

Jordan Harper

Curriculum Vitae

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RESEARCH INTERESTS & STATEMENT OF SCHOLARLY CONTRIBUTIONS

My research program rests in three distinct areas: **(1) leadership, (2) labor, and (3) organizational change in higher education.** I use qualitative methods to explore these areas. I research, write, and expose what Sara Ahmed refers to as institutional mechanics—how institutions work to reproduce themselves. I position leadership and labor as important pillars to explore institutional mechanics and the im/possibilities for organizational change in higher education.

I am co-author of a forthcoming book, *Higher Education Leadership: Challenging Tradition and Forging New Possibilities* (Johns Hopkins University Press, 2023). My published and forthcoming peer-reviewed journal articles can be found in the *Peabody Journal of Education*, *Policy Futures in Higher Education*, and *About Campus*. My public scholarship (briefs, reports, and opinion editorials) has appeared in *Inside Higher Education*, *Academe*, and *Liberal Education*. According to the most recent metrics, my public scholarship has been accessed and downloaded over 51,000 times.

EDUCATION

University of Southern California, Los Angeles, CA May 2023
Doctor of Philosophy in Urban Education Policy, Concentration in Higher Education (expected)
Dissertation: *Intimacy Under Captivity: Administrative Assistants' Critical Function in the Modern University*
Committee: Drs. Adrianna Kezar (Chair), Zoë Corwin, Henry Jenkins, Elizabeth Currid-Halkett

University of Maryland, Baltimore County, Baltimore, MD May 2019
Bachelor of Arts in Individualized Study
Thesis: *Tearing Down the Ivory Tower: Rebuilding an Academy that Values Democracy*

RESEARCH & FUNDRAISING EXPERIENCE

As a researcher in the Pullias Center for Higher Education, I have worked on and helped fundraise (i.e., grant writing support) for two major projects: Shared Equity Leadership and the Delphi Project on the Changing Faculty and Student Success. **I have helped secure \$1.6 million in external funding for these projects since 2019.**

Shared Equity Leadership is a qualitative study of campus leadership teams to explore how they achieve equity goals using both equity and shared leadership practices. I worked alongside Pullias Center for Higher Education researchers and researchers from the American Council on Education (ACE) to interview senior administrators (i.e., college presidents, deans, and directors) about their roles, personal journeys, and campus initiatives for shared leadership and equity work. We have published numerous reports, practitioner resources and toolkits, and journal articles from this project (see list of publications for my contributions). This project is generously funded by the Arthur Vining Davis Foundation (**\$320,000**) and the Alfred P. Sloan Foundation (**\$200,000**) for a total procurement of **\$550,000**.

The Delphi Project on the Changing Faculty and Student Success is a long-term project committed to enhancing awareness about the changing faculty trends using quantitative (i.e., surveys) and qualitative data to better support faculty off the tenure track and to help institutions create new faculty models. We work collaboratively with institutions, unions, and membership organizations (i.e., Association of American Colleges and Universities (AAC&U); The New Faculty Majority) to produce research, reports, and campus resources to guide culture change. I conduct focus group research, annually produce case studies to highlight Delphi Award applicants to form a national database of best practices, and create practitioner guides for those

RESEARCH & FUNDRAISING EXPERIENCE

campus community members who want to better support non-tenure-track faculty. I also serve on the Delphi Award review committee responsible for selecting winners of the \$15,000 cash reward. The project has been generously funded by the National Science Foundation (**\$930,000**), the Teagle Foundation (**\$240,000**), and the Spencer Foundation (**\$55,000**), just to name a few. Overall, the Delphi Project has procured over **\$5 million** of funding since its inception in 2011.

Aside from those two major projects, I have also worked on other projects funded both internally and externally. This includes [Matters in the Margins](#), a participatory action research project on skateboarders in Los Angeles funded externally by The Tony Hawk Foundation and internally by the University of Southern California's Provost's Office. Also, the [Higher Ed Conversations in Black \(HECIB\)](#) initiative that I created and continue to lead. The Pullias Center for Higher Education supports HECIB.

