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Current and accurate as of 12/1/19

Professional, Teaching, and Research Interests

College Curriculum	Faculty Development
College Teaching	Postsecondary Education and Policy
Diversity and Social Justice	Professional Development of Administrators and Scholars

- Ph.D.** Texas A&M University, College Station, Texas, May, 1990.
Program Area: Curriculum and Instruction.
Areas of concentration: college teaching, faculty development, and science education.
Advisor: Dr. Glenn Ross Johnson, Professor Emeritus
Dissertation: *Factors That Prompt Black Doctoral Students to Forego their Doctoral Program at Two Major Universities in Texas.*
- M.Sc.** Texas A&M University, College Station, Texas, December, 1985.
Program Area: Zoology
Advisor: Dr. William P. Fife, Professor Emeritus
Thesis: *Hyperbaric Oxygen and the Treatment of Multiple Sclerosis.*
- B.Sc.** Prairie View A&M University, Prairie View, Texas, August, 1983.
Program Area: Biology (pre-medicine), *cum laude* graduate
Minor: Chemistry. Presidential Scholar.

Professional Employment Experience in Higher Education

Current Appointments

Professor, Higher Education Administration, College of Education and Human Development, Texas A&M University, College Station, Texas.

Member of the Graduate Faculty. Areas of research expertise include faculty development, diversity and inclusion, college teaching, administration in higher education, campus climate, and organizational development. Chair doctoral and masters level committees; and supervise and advise non-degree and degree seeking graduate students.

Professional Employment Experience in Higher Education (Continued)

July 2009-October 1, 2017

Vice President and Associate Provost for Diversity Emerita, Office of the Provost, Texas A&M University, College Station, Texas.

Provided leadership for assessing and monitoring efforts and progress in diversifying the University community; assisted the President and Provost in holding institutional units accountable for progress in achieving diversity and promoting a supportive climate for diversity; and planned and implemented programs to ensure diversity and equity by working with the Vice Presidents, Deans, Department heads, and the leadership of the faculty, student, and staff governance bodies. *This was a 100%-time (FTE) appointment.*

July 2014-July 2015

Acting Vice Provost for Academic Affairs, Office of the Provost, Texas A&M University, College Station, Texas.

Provided support and oversight for academic effectiveness, including assessment; high-impact educational experiences; and accountability efforts, including legislative initiatives. Reporting units facilitated high-impact services for students, global support services, academic program reviews, honor code violations, and academic assessment.

June 1, 2011-September 1, 2011

Interim Associate Provost for Undergraduate Studies

Provided leadership and support for developing and supporting successful learning experiences for students and integrated academic programs for undergraduates. Reporting units included general academic programs, honors and undergraduate research, professional school advising, student learning center, university writing center, and policy and internship programs.

August 2006-July 2009

Executive Associate Dean for Faculty Affairs, College of Education and Human Development, Texas A&M University, College Station, Texas.

Provided leadership for all faculty related matters, including policies; recruitment and retention; promotion and tenure; faculty and administrator (department heads) development; college diversity initiatives; and speaks for and represents the Dean in his absence.

March 2006-July 2006

Associate Dean of Faculties, Office of the Dean of Faculties and Associate Provost, Texas A&M University, College Station, Texas.

Provided leadership for the design, implementation, and evaluation of faculty and administrator development programs for the university; supervised and evaluated professional staff and unit directors of the Center for Teaching Excellence and the Aggie Honor System; oversaw the fiscal and faculty administration operations of the Office of the Dean of Faculties and Associate Provost; and spoke for and represented the Dean of Faculties and Associate Provost as needed. *This was a 60%-time administrative appointment.*

Professional Employment Experience in Higher Education (Continued)

July 2003-March 2006

Assistant Dean of Faculties, Office of the Dean of Faculties and Associate Provost, Texas A&M University, College Station, Texas.

Provided leadership for the design, implementation, and evaluation of faculty and administrator development programs. *This was a 60%-time administrative appointment.*

September 2003-2006

Associate Professor, Higher Education Administration, College of Education and Human Development, Texas A&M University, College Station, Texas.

Member of the Graduate Faculty. Coordinator for the College Teaching Emphasis.

Teach one course for the Higher Education Administration program area– (EDAD 601):

College Teaching. Chair doctoral and masters level committees; and supervise and

advise non-degree and degree seeking graduate students. *This was a 40%-time faculty appointment.*

September 2004-October 2005

Assistant Department Head, Department of Educational Administration and Human Resource Development (EAHR), College of Education and Human Development.

Assisted the department head with faculty policies and procedures, the development of Junior faculty, and represented the department head and department in the absence of the department head.

September 1999-September 2003

Assistant Professor, Higher Education Administration, Texas A&M University, College Station, Texas.

Developed the College Teaching Area of Specialization and College Teaching Certificate Program in the College of Education. Taught for the Higher Education Administration program area. *Courses:* College Teaching (EDAD 601), Professional Development in Higher Education (EDAD 650), and Diversity and Social Justice in Higher Education (EDAD 689), and Directed Studies (EDAD 685). Chaired doctoral and masters level committees; and supervised and advised non-degree and degree seeking graduate students. *This was a 75%-time tenure-track appointment.*

September 1999-July 2003

Associate Director, Center for Teaching Excellence, Texas A&M University, College Station, Texas.

Provided leadership for the Teaching Assistant Training and Evaluation Program (TATEP), the Multicultural Teaching and Learning Program; and instructional research services at the Center for Teaching Excellence; conducted teaching support services; and conceptualized and developed an ongoing research program on instruction and faculty development in higher education. *This was a 25%-time administrative appointment.*

Previous Appointments

1997-1999

Associate Director, Office of Faculty and TA Development, The Ohio State University, Columbus, Ohio.

Provided leadership for the pedagogical development of faculty and graduate teaching assistants; conducted teaching support services; main responsibility for coordination and supervision of unit events such as orientations, conferences, lectures, and seminar series; involved professional staff in conceptualizing such events; main responsibility for selected projects and overseeing all staff resources connected with projects; directed and supervised

Professional Employment Experience in Higher Education (Continued)

staff and budget of The Commitment to Success Diversity Program; conceptualized and developed an ongoing research program on instruction, multicultural teaching, and faculty development in higher education. This was a 100% time administrative appointment.

1995-1999

Adjunct Assistant Professor, Department of Educational Policy & Leadership, The Ohio State University, Columbus, Ohio.

Taught graduate course in College Teaching (ED P&L 851) and worked with graduate students on thesis and dissertation research. Co-Developed a new graduate course, ED P&L 940: Professional Development in Higher Education.

1990-1996

Instructional Development Specialist, Office of Faculty & TA Development, The Ohio State University, Columbus, Ohio.

Faculty development specialist responsible for planning, implementation, and evaluation of programs; provided leadership and guidance for improvement of University instruction; planned and implemented major campus-wide events, workshops and presentations; consulted with faculty and teaching associates on instructional techniques; developed print materials; provided classroom teaching feedback services; interacted with departments in analyzing instructional needs; and designed classroom research studies.

1993-1996

Program Evaluator, Gateway Engineering Education Coalition, College of Engineering, The Ohio State University, Columbus, Ohio.

Provided leadership for the development of faculty skills in evaluation of a NSF sponsored project; assisted faculty project leaders to develop evaluation design; provided ongoing evaluation feedback to improve the program; supported coalition-wide summative evaluation; contributed to the field of educational assessment.

1988-1990

Instructional Specialist, Center for Teaching Excellence, Texas A&M University, College Station, Texas.

Instructional specialist responsible for planning and implementation of faculty development events; consulted with faculty and teaching assistants on instructional techniques; and developed print materials on teaching.

1989-90

Adjunct Assistant Professor, Blinn College, Brenham, Texas.

Taught course in General Zoology for pre-professional majors; advised and tutored undergraduate students in science.

1987-1988

Teaching Assistant, Department of Educational Curriculum & Instruction, Texas A&M University, College Station, Texas.

Taught elementary science methods laboratory courses for elementary science education majors enrolled in the college of education.

*Professional Employment Experience in Higher Education (Continued)***1984-85**

Teaching Assistant, Department of Biology, Texas A&M University, College Station, Texas.
Lead TA responsible for coordinating four laboratory sections in Introduction to Human Physiology course (BIOL 220) for pre-professional majors. Responsibilities included lecturing, preparing and setting up laboratory experiments that dealt with various aspects of physiology, such as the cardiovascular system, respiratory system, endocrine system, and nervous system.

Professional Experience**1991-1995**

Proposal Reviewer and Moderator, National Science Foundation (NSF) Teacher Preparation Enhancement Program, Washington, D.C.

Reviewed and provided leadership for discussion of proposals submitted for funding; wrote summaries of proposals recommended for funding; coordinated panel review process of proposals in consultation with NSF Program Director.

Editorial Boards and Consulting Editorships

2018-present	Editorial Board, <i>College Teaching</i>
2013-present	Advisory Board, <i>Journal of Diversity in Higher Education</i>
2009	Advisory Board, <i>ASHE Reader on Racial and Ethnic Diversity</i>
2009	Advisory Board, <i>ASHE Reader on Teaching and Learning in the College Classroom</i>
2004-2006	Associate Editor, <i>International Journal of Qualitative Studies in Education (QSE)</i>
2004-2007	Advisory Board, <i>Thriving in Academe</i> , National Education Association (<i>NEA</i>)
2004, 2005	Invited Reviewer, <i>American Educational Research Journal (AERJ)</i>
2002-present	Senior Editor, <i>New Forums Press Faculty Development Series</i>
2002-present	Editorial Board, <i>The Journal of Curriculum and Pedagogy</i>
2002-present	Editorial Advisory Board, <i>Innovative Higher Education</i>
2002, 2010	Invited Reviewer, <i>Journal of Engineering Education</i>
2001-2009	Editorial Advisory Board, <i>National Teaching and Learning Forum</i>
1999-2005	Associate Editor, <i>Journal of Graduate Teaching Assistant Development</i>
1999, 2011, 2018	Invited Reviewer, <i>Journal of Higher Education</i>

Editorial Boards and Consulting Editorships (Continued)

- 1997, 1998, 2005, 2017 Invited Reviewer, *Journal on Excellence in College Teaching*
- 1994, 1995 Associate Editor, *To Improve the Academy: Resources for Faculty* [A peer reviewed publication of the Professional & Organizational Development (POD) Network in Higher Education]

PUBLICATIONS***Books***

1. Watson, N., Watson, K.L., & Stanley, C.A. (2nd. Ed). (2017). *Conflict management and dialogue in higher education: A global perspective*. Charlotte, NC: Information Age Publishing.
2. Watson, N., Watson, K.L., & Stanley, C.A. (2016). *Conflict management and dialogue in higher education: A global perspective*. Charlotte, NC: Information Age Publishing.
3. Stanley, C.A. (Ed.). (2006). *Faculty of color: Teaching in predominantly White colleges and universities*. Bolton, MA: Anker Publishers.
4. Stanley, C.A. & Porter, M.E. (Eds.). (2002). *Engaging large classes: Strategies and techniques for college faculty*. Bolton, MA: Anker Publishers.
5. Chism, N.V.N. & Stanley, C.A. (1999). *Peer review of teaching: A sourcebook*. Bolton, MA: Anker Publishers.

