Becky Wai-Ling Packard, Ph.D.

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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 (e.g., 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

2023-present	Mary E. Woolley Professor of Psychology and Education, MHC
2011-2023	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

2025-present	Program Director, National Science Foundation Directorate of STEM Education, Division of Undergraduate Education
2019-2020	Senior Advisor for STEM Initiatives, Mount Holyoke College
2018-2019	Faculty Fellow, University of Michigan's National Center for Institutional Diversity, with Colleges of Engineering and LSA (Lit, Sci, Arts)
2018, Spring	Chancellor's Leadership Fellow-in-Residence University of Massachusetts Amherst
2017, Spring	Whiting Fellowship, Visiting Scholar in Ireland
2012-2017	Director, Harriet L. and Paul S. Weissman Center for Leadership, MHC
2013-2015	Associate Dean of Faculty, MHC
2011-2016	Founding Director, Teaching and Learning Initiatives, MHC
2002-2003	Visiting Scholar, University of California-Berkeley

DISTINCTIONS

2005	Presidential Early Career Award for Scientists and Engineers (PECASE) *Highest honor bestowed by U.S. government upon early-career scientists*
2018	Meribeth E. Cameron Faculty Award for Outstanding Scholarship, MHC
2023	Elected Fellow, American Association for the Advancement of Science

GRANTS

2004-2010	National Science Foundation CAREER grant, "Educational trajectories of low-income urban youth in science and technology" (PI: $441,530)
2007-2011	National Science Foundation Research on Gender in Science and Engineering grant, "Working class women using community college pathways to four-year STEM degrees" (PI: $452,724)
2011-2016	National Science Foundation Division of Undergraduate Education, "Improving recruitment and retention of community-college transfer students to STEM majors at Mount Holyoke College." (co-PI: $600,000; PI: S. Bacon)
2013-2016	Arthur Vining Davis Grant, "Launching a Teaching and Learning Initiative" to Mount Holyoke College (campus lead: $246,000)
2015-2018	Google Education, "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)
2020	Microsoft, "Curricular modules to support computer science mentoring" (co-PI, $15,000; PI: A. St. John, with co-PI H. Pon-Barry)
2021-2022	National Science Foundation Grant #2133544, Division of Biological Infrastructure, "Assessing Institutional Assets, Vulnerabilities, and Synergies and using a STEM Mentoring Ecosystem Framework: A Multi-institution, Interdisciplinary Workshop (co-PI, $98,020; PI: B. Montgomery, with co-PI J. Mondisa)
2020-2023	HHMI IE3 Grant, $529K, Steering Committee member (PI: Gary Gillis, rotational), Mount Holyoke College

PUBLICATIONS (2001-present)

Book
Packard, B. W. (December 2015). *Successful STEM Mentoring Initiatives for Underrepresented Students: A Research-Based Guide for Faculty and Administrators*. Routledge Publishing (Stylus). Note: Second Edition Forthcoming in 2025.

Articles, Chapters, Volumes   (*denotes Mount Holyoke College student/alum co-author)

Packard, B. W., Xu, A., & Shi, T. (Under Revision). A multi-case study of peer tutoring programs: Program structure, faculty-tutor partnerships, and access to instructional knowledge.

Packard, B. W., Montgomery, B. L., & Mondisa, J. L. (2025). Synergy as a strategy to strengthen biomedical mentoring ecosystems. *Frontiers in Education*.

Montgomery, B. L., Mondisa, J. L., & Packard, B. W. (2024). Promoting the cultivation and sustainability of mentoring ecosystems: Results from a multi-institutional study. *Mentoring & Tutoring: Partnership in Learning, 32*(5), 596-617. https://doi.org/10.1080/13611267.2024.2389051.

Packard, B.W., & Ng Wunt Sang, H.* (2024). Preparing for identity-related tensions in active learning STEM classrooms. *Journal of College Science Teaching,* 1-8. https://doi.org/10.1080/0047231X.2024.2402385.

Packard, B. W., Montgomery, B., Mondisa, J. L. (2024). Taking stock of campus mentoring ecosystems: A peer assessment dialogue exercise. *International Journal of Mentoring and Coaching in Education*, 13(1), 17-33.

Clarke, N., Mondisa, J., Packard, B. W., Queener, C., Tuladhar, A., & Gosha, K. (2023). Examining the role of computing identity in the computing experiences of women and racially minoritized undergraduates: A literature review. *Journal of Computing in Higher Education*. https://doi.org/10.1007/s12528-023-09375-0

St. John, A., Mensing, S., Packard, B. W., Klemperer, P., & Byrne, S.* (2022). iDesign Studio: Gateway to innovation and entrepreneurship via incubation curriculum. *IJAMM*. https://doi.org/10.21428/70cb44c5.d41726a5

Packard, B. W., & Hirst, R. (2022). STEM student success: Strategic learning, mentored research, and structural change. In N. Bowman (Ed.), *How college students succeed: Making meaning across disciplinary perspectives (pp. 147-178).* Sterling, VA: Stylus Publishing.

Gámez, R., Packard, B. W., & Chavous, T. M. (2022). Graduate bridge programs as nepantla for minoritized students in STEM: Navigating challenges with non-bridge peers and faculty. *Journal of Diversity in Higher Education, 15*(1), 37–46. https://doi.org/10.1037/dhe0000346

Hirst, R., Anderson, K., Packard, B. W., Bleakley, B., Lombardi, P., & Burkholder, K. (2021). 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, 50*(6), 20-30.