AWARDS

Rossier Student Organization Council (RSOC), Outstanding Student Spotlight Award	2021
Marguerite Casey Foundation, Sargent Shriver Youth Warrior Against Poverty Award	2018
University of Maryland Baltimore County (UMBC), Undergraduate Research Award	2017

BOOKS

1. Carducci, R., Kezar, A., & **Harper, J.** (Forthcoming, 2023) *Higher Education Leadership: Challenging Tradition and Forging New Possibilities*. Johns Hopkins University Press.

PEER-REVIEWED ARTICLES

1. **Harper, J.** (In Preparation) Reproducing Gender and Expanding Labor: Perspectives from Administrative Assistants in Higher Education.
Target Journal: *Gender, Work, and Organizations*
2. **Harper, J.** (In Preparation) Future Studies, Apocalypse Studies, and the Im/possibility of Higher Education Futurity.
Target Journal: *Innovative Higher Education*
3. Kezar, A. & **Harper, J.** (In Press). Reprofessionalizing the Faculty: Lessons from Delphi Award Winning Campuses.
Academe.
4. **Harper, J.** (In Press). Hiring and Cultivating Equity and Social Justice-Committed Community College Presidential Assistants. *New Directions for Community Colleges*.
5. **Harper, J.** & Kezar, A (In Press). Designing With, Not For Students: Prioritizing Student Voice Using Liberatory Design Thinking. *About Campus*.
6. Dizon, J. P. M., **Harper, J.**, & Kezar, A (In Press). Using Strategies Elites Understand: Divestment as an Approach to Social Change. *Peabody Journal of Education*.
7. Culver, K. C., **Harper, J.**, & Kezar, A. (2022). Engaging Design Thinking in Professional Bureaucracies: Improving Equity for Non-Tenure Track Faculty in Higher Education. *Journal of Higher Education Policy and Leadership Studies*, 3(1), 68-89.
8. **Harper, J.**, & Jenkins, H. (2022). Confronting horror, embracing fantasy: A conversation about Lovecraft Country and radical imagination in higher education. *Policy Futures in Education*, 20(1), 73-85.
9. **Harper, J.** & Kezar, A. (2021). Leadership Development for Racially Minoritized Students: An Expansion of the Social Change Model for Leadership. *Journal of Leadership Education*, 20(3) 156-169.

BOOK CHAPTERS

1. Hatrick, J., & **Harper, J.** (Under Review, Expected Publication Fall 2023). *Critical Media Literacy for Abolition Democracy and Liberation*. In S. Gennaro, N. Higdon, M. Hoeschmann (Ed.), *Critical Media Literacy: Transformative Practice and Radical Democracy in Higher Education*. Routledge.
2. Corwin, Z., & **Harper, J.** (Under Review, Expected Publication Fall 2023). *Interviews: Processes, Strategies, and Reflections*. In J. E. Edlund & A. L. Nichols (Ed.), *Cambridge Handbook of Research Methods and Statistics for the Social and Behavioral Sciences*, Cambridge University Press.

MAJOR REPORTS & PRACTICE GUIDES

1. **Harper, J.**, Holcombe, E., Ueda, N., & Kezar, A. (Forthcoming, Expected Publication November 2022). *Capacity Building for Equity and Shared Equity Leadership: Approaches and Considerations for the Work*. American Council on Education.
2. Culver, K.C., **Harper, J.** & Kezar, A. (2021). *Design for Equity in Higher Education*. TIAA Institute.
3. **Harper, J.**, & Kezar, A. (2021). *Leadership for liberation: A leadership framework and guide for student affairs professionals*. USC Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 4756
4. Culver, KC, **Harper, J.** & Kezar, A. (2021). *Design for Equity in Higher Education*. Los Angeles, CA: University of Southern California, Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 7048
5. Culver, KC, **Harper, J.** & Kezar, A. (2021). *Using Design for Equity in Higher Education for Liberatory Change: A Guide for Practice*. Los Angeles, CA: University of Southern California, Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 7263
6. **Harper, J.** & Kezar, A (2020). "Waze" to Support Non-Tenure Track Faculty as a Student Activist. Los Angeles, CA: Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 4902