Responses to My Scholarship (Books)**Stanley, C.A. & Porter, M.E. (Eds.). (2002). *Engaging Large Classes: Strategies and Techniques for College Faculty*. Bolton, MA: Anker Publishers.**

1. Reviewed by The Editor (2002, December). *The Teaching Professor*, pp. 4-5.
2. Reviewed by *Higher Education Abstracts*, Fall, 2002, Vol. 38(1), p. 56.
3. Reviewed by *AAHE On-Line Bulletin* (July, 2003). (http://aahebulletin.com/books/july_more.asp#6) Jeffrey Marsh, Brigham Young University.
4. Reviewed by *The Online Journal of Teaching and Learning*, (April, 2003). Robert E. Bleicher, Department of Education, CSU Channel Islands. <http://www.exchangesjournal.org>
5. Reviewed by *The Department Chair*, (Summer 2004), Vol.15(1), p. 29. Jane Fraser, University of Southern Colorado.
6. Reviewed by *The Journal of Faculty Development*, (Fall 2004), Vol.19(3), 163-164. Carlos Nevarez, California State University, Sacramento.
7. Reviewed by *Teaching Theology and Religion*, (2005), p. 60-61. Robert M. Royalty, Jr. Wabash College. Oxford, United Kingdom: Blackwell Publishing Company.

Stanley, C.A. (Ed.). (2006). *Faculty of Color: Teaching in Predominantly White Colleges and Universities*. Bolton, MA: Anker Publishers.

1. Reviewed by *The Department Chair*, (Fall 2006), Vol. 17(2), p. 28-29. JoAnn Moody, Higher

Responses to My Scholarship-Books (Continued)

Education Consultant.

2. Reviewed by *The Review of Higher Education*, (Summer 2007), p. 478-480. Lenoar Foster, Washington State University.
3. Reviewed and quoted in *Diverse Issues in Higher Education*, (October 26, 2012), Jamaal Abdul-Alim, Independent Writer. <http://diverseeducation.com/article/49072/>

Manuscripts and Articles

1. Reference by *Hispanic Outlook*, (Sept. 10, 2007), p. 26. Thomas G. Dolan.

Book Reviews

1. Bok, Derek. (2017). *The struggle to reform our colleges*. Princeton, NJ: Princeton University Press
Reviewed for *Teachers College Record*, July 9, 2018. <http://www.tcrecord.org> ID Number: 22420.
2. Chase, Susan E. (2010). *Learning to speak, learning to listen: How diversity works on campus*. Ithaca, NY: Cornell University Press. Reviewed for *The Journal of Higher Education*, 2012, March/April), 83(2), 306-307.
3. Smith, Daryl G. (2009). *Diversity's promise in higher education: Making it work*. Baltimore, MD: Johns Hopkins University Press. Reviewed for *The Review of Higher Education*, 2011 (Spring) 34(3), 521-523.
4. Cuyjet, M.J., & Associates (2006). *African American men in college*. San Francisco: Jossey-Bass. Reviewed for the *National Teaching and Learning Forum*, July, 2006.

Book Chapters (Denotes: *co-authored with a former student)

1. Carter-Sowell, A., Vaid, J., Stanley, C.A., Petitt, B., Yennello, S. (2019). Bloom where you are planted: Reflections on effecting campus climate change to retain minoritized faculty scholars in STEM fields. In L. Winfield, Z. Wilson-Kennedy, G. Thomas, & L. Watkins (Ed.), *Broadening STEM communities in academia: Documenting impact through empirical evidence* (pp.197-214). Washington, DC: American Chemical Society.
2. Watson, N.T., & Stanley, C.A. (2018). Conflict management in higher education: International perspectives and practices. In N.T. Watson, X. Lei, & M. Etchells (Eds.), *An international perspective on conflict management in higher education* (pp. 1-15). Charlotte, NC: Information Age Publishing. Charlotte, NC: Information Age Publishing.
3. Stanley, C.A. (2018). Researcher as instrument and advocate for inclusive excellence in higher education. In L. Perna (Ed.), *Taking it to the streets: The role of scholarship in advocacy and advocacy in scholarship* (pp.43-50). Baltimore, MD: Johns Hopkins University Press.
4. Stanley, C.A., & Lincoln, Y.S. (2015). Cross-race faculty mentoring [reprint]. In G. Wright (Ed.), *The mentoring continuum: From graduate school through tenure*. Syracuse University, NY: The Graduate School Press.

Book Chapters (Continued)

5. *Gonzalez, E., Lincoln, Y.S., Stanley, C.A., Valentin, M., Johnson, D., & Valentin, C. (2015). Retention of Latino STEM students in Texas: Exploring Experiences That Should Be Considered. In F. Hernandez, E. Murakami-Ramalho, & G. Rodriguez, (Eds.), *Abriendo Puertas, Cerrando Heridas* (Opening Doors, Closing Wounds): Latinas/os Finding Work-Life Balance in Academia. Charlotte, NC: Information Age Publishing, Inc.
6. Stanley, C.A., & *Louis, D.A.R (2014). Cross-gender mentoring from a Caribbean perspective. In C.S.V. Turner & J. Gonzalez, (Eds.), *Modeling mentoring across race, ethnicity, and gender: Practices to cultivate the next generation of diverse faculty* (pp. 143-159). Stylus Publishing.
7. Stanley, C.A. (2013). Endorsement. In B. Smith, (Ed), *Mentoring at-risk students through the hidden curriculum of higher education*. Lexington Books.
8. Stanley, C.A. (2013). Foreword. In N. Hativa (Ed.), *Student ratings of instruction: Recognizing effective teaching*. Orion Publications.
9. Stanley, C.A. (2011). Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and Universities. (Reprint from the American Educational Research Journal). In S. Harper & S. Hurtado (Eds.), *Racial and Ethnic Diversity in Higher Education. ASHE Reader Series* (pp. 305-329). New York: Pearson.
10. Stanley, C.A. (2010). An overview of the literature. (Reprint from Faculty of Color: Teaching in Predominantly White Colleges & Universities). In R. Baldwin & N.V.N. Chism (Eds.), *Faculty and faculty issues in universities and colleges. ASHE Reader Series* (pp. 417-433). NY: Pearson.
11. Stanley, C.A. (2010). Conceptualizing, designing, and implementing multicultural faculty development activities. In K. Gillespie & D. Robertson (Ed.), *A guide to faculty development: Practical advice, examples, and Resources* (pp. 203-224). San Francisco: Jossey-Bass.
12. Stanley, C.A. (2008). A critical look at the diversity of the professoriate. *The Intersection of diversity and Learning: Capturing a conversation* (pp. 35-46). Athens, GA: University of Georgia Press.
13. Stanley, C.A., Saunders, S., & Hart, J. (2005). Multicultural course transformation. In M.L. Ouellett (Ed.), *Teaching inclusively: Diversity and faculty development* (pp. 566-585). Stillwater, OK: New Forums Press.
14. Stanley, C.A. (2004). Faculty professional development for the 21st Century. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research. Vol. XIX*. 441-480. The Netherlands: Kluwer.
15. Stanley, C.A. (2001). Conceptualizing, designing, and implementing multicultural faculty development activities. In K. Gillespie (Ed.), *A guide to faculty development* (pp.194-213). Bolton, MA: Anker Publishers.
16. Stanley, C. A. & Ford, T.F. (2001). Using climate assessment data to consult about multicultural teaching. In K.G. Lewis (Ed.) *Face-to-Face: A Sourcebook of individual consultation techniques for faculty/instructional developers* (pp. 275-296). Stillwater, OK: New Forums Press.

Book Chapters (Continued)

17. Stanley, C.A. (1994). The case of the opportune observations. In W. C. Rando and L. Firing Lenze (Eds.), *Learning from students: Early term student feedback in higher education*. (pp. 115-116). University Park, PA: National Center on Postsecondary Teaching, Learning, & Assessment.

Refereed Journal Articles (Denotes: *co-authored with a former student)

1. Louis, D.A.R., Thompson, K., Stanley, C.A., & Louis, B.M. (in press). Reflections, relationships and immigrant contributions: Narratives of Afro-Caribbean faculty experiences in American higher education. *Caribbean Educational Research Journal*.
2. Stanley, C.A., Haynes, C. (2019). What have we learned from critical qualitative inquiry about race equity and social justice? An interview with pioneering scholar Yvonna Lincoln. *The Qualitative Report*, 24(8).
3. Carter Sowell, A., Vaid, J., Stanley, C.A., Pettit, B., & Battle, J. (2019). ADVANCE scholar program: Enhancing minoritized scholars' professional visibility. *Equity, Diversity, and Inclusion: An International Journal*, <https://doi.org/10.1108/ED-032018-0059>
4. Ouellett, M.L. & Stanley, C.A. (2019, Summer). Friendship in educational development: Reflections on intersectional identities and inclusive professional practice. *New Directions for Teaching and Learning*, no. 158, 95-104. DOI: 10.1002/tl.20342
5. Stanley, C.A., Watson, K.L., Reyes, J.M., & Varela, K. (2018). Organizational change and the chief diversity officer. A case study of institutionalizing a diversity plan. *Journal of Diversity in Higher Education*. Advance online publication. <https://psycnet.apa.org/record/2018-58539-001?doi=1>
6. Worthington, R.L., Stanley, C.A., & Lewis, W.T. (2014). National association of diversity officers in higher education standards of professional practice for chief diversity officers. *Journal of Diversity in Higher Education*, 7(4), 227-234.
7. Stanley, C.A. (2014). The chief diversity officer: An examination of models and strategies. *Journal of Diversity in Higher Education*, 7(2) 101-108.
8. Mighty, J., Ouellett, M.L., & Stanley, C.A. (2010). Unheard voices among faculty developers. *New Directions for Teaching and Learning*, Vol. 122.
9. Stanley, C.A. (2009, October). Giving voice from the perspective of African American women leaders. *Advances in Developing Human Resources*, 11(5), 551-561.
10. *Kimball, J., Cole, B., Watson, K.L., & Stanley, C.A. (2008). A study of women engineering students and time to completion of first-year required courses at Texas A&M University. *Journal of Women and Minorities in Science and Engineering*, Vol. 14(1), 67-82.
11. Algert, N.E., & Stanley, C.A. (2007, September). Conflict management. *Effective Practices for Academic Leaders*, Vol. 2(9), 1-16.

Refereed Journal Articles (Continued)

12. Stanley, C.A., & Watson, K.L. (2007, September). Meeting the professional development needs of new faculty: A three-year evaluation study of a new faculty orientation program. *Journal of Faculty Development, Vol. 21 (3)*, 13-21.
13. Stanley, C.A. & Algert, N.E. (2007). An exploratory study of the conflict management styles of department heads in a research university setting. *Innovative Higher Education, (32), 1*, 49-65.
14. Watkins, D.C., Green, B.L., Goodson, P., Guidry, J., & Stanley, C.A. (2007). Using focus groups to explore the stressful life events of black college men. *Journal of College Student Development, 48(1)*, 105-118.
15. Stanley, C.A. (2007, January/February). When counter narratives meet master narratives in the Journal editorial review process. *Educational Researcher, 36(1)*, 14-24.
16. Stanley, C.A. (2006, Winter). Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities. *American Educational Research Journal, 43 (4)*, 701-736.
17. Stanley, C.A., Watson, K.L., & Algert, N.E. (2005, November). A faculty development model for mediating diversity conflicts in the university setting. *The Journal of Faculty Development, 20(3)*, 129-142.
18. Stanley, C.A. & Lincoln, Y.S. (2005, March/April). Cross-race faculty mentoring. *Change, 37(2)*, 44-52.
19. Stanley, C.A., & Porter, M.E. (2003, November). Engaging students in large classes: Challenging some of the learning myths. *Journal of Australia's Business Higher Education Round Table, B-HERT News, 18*, 18-19.
20. Stanley, C.A., Porter, M.E., Simpson, N., & Ouellett, M. L. (2003). A case study of the teaching experiences of African American faculty at two predominantly White research universities. *Journal on Excellence in College Teaching, 14(1)*, 151-178.
21. Ouellett, M.L. & Stanley, C.A. (2003). Fostering diversity in a faculty development organization. *To Improve the Academy, 22*, 206-225.
22. Stanley, C.A., & Slattery, P. (2003, October). Who reveals what to whom? Critical reflections on conducting qualitative inquiry as a biracial, male/female, interdisciplinary research team. *Qualitative Inquiry, 9(5)*, 705-728.
23. Stanley, C.A. (2001). A review of the pipeline: The value of diversity in staffing teaching and learning centers in the new millennium. *The Journal of Faculty Development, 18(2)*, 75-86.
24. Stanley, C.A. (2001). The faculty development portfolio: A framework for documenting the professional development of faculty developers. *Innovative Higher Education, 26(1)*, 23-36.
25. Stanley, C.A. (2000). Factors that contribute to the teaching development of faculty development center clientele: A case study of ten university professors. *The Journal of Staff, Program, and*

Refereed Journal Articles (Continued)

Organization Development, 17(3),155-169.

