

CURRICULUM VITAE

ADRIANNA J. KEZAR
Professor
USC Rossier School of Education

PERSONAL INFORMATION

Contact Information

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Educational Background

Ph.D., Education, University of Michigan
M.A., Education, University of Michigan
B.A., Art History, University of California, Los Angeles

Employment Background

Professor, University of Southern California Wilbur-Kieffer Endowed Professor, Rossier Dean's Professor in Higher Education Leadership Rossier School of Education Director, Pullias Center for Higher Education	2019-present
Professor, University of Southern California Rossier School of Education Rossier Dean's Professor in Higher Education Leadership Co-Director, Pullias Center for Higher Education	2012-2019
Associate Professor, University of Southern California Rossier School of Education Associate Director, Center for Higher Education Policy Analysis Chair, Higher Education	2003-2012
Assistant Professor, University of Maryland Department of Educational Policy and Leadership	2001-2003
Assistant Professor, George Washington University Director, ERIC Clearinghouse on Higher Education Department of Educational Leadership	1996-2001

Coordinator for Assessment, University of Michigan
Center for Research on Learning and Teaching 1993-1995

Student Affairs Associate, University of Michigan
Office of the Vice President for Student Affairs 1992-1996

CURRENT MAJOR LEADERSHIP ROLES

Director, Pullias Center for Higher Education
Executive Editor, *Change Magazine*
Director, The Delphi Project on the Changing Faculty and Student Success, in partnership with
Association of American Colleges and Universities
Principal Investigator, The TSLC Scholars Program: A mixed methods study of a comprehensive college
transition and success program for low income students (Buffett Foundation)
Editor, The Higher Education Handbook
Editor, Stylus Publishing's book Series on The New Faculty Majority
For consulting/ evaluation work: Please see section at end of vita

SELECT MEDIA MENTIONS AND BLOGGING

Select sources: *The New York Times, The Wall Street Journal, The Washington Post, USA Today, The Atlantic, The Nation, The Boston Globe, PBS, NPR* (national and local stations in Boston, Ohio, San Francisco, and other cities), *WHYY-FM, Al-Jazeera, The Chronicle of Higher Education, Inside Higher Ed, University Business, Star Tribune (Minnesota), Pittsburgh Business Times, The Plain Dealer (Cleveland)*

Select blog posts on trends in the changing faculty, leadership, and other research: TIAA-CREF Research Institute, A Community of Higher Ed Scholars, (AERA-J's blog), Feminists in Student Affairs, New Faculty Majority, American Council on Education

RESEARCH AND SCHOLARLY ACTIVITIES

Scholarly Fellowships, Prizes, and Awards

USC Phi Kappa Phi Faculty Book Award (For the book: <i>How colleges change: Understanding, learning, and enacting change</i>)	2019
ASHE Research Award	2017
AERA Fellow	2015
TIAA-CREF Fellow	2014-2015
Top 20 Education Professors in California	2013
Haynes Fellow, Haynes Foundation	2011-2012
ASHE Editorial Leadership Award	2002
Outstanding Research Presentation Award, Association for Institutional Research	1999
Dissertation of the Year Award, University of Michigan	1996
ASHE Dissertation of the Year, finalist	1996
Clifford Woody Memorial Award, University of Michigan	1995
Rackham Dissertation Fellowship, University of Michigan	1995
AERA/Spencer Foundation Research Fellow, University of Michigan	1994-95
School of Education Merit Scholarship Recipient, University of Michigan	1992-94
Phi Beta Kappa, University of California, Los Angeles	1989

Research Focus

Dr. Kezar's research agenda explores the *change process* in higher education institutions and the *role of leadership* in creating changes (see pullias.usc.edu/adrianna). She regularly speaks at conferences, seminars, and workshops to help higher education leaders tackle the key challenges of equity, diversity and inclusion; student success; student outcomes assessment; and STEM reform and ways campuses can be more effective through shared leadership, collaboration/partnerships, robust shared governance, communities of practice/learning communities, and organizational learning. She is one of the foremost experts internationally on *contingent or non-tenure-track faculty* (see pullias.usc.edu/delphi). She has published 25 books/monographs, 130 peer reviewed journal articles, and more than 100 book chapters and reports. She has acquired more than \$22 million dollars in grant funding and has worked on grant-funded projects totaling exceeding 35 million dollars. She has been cited in the scholarly literature over 20,000 times.

Books

- Carducci, R., Kezar, A., & Harper, J. (forthcoming 2023). *Disrupting the revolution in leadership*. Johns Hopkins Press.
- Hallett, R., Kezar, A., Kitchen, J & Perez, J. (forthcoming 2023). *Creating a culture of success for at-promise college students*. Rutgers Press.
- Holcombe, E., Kezar, A., Elrod, S., & Ramaley, J. (2021). *Shared leadership in higher education: A framework and models for responding to a changing world*. Sterling, VA: Stylus Publishing.
- Kezar, A. & Posselt, J. (2019). *Administration for social justice and equity*. New York, NY: Routledge.
- Kezar, A., & Depaola, T., Scott, D. (2019). *The gig academy*. Baltimore, MD: Johns Hopkins University Press.
- Kezar, A., Drivalas, Y., & Kitchen, J.A. (Eds.). (2018). *Envisioning public scholarship for our time: Models for higher education researchers*. Sterling, VA: Stylus Publishing.
- Kezar, A. (2018). *How colleges change: Understanding, learning, and enacting change* (2nd ed.). New York, NY: Routledge.
- Kezar, A., & Maxey, D. (Eds.). (2016). *Envisioning the faculty for the 21st century: Moving to a mission-oriented and learner-centered faculty model*. New Brunswick, NJ: Rutgers University Press.
- Kezar, A. (2013). *How colleges change: Understanding, leading, and enacting change*. New York, NY: Routledge.
- Kezar, A. (Ed.). (2012). *Embracing non-tenure track faculty: Changing campuses for the new faculty majority*. New York, NY: Routledge.
- Kezar, A., & Lester, J. (2011). *Enhancing campus capacity for leadership: An examination of grassroots leaders in higher education*. Redwood City, CA: Stanford University Press.

- Kezar, A. (Ed.). (2010). *Recognizing and serving low-income students in higher education: An examination of institutional policies, practices, and culture*. New York, NY: Routledge.
- Kezar, A., & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders*. San Francisco, CA: Jossey-Bass.
- Kezar, A. (Ed.). (2009). *Rethinking leadership in a complex, multicultural and global environment*. Sterling, VA: Stylus Publishing.
- Kezar, A. J., Chambers, T. C., & Burkhardt, J. C. (Eds.). (2005). *Higher education for the public good: Emerging voices from a national movement*. San Francisco, CA: Jossey-Bass.
- Eckel, P., & Kezar, A. (2003). *Taking the reins: Institutional transformation in higher education*. Westport, CT: Greenwood Publishing.

Monographs

- Bernstein-Sierra, S., & Kezar, A. (Eds.). (2017). Intellectual property, faculty rights, and the public good. *New Directions for Higher Education, 177*.
- Kezar, A., & Sam, C. (2011). *Non-tenure track faculty in higher education: Theories and tensions*. Association for the Study in Higher Education Report, 36(5). San Francisco, CA: Jossey-Bass.
- Kezar, A., & Sam, C. (2010). *Understanding the new majority of non-tenure-track faculty in higher education: Demographics, experiences, and plans of action*. Association for the Study in Higher Education Report, 36(4). San Francisco, CA: Jossey-Bass.
- Kezar, A., & Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution of research on leadership*. Association for the Study in Higher Education Report, 31(6). San Francisco, CA: Jossey-Bass.
- Kezar, A. (Ed.). (2005). Organizational learning in higher education. *New Directions for Higher Education, 131*.
- Kezar, A. (2001). *Understanding and facilitating organizational change in the 21st Century: Recent research and conceptualizations*. Washington, DC: ASHE-ERIC Higher Education Reports, 28(4).
- Kezar, A., Hirsch, D., & Burack, K. (Eds.). (2001). Understanding the role of academic and student affairs collaboration in creating a successful learning environment. *New Directions for Higher Education, 116*.
- Kezar, A., & Eckel, P. (Eds.). (2000). Moving beyond the gap between research and practice in higher education. *New Directions for Higher Education, 110*.
- Toma, J. D., & Kezar, A. (Eds.). (1999). The collegiate ideal: The current state and future prospects of the idea of campus. *New Directions for Higher Education, 105*.

Contracts and Grants

Principal investigator, (2022-2023). FACE project. National Science Foundation, \$1,500,000. Design a survey and pilot a nationally representative faculty survey.

Principal investigator, (2021-2025). Promoting at promise student success. Susan Thompson Buffett Foundation, \$5 million. Mixed methods study of the impact of a comprehensive student transition and success program for low-income students.

Principal Investigator, (2021-2022). Creating systemic institutional change through an ecology of leadership. A project to refine tools for leaders to enact institutional transformation. Gates foundation, \$260,000

Principal Investigator, (2021-2023). Equity minded-leadership in higher education. A qualitative study of campus leadership teams to explore how they achieve equity goals through equity leadership practices. Arthur Vining Foundation, \$320,000.

Principal Investigator, (2020-2021). Design policies to support faculty off the tenure track. A study of campuses that have revised their policies and an understanding of how they use design thinking to amend policies. TIAA Research Institute. \$40,000.

Principal Investigator, (2019-2020). Equity minded-leadership in higher education. A qualitative study of campus leadership teams to explore how they achieve equity goals through equity leadership practices. Alfred A. Sloan Foundation, \$200,000.

Principal investigator, (2019-2024). Creating learning communities for non-tenure track faculty. National Science Foundation, \$930,000. Mixed methods study of an institute to better support non-tenure track faculty through learning communities and design teams that improve campus policies and practices.

Principal investigator, Award for faculty models in support of college student success. (2017-2022). Teagle Foundation, \$185,000. Study to identify new faculty models and better support for adjunct faculty.

Co-Principal investigator, Understanding leadership in times of campus racial crisis. (2016-2019). University of Missouri system and the American Council on Education, \$200,000. Study to examine the campus racial crisis that ensued at University of Missouri and work to navigate and move forward afterward.