BRIEFS & CASE STUDIES

1. **Harper, J.** (2022). *Improving the Quality of Term Faculty Careers at George Mason University*. Los Angeles, CA: Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 324
2. **Harper, J.** (2022). *Making Maryville University the Adjunct Destination*. Los Angeles, CA: Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 322
3. Yeh, J. & **Harper, J.** (2022). *Steady Lines of Communication, Representation and Support for Non-Tenure-Track Faculty at Washington University in St. Louis*. Los Angeles, CA: Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 442
4. Yeh, J. & **Harper, J.** (2022). *Advocacy and Equal Access Opportunities for Non-Tenure Track Faculty at Middlesex Community College*. Los Angeles, CA: Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 350
5. **Harper, J.** & Kezar, A. (2022). *Nurturing the 'SOUL' of Adjuncts at The American Womens' College at Bay Path University*. Los Angeles, CA: Pullias Center for Higher Education.
Number of Downloads (as of 8/1): 354

BRIEFS & CASE STUDIES

6. Yeh, J. & **Harper, J.** (2022). Expanding Opportunities and Community for Non-Tenure-Track Faculty at Washtenaw Community College. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 400
7. **Harper, J.** & Scott, D. (2022). Supporting and Creating Space for Part-time Faculty at Montgomery College. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 320
8. **Harper, J.** & Scott, D. (2022). Addressing the Unique Needs and Challenges for Contingent Faculty at UNC Charlotte. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 335
9. **Harper, J.** (2022). Supporting Non-Tenure-Track Faculty and the Art of Teaching Through Association Collaboration. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 398
10. Yeh, J. & **Harper, J.** (2022). Improving and Dedicating Supports for Part-time Faculty at Central Piedmont Community College. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 405
11. **Harper, J.** & Kezar, A. (2021). Creating and Sustaining the Inclusive Teaching Program for Lecturers at the University of Michigan. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 576
12. **Harper, J.** & Kezar, A. (2021). Institutionalizing a Culture of Respect for Teaching and Professional Faculty at the University of Denver. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 471
13. **Harper, J.** & Kezar, A. (2021). Systemic Improvement for Teaching Faculty and Expansion of Tenure for Teaching at Worcester Polytechnic Institute (WPI). Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 649
14. **Harper, J.** & Kezar, A. (2021). Building a Sense of Belonging for Non-Tenure-Track Faculty Across Campuses in the Lehigh Valley Consortium. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 1261
15. **Harper, J.** & Kezar, A. (2020). Supporting Adjuncts from a Distance: Adjuncts as Subject Matter Experts & Valued Members of the Northcentral University Community. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 7250
16. **Harper, J.** & Kezar, A. (2020). Inclusive Faculty Development at Louisiana State University. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 4820
17. **Harper, J.**, Scott, D., & Kezar, A. (2019). "We are one Penn State": Reforming policy to better support non-tenure-track faculty at Penn State. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 4346
18. **Harper, J.**, Scott, D., & Kezar, A. (2019). Creating a Culture of Care for Contingent Faculty through Professional Development at Santa Monica College. Los Angeles, CA: Pullias Center for Higher Education. Number of Downloads (as of 8/1): 4115

SCHOLARLY ESSAYS & OPINION EDITORIALS

1. **Harper, J.** Seek and Destroy: Helping Leaders Locate Whiteness in Higher Education. *Academic Leader*. Forthcoming.

SCHOLARLY ESSAYS & OPINION EDITORIALS

2. Kezar, A., Culver, K.C., & **Harper, J.** Designing Our Way to Equity in Unprecedented Times. *Academic Leader*. August 15, 2022..
3. **Harper, J.**, & Kezar, A. Improving Support for Non-Tenure-Track Faculty. *Academic Leader*. December 6, 2021.
4. **Harper, J.**, Culver, K.C., & Kezar, A. Needed: New Designs for Decision Making. *Inside Higher Ed*, June 28, 2021.
5. **Harper, J.** Grown and Tired: A Letter to Academia. *American Journal of Education Forum*, February 24, 2021.
6. **Harper, J.** How Non-Tenure-Track Faculty and Student Activists Can Support and Protect Each Other. *AAC&U Liberal Education*, January 29, 2021
7. **Harper, J.** Stop Stressing Graduate Students About Tenure. *Confessions of an Aca-Fan*, November 2, 2020
8. **Harper, J.** It's Time for Campus Search Committees to Reconsider Their Hiring Practices. *AAC&U Liberal Education*, September 28, 2020.

