Curriculum Vitae
January 15, 2021

Becky Wai-Ling Packard, Ph.D.
Mount Holyoke College
South Hadley, MA 01075
bpackard@mtholyoke.edu
www.mtholyoke.edu/~bpackard

My expertise includes mentoring, persistence, inclusive climate, and organizational change in higher education with a focus on STEM fields, community college transfer, and experiences of minoritized groups including students of color, first-generation college students, and women.

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

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

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

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

2007-2011	National Science Foundation Research on Gender in Science and Engineering grant, "Working class women using community college pathways to four-year STEM degrees" (PI: $452,724)
2011-2016	National Science Foundation Division of Undergraduate Education, "Improving recruitment and retention of community-college transfer students to STEM majors at Mount Holyoke College." (co-PI: $600,000; PI: S. Bacon)
2013-2016	Arthur Vining Davis Grant, "Launching a Teaching and Learning Initiative" to Mount Holyoke College (campus lead: $246,000)
2015-2018	Google Education, "Megas and Gigas Educate: Growing Computer Science Capacity at Mount Holyoke College" (co-PI, $449,054; PI: H. Pon-Barry, with co-PI: A. St. John; supplement in 2016: $26,500)
2016	Marion and Jasper Whiting Foundation Fellowship to pursue project: "An Educational Policy Case Study of STEM Recruitment and Retention in the U.S. and Ireland." Visiting Scholar in Ireland. Spring 2016.
2018	Google Education, "Sharing the MaGE Curricular Materials" (co-PI, $50,000; PI: H. Pon-Barry, with co-PI A. St John)
2018	Meribeth E. Cameron Faculty Award for Outstanding Scholarship Mount Holyoke College
2020	Microsoft, "Curricular modules to support computer science mentoring" (co-PI, $15,000; PI: A. St. John, with co-PI H. Pon-Barry)

PUBLICATIONS

Book

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

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

Mondisa, J. L., Packard, B. W., & Montgomery, B. (In Press). Understanding what STEM mentoring ecosystems need to thrive: A STEM-ME framework. *Mentoring & Tutoring*.

Hirst, R., Anderson, K., Packard, B. W., Bleakley, B., Lombardi, P., & Burkholder, K. (In Press). Faculty learning at the individual and group level: A multi-year analysis of an interdisciplinary science faculty learning community focused on inclusive teaching and mentoring. *Journal of College Science Teaching*.

Packard, B. W., & Hirst, R. (Forthcoming). STEM student success: Strategic learning, mentored research, and structural change. In N. Bowman (Ed). *How College Students Succeed*. Sterling, VA: Stylus Publishing.

Packard, B. W., Solyst, J.*, Pai, A.*, & Yu, L*. (2020). Peer-designed active learning modules as a strategy to improve confidence and comprehension within introductory computer science. *Journal of College Science Teaching*, *49*(5), 66-73.

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

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

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

Pon-Barry, H., Packard, B. W., & St. John, A. (2017). Expanding capacity and promoting inclusion in introductory computer science: A focus on near-peer mentor preparation and code review. *Computer Science Education*, *27*(1), 54-77.

Pon-Barry, H., Stephenson, C., St. John, A., Packard, B. W. (2017). Addressing the CS capacity challenge by improving undergraduate peer mentoring. *ACM Inroads, 8*(3), 43-47.

Townsley, E. T., Packard, B. W., & Paus, E. (Fall 2014/Winter 2015). Making the Lynk at Mount Holyoke: Institutionalizing integrative learning. *Peer Review, 16*(4)/17(1), 26-29. https://www.aacu.org/peerreview/2014-2015/fall-winter/townsley

Packard, B. W., Marciano, V.*, Payne, J. M., Bledzki, L. A., & Woodard, C. T. (2014). Negotiating peer mentoring roles in undergraduate research lab settings. *Mentoring & Tutoring: Partnerships in Learning*, 22(5), 433-445.

Hirst, R., Bolduc, G., Liotta, L., & Packard, B. W. (2014). Cultivating the STEM transfer pathway and capacity for research: A partnership between a community college and a four-year college. *Journal of College Science Teaching, 43*(4), 18-23.

Packard, B. W., & Jeffers, K.* (2013). Advising and progress in the community college STEM transfer pathway. *NACADA Journal*, *33*(2), 65-75.

