presentation at the Council for the Study of Community Colleges (CSCC) Conference.

Blaney, J. M. & Barrett, J. (2020). *Gender and sense of belonging in computing: Are best practices representative of upward transfer students?* Roundtable presentation at the Association for the Study of Higher Education (ASHE) Conference.

Blaney, J. M., Wofford, A. M., Jeong, S., Kang, J., & Feldon, D. F. (2020). *How STEM doctoral students make meaning of their academic and professional trajectories: A narrative analysis.* Paper presentation at the American Educational Research Association (AERA) Annual Meeting. (Meeting cancelled due to COVID-19).

Blaney, J. M., Kang, J., Wofford, A. M. & Feldon, D. F. (2020). "*My mental support and my scientific support": Mentoring relationships between STEM doctoral students and postdocs.* Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting. (Meeting cancelled due to COVID-19).

Blaney, J. M. (2020). *Exploring the characteristics and experiences of upward transfer students in computing and technology.* Poster presentation at the American Educational Research Association (AERA) Annual Meeting. (Meeting cancelled due to COVID-19).

Feldon, D. F., **Blaney, J. M.,** & Litson, K. (2020). *Contribution vs. recognition: The tenuous role of postdocs in Ph.D. training.* Symposium paper presentation at the American Educational Research Association (AERA) Annual Meeting. (Meeting cancelled due to COVID-19).

Blaney, J. M. (2020). *Gender equity and sense of belonging in computing: Are documented best practices representative of upward transfer student experiences?* Paper presentation at the Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ. (Meeting cancelled due to COVID-19).

Blaney, J. M. (2020). *Exploring the characteristics and experiences of upward transfer students in computing.* Roundtable presentation at the Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ. (Meeting cancelled due to COVID-19).

Blaney, J. M., Litson, K., & Feldon, D. (2019). *Deconstructing the role of advisor gender: A longitudinal study of doctoral students in biology.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Portland, OR.

Wofford, A, M. & **Blaney, J. M.** (2019). *"Imposter syndrome but revisited": How women experience lab rotations in STEM doctoral programs.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Portland, OR.

Blaney, J. M. (2019). *"I'm not like other computing students": The role of gender and peer interactions in developing leadership among computing undergraduates.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Portland, OR.

Jeong, S., **Blaney, J. M.**, & Feldon, D. (2019). *Identifying faculty and peer interaction patterns among doctoral students: A latent class analysis.* Poster presentation at the Annual Convention of the American Psychological Association, Chicago, IL.

Blaney, J. M. (2019). *Re-focusing gender inquiry: How women in STEM make meaning of research on women in STEM.* Paper presentation at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Blaney, J. M. (2019). *Developing tech leaders: How undergraduate women make meaning of their leadership experiences.* Paper presentation at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Litson, K., **Blaney, J. M**., & Feldon, D. (2019). *Research self-efficacy stability over time: Considering the experiences of URM, women, and first-generation doctoral students.* Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Blaney, J. M., Sax, L., Feldon, D., & Gates, A. (2019). *Broadening participation in computing: Putting our work in context.* Panel presentation at the 50th Annual Technical Symposium of the ACM Special Interest Group on Computer Science Education (SIGCSE), Minneapolis, MN.

Wofford, A. & **Blaney, J. M.** (2019). *Seeking a lab: How research rotations shape women's experiences in STEM doctoral programs.* Poster presentation at the Sociology of Education Association Annual Meeting, Monterey, CA.

Blaney, J. M. (2018). *Undergraduate STEM leadership: Understanding the gender gap in self-rated leadership ability by exploring women's meaning-making.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Tampa, FL.

Blaney, J. M. (2018). *Gender and leadership development in undergraduate computing: A case for domain-specific inquiry.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Tampa, FL.

SELECTED CONFERENCE PRESENTATIONS (CONT.)

Jeong, S., **Blaney, J. M**., Feldon, D., & Litson, K. (2018). *Profiling students' faculty and peer interactions during the first three years of doctoral study: Associations with student demographics, sense of belonging, and research productivity.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Tampa, FL.

Stout, J. & **Blaney, J. M.** (2017). *"But it doesn't come naturally": How effort expenditure shapes the role of growth mindset on women's intellectual belonging in computing.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Houston, TX.

Sax, L., **Blaney, J. M.,** Lehman, K. J., Rodriguez, S., George, K., & Zavala, C. (2017). *Sense of belonging in computer science: The role of introductory courses for women and underrepresented minority students.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Houston, TX.

Sax, L. & **Blaney, J. M.** (2017). *BRAID Research: Updates on introductory computing students from year two of data collection.* Invited speaker session at the Grace Hopper Celebration of Women in Computing, Orlando, FL.