Principal investigator, Disseminating tools for creating a new faculty model. (2016-2018). Teagle Foundation, \$25,000. Dissemination of tools for new faculty models.

Principal investigator, Tools for creating a new faculty model. (2016-2017). Spencer Foundation, \$25,000. Creation of tools for administrators and faculty to help guide discussions and task forces on new faculty models.

Principal investigator, The TSLC Scholars Program: A mixed methods study of a comprehensive college transition and success program for low-income students. (2015-2020). Susan Thompson Buffett Foundation, \$6.3 million. Mixed methods study of the impact of a comprehensive student transition and success program for low income students.

Principal investigator, The TSLC Scholars Program: A mixed methods study of a comprehensive college transition and success program for low income students. (2015-2016). Susan Thompson Buffett Foundation, \$500,000. Planning for a mixed methods study of the impact of the program on student affect and cognitive outcomes.

Principal investigator, Association of American Universities – Transforming Undergraduate STEM reform. (2014-2017). National Science Foundation, \$400,000. Mixed methods study of AAU’s ability to scale STEM pedagogical reform at AAU campuses.

Principal investigator, Delphi Project on new faculty models. (2014-2015). TIAA-CREF Research Institute, \$70,000, Study to understand stakeholder’s views of new faculty model in higher education.

Principal investigator, California State University STEM collaboratives. (2014-2017). Helmsley Trust, \$400,000. Mixed methods study of undergraduate STEM reform directed at student success.

Principal investigator, Achieving scale for STEM reform: Studying and enhancing undergraduate STEM communities of practice/networks. (2013-2016). National Science Foundation, \$600,000. Mixed methods study of large-scale communities of practice for faculty to adopt and scale new pedagogical practices in STEM courses.

Co- Principal investigator, (with Project Kaleidoscope), Facilitating institutional transformation for STEM undergraduate reform. (2012-2014). Keck Foundation. \$250,000. Develop an instrument that helps campuses undergo an organizational learning process to facilitate institutional transformation aiming to make undergraduate STEM education more engaging, active, interdisciplinary, and outcomes-based.

Principal investigator, Delphi study of non-tenure track faculty in higher education. (2011-2013). Spencer Foundation, \$30,000. Delphi study of national experts on the issue of how colleges can address the rise of non-tenure-track faculty and consider new faculty models.

Principal investigator, Delphi study of non-tenure track faculty in higher education. (2011-2013). Carnegie Foundation, \$30,000. Delphi study of national experts on the issue of how colleges can address the rise of non-tenure-track faculty and consider new faculty models.

Principal investigator, Delphi study of non-tenure track faculty in higher education. (2011-2013). Teagle Foundation, \$30,000. Delphi study of national experts on the issue of how colleges can address the rise of non-tenure-track faculty and consider new faculty models.

Principal investigator, Understanding policies and practices that support non-tenure track faculty and lead to a quality learning environment. (2011-2012). Haynes Foundation, \$12,000. Case study of the policies and practices that increase the efficacy and potential for non-tenure-track faculty to perform and create a quality teaching environment.

Principal investigator, Individual development accounts: Paving a new road to access in higher education. (2006-2009). Lumina Foundation, \$530,000. Study of the expansion of the federal policy on individual development accounts and their use in higher education. Study involved interviews, focus groups, and case studies of IDAs nonprofit agencies and postsecondary institutions.

Co-principal investigator, Kauffman Scholars Program. (2005-2006). Kauffman Foundation, \$250,000. Set of studies of early intervention for college programs to inform the development and evaluation of the Kauffman Scholars Program.

Contractor, Presidents and Diversity Agendas. (2004-2005). American Council on Education, \$175,000. Research study of college presidents and their work to create, implement and sustain a diversity agenda at different types of higher education institutions.

Contractor, Challenges for Shared Governance. (2003-2005). Center for Higher Education Policy Analysis, Atlantic Philanthropies, \$1,200,000. Study examined the selection criteria for public governing boards as well as conditions that improve the performance.

Contractor, Building Organizational Capacity. (2003-2005). National Association for University Business Officers, FIPSE. \$475,000. Case study project to examine elements of colleges and universities that help them build capacity for sustained growth and meeting their mission.

Contractor, Documenting Effective Educational Practices. (2002-2004). National Survey of Student Engagement (NSSE), Indiana University, Lumina Foundation, \$2,000,000. A case study documenting effective educational practices at 20 institutions across the country that scored high on the national survey of student engagement.

Contractor, NSSE Roundtables. (2002-2003). American Association for Higher Education, Lumina Foundation, \$150,000. This national focus group study examines how external and internal policymakers use NSSE data to create policies and affect practice.

Principal investigator, Improving Governance in American Colleges and Universities. (2001-2002). University of Maryland, \$10,000. This study examined the dilemmas facing governance including the growth of part-time and contract faculty, the increased application of corporate approaches, and the need to respond to external challenges and forces. It identifies approaches to maintain diverse voices in policymaking/governance.

Principal investigator, Academic and Student Affairs Collaboration. (2000). Department of Education: Office of Educational Research and Improvement, \$10,000. Funded to conduct national survey.

Contractor, Institutional Transformation in Higher Education. (1997-2000). American Council on Education, Kellogg Foundation, \$1,200,000. Funded to conduct case study research on 20 institutions nationally that had undergone institutional transformation.

Principal investigator, ERIC Clearinghouse on Higher Education. (1999-2001). Department of Education: Office of Educational Research and Improvement, \$2,250,000. Funded to develop a national database of higher education literature resources, edit a publication series, answer education related questions, and develop and maintain a website of educational resources.

Principal investigator, Special Project on Education Literature and Internet Resources. (1999). Department of Education: Office of Educational Research and Improvement, \$30,000. Funded to develop metatags and concept maps for higher education websites and resources.

Principal investigator, Special Project on the Quality and Content of the Higher Education Literature. (1998). Department of Education: Office of Educational Research and Improvement, \$15,000. Funded to conduct focus groups.

Co-principal investigator, ERIC Clearinghouse on Higher Education. (1993-1998). Department of Education: Office of Educational Research and Improvement, \$2,000,000. Funded to develop a national database of higher education literature resources, edit a publication series, answer education related questions, and develop and maintain a website of educational resource

Edited Journals

- Kezar, A., & Kitchen, J. (Eds.) (2019). Supporting first-generation, low-income, and underrepresented students' transitions to college through comprehensive and integrated programs. [Special issue]. *American Behavioral Scientist*, 64(3), 223-229. doi.org/10.1177/0002764219869397
- Kezar, A., & Sam, C. (Eds.). (2011). Understanding non-tenure track faculty: New assumptions and theories for conceptualizing behavior [Special issue]. *American Behavioral Scientist*, 55(11). doi.org/10.1177/0002764211408879
- Kezar, A. (Ed.). (2009). Understanding the dynamics of grassroots leadership in postsecondary education [Special issue]. *Journal of Change Management*, 9(3).
- Kezar, A., & Talburt, S. (Ed.). (2004). Questions of research and methodology [Special issue]. *The Journal of Higher Education*, 75(1), 1-6. [doi:10.1353/jhe.2003.0051](https://doi.org/10.1353/jhe.2003.0051).
- Kezar, A. (Ed.). (2002). Leadership challenges at urban and metropolitan universities: Communities, stakeholders, money, diversity, and change [Special issue]. *Metropolitan Universities Journal*, 13(2). <https://journals.iupui.edu/index.php/muj/article/view/19967/19639>

Articles in peer-reviewed journals

- Harper, J., Vigil, D., Holcombe, E., Kezar, A., & Ueda, N. (in preparation). Personal journeys toward critical consciousness.
- Holcombe, E., Kezar, A., & Dizon, J. (in preparation). Understanding shared equity leadership.
- Holcombe, E., Kezar, A., & A. Dizon, J. (in preparation). Models of shared equity leadership.
- Toccoli, J, Hallett, R., & Kezar, A. (in review). Understanding the role of faculty coordinators in a comprehensive college transition program. *College Teaching*.
- Hypolite, L., Bettencourt, G., Kezar, A., & Hallett, R. (in review). Rethinking time management in higher education: An examination of time equity. *Educational Researcher*.
- Hypolite, L., Kitchen, J.A., & Kezar, A. (in review). Developing major and career self-efficacy among at-risk students: The role of a comprehensive college transition program. *Journal of College Student Retention*.
- Fries-Britt, S., Kezar, A., McGuire, D., Dizon, J., Kurban, E., & Wheaton, M. (in review). Forever changed: Healing & rebuilding through ongoing crisis. *About Campus*.
- Harper, J., & Kezar, A. (2023). Designing with, not for students: Prioritizing student voice using liberatory design thinking. *About Campus*.
- Dizon, J., Harper, J., & Kezar, A. (2023). Divestment as a strategy for change bottom-up change. *Peabody Journal*.