26. Stanley, C.A. (2000-2001). Teaching in action: Multicultural education as the highest form of understanding. *Essays on Teaching Excellence*, 12(5), 1-3. The Professional and Organizational Development Network in Higher Education.
27. Stanley, C.A., & Ouellett, M.L. (2000). On the path: POD as a multicultural organization. *To Improve the Academy*, 18, 38-54.
28. Stanley, C.A., Rohdieck, S.V., & Tang, L. (1999). An exploratory study of the teaching concerns of Asian American students. *Journal on Excellence in College Teaching*, 10(1), 107-127.
29. Stanley, C.A., & Ouellett, M.L. (1998, Dec). The diverse classroom. Thriving in Academe: *The NEA Advocate*, 1(2), 5-8.
30. Ouellett, M.L., & Stanley, C.A. (1998). Instructional technology and diversity: Parallel challenges for our institutions. *The Journal of Staff, Program, & Organization Development* 15(1), 5-10.
31. Stanley, C.A., & Porter, M.E. (1997). An exploratory study of the faculty developer-client relationship. *The Journal of Staff, Program, & Organization Development*, 14(3),115-123.
32. Stanley, C.A. (1994). Mentoring minority graduate students: A West Indian narrative. Mentoring revisited. Making an impact on individuals and institutions. *New Directions For Teaching and Learning*, 57, 121-125.
33. Stanley, C.A. (1994, January). Faculty Development Tool: Book Groups. *Academic Leader*, (10)1, p. 7.
34. Porter, M. E., Lewis, K., Kristensen, E.W., Stanley, C.A., Weiss, C.A. (1993). Applying for a faculty development position: What can our colleagues tell us? *To Improve the Academy*, 13, 261-272.
35. Stanley, C.A., *Lumpkins, T.L. (1992). Instructional needs of part-time faculty: Implications for faculty development. *To Improve the Academy*, 12, 59-70.
36. Stanley, C.A., & Chism, N.V.N. (1991). Selected characteristics of new faculty: Implications for faculty development. *To Improve the Academy*, 11, 55-62.

Manuscripts Under Review /Under Revision/In Progress

1. Lincoln, Y.S., & Stanley, C.A. (in progress). The faces of institutionalized discrimination. *International Journal of Qualitative Studies in Education*.

Manuscripts Under Review/Under Revision/In Progress (Continued)

2. *Bazner, K., Vaid, J., & Stanley, C.A. (revise and resubmit). Who is meritorious? Gendered and racialized norms in named award descriptions in higher education. *International Journal of Qualitative Studies in Education*.
3. Stanley, C.A., & Ouellett, M.L. (in progress). Helping students to interpret subject matter from diverse perspectives.
4. Worthington, R.L., Stanley, C.A., & Smith, D. (in progress). Advancing the professionalization of diversity officers in higher education: Report of the presidential task force on the revision of the NADOHE standards of professional practice.

Other Publications

Newsletters, Teaching and Faculty Development Handbooks, Technical Research Reports

1. Levine, J.M., Rogers, K.S., Watson, N.T., & Stanley, C.A. (2018). Adding a diversity and inclusion statement to VIRMP candidate materials. A white paper submitted to the American Association of Veterinary Clinicians (AAVC). Blacksburg, VA: American Association of Veterinary Clinicians.
2. Stanley, C.A., & Ouellett, M.L. (2016). Helped students to interpret subject matter from diverse perspectives. *IDEA Paper*. Retrieved from <http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Notes-on-Instruction>
3. Stanley, C. (2016). Reflections on changing a university's diversity culture. *INSIGHT into Diversity*. www.insightintodiversity.com. St. Louis, Missouri.
4. Stanley, C., & Awokoya, J. (2012). *The UNCF-Ford Foundation faculty enhancement initiative. evaluation report*. Fairfax, VA: UNCF.
5. Stanley, C.A. (2006). Retaining faculty of color. *Academic Leader*. Interview by Robert Kelly Editor, Collegiate Division, Magna Publications, Madison, Wisconsin.
6. Watson, K.L., Stanley, C.A., & Anderson, J.A. (2004). *Recruitment and retention for faculty Diversity: A handbook for search committees*. Office of the Dean of Faculties and Associate Provost. College Station, Texas: Texas A&M University.
7. Stanley, C.A. (2000, Spring). Teaching for the success of all students. *Centered on Teaching*, 4(2), 1-2. Center for Teaching Excellence Newsletter. College Station, Texas: Texas A&M University.
8. Stanley, C.A. & Wiley, J.A. (1998). *A teaching handbook for international teaching associates at The Ohio State University*. Faculty and TA Development, Columbus, Ohio: The Ohio State University.
9. Stanley, C.A., Axelrod, V.M. (1996). *Evaluation of Gateway engineering education activities at The Ohio State University*. The College of Engineering. Columbus, Ohio: The Ohio State University.

Other Publications (Continued)

10. Stanley, C.A. (1993). *Directory of Support Services for Teaching*. A Service Guide for Faculty and Teaching Associates at The Ohio State University. Faculty and TA Development, Columbus, Ohio: The Ohio State University.
11. Chism, N.V.N., Jones, C., Mountford, R., Macce, B., Stanley, C.A., Single, N.A., & Bonilla, J.F. (1992). *Teaching at The Ohio State University: A Handbook*. Faculty and TA Development, Center for Teaching Excellence, Columbus, Ohio: The Ohio State University.
12. Stanley, C.A. (1992, Summer). *Resource Handbook for New Faculty and TAs*. Faculty and TA Development, Center for Teaching Excellence, Columbus, Ohio: The Ohio State University.
13. Stanley, C.A. (1991, 1992). *Bright Ideas in Teaching*. The Ohio State University, Center for Teaching Excellence, Columbus, Ohio: The Ohio State University.

COURSES TAUGHT

EDAD 601: College Teaching. Designed as initial preparation for instruction at the college level; focuses on the basic skills, strategies, and issues common to university teaching. This course is open to graduate students committed to teaching in any area at the college level.

EDAD 629: Diversity and Social Justice in Higher Education. This course aims to increase students' skills and knowledge base, provide an introduction to theoretical and conceptual frameworks pertaining to diversity and social justice in higher education, and prepare them to work in areas of higher education where these issues are critical to teaching, research, and civic responsibility.

EDAD 650: Professional Development in Higher Education. An introduction to organizational, faculty, and instructional development in higher education, with an emphasis on research and theoretical foundations and major issues connected with teaching and learning in higher education.

EDAD 655: Administration of Higher Education. An introduction to the processes and structures by which colleges and universities are governed including management principles in higher education; functions in delegation, direction, operation, governance and financing applied to postsecondary education.

EDAD 690P: Research Proposal Development. Introduction to dissertation research proposal development that allows students to prepare a fully-developed or nearly fully-developed proposal for their dissertations and/or theses.

Presentations Outside Texas A&M University at National Meetings of Scholarly Professional Associations and Institutions

Refereed Papers and Presentations

1. Stanley, C.A., & Haynes, C. (2020, January). "What Have We Learned from Critical Qualitative Inquiry about Race Equity and Social Justice? An Interview with Pioneering Scholar Yvonna Lincoln." The Qualitative Report's 11th Annual Conference, Nova Southeastern University, Georgia.

Refereed Papers and Presentations (Continued)

2. Turner, C.S., Stanley, C.A., Nunez, A., & Leung, A. (2019, November). *Reimagining inclusivity at the full professor rank*. Paper presented at the Association for the Study of Higher Education (ASHE) Conference, Portland, Oregon.
3. Stanley, C.A. (2019, November, *Discussant*). *Amplifying voices of minoritized faculty and leaders*. Discussant for a Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Portland, Oregon.
4. Rogers, K., Greenhill, L., Levine, J., Stanley, C.A., Watson, N., & Pelzer, J. (2019, March). *Critical dialogues about espoused values and alignment of artifacts to build inclusive teams in veterinary medicine*. Association of Veterinary Medical Colleges (AAVMC), Washington, DC.
5. Turner, C.S., Wood, J.L., Stanley, C.A., Saenz, V., & Gallaher, E. (2018, April). *Introspection on lessons learned: Tenured scholars of color and academic administrators on diversifying the professoriate*. American Educational Research Association (AERA) Conference, New York City, NY.
6. Stanley, C.A., & Reyes, J.M. (2018, March). *Institutionalizing and assessing diversity plan change efforts*. Diversity, Equity, and Inclusive Democracy: The Inconvenient Truths. Association of American Colleges and Universities (AAC&U) Conference, San Diego, California.
7. Stanley, C.A. & Watson, N. (2017, June). *An institutional case study of accountability, climate, and equity for diversity and inclusion*. The National Conference on Race and Ethnicity (NCORE) in American Higher Education, Fort Worth, Texas.
8. Stanley, C.A., Butler-Purry, K.L., Carter-Sowell, A., Castell-Perez, E., Datta, S., Vaid, J., & Zoran, M. (2016, April). *Surviving and thriving in the face of multiple marginalities, micro-aggressions, and macro-aggressions: Women of color in predominantly White research institutions*. Panel presentation at the Women of Color in the Academy: What's next? University of Delaware ADVANCE Conference, Newark, DE.
9. Stanley, C.A. (2014, March, *Discussant*). *'Leaning In' or backing out: Questioning career pathways of academic women*. Discussant for a Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.
10. Stanley, C.A. (2014, March, *Discussant*). *Profiles, pedigrees, and proficiencies: The factors and forces that influence the trajectories of African American women as postsecondary presidents*. Discussant for a paper presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.
11. Stanley, C.A., Bensimon, E., Chang, M., Turner, C.S., & Nora, A. (2013, November). *Preparing for full professor: Critical dialogues among senior higher education scholars on gender and racial equity in research, scholarship and teaching*. Paper presented at the Association for the Study of Higher Education (ASHE) Conference, St. Louis, Missouri.
12. Perna, L., Muzzin, L., Rhoades, G.D., Stanley, C.A., & Zumeta, W.M. (2012, April). *Presidential Session: Implications of Recent Economic Changes for the Professoriate*. American Educational Research Association (AERA), Vancouver, British Columbia.