Blaney, J. M., Sax, L., & Chang, C. (2017). *How being a "winner" affects future responses: A discussion of incentives in longitudinal survey research.* Discussion group at the Annual Conference of the Association for Institutional Research, Washington, DC.

Blaney, J. M. (2016). *The impact of faculty mentorship on leadership self-efficacy: The role of gender and first-generation status.* Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting, Washington, DC.

Sax, L., Zimmerman, H., Toven-Lindsey, B., Lehman, K., **Blaney, J. M.** (2016). *Building momentum: How department chairs lead initiatives to broaden participation in computer science.* Paper presentation at the Association for the Study of Higher Education (ASHE) Conference, Columbus, OH.

SELECTED SERVICE TO THE FIELD

Service to the Council for the Study of Community Colleges (CSCC)
- Conference Committee Co-Chair (2024-2025)
- Co-Chair, Teaching, Learning, and Faculty Division, Program Planning Committee (2023-2024)
- Committee Member, Graduate Student Travel Scholarship Committee (2022-2023)
- Conference Proposal Reviewer (2020-Present)

Service to the Association for the Study of Higher Education (ASHE)
- Committee Member, Dissertation of the Year Award Committee (2022-Present)
- Conference Session Discussant (2020; 2022; 2023)
- Conference Proposal Reviewer (2015-Present)

Grant Advisory Board Member, NSF S-STEM Award (2138188): A Research Hub for Understanding Inter- and Intra-Institutional Partnerships that Systematically Support Low-Income Engineering Students (2022-2026)

Manuscript and Grant Proposal Reviewer (selected ad hoc reviewer work)
- Review of Higher Education
- Journal of Diversity in Higher Education
- Community College Review
- Computer Science Education
- Community College Journal of Research and Practice
- American Educational Research Journal
- Studies in Graduate and Postdoctoral Education
- CBE—Life Sciences Education
- National Science Foundation
- Sloan Foundation

SELECTED INSTITUTIONAL SERVICE

Search Committee Co-Chair
- Center for Science Teaching and Learning (CSTL) Research Faculty Search, Northern Arizona University (2022-2023)
- Higher Education Faculty Search, Northern Arizona University (2021-2022)

Committee Chair, Equitable Academic Work Practices, Sub-committee of the Commission on the Status of Women, Northern Arizona University (2021-2022)

Search Committee Member
- Educational Leadership Faculty Search, College of Education, Northern Arizona University (2021-2022)
- Student Affairs Faculty Search, College of Education, Northern Arizona University (2021-2022)
- Dean Search, College of Education, Idaho State University (2019-2020)
- Higher Education Faculty Search, Idaho State University (2019-2020)

Committee Member
- Graduate Studies and Professional Development Committee, McBee Institute of Higher Education, University of Georgia (2024-Present)
- Communications Committee, McBee Institute of Higher Education, University of Georgia (2024-Present)
- Commission on the Status of Women, Northern Arizona University (2021-2023)
- Faculty Cluster Hire Facilitation Committee, College of Education, Northern Arizona University (2021-2022)
- Annual Review Committee, Department of Educational Leadership, Northern Arizona University (2020-2022)
- Diversity Council, College of Education, Idaho State University (2019-2020)

ADVISING AND MENTORING

Completed Dissertation Committee Chair Service
- Melanie Dean, Northern Arizona University
- Maria Martin, Northern Arizona University

Completed Dissertation Committee Member Service
- Kaitlyn Stormes, UCLA
- Martha Moore-Monroy, Northern Arizona University
- Christine Neil, Northern Arizona University
- Annabah Conn, Northern Arizona University
- Hallie Star, Idaho State University

Research Supervisor
- Kaitlyn Stormes (postdoctoral scholar)
- Theresa Hernandez (postdoctoral scholar)
- Annie Wofford (postdoctoral scholar)
- Julia Barrett (graduate student research assistant)

TEACHING EXPERIENCE

CCHE 580: The Community College, Community College/Higher Education Program, Northern Arizona University

CCHE 620: Programs for Access and Opportunity in Higher Education, Community College/Higher Education Program, Northern Arizona University

EDUC 7706: Advanced Quantitative Research Design, Educational Leadership Program, Idaho State University

EDLP 7738: Assessment and Accountability in Higher Education, Educational Leadership Program, Idaho State University

EDLP 7737: Higher Education Doctoral Practicum, Educational Leadership Program, Idaho State University

EDLP 8800: Doctoral Seminar, Educational Leadership Program, Idaho State University

ITLS 6515: Evaluation and Assessment, Instructional Technology and Learning Sciences, Utah State University