- Chi, E., Huang, S., Jeon, M., Park, E., Melguizo, T., & Kezar, A. (2022). A practical guide to causal mediation analysis: Illustration with a comprehensive college transition program and nonprogram peer and faculty interactions. *Frontiers in Education*.
- Culver, KC., Harper, J., & Kezar, A. (2022). Engaging design thinking in professional bureaucracies: Improving equity for non-tenure track faculty in higher education. *Higher Education Policy and Leadership Studies*, 3(1), 68-89.
- Kezar, A., Perez, R., & Swanson, E. (2022). The potential of and mechanisms for a hub of innovation on campus to support changes for low-income, first generation and racialized minority college students. *Research in Higher Education*, 1(24).doi.org/10.1037/dhe0000401
- Kitchen, J.A., Perez, R., Hallett, R., Kezar, A., & Reason, R. (2021). Ecological validation model of student success: A new student support model for low-income, first-generation, and racially minoritized students. *Journal of College Student Development*, 62(6), 627-642. [doi: 10.1353/csd.2021.0062](https://doi.org/10.1353/csd.2021.0062)
- Kezar, A., Hallett, R. E., Perez, R. J., & Kitchen, J. A. (2022). Scaling success for low-income, first-generation in college, and/or racially minoritized students through a culture of ecological validation. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000401>
- Culver, KC., Swanson, E., Hallett, R. E., & Kezar, A. (2021). Identity-conscious strategies to engage at-promise students in a learning community: Shared courses in a comprehensive college transition program. *Teachers College Record*, 123(8), 146-175. doi.org/10.1177/01614681211048655
- Melguizo, T., Martorell, P., Swanson, E., & Chi, E., Park, L., & Kezar, A. (2021) Expanding student success: The impact of a comprehensive college transition program on psychosocial outcomes. *Journal of Research on Educational Effectiveness*, 1(26), 835-860. doi.org/10.1080/19345747.2021.1917029
- Kezar, A., Perez, R., Kitchen, J., & Hallett, R. (2021). Learning how to tailor a program to support low-income, first-generation, and racially minoritized student success. *Journal of Postsecondary Student Success*, 1(1), 25-57. doi.org/10.33009/fsop_jpss127933
- Kitchen, J. A., Kezar, A., & Hypolite, L. I. (2021). At-promise college student major and career self-efficacy ecology model. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000324>
- Kezar, A. (2021). The role of organizational identity with intermediary organizations in scaling change. *Review of Higher Education*.
- Kezar, A. (2021). Understanding the relationship between organizational identity and capacities for scaled change within higher education intermediary organizations. *Review of Higher Education*, 45(1), 31-59 doi.org/10.1353/rhe.2021.0013
- Kezar, A. (2021). Creating a diverse student success infrastructure: The key to serving today's student body and catalyzing cultural change. *International Journal of Chinese Education*, 10(1), 1-11 doi.org/10.1177/22125868211006204

- Kitchen, J. A., Kezar, A., & Hypolite, L. (2021). More than a pathway: Creating a major and career ecology that promotes the success of low-income, first-generation, and racially minoritized students. *About Campus*, 25(6), 4-12. doi.org/10.1177/1086482220988670
- Scott, D., & Kezar, A. (2021). The gig academy: Naming the problem and identifying solutions. *Journal of Collective Bargaining in the Academy*: 12(3). <https://thekeep.eiu.edu/jcba/vol12/iss1/3/>
- Harper, J., & Kezar, A. (2021). Leadership development for racially minoritized students: An expansion of the social change model of leadership. *Journal of Leadership Studies*, 20(3), 156-169. https://journalofleadershiped.org/wp-content/uploads/2021/06/20_3_Harper.pdf
- Kezar, A., Kitchen, J., Estes, H., Hallett, R., & Perez, R. (2020). Tailoring programs to best support low-income, first-generation, and racially minoritized college student success. *Journal of College Student Retention*. doi.org/10.1177/1521025120971580
- Kezar, A., & Bernstein-Serra, S. (2020). Scaling culture change: A look at the AAU STEM initiative. *Peabody Journal of Education*, 95(4), 356-373. doi.org/10.1080/0161956X.2020.1800173
- Kezar, A., & Elrod, S. (2020) Taken for granted: Improving the culture of recognition, appreciation, and celebration in higher education. *Change*, 52(5), 29-36. doi.org/10.1080/00091383.2020.1807880
- Holcombe, E. M., & Kezar, A. (2020). Exploring the organizational value of integrated transition programs for underrepresented college students. *Journal of Student Affairs Research and Practice*, 1-14 doi.org/10.1080/19496591.2020.1726358
- Kezar, A., Dizon, J., & Scott, D. (2020). Senior leadership teams in higher education. *Innovative Higher Education*, 45, 103–120. doi.org/10.1007/s10755-019-09491-9
- Kezar, A., & Fries-Britt, S. (2020). Navigating a campus racial crisis: Building capacity, leading through trauma and the recovery process. *Change: The Magazine of Higher Learning*, 52(2), 89-93. doi.org/10.1080/00091383.2020.1732795
- Hallett, R. E., Kezar, A., Perez, R. J., & Kitchen, J. A. (2020). A typology of college transition and support programs: Situating a 2-year comprehensive college transition program within college access. *American Behavioral Scientist*, 64(3), 230-252. doi.org/10.1177/0002764219869410
- Kezar, A., & Kitchen, J. A. (2020). Supporting first-generation, low-income, and underrepresented students' transitions to college through comprehensive and integrated programs. *American Behavioral Scientist*, 64(3), 223-229. doi.org/10.1177/0002764219869397
- Kezar, A., Hypolite, L., & Kitchen, J. A. (2020). Career self-efficacy: A mixed-methods study of an underexplored research area for first-generation, low-income, and underrepresented college students in a comprehensive college transition program. *American Behavioral Scientist*, 64(3), 298–324. doi.org/10.1177/0002764219869409
- Kezar, A., & Holcombe, E. (2020). The role of collaboration in integrated programs aimed at supporting underrepresented student success in STEM. *American Behavioral Scientist*, 64(3), 325-348. doi.org/10.1177/0002764219869421

- Holcombe, E., & Kezar, A. (2020). Ensuring success among first-generation, low-income, and underserved minority students: Developing a unified community of support. *American Behavioral Scientist*, 64(3), 349-369. doi.org/10.1177/0002764219869413
- Kezar, A. J., & Holcombe, E. M. (2020). Barriers to organizational learning in a multi-institutional initiative. *Higher Education*, 79(6), 1119-1138. [doi:10.1007/s10734-019-00459-4](https://doi.org/10.1007/s10734-019-00459-4)
- Scott, D., & Kezar, A. (2019). Intergroup solidarity and collaboration in higher education organizing and bargaining in the United States. *Academic Labor: Research and Artistry*: (3), Article 10. <https://digitalcommons.humboldt.edu/cgi/viewcontent.cgi?article=1048&context=alra>
- Kezar, A. J., & Holcombe, E. M. (2019). Leveraging multiple theories of change to promote reform: An examination of the AAU STEM initiative. *Educational Policy*. doi.org/10.1177/0895904819843594
- Kezar, A., & Bernstein, S. (2019). Examining processes of normative isomorphism and the influence and scale change upon higher education intermediary organizations. *AERA Open*, (5), 4. doi.org/10.1177/2332858419884905
- Kezar, A., Miller, E., Bernstein-Serra, S., & Holcombe, E. (2019). The promise of a “network of networks” strategy to scale change: Lessons from the AAU STEM initiative. *Change: The Magazine of Higher Learning*, 51(2), 47-54. [doi/pdf/10.1080/00091383.2019.1569973](https://doi.org/10.1080/00091383.2019.1569973)
- Gehrke, S., & Kezar, A. (2018). Perceived outcomes associated with engagement in and design of faculty communities of practice focused on STEM reform. *Research in Higher Education*, 1(26), 844-869. doi.org/10.1007/s11162-018-9534-y
- Cole, D., Kitchen, J., & Kezar, A. (2018). Examining a comprehensive college transition program: An account of iterative mixed methods longitudinal survey design. *Research in Higher Education*, 60(3), 392-413. doi.org/10.1007/s11162-018-9515-1
- Kezar, A. (2018). A new vision for the professoriate. *Change: The Magazine of Higher Learning*, 50(3-4), 84-87. doi.org/10.1080/00091383.2018.1509616
- Kezar, A. J., & Holcombe, E. M. (2018). Challenges of Implementing Integrated Programs for Underrepresented Students in STEM: A Study of the CSU STEM Collaboratives. *Educational Policy*, 34(6), 864-893. doi.org/10.1177/0895904818802091
- Kezar, A., & Holcombe, E. (2018). Integrated and comprehensive student support programs aimed at historically underserved students: Creating a unified community of support. *International Journal of Chinese Education*, 7(1), 65-84. doi.org/10.1163/22125868-12340090
- Kezar, A., & Holcombe, E. (2018). How organizational silos and bridges shape student success: The CSU STEM collaboratives project. *Change: The Magazine of Higher Learning*. 50(2). doi.org/10.1080/00091383.2018.1483180
- Kezar, A., Gehrke, S., & Bernstein-Sierra, S. (2018). Communities of transformation: Creating changes to deeply entrenched issues. *The Journal of Higher Education*. 73(4). doi.org/10.1080/00221546.2018.1441108

- Elrod, S., & Kezar, A. (2017). Increasing student success in STEM: Summary of a guide to systemic institutional change. *Change: The Magazine of Higher Learning*, 49(4), 26-34. doi.org/10.1080/00091383.2017.1357097
- Gehrke, S., & Kezar, A. (2017). The roles of STEM faculty communities of practice in institutional and departmental reform in higher education. *American Educational Research Journal*, 54(5), 803-833. doi.org/10.3102/0002831217706736
- Holcombe, E., & Kezar, A. (2017). Mental model and implementing new faculty roles. *Innovative Higher Education*, 43(2), 91-106. [doi:10.1007/s10755-017-9415-x](https://doi.org/10.1007/s10755-017-9415-x)
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Professional Papers (* indicates refereed paper, + indicates invited paper)

* Holcombe, E, Dizon, J, & Kezar, A. (2022, April). Equitable education system is an organizational collaboration towards equity. Presented at the annual conference of day American Educational Research Association, San Diego, CA.

* Holcombe, E., Ueda, N. Kezar, A. (2022, April). Reimagining the leadership and change playbook: Synergizing emerging perspectives on the cultivation of equitable postsecondary education systems. Presented at the annual conference of day American Educational Research Association, San Diego, CA.

* Kitchen, J. A., Harvey, J., Kezar, A., & Campbell, J. (2022, February). *Curating Major/Career Support Ecologies for Underserved Students in Transition.* First Year Experience Conference, Orlando.

*Kitchen, J.A., Crichton, D., & Kezar, A. (2022, February). *Tailoring Programmatic Support to Meet Underserved Students' Multidimensional Transition Needs.* First Year Experience Conference, Orlando.

+ Kezar, A., & Holcombe, E. (2022, January). Shared leadership to emerge from a pandemic. Presented at the Association of American Colleges and Universities annual meeting, Washington, DC.

+ Kezar, A. (2022, January). *Leading the way: Delphi award winners.* Presented at the Association of American Colleges and Universities annual meeting, Washington, DC.

