

## CURRICULUM VITAE

**ADRIANNA J. KEZAR**  
**Professor**  
**USC Rossier School of Education**

### PERSONAL INFORMATION

#### Contact Information

Office Address: University of Southern California  
3470 Trousdale Parkway  
Waite Phillips Hall, 703D  
Los Angeles, CA 90089-4037

Email: kezar@usc.edu  
Phone: 323/632-9413  
Fax: 213/740-3889

#### Educational Background

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

#### Employment Background

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

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

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

## **CURRENT MAJOR LEADERSHIP ROLES**

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

## **SELECT MEDIA MENTIONS AND BLOGGING**

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

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

## **RESEARCH AND SCHOLARLY ACTIVITIES**

### **Scholarly Fellowships, Prizes, and Awards**

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

## Research Focus

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

## Books

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

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

### **Monographs**

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

## Contracts and Grants

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Edited Journals

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

## Articles in peer-reviewed journals

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



- Chi, E., Huang, S., Jeon, M., Park, E., Melguizo, T., & Kezar, A. (2022). A practical guide to causal mediation analysis: Illustration with a comprehensive college transition program and nonprogram peer and faculty interactions. *Frontiers in Education*.
- Culver, KC., Harper, J., & Kezar, A. (2022). Engaging design thinking in professional bureaucracies: Improving equity for non-tenure track faculty in higher education. *Higher Education Policy and Leadership Studies*, 3(1), 68-89.
- Kezar, A., Perez, R., & Swanson, E. (2022). The potential of and mechanisms for a hub of innovation on campus to support changes for low-income, first generation and racialized minority college students. *Research in Higher Education*, 1(24).[doi.org/10.1037/dhe0000401](https://doi.org/10.1037/dhe0000401)
- Kitchen, J.A., Perez, R., Hallett, R., Kezar, A., & Reason, R. (2021). Ecological validation model of student success: A new student support model for low-income, first-generation, and racially minoritized students. *Journal of College Student Development*, 62(6), 627-642. [doi: 10.1353/csd.2021.0062](https://doi.org/10.1353/csd.2021.0062)
- Kezar, A., Hallett, R. E., Perez, R. J., & Kitchen, J. A. (2022). Scaling success for low-income, first-generation in college, and/or racially minoritized students through a culture of ecological validation. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000401>
- Culver, KC., Swanson, E., Hallett, R. E., & Kezar, A. (2021). Identity-conscious strategies to engage at-promise students in a learning community: Shared courses in a comprehensive college transition program. *Teachers College Record*, 123(8), 146-175. [doi.org/10.1177/01614681211048655](https://doi.org/10.1177/01614681211048655)
- Melguizo, T., Martorell, P., Swanson, E., & Chi, E., Park, L., & Kezar, A. (2021) Expanding student success: The impact of a comprehensive college transition program on psychosocial outcomes. *Journal of Research on Educational Effectiveness*, 1(26), 835-860. [doi.org/10.1080/19345747.2021.1917029](https://doi.org/10.1080/19345747.2021.1917029)
- Kezar, A., Perez, R., Kitchen, J., & Hallett, R. (2021). Learning how to tailor a program to support low-income, first-generation, and racially minoritized student success. *Journal of Postsecondary Student Success*, 1(1), 25-57. [doi.org/10.33009/fsop\\_jpss127933](https://doi.org/10.33009/fsop_jpss127933)
- Kitchen, J. A., Kezar, A., & Hypolite, L. I. (2021). At-promise college student major and career self-efficacy ecology model. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000324>
- Kezar, A. (2021). The role of organizational identity with intermediary organizations in scaling change. *Review of Higher Education*.
- Kezar, A. (2021). Understanding the relationship between organizational identity and capacities for scaled change within higher education intermediary organizations. *Review of Higher Education*, 45(1), 31-59 [doi.org/10.1353/rhe.2021.0013](https://doi.org/10.1353/rhe.2021.0013)
- Kezar, A. (2021). Creating a diverse student success infrastructure: The key to serving today's student body and catalyzing cultural change. *International Journal of Chinese Education*, 10(1), 1-11 [doi.org/10.1177/22125868211006204](https://doi.org/10.1177/22125868211006204)

- Kitchen, J. A., Kezar, A., & Hypolite, L. (2021). More than a pathway: Creating a major and career ecology that promotes the success of low-income, first-generation, and racially minoritized students. *About Campus*, 25(6), 4-12. [doi.org/10.1177/1086482220988670](https://doi.org/10.1177/1086482220988670)
- Scott, D., & Kezar, A. (2021). The gig academy: Naming the problem and identifying solutions. *Journal of Collective Bargaining in the Academy*: 12(3). <https://thekeep.eiu.edu/jcba/vol12/iss1/3/>
- Harper, J., & Kezar, A. (2021). Leadership development for racially minoritized students: An expansion of the social change model of leadership. *Journal of Leadership Studies*, 20(3), 156-169. [https://journalofleadershiped.org/wp-content/uploads/2021/06/20\\_3\\_Harper.pdf](https://journalofleadershiped.org/wp-content/uploads/2021/06/20_3_Harper.pdf)
- Kezar, A., Kitchen, J., Estes, H., Hallett, R., & Perez, R. (2020). Tailoring programs to best support low-income, first-generation, and racially minoritized college student success. *Journal of College Student Retention*. [doi.org/10.1177/1521025120971580](https://doi.org/10.1177/1521025120971580)
- Kezar, A., & Bernstein-Serra, S. (2020). Scaling culture change: A look at the AAU STEM initiative. *Peabody Journal of Education*, 95(4), 356-373. [doi.org/10.1080/0161956X.2020.1800173](https://doi.org/10.1080/0161956X.2020.1800173)
- Kezar, A., & Elrod, S. (2020) Taken for granted: Improving the culture of recognition, appreciation, and celebration in higher education. *Change*, 52(5), 29-36. [doi.org/10.1080/00091383.2020.1807880](https://doi.org/10.1080/00091383.2020.1807880)
- Holcombe, E. M., & Kezar, A. (2020). Exploring the organizational value of integrated transition programs for underrepresented college students. *Journal of Student Affairs Research and Practice*, 1-14 [doi.org/10.1080/19496591.2020.1726358](https://doi.org/10.1080/19496591.2020.1726358)
- Kezar, A., Dizon, J., & Scott, D. (2020). Senior leadership teams in higher education. *Innovative Higher Education*, 45, 103–120. [doi.org/10.1007/s10755-019-09491-9](https://doi.org/10.1007/s10755-019-09491-9)
- Kezar, A., & Fries-Britt, S. (2020). Navigating a campus racial crisis: Building capacity, leading through trauma and the recovery process. *Change: The Magazine of Higher Learning*, 52(2), 89-93. [doi.org/10.1080/00091383.2020.1732795](https://doi.org/10.1080/00091383.2020.1732795)
- Hallett, R. E., Kezar, A., Perez, R. J., & Kitchen, J. A. (2020). A typology of college transition and support programs: Situating a 2-year comprehensive college transition program within college access. *American Behavioral Scientist*, 64(3), 230-252. [doi.org/10.1177/0002764219869410](https://doi.org/10.1177/0002764219869410)
- Kezar, A., & Kitchen, J. A. (2020). Supporting first-generation, low-income, and underrepresented students' transitions to college through comprehensive and integrated programs. *American Behavioral Scientist*, 64(3), 223-229. [doi.org/10.1177/0002764219869397](https://doi.org/10.1177/0002764219869397)
- Kezar, A., Hypolite, L., & Kitchen, J. A. (2020). Career self-efficacy: A mixed-methods study of an underexplored research area for first-generation, low-income, and underrepresented college students in a comprehensive college transition program. *American Behavioral Scientist*, 64(3), 298–324. [doi.org/10.1177/0002764219869409](https://doi.org/10.1177/0002764219869409)
- Kezar, A., & Holcombe, E. (2020). The role of collaboration in integrated programs aimed at supporting underrepresented student success in STEM. *American Behavioral Scientist*, 64(3), 325-348. [doi.org/10.1177/0002764219869421](https://doi.org/10.1177/0002764219869421)

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

- Elrod, S., & Kezar, A. (2017). Increasing student success in STEM: Summary of a guide to systemic institutional change. *Change: The Magazine of Higher Learning*, 49(4), 26-34. [doi.org/10.1080/00091383.2017.1357097](https://doi.org/10.1080/00091383.2017.1357097)
- Gehrke, S., & Kezar, A. (2017). The roles of STEM faculty communities of practice in institutional and departmental reform in higher education. *American Educational Research Journal*, 54(5), 803-833. [doi.org/10.3102/0002831217706736](https://doi.org/10.3102/0002831217706736)
- Holcombe, E., & Kezar, A. (2017). Mental model and implementing new faculty roles. *Innovative Higher Education*, 43(2), 91-106. [doi10.1007/s10755-017-9415-x](https://doi.org/10.1007/s10755-017-9415-x)
- Kezar, A., & Gehrke, S. (2017). Strategies for achieving scale within communities of practice aimed at pedagogical reform in higher education. *Journal of STEM Education*, 18(1), 57-64. <https://www.jstem.org/jstem/index.php/JSTEM/article/view/2199>
- Lester, J., & Kezar, A. (2017). Strategies and challenges for distributing leadership in communities of practice. *Journal of Leadership Studies*, 10, 17-34. <https://doi.org/10.1002/jls.21499>
- Bernstein, S., & Kezar, A. (2017). Identifying and overcoming challenges in STEM reform: A study of four national STEM reform communities of practice. *Innovative Higher Education*, 42(5-6), 407-420. [doi:10.1007/s10755-017-9395-x](https://doi.org/10.1007/s10755-017-9395-x)
- Kezar, A., & Gehrke, S. (2017). Sustaining communities of practice focused on STEM reform. *The Journal of Higher Education*, 88(3), 323-349. [doi.org/10.1080/00221546.2016.1271694](https://doi.org/10.1080/00221546.2016.1271694)
- Kezar, A., & Wheaton, M. (2017). The value of connective leadership: Benefiting from women's approach to leadership while contending with traditional views. *About Campus*, 21(6), 19-26. [doi.org/10.1002/abc.21274](https://doi.org/10.1002/abc.21274)
- Kezar, A., & Holcombe, E. (2017). Support for high-impact practices: A new tool for administrators. *Liberal Education*, 103(1). Retrieved from [https://www.aacu.org/liberaleducation/2017/winter/kezar\\_holcombe](https://www.aacu.org/liberaleducation/2017/winter/kezar_holcombe)
- Kezar, A., Gehrke, S., & Bernstein, S. (2017). Designing for success in STEM communities of practice: Philosophy and personal interactions. *The Review of Higher Education*, 40(2), 217-244. [doi.org/10.1353/rhe.2017.0002](https://doi.org/10.1353/rhe.2017.0002)
- Kezar, A. (2016). Consortial leadership toward large-scale change. *Change: The Magazine of Higher Learning*, 48(6), 50-57. [doi.org/10.1080/00091383.2016.1247583](https://doi.org/10.1080/00091383.2016.1247583)
- Maxey, D., & Kezar, A. (2016). Leveraging the Delphi technique to enrich knowledge and engage educational policy problems. *Educational Policy*, 30(7), 1042-1070. [doi.org/10.1177/0895904815586856](https://doi.org/10.1177/0895904815586856)
- Gehrke, S., & Kezar, A. (2016). STEM reform outcomes through communities of transformation. *Change: The Magazine of Higher Learning*, 48(1), 30-38. [doi.org/10.1080/00091383.2016.1121084](https://doi.org/10.1080/00091383.2016.1121084)