TEACHING EXPERIENCE

Instructor of Record

Introduction to Public Discourse (Writing for Community) **Enrollment Total: 12**

Spring 2022

This course was taught as a part of the Prison Education Project (PEP). The course helped incarcerated individuals critically examine how they made sense of the world and themselves through personal narrative writing. Students learned how to write about topics important to them and geared towards the public eye while centering their identities and life experiences.

Co-Teaching

EDUE 571 Research Methods and Applied Educational Ethnography | USC Postsecondary Administration and Student Affairs (PASA) Master's Program **Enrollment Total: 27**

Spring 2021

The overall aim of "Research Methods and Applied Educational Ethnography" was to assist students in learning how to use and conduct research (quantitative, qualitative, and mixed methods) to explore problems/opportunities of practice in the field of higher education. For this course, I led class discussions, presented lectures, provided individual students and research teams with substantive support and feedback, met with individual students and research teams weekly to think through research design and data analysis, and helped organize a formal research symposium. This class was held online due to the COVID-19 pandemic.

EDHP 552 Student Development Theory | USC Educational Counseling Master's Program **Enrollment Total: 25**

Fall 2020

"Student Development Theory" was designed as an introductory student development course for students interested in higher education advising and counseling careers. The goals of the course were to enhance students' understanding of student learning, growth, and development processes during the college years. For this course, I helped create the syllabus (e.g., offering up new readings, perspectives, and assignment ideas), designed rubrics for grading, led class discussions, presented lectures and provided individual students with substantive support and feedback. This class was held online due to the COVID-19 pandemic.

ENES 100Y/AMST 100Y/ENGL 100Y Freshman Seminar | UMBC Academic Engagement and Transition Programs **Enrollment Total: 10-15 (varied according to semester)**

Fall 2017-Spring 2019

These courses were meant to provide students with support around improving their academic success skills as they connected with all that the University of Maryland, Baltimore County (UMBC) had to offer. In these courses, I regularly met with students one-on-one, presented lectures on academic success and life skills, connected students to on- and off-campus resources, and provided substantive feedback on their assignments.

TEACHING EXPERIENCE

Invited Guest Lectures

2022: University of Southern California (EDUE 571 Research Methods and Applied Educational Ethnography), Grand Valley State University (EDH 653 Administration of Student Affairs Programs)

Other Courses Prepared to Teach

Organization Theory/Change, (Higher Education/Student Affairs) Leadership and Administration, Foundations of (Higher) Education, History of Higher Education, Diversity and Social Justice

GRANTS & FELLOWSHIPS

(Total: \$10,000)

Rossier School of Education Dean's Research Grant

2022-2023

Amount Awarded: \$5000

Project Title: Intimacy Under Captivity: Administrative Assistants' Critical Function in the Modern University

USC Graduate School Summer Research and Writing Fellowship

2022

Amount Awarded: \$2000

Project Title: Intimacy Under Captivity: Administrative Assistants' Critical Function in the Modern University

Rossier School of Education Internal Research Grant

2020-2021

Amount Awarded: \$1500

Project Title: Administrative Assistants in Higher Education: An Exploratory Study

UMBC Undergraduate Research Award

2018-2019

Amount Awarded: \$1500

Project Title: Tearing Down the Ivory Tower: Rebuilding an Academy that Values Democracy

CONTRACTS & CONSULTING

Leadership for Liberation Curriculum Consulting

Ongoing

Regular curriculum consulting for campuses that are interested in utilizing the Leadership for Liberation framework in their student leadership programs and initiatives. I have worked with San Jose State University (**\$6,000**), George Washington University, University of North Carolina - Greensboro, University of Massachusetts - Boston, and the NASPA Student Leadership Knowledge Community.

2022

Association of Public Land Grant Universities (APLU) Powered by Publics Equity Roundtables

Assisting APLU with the implementation and report-out of their equity roundtable initiative that brings together a diverse group of university leaders, adult students of color, transfer students, and students and alumni from marginalized populations to engage in candid conversations about changing the culture of higher education towards greater equity. The Lumina Foundation funds the initiative, and my contract amount totals **\$8,000**.