+Kezar, A. (2021, December). *Leading out of the pandemic through shared equity leadership.* Middlestates Accreditors Association annual conference, virtual.

+ Kezar, A. (2021, November). *Implications of the Gig Academy for Academic leaders.* CCAS conference, virtual.

+ Kezar, A. (2021, November). *Shared equity leadership for racial justice on campus.* Northcentral Accreditors Association annual conference, virtual.

+Kezar, A. (2021, July). *Shared equity leadership implications for cross sectorial leadership.* International Leadership Association conference, virtual.

*Hypolite, L., Hallet, R., Kezar, A., & Bettencourt, G. (2021, November). *Low- income students experience with time management: Insights from comprehensive college transition program participants.* Paper presented at the Association for the Study of Higher Education conference, Puerto Rico.

- *Culver, K.C., Swanson, E., Hallett, R., & Kezar, A. (2021, April). *Identity-Conscious Strategies to Engage At-Promise Students in a Learning Community: Shared Courses in a Comprehensive College Transition Program*. Paper presented at the American Educational Research Association Conference, virtual.
- + Kezar, A. (2021, April). *A mixed methods study to scale support for low income, first generation, and racialized minority students*. Presidential invited session at the American Educational Research Association Conference, virtual.
- + Kezar, A. (2021, March). *Institutional transformation for equitable student outcomes*. Plenary at convening of the Gates foundation, virtual.
- + Kezar, A., Holcombe, E., & Vigil, D. (2021, March). *What is shared equity leadership?* Presented at the Annual Conference of the American Council on Education, virtual.
- + Kezar, A. (2021, March). *Creating shared equity leadership*. Plenary speaker at the leadership symposium at Cal State Fullerton, virtual.
- *Kezar, A. (2021, February). *Creating coordinated and aligned support programs for diverse students*. Presidential session at the annual meeting first year experience and transition conference, virtual.
- + Kezar, A. (2021, February). *Creating a learning culture for all faculty*. Presented at Iowa State University, virtual.
- + Kezar, A. (2021, January). *Leading shared governance effectively*. Presented at Franklin and Marshall, virtual.
- *Kezar, A. (2021, January). *Learning from the winners of the Delphi project award*. Presented at the Association of American Colleges and Universities annual meeting, virtual.
- *Kezar, A. (2021, January). *Creating an ecology of validation*. Presented at the Association of American Colleges and Universities annual meeting, virtual.
- *Harper, J., & Kezar, A. (2020, November). *Reconsidering the social change model of leadership: Leadership for liberation*. Paper presented at the Association for the Study of Higher education, virtual.
- *Kitchen, J., Perez, R., Hallett, R., Kezar, A., & Reason, R. (2020, November). *Creating an ecology of Validation*. Paper presented at the Association for the Study of Higher education, virtual.
- +Kezar, A. (2020, November). *The impact of COVID-19 on gender equity in higher education decision making and leadership*. Paper presented at the National Academy of Sciences, Virtual.
- +Kezar, A. (2020, September). *Leading for equity and addressing racism on college campuses*. Presentation for Association of Public Land Grant Universities convening, Virtual.
- +Kezar, A. (2020, August). *Creating a student success infrastructure and leading equitable change*. Presentation for Northwestern Commission of Colleges and Universities conference, Virtual.

- +Kezar, A. (2020, June). *Supporting faculty during COVID-19*. Presentation for Inter-folio convening, Virtual.
- +Kezar, A. (2020, June). *Understanding the gig academy*. Paper presented at National Center for Collective Bargaining in Higher Education convening, Virtual.
- +Kezar, A. (2020, April). *Collective, collective bargaining*. Paper presented at the National Center for Collective Bargaining in Higher Education conference, Virtual.
- *Kitchen, J., Perez, R., Hallett, R., Kezar, A., & Reason, R. (2020, April). *Creating an Ecology of Validation: Structuring Opportunities to Validate Students*. Paper presented at the American Educational Research Association Conference, San Francisco, CA (conference cancelled).
- * Kitchen, J., Kezar, A., & Hypolite, L., (2020, April). *Developing Major and Career Self-Efficacy Among Marginalized Students: Impacts of a Comprehensive College Transition Program*. Paper presented at the American Educational Research Association Conference, San Francisco, CA (conference cancelled).
- + Holcombe, E., & Kezar, A. (2020, January). *Systematic approach is to assessment to enhance the quality of teaching and learning*. Presented at the Association of colleges and universities academy, Pomona, CA.
- + Kinzie, J & Kezar, A. (2020, January). *Assessing and engagement*. Presented at the Association of American Colleges and Universities annual meeting, Washington, DC.
- + Kezar, A., & Reason, R. (2020, January). *TSLC Program*. Presented at the Association of American Colleges and Universities annual meeting, Washington, DC.
- + Kezar, A., (2020, January). *Leading the way: Delphi award winners*. Presented at the Association of American Colleges and Universities annual meeting, Washington, DC.
- *Kezar, A. (2019, November). *Governance, accountability and quality in an international context*. Symposium presented at the Association for the Study of Higher Education in Portland, OR.
- *Kezar, A. (2019, November). *Administration for social justice and equity*. Symposium presented at the Association for the Study of Higher Education in Portland, OR.
- +Kezar, A. (2019, November). *Faculty governance on campuses in crisis*. Plenary talk presented at the Association for the Study of Higher Education in Portland, OR.
- + Kezar, A. (2019, October). *Engaging first generation, low income and racialized minority students with a student success infrastructure*. Presented at the Tsinghua University 40th Anniversary Event Beijing, China.
- + Kezar, A. (2019, September). *Shared leadership toward campus change*. Presented at West Virginia University. Morgantown, WV.
- + Kezar, A. (2019, September). *Leading transformative culture change*. Presented at Provost's leadership symposium. Ohio State University, Columbus, OH.

- +Kezar, A. (2019, September). *Creating culture change to improve campus diversity*. Presented at University of California, Irvine, Irvine, CA.
- + Kezar, A. (2019, July). *Creating change in higher education*. Presented at Harvard University, Cambridge, MA.
- + Kezar, A. (2019, July). *Leading cross functional leadership teams*. Presented at Harvard University, Cambridge, MA.
- + Kezar, A. (2019, June). *Aligning assessment to improve teaching and learning in higher education*. Plenary talk presented at The Association for the Assessment of Learning in Higher Education annual conference in Saint Paul, MN.
- * Hypolite, L.I., Kitchen, J. Kezar, A., & Hallett, R. (2019, April). *Designing college programs to promote career and major self-efficacy among underrepresented students: An ecological perspective*. Paper presented at the American Educational Research Association Conference, Toronto, Canada.
- * Kezar, A., & Bernstein, S. (2019, April). *Scaling culture change through institutional logics: A look at the AAU STEM Initiative*. Paper presented at the American Educational Research Association Conference, Toronto, Canada
- + Kezar, A., & Holcombe E. (2019, February). *Learning from the CSU STEM collaboratives*. 2019 First Year Experience annual conference at Las Vegas, NV.
- + Kezar, A., & Scott, D. (2019, January). *Leading the way: Delphi award winners*. Presented at the Association of American Colleges and Universities annual meeting, San Francisco, CA.
- + Kezar, A. (2019, February). *Rethinking shared governance*. Presented at Sonoma State University, Rohnert Park, CA.
- + Kezar, A. (2018, August). *Academic administrators leading cultural change*. COACHE Seminar, Harvard University, Boston, MA.
- + Kezar, A. (2018, August). *Readiness for change*. Plenary talk presented at the Association of Presbyterian Colleges and Universities, New Orleans.
- + Kezar, A. (2018, August). *Current challenges facing precarious faculty*. Plenary speaker at the Coalition of Contingent Academic Labor's COCAL XIII conference at San Jose State University, San Jose, CA.
- + Kezar, A. (2018, June). *Readiness for change*. Presented at the NASPA – Student Affairs Administrators in Higher Education's Women's Leadership Institute, Newport Beach, CA.
- + Kezar, A. (2018, June). *Making change happen: Role of various actors in driving systemic change to improve undergraduate STEM education*. Presented at the National Academies of Science, Engineering and Medicine's Roundtable on Systemic Change in Undergraduate STEM Education, Washington, DC.

- + Kezar, A. (2018, June). *Pathways to adjunct support*. Plenary keynote at Symposium for Part-Time, Adjunct, and Contingent Educators, Atlanta, GA.
- + Kezar, A. (2018, May). *Change journey in higher education: Successfully leading institutional transformation*. Plenary keynote at the American College Personnel Association's Institute on the Curricular Approach, Chicago, IL.
- * Kitchen, J., Hypolite, L., & Kezar, A. (2018, April). *Career self-efficacy and low-income student success in college*. Paper presented at the American Educational Research Association Conference, New York, NY.
- * Melguizo, T., Martorell, P., Chi, E., Park, L., & Kezar, A. (2018, March). *The effects of a comprehensive college transition program on psychosocial factors associated with success in college*. Paper presented at annual conference of the Association of Education Finance and Policy, Portland, OR.
- * Chi, E., Jeon, M., Park, E., Melguizo, T., & Kezar, A. (2018, March). *A comprehensive college transition program and nonprogram peer and faculty interactions: An application of mediation analysis*. Paper presented at the Society for Research on Educational Effectiveness Spring 2018 Conference, Washington, DC.
- + Kezar, A., & Holcombe, E. (2018, January). *Considering and implementing new faculty models*. Symposium presented at the Association of American Colleges and Universities, Washington, DC.
- * Kezar, A., & Holcombe, E. (2017, November). *Implementing integrated programs for first generation, low income and under-served students: A study of the CSU STEM collaboratives*. Paper presented at the Association for the Study of Higher Education, Houston, TX.
- * Holcombe, E., & Kezar, A. (2017, November). *Mental model and implementing new faculty roles*. Paper presented at the American Educational Research Association Conference, San Antonio, TX.
- + Kezar, A. (2017, October). *The role of HR professionals in the changing role of faculty*. Invited plenary at CUPA-HR. San Diego, CA.
- + Kezar, A. (2017, March). *Envisioning the faculty for the 21st century*. Plenary talk for the national Conference for Collective Bargaining in Higher Education, New York City, NY.
- + Kezar, A. (2017, February). *Diverse faculty for diverse students*. American Council on Education, Washington, DC.
- + Kezar, A., & Holcombe, E. (2017, January). *Envision the 21st century faculty*. Paper presented at the Association of American Colleges and Universities, San Francisco, CA.
- + Kezar, A. (2016, April). *Are we making a difference in campus policies, seriously?* Plenary talk presented at the Association for the Study of Higher Education, Columbus, OH.