- Kezar, A., & Gehrke, S. (2016). Faculty composition in four-year institutions: The role of pressures, values, and organizational processes in academic decision-making. *The Journal of Higher Education*, 87(3), 390-419. [doi.org/10.1080/00221546.2016.11777407](http://doi.org/10.1080/00221546.2016.11777407)
- Kezar, A., Maxey, D., & Holcombe, E. (2016). The professoriate reconsidered: A study of new faculty models. *Thought & Action*, 32(1), 65-88. <http://www.nea.org/home/68481.htm>
- Kezar, A., & Maxey, D. (2016). The Delphi technique: An untapped approach of participatory research. *International Journal of Social Research Methodology*, 19(2), 143-160. [doi.org/10.1080/13645579.2014.936737](http://doi.org/10.1080/13645579.2014.936737)
- Kezar, A., & Holcombe, E. (2015). The professoriate reconsidered. *Academe*, 101(6). Retrieved from <https://www.aaup.org/article/professoriate-reconsidered#.WOPHp9hKii4>
- Kezar, A., Gehrke, S., & Elrod, S. (2015). Implicit theories of change as a barrier to change on college campuses: An examination of stem reform. *The Review of Higher Education*, 38(4), 479-506. [doi:10.1353/rhe.2015.0026](http://doi.org/10.1353/rhe.2015.0026)
- Maxey, D., & Kezar, A. (2015). Revealing Opportunities and Obstacles for Changing Non-Tenure-Track Faculty Practices: An Examination of Stakeholders' Awareness of Institutional Contradictions. *The Journal of Higher Education*, 86(4), 564-594. [doi.org/10.1080/00221546.2015.11777375](http://doi.org/10.1080/00221546.2015.11777375)
- Elrod, S., & Kezar, A. (2015). Increasing student success in STEM. *Peer Review*, 17(2). Retrieved from <https://www.aacu.org/peerreview/2015/spring/elrod-kezar>
- Kezar, A., & Maxey, D. (2014). Faculty matter: So why doesn't everyone think so? *Thought & Action*, 30, 29-44. [https://www.uog.edu/\\_resources/files/faculty-senate/kezar\\_article.pdf](https://www.uog.edu/_resources/files/faculty-senate/kezar_article.pdf)
- Kezar, A., & Maxey, D. (2014). Understanding key stakeholder belief systems or institutional logics related to non-tenure-track faculty and the changing professoriate. *Teachers College Record*, 116(10), 1-42. [doi.org/10.1177/016146811411601007](http://doi.org/10.1177/016146811411601007)
- Kezar, A., & Maxey, D. (2014). Troubling ethical lapses: The treatment of contingent faculty. *Change: The Magazine of Higher Learning*, 46(4), 34-37. [doi.org/10.1080/00091383.2014.925761](http://doi.org/10.1080/00091383.2014.925761)
- Gehrke, S. J., & Kezar, A. (2014). Supporting non-tenure-track faculty at four-year colleges and universities: A national study of deans' values and decisions. *Educational Policy*, 29(6), 926-960. [doi.org/10.1177/0895904814531651](http://doi.org/10.1177/0895904814531651)
- Kezar, A., & Lester, J. (2014). Building STEM faculty leaders on campus. *Journal of Leadership Studies*, 8(1), 57-62. doi: [10.1002/Jls.21323](http://doi.org/10.1002/Jls.21323)
- Elrod, S., & Kezar, A. (2014). Developing leadership in STEM fields: The PKAL summer leadership institute. *Journal of Leadership Studies*, 8(1), 33-39. [doi.org/10.1002/jls.21319](http://doi.org/10.1002/jls.21319)
- Kezar, A., & Gehrke, S. (2014). Why are we hiring so many non-tenure-track faculty? *Liberal Education*, 100(1), 44-51. <http://www.aacu.org/liberaleducation/2014/winter/kezar>

- Kezar, A. (2014). Higher education change and social networks: A review of research. *The Journal of Higher Education*, 85(1), 91-125. [doi.org/10.1080/00221546.2014.11777320](https://doi.org/10.1080/00221546.2014.11777320)
- Kezar, A., & Sam, C. (2014). Governance as a catalyst for policy change: Creating a contingent faculty friendly academy. *Educational Policy*, 28, 425-462. [doi.org/10.1177/0895904812465112](https://doi.org/10.1177/0895904812465112)
- Kezar, A., & Maxey, D. (2013). Change requires discipline: How faculty members working through disciplinary associations can create a better future for the professoriate. *Academe*, 99(5). Retrieved from <https://www.aaup.org/article/change-requires-discipline#.W0PQ2dhKii4>
- Kezar, A. (2013). Non-tenure-track faculty's social construction of a supportive work environment. *Teachers College Record*, 115(12), 1-47. [doi.org/10.1177/016146811311501204](https://doi.org/10.1177/016146811311501204)
- Kezar, A., & Gehrke, S. (2013). Creating a high-quality place to teach, learn, and work. *Peer Review*, 15(3), 8-12.
- Kezar, A., & Maxey, D. (2013). The changing academic workforce. *Trusteeship*, 21(3), 15-21. <http://agb.org/trusteeship/2013/5/changing-academic-workforce>
- Kezar, A. (2013). Examining non-tenure track faculty perceptions of how departmental policies and practices shape their performance and ability to create student learning at four-year institutions. *Research in Higher Education*, 54(5), 571-598. [doi.org 10.1007/s11162-013-9288-5](https://doi.org/10.1007/s11162-013-9288-5)
- Shahjahan, R. A., & Kezar, A. J. (2013). Beyond the "National Container": Addressing methodological nationalism in higher education research. *Educational Researcher*, 42(1), 20-29. [doi.org/10.3102/0013189X12463050](https://doi.org/10.3102/0013189X12463050)
- Kezar, A. (2013). Departmental cultures and non-tenure-track faculty: Willingness, capacity, and opportunity to perform at four-year institutions. *The Journal of Higher Education*, 84(2), 153-188. [doi.org/10.1080/00221546.2013.11777284](https://doi.org/10.1080/00221546.2013.11777284)
- Kezar, A., & Sam, C. (2013). Institutionalizing equitable policies and practices for contingent faculty. *The Journal of Higher Education*, 84(1), 56-87. [doi.org/10.1080/00221546.2013.11777278](https://doi.org/10.1080/00221546.2013.11777278)
- Kezar, A. (2013). Institutionalizing student outcomes assessment: The need for better research to inform practice. *Innovative Higher Education*, 38(3), 189-206. [doi 10.1007/s10755-012-9237-9](https://doi.org/10.1007/s10755-012-9237-9)
- Lester, J., & Kezar, A. (2012). Faculty grassroots leadership: Making the invisible visible. *Journal of the Professoriate*, 6(2), 98-129. [https://caarpweb.org/wp-content/uploads/2016/11/6-2\\_Lester\\_p.98v2.pdf](https://caarpweb.org/wp-content/uploads/2016/11/6-2_Lester_p.98v2.pdf)
- Kezar, A. (2012). Bottom-up/top-down leadership: Contradiction or hidden phenomenon. *The Journal of Higher Education*, 83(5), 725-760. [doi.org/10.1080/00221546.2012.11777264](https://doi.org/10.1080/00221546.2012.11777264)
- Kezar, A. (2012). Understanding sensemaking/sensegiving in transformational change processes from the bottom up. *Higher Education*, 65(6), 761-780. [doi 10.1007/s10734-012-9575-7](https://doi.org/10.1007/s10734-012-9575-7)

- Kezar, A. (2012). Spanning the great divide between tenure-track and non-tenure-track faculty. *Change: The Magazine of Higher Learning*, 44(6), 6-14. [doi.org/10.1080/00091383.2012.728949](https://doi.org/10.1080/00091383.2012.728949)
- Kezar, A., Hartley, M., & Maxey, D. (2012). Practicing what we preach: Cultivating democratic practice in governance. *Liberal Education*, 98(3). Retrieved from <https://www.aacu.org/publications-research/periodicals/practicing-what-we-preach-cultivating-democratic-practice>
- Lester, J., & Kezar, A. (2012). Understanding the formation, functions, and challenges of grassroots leadership teams. *Innovative Higher Education*, (37)2, 105-124. [doi:10.1007/s10755-011-9191-y](https://doi.org/10.1007/s10755-011-9191-y)
- Kezar, A. (2012). The path to pedagogical reform in the sciences: Engaging mutual adaptation and social movement models of change. *Liberal Education*, 98(1), 14-19. <http://www.aacu.org/liberaleducation/le-wi12/index.cfm>
- Kezar, A., & Elrod, S. (2012). Facilitating interdisciplinary learning: Lessons from Project Kaleidoscope. *Change: The Magazine of Higher Learning*, 44(1), 16-25. [doi.org/10.1080/00091383.2012.635999](https://doi.org/10.1080/00091383.2012.635999)
- Kezar, A., & Sam, C. (2011). Understanding non-tenure track faculty: New assumptions and theories for conceptualizing behavior. *American Behavioral Scientist*, 55(11), 1419-1442. [/doi.org/10.1177/0002764211408879](https://doi.org/10.1177/0002764211408879)
- Kezar, A. (2011). Faculty and staff grassroots leaders' beliefs about power: Do their beliefs affect their strategies and effectiveness? *International Journal of Leadership Studies*, 6(1), 84-103.
- Kezar, A. (2011). Grassroots leadership: Encounters with power dynamics and oppression. *International Journal of Qualitative Studies in Education*, 24(4), 471-500. [doi.org/10.1080/09518398.2010.529848](https://doi.org/10.1080/09518398.2010.529848)
- Kezar, A. (2011). What is the best way to achieve broader reach of improved practices in education? *Innovative Higher Education*, 36(4), 235-247. [doi:10.1007/s10755-011-9174-z](https://doi.org/10.1007/s10755-011-9174-z)
- Kezar, A., Gallant, T. B., Lester, J. (2011). Everyday people making a difference on college campuses: The tempered grassroots leadership strategies of faculty and staff. *Studies in Higher Education*, 36(2), 129-151. [doi.org/10.1080/03075070903532304](https://doi.org/10.1080/03075070903532304)
- Kezar, A. (2010). Faculty and staff partnering with student activists: Unexplored terrains of interaction and development. *Journal of College Student Development*, 51(5), 451-480. [doi.org/10.1353/csd.2010.0001](https://doi.org/10.1353/csd.2010.0001)
- Kezar, A. (2010). Organizational culture and its impact on partnering between community agencies and postsecondary institutions to help low-income students attend college. *Education and Urban Society*, 43(2), 205-243. [doi.org/10.1177/0013124510380041](https://doi.org/10.1177/0013124510380041)
- Kezar, A., & Lester, J. (2010). Breaking the barriers of essentialism in leadership research: Positionality as a promising approach. *Feminist Formations*, 22(1), 163-185. <https://www.jstor.org/stable/40835347>