Refereed Papers and Presentations (Continued)

13. Stanley, C.A., Petitt, B., McIntosh, D.F., Watson, K.L. (2011, March). *The path to effective accountability*. American Council on Education: National Association of Diversity Officers in Higher Education Conference, Washington, DC.
14. McIntosh, D., Petitt, B., & Stanley, C.A. (2010, June 3). *The next steps: Identifying the missing metric for strategically advancing our diversity goals*. 23rd National Conference on Race and Ethnicity in American Higher Education (NCORE), Baltimore, Maryland.
15. Stanley, C.A. (2008, March, *Discussant*). *From Acquaintances to Allies: Critical Perspectives on the Civic Responsibilities of Black Faculty and Students and their Interactions in the Higher Education Context*. Discussant for a Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, New York.
16. Stanley, C.A. (2008, March, *Discussant*). *Teaching in the Line of Fire: Counter-narratives and the pedagogical experience of Black and Brown Junior Faculty in Predominantly White Institutions*. Discussant for a Paper presented at the Annual Meeting of the American Educational Research Association (AERA). New York City, New York.
17. Bonner, F., Marbley, A., Hughes, R., Jennings, M., Howard-Hamilton, M., Patton, L., Tuitt, F., Giles, M., & Stanley, C.A. (2007, November). *'Ain't I a scholar? Narratives on the experiences of African-American faculty in predominantly white colleges and universities*. Paper presented at the Association for the Study of Higher Education (ASHE) Conference, Louisville, Kentucky.
18. Stanley, C.A. (2007, October 26). *Periphery or Inclusivity? The Pipeline for Diversity Among Faculty Developers*. 32nd Annual Conference of the Professional and Organizational Development Network In Higher Education, Pittsburgh, Pennsylvania.
19. Ouellett, M.L., Polk, N., Stanley, C.A., Kaplan, M., Warren, L., Di Pietro, M., & Huston, T. (2007, October 27). *Teaching through Tragedy*. 32nd Annual Conference of the Professional and Organizational Development Network in Higher Education, Pennsylvania.
20. Kimball, J., Cole, B., Stanley, C.A., & Watson, K.L. (2007, June 24-27). *A study of minority engineering students and time to completion of first year required courses at Texas A&M University*. Paper presented at the American Society for Engineering Education (ASEE) Conference, Honolulu, Hawaii.
21. Kimball, J., Cole, B., Stanley, C.A., & Watson, K.L. (2007, June 24-27). *A study of women engineering students and time to completion of first year required courses at Texas A&M University*. Paper presented at the American Society for Engineering Education (ASEE) Conference, Honolulu, Hawaii.
22. Stanley, C.A., Nickerson, S., Lenz, L.R., Lee, V., & Bo-Linn, C. (2006, October 25). *Facilitating individual consultations: Integrating theoretical research to practice*. Pre-conference workshop. 31st Annual Conference of the Professional and Organizational Development Network in Higher Education, Portland, Oregon.
23. Chism, N.V.N., Stanley, C.A., & Palmer, M. (2006, October 27). *If there's a scholarship of professional development, why don't we educate for it?* 31st Annual Conference of the Professional and Organizational Development Network in Higher Education, Portland, Oregon.

Refereed Papers and Presentations (Continued)

24. Algert, N.E., & Stanley, C.A. (2006, October 27). *Conflict management and diversity*. 31st Annual Conference of the Professional and Organizational Development Network in Higher Education, Portland, Oregon.
25. Stanley, C.A., & Algert, N.E. (2006, June 1). *A conflict management training model for mediating diversity conflicts in university settings: Building foundations and institutional models*. 19th Annual National Conference on Race and Ethnicity in American Higher Education. (NCORE), Chicago, Illinois.
26. Lincoln, Y.S., & Stanley, C.A. (2006, April 8). *The faces of institutional racism*. Paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco, California.
27. Nickerson, S., Stanley, C.A., & Lenz, L.R. (2005, October 28). *Weaving together our models and practice*. 30th Annual Conference of the Professional and Organizational Development Network in Higher Education, Milwaukee, Wisconsin.
28. Watkins, D.C., Green, B.L., & Stanley, C.A. (October 26-28, 2005). *The health of African American male students at historically black colleges and universities: Is there limited research?* 4th International Conference on Urban Health. Toronto, Canada.
29. Stanley, C.A., Saunders, S., Butler-Purry, K.L., & Adams, S.G. (June, 2005). *Black women faculty succeeding in predominantly White research universities despite the odds*. 18th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), Manhattan, New York.
30. Algert, N.E., & Stanley, C.A. (June, 2005). *A conflict management training model for mediating diversity conflict in the university setting*. 18th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), Manhattan, New York.
31. Stanley, C.A., & Algert, N.E. (June, 2004). *Conflict management and diversity*. 17th Annual National Conference on Race and Ethnicity in American Higher Education, Miami Beach, Florida.
32. Stanley, C.A., & Algert, N.E. (November, 2004). *Conflict management for enhancing diversity, fostering creativity, and improving communication*. 29th Annual Conference of the Professional and Organizational Development Network in Higher Education, Montreal, Canada.
33. Stanley, C.A., & Algert, N.E. (June, 2004). *Conflict management and diversity*. 17th Annual National Conference on Race and Ethnicity in American Higher Education, Miami Beach, Florida.
34. Stanley, C.A., & Algert, N.E. (October, 2003). *Conflict management and diversity*. 28th Annual Conference of the Professional and Organizational Development Network in Higher Education, Denver, Colorado.
35. Stanley, C.A., Simpson, N.J., & Ouellett, M.L. (October, 2003). *A qualitative research study of the teaching experiences of African American faculty at two predominantly White research universities*. 28th Annual Conference of the Professional and Organizational Development Network in Higher Education, Denver, Colorado.
36. Cohen, M.W., Groccia, J., Rando, W., Stanley, C.A., & Zubizaretta, J. (October, 2003). *How's it going?*

Refereed Papers and Presentations (Continued)

- Reflecting on our work as new developers.* 28th Annual Conference of the Professional and Organizational Development Network in Higher Education, Denver, Colorado.
37. Luna, P., Ouellett, M.L., Nickerson, S., & Stanley, C.A. (October, 2003). *Reflections and future directions of the diversity commission.* 28th Annual Conference of the Professional and Organizational Development Network in Higher Education, Denver, Colorado.
38. Stanley, C.A., & Watson, K.L. (May, 2003). *The teaching experiences of African American faculty: A case study of two predominantly White research universities.* 16th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), San Francisco, CA.
39. Prenger, S., Stanley, C.A., Ouellett, M.L., & Krishnamurthi, M. (October, 2001). *Multicultural Curricular and Pedagogical Transformation Through Faculty Development: Some Models.* 26th Annual Conference of the Professional and Organizational Development Network in Higher Education, St. Louis, Missouri.
40. Stanley, C.A., Stout, J. & Estrada, J. (June, 2001). *Post-Hopwood Progress on Diversity: A Case Study.* 14th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), Seattle, Washington.
41. Mintz, J., Stanley, C.A., Rando, W., Chism, N.V.N., Smith, R., DeZure, D., & Chandler, E. (November, 2000). *Changing Places: Educational Developers Coming of Age.* 25th Annual Professional and Organizational Development Network in Higher Education Conference, Vancouver, British Columbia.
42. Saunders, S., Stanley, C.A., & Hart, J. (June, 2000). *The Faculty Institute on Multicultural Course Transformation.* 13th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), Santa Fe, New Mexico.
43. Saunders, S., & Stanley, C.A. (June, 2000). *Methods of Teaching Multicultural Content to Diverse Students.* 13th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), Santa Fe, New Mexico.
44. Stanley, C.A. & Ford, T. (June, 2000). *The Commitment to Success Program: A New Paradigm for Higher Education Diversity Efforts.* 13th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), Santa Fe, New Mexico.
45. Stanley, C.A., Ford, T., Chism, N.V.N., & Wilson, S. (October, 1999). *The Commitment to Success Program: Shifting the Paradigm from Individual to Organizational Ownership.* 24th Annual Conference of the Professional and Organizational Development Network in Higher Education, Split Rock Resort, Lake Harmony, Pennsylvania.
46. Chism, N.V.N., Stanley, C.A., & Tang, L. (October, 1998). *Peer Review: Try It on For Size.* 23rd Annual Professional and Organizational Development Network in Higher Education Conference, Salt Lake City, Utah.
47. Stanley, C.A. (April, 1998). *Linking Centralized and Departmental TA Development Initiatives: International TAs as Peer Mentors.* International Consortium for Educational

Refereed Papers and Presentations (Continued)

- Development Conference (ICED), Austin, Texas.
48. Kotwal, K., & Stanley, C.A. (November, 1997). *"Manifest Difference:" The Destiny of New Teaching and Learning Styles in the New Millennium*. 6th National Conference on the Education and Employment of Graduate Teaching Assistants, Minneapolis, Minnesota.
 49. Stanley, C.A., Saunders, S., & Ouellett, M.L. (October, 1997). *Challenges to Enhancing Multicultural Faculty and TA Development Initiatives at Three Major Research Institutions*. 22nd Annual Professional and Organizational Development Network in Higher Education Conference, Haines City, Florida.
 50. Stanley, C.A. (June, 1997). *Growing Within Our Own Networks: Preparing Faculty Developers of Color*. 4th National HBCU Faculty Development Symposium, Atlanta, Georgia.
 51. Stanley, C.A. (June, 1997). *Taking the Pulse of the Teaching & Learning Climate: The Commitment to Success Program*. 10th Annual National Conference on Race & Ethnicity in American Higher Education (NCORE), Orlando, Florida.
 52. Ouellett, M.L., Stanley, C.A., Warren, L., Butcher, A., & Jefferson, D. (October, 1996). *Technology and Diversity: Parallel Challenges for Our Institutions*. 21st Annual Professional and Organizational Development Network in Higher Education Conference, Salt Lake City, Utah.
 53. Stanley, C.A., & Porter, M.E. (October, 1996). *What Do Faculty Really Want From The Faculty Developer-Client Relationship?* 21st Annual Professional and Organizational Development Network in Higher Education Conference, Salt Lake City, Utah.
 54. Stanley, C.A., & Porter, M.E. (October, 1995). *The Faculty Developer-Client Relationship: A Survey*. 20th Annual Professional and Organizational Development Network in Higher Education Conference, North Falmouth, Massachusetts.
 55. Stanley, C.A., Wadkowski, S., Das, J., & Williams, K. (November, 1995). *Using Experienced TAs As Mentors: Everyone Gains*. 5th National Conference on the Education and Employment of Graduate Teaching Assistants, Denver, Colorado.
 56. Stanley, C.A. (September, 1994). *Evaluation for the Improvement of Instruction: Instructional Strategies and Techniques for Faculty Development*. 1st National HBCU Symposium, Jackson, Mississippi.
 57. Chism, N.V.N., Stanley, C.A., vom Saal, D., & Jefferson, D. (October, 1994). *Pipeline Issues: Are We Reproducing Ourselves or Inviting Others to The Faculty Development Profession?* 19th Annual Professional and Organizational Development Network in Higher Education Conference, Portland, Oregon.
 58. Stanley, C.A. (June, 1994). *Faculty Development Programs Relating to Pedagogy in the Culturally Diverse Classroom: Models of Programs That Make a Difference*. 7th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE),

Refereed Papers and Presentations (Continued)

Atlanta, Georgia.

59. Stanley, C.A. (October, 1993). *Dislodging Teaching Embedded Values: A Case Study Involving the Role of the Instructional Development Specialist as Change Agent*. 18th Annual Professional and Organizational Development Network in Higher Education Conference, Rochester, Minnesota.
60. Stanley, C.A. (October, 1992). *Part-timers: Are they part-of-or-marginal to-our community?* 17th Annual Conference of the Professional and Organizational Development Network in Higher Education, Tampa, Florida.
61. Chism, N.V.N & Stanley, C.A. (November, 1990). *Teaching for Black Student Retention: The Seminar*. 15th Annual Professional and Organizational Development Network in Higher Education Conference, Tahoe City, California.
62. Stanley, C.A. (January, 1990). *The Role of Teaching Assistants in Planning for Instruction*. Inquiry Seminar Sponsored by the Center for Teaching Excellence, Texas A&M University, College Station, Texas.
63. Stanley, C.A. (August, 1989). *Instructing Minority Students*. Inquiry Seminar, the Center for Teaching Excellence, Texas A&M University, College Station, Texas.
64. Stanley, C.A. (April, 1989). *Using Oral Reports and Term Papers in Graduate Courses*. Inquiry Seminar, the Center for Teaching Excellence, Texas A&M University, College Station, Texas.
65. Stanley, C.A. (April, 1989). *International Students: Are There Ways Faculty and Teaching Assistants Can Help?* Conference on College Teaching, the Center for Teaching Excellence, Texas A&M University, College Station, Texas.