Packard, B. W., Tuladhar, C.*, & Lee, J.* (2013). Advising in the classroom: How community college STEM faculty support transfer-bound students. *Journal of College Science Teaching*, *42*(4), 54-60.

Gagnon, J. L.*, & Packard, B. W. (2012). An overwhelming climb: The complexities of combining college, full-time work, and company tuition assistance. *Journal of Career Development*, *39*(6), 479-499.

Packard, B. W., Leach, M.*, Ruiz, Y.*, Nelson, C.*, & DiCocco, H.* (2012). School-to-work transitions of career and technical education graduates. *Career Development Quarterly*, *60*(4), 134-144.

Packard, B. W., Gagnon, J. L.*, & Senas, A.* (2012). Navigating community college transfer in science, technical, engineering, and mathematics fields. *Community College Journal of Research and Practice, 36*(9), 1-14.

Packard, B. W., Babineau, M. E.*, Machado, H. M.* (2012). Becoming job-ready: Collaborative future plans of Latina adolescent girls and their mothers in a low-income urban community. *Journal of Adolescent Research, 27*(1), 110-131.

Packard, B. W. (2011). Outreach, recruitment, and mentoring into STEM pathways: Strengthening partnerships with community colleges. In, "Community Colleges in the Evolving STEM Education Landscape: Summary of a Summit," National Academy of Sciences. Available at the National Academies Press: https://download.nap.edu/catalog.php?record_id=13399

Packard, B. W., Gagnon, J. L.*, LaBelle, O.*, Jeffers, K.*, & Lynn, E.* (2011). Women's experiences in the STEM community college transfer pathway. *Journal of Women and Minorities in Science and Engineering, 17*(2), 129–147.

Packard, B. W., Gagnon, J. L.*, & Moring-Parris, R.* (2010). Investing in the academic science preparation of CTE students: Challenges and possibilities. *Career and Technical Education Research, 35*(3)*,* 137-156.

Packard, B. W., Kim, G. J.*, Sicley, M.*, & Piontkowski, S.* (2009). Composition matters: Multi-context informal mentoring networks for low-income urban adolescent girls pursuing healthcare careers. *Mentoring & Tutoring, 17*(2)*,* 187 - 200*.*

Packard, B. W., & Babineau, M. E.* (2009). From drafter to engineer, doctor to nurse: An examination of career compromise as renegotiated by working class adults over time. *Journal of Career Development*, *35*(3)*,* 207-227.

Vick, R. M.*, & Packard, B. W. (2008). Academic success strategy use among community-active urban Hispanic adolescents. *Hispanic Journal of Behavioral Sciences, 30*(4)*, 463-480.*

Packard, B. W., & Babineau, M. E.* (2008). Development 9-12. In Good, T. (Ed). *21st Century Education*. pp. 103-112. Sage Publications.

Packard, B. W., & Conway, P. F. (2006). Methodological choice and its consequences for possible selves research. *Identity, 6(3)*, 251-271.

Babineau, M. E.*, & Packard, B. W. (2006). The pursuit of college in adulthood: Reclaiming past selves or constructing new? *Journal of Adult Development, 13,* 109-117.

Packard, B. W. (2006). Composite mentoring and technology: Encouraging students to imagine themselves as future teachers. In Girod, M. & Steed, J. P. (Eds.) *Technology in the college classroom: Teacher Education*. New Forums Press.

Packard, B. W. (2004-2005). Mentoring and retention in college science: Reflections on the sophomore year. *Journal of College Student Retention: Research, Theory, & Practice, 6,* 289-300.

Packard, B. W., Ellison, K. L.*, & Sequenzia, M. R.* (2004). Show and tell: Photo-interviews with urban adolescent girls. *International Journal of Arts & Education.* http://ijea.asu.edu/v5n3/v5n3.pdf

Packard, B. W., Walsh, L. Y.*, & Seidenberg, S. E.* (2004). Will that be one mentor or two? A cross-sectional study of women's mentoring during college. *Mentoring & Tutoring, 12* (1), 71-85.

Packard, B. W. (2003). Student training promotes mentoring awareness and action. *Career Development Quarterly, 51,* 335-345.

Packard, B. W. (2003). Web-based mentoring: Challenging traditional models to increase women's access. *Mentoring & Tutoring, 11*(1), 53-65.