RELEVANT PROFESSIONAL EXPERIENCE

Campus Life | University of Maryland, Baltimore County

August 2017–July
2019

Program Assistant

- Designed curriculum and training materials for Leadership Blueprint, a program that infuses leadership development and design thinking;
- Provided logistical and developmental support for Retriever Leadership Institute, a five-week, peer-led leadership development workshop series, as well as Alternative Spring Break and Welcome Week Service Projects;
- Supervised and trained eight Campus Life leadership facilitators and six Alternative Spring Break leaders weekly around effectively administering curriculum, program design, and facilitation skills.

Undergraduate Admissions & Orientation | University of Maryland, Baltimore County

August 2018–May
2019

Undergraduate Admissions Fellow

- Recruited prospective freshman and transfer students through school visits, college fairs, information sessions, and on- and off-campus events;
- Assisted in the review of applications and rendering of appropriate admissions decisions;
- Managed student application files using PeopleSoft and ImageNow software.

Project RAISE & College of Natural Sciences and Mathematics | California State University, Fullerton

June 2018–August
2018

STEM Intern

- Designed a fifteen-week curriculum and accompanying training materials for Think Like Einstein, an inaugural required course for 600+ incoming College of Natural Sciences and Mathematics freshmen students;
- Created and implemented four training and workshop activities for Project RAISE, a U.S. Department of Education HSI-STEM grant program focused on supporting Hispanic and low-income transfer students in obtaining STEM degrees and experiential learning experience.

CONFERENCE/ORGANIZATION PRESENTATIONS & INVITED TALKS + DENOTES PEER REVIEWED CONFERENCE PAPERS; **DENOTES ALPHABETICAL ORDER

1. **Harper, J.** (2022) When This World is Not Enough: On Leadership, Liberation, and Im/Possibilities in Higher Education. Invited webinar for the National Association of Student Personnel Administrators (NASPA). Virtual.
2. + **Harper, J.** (2022) The New Administrative Superposition: Administrative Assistants' Experiences in Contemporary Higher Education. Paper presented at the 2022 American Educational Research Association National Meeting. San Diego, CA
3. + Relles, S., Corwin, Z., & **Harper, J.** (2022) The Scholarship of Skateboarding: New Methods for New Times. Paper presented at the 2022 American Educational Research Association National Meeting. San Diego, CA
4. **Harper, J.** (2022) "Impractical Demands": Notes on Leadership, Structures, and Breaks in the Rhythm. Invited workshop at the San Jose State University Leadership Today Conference, San Jose, CA
5. Culver, KC., **Harper, J.**, & Ross, K. (2022) Design for Equity in Higher Education: An Adapted Design Thinking Model for Presidents. Invited workshop at the Council of Independent Colleges (CIC) President's Institute, Marco Island, FL.
6. + Hatrick, J., Sylla, S., & **Harper, J.** (2021) Embedding Abolitionist Digital Pedagogies in Education. Workshop presented at the 2021 Critical Media Literacy Conference of the Americas, Virtual.
7. **Harper, J.** (2021) Leadership as a Barrier and a Pathway. Invited keynote at the University of Massachusetts, Boston Leadership, Advocacy, Mentorship, and Professional Development (LAMP) Conference. Boston, MA.
8. + **Harper, J.** (2021) Leadership for Liberation: Reimagining College Student Leadership Development. Session

presented at the 2021 NASPA Annual Conference, Kansas City, MO (Virtual).