- * Kezar, A. (2016, April). *Symposium on research design for the TSLC program study*. Presented at the Association for the Study of Higher Education, Columbus, OH.
- * Cole, D., Kitchen, J., & Kezar, A. (2016, , April). *A mixed methods survey design*. Paper presented at the Association for the Study of Higher Education, Columbus, OH.
- * Kezar, A. (2016, April). *Public scholarship in higher education*. Plenary talk presented at the American Educational Research Association Conference, Washington, DC.
- + Kezar, A. (2016, February). *Institutional transformation to support STEM student success*. Plenary talk for STEM conference sponsored by Northeastern University, Miami, FL.
- + Kezar, A., & Holcombe, E. (2016, January). *Adapting faculty roles for the future*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- + Kezar, A. (2016, January). *Faculty roles and student learning in the 21st century*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- + Kezar, A. (2015, December). *What boards and presidents need to know about the changing faculty*. Paper presented at WASC Board and Presidents retreat, Oakland, CA.
- + Kezar, A. (2015, May). *Redesigning for collaborative work and strategic partnerships*. Minnesota College and University System Conference, Minneapolis, MN.
- * Kezar, A., Gerhke, S., & Bernstein, S. (2015, April). *Guiding philosophy as the key to communities of transformation for STEM reform*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- * Gerhke, S., & Kezar, A. (2015, April). *Designing outcomes for STEM reform networks*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- + Kezar, A. (2015, February). *First year transition and the changing faculty: Strategies for ensuring student success*. Plenary talk at the First Year Experience Conference, Dallas, TX.
- * Kezar, A. (2015, February). *STEM reform and the findings from national studies*. Paper presented at AAAS, San Jose, CA.
- * Kezar, A., & Maxey, D. (2015, January). *Promoting high impact practices and assessment efforts in an era of part-time faculty growth*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- * Kezar, A. (2015, January). *The Equity imperative in STEM: A framework for change*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- * Kezar, A. (2015, January). *Facilitating well-being: Institutional structures, policies and priorities*. Symposium presented at the Association of American Colleges and Universities, Washington, DC.

- * Kezar, A., & Gerhke, S. (2014, November). *Scaling up undergraduate STEM reform: Sustainability of distance communities of practice*. Paper presented at the Association for the Study of Higher Education, Washington, DC.
- + Kezar, A. (2014, October). *Transforming institutions: 21st century undergraduate STEM education*. Plenary talk at Purdue University, Indianapolis, IN.
- + Kezar, A. (2014, July). *Non-tenure track faculty and innovation*. Plenary talk at Institute for EDUCAUSE, Washington, DC.
- + Kezar, A. (2014, May). *Leadership for change in information technology*. Plenary talk at the annual conference of Women in Information Technology, Irvine, CA.
- * Kezar, A. (2014, April). *Symposium moderator on organizational learning in academy*. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- * Gerhke, S., & Kezar, A. (2014, April). *Values and Deans decision-making on supporting NTTF*. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- + Kezar, A. (2014, March). *High performing boards*. Plenary session at the Non-profit board conference, Hollywood, FL.
- + Kezar, A. (2014, February). *Student success and the new faculty majority*. Paper presented at the Association of American Colleges and Universities, regional conference, Portland, OR.
- + Kezar, A. (2014, February). *Student success and the new faculty majority*. Paper presented at the Association of American Colleges and Universities, regional conference, Portland, OR.
- + Kezar, A., & Maxey, D. (2014, January). *Accreditation and the changing faculty*. Paper presented at the CHEA annual conference, Washington, DC.
- + Kezar, A. (2014, January). *Grassroots leadership for social change toward the public good*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- * Kezar, A. (2014, January). *Engaged campuses and the changing faculty*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- * Kezar, A., & Maxey, D. (2014, January). *Campus resources for contingent faculty*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- + Kezar, A. (2013, December). *STEM reform and shared leadership*. Plenary speaker at Central Florida University, Orlando, FL.
- * Maxey, D., & Kezar, A. (2013, November). *Understanding the shift to a largely non-tenure track faculty*. Paper presented at the Association for the Study of Higher Education, St. Louis, MI.
- * Kezar, A., & Gerhke, S. (2013, November). *Exploring deans' decision-making process in hiring at four-year institutions: Exploring a model of pressures, values, and organizational processes*. Paper presented at the Association for the Study of Higher Education, St. Louis, MI.

- * Gerhke, S., & Kezar, A. (2013, November). *Unbundling the faculty role*. Paper presented at the Association for the Study of Higher Education, St. Louis, MI.
- + Kezar, A. (2013, November). *Faculty developers as change agents*. Plenary speaker at annual POD conference, Pittsburgh, PA.
- + Kezar, A. (2013, October). *Changing colleges for student success*. Plenary speaker at annual conference of Northeastern Student Affairs Professional, Amherst, MA.
- * Kezar, A. (2013, April). *Governance in higher education: New conceptualizations*. Paper presented at American Educational Research Association Conference, San Francisco, CA.
- * Kezar, A., & Maxey, D. (2013, April). *Understanding key stakeholder belief systems or institutional logics related to non-tenure-track faculty and the changing*. Paper presented at American Educational Research Association Conference, San Francisco, CA.
- + Kezar, A. (2012, November). *Report of a national study of dean's decision-making on hiring and support for non-tenure track faculty*. Paper presented at Council for Academic Deans Annual conference, Seattle, WA.
- + Kezar, A. (2012, October). *Better recognizing and serving low income students in higher education*. Paper presented at a symposium at the University of Michigan, Ann Arbor, MI.
- + Kezar, A. (2012, September). *Degree completion: An examination of market forces and the changing faculty*. Plenary paper presented at the National Conference for General and Liberal Studies in Higher Education, Portland, WA.
- +Kezar, A. (2012, June). *Creating changes in student affairs practice for improved student learning*. Paper presented at the Regional NASPA conference, Dayton, OH.
- + Kezar, A. (2012, June). *Faculty partnering for improved dental education*. Paper presented at the American Dental Association Annual conference, Chicago, IL.
- * Kezar, A. (2012, April). *Understanding sensemaking in transformational change processes from the bottom up*. Paper presented at American Educational Research Association Conference, Vancouver, Canada.
- * Kezar, A. (2012, April). *Social construction of support among non-tenure track faculty*. Paper presented at American Educational Research Association Conference, Vancouver, Canada.
- + Kezar, A. (2012, April). *Campus collaboration for improving student learning*. Paper presented at the College Housing Annual conference, Ontario, CA.
- + Kezar, A. (2012, January). *Rethinking leadership development on college campuses*. Paper presented at the American Council on Education annual conference, Los Angeles, CA.
- + Kezar, A. (2012, January). *Recommendations for rethinking the professoriate and addressing the new non-tenure track faculty majority*. Paper presented at the Association of American Colleges and Universities, Washington DC.

- * Kezar, A. (2011, November). *Four cultures of the new academy: Support for non-tenure track faculty*. Paper presented at the Association for the Study of Higher Education, Charlotte, NC.
- * Kezar, A. (2011, November). *Comparing supportive and unsupportive departments for non-tenure track faculty: Impact on willing, capacity and opportunity to perform*. Paper presented at the Association for the Study of Higher Education, Charlotte, NC.
- + Kezar, A. (2011, October). *Furthering collaboration within higher education consortium*. Paper presented at the National Association for Consortium Leadership, Claremont, CA.
- + Kezar, A. (2011, April). *How can policies for non-tenure track faculty be changed to support student learning: A new study on educational quality*. Paper presented at American Federation of Teachers, Philadelphia, PA.
- + Kezar, A. (2011, March). *Creating interdisciplinary teaching and learning*. Paper presented at Stony Brook University, Long Island, NY.
- + Kezar, A. (2011, February). *Leadership within community colleges for change*. Paper presented at Broward Community College, Fort Lauderdale, FL.
- + Kezar, A. (2010, November). *Incorporating financial education into campus programs*. Paper presented at the National Association for Student Activities, Ontario, CA.
- * Kezar, A. (2010, November). *Learning from NSF's ADVANCE grants: Lessons for change in higher education*. Paper presented at the Association for the Study of Higher Education, Indianapolis, IN.
- * Kezar, A., & Sam, C. (2010, November). *New theories for conceptualizing contingent faculty*. Paper presented at the Association for the Study of Higher Education, Indianapolis, IN.
- * Kezar, A., & Sam, C. (2010, November). *Governance as a catalyst for change: Creating a contingent faculty friendly academy*. Paper presented at the Association for the Study of Higher Education, Indianapolis, IN.
- + Kezar, A. (2010, November). *Incorporating financial education into your campus program: Lessons from a national research project*. Paper presented at the NACA, Ontario, CA.
- + Kezar, A. (2010, October). *Facilitating interdisciplinary science through collaborative campus structure*. National Academy of Sciences, Washington, DC.
- + Kezar, A. (2010, August). *Making diversity a real priority for college campuses*. Paper presented at the HERI National Institute, Los Angeles, CA.
- + Kezar, A. (2010, March). *Beyond contracts: Non-tenure track faculty and campus governance*. Paper presented at the National Education Association Conference, San Jose, CA.
- + Kezar, A. (2010, February). *Higher education collaboration for student activity leaders*. Paper presented at the National Association for Student Activities, Boston, MA.