Invited National and International Keynotes, Papers, and Presentations

1. Stanley, C.A., & Ortiz, E. (2018, June 15). *Broadly understands the potential barriers that faculty face in the promotion and tenure process in the context of diversity-related professional activities*. National Association of Diversity Officers in Higher Education Standards of Professional Practice Institute, Georgia Tech Conference Center, Atlanta, Georgia.
2. Stanley, C.A. & Linder, C. (2018, January 31). *Harassment, discrimination, violence, and climate*. Center for Diversity and Inclusion in Higher Education Thought Leaders' Summit, University of Maryland, College Park, MD.
3. Stanley, C.A. (Producer). (2017, December 12). *Diversity and inclusion on air podcast*. Association of American Veterinary Medical Colleges (AAVMC), Washington, DC.
4. Fairweather, J.S., Bensimon, E.M., Cochran-Smith, M., Labaree, D.F., Martinez-Aleman, A., & Stanley, C.A. (2013, April 28). *AERA task force on evaluating educational research, scholarship, and teaching postsecondary education: A report*. American Educational Research Association (AERA), San

Invited National and International Keynotes, Papers, and Presentations (Continued)

Francisco, CA.

5. Worthington, R.L., Fries-Britt, S., Stanley, C.A., & Stevenson, M. (2013, March 5). *Translating diversity scholarship into practice—The Journal of Diversity in Higher Education*. Annual Conference of the National Association for Diversity Officers in Higher Education (NADOHE), Washington, DC.
6. Ouellett, M.L., & Stanley, C.A. (2013, March 9). *Leading change: Stronger academic programs through diversity and inclusion*. Association of American Veterinary Medical Colleges (AAVMC) Annual Conference and Iverson Bell Symposium, Alexandria, VA.
7. Stanley, C.A. (2012, November 14). *The past, present, and future of diversity: A scholar's journey and reflections*. 37th Annual Conference of the Association for the Study of Higher Education (ASHE), Las Vegas, Nevada.
8. Sorcinelli, M.D., & Stanley, C.A. (2012, January 25). *Improving teaching, learning, and faculty development: Working strategically within your institution*. The 98th Annual Meeting of the Association of American Colleges and Universities (AAC&U), Washington, DC.
9. Keasley, A., Allen, B., Stanley, C.A., & Ouellett, M.L. (2010, March 9). *Strategies for influencing curriculum transformation*. National Association of Diversity Officers in Higher Education, American Council on Education (ACE) Meeting, Phoenix, AZ.
10. Stanley, C.A. (2007, May 29). *Institute on faculty of color: Teaching in predominantly white colleges and universities*. National Conference on Race and Ethnicity in American Higher Education, San Francisco, CA.
11. Stanley, C.A. (2006, September 20). *Faculty of color: Teaching in predominantly white colleges and universities*. University of Virginia, Charlottesville, Virginia.
12. Stanley, C.A. (2006, June 22-23). *Engaging large classes*. Center for Teaching and Learning. Truman State University, Kirksville, Missouri.
13. Stanley, C.A., Watson, K.L., Lincoln, Y.S., Butler-Purry, K.L., Adams, S., & Malave, C. (2006, June 2). *Faculty mentoring across racial lines*. 19th Annual National Conference on Race and Ethnicity in American Higher Education, Chicago, Illinois.
14. Stanley, C.A., Bonilla, J., Miranda, A., Adams, S., Saunders, S., Butler-Purry, K.L., Cockrell, K., & Laubscher, L. (2006, June 3). *Faculty of color teaching in predominantly White colleges and universities*. 19th Annual National Conference on Race and Ethnicity in American Higher Education, Chicago, Illinois.
15. Stanley, C.A. (2006, May 19-20). *The role of future faculty in diversity and learning*. National Conference on the Intersection of Diversity and Learning. University of Georgia, Athens, Georgia.
16. Stanley, C.A. (2005, November 17). *Leadership competencies for university administrators*

Invited National and International Keynotes, Papers, and Presentations (Continued)

- in building research capacity*. The 2nd China-U.S. Relations Conference Research Roundtable Session No. 9. National Academy of Educational Administration, Beijing, CHINA.
17. Stanley, C.A. (2005, November 4). *Teaching for the Diverse Classroom*. Center for Excellence in Teaching and Learning. Seattle University, Seattle, Washington.
 18. Ouellett, M.L., & Stanley, C.A. (2005, May 16-18). *Transforming Your Curriculum: Creating an Inclusive Learning Environment-Part I*. Spring Institute on College Teaching and Learning. Michigan State University, East Lansing, Michigan.
 19. Ouellett, M.L., & Stanley, C.A. (2005, May 19). *Transforming Your Curriculum: Creating an Inclusive Learning Environment-Part II*. Spring Institute on College Teaching and Learning. Michigan State University, East Lansing, Michigan.
 20. Stanley, C.A. (2005, May 21). *Engaging Large Classes*. The Teaching Professor Conference. Magna Publications. Schaumburg, Illinois.
 21. Millis, B., Cooper, J., Stanley, C.A., & Poole, G. (2005, May 22). *Getting Started on Pedagogical Scholarship: Panel Advice from Authors and Editors*. The Teaching Professor Conference. Magna Publications. Schaumburg, Illinois.
 22. Stanley, C.A. (2005, March 24). *Faculty Careers: Experiences of Faculty of Color*. State of the Art Conference. The University of Georgia Institute of Higher Education. University of Georgia, Athens, Georgia.
 23. Chism, N.V.N., Hermanowicz, J.C., Lawrence, J., Schuster, J., & Stanley, C.A. (2005, March). *Building the Research Agenda*. State of the Art Conference. The University of Georgia Institute of Higher Education. University of Georgia, Athens, Georgia.
 24. Stanley, C.A. (2005, February 25). *Teaching Interactively in the Large Class Setting*. 15th Annual Teaching Renewal Conference. University of Missouri, Columbia. Columbia, Missouri.
 25. Stanley, C.A. (2005, February 25). *Stories from the Margins: Faculty of Color across the Nation Speak about Their Experiences*. 15th Annual Teaching Renewal Conference. University of Missouri, Columbia. Columbia, Missouri.
 26. Stanley, C.A. (2005, February 17). *Classroom Research*. "Moving in the Right Direction:"2005 Conference Day. Montgomery College, Houston, Texas.
 27. Ouellett, M.L. & Stanley, C.A. (2004, August 16-19). *Transforming Your Curriculum: Creating an Inclusive Learning Environment*. Office of the President and Vice Provost, Michigan State University, East Lansing, Michigan.
 28. Stanley, C.A. (2004, January). *Teaching for Diversity in the UT Classroom*. Fourth Annual Spring Teaching Seminar for Teaching Assistants and Associate Instructors. University of Texas, Austin, Texas.

Invited National and International Keynotes, Papers, and Presentations (Continued)

29. Stanley, C.A., & Ouellett, M.L. (2003, May). *Dimensions of Multicultural Teaching and Curriculum Transformation*. Summer Faculty Institute on Multicultural Teaching and Curriculum Transformation. Ithaca College, Ithaca, New York.
30. Stanley, C.A. (2003, February). *Teaching and Learning in Large Classes*. University of Nebraska, Omaha, Nebraska.
31. Stanley, C.A. (2002, March). *Teaching for the Diverse Classroom*. National Educational Association (NEA) Higher Education Conference, Austin, Texas.
32. Stanley, C.A. (2002, January). *When Faculty Are Not the Diversity: A Preliminary Research Report on the Teaching Experiences of African American Faculty at Two Predominantly White Research Universities*. University of Massachusetts, Amherst.
33. Stanley, C.A., & Ouellett, M.L. (2001, May). *Action for Diversity and Equity in Teaching and Learning*. 6th Annual Indiana Faculty Leadership Institute. Indiana University and Purdue University Systems. Indianapolis, Indiana.
34. Ouellett, M.L., & Stanley, C.A. (2001, May). *Learning for a Diverse Community*. University of Rochester Summer Faculty Institute. Hewlett Foundation Grant. University of Rochester, Rochester, New York.
35. Stanley, C.A. (2000, December). *Why Diversity Matters in Teaching and Learning*. The Chancellor's Initiative on Diversity, University of Minnesota, Duluth, Minnesota.
36. Stanley, C.A., & Simpson, N. (2000, May). *Documenting Your Professional Development: The Faculty Development Portfolio*. The Great Plains Faculty Development Consortium, University of Nebraska, Lincoln, Nebraska.
37. Stanley, C.A., Border, L., Kim, J. & Ballard, S. (2000, March). *So, You Want to Be a Faculty Member in The Changing Academy?* American Association for Higher Education (AAHE), Anaheim, California.
38. Stanley, C.A., Nilson, L., & Theall, M. (1999, November). *Designing a Superior Syllabus*. Tenth Anniversary Year of the Starlink Teleconference, Dallas County Community College, Dallas, Texas.
39. Stanley, C.A., Ouellett, M.L., Saunders, S., & Kardia, D. (1998, June). *Why Who We Are Affects What We Do in Building Multiculturalism in Faculty Development*. Summer Institute on Building Multiculturalism in Faculty Development, University of Michigan, Ann Arbor, Michigan.
40. Stanley, C.A., Keady, A., Lewis, E., Ouellett, M.L. & Lieberman, D. (1998, October). *Diversity and Unity in the Changing World of Higher Education*. 23rd Annual Professional and Organizational Development Network in Higher Education Conference, Salt Lake City, Utah.

Invited National and International Keynotes, Papers, and Presentations (Continued)

41. Chism, N.V.N., & Stanley, C.A. (1998, February). *Designing, Enhancing, and Assessing Inclusive Educational Environments*. Hesburgh Seminar Series (Part I), Miami University, Oxford, Ohio.
42. Chism, N.V.N., & Stanley, C.A. (1998, March). *Diversifying the Curriculum: From First Steps to Transformation*. Hesburgh Seminar Series (Part II), Miami University, Oxford, Ohio.
43. Chism, N.V.N., & Stanley, C.A. (1997, October). *Why Difference Matters in Teaching and Learning*. Hesburgh Seminar Series (Part III), Miami University, Oxford, Ohio.
44. Stanley, C.A., Kern-Foxworth, M., & Owens, R. (1997, August). *Instructional Improvement Strategies for a Diverse Student Body*. Association for Education in Journalism and Mass Communication (AEJMC) Conference, Chicago, Illinois.
45. Stanley, C.A., & Porter, M.E. (1996, April). *Maximizing TA and Faculty Cooperation in Teaching Large Classes*. The University of Texas at Austin, Austin, Texas.
46. Stanley, C.A., (1996, April). *Evaluation for the Improvement of Instruction: Instructional Strategies and Techniques for Faculty Development*. Morris College, Sumter, South Carolina.
47. Stanley, C.A. (1995, June). *Challenges to Faculty Development in Multicultural Teaching*. 8th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE), Santa Fe, New Mexico.
48. Stanley, C.A. (1992, June). *Teaching for Minority Student Retention*. 5th Annual Summer Academy for the Advancement of College Teaching. The State System of Higher Education, Harrisburg, Pennsylvania.
49. Stanley, C.A. (1992, April). *Teaching for Minority Student Retention*. Keynote for the Office of Freshman Advisement and The Learning Assistance Center. North Carolina A&T State University, Greensboro, North Carolina.
50. Stanley, C.A., & Chism, N.V.N. (1991, September). *Teaching for Minority Student Retention*. Otterbein College, Westerville, Ohio.
51. Stanley, C.A. (1991, August). *Teaching for Minority Student Retention*. 4th Annual Summer Academy for the Advancement of College Teaching. The State System of Higher Education, Harrisburg, Pennsylvania.
52. Stanley, C.A., & Jones, C.N. (1990, August). *Evaluating Teaching*. Tuskegee University, Tuskegee, Alabama.
53. Stanley, C.A. (1989, January). *The Cognitive Interaction Analysis System*. Instituto Tecnológico Y De Estudios Superiores De Monterrey. Monterrey, MEXICO.