- Reille, A., & Kezar, A. (2010). Balancing the pros and cons of community college “grow-your-own” leadership programs. *Community College Review*, 38(1), 59-81. [doi:10.1177/1069397110375597](https://doi.org/10.1177/1069397110375597)
- Kezar, A., & Yang, H. (2010). The importance of financial literacy. *About Campus*, 14(6), 15-21. [/doi.org/10.1002/abc.20004](https://doi.org/10.1002/abc.20004)
- Kezar, A., & Lester, J. (2009). Supporting faculty grassroots leadership. *Research in Higher Education*, 50(7), 715-740. [doi 10.1007/s11162-009-9139-6](https://doi.org/10.1007/s11162-009-9139-6)
- Kezar, A., Lester, J., & Yang, H. (2009). Nonprofits partnering with postsecondary institutions to increase low-income student access. *Educational Policy*, 24(3), 500-533. [doi.org/10.1177/0895904809335108](https://doi.org/10.1177/0895904809335108)
- Kezar, A. (2009). Change in higher education: Not enough, or too much? *Change: The Magazine of Higher Learning*, 41(6), 18-23. [doi.org/10.1080/00091380903270110](https://doi.org/10.1080/00091380903270110)
- Kezar, A., & Lester, J. (2009). Promoting grassroots change in higher education: The promise of virtual networks. *Change: The Magazine of Higher Learning*, 41(2), 44-51. [doi.org/10.3200/CHNG.41.2.44-51](https://doi.org/10.3200/CHNG.41.2.44-51)
- Kezar, A., & Eckel, P. (2008). Advancing diversity agendas on campus: Examining transactional and transformational presidential leadership styles. *International Journal of Leadership in Education*, (11)4, 379-405. [doi.org/10.1080/13603120802317891](https://doi.org/10.1080/13603120802317891)
- Kezar, A. (2008). Is there a way out? Examining the commercialization of higher education. *The Journal of Higher Education*, 79(4), 473-482. [link.gale.com/apps/doc/A181573789/AONE?u=usocal\\_main&sid=bookmark-AONE&xid=be765ae3](https://link.gale.com/apps/doc/A181573789/AONE?u=usocal_main&sid=bookmark-AONE&xid=be765ae3)
- Kezar, A. (2008). Understanding leadership strategies for addressing the politics of diversity. *The Journal of Higher Education*, 79(4), 406-441. [doi.org/10.1080/00221546.2008.11772109](https://doi.org/10.1080/00221546.2008.11772109)
- Kezar, A., Eckel, P., Contreras-McGavin, M., & Quaye, S. J. (2008). Creating a web of support: An important leadership strategy for advancing campus diversity. *Higher Education*, 55(1), 69-92. [doi:10.1007/s10734-007-9068-2](https://doi.org/10.1007/s10734-007-9068-2)
- Kezar, A., Lester, J., Glenn, W., & Nokamoto, J. (2008). Examining organizational contextual features that affect implementation of equity initiatives. *The Journal of Higher Education*, 79(2), 125-159. [doi.org/10.1080/00221546.2008.11772089](https://doi.org/10.1080/00221546.2008.11772089)
- Kezar, A., & Lester, J. (2008). Leadership in a world of divided feminism. *NASPA Journal About Women in Higher Education*, 1(1), 51-75. [doi: 10.2202/1940-7890.1004](https://doi.org/10.2202/1940-7890.1004)
- Kezar, A. (2007). Tools for a time and place: Phased leadership strategies to institutionalize a diversity agenda. *The Review of Higher Education*, 30(4), 413-439. [doi.org/10.1353/rhe.2007.0025](https://doi.org/10.1353/rhe.2007.0025)
- Kezar, A. (2007). A tale of two cultures: Schools and universities in partnership for school reform and student success. *Metropolitan University Journal*, 18(4), 28-47. <https://journals.iupui.edu/index.php/muj/article/view/20323/19932>



- Kezar, A., Lester, J., Carducci, R., Bertram-Gallant, T., & Contreras-McGavin, M. (2007). Where are the faculty leaders?: Strategies and advice for reversing current trends. *Liberal Education*, 93(4), 14-21. <https://files.eric.ed.gov/fulltext/EJ790433.pdf>
- Kezar, A. (2007). Learning from and with students: College presidents creating organizational learning to advance diversity agendas. *NASPA Journal*, 44(3), 578-609. [doi.org/10.2202/1949-6605.1837](https://doi.org/10.2202/1949-6605.1837)
- Kezar, A. & Eckel, P. (2007). Learning to ensure the success for students of color: A systemic approach to effecting change. *Change: The Magazine of Higher Education*, 39(4), 18-21. [doi/abs/10.3200/CHNG.39.4.18-25](https://doi.org/10.3200/CHNG.39.4.18-25)
- Kezar, A. (2007). Creating and sustaining a campus ethos encouraging student engagement. *About Campus*, 11(6), 13-18. [doi.org/10.1002/abc.190](https://doi.org/10.1002/abc.190)
- Kinzie, J., Magolda, P., Kezar, A., Kuh, G., Hinkle, S., & Whitt, E. (2007). Methodological challenges in multi-investigator research in higher education. *Higher Education*, 54(3), 469-182. [doi 10.1007/s10734-006-9007-7](https://doi.org/10.1007/s10734-006-9007-7)
- Kezar, A., & Carducci, R. (2007). Cultivating revolutionary educational leaders: Translating emerging theories into action. *Journal of Leadership Development*, 2(1), 1-46. [doi.org/10.1177/194277510700200104](https://doi.org/10.1177/194277510700200104)
- Kezar, A. (2006). Rethinking public higher education governing boards performance: Results of a national study of governing boards in the United States. *The Journal of Higher Education*, 77(6), 968-1008. [doi.org/10.1080/00221546.2006.11778953](https://doi.org/10.1080/00221546.2006.11778953)
- Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *The Journal of Higher Education*, 77(5), 804-838. [doi.org/10.1080/00221546.2006.11778945](https://doi.org/10.1080/00221546.2006.11778945)
- Kezar, A. (2006). Examining the ways institutions create student engagement: The role of mission. *Journal of College Student Development*, 47(2), 149-172. [doi:10.1353/csd.2006.0018](https://doi.org/10.1353/csd.2006.0018)
- Kezar, A., Lester, J., & Anderson, G. (2006). Challenging stereotypes that interfere with effective governance. *Thought & Action*, 22, 121-132. <http://www.nea.org/home/33194.htm>
- Kezar, A. J. (2006). The impact of institutional size on student engagement. *NASPA Journal*, 43(1), 87-114. [doi.org/10.2202/1949-6605.1573](https://doi.org/10.2202/1949-6605.1573)
- Kezar, A. (2005). Redesigning for collaboration within higher education institutions: An exploration into the developmental process. *Research in Higher Education*, 46(7), 831-860. [doi:10.1007/s11162-004-6227-5](https://doi.org/10.1007/s11162-004-6227-5)
- Kezar, A. (2005). Consequences of radical change in governance: A grounded theory approach. *The Journal of Higher Education*, 76(6), 634-668. [doi.org/10.1080/00221546.2005.11772303](https://doi.org/10.1080/00221546.2005.11772303)
- Kezar, A. (2005). Moving from I to, reorganizing for collaboration in higher education. *Change: The Magazine of Higher Learning*, 37(6), 50-57. [doi.org/10.3200/CHNG.37.6.50-57](https://doi.org/10.3200/CHNG.37.6.50-57)

- Kezar, A. (2004). Philosophy, leadership, and scholarship: Confucian contributions to a leadership debate. *Leadership Review*, 4, 110-131. [https://www.researchgate.net/publication/253602298\\_Philosophy\\_Leadership\\_and\\_Scholarship\\_Confucian\\_Contributions\\_to\\_a\\_Leadership\\_Debate](https://www.researchgate.net/publication/253602298_Philosophy_Leadership_and_Scholarship_Confucian_Contributions_to_a_Leadership_Debate)
- Kezar, A. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. *The Review of Higher Education*, 27(4), 429-459. [doi.org/10.1353/rhe.2004.0013](https://doi.org/10.1353/rhe.2004.0013)
- Kezar, A., & Eckel, P. (2004). Meeting today's governance challenges: A synthesis of the literature and examination of a future agenda for scholarship. *The Journal of Higher Education*, 75(4), 371-400. [doi.org/10.1080/00221546.2004.11772264](https://doi.org/10.1080/00221546.2004.11772264)
- Kezar, A. (2004). Wrestling with philosophy: Improving scholarship in higher education. *The Journal of Higher Education*, 75(1), 42-55. [doi.org/10.1080/00221546.2004.11778895](https://doi.org/10.1080/00221546.2004.11778895)
- Kezar, A. (2003). Transformational elite interviews: Principles and problems. *Qualitative Inquiry*, 9(3), 395-415. [doi.org/10.1177/1077800403009003005](https://doi.org/10.1177/1077800403009003005)
- Kezar, A. (2003). Achieving student success: Strategies for creating partnerships between academic and student affairs. *NASPA Journal*, 41(1), 1-22. [doi.org/10.2202/1949-6605.1302](https://doi.org/10.2202/1949-6605.1302)
- Kezar, A. (2003). Enhancing innovative partnerships: Creating a change model for academic and student affairs collaboration. *Innovative Higher Education*, 28(2), 137-156. <https://link.springer.com/content/pdf/10.1023/B:IHIE.0000006289.31227.25.pdf>
- Eckel, P., & Kezar, A. (2003). Key strategies for making new institutional sense: Ingredients to higher education transformation. *Higher Education Policy*, 16(1), 39-53. [doi:10.1057/palgrave.hep.8300001](https://doi.org/10.1057/palgrave.hep.8300001)
- Kezar, A. (2002). Expanding notions of leadership to capture pluralistic voices: Positionality theory in practice. *Journal of College Student Development*, 43(4), 558-578.
- Kezar, A., & Eckel, P. (2002). Examining the institutional transformation process: The importance of sensemaking, inter-related strategies and balance. *Research in Higher Education*, 43(3), 295-328. [doi:10.1023/A:1014889001242](https://doi.org/10.1023/A:1014889001242)
- Kezar, A., & Eckel, P. (2002). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education*, 73(4), 435-460. [doi.org/10.1080/00221546.2002.11777159](https://doi.org/10.1080/00221546.2002.11777159)
- Kezar, A. (2002). Reconstructing static images of leadership: An application of positionality theory. *The Journal of Leadership Studies*, 8(3), 94-109. [doi.org/10.1177/107179190200800308](https://doi.org/10.1177/107179190200800308)
- Lubeck, S., & Kezar, A. (2002). Constructions of head start as an organization: Views from the field. *Contemporary Issues in Early Childhood*, 3(1), 3-18. [doi.org/10.2304/ciec.2002.3.1.7](https://doi.org/10.2304/ciec.2002.3.1.7)
- Kezar, A. (2002). Assessing community service learning: Are we identifying the right outcomes? *About Campus*, 7(2), 14-20. [doi.org/10.1177/108648220200700204](https://doi.org/10.1177/108648220200700204)