- + Kezar, A. (2010, January). *Faculty leadership: Barriers and facilitators*. Paper presented at the Association of American Colleges and Universities, Washington, DC.
- * Kezar, A., & Sam, C. (2009, November). *Institutionalizing equitable policies and practices for contingent faculty*. Paper presented at the Association for the Study of Higher Education, Vancouver, Canada.
- + Kezar, A. (2009, October). *Reexamining student engagement in higher education: The impact of the new academy*. Paper presented at National Survey of Student Engagement 10th Anniversary Conference, Indianapolis, IN.
- + Kezar, A. (2009, July). *Creating change for interdisciplinary science reform in higher education: Leadership and strategies*. Project Kaleidoscope Conference, Washington, DC.
- * Kezar, A. (2009, April). *How faculty and staff leaders navigate power on campus*. Paper presented at American Educational Research Association Conference, San Diego, CA.
- * Kezar, A. (2009, April). *Organizational culture and its impact on partnering between community agencies and postsecondary institutions to help low income students attend college*. Paper presented at American Educational Research Association Conference, San Diego, CA.
- Kezar, A. (2009, April). *A new consideration of ethics and misconduct in the academy: Advancing knowledge, research and practice*. Symposium at American Educational Research Association Conference, San Diego, CA.
- +Kezar, A. (2008, December). *Presidential lessons of advancing campus diversity*. Invited paper presented Independent College Sector of Ohio, Dennison University, Columbus, OH.
- Gallant, T., Kezar, A., & Lester, J. (2008, November). *Everyday people making a difference on college campuses: The tempered grassroots leadership strategies of faculty and staff*. Paper presented at the Association for the Study of Higher Education, Jacksonville, FL.
- * Kezar, A. (2008, November). *Faculty and staff grassroots leaders' beliefs about power: Do their beliefs affect their strategies and effectiveness*. Paper presented at the Association for the Study of Higher Education, Jacksonville, FL.
- * Kezar, A. (2008, September). *Final report of the IDA-PAYS research project*. Assets Conference, Washington DC.
- + Kezar, A., & Yang, H. (2008, September). *Financial education for TRIO students*. Paper presented at the annual Council for Opportunity in Education Conference, Washington, DC.
- + Kezar, A. (2008, July). *Helping students succeed: Lessons from research*. Invited paper, Institute for Higher Education Policy, Birmingham, AL.
- + Kezar, A. (2008, June). *Engaging the campus: Organizational change and leadership strategies*. Invited paper, Virginia Tech, Blacksburg, VA.
- + Kezar, A. (2008, April). *Leading universities in a neoliberal environment*. Invited paper, University of Minnesota, Minneapolis, MN.

- * Kezar, A. (2008, March). *Wanted: Faculty grassroots leaders*. Paper presented at American Educational Research Association, New York City, NY.
- * Lester, J., & Kezar, A. (2008, March). *Grassroots leaders as distributed leadership*. Paper presented at American Educational Research Association Conference, New York City, NY.
- * Kezar, A. (2008, March). *Bottom-up/top down leadership: Contradiction or phenomenon*. Paper presented at American Educational Research Association Conference, New York City, NY.
- Kezar, A. (2008, February). *Research to promote diversity officers' role in creating change on college campuses*. Paper presented at American Council on Education, San Diego, CA.
- * Kezar, A. (2007, November). *New frameworks for understanding leadership and leadership development of faculty and administrators in higher education*. Symposium presented at the Association for the Study of Higher Education, Louisville, KY.
- * Kezar, A. (2007, November). *Paving a new road to access: Individual development accounts*. Paper presented at the Association for the Study of Higher Education, Louisville, KY.
- + Kezar, A. (2007, November). *IDAs: A new path to access and success*. Paper presented at the National College Student Access Network, Los Angeles, CA.
- * Carducci, R., Contreras-McGavin, M., Kezar, A., Lester, J., & Bertram-Gallant, T. (2007, April). *Faculty grassroots leadership in higher education: Making the invisible visible*. Paper presented at American Educational Research Association Conference, Chicago, IL.
- * Kezar, A. (2007, April). *Collaboration with schools to improve college going*. Paper presented at American Educational Research Association Conference, Chicago, IL.
- * Kezar, A. (2007, April). *Understanding leadership strategies for addressing the politics of diversity*. Paper presented at American Educational Research Association Conference, Chicago, IL.
- + Kezar, A. (2007, March). *Creating opportunities for non-tenure track faculty in governance*. Paper presented at National Education Association, San Diego, CA.
- * Bertram-Gallant, T., Carducci, R., Contreras-McGavin, M., Kezar, A., & Lester, J. (2006, November). *Grassroots leadership in higher education: Tools and strategies*. Paper presented at the Association for the Study of Higher Education, Anaheim, CA.
- * Robbins, J., Diamond, N., Richardson, S., & Kezar, A. (2006, November). *Choosing the research mission: Strategic institution-building in the American Research university*. Symposium presented at the Association for the Study of Higher Education, Anaheim, CA.
- * Fulton, T., Kezar, A., Jackson, J., & Eddy, P. (2006, November). *Preparing the next generation of higher education leaders: The influence of graduate program curriculum*. Paper presented at the Association for the Study of Higher Education, Anaheim, CA.
- + Kezar, A., & Frank, V. (2006, September). *Individual development accounts as leveraged scholarships in higher education: Promising opportunities*. Paper presented at the Asset Building Conference, Phoenix, AZ.

- * Kezar, A., Sundt, M., & Anderson, J. (2006, September). *Strategic global planning: Integrating organizational learning*. Paper presented at the International Association for Institutional Research Conference, Rome, Italy.
- + Kezar, A. (2006, August). *Creating capacity by working effectively with your governing board*. Paper presented at the HERS Summer Institute, Bryn Mawr, PA.
- * Kezar, A., & Contreras-McGavin, M. (2006, May). *Leadership of a different color: Minority president's strategies used to pursue a diversity agenda*. Paper presented at A Dream Deferred: The Future of African Americans in Education, College Board, Los Angeles, CA.
- * Lester, J., & Kezar, A. (2006, April). *Gender performativity in higher education*. Paper presented at the American Educational Research Association, San Francisco, CA.
- * Kezar, A. (2006, April). *Transformational versus transactional leadership: How presidential style affects progress on a diversity agenda*. Paper presented at the American Educational Research Association, San Francisco, CA.
- * Kezar, A., Bensimon, E., Smith, D., & Anderson, J. (2006, April). *Research on higher education as a learning organization*. Symposium presented at the American Educational Research Association, San Francisco, CA.
- * Kezar, A., & Dee, J. (2006, April). *Conducting multiple paradigm analysis of higher education organizations: Transforming the study of colleges and universities*. Paper presented at the American Educational Research Association, San Francisco, CA.
- + Kezar, A. (2006, April). *Graduate student fireside chat on obtaining your first academic job*. Talk presented at the American Educational Research Association, San Francisco, CA.
- * Kezar, A. (2005, November). *Academic capitalism and social responsibility*. Symposium presented at the Association for the Study of Higher Education, Philadelphia, PA.
- * Kezar, A. (2005, November). *Political influences on public universities: Emerging trends in institutional governance*. Symposium presented at the Association for the Study of Higher Education, Philadelphia, PA.
- * Kezar, A., Eckel, P., Contreras-McGavin, M., & Quaye, S. (2005, November). *Presidential strategies for supporting students of color*. Paper presented at the Association for the Study of Higher Education, Philadelphia, PA.
- * Kezar, A. (2005, April). *The future of information delivery in education*. Symposium presented at the American Educational Research Association, Montreal, Canada.
- * Kezar, A. (2005, April). *Examining the ways institutions create student engagement*. Paper presented at the American Educational Research Association, Montreal, Canada.
- * Kezar, A. (2005, April). *Institutional contexts and equitable educational outcomes*. Paper presented at the American Educational Research Association, Montreal, Canada.

- * Kezar, A. (2004, November). *Philosophical issues in higher education*. Symposium presented at the Association for the Study of Higher Education, Kansas City, MO.
- * Kezar, A. (2004, November). *Organizing for collaboration: What are the stages of development?* Paper presented at the Association for the Study of Higher Education, Kansas City, MO.
- * Kezar, A. (2004, November). *National study of board performance*. Paper presented at the Association for the Study of Higher Education, Kansas City, MO.
- + Kezar, A. (2004, November). *Higher education and its role in the public good*. Paper presented for the Association for the Study of Higher Education, Graduate Student Policy Seminar, Kansas City, MO.
- + Kezar, A. (2004, November). *Leadership in academic affairs*. Pennsylvania University system, Pocomoke, PA.
- + Kezar, A. (2004, October). *Leadership and change*. University of Pennsylvania, Philadelphia, PA.
- * Kuh, G., Kinzie, J., Magolda, P., & Kezar, A. (2004, April). *A methodological framework for a multi-method, multi-institution study*. Paper presented at the American Educational Research Association, San Diego, CA.
- * Kezar, A. (2004, April). *Organizing for collaboration*. Paper presented at the American Educational Research Association, San Diego, CA.
- + Kezar, A. (2003, November). *Obtaining integrity in Higher Education*. Invited paper presented at the Comparative International Education Conference, Los Angeles, CA.
- * Kezar, A. (2003, November). *Organizational change and innovation*. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- * Kezar, A. (2003, April). *Radical change in governance: More harm than help?* Paper presented at the American Educational Research Association, Chicago, IL.
- + Kezar, A. (2003, June). *Radical change in governance: Fad or Phenomenon?* Paper presented at the Research Forum on Governance, Santa Fe, NM.
- + Kezar, A. (2003, March). *Pluralistic leadership: Avenues for altering presidential leadership*. Invited paper at the American Association for Higher Education, Washington, DC.
- + Kezar, A. (March, 2002). *Guiding organizational change in colleges and universities*. Paper presented at the National Education Association Annual conference, Austin, TX.
- * Kezar, A. (2002, April). *The state of the art of governance research*. Paper presented in a symposium at the American Educational Research Association, New Orleans, LA.
- * Kezar, A. (2002, November). *Elite interviews*. Paper presented at the Association for the Study of Higher Education, Sacramento, CA.