University Keynotes and Presentations

1. Stanley, C.A., & Watson, K.L. (2006, March). *Silent far too long: Ethnic minority faculty teaching in predominantly white colleges and universities*. Texas A&M University, College Station, Texas.
2. Hamera, J., Stanley, C.A., Yennello, S. (2006, March). *Leading departments and colleges: Challenges and opportunities*. Women's Leadership Forum. Texas A&M University, College Station, Texas.
3. Stanley, C.A. (2005, October). *Creating a positive departmental climate for diversity*. Department of Rangeland Ecology and Management. College of Agriculture & Life Sciences, Texas A&M University, College Station, Texas.
4. Stanley, C.A. (2005, February). *The state of the current research on the experiences of faculty of color in higher education*. LSAMP Program, College of Engineering, Texas A&M University, College Station, Texas.
5. Watson, K.L., & Stanley, C.A. (2004, January). *Diversity, collegiality and the scholarly environment*. University Libraries Lecture Series. Texas A&M University, College Station, Texas.
6. Stanley, C.A. (2003, December). *Furthering your growth as scholars and teachers*. Graduate Teaching Academy. Texas A&M University, College Station, Texas.
7. Stanley, C.A. (2003, July). *Faculty development and the administrator's role in improving college teaching*. Summer Seminar on Academic Administration. Department of Educational Administration and Human Resource Development. Texas A&M University. College Station, Texas.
8. Stanley, C.A., Stout, J., & Estrada, J. (2001, November). *Post-Hopwood efforts toward diversity at Texas A&M University: A Panel Discussion*. Texas Higher Education Diversity Conference. Texas A&M University, College Station, Texas.
9. Stanley, C.A. (2001, November). *College students: Meeting their needs in challenging times*. Dwight Look College of Engineering. Texas A&M University. College Station, Texas.
10. Stanley, C.A. (2001, September). *Classroom management*. TA Orientation Seminar. Department of Genetics. Texas A&M University. College Station, Texas.
11. Stanley, C. A. (2001, May). *Diversity of classroom learning styles*. Department of Wildlife and Fisheries Sciences. Texas A&M University, College Station, Texas.
12. Stanley, C.A. (2000, September). *Classroom management*. TA Orientation Seminar. Department of Genetics. Texas A&M University, College Station, Texas.

Funded Proposals, Grants, and Contracts

1. Louis Stokes STEM Pathways and Research Alliance: Texas A&M University System Louis Stokes Alliance

Funded Proposals, Grants, and Contracts (Continued)

- for Minority Participation [TAMUS LSAMP]. Principal Investigator: Karen Butler-Purry, College of Engineering. Co-Principal Investigators: Mahmoud Khasawneh, Texas A&M International, Irvin Osborne-Lee, Prairie View A&M University, Frank Pezold, Texas A&M University Corpus Christi, and Christine Stanley, College of Education and Human Development. National Science Foundation (NSF). Period: March 1, 2019-May 31, 2024. \$4,000,000.
2. Enfranchising Underrepresented Students and Parents in Family STEM Nights. Principal Investigator: Mary Margaret Capraro, Teaching, Learning and Culture. Co-Principal Investigators: Luciana Barroso, College of Architecture; Robert Capraro, College of Education; and Christine A. Stanley, College of Education. College of Education and Human Development CATAPULT Grant. October, 2018-May, 2020. \$10,000.
 3. How Global Education Experiences Influence Pre-Service Teachers Level of Cultural Preparedness. Principal Investigator: William Rupley, Teaching, Learning and Culture. Co-Principal Investigators: Helen Muyia, Educational Administration and Human Resource Development; Bugrahan Yalvac, Teaching, Learning, and Culture; and Christine A. Stanley, Educational Administration and Human Resource Development, CATAPULT Grant. October, 2018-May, 2020. \$10,000.
 4. Catalyzing Change that Inspires Transformational Learning. Principal Investigator: Karan L. Watson, College of Engineering. Co-Principal Investigators: Beth Boudreau, Kristin Chaney, and Kenita Rogers, College of Veterinary Medicine and Biomedical Sciences; Christine A. Stanley and Nancy Watson, College of Education and Human Development. Texas A&M T3 Seed Grant Program. March, 2018. \$30,000.
 5. ADVANCE: Promoting Success of Women Faculty Through a Psychologically Healthy Workplace. Principal Investigator: Blanca Lupiani and Co-Principal Investigator: Christine Stanley (5/2016). Original Principal Investigator: Sherry Yennello and Co-Principal Investigator: Karan L. Watson (11/2010-2015). The National Science Foundation.
 6. The Teaching Experiences of African American Faculty at Predominantly White Research Universities. TAMU Race and Ethnic Studies Institute (RESI) Faculty Mini-Grant Program, 2001. Principal Investigator: Christine Stanley. \$2,500 grant for 8 months.
 7. Conifer Microsatellite Workshop: A Confluence of Evolutionary and Ecological Genomics. College of Agriculture and Life Sciences, Texas A&M University. Principal Investigator: Claire Williams. Program Evaluation Investigator: Christine Stanley. The National Science Foundation, 2001.
 8. Determining What the Texas A&M University Look College of Engineering Can Do In The Classroom to Retain Women and Ethnic Minority Students. Corporate Gifts and Funds, 2001. Principal Investigators: Christine Stanley, Educational Administration, and Human Resource Development, and Patrick Slattery, Teaching, Learning, and Culture, and Jan Rinehart, College of Engineering. \$10,000 consulting grant for 6 months.
 9. An integrated multi-level twenty-first century physics learning system. Department of Physics, The Ohio State University. The National Science Foundation, 1996. Program Evaluator. \$8,000 of a \$200,000 grant for 1 year.

Funded Proposals, Grants, and Contracts (Continued)

10. Antarctic Science and Policy: Interdisciplinary Research Education (ASPIRE). Byrd Polar Research Laboratory, The Ohio State University. The National Science Foundation, 1996. Program Evaluator. \$3,500 of a \$560,000 grant for 3 years.
11. Continuous Faculty Development Grant, Gateway Engineering Education Coalition. The National Science Foundation, 1995. Main writer for a grant to develop a resource book on classroom assessment materials for engineering faculty. \$15,000 grant for 1 year.

External Consultations

Invited to Serve as A Consultant on Faculty Development and Diversity Issues in Higher Education At:

National (Colleges and Universities)

1. Baylor University, Waco, Texas
2. California Polytechnic State University (Cal-Poly), San Luis Obispo
3. Columbus State Community College, Columbus, Ohio
4. Duquesne University, Pittsburgh, Pennsylvania
5. Drury University, Springfield, Missouri
6. Elon University, North Carolina
7. Historically Black Colleges & Universities (HBCU) Faculty Development Network
8. Indiana University System
9. Indiana University-Purdue University at Indianapolis
10. Ithaca College, Ithaca, New York
11. Johnson C. Smith University, Charlotte, North Carolina
12. Miami University, Oxford, Ohio
13. Michigan State University, East Lansing, Michigan
14. North Carolina State University, Raleigh, North Carolina
15. North Dakota State University
16. Ohio University, Southern, Ohio
17. Pennsylvania State System of Higher Education, Harrisburg, Pennsylvania
18. Purdue University, West Lafayette, Indiana
19. Saint Augustine's College, Raleigh, North Carolina
20. Seattle University, Seattle, Washington
21. Tougaloo College, Jackson, Mississippi
22. Texas Christian University, Fort Worth, Texas
23. United Negro College Fund (UNCF)
24. University of Georgia, Athens
25. University of Illinois, Urbana-Champaign
26. University of Massachusetts, Amherst
27. University of Michigan, Ann Arbor
28. University of Minnesota, Duluth, Minnesota
29. University of Missouri, Columbia
30. University of Virginia, Charlottesville
31. University of Nebraska, Omaha, Nebraska
32. University of Rochester, Rochester, New York
33. University of Texas, Austin, Texas

External Consultation–National (Continued)

34. University of Texas at Dallas
35. University of Tennessee, Knoxville

International (Colleges and Universities)

1. Instituto Tecnológico Y De Estudios Superiores De Monterrey, Monterrey, MEXICO
2. Armenian Agricultural Academy, Yerevan, ARMENIA
3. National Academy of Educational Administration (NAEA), Beijing, CHINA
4. Nelson Mandela Metropolitan University, Port Elizabeth, SOUTH AFRICA
5. University of Alberta, CANADA

Professional Service and Memberships

American Council on Education (ACE)
Association for the Study of Higher Education (ASHE)
American Educational Research Association (AERA)
Professional and Organizational Development Network in Higher Education (POD)
National Association of Diversity Officers in Higher Education (NADOHE)
National Alumni Association, Prairie View A&M University, Lifetime Member

Endowed Professorship

Ruth Harrington Endowed Chair in Educational Leadership, June 2019

Named Award

Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development
(Award Created by the Diversity Committee of the Professional and Organizational Development
(POD) Network in Higher Education), 2016

Honors, Awards, Listings

Ruth Harrington Endowed Chair, Texas A&M University, 2019
Women's Faculty Network Mentoring Award, Texas A&M University, 2019
Frank W. Hale Distinguished Service Award, National Association of Diversity Officers in Higher Education (NADOHE), 2019
Mildred Garcia Award for Exemplary Scholarship (Senior Practitioner-Scholar), Association for The Study of Higher Education (ASHE), 2015
College Nominee, Association of Former Students (AFS) College Level Award for Administration, College of Education and Human Development, 2007
College Nominee, Association of Former Students (AFS) College Level Award for Distinguished Teaching, College of Education and Human Development, 2006
Robert Pierleoni Spirit Award for Leadership in Faculty Development, Professional and Organizational Development (POD) Network in Higher Education, 2004
Outstanding New Faculty Award, College of Education, Texas A&M University, 2000-2001
The Ohio State University Distinguished Staff Award, 1999
Nominee, The Ohio State University College of Education Adjunct Faculty Teaching Award, 1999
Nominee, The Ohio State University Distinguished Staff Award, 1995
Phi Beta Delta Honor Society for International Scholars, 1990-present

Honors, Awards, Listings (Continued)

Outstanding Young Women of America, Texas A&M University, 1987

National and International Leadership and Service

Member, Task Force to Review the Professional Standards of Practice for Chief Diversity Officers, 2019

Proposal Reviewer, Social Sciences and Humanities Research Council, CANADA, 2018

Member, National Assessment of Collegiate Campus Climates Advisory Panel, University of Southern California (USC) Race and Equity Center, 2017-present

Chair, Association for the Study of Higher Education (ASHE) Position Taking Committee, 2017-present

Member, Association of American Colleges and Universities (AAC&U) Advisory Committee's seminal publication, *Diversifying the Faculty: A Guidebook for Search Committees*, 2015-2016

Member, Office of the Director of National Intelligence (ODNI) External Diversity Advisory Panel, 2015-2017

Co-Chair, Task Force to Develop Professional Standards of Practice for Chief Diversity Officers, 2015

Proposal Reviewer, Social Sciences and Humanities Research Council, CANADA, 2013

Member, AERA Task Force on Evaluating Educational Research, Scholarship, and Teaching in Postsecondary Education, 2012-2013

Member, American Council on Education (ACE) Commission on Inclusion, 2012-2014

Member, National Association of Diversity Officers in Higher Education (NADOHE), 2011-2014

Chair, Committee for the Advancement of Programs and Services, Professional and Organizational Development (POD) Network in Higher Education, 2002-2006

Past President, Professional and Organizational Development (POD) Network in Higher Education, 2001-2002

President, Professional and Organizational Development (POD) Network in Higher Education, 2000-2001

President-Elect, Professional and Organizational Development (POD) Network in Higher Education, 1999-2000

Member, Executive Board, Professional and Organizational Development (POD) Network in Higher Education, 1995-1998