- Kezar, A. (2002). Leadership challenges at urban and metropolitan universities: Communities, stakeholders, money, diversity, and change. *Metropolitan Universities*, 13(2), 6-9. <https://journals.iupui.edu/index.php/muj/article/view/19967/19639>
- Kezar, A. (2002). Capturing the promise of collaborative leadership and becoming a pluralistic leader: Using case stories to transform beliefs. *Metropolitan Universities*, 13(2), 67-79.
- Kezar, A. (2002). Overcoming obstacles to change within urban institutions: The mobile framework and engaging institutional culture. *Metropolitan Universities*, 13(2), 94-103. <https://journals.iupui.edu/index.php/muj/article/view/19974/19646>
- Kezar, A., & Rhoads, R. (2001). The dynamic tension of service learning in higher education: A philosophical perspective. *The Journal of Higher Education*, 72(2), 148-171. <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1033&context=slcehighered>
- Kezar, A. (2001). Theory of multiple intelligences: Implications for higher education. *Innovative Higher Education*, 26(2), 141-154. [doi:10.1023/A:1012292522528](https://doi.org/10.1023/A:1012292522528)
- Kezar, A. (2001). Investigating organizational fit in a participatory leadership environment. *Journal of Higher Education Policy and Management*, 23(1), 85-101. [doi.org/10.1080/13600800020047261](https://doi.org/10.1080/13600800020047261)
- Kezar, A. (2000). The importance of pilot studies: Beginning the hermeneutic circle. *Research in Higher Education*, 41(3), 385-400. <https://link.springer.com/content/pdf/10.1023/A:1007047028758.pdf>
- Kezar, A. (2000). Higher education research at the millennium: Still trees without fruit? *The Review of Higher Education*, 23(4), 443-468. [doi.org/10.1353/rhe.2000.0018](https://doi.org/10.1353/rhe.2000.0018)
- Kezar, A., & Moriarty, D. (2000). Expanding our understanding of student leadership development: A study exploring gender and ethnic identity. *Journal of College Student Development*, 41(1), 55-69. <https://www.proquest.com/docview/195172553/fulltextPDF/C19E2ED8B9E8459EPQ/1?accountid=14749>
- Kezar, A. (2000). Pluralistic leadership: Incorporating diverse voices. *The Journal of Higher Education*, 71(6), 722-743. [doi.org/10.1080/00221546.2000.11780840](https://doi.org/10.1080/00221546.2000.11780840)
- Kezar, A., & Gangone, L. (2000). Meeting the leadership challenges of the 21<sup>st</sup> Century: An evaluation of a national leadership institute. *Initiatives*, 59(4).
- Kezar, A. (2000). Pluralistic leadership: Bringing diverse voices to the table. *About Campus*, 5(3), 6-11. [doi.org/10.1177/108648220000500304](https://doi.org/10.1177/108648220000500304)
- Kezar, A. (1998). Exploring new avenues for leading community colleges: The paradox of participatory models. *Community College Review*, 25(4), 75-87. [doi.org/10.1177/009155219802500407](https://doi.org/10.1177/009155219802500407)

## Chapters in Books/Monographs

- Kezar, A., Hallett, R., Kitchen, J., & Perez, R. (In Press). Mapping the connections of validation and high impact practices. In J. Daday, J. Kinzie, K. O'Donnell, C. Zande, & J. Zilvinskis (Eds.), *Delivering on the promise of high impact practices*. Sterling, VA: Stylus Publishing.
- Eckel, P. & Kezar, A. (in press). The intersecting authority of boards, presidents, and faculty: Toward shared leadership. In P. Altbach, M. N. Bastedo, & P. Gumport (Eds.), *American higher education in the twenty-first century* (5th ed.) (pp.). Baltimore, MD: Johns Hopkins University Press.
- Elrod, S., Ramaley, J., Holcombe, E., & Kezar, A., (2021). Understanding the uses and benefits of shared leadership. In E. Holcombe, A. Kezar, S. Elrod. & J. Ramaley (Eds.). *Shared leadership in higher Education: Responding to a changing environment*. Sterling, VA: Stylus Press.
- Holcombe, E., Kezar, A., & Ramaley, J., & Elrod, S. (2021). The nature of shared leadership. In E. Holcombe, A. Kezar, S. Elrod. & J. Ramaley (Eds.). *Shared leadership in higher Education: Responding to a changing environment*. Sterling, VA: Stylus Press.
- Kezar, A., Holcombe, E. & Ramaley, J., & Elrod, S. (2021). Creating the organizational, team and individual support to work in a shared leadership approach. In . In E. Holcombe, A. Kezar, S. Elrod. & J. Ramaley (Eds.) *Shared leadership in higher Education: Responding to a changing environment*. Sterling, VA: Stylus Press.
- Ramaley, J., Elrod, S, Kezar, A., & Holcombe, E. (2021). Why Shared Leadership is Important. In . In E. Holcombe, A. Kezar, S. Elrod. & J. Ramaley (Eds.) *Shared leadership in higher Education: Responding to a changing environment*. Sterling, VA: Stylus Press.
- Kezar, A. & Dizon, J. (2021). Symbiosis and tensions: Shared governance and unions. In D. Julius (Ed.). *Collective bargaining in higher education*. New York: Routledge
- Coates, H. & Kezar, A. (2021). Cultivating designed academics: Leading development of future work, roles and experts. In C. Sarrico (Ed.), *Handbook on Managing Academics*. New York: Routledge
- Hallett, R., Kezar, A., Kitchen, J, & Perez, R. (2021). Considering multiple and intersecting identities when building a sense of belonging. In E. Bertram & G. Henning (Eds.) *The impact of sense of belonging in college*. Sterling, VA: Stylus Press.
- Kezar, A. & Miller, E. (2021). Using a systems approach to change: Examining the AAU Undergraduate STEM Initiative. *Transforming Institutions: Accelerating Systemic Change in Higher Education*.
- Kezar, A., & Avilez, A. (2020). Gender inequality and the new faculty majority. In M. Weaver-Hightower & N. Niemi (Eds.), *The Wiley handbook of gender equity in higher education*, 105-124.
- Kezar, A., & Posselt, J. (2019). Administration for social justice and equity through wisdom and mindfulness. In Posselt, J., & Kezar, A. (Eds.), *Administration for social justice and equity*. New York, NY: Routledge.

- Kezar, A., & Dizon, J. (2019). Bucking the hierarchy: Reenvisioning shared governance for social justice and equity. In Posselt, J., & Kezar, A. (Eds.), *Administration for social justice and equity*. New York, NY: Routledge.
- Wheaton, M. M., & Kezar, A. (2019). Interlocking systems of oppression: Women navigating higher education leadership. In H. Schnackenberg, & D. Simard (Eds.), *Challenges and opportunities for women in higher education leadership* (pp. 61-83). Hershey, PA: IGI Global.
- Kezar, A., & DePaola, T. (2018). The changing face of employment at research universities. *New Directions for Institutional Research*, 2017(176), 83-96. <https://doi.org/10.1002/ir.20246>
- Kezar, A., & DePaola, T. (2018). Understanding the need for unions: Contingent faculty working conditions and the relationship to student learning. In K. Tolley (Ed.), *Professors in the gig economy: The unionization of adjunct faculty in America* (pp. 27-45). Baltimore, MD: Johns Hopkins University Press.
- Kezar, A., & DePaola, T. (2018). Neoliberalism and faculty roles: The politics of academic work. In B. Cantwell, H. Coates, & R. King (Eds.), *Handbook on the politics of higher education* (pp. 449-467). Cheltenham, UK: Edward Elgar Publishing.
- Kezar, A., Corwin, Z., Kitchen, J. A., & Drivalas, Y. (2018). Public scholarship: An invitation, final example, and summary of key themes. In A. Kezar, Y. Drivalas, & J. A. Kitchen (Eds.), *Envisioning public scholarship for our time: Models for higher education researchers* (219-232). Sterling, VA: Stylus Publishing.
- Kezar, A. (2018). The many faces of public scholarship: Opportunities, lessons learned, and challenges encountered from the journey of a public scholar. In A. Kezar, Y. Drivalas, & J. A. Kitchen (Eds.), *Envisioning public scholarship for our time: Models for higher education researchers* (pp. 19-37). Sterling, VA: Stylus Publishing.
- Kezar, A., Drivalas, Y., & Kitchen, J. A. (2018). Defining the evolving concept of public scholarship. In A. Kezar, Y. Drivalas, & J. A. Kitchen (Eds.), *Envisioning public scholarship for our time: Models for higher education researchers* (pp. 3-18). Sterling, VA: Stylus Publishing.
- Drivalas, Y., & Kezar, A. (2018). Art and the academy: How arts-based research can support public scholarship. In A. Kezar, Y. Drivalas, & J. A. Kitchen (Eds.), *Envisioning public scholarship for our time: Models for higher education researchers* (pp. 148-162). Sterling, VA: Stylus Publishing.
- Kezar, A. (2018). Asset-based or burden-based views of senior and retired faculty: How values translate into culture and shape practice and policies. In R. G. Baldwin (Ed.), *Reinventing Academic Retirement, New Directions for Higher Education*, 182, 57-67. <https://doi.org/10.1002/he.20280>
- Kezar, A. (2017). Using philosophy to develop a thoughtful approach to going public or not. In L. Perna (Ed.), *Taking it to the streets: The role of scholarship in advocacy and advocacy in scholarship* (pp. 106-113). John Hopkins University Press.