- * Kezar, A. (2002, November). *Critical methodological issues in higher education*. Symposium presented at the Association for the Study of Higher Education, Sacramento, CA.
- + Kezar, A. (2001, April). *Leadership on university campuses: The challenge of pluralistic leadership*. President's Advisory Committee on Women at the University of Washington, Seattle, WA.
- * Kezar, A. (2001, April). *Sensemaking as a catalyst for transformational change*. Paper presented at the American Educational Research Association, Seattle, WA.
- + Kezar, A. (2001, July). *Pluralistic leadership: Intersecting tensions and connections*. Paper presented at the National Leadership Symposium sponsored by The National Association for Campus Activities and National Clearinghouse for Leadership Programs, Milwaukee, WI.
- * Kezar, A., & Eckel, P. (2001, November). *The trajectory of philanthropy in higher education*. Focused dialogue at the Association for the Study of Higher Education, Richmond, VA.
- * Kezar, A. et al. (2001, November). *Conundrums of legitimacy: Thinking differently about research*. Symposium at the Association for the Study of Higher Education, Richmond, VA.
- * Kezar, A. et al. (2001, November). *Getting Real: Representing realities in higher education research and policy studies*. Symposium at the Association for the Study of Higher Education, Richmond, VA.
- + Kezar, A. (2001, November). *Achieving student success: Student and academic affairs collaboration*. Paper presented at the Council for Independent Colleges Annual Dean's Institute, Palm Springs, CA.
- * Kezar, A., Lattuca, L., Lincoln, Y., & Neumann, A. (2000, April). *Teaching qualitative research experientially*. Paper presented at American Educational Research Association, New Orleans, LA.
- * Kezar, A., & Eckel, P. (2000, November). *The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts?* Paper presented at the Association for the Study of Higher Education, Sacramento, CA.
- * Eckel, P., & Kezar, A. (2000, November). *Transformational change in higher education*. Paper presented in a symposium at the Association for the Study of Higher Education, Sacramento, CA.
- + Eckel, P., & Kezar, A. (1999, March). *Learning for organizing*. Paper presented at the American Association for Higher Education, Washington, DC.
- * Kezar, A., & Eckel, P. (1999, April). *Change within higher education: Study of 26 institutions engaging in comprehensive change*. Paper presented at the American Educational Research Association, Montreal, Canada.
- * Kezar, A. (1999, May). *Using Internet resources for research*. Paper presented at the Association for Institutional Research, Seattle, WA.
- * Kezar, A., & Eckel, P. (1999, November). *Continuing to understand colleges and universities as organizations: A focused dialogue to further research and application to practice*. Symposium at the Association for the Study of Higher Education, San Antonio, TX.

- + Kezar, A. (1998, February). *Getting to the helm of leadership in colleges and universities*. Plenary speaker at the National Association for Women in Higher Education, Baltimore, MD.
- * Kezar, A. (1998, November). *Higher education literature at the millennium: Current and future prospects*. Symposium and paper presentation at the Association for the Study of Higher Education, Miami, FL.
- * Kezar, A. (1997, November). *Organizational fit in a participatory culture*. Paper presented at Association for the Study of Higher Education, Albuquerque, NM.
- + Kezar, A. (1997, May). *Facilitating women's movement into leadership*. Paper presented at Women's Leadership: Changing Concepts of Power conference hosted by the Association of American Colleges and Universities, Washington, DC.
- * Hurtado, S., Dey, E., & Kezar, A. (1997, May). *Reform and innovation in higher education: Identifying common themes and implications for institutional practice and research*. Paper presented at the Association for Institutional Research, Orlando, FL.
- * Kezar, A. (1996, April). *Examining exclusive images: Reconstructing higher education leadership models*. Paper presented at American Educational Research Association, New York, NY.
- * Kezar, A. (1995, November). *Pilot studies: Beginning the hermeneutic circle*. Paper presented at the Association for the Study of Higher Education, Orlando, FL.
- * Hurtado, S., Kezar, A., & Carter, D. (1995, April). *Understanding student satisfaction: An exploration of gender and racial/ethnic differences among college students*. Paper presented at American Educational Research Association, San Francisco, CA.

Editorships, Editorial Boards, and Reviewing Activities

Editorships

Executive Editor, <i>Change</i>	2021-present
Associate Editor, <i>Higher Education: Handbook of Theory and Research</i>	2013-present
Editor, <i>Stylus Book Series on Instructional Faculty</i>	2013-present
Editor, <i>ASHE-ERIC Higher Education Report Series</i>	1997-2004

Editorial Boards

Board Member, <i>The Journal of Higher Education</i>	2013-present
Board Member, <i>The Review of Higher Education</i>	2012-present
Board Member, <i>Liberal Education</i>	2012-present
Board Member, <i>Journal of Organizational Change Management</i>	2007-present
Board Member, <i>Change: The Magazine of Higher Learning</i>	2002-present
Board Member, <i>Journal of Leadership Education</i>	2006-2014
Board Member, <i>Innovative Higher Education</i>	2011-2015
Board Member, <i>The Journal of College Student Development</i>	2006-2011
Board Chair, <i>The Journal of Higher Education</i>	2008-2009
Board Member, <i>The Journal of Higher Education</i>	2004-2009
Board Member, <i>ERIC Review</i>	1997-2001

Reviewing Activities

Reviewer, <i>Diversity in Higher Education</i>	2015-present
Reviewer, <i>Innovative Higher Education</i>	2009-present
Reviewer, <i>Studies in Higher Education</i>	2009-present
Reviewer, <i>Journal of Engineering Education</i>	2009-present
Reviewer, <i>Science</i>	2008-present
Reviewer, <i>NASPA Journal about Women in Higher Education</i>	2008-present
Reviewer, <i>Journal of Organizational Change Management</i>	2006-present
Reviewer, <i>National Woman Studies Journal</i>	2006-present
Reviewer, <i>Journal of Leadership Studies</i>	2005-present
Reviewer, <i>Journal of Leadership Education</i>	2005-present
Reviewer, <i>The Journal of College Student Development</i>	2004-present
Reviewer, <i>Educational Policy</i>	2004-present
Reviewer, <i>AERA-J</i>	2003-present
Reviewer, <i>Change: The Magazine of Higher Learning</i>	2000-present
Reviewer, <i>The Journal of Higher Education</i>	2000-present
Reviewer, <i>The Review of Higher Education</i>	1999-present
Reviewer, <i>The Review of African American Education</i>	1997-2000
Reviewer, Harvard University Press	2012-present
Reviewer, Rutgers University Press	2011-present
Reviewer, University of Chicago Press	2010-present
Reviewer, Palgrave Macmillan	2009-present
Reviewer, Routledge	2008-present
Reviewer, Stanford University Press	2007-present
Reviewer, University of Michigan Press	2005-present
Reviewer, SUNY Press	2004-present
Reviewer, Jossey-Bass Books	1998-present
Conference Reviewer, American Association for Higher Education	2000-2005
Conference Reviewer, American Educational Research Association	1993-present
Conference Reviewer, Association for the Study of Higher Education	1993-present
Advisory Panel Member for <i>ASHE Reader on College Students</i>	2002
Advisory Panel Member for <i>ASHE Reader on Qualitative Research</i>	2000

TEACHING AND ADVISING

Research and Teaching Areas

Leadership, organizational theory, administration and management of higher education, diversity and equity, philosophy, history and qualitative methods.

National Mentoring

Mentor, Ford Fellowship – Gina Garcia – 2016-2017

Current Teaching at USC

EDUC 524 Leadership
EDHP 508 Organizational theory
EDHP 502 Administration in higher education
EDHP 500 Foundations of higher education
EDPA 612 Qualitative methods
EDUC 625 Social foundations and inquiry course
EDPH 653 Advanced qualitative methods
EDUC 792 Critique of research in education

Other Current and Past Teaching Experience

Western Association for Schools and Colleges

Assessment Leadership Academy

Faculty

Teach a workshop on creating change in higher education. 2009-present

COACHE Program—Harvard Institutes for Higher Education

Faculty

Taught a seminar on leadership of the faculty 2018-2019

HERI Diversity Institute, UCLA

Faculty

Teach organizational change and leadership. 2009-2018

University of Pennsylvania

Faculty

Taught organizational change and leadership 2002-2017

Engagement Academy, Virginia Tech University

Faculty

Taught a workshop on creating change in higher education. 2008-2010

HERS-Summer Institute for Women in Higher Education Administration

Faculty

Participated as a faculty each summer for the Institute teaching governance and leadership. 1997-2007

NAWE: Advancing Women in Higher Education

Faculty Director for the Institute for Emerging Women Leaders

Taught a five-day leadership institute. 1997-2003

The University of Maryland – School of Education

Assistant Professor of Higher Education

Taught organizational theory, leadership, history, qualitative methods, and philosophy. 2001-2003

The George Washington University-Graduate School of Education and Human Development

Assistant Professor of Higher Education

Taught organizational theory, leadership, administration, history, philosophy, and teaching and learning courses. 1996-2001

Advising

Chaired over 150 dissertations and thesis (for a complete list, please contact).