Chair, Diversity Commission, Professional and Organizational Development (POD) Network in Higher Education, 1993-1999

Conference Chair, Professional and Organizational Development (POD) Network in Higher Education, Morgantown, West Virginia, 1991

University Leadership and Service

Task Force on Faculty Professional Conduct (2019)

Council of Principal Investigators, College of Education and Human Development (2019-2020)

Member, University as a Community, Vision 2020 Subcommittee (2018-present)

Member, Search Committee for the Provost and Executive Vice President (2016-2017)

Chair, Vision 2020 Mid-Term Review of *Imperative 6: Diversity and Globalization* (2010-2011)

Co-Chair, ADVANCE Climate Change, NSF ADVANCE Grant (2010-present)

Co-Chair, ADVANCE Scholars Program, NSF ADVANCE Grant (2010-present)

Chair, Task Force on the Graduate Experience (2009-2010)

Co-Chair, University Teaching and Learning Roadmap Committee (Provost's Academic Master Plan), 2008-2009

Member, Presidential Search Committee, President, Texas A&M University, 2007

Elected Member, Promotion and Tenure Committee, College of Education and Human Development,

University Leadership and Service (Continued)

Texas A&M University, 2005-2008
Member, Center for Teaching Excellence Faculty Advisory Board, Texas A&M University, 2005-2006
Chair, Search Committee, Managing Editor, *Callaloo*, College of Liberal Arts, Texas A&M University, 2005
Women's Faculty Network (WFN) Steering Committee, Texas A&M University, 2004-present
Diversity Committee, Faculty Senate, 2003-2005
Vice President and Associate Provost for Institutional Assessment and Diversity Search Committee, Texas A&M University, 2003
Dean of Faculties Visiting Scholars Committee, Texas A&M University, 2002-present
Vice President, Faculty Advisory Council (FAC), College of Education, Texas A&M University, 2001-2002
Graduate Education Diversity Committee, Office of the Vice President for Research and Graduate Studies, Texas A&M University, 2001-2003
Diversity Subcommittee, Faculty Senate, Texas A&M University, 2000-2002
Faculty Advisory Council, Departmental Representative, College of Education, Texas A&M University, 1999-2002
Coordinator, National Search Committee, Instructional Development Specialist for Multicultural Teaching, The Ohio State University, 1998
Professional Mentor, University Mentoring Program, The Ohio State University, 1992-1997
Member, Office of the Vice Provost for Academic Affairs, Departmental Teaching Excellence Award Committee, The Ohio State University, 1997-1998

Community Service Memberships and Leadership

Delta Sigma Theta Sorority, Inc., Brazos Valley Area Alumnae Chapter, Vice President, 2002-2004; Recording Secretary, 2004-2006
St. Michael's Academy, Bryan, Texas, Board of Trustees, 2001-2004
Brazos County Child Welfare, Board of Trustees, 2003-2005

DISSERTATION ADVISING AND COMMITTEES

Dissertation Committees Chaired/Co-Chaired

Denotes: *co-chaired with another colleague

1. Murdock, David. (2018, August). *The effectiveness of a classroom assessment technique (CAT) in the Calculus I classroom*. Doctoral Dissertation: Texas A&M University.
2. Williams, J'Qualin. (2017, December). *Ostracized insiders: Exploring the experiences of Black gay men in historically Black Greek letter fraternities*. Doctoral Dissertation: Texas A&M University.
3. *McIntosh, David F. (2015, December). *Protecting the ivory tower: An exploration of how Whiteness is understood and enacted by university administrators*. Doctoral Dissertation: Texas A&M University.
4. *Royal, Genyne L. (May, 2015). *What shall I give my children? Student affairs professionals and their influence on the academic resilience of underprepared African American students*.

Dissertation Committee Chaired/Co-Chaired (Continued)

- Doctoral Dissertation: Texas A&M University.
5. Jones, Veronica Adele. (May, 2014). *Taking the picture out of the frame: A multidimensional approach to racial identity*. Doctoral Dissertation: Texas A&M University.
 6. Lewis, Judith Holbrook. (May, 2014). *A Delphi study assessing effective peer faculty e-mentoring to support scaling distance education programs*. Doctoral Dissertation: Texas A&M University.
 7. McClelland, Charles F. (May, 2011). *Athletic directors' perceptions of the effectiveness of HBCU division I-AA athletic programs*. Doctoral Dissertation: Texas A&M University.
 8. Schaefer, Candace Hastings. (December, 2010). *A case study of faculty perceptions of student plagiarism*. Doctoral Dissertation: Texas A&M University.
 9. Rozeboom, Dave. (August, 2008). *Self-report and direct observer's perceived leadership practices of chief student affairs officers in selected institutions of higher education in the United States*. Doctoral Dissertation: Texas A&M University.
 10. Dickerson, Kimberly. (May, 2008). *Stress and self-efficacy in special education and general education student teachers during and after the student teaching internship*. Doctoral Dissertation: Texas A&M University.
 11. Vargas, Juanita. (May, 2008). *The experiences of select university presidential partners with traditional role expectations*. Doctoral Dissertation: Texas A&M University.
 12. *Byrd, Marilyn. (May, 2008). *To enter and lead: Re-negotiating meanings of leadership and examining leadership theory of social power from the perspectives of African American leaders in predominantly White organizations*. Doctoral Dissertation: Texas A&M University.
 13. Diaz de Rodriquez, Vanessa. (December, 2007). *The senior year experience at Texas A&M University: Graduating seniors make meaning of their undergraduate education*. Doctoral Dissertation: Texas A&M University.
 14. Takao, Marsha J. (May, 2007). *An analysis of selected decision-making variables and the effects they have on the post-secondary education plans of 16-21 year old youth from the United States*. Doctoral Dissertation: Texas A&M University.
 15. Louis, Dave. (August, 2005). *Attributes influencing the adjustment of White professors at selected historically black colleges and universities in Texas*. Doctoral Dissertation: Texas A&M University.
 16. Scism, Darby. (August, 2005). *An analysis of job placement variables of foreign national master of business administration (MBA) students*. Doctoral Dissertation: Texas A&M University.
 17. McGee, Joel. (May, 2005). *Cognitive, demographic and motivational factors as indicators of help-seeking in supplemental instruction*. Doctoral Dissertation: Texas A&M University.

Dissertation Committee Chaired/Co-Chaired (Continued)

18. Dunn-Perry, Yvette. (August, 2003). *Assistors to continuous enrollment for women in Texas Even Start Family Literacy programs*. Doctoral Dissertation: Texas A&M University.
19. Meer, David. (August, 2002). *Non-traditional graduate students' perceptions of their transitional experiences while pursuing an advanced degree: A qualitative study*. Doctoral Dissertation: Texas A&M University.

PH.D. STUDENTS JOB PLACEMENT (*Denotes: *tenured/tenure-track appointments*)

Faculty Tenure-Track Appointments

- *Marilyn Byrd, Associate Professor, University of Oklahoma
- *Vanessa Diaz de Rodriquez, Assistant Professor, Virginia Community College System
- *Kimberly Dickerson, Associate Professor and Department Chair, Angelo State University
- *Veronica Jones, Assistant Professor, University of North Texas
- *Dave Louis, Associate Professor, Texas Tech University
- *Juanita Vargas, Associate Professor, University of Oklahoma

Administrative Leadership Appointments

- Yvette Dunn-Perry, President and Co-Founder Nutrire Solutions, Houston, Texas
- Candace Hastings, Director of Faculty Development, Texas State University
- Judith Lewis, Associate Vice President for Enterprise Services, Sam Houston State University
- Charles McClelland, Commissioner, Southwestern Athletic Conference (SWAC)
- David Meer, Retired
- Joel McGee, Director, Academic Success Center, Texas A&M University
- David McIntosh, Vice President and Chief Diversity Officer, Wake Forest Baptist Medical Center
- David Murdock, Associate Director for Judicial Affairs, Baylor University, Texas
- Genyne Royal, Assistant Dean and Director, Student Affairs and Services, Michigan State University
- David Rozeboom, Vice President for Student Life, Hardin-Simmons University
- Darby Scism, Executive Director, Career Center, Indiana State University
- Marsha Takao, Program Coordinator, Texas A&M University
- J'Qualin Williams, Faculty, Yes Preparatory School, Houston, Texas

Dissertation Committee Memberships Completed

1. Brewer, Emily Ann. (2019). *A quantitative comparison of young adult "third culture kids" social, emotional, and behavioral health peers who never lived abroad*. Dissertation: Texas A&M University.
2. Grabsch, Dustin Kurt. (2018). *Exploring identity in the context of leadership*. Doctoral Dissertation: Texas A&M University.
3. Lewis, Jesse Marcus Shelton. (2018). *The impact of accreditation on institutional assessment of student learning outcomes: A case study of historically black colleges and universities*. Doctoral Dissertation: Texas A&M University.

Doctoral Committee Memberships Completed (Continued)

4. Stone, Phyllis Margania Stone. (2017). *“How have female African American chief diversity officers (CDO) made meaning of the role political skill plays at predominantly white research institutions.”* Doctoral Dissertation: **The George Washington University**.
5. Phillips, Glenn Allen. (2014). *“Peering through the fog”: A proposal for veteran critical theory.*
Doctoral Dissertation: Texas A&M University.
6. Sandoval. C.L. (May, 2013). *“Doing whatever I had to do to survive”: A study of resistance, agency, and transformation in the lives of incarcerated women.* Doctoral Dissertation: Texas A&M University.
7. Lopez, Michelle M. (May, 2013). *Latina administrators’ ways of leadership: Preparando Chicanos.* Doctoral Dissertation: Texas A&M University.
8. Brookins, Bari L. (May, 2012). *Now I understand! Success factors among high-achieving undergraduate Hispanic students majoring in engineering at a research university.* Doctoral Dissertation: Texas A&M University.
9. Booker, Lonnie. (December, 2010). *Crisis management planning: A case study of man-made and natural crisis events in higher education.* Doctoral Dissertation: Texas A&M University.
10. Walton, Shannon. (December, 2010). *Exploring the relationship between resilience and learning styles as predictors of academic persistence in engineering.* Doctoral Dissertation: Texas A&M University.
11. Jacobsen, Merna. (August, 2010). *Leadership strategies dealing with crisis as identified by administrators in higher education.* Doctoral Dissertation: Texas A&M University.
12. Cook, Krystal Tisha?. (August, 2009). *Effects of parent expectations and involvement on the school readiness of children in head start.* Doctoral Dissertation: Texas A&M University.
13. Spurlock, Rebecca Lynn. (August, 2009). *Work, nonwork, and network: The public and private lives of women chief student affairs officers.* Doctoral Dissertation: Texas A&M University.
14. Zhang, Yan. (May, 2009). *Factors influencing career experiences of selected Chinese faculty employed at a research extensive university in Texas.* Doctoral Dissertation: Texas A&M University.
15. Petitt, Becky. (December, 2008). *Academe maid possible: The lived experiences of six women employed as custodial workers at a research extensive university located in the southwest.* Doctoral Dissertation: Texas A&M University.
16. Morales-Vale, Suzanne. (December, 2008). *Formative assessment with developmental students: Interactions to improve teaching and learning at a community college.* Doctoral Dissertation: Texas A&M University.