Mondisa, J. L., Packard, B. W., & Montgomery, B. (2021). Understanding what STEM mentoring ecosystems need to thrive: A STEM-ME framework. *Mentoring & Tutoring*, *29*(1), 110-135.

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.

Selected Op-Eds and Blog Posts

Packard, B. W., Mondisa, J., & Montgomery, B. (2023, September). *Synergies, Not Silos: Why isolated initiatives won't disrupt the status quo*. AAAS IUSE Disruptor Blog: Cross-Departmental Coordination and Multi-Discipline Convergence.

St. John, A. & Packard, B. W. (2023-2024). Mentor Threads Blog Series: Intention vs. Impact. https://mentor-threads.web.app/

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. (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 (2018-present only)
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

CONFERENCES PRESENTATIONS (2019-present only)
Packard, B. W., Montgomery, B., & Mondisa, J. (2024, January). Advancing student outcomes and equity through institutional self-assessment of mentoring. AAC&U Annual Meeting in Washington, DC.

St. John, A., & Packard, B. W. (2023, April). *Debugging at the Human Interface.* NERD Summit Conference.

Chavous, T. M., Packard, B. W., & Bird, W. C. (2020). Strategies for institutional change: Improving department climate and success of historically underrepresented students in STEM. AAC&U Annual Meeting. Washington, DC.

Luschen, K., Packard, B. & F. Cheung. (2019). Faculty as learners in complex classroom spaces: Aligning development needs and effective models for inclusion and equity. Annual Conference of the Association for American Colleges & Universities, Atlanta GA, January 23-26.

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.

COMMUNITY RECOGNITIONS
2017   Inspiring Women in STEM, founding award recipient, Bay Path University
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

SELECTED BOARDS
2021-2024	NSF IUSE grant (PI: K Cooper, Arizona State), LGBTQ+ identity in STEM
2021-2024	NSF IUSE grant (PI: D. Hanley, W. Washington), STEM reform
2020-2024	NSF S-STEM (PI: R. Deil-Amen, U of Arizona), transfer students
2020-2024	NSF CAREER grant (PI: J. Mondisa, Univ of Mich), STEM mentoring
2020-2021	Being Human in STEM – Listening partner and advisory group
2019-2024	NSF ADVANCE grant (PI: S. Kirk, Willamette Univ), regional networks
2018-2023	HHMI Thrive grant (PI: M. Siegel, Univ of Missouri), transfer success
2018-2021	NSF grant (PI: H. Thiry, Univ of Colorado-Boulder), transfer success
2018-2021	NSF grant (PI: K. Gosha, Morehouse College), virtual mentoring systems

SELECTED PROFESSIONAL ACTIVITIES (2019-present only)
2024, May	Invited attendee, White House Summit on STEM Equity
2022, Dec	Invited attendee, White House Summit on STEM Equity
2021-present	National Science Foundation EHR Directorate Advisory Committee
2020-present	Advisor, Healthcare scholars completion initiative, Community Foundation of Western Massachusetts
2020-2023	Coach, Steve Fund's Equity Mental Health on Campus Initiative
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
2017-2019	Faculty Coach, AAC&U High Impact Practices Institute
2016-present	Board of Trustees, Community Foundation of Western Massachusetts

Editorial Board Service
| 2017-2021 | Editorial Board, *Review of Educational Research* |
| 2011-2015 | Editorial Board, *The Career Development Quarterly* |

Reviewer Service, includes:
- *Journal of Women and Minorities in Science and Engineering*
- *Community College Review; Journal of Career Development*
- *Cell Biology Education; Advances in Engineering Education*
- *Journal of Research in Science Teaching; Science Education*
- *Mentoring & Tutoring; AERJ*

SPEAKING, TRAINING, AND CONSULTATION   (*2020-present only*)
2024, April	SENDAS Conference Keynote, Maricopa CC, AZ
2024, April	Urban College of Boston, Belonging
2023, Sept	CELL-MET Collaborative, Difficult Conversations
2023, May	Bentley University, Teaching Colloquium keynote
2023, March	Greenfield Community College, advising speaker

2023, March	SUNY Old Westbury, faculty speaker on inclusive mentoring
2022, Sept	Netvue Conference on Vocations, keynote speaker
2022, May	Florida International University, STEM REI speaker
2022, May	NSF EHR Advisory Committee presentation on racial equity in STEM
2022, Mar	UMass Micromentoring Program kickoff, keynote speaker
2022, Mar	Baystate Health BERST teaching academy on motivation
2022, Jan-Feb	PRISM S-STEM (Augsburg + partner community colleges), mentoring
2022, Jan	Harvard University, SCRB, Inclusive mentoring ecosystems speaker
2021, Sept	Smith College, Anti-Racist academy speaker
2021, Aug	Bryn Mawr, Inclusive mentoring speaker
2021, June	Equity in the Academic Experience Conference, Panelist + Advisor
2021, Jan	Denison College, Inclusive mentoring in STEM
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

RELEVANT SPECIALIZED TRAINING *(as a participant)*
2021	Design thinking (Steve Fund)
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)

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; mentored dozens of undergraduate researchers

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)

MOUNT HOLYOKE COLLEGE ACTIVITIES (since 2020 only)

2023	Gave the "Final lecture" as voted by 2023 graduates
2022-2023	Advisory Committee: Reappointments, Tenure, and Promotion
2021-2023	HHMI steering committee
2020-2021	DEI in STEM steering committee

MEMBERSHIPS

American Educational Research Association

American Psychological Association's Division 15 (Educational Psychology)

American Association for the Advancement of Science (AAAS)

National Science Education Leadership Association

ACM/SIGCSE