Packard, B. W., & Nguyen, D.* (2003). Science career-related possible selves of adolescent girls: A longitudinal study. *Journal of Career Development, 29*(4), 251-263.

Packard, B. W., & Hudgings, J. H. (2002). Expanding college women's perceptions of physicists' lives and work through interactions with a physics careers web site. *Journal of College Science Teaching, 32*(3), 164-170.

Packard, B. W. (2002). Women who continue to pursue science: Motivated not only despite but also by concerns about the future. *Advancing Women in Leadership, 10*(1). http://www.advancingwomen.com/awl/winter2002/packard.html

Packard, B. W. (2001). When your mother asks for another book to read: Fostering an intergenerational exchange through shared reading of culturally-relevant books. *Journal of Adolescent and Adult Literacy, 44*(7), 626-633.

Wong, D., Packard, B., Girod, M. and Pugh, K. (2000). The opposite of control: A Deweyan perspective on intrinsic motivation in "After 3" technology programs. *Computers in Human Behavior, 16*(3), 313-338.

Hughes, J. E., Packard, B. W., Pearson, P.D. (2000). Expanding notions: Preservice teachers' perceptions of using hypermedia and video to examine the nature of literacy instruction. *Journal of Literacy Research, 32*(4)*,* 599-629.

Hughes, J. E., Packard, B. W., Pearson, P. D. (2000). The role of hypermedia cases on preservice teachers' views of reading instruction. *Action in Teacher Education, 22*(2A)*,* 24-38.

Paris, S. G, Yambor, K. M., & Packard, B. W. (1998). Hands-on biology: A museum-schools-university partnership for enhancing students' interest and learning in science. *Elementary School Journal, 98*(3)*,* 267-288.

Hughes, J. E., Packard, B. W., & Pearson, P. D. (1998). Reading classroom explorer: Visiting classrooms via hypermedia. In C. K. Kinser, K. A. Hinchman, & D. J. Leu (Eds.), *Inquiries in literacy theory and practice,* (Vol. 46, pp. 494-506). Chicago, IL: National Reading Conference.

Spencer RTG Fellows. (Baguilat, C. A., Glazier, J., Hughes, J. E., Packard, B. W., Sarroub, L. K., Worthington, V. L., & Yusko, B.). (1998). Commentary. *Journal of Literacy Research, 30*(3), 435-438.

Hughes, J. E., Packard, B. W., & Pearson, P. D. (1998). Reading classroom explorer: Navigating and conceptualizing a hypermedia learning environment. *Reading On-Line*. Web address: http://www.readingonline.org/research/explorer

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

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

Op-Eds and Blog Posts

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

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

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

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

Resources

Mentoring Toolkit. (2020). A resource for a new Microsoft Mentoring program to promote tech resilience. Accompanying video series available here: https://www.youtube.com/playlist?list=PL6ihFEvicZRCOEbfvjkWPculxOhSsNwt2

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

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

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

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

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

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

CONFERENCES PRESENTATIONS (recent only)
Chavous, T. M., Packard, B. W., & Bird, W. C. Strategies for institutional change: Improving department climate and success of historically underrepresented students in STEM. AAC&U Annual Meeting. Washington, DC.

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

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

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

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

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

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

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

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

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

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

Packard, B. W., Sorcinelli, M. D., & Chapman, R. (2014, January). Mentoring strategies that retain diverse students and faculty. AAC&U annual meeting. Washington, DC.

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

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

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

THESIS STUDENTS

Ph.D. external reviewer: Noema Garcia (University of Limerick), Francine Coston (University of Massachusetts-Lowell)

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

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

Co-Authors: 25+ unique student co-authors

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

COMMUNITY ENGAGEMENT AND RECOGNITION

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

GRANT AND PROJECT ADVISORY BOARDS

2021-present	National Science Foundation EHR Directorate Advisory Committee
2020-2021	Being Human in STEM – Listening partner and advisory group
2020-present	NSF S-STEM (PI: R. Deil-Amen, U of Arizona), transfer students
2019-present	NSF ADVANCE grant (PI: S. Kirk, Willamette Univ)
2018-present	NSF grant (PI: K. Gosha, Morehouse College), virtual mentoring systems for African American students in computer science
2018-present	HHMI Thrive grant (PI: M. Siegel, Univ of Missouri), transfer success
2018-present	NSF grant (PI: H. Thiry, Univ of Colorado-Boulder), transfer success
2018-present	'Ike Wai: Securing Hawaii's Water Future (PI: G. Jacobs, Univ of Hawaii-Manoa), focused on Native Hawaiian STEM pathways, geo/data-science
2018-2020	Evaluation consultant, S-STEM grant (PI: A. Fisher), Willamette University
2017-present	Sea Change Project, National Advisory Council, AAAS