Doctoral Committee Memberships Completed (Continued)

17. Tasby, Calissia T. (December, 2008). *Cultural differences and perceptions of autism among school psychologists*. Doctoral Dissertation: Texas A&M University.
18. Price, Jon. K. (December (2008). *Identification of core goals and related outcome measurements for the development of community service-learning programs in selected institutions of higher education*. Doctoral Dissertation: Texas A&M University.
19. Durham Hynes, Sharra L. (December, 2008). *Perceptions of the capacity for change as a component of leadership development as reported by select populations of college students: Implications for college student leadership development*. Doctoral Dissertation: Texas A&M University.
20. Villa, Carmen. (December, 2008). *The impact of students' life experiences on program retention: A study of female engineering students in Mexico*. Doctoral Dissertation: Texas A&M University.
21. Brown, Ron. (August, 2008). *Perceived influence of societal dissonance, self-efficacy, African American male mentorship, and institutional support on the successful academic experiences of African American males in a predominantly White institution of higher education*. Doctoral Dissertation: Texas A&M University.
22. Dixon, Shantina. (August, 2008). *A study of parental involvement and school climate perspective from the middle school*. Doctoral Dissertation: Texas A&M University.
23. Wilkerson, Steve. (August, 2008). *An empirical analysis of factors that influence the first year to second year retention of students at one large, Hispanic serving institution (HSI)*. Doctoral Dissertation: Texas A&M University.
24. Bond, Linda. (May, 2008). *Women negotiating collaborative learning: An exploratory case study of undergraduate students in a university setting*. Doctoral Dissertation: Texas A&M University.
25. Alderman, Rosalind. (May, 2008). *Faculty and student out-of-classroom interactions: Student perceptions of quality of interaction*. Doctoral Dissertation: Texas A&M University.
26. Wickens, Corrine. (December, 2007). *Queering young adult literature: Examining sexual minorities in contemporary realistic fiction between 2000-2005*. Doctoral Dissertation: Texas A&M University.
27. Weatherly, Gail. (December, 2007). *Personal development and transformational outcomes for women earning an online degree*. Doctoral Dissertation: Texas A&M University.
28. Ibrahim, Eronif. (December, 2007). *A case study of Texas regional education service center multicultural/diversity trainers' perception of teacher resistance and structural barriers to multicultural education*. Doctoral Dissertation: Texas A&M University.

Doctoral Committee Memberships Completed (Continued)

29. Ramos, Noe. (December, 2007). *Hispanic teachers' perceptions of children with ADHD*. Doctoral Dissertation: Texas A&M University.
30. Rodriguez-Escobar, Olga L. (August, 2007). *Application of the cumulative risk model in predicting school readiness in head start children*. Doctoral Dissertation: Texas A&M University.
31. Pracht, Dale. (May, 2007). *Evaluating the cognitive process of students participating in a service-learning experience while enrolled in a collegiate social problems class*. Doctoral Dissertation: Texas A&M University.
32. Pchenitchnaia, Larissa V. (May, 2007). *Essential and model programs for teaching and learning centers as reported by directors in selected research extensive universities: A Delphi study*. Doctoral Dissertation: Texas A&M University.
33. Harris, Danielle. (December, 2006). *Describing the readiness for retention of students of color at State and land-grant colleges of agriculture*. Doctoral Dissertation: Texas A&M University.
34. Upton, Matthew. (August, 2006). *Toward a multilevel hierarchical theory of career development: Advancing human resource development*. Doctoral Dissertation: Texas A&M University.
35. Merton, Prudence. (May, 2006). *Navigating the tension between the master narrative of the academy and the counter-narrative of reform: A case study of an engineering education coalition*. Doctoral Dissertation: Texas A&M University.
36. Watkins, Daphne. (May, 2006). *Life events and their impact on the mental health of young Black men: A mixed methods study*. Doctoral Dissertation: Texas A&M University.
37. Vinson, Bonita. (May, 2006). *An analysis of technology infusion in college and university career services offices in the southwest United States in the twenty-first century*. Doctoral Dissertation: Texas A&M University.
38. Kimball, Jorja (May, 2006). *A study of engineering student attributes and time to completion for first year required courses at Texas A&M University*. Doctoral Dissertation: Texas A&M University.
39. Nader, Richard. (December, 2005). *Cultural impacts on public perceptions of agricultural biotechnology: A comparison of South Korea and the United States*. Doctoral Dissertation: Texas A&M University.
40. Brennan, Martha. (December, 2005). *Stress reduction as a link between aerobic activity and academic performance experienced by undergraduate women through the use of the student recreation center at Texas A&M University*. Doctoral Dissertation: Texas A&M University.
41. Jasek, Mary. (December, 2005). *Evaluating the effectiveness of doing Mathematics warm-up problems with an agricultural context at improving Mathematics performance*.

Doctoral Committee Memberships Completed (Continued)

- Doctoral Dissertation: Texas A&M University.
42. Andenoro, Anthony. (December, 2005). *Competencies of leadership professionals: A national study of premier leadership degree programs*. Doctoral Dissertation: Texas A&M University.
 43. Chae, Sung Hee. (August, 2005). *Conjugated linoleic acid reduces lipid oxidation in irradiated, cooked ground beef patties*. Doctoral Dissertation: Texas A&M University.
 44. Niemeyer, Paige. (August, 2005). *The impact of supplemental L-Threonine in laying hen diets on egg component yield, composition, and functionality*. Doctoral Dissertation: Texas A&M University.
 45. Garrett, C. (May, 2005). *The university college center and the Freshman year experience: A case study at a selected historically black university in Texas*. Doctoral Dissertation: Texas A&M University.
 46. Dollar, Susan. (May, 2005). *The class of 1990: A longitudinal study of the entering freshman class at Texas A&M University, Kingsville*. Doctoral Dissertation: Texas A&M University.
 47. Homack, Susan. (May, 2005). *Measuring the validity of two continuous performance tests: Different parameters and scoring indices*. Doctoral Dissertation: Texas A&M University.
 48. Speed, Kathleen. (May, 2004). *Perceptions of teaching, teaching practices and effectiveness of supplemental instruction leaders and selected students at a research I institution*. Doctoral Dissertation: Texas A&M University.
 49. Lewis, Charla P. (August, 2004). *The relationship between extracurricular activities with academic and social competence in school-age children: A meta-analysis*. Doctoral Dissertation: Texas A&M University.
 50. Perez Gonzales, Maricela. (August, 2004). *The effectiveness of ceiling rules and construct validity of the pre-IPT Spanish, second edition*. Doctoral Dissertation: Texas A&M University.
 51. Maxwell, Geri. (December, 2004). *A life history of John Junik: A custodian in a small, rural school district in south Texas*. Doctoral Dissertation: Texas A&M University.
 52. Jensen, Richard. (May, 2003). *Perceptions of Texas A&M University former students about the relevance and value of research performed by the university*. Doctoral Dissertation: Texas A&M University.
 53. Maedgen, Norma. (May, 2003). *Becoming wiser: A qualitative study of transition from dental hygiene school to real world practice*. Doctoral Dissertation: Texas A&M University.
 54. Boggs, Beverley. (August, 2003). *Perceptions of Texas student financial aid directors regarding cohort*

Doctoral Committee Memberships Completed (Continued)

- default rate calculation and methodology.* Doctoral Dissertation: Texas A&M University.
55. Heitzman-Hull, Cheryl. (August, 2003). *The helpfulness of health care information sources as perceived by parents participating in Event Start Literacy programs in Texas.* Doctoral Dissertation: Texas A&M University.
56. Peake, Jason. (December, 2003). *Relationships between student achievement and levels of computer technology integration by Texas Agriscience teachers.* Doctoral Dissertation: Texas A&M University.
57. Osterbuhr, Michael. (May, 2002). *Academic core curriculum changes in selected Texas public institutions of higher education.* Doctoral Dissertation: Texas A&M University.
58. Balog, Michael. (December, 2002). *The creation of the college of liberal arts at Texas A&M University: The decision-making process.* Doctoral Dissertation: Texas A&M University.
59. Shim, In-Sun. (May, 2001). *Factors that facilitate or limit expatriates' adapting and adjusting to another country.* Doctoral Dissertation: Texas A&M University.
60. Stephenson, Macgregor. (December, 2001). *The impact of high school curriculum and high school campus characteristics on graduation rates from Texas four-year public institutions of higher education.* Doctoral Dissertation: Texas A&M University.
61. Howse, Alisa. (December, 2001). *Death anxiety and psychotherapy: An examination of counselor trainee reactions to death related issues.* Doctoral Dissertation: Texas A&M University.
62. Scott, Michelle. (June, 1999). *Mother's occupational status and their children's educational attainment.* Doctoral Dissertation: The Ohio State University.

Masters' Degree Thesis Committee Memberships Completed

1. Kobiela, Marta. (August, 2006). *An eighth-grade curriculum incorporating logical thinking and active learning.* Masters Thesis: Texas A&M University.
2. Auil, Nicole. (August, 2003). *Abundance and distribution trends of the West Indian manatee in the coastal zone of Belize: Implications for conservation.* Masters Thesis: Texas A&M University.

STUDENT ADVISING AND GRADUATE STUDENT COMMITTEES

	<i>Discipline/Program</i>	<i>Status</i>
Doctoral Committees Chair		
1. Rafael Almanzar	EDAD	Coursework
2. Kevin Bazner	EDAD	Dissertation
3. Jennifer Bradford	EDAD	Temporary Chair
4. Angela Calise	EDAD	Coursework
5. Dan Childs	EDAD	Dissertation

Doctoral Committees Chair (Continued)

6. Christina Dunn	EDAD	Coursework
7. Shante Hearst	EDAD	Temporary Chair
8. Tyra Metoyer	EDAD	Dissertation
9. Elizabeth Piwonka (Co-Chair)	EPSY	Coursework

Doctoral Committees Member

1. Jessica Benson	ALEC	Coursework
2. Mark Dawson	Sociology	Coursework
3. Deyanira Garcia	EHRD	Coursework
4. Emily Greene	EPSY	Dissertation
5. Steven Koether	Adult Education	Coursework
6. Juan Lopez	EDAD	Coursework
7. Narietha Carter McClain	EDAD	Coursework
8. Timothy Powers	EDAD	Dissertation

Masters Committees Chair

1. Alex Square	EDAD	Coursework
2. Tasmin McDonald	EDAD	Coursework
3. Sade Fields	EDAD	

Masters Committees Member

1. Victor Castillo	EDAD	Coursework
2. Selena Hart	EDAD	Coursework
3. Sabrina Niemeyer	EDAD	Coursework
4. Corey Stone	EDAD	Graduated

Masters Committees Chair (Non-Thesis Graduated)

1. Jennifer Chenoweth	EDAD	May, 2004
2. Mindy Garrison	EDAD	May, 2007
3. Patricia Gerling	EDAD	August, 2004
4. Marisol Scheer	EDAD	December, 2004
5. Suzanne Sealey	EDAD	May, 2006
6. Kristie Smedsrud	EDAD	August, 2007
7. Clay Taylor (Co-Chair)	EHRD	December, 2003

Masters Committees Member (Non-Thesis Graduated)

1. Jonathan Apgar	EDAD	May, 2001
2. Gidget Belinoski	Educational Psychology	May, 2003
3. Kathryn Brewer	Educational Psychology	May, 2003
4. Hannah Cole	EDAD	December, 2019
5. Cheryl Heitzman	EHRD	May, 2000
6. Richard Johnson	EDAD	August, 2005
7. AlTricia Larke	Teaching, Learning, and Culture	August, 2003
8. Maria Luna	EDAD	May, 2004
9. Lori Moldenhauer	Agricultural Education	December, 2005
10. Michael Spies	EHRD	May, 2001

Masters Committee Member Non-Thesis Graduated (Continued)

Doctoral Committees Member (Graduated-Outside of the College of Education)

1. Vicki Noble Deanes Electrical Engineering December, 2002

Masters Committees Member (Graduated-Outside of the College of Education)

1. Amy Collins Math May, 2006
2. Heather Gollmer Math August, 2002
3. LeAnn Jordan Agricultural Education December, 2003
4. Marta Kobiela Math August, 2006
5. Victoria Malloy Math May, 2008
6. Shelley McCall Math December, 2001
7. Frank Rodriguez Math May, 2003
8. Kristen Russell Math August, 2002
9. Jennifer Williams Agricultural Education May, 2003