SERVICE/LEADERSHIP

Service Awards and Honors

Service Award, Association for the Study of Higher Education 2003
For planning the 2003 Annual conference

NETWORK Leadership Award, American Council on Education 2000
For the development of the Institute for Emerging Women Leaders and
for research contributing to leadership development programs

Awardee, Salzburg Seminar 2000
Invited to seminar for individuals designated as higher education leaders worldwide

Service Award, National Society for Experiential Education 1994
For my work promoting community service-learning nationally

National and Professional Service

Accelerating Systemic Reform in STEM Education

Steering Committee, 2015- Present

AGU: Advancing Earth and Space Sciences
Evaluator for institute curriculum, 2021

American Association for Higher Education

National Advisory Board, 2000-2004

Community of practice leader, 2002 conference

Reviewer, applicants for Patricia Cross Leadership Award, 2000, 2001

Selected to serve on presidential search committee, 2003

National Advisory Board, Handbook for Hiring Administrative Staff, 2003-2004

American Association of University Professors

Investigating Committee – Rensselaer Polytechnic Institute, 2010

American Educational Research Association

Nominating Committee, Division J, 2016-2019

Vice President of Division J, 2013-2016

AERA Executive Council, 2013-2016

AERA Presidential Task force on non-tenure track faculty, 2012-2014

Chair, Awards Committee- 2010-2013

Graduate student seminar, speaker, 2007

Graduate student seminar, chair, 2004-2005

Division Chair, J Annual Conference Planning Committee, 2004

Division J (Higher Education) Executive Council Member, 1999-2003
Division J Membership committee, 1998-2000

Association of American Colleges and Universities

Editorial board, *Liberal Education*, 2012-present
Worked with the Theory to Practice Project as advisor, 2009-2010
National Advisory Board, Peer Review and the Knowledge Network, 1999-present
Advisory Board for National Report on the Status of Women, 2006-2008

Association for Governing Boards

Advisory board on shared governance in higher education, 2015-2017

Association for Institutional Research

Invited workshop presenter, 1998-1999

Association for the Study of Higher Education

Dissertation of the Year Committee, 2004-2006, 2010
Chair, Linkages Committee, 2008-2009
Board member, 2006-2009
Chair, Committee of Advancement, 2006
Program Chair, 2003 Conference
Selection Committee for new ASHE Directorate Office, 2002
Publications Committee, 1998-2004

Center of the Study of Academic Labor

National Advisory Board, 2016-present

Cooperative Institutional Research Project & Higher Education Research Institute

National Advisory Board, 2000-2003

Council for the Advancement and Support of Education

Reviewer for teacher of the year award, 1999, 2000

Council for Educational Opportunity- National TRIO Clearinghouse

National Advisory Board, 1999-2002

Department of Education Field Initiated Studies: Preparing Students for a Diverse Democracy

National Advisory Board, 1999-2003

ERIC System, Department of Education

Executive Committee, 1999-2001

Engagement Leadership Academy

National Advisory Board, 2007-2010
Faculty associate for annual conference, 2008-2010

Gates Foundation

Evaluator, Readiness for change project, 2021
Advisory Board, Indicators for institutional transformation, 2021
Advisory Board, National transformation convening, 2020-2021
Advisory Board, Frontier Set Intermediaries, 2020- present
Advisory Board, Institutional Transformation Assessment, 2019-2020
Advisory Board, Partners for Scale, 2019-2020
Advisory board, National study of faculty, 2014-2015
Advisory meeting on leadership capacity to support low income students, 2015

James McGregor Burns Leadership Academy

Chosen to be a senior fellow, 2002, and to lead national steering committee on creating an international leadership agenda, 2003

Kellogg Forum on Higher Education and the Public Good

Serve as Advisor on national five-year project, 2000-2005

National Academy of Sciences

Serve on Commission to examine success of underrepresented minorities in STEM disciplines, 2013-2014

National Postsecondary Association

Advisory Board on project for advancing women in academic careers, 2013-2015

National Science Foundation

George Mason University STEM leaders, Advisory Board Member, 2021-2025
University of New Hampshire Gateway course project, Advisory Board Member, 2021-2024
Evaluating Guided Pathways in STEM, Teachers College, CCRC, 2020-2024
AGEP-NC External Advisory Board, North Carolina State University, 2018-2021
Networks to scale improvement grant, Michigan State, Advisory Board Member, 2017-2021
Wider Grant, Boise State, Advisory Board Member, 2017-2021
Leadership for STEM administrators, University of Wisconsin, Whitewater, Evaluator, 2018-2020
Wider Grant, University of South Florida, Advisory Board, 2015-2018
Wider Grant, University of South Florida, Advisory Board, 2013-2015
Committee of Visitors – Engineering Education and Centers Division, Engineering Directorate, 2013
ADVANCE Grant, University of Virginia, National Advisory Board, 2013-2018
Reviewer for single proposals from several divisions, 2011- 2021
Reviewer for TUES proposals, 2011
Study of the ADVANCE program, Michigan State, Advisory Board, 2009-2014
Served as a critical advisor for National Science Foundation two-year long discussion of ways to better disseminate and scale up STEM reform, 2008-2010

New learning compacts institute

Advisory board, 2020–2021

Pathways to College Network

Serve as Advisor on national project, 2001-2004

Developed a national research agenda on college access through a series of focus groups with counselors, teachers, and administrators in several regions throughout the country - 2002.

Project Kaleidoscope

National evaluation task force, 2006-2008

National advisory board, 2006-2010

SEACChange

Advisory group on developing a STEM reform workshop and change process, 2019-2021

Sloan Foundation

Advisory group on developing a STEM reform network, 2015-2017

Spencer Foundation

Advisory group for higher education research, 2019

Advisory board for funding initiative on data use, 2010-2011

TIAA-CREF Research Institute

Panel – 2018

Fellow – 2014-present

Tenured for the Common Good

Advisory Board – 2020-present

WASC

Commissioner for Western Association of Colleges and Universities, 2014-2017

University Service

University of Southern California

University-wide

Shared governance subcommittee, Academic Senate, 2018-2020

Concerned Faculty, Governance subcommittee, 2018-2019

Handbook committee, 2013-2014

Non-tenure track faculty committee, 2006-2013

Strategic planning subcommittee on faculty culture, 2011

USC Festival of books, 2010-2011

Executive committee, Academic Senate, 2008-2009

Student affairs trustees committee, 2008-2009

Research subcommittee, Academic senate, 2008-2009

Academic Senate, 2005-2009

Community Based Learning Collaborative – 2006-2008

Civic Engagement initiative, 2006-2008

Fellowships, Prizes, and Awards, 2004-2006

Planning committee for 125th anniversary event, Urban Initiative, 2004-2006

College

Future of the Faculty Task Force, 2021

SPT committee, 2013-present
Pullias lecture series, 2005-present
FAPR review, 2016, 2020
Mentoring committee, 2014-2016
PhD Committee, 2005-2016
EdD Curriculum review committee, 2014-2015
SPT subcommittee on NTTF promotion policies, 2013-2104
Diversity committee 2006-2014; chair 2010-2013
Review of Ed.D. applications, 2004-2011
Research methods subcommittee of the PhD, 2010
Master's committee, 2007-2009
Salary, promotion, and tenure (SPT), 2008-2009
EGO faculty advisor, 2006-2008
Doctoral Support Committee advisory board, 2006-2009
Chair, Rewards/PI committee, 2007-2008
Masters Task Force, 2007
Combined Leadership Team, 2006-2007
SWOT team, 2006
Higher Education Concentration Chair, 2004-2011
Faculty council, 2004-2007 -- vice chair, 2005, chair 2006
EdD Steering Committee, 2003-2005
Core Courses Team (leadership), 2004-2006
Technology Advisory Committee, 2003-2005
Academic Productivity Team, 2004

University of Maryland

University-wide

James McGregor Burns Leadership Institute, 2001-2005
Leadership Development Assessment Team, 2002-2003
Lourde-O'Leary Award Selection Committee, 2002

College

College Committee on Graduate Education, 2001-2002
Diversity Committee, 2002-2003

Departmental

Departmental Committee on Recruitment, 2001-2002
Departmental Committee on Curriculum, 2001-2002
Departmental Dissertation of the Year Committee, 2002-2003
Departmental Special Events/Social Committee, 2002-2003

The George Washington University

College

Sponsored Research Task Force, 1999-2001
Diversity Committee, 1997-2000

Departmental

Program Coordinator, Higher Education Program, 2000-2001
Departmental Committee on Research, 1999-2000
Departmental Committee on Curriculum, 1999-2001

Departmental Committee on Joint Degree, 1999-2001
Higher Education Planning Committee, 1998-2000
Served on three educational technology search committees

SELECTIVE CONSULTING/EVALUATION

Change Management

2018-Present – **Gates Foundation**

Change consultant for various project on capacity building for systemic change.

2020 - 2021 – **American Association of State Colleges and Universities**

Provide expertise around readiness for change indicators. Help create and implement a convening on transformational change in higher education.

2018-Present – **Gates Foundation**

Change consultant for various project on capacity building for systemic change.

2019 – **National University**

Examination of a restructuring effort.

2013-2015 – **Gates Foundation/MDRC**

Change consultant for the Completion by Design Project.

2012-2015 – **Teagle Foundation**

Contracted to evaluate portfolio of grants and based on findings develop a paper about lessons learned about scaling up change.

STEM Reform/teaching reforms

2020 – **University of Missouri – HHMI Inclusive Excellence**

Support for change management and leadership for change.

2019 – **The Faculty Guild**

Creation of diversity, equity and inclusion curriculum for faculty development efforts.

2011-2014 – **Project Kaleidoscope**, Evaluator on grant from Keck foundation to develop an institutional transformation rubric for STEM reform.

2008-2009 – **University of California, Irvine**, Evaluator for a consortium of five California postsecondary institutions National Science Foundation PAID/ADVANCE programs.

2007-2010 – **Project Kaleidoscope**, Evaluator for Keck Foundation study of interdisciplinary science pedagogy.

Leadership/Governance

2021 – **Compton Community College**

Evaluating their board of trustees.

2017-2020 – **University of Missouri System** – Diversity leadership during times of racial crises

Helping campus to assess their role in helping build back the community after the events in Ferguson and campus protests and work to improve the racial climate on campus and in the community

1998-2001 – NAWE: Advancing Women in Higher Education

Developed leadership academy curriculum.

1996 – St Mary’s College

Developed leadership curriculum.

Non-Tenure Track Faculty

2020 – University of Denver

Help develop policies and practices to support non-tenure track faculty, focused on governance.

2015 – San Diego University

Help develop policies and practices to support non-tenure track faculty.

2015 – DePaul University

Help develop policies and practices to support non-tenure track faculty.

2015 – Dominican University

Help develop policies and practices to support non-tenure track faculty.

2015 – Oregon State University

Help develop policies and practices to support non-tenure track faculty.

Student Success

2018-2019 – Gates Foundation

Support for various advisory boards aimed at better supporting student success.

2006 – Hewlett Foundation

Conducted a site visit and evaluation of MDRCs’ the opening doors project.

2002 – Pathways to College Network

Developed a national research agenda on college access through a series of focus groups with counselors, teachers, and administrators in several regions throughout the country.