- Kezar, A. (2017). Faculty voice in intellectual property policies: Collective action for the public good. In S. Bernstein & A. Kezar (Eds.), *Intellectual property, faculty rights, and the public good, New Directions for Higher Education, 2017(177)*, 93-99.
- Kezar, A., Avilez, A., Drivlas, J., & Wheaton, M. (2017). Building social change oriented leadership capacity among student organizations: Developing students and campuses simultaneously. In D. M. Rosch (Ed.), *The Role of Student Organizations in Developing Leadership, New Directions for Higher Education, 2017(155)*, 45-57.
- Kezar, A., & Bernstein-Sierra, S. (2016). Contingent faculty as nonideal workers. In L. Wolf-Wendel (Ed.), *How ideal worker norms shape work-life for different constituent groups in higher education, New Directions for Higher Education, 2016(176)*, 25-35.
- Kezar, A., & Maxey, D. (2016). Recognizing the need for a new faculty model. In A. Kezar & D. Maxey (Eds.), *Envisioning the faculty for the twenty-first century: Moving to a mission-oriented and learner-centered model* (pp. 23-44). New Brunswick, NJ: Rutgers University Press.
- Kezar, A., Maxey, D., & Holcombe, E. (2016). An emerging consensus about new faculty roles: Results of a national study of higher education stakeholders. In A. Kezar & D. Maxey (Eds.), *Envisioning the faculty for the twenty-first century: Moving to a mission-oriented and learner-centered model* (pp. 45-57). New Brunswick, NJ: Rutgers University Press.
- Kezar, A., & Maxey, D. (2016). Resonant themes for a professoriate reconsidered: Consensus points to organize efforts toward change. In A. Kezar & D. Maxey (Eds.), *Envisioning the faculty for the twenty-first century: Moving to a mission-oriented and learner-centered model* (pp. 204-216). New Brunswick, NJ: Rutgers University Press.
- Maxey, D., & Kezar, A. (2016). The current context for faculty work in higher education: Understanding the forces affecting higher education and the changing faculty. In A. Kezar & D. Maxey (Eds.), *Envisioning the faculty for the twenty-first century: Moving to a mission-oriented and learner-centered model* (pp. 3-22). New Jersey: Rutgers University Press.
- Kezar, A. (2016). Organizational theory and change. In J. Schuh, S. Jones, & V. Torres (Eds.), *Student services: A handbook for the profession* (6<sup>th</sup> ed.) (pp. 220-235). San Francisco, CA: Jossey-Bass.
- Eckel, P., & Kezar, A. (2016). The intersecting authority of boards, presidents, and faculty: Toward shared leadership. In P. Altbach, M. N. Bastedo, & P. Gumport (Eds.), *American higher education in the twenty-first century* (4th ed.) (pp. 155-190). Baltimore, MD: Johns Hopkins University Press.
- Kezar, A. (2016). Collaboration between academic and student affairs: Making the most of talent and resources. In L. Hogan (ed), *Student Development for academic affairs*. Washington DC: Association of College Student Personnel Administrators.
- Kezar, A., & Rousseau, S. (2016). Learning to co-construct solutions to urban school challenges in Los Angeles. In M. Beckman & J. F. Long (Eds.), *Community-based research: Teaching for community impact* (pp. 252-269). Sterling, VA: Stylus Publishing.

- Gehrke, S., & Kezar, A. (2015). Unbundling the faculty role in higher education: Utilizing historical, theoretical and empirical frameworks to inform future research. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research*, 30 (pp. 99-150). New York, NY: Springer.
- Kezar, A., & Holcombe, E. (2015). Institutional transformation in STEM: Insights from change research and the Keck-PKAL project. In G. C. Weaver, W. D. Burgess, A. L. Childress, & L. Slakey (Eds.), *Transforming institutions: Undergraduate STEM education for the 21<sup>st</sup> century* (pp. 35-47). Lafayette, IN: Purdue University Press.
- Elrod, S., & Kezar, A. (2015). Increasing student success in STEM: An overview for a new guide to systemic institutional change. In G. C. Weaver, W. D. Burgess, A. L. Childress, & L. Slakey (Eds.), *Transforming institutions: Undergraduate STEM education for the 21<sup>st</sup> century* (pp. 67-74). Lafayette, IN: Purdue University Press.
- Kezar, A., & Bernstein-Sierra, S. (2016). Commercialization of higher education. In T. Bretag (Ed.), *Handbook of academic integrity* (pp. 325-346). Singapore: Springer.
- Maxey, D., & Kezar, A. (2014). Overcoming obstacles for involving part-time faculty in service-learning. In T. Bretag & Z. Katz (Eds.), *Service-learning at the American community college: Theoretical and empirical perspectives* (pp. 241-256). New York, NY: Palgrave Macmillan.
- Kezar, A., & Gerhke, S. (2015). Faculty grassroots leadership as philanthropy. In G. Shaker (Ed.), *Faculty work and the public good: Philanthropy, engagement, and academic professionalism* (pp. 215-230). New York, NY: Teacher's College Press.
- Kezar, A., & Maxey, D. (2014). Collective action on campus toward student development and democratic engagement. In C. J. Broadhurst & G. L. Martin (Eds.), "Radical Academia"? *Understanding the climates for campus activists, New Directions for Higher Education, 2014*(167), 31-41.
- Kezar, A. (2014). Women's contributions to leadership and the road ahead. In K. A. Longman & S. R. Maden (Eds.), *Women and leadership in higher education* (pp. 117-134). Charlotte, NC: Information Age Publishing.
- Sam, C., & Kezar, A. (2014). Contingent appointments and the diminishing voice, agency, and professionalism of women. In A. Stepnick & K. DeWelde (Eds.), *Disrupting the culture of silence: Confronting gender inequality and making change in higher education* (pp. 67-82). Sterling, VA: Stylus Publishing.
- Kezar, A., & Gerhke, S. (2014). Supporting and enhancing student learning through partnerships with academic colleagues. In J. Stringer & G. McCellan (Eds.), *The handbook of student affairs administration* (4<sup>th</sup> ed.) (pp. 405-422). San Francisco, CA: Jossey-Bass.
- Kezar, A., & Gerhke, S. (2014). Grassroots leadership: Responding to declining shared governance in the neoliberal world. In L. Qi & C. Gerstl-Pepin (Eds.), *Survival of the fittest: The shifting contours of higher education in China and the United States* (pp. 101-120). Heidelberg, DE: Springer-Verlag.

- Kezar, A., Walpole, M., & Perna, L. (2014). Engaging low-income students. In S. J. Quaye & S. R. Harper (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (2<sup>nd</sup> ed.) (pp. 237-257). New York, NY: Routledge.
- Kezar, A. (2012). Needed policies, practices, and values: Creating a culture to support and professionalize non-tenure track faculty. In A. Kezar (Ed.), *Embracing non-tenure track faculty: Changing campuses for the new faculty majority* (pp. 2-27). New York, NY: Routledge.
- Kezar, A., & Sam, C. (2012). Strategies for implementing and institutionalizing new policies and practices: Understanding the change process. In A. Kezar (Ed.), *Embracing non-tenure track faculty: Changing campuses for the new faculty majority* (pp. 28-53). New York, NY: Routledge.
- Kezar, A. (2012). Building a multi-prong, context-based strategy for change at a private catholic college. In A. Kezar (Ed.), *Embracing non-tenure track faculty: Changing campuses for the new faculty majority* (pp. 178-188). New York, NY: Routledge.
- Kezar, A. (2012). We know the changes needed and the way to do it: Now we need the motivation and commitment. In A. Kezar (Ed.), *Embracing non-tenure track faculty: Changing campuses for the new faculty majority* (pp. 205-212). New York, NY: Routledge.
- Kezar, A., & Maxey, D. (2012). Missing from the institutional data picture: Non-tenure-track faculty. In J. X. Yonghong (Ed.), *Refining the focus on faculty diversity in postsecondary institutions, New Directions for Institutional Research, 2012*(155), 47-65.
- Borden, V. M. H., & Kezar, A. (2012). Institutional research and collaborative organizational learning. In R. Howard, G. McLaughlin, & W. Knight (Eds.), *The handbook of institutional research* (pp. 86-106). Washington, DC: Association for Institutional Research.
- Kezar, A. (2012). Organizational change in a global, postmodern world. In M. N. Bastedo (Ed.), *The organization of higher education: Managing colleges for a new era* (pp. 181-221). Baltimore, MD: Johns Hopkins University Press.
- Kezar, A. J. (2012). Shared leadership for creating campus cultures that support students of color. In S. Museus & U. M. Jayakumar (Eds.), *Creating campus cultures: Fostering success among racially diverse student populations* (pp. 150-167). New York, NY: Routledge Press.
- Kezar, A. (2012). Mutuality and reciprocity in urban renewal through shared leadership. In K. Gallagher, R. Goodyear, D. Brewer, & R. Rueda. (Eds.), *Urban education: A model for leadership and policy* (pp. 88-104). New York, NY: Routledge.
- Eckel, P., & Kezar, A. (2011). Presidents leading: The dynamics and complexities of campus leadership. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert (Eds.), *American higher education in the twenty-first century: Social, political and economic challenges* (3rd ed.) (pp. 279-311). Baltimore, MD: Johns Hopkins University Press.
- Kezar, A. J., & Reich, A.N. (2011). Fostering faculty leadership for sustainable change in the academy. In D. W. Harvard (Ed.), *Transforming undergraduate education: Theory that compels and practices that succeed* (pp. 173-188). Lanham, MA: Rowman & Littlefield Publishers.