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

2020, Oct	Steve Fund, Team Approach for Mental Health Equity
2020, July	Microsoft, Inclusive mentoring and active listening sessions
2020, July	Framingham State, Ecological Model for Racial Equity
2020, May	Beloit College, Universal Design for Learning and STEM Mentoring
2020, May	Purdue University College of Science, Dismantling STEM Racial Inequities
2020, March	Stevens Institute of Technology, Inclusive Teaching and Mentoring
2020, Jan	Science Learning Center, Student Peer Training
2019, Nov	Yale Scientific Teaching in Practice Webinar, with MacMillan learning
2019, Aug	Marion Technical College, Academic Day, Keynote
2019, July	IRACDA Conference, Plenary, Power of Daily Mentoring
2019, July	Framingham State Univ, STEM/Navigating Faculty Identity, Workshops
2019, May	2019 Advising Conference, U-M, Keynote

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

SELECTED PROFESSIONAL ACTIVITIES

2018-2020	Lead researcher, 10 institution project focused on college completion, sponsored by Community Foundation of Western Massachusetts
2018, April	National Academies of Sciences, Engineering, and Medicine Workshop Convening: Inclusive Mentorship Excellence in STEMM: New Knowledge, Ideas, and Practice
2017-2019	Faculty Coach, AAC&U High Impact Practices Institute
2016-2017	Search Committee, National Science Foundation Director
2016, July	STEM working paper discussion at Brookings Institution, DC
2015, Mar	Committee of Visitors Review Committee, National Science Foundation
2014, Sept	Consortium for Faculty Diversity, Annual Meeting
2013, Sept	National Academy of Engineering, Surmounting the Barriers for Diversity
2013-2018	Expanding Computing Education Pathways, Expert Bureau
2013, May	Women of Color in STEM Policy, Institute for Women's Policy Research
2010-2011	AERA, Division C, Section 6 (Cognitive, Motivation and Social Processes) Co-Chair for 2011 Annual Meeting Program

Editorial Board Service
2017-present   Editorial Board, *Review of Educational Research*
2011-2015   Editorial Board, *The Career Development Quarterly*

I review for a wide range of journals and organizations including:
- *Journal of Women and Minorities in Science and Engineering*
- *Journal of Career Development*
- *Cell Biology Education*
- *Advances in Engineering Education*
- *Research in Science and Technological Education*
- *Journal of Research in Science Teaching*
- *Mentoring & Tutoring*
- *Science Education*
- *AERJ*
- *National Science Foundation CAREER program*

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

MOUNT HOLYOKE COLLEGE ACTIVITIES
2020-present   DEI in STEM steering committee
2016-2017   First-Generation Working Group; Strategic Plan Implementation Committee
2016-2017   Assessment Accreditation Subcommittee
2015   Retention Working Group
2014, May   Women in Public Service Project, facilitator
2013-2015   Dean Liaison to Faculty Affirmative Action Committee
2012-2014   Integrative Learning Institutional Team Member, AACU/Teagle
2012-2013   Learning Goals Subcommittee- Endorsement of College Learning Goals
2011, May   STEM Transfer Conference for STEM faculty in CT and MA, MHC
2009-2011   Weissman Center for Leadership Advisory Board member
2009-2013   Frances Perkins Scholar Program Steering Committee, MHC
2003-2006   Multicultural Community and College Life Committee, MHC
2001   Fall Convocation Speaker, Mount Holyoke College
2001   Baccalaureate Ceremony Speaker, Mount Holyoke College
2000-2010   Featured Speaker, Take the Lead, Mount Holyoke: Identity and Mentoring
1999-2006   Psi Chi Faculty Advisor, MHC

INTERNAL GRANTS/FELLOWSHIPS, PRE-DOCTORAL SCHOLARSHIPS

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

PRE-DOCTORAL WORK EXPERIENCE

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

MEMBERSHIPS

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