9. **Harper, J.,** & Winters, R. (2021) Leadership for Liberation and Addressing Racism on Campus. Discussion session presented at the 2021 NASPA Annual Conference, Kansas City, MO (Virtual).
10. **Harper, J.** (2021) Confronting Horror, Embracing Fantasy: Leadership for Liberation as a Path Forward. Invited speaker at the San Jose State University Leadership Today Conference, San Jose, CA.
11. + **Harper, J.** (2020) Leadership for Liberation: Reimagining College Student Leadership Development. Session presented at the Leadership Educators Institute (LEI), New Orleans, LA (Virtual).
12. **Harper, J.,** & Layton, A. (2020) Leadership for Liberation: Addressing Power, Oppression, and Race/Racism in Student Leadership. Facilitation session presented and sponsored by the National Association of Student Personnel Administrators (NASPA) Student Leadership Knowledge Community.
13. + **Harper, J.** (2020) Exploration of Marginalized Student Leaders. Roundtable session at the Association for the Study of Higher Education Annual Conference (ASHE), New Orleans, LA (Virtual).
14. Irwin, L., & **Harper, J.** (2020) Learning Leadership, Teaching Whiteness. Webinar presented and sponsored by the National Association of Student Personnel Administrators (NASPA) Student Leadership Knowledge Community.
15. **Harper, J.** (2020) Leadership, Civic Engagement, and Student Activism. Invited panel participant at the Culver City High School Student Leadership Conference, Culver City, CA.
16. **Harper J.** (2019) Tearing Down the Ivory Tower: Rebuilding an Academy that Values Democracy. Session presented at Undergraduate Research and Creative Achievement Day (URCAD), Baltimore, MD.
17. + **Davis A., **Harper J.,** Pena J. (2019) We Got Y'all: Surviving and Thriving in Graduate School. Session presented at the National Association of Student Personnel Administrators (NASPA) Annual Conference, Los Angeles, CA.
18. + Cupid, S., Ejigineh, F., **Harper, J.,** Lawal, O., Bickel, B (2018) Enacting and narrating a new youth-powered story in Baltimore and beyond. Interactive session presented at Imagining America National Gathering, Chicago, IL.
19. + **Cruz J., Davis A. & **Harper J.** (2018) Build With Them, Not For Them: Students as Culture Building Partners. Session presented at the National Association of Student Personnel Administrators (NASPA) Annual Conference, Philadelphia, PA.
20. + **Harper J.** (2018) F.U.B.U. (For Us By Us): Implementing Black Student Development Centers at Predominately White Institutions. Poster presented at the National Association of Student Personnel Administrators (NASPA) Annual Conference, Philadelphia, PA.
21. **Ehrlich G., **Harper J.,** Jackson C., & Krajewski C. (2017) The importance of birth control and sex education on college campuses. Invited panel participant at the BlogHer Conference, Orlando, FL.

MEDIA COVERAGE AND COMMENTARY

Publication highlighted, Tenure, Contracts, and Mentorship: How Two Universities Reimagined Support for Contingent and Adjunct Faculty (AAC&U)
<https://www.aacu.org/aacu-news/campus-model/tenure-contracts-and-mentorship-how-two-universities-reimagined-support-contingent-and>

Interviewed & Quoted, What Does Leadership Look Like After the Pandemic? (USC Rossier Magazine)
<https://rossier.usc.edu/magazine/fall-winter-2021/what-does-leadership-look-like-after-the-pandemic/>

Interviewed & Quoted, The Adjunctification Crisis (Ithaca Week)
<https://www.ithacaweek-ic.com/the-adjunctification-crisis/>

Interviewed & Quoted, Graduate Student Creates Publication to Feature Black Educators (Daily Trojan)

MEDIA COVERAGE AND COMMENTARY

<https://dailytrojan.com/2020/10/01/graduate-student-creates-publication-to-feature-black-educators/>

Co-authored report highlighted, A Push to Plan for Adjuncts and Equity (Inside Higher Ed)

<https://www.insidehighered.com/news/2021/06/23/papers-urge-institutions-think-about-adjuncts-including-terms-retirement>

SERVICE

Service to the Field

NASPA Student Leadership Knowledge Community Conference Team Lead	2022-Present
Delphi Award for the Changing Faculty Review Committee	2020-Present
NASPA Undergraduate Student Conference Educational Sessions Subcommittee	2021-2022
NASPA Student Leadership Knowledge Community Pre-Conference Coordinator	2020-2022

Service to the Institution

USC Black Student Collective	2019-Present
Individualized Study Degree Proposal Committee	2018-2019

Reviewing Activities

Journal of Critical Thought and Praxis
NASPA Annual Conference Proposal Reviewer

PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
National Association for Student Personnel Administrators (NASPA)
International Leadership Association (ILA)
American Sociological Association (ASA)