- Kezar, A. (2011). Organizational theory. In J. Schuh, S. Jones, & S. Harper (Eds.), *Student services: A handbook for the profession* (5<sup>th</sup> ed.) (pp. 226-241). San Francisco, CA: Jossey-Bass.
- Kezar, A., & Dee, J. R. (2011). Conducting multi-paradigm inquiry in the study of higher education organization and governance: Transforming research perspectives on colleges and universities. In J. Smart & M. Paulsen (Eds.), *Higher Education: Handbook of Theory and Research*, 26 (pp. 265-315). New York, NY: Springer.
- Kezar, A. (2010). Re-orienting our understanding of colleges in relation to low-income students. In A. Kezar (Ed.), *Recognizing and serving low-income students in higher education: An examination of institutional policies, practices, and culture* (pp. 247-253). New York, NY: Routledge.
- Kezar, A., & Eckel, P. D. (2010). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? In S. Harper & J. Jackson (Eds.), *Introduction to American higher education* (pp. 293-375). New York, NY: Routledge.
- Kezar, A., & Sam, C. (2010). Beyond contracts: Non-tenure track faculty and campus governance. *The NEA 2010 almanac of higher education* (pp. 83-91). Washington, DC: National Education Association.
- Kezar, A., & Sam, C. (2010). Enacting transcendental leadership: Creating and supporting a more ethical campus. In T. Bertram-Gallant (Ed.), *Creating the ethical academy: A systems approach to understanding misconduct and empowering change in higher education* (pp. 153-168). New York, NY: Routledge.
- Kezar, A. (2010). Rethinking postsecondary institutions for low income student success: The power of post-structuralist theory. In A. Kezar (Ed.), *Recognizing and serving low income students in higher education: An examination of institutional policies, practices, and culture* (pp. 3-26). New York, NY: Routledge.
- Kezar, A., & Yang, H. (2010). The hidden curriculum: The difficulty of infusing financial education. In A. Kezar (Ed.), *Recognizing and serving low income students in postsecondary education: An examination of institutional policies, practices, and culture* (pp.192-214). New York, NY: Routledge.
- Gallant, T. B., Beesmyer, L. A., & Kezar, A. (2009). Creating a culture of ethics in higher education. In J. Knapp & D. Siegel (Eds.), *The business of higher education* (pp. 199-226). Westport, CT: Praeger Press.
- Kezar, A. (2009). Leadership development on campuses within the new corporate marketplace. In J. Knapp & D. Siegel (Eds.), *The business of higher education* (pp. 53-78). Westport, CT: Praeger Press.
- Kezar, A. (2009). Supporting and enhancing student learning through partnerships with academic colleagues. In J. Stringer & G. McCellan (Eds.), *The handbook of student affairs administration* (pp. 433-455). San Francisco, CA: Jossey-Bass.
- Kezar, A. & Beesmyer, L. (2009). Reflections on the leadership marketplace. In A. Kezar (Ed.), *Rethinking leadership practices in a complex, multicultural and global environment* (pp. 233-238). Sterling, VA: Stylus Publishing.

- Kezar, A., & Carducci, R. (2008). Revolutionizing leadership development: Lessons from research and theory. In A. Kezar (Ed.), *Rethinking leadership practices in a complex, multicultural and global environment* (pp. 1-39). Stylus Press.
- Contreras-McGavin, M., & Kezar, A. (2007). Using qualitative methods to assess student learning in higher education. In S. R. Harper & S. D. Museus (Eds.), *Using Qualitative Methods in Institutional Assessment, New Directions for Institutional Research, 2007*(136), 69-79.
- Eckel, P., & Kezar, A. (2006). The challenges facing academic decision-making: Contemporary issues and steadfast structuring. In P. Eckel (Ed.), *The shifting frontiers of academic decision-making: Responding to new priorities, following new pathways* (pp. 1-14). Washington, DC: ACE/Praeger Book Series.
- Kezar, A. (2006). Beyond the yearbook, homecoming and Greek week: A new insider-outsider paradigm of student involvement in institutional decision making. In P. Eckel (Ed.), *The shifting frontiers of academic decision-making: Responding to new priorities, following new pathways* (pp. 93-110). Washington, DC: ACE/Praeger Book Series.
- Kezar, A. (2006). Librarians enhancing student engagement: Partners in learning that build bridges. In C. Gibson (Ed.), *Student engagement and information literacy* (pp. 16-32). Washington, DC: ACRL Monograph series.
- Kezar, A. (2006). To use or not to use theory: Is that the question? In J. C. Smart & M. B. Paulsen (Eds.), *Higher Education: Handbook of Theory and Research, 21* (pp. 283-344). New York, NY: Springer.
- Kezar, A. (2005). What campuses need to know about organizational learning and the learning organization. In A. Kezar (Ed.), *Organizational learning in higher education, New Directions for Higher Education, 131*, 7-22.
- Kezar, A. (2005). What do we mean by “learning” in the context of higher education? In A. Kezar (Ed.), *Organizational learning in higher education, New Directions for Higher Education, 131*, 49-59.
- Kezar, A. (2006). Fulfilling higher education’s promise: Addressing social issues in the 21<sup>st</sup> century. In P. Pasque, L. Hendricks, & N. Bowman (Eds.), *Taking responsibility: A call for higher education’s engagement in a society of complex global challenges* (pp.36-47). Ann Arbor, MI: National Forum on Higher Education for the Public Good.
- Kezar, A. (2005). Challenges for higher education in serving the public good. In A. Kezar, T. Chambers, & J. Burkhardt (Eds.), *Higher education for the public good: Emerging voices from a national movement* (pp. 23-42). San Francisco: Jossey-Bass.
- Kezar, A. (2005). Creating a metamovement: A vision toward regaining the public social charter. In A. Kezar, T. Chambers, & J. Burkhardt (Eds.), *Higher education for the public good: Emerging voices from a national movement* (pp. 43-54). San Francisco, CA: Jossey-Bass.
- Kezar, A. (2005). Creating dialogue: A new charter and vision of the public good. In A. Kezar, T. Chambers, & J. Burkhardt (Eds.), *Higher education for the public good: Emerging voices from a national movement* (pp. 315-325). San Francisco, CA: Jossey-Bass.

- Kezar, A. (2005). Enabling collaborative work in higher education: A case study analysis of exemplary redesigned institutions. In R. Nata (Ed.), *New Directions in Higher Education* (pp. 203-220). Hauppauge, NY: Nova Science Publishers.
- Kezar, A. (2004). What is more important to effective governance: Relationships, trust, and leadership, or structures and formal processes? In W. G. Tierney & V. M. Lechuga (Eds.), *Restructuring shared governance in higher education, New Directions for Higher Education, 127*, 35-46.
- Kezar, A., & El-Khawas, E. (2003). Using the performance dimension: Converging paths for external accountability? In H. Eggins (Ed.), *Globalization and reform in higher education* (pp. 85-98). London, UK: Open University Press.
- Kezar, A. (2001). Documenting the landscape: Results of a national study on academic and student affairs collaboration. In A. Kezar, D J. Hirsch, C. Burack (Eds.), *Understanding the role of academic and student affairs collaboration in creating a successful learning environment, New Directions for Higher Education, 116*, 39-52.
- Kezar, A. (2001). Organizational models and facilitators of change: Providing a framework for student and academic affairs collaboration. In A. Kezar, D J. Hirsch, C. Burack (Eds.), *Understanding the role of academic and student affairs collaboration in creating a successful learning environment, New Directions for Higher Education, 116*, 63-74.
- Kezar, A. (2000). Understanding the research-to-practice gap: A national study of researchers' and practitioners' perspectives. In A. Kezar & P. Eckel (Eds.), *New Directions for Higher Education, 110*, 9-19.
- Eckel, P., Kezar, A., & Lieberman, D. (2000). Toward better-informed decisions: Reading groups as a campus tool. In A. Kezar & P. Eckel (Eds.), *New Directions for Higher Education, 110*, 89-98.
- Kezar, A. (1999). The diverse campus: Broadening our ideal to incorporate all voices. In J. D. Toma & A. J. Kezar (Eds.), *New Directions for Higher Education, 105*, 25-34.
- Kezar, A. (1998). Trying transformations: Implementing team-oriented forms of leadership. In S. H. Frost (Ed.), *New Directions for Institutional Research, 1998(100)*, 57-72.

### **Other Publications**

- Holcombe, E. & Kezar, A., (2022). Leaning into your role to activate shared equity leadership. Washington, DC: American Council on Education.
- Kezar, A., (2022) *Expanding notions of accountability for shared equity leadership*. Washington, DC: American Council on Education.
- Kezar, A. (2022, July/August). Emerging from the Pandemic with Resiliency. *Change*, editorial.
- Kezar, A. (2022, May/June). Unpacking the facets of systemic and transformational change. *Change*, editorial.

- Kezar, A. (2022, May). Social Justice and Equity Leadership: Shedding the Neoliberal Psyche. *Academic Leader*.
- Holcombe, E., Kezar, A., Dizon, J. & Vigil, D. (2022) *Organizing shared equity leadership: Four approaches to structuring the work*. Washington, DC: American Council on Education.
- Kezar, A. (2022, March/April). New visions for higher education coming out of the pandemic and with calls for racial equity. *Change*, editorial.
- Kezar, A. (2021, October/November). Listening to student voices as a guide to change. *Change*, editorial.
- Harper, J., & Kezar, A. (2021). How to support non tenure-track faculty on campus, *Academic Leader*.
- Kezar, A. (2021). Returning to campus after the pandemic: How leaders can address trauma, *Academic Leader*.
- Holcombe, E., & Kezar, A. (2021). Shared equity leadership: A collective approach to promoting equity on campus, *Academic Leader*.
- Culver, KC., & Kezar, A. (2021). *Professional development for all faculty: Designing programmatic efforts to support a quality teaching and Learning environment*. Los Angeles, CA: Pullias Center for Higher Education.
- Culver, KC., Harper, J., & Kezar, A. (2021). *Design for equity in higher education*. Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A., Holcombe, E. & Vigil, D. (2021) *What is shared equity leadership?* Washington, DC: American Council on Education.
- Harper, J., & Kezar, A. (2021). *Leadership for liberation guide*. Washington, DC: NASPA & Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A. (2020). *Leadership for equity*. Association of American colleges and Universities newsletter.
- Kezar, A. (2020). *Voices of experience and expertise: Faculty roles and engagements during a Global Pandemic*. TIAA Research Institute.
- Kezar, A., Fries-Britt, S., & Espinosa, L. (2020) *The repeating cycle of racial crisis and trauma in America: Are campus leaders prepared for the impact on our campuses?* The Chronicle of Higher Education.
- Fries-Britt, S., Kezar, A., Wheaton, M., McGuire, D., & Kurban, E., (2020). *The leader weaver: Navigating challenges of campus racial climate*. Washington, DC: American Council on Education.
- Kezar, A. (2020). *The color of adjunct faculty*. Washington, DC: American Council on Education.
- Hallett, R. Kezar, A. Kitchen, J Perez, R. & Reason, R. (2020) *Qualitative Methods Narrative for PASS 1 Study*. Los Angeles, CA: Pullias Center for Higher Education.

- Kezar, A. (2020). Faculty development for all. *Peer Review*.
- Kezar, A. (2019). *Creating a diverse student success infrastructure*. The Chronicle of Higher Education.
- Kezar, A. (2019). *Creating a diverse student success infrastructure*. Los Angeles, CA: Pullias Center for Higher Education.
- Scott, D., Dizon, J. & Kezar, A. (2019). *The State of the Faculty Report*. Los Angeles, CA: Pullias Center for Higher Education
- Scott, D., Kezar, A., & Bates, M. (2019). *Redesigning teaching evaluations to support professional development for faculty at Harper College*. Los Angeles, CA: Pullias Center for Higher Education.
- Scott, D., Kezar, A., Celly, K., & Robinson, P. (2019). *Equity for lecturers and counseling faculty at California State University, Dominguez Hills*. Los Angeles, CA: Pullias Center for Higher Education
- Scott, D., & Kezar, A. (2019). *How student affairs departments can support and engage non-tenure-track faculty*. Los Angeles, CA: Pullias Center for Higher Education
- Kezar, A., Fries-Britt, S., Kurban, E., McGuire, D., & Wheaton, M.M. (2018). *Speaking truth and acting with integrity: Confronting challenges of campus racial climate*. Washington, DC: American Council on Education.
- Kezar, A. (2018). *Scaling change in higher education: A guide for stakeholder groups*. Washington, DC and Los Angeles, CA: Association of American Universities and Pullias Center for Higher Education.
- Kezar, A. (2018). *Scaling improvement in STEM learning environments: The strategic role of a national organization*. Washington, DC and Los Angeles, CA: Association of American Universities and Pullias Center for Higher Education.
- Kezar, A., & Holcombe, E. (2018). *The promise of comprehensive and integrated college transition programs*. Beijing, China: Institute of Education Tsinghua University Press.
- Kezar, A., & Holcombe, E. (2017). *Creating a unified community of support: Increasing underserved STEM student success*. Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A., & Holcombe, E. (2017). *Shared leadership in higher education: Important lessons from research and practice*. Washington, DC: American Council on Education.
- Maxey, D., & Kezar, A. (2016). *Workbook for developing new faculty models*. Los Angeles, CA: Pullias Center for Higher Education.
- Bernstein-Sierra, S., & Kezar, A. (2016). Is it time to eliminate tenure for professors? *The Conversation*. Retrieved from <https://theconversation.com/is-it-time-to-eliminate-tenure-for-professors-59959>

- Elrod, S., & Kezar, A. (2016). *Increasing student success in STEM: A guide to systemic institutional change*. Washington, DC: Association for American Colleges and Universities.
- Kezar, A. (2015). *The future of the college presidency: Recommendations toward strengthening college presidencies*. Washington, DC: Aspen Institute.
- Kezar, A., & Holcombe, E. (2015). *Climate survey for non-tenure track faculty in departments of higher education*. Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A., Maxey, D., & Holcombe, E. (2015). *The professoriate reconsidered: A study of new faculty models*. New York, NY: TIAA-CREF Research Institute.
- Kezar, A., & Gehrke, S. (2015). *Communities of transformation and their work scaling STEM reform*. Los Angeles, CA: Pullias Center for Higher Education. Retrieved from <https://pullias.usc.edu/wp-content/uploads/2016/01/communities-of-trans.pdf>
- Kezar, A. (2015). *Scaling and sustaining change and innovation: Lessons learned from Teagle foundation's faculty work and student learning initiative*. New York, NY: Teagle Foundation.
- Kezar, A., & Maxey, D. (2015). *Adapting by design: Creating faculty roles and defining faculty work to ensure an intentional future for colleges and universities*. Los Angeles, CA: Pullias Center for Higher Education & Association for American Colleges and Universities.
- Kezar, A. (collaborative authorship with consensus panel) (2015). *STEM student success and two-year and four-year institutions*. Washington, DC: National Academies of Sciences Report.
- Kezar, A. (2015). Wise leadership for student success: An interview with Tim White. *Change: The Magazine of Higher Learning*, 47(1), 16-19.
- Kezar, A., & Maxey, D. (2014). Providing resources and support for the new faculty majority. *The Public Purpose*. Washington, DC: Association of Public and Land-grant Universities.
- Kezar, A. (2014, April). Women's leadership in a new era. *Feminist in Student Affairs*. Retrieved from <https://studentaffairsfeminists.wordpress.com/2014/04/15/womens-leadership-in-a-new-era/>
- Kezar, A. (2014). The changing faculty and student success: Conceptual diagrams--interactions of non-tenure-track policies and practices on student learning outcomes. *New England Journal of Higher Education*. Boston, MA: UMass Press.
- Kezar, A., & Maxey, D. (2014). *Student outcomes assessment among the new non-tenure track faculty majority*. Indianapolis, IN: National Institute for Learning Outcomes Assessment.
- Kezar, A., Gehrke, S., & Maxey, D. (2014). *Unbundling versus designing faculty role*. Washington, DC: American Council on Education.
- Kezar, A. (2014). *Changing faculty workforce models*. New York, NY: TIAA-CREF Research Institute.

- Kezar, A. (2013). [Review of the book *Blueprint for school system transformation: A vision for comprehensive reform in Milwaukee and beyond*, by F. Hess & C. Sattin-Bajaj]. *Teachers College Record*. New York, NY: Columbia University.
- Kezar, A., & Maxey, D. (2013). *Dispelling the myths: Locating the resources needed to support non-tenure-track faculty*. Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A., & Maxey, D. (2013). The imperative for why our communications departments need tool usage. *Spectra*.
- Kezar, A., Eaton, J., & Maxey, D. (2013). *An examination of the changing faculty: Ensuring institutional quality and achieving desired student learning outcomes*. Washington, DC: Council for Higher Education Accreditation.
- Kezar, A. (2013). *AERA statement on non-tenure track faculty and report of the national task force*. Washington, DC: American Educational Research Association.
- Kezar, A., Maxey, D., & Badke, L. (2013). *The imperative for change*. Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A., & Maxey, D. (2013). *The path to change*. Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A. (2013). *The new ecology of higher education: The changing faculty*. Alameda, CA: Western Association of Colleges and Universities.
- Kezar, A. (2013). Packaging policies to meet key institutional priorities and student success. *Community College Times*. Chandler, AZ: League for Innovation in the Community College.
- Kezar, A., & Maxey, D. (2013) Creating student success by supporting faculty performance: The missing link in current national efforts. *Leadership Abstracts*, 26(5).
- Kezar, A. (2013). Rethinking faculty roles for a new era: The three-tiered faculty system is not working and must change. *University Affairs*. Retrieved from <https://www.universityaffairs.ca/opinion/in-my-opinion/rethinking-faculty-roles-for-new-era/>
- Kezar, A., & Maxey, D. (2012). *Non-tenure-track faculty on our campus: A guide for campus task forces to better understand faculty working conditions and the necessity of change*. Los Angeles, CA: Pullias Center for Higher Education.
- Kezar, A. (2012). Toward high-impact non-tenure-track faculty. *Peer review*, 14(3). Retrieved from <https://www.aacu.org/publications-research/periodicals/toward-high-impact-non-tenure-track-faculty>
- Kezar, A. (2012). *National report for the Delphi project on the changing faculty and student success*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.

- Kezar, A. (2011, January). Engaged students require engaged faculty: Facing the paradox of a largely non-tenure-track faculty. *Bringing Theory to Practice Newsletter*. Washington, DC: Association of American Colleges and Universities.
- Kezar, A. (2010, December). [Review of the book *Higher education and the market*, by R. Brown (Ed.)]. *Teachers College Record*. New York, NY: Columbia University.
- Kezar, A. (2010, May). *Financial literacy, a key to success for low-income students*. Washington, DC: Chronicle of Higher Education.
- Kezar, A. (2010). [Review of the book *Leadership for a better world: Understanding the social change model of leadership development*, by S. Komives & W. Wagner] . *The Journal of Higher Education*, 81(5), 670-671.
- Kezar, A. (2010). [Review of the book *Innovative strategy making in higher education*, by M. Martinez & M. Wolverson]. *The Review of Higher Education*, 33(3), 421-422.
- Kezar, A. (2009). Killing the goose that lays the golden eggs [Review of the book *Higher learning, greater good: The private and social benefits of higher education*, by W. W. McMhaon]. *Thought and Action*, 2009, 183-186.
- Yang, H., & Kezar, A. (2009). *Financial education in TRIO programs*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2009). *Challenging higher education to meet today's need for financial education*. Quarterly newsletter. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2009). Increasing access for low-income students and making financial education a priority for higher education. *Liberal Education*, 95(3), 38-43.
- Kezar, A. (2009). *Final Report - IDA-PAYS – Examining the potential of education IDAs*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2009). *New strategies for delivering education IDAs: Rethinking program design*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2009). *IDAs and financial aid: Understanding the puzzle and sharing best practices*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2008). *Campus and community partnerships*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2008). *Scholarship on change in higher education: Synthesizing fifteen years of change research*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2008). *Early commitment of financial aid: Individual development accounts*. College Readiness Issue Brief. Boston, MA: Pathways to College Network.



- Kezar, A. (2008). *Education IDAs: Improving access and success of low income students*. Los Angeles, CA: Center for higher education policy analysis, University of Southern California.
- Kezar, A. (Ed.). (2007). Leadership for urban schools and colleges. *Urban Education*. Los Angeles, CA: University of Southern California.
- Kezar, A. (2007). Collaborative leadership for urban schools and colleges. *Urban Education* (pp. 21-22). Los Angeles, CA: University of Southern California.
- Kezar, A. (2007). *Analysis and insights from nonprofit practitioners working with education IDAs*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2007). *Strategies for IDA practitioners to create partnerships with postsecondary institutions to offer IDAs*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2007). [Review of the book *The American faculty: Restructuring of academic work and careers*, by J. Schuster & M. Finkelstein]. *Journal of College Student Development*, 48(4), 485-487.
- Kezar, A., & Tierney, W. (2007). Are public governing boards unique? *Trusteeship*, 28-31.
- Kezar, A. (2006). [Review of the book *The research university presidency in the late 20<sup>th</sup> century: A life cycle/case history approach*, by K. Brodie & L. Banner]. *The Journal of Higher Education*, 78(1), 119-121.
- Kezar, A. (2006). *The opportunities and challenges of partnering the schools*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A. (2006). *Mentoring scaffoldings: Do they promote college access*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Lester, J., & Kezar, A. (2006). *The potential of technology to improve college access programs*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Tierney, W., & Kezar, A. (2006). *The role of boards in college access programs: Creating and maintaining quality*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Kezar, A., & Eckel, P. (2005). *Important journeys: Presidents supporting students of color*. Washington, DC: American Council on Education.
- Kezar, A. (2005). *Promoting student success: The importance of shared leadership and collaboration*. Bloomington, IN: Indiana University Center for Postsecondary Research.
- Kezar, A. (2005). [Review of the book *Gendered futures in higher education: Critical perspectives of change*, by B. Ropers-Huilman (Ed.)]. *The Review of Higher Education*, 28(3), 436-437.

- Kezar, A., & Tierney, W. (2004). *Assessing board performance*. Los Angeles, CA: Center for higher education policy analysis, University of Southern California.
- Kezar, A., Tierney, W., & Minor, J. (2004). *Selection and appointment of trustees to public college and university boards*. Los Angeles, CA: Center for higher education policy analysis, University of Southern California.
- Kezar, A. (2004). Who's accountable for persistence? *Trusteeship*, 34-35.
- Kezar, A. (2003). Research that matters: Mapping higher education's priorities: How can we be mission sensitive and market-smart? *Trusteeship*, 34-45.
- Kezar, A. (2003). Harm or help? Review of management fads in higher education. *The Review of Higher Education*, 26(4), 576-577.
- Kezar, A. (2003). *The role of integrator: Potential opportunities for librarians to connect NSSE to institutional improvement*. Washington, DC: American Association for Higher Education.
- Kezar, A. (2003). *Student affairs administrators: Building a collaborative with student and academic affairs for institutional improvement*. Washington, DC: American Association for Higher Education.
- Kezar, A. (2003). Losing integrity: Higher education and society in the United States. *International Higher Education*, 31, 18-20.
- Kezar, A. (2002). *Maintaining integrity: Examining the social charter between higher education and society*. Ann Arbor, MI: Kellogg Forum on Higher Education and the Public Good.
- Kezar, A. (2002). Institutional culture and department of education. In J. Forest & K. Kinser (Eds.), *Higher Education in the United States: An Encyclopedia*. Santa Barbara, CA: ABC-CLIO.
- Kezar, A. (2002). Governance in higher Education. In J. Forest & K. Kinser (Eds.), *Higher education in the United States: An encyclopedia*. Santa Barbara, CA: ABC-CLIO.
- Kezar, A. (2002). *Faculty developers using the national survey of student engagement to be change agents*. Washington, DC: American Association for Higher Education.
- Kezar, A. (2001). Seeking a sense of balance: Academic governance in the 21<sup>st</sup> century. *Peer Review*, 3(3), 4-6.
- Kezar, A. (2001). *Recent trends in the higher education literature*. Washington, DC: American Council on Education. (Commissioned paper for the Meeting on *Seeking a Common Agenda: Priorities for Research on Higher Education*)
- Kezar, A. (Ed.). (2000). Early intervention programs: Bringing the next generation to college. *ERIC Review*. Washington, DC: General Accounting Office.
- Kezar, A. (2000, Summer). Do early intervention programs work? A synthesis of the research. *ERIC Review*, 10(1), 21-26.

- Kezar, A. (2000). Academic integrity. *About Campus*, 5(4), 28-29.
- Kezar, A. (2000). ERIC Higher education trends (1999-2000): International higher education, finance, teaching and learning, external constituencies, outreach, and public relations, administration, students, and faculty. Washington, DC: ERIC Clearinghouse on Higher Education.
- Kezar, A. (2000). The challenge of internet legal issues for student affairs officers. In F. Stage & M. Dannells (Eds.), *Linking theory to practice: Case studies for working with college students* (pp. 114-125). San Francisco, CA: Jossey-Bass.
- Kezar, A. (2000). Caring critic: The role of discussant. *The PEN*. (AERA Division J Newsletter). Washington, DC: American Educational Research Association.
- Kezar, A. (1999). ERIC Higher education trends (1997-1999): Professional development, legal issues, higher education and the public good, faculty, students, program evaluation, policy and governance, instruction, graduate and professional education, finance, administration, and curriculum. Washington, DC: ERIC Clearinghouse on Higher Education.
- Kezar, A. (Ed.). (1999). *Access in higher education: Ten years of insights from initiatives*. Washington DC: National Association of Writers in Education.
- Eckel, P., Kezar, A., & Lieberman, D. (1999). Learning for organizing. *AAHE Bulletin*, 52(3), 6-8.
- Kezar, A. (Ed.). (1999, Winter). Early intervention for college programs: A collection of research to inform policy and practice. *Advances in Education Research*, 4. Washington DC: Government Printing Office for the National Library of Education.
- Kezar, A. (Ed.). (1999, Fall). Early intervention for college programs: A collection of research to inform policy and practice. *Advances in Education Research*, 4. Washington DC: Government Printing Office for the National Library of Education.
- Kezar, A. (Ed.). (1999). *Women's leadership: Ten years of insights from initiatives*. Washington, DC: National Association of Writers in Education.
- Kezar, A. (Ed.). (1999). *Diversity in higher education: Ten years of insights from initiatives*. Washington, DC: National Association of Writers in Education.
- Kezar, A. (1999). On community service-learning. *About Campus*, 4(3), 31-32.
- Kezar, A. (1999). Collaborative learning: Teaching interdependence. *About Campus*, 4(4), 29-30.
- Kezar, A. (1999). [Review of the book *Public policy and higher education moving from the margins to the center of public dialogue*, by L. F. Goodchild, et al. (Eds.). *NASPA Journal*, 37(1), 386-389.
- Kezar, A. (Ed.). (1998, Fall). Community service learning: A collection of research to inform policy and practice. *Advances in Education Research*, 3. Washington, DC: Government Printing Office for the National Library of Education.
- Kezar, A. (1998). Assessing learning outcomes. *About Campus*, 3(4), 28-29.

Kezar, A. (Ed.). (1997). *The path to college: An analysis of research and literature. ERIC Review.* Washington, DC: General Accounting Office.

Kezar, A., Joncas, J., Fife, J., & Walz, G. (Eds.). (1997). *Strengthening learning for students: Student affairs collaborations and partnerships.* Greensboro, NC: ERIC/CASS Press.

### **Professional Papers (\* indicates refereed paper, + indicates invited paper)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

## Editorships, Editorial Boards, and Reviewing Activities

### Editorships

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

### Editorial Boards

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

### *Reviewing Activities*

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

### **TEACHING AND ADVISING**

#### **Research and Teaching Areas**

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

#### **National Mentoring**

Mentor, Ford Fellowship – Gina Garcia – 2016-2017

## **Current Teaching at USC**

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

## **Other Current and Past Teaching Experience**

### **Western Association for Schools and Colleges**

#### **Assessment Leadership Academy**

*Faculty*

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

### **COACHE Program—Harvard Institutes for Higher Education**

*Faculty*

Taught a seminar on leadership of the faculty 2018-2019

### **HERI Diversity Institute, UCLA**

*Faculty*

Teach organizational change and leadership. 2009-2018

### **University of Pennsylvania**

*Faculty*

Taught organizational change and leadership 2002-2017

### **Engagement Academy, Virginia Tech University**

*Faculty*

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

### **HERS-Summer Institute for Women in Higher Education Administration**

*Faculty*

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

### **NAWE: Advancing Women in Higher Education**

*Faculty Director for the Institute for Emerging Women Leaders*

Taught a five-day leadership institute. 1997-2003

### **The University of Maryland – School of Education**

*Assistant Professor of Higher Education*

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

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

*Assistant Professor of Higher Education*

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

## **Advising**

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

## **SERVICE/LEADERSHIP**

### **Service Awards and Honors**

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

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

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

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

### **National and Professional Service**

*Accelerating Systemic Reform in STEM Education*

Steering Committee, 2015- Present

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

*American Association for Higher Education*

National Advisory Board, 2000-2004

Community of practice leader, 2002 conference

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

Selected to serve on presidential search committee, 2003

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

*American Association of University Professors*

Investigating Committee – Rensselaer Polytechnic Institute, 2010

*American Educational Research Association*

Nominating Committee, Division J, 2016-2019

Vice President of Division J, 2013-2016

AERA Executive Council, 2013-2016

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

Chair, Awards Committee- 2010-2013

Graduate student seminar, speaker, 2007

Graduate student seminar, chair, 2004-2005

Division Chair, J Annual Conference Planning Committee, 2004

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

*Association of American Colleges and Universities*

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

*Association for Governing Boards*

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

*Association for Institutional Research*

Invited workshop presenter, 1998-1999

*Association for the Study of Higher Education*

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

*Center of the Study of Academic Labor*

National Advisory Board, 2016-present

*Cooperative Institutional Research Project & Higher Education Research Institute*

National Advisory Board, 2000-2003

*Council for the Advancement and Support of Education*

Reviewer for teacher of the year award, 1999, 2000

*Council for Educational Opportunity- National TRIO Clearinghouse*

National Advisory Board, 1999-2002

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

National Advisory Board, 1999-2003

*ERIC System, Department of Education*

Executive Committee, 1999-2001

*Engagement Leadership Academy*

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

*Gates Foundation*

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

*James McGregor Burns Leadership Academy*

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

*Kellogg Forum on Higher Education and the Public Good*

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

*National Academy of Sciences*

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

*National Postsecondary Association*

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

*National Science Foundation*

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

*New learning compacts institute*

Advisory board, 2020–2021

*Pathways to College Network*

Serve as Advisor on national project, 2001-2004

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

*Project Kaleidoscope*

National evaluation task force, 2006-2008

National advisory board, 2006-2010

*SEACChange*

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

*Sloan Foundation*

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

*Spencer Foundation*

Advisory group for higher education research, 2019

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

*TIAA-CREF Research Institute*

Panel – 2018

Fellow – 2014-present

*Tenured for the Common Good*

Advisory Board – 2020-present

*WASC*

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

**University Service**

*University of Southern California*

University-wide

Shared governance subcommittee, Academic Senate, 2018-2020

Concerned Faculty, Governance subcommittee, 2018-2019

Handbook committee, 2013-2014

Non-tenure track faculty committee, 2006-2013

Strategic planning subcommittee on faculty culture, 2011

USC Festival of books, 2010-2011

Executive committee, Academic Senate, 2008-2009

Student affairs trustees committee, 2008-2009

Research subcommittee, Academic senate, 2008-2009

Academic Senate, 2005-2009

Community Based Learning Collaborative – 2006-2008

Civic Engagement initiative, 2006-2008

Fellowships, Prizes, and Awards, 2004-2006

Planning committee for 125<sup>th</sup> anniversary event, Urban Initiative, 2004-2006

College

Future of the Faculty Task Force, 2021



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

### *University of Maryland*

#### University-wide

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

#### College

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

#### Departmental

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

### *The George Washington University*

#### College

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

#### Departmental

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

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

## **SELECTIVE CONSULTING/EVALUATION**

### *Change Management*

2018-Present – **Gates Foundation**

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

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

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

2018-Present – **Gates Foundation**

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

2019 – **National University**

Examination of a restructuring effort.

2013-2015 – **Gates Foundation/MDRC**

Change consultant for the Completion by Design Project.

2012-2015 – **Teagle Foundation**

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

### *STEM Reform/teaching reforms*

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

Support for change management and leadership for change.

2019 – **The Faculty Guild**

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

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

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

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

### *Leadership/Governance*

2021 – **Compton Community College**

Evaluating their board of trustees.

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

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

**1998-2001 – NAWE: Advancing Women in Higher Education**

Developed leadership academy curriculum.

**1996 – St Mary’s College**

Developed leadership curriculum.

*Non-Tenure Track Faculty*

**2020 – University of Denver**

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

**2015 – San Diego University**

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

**2015 – DePaul University**

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

**2015 – Dominican University**

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

**2015 – Oregon State University**

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

*Student Success*

**2018-2019 – Gates Foundation**

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

**2006 – Hewlett Foundation**

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

**2002 – Pathways to College Network**

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