

THOMAS NOEL, JR., PhD

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EDUCATION

- Ph.D.** **University of Rochester**, Rochester, NY
Education Policy, 2017
- Dissertation Title: The Juxtaposition of Teachers as Community Members in the Districts Where They Teach: An Examination of the Relationship Between Teacher Residency Requirement Policy and Student-Teacher Relationships
- Sponsor: Dr. Brian O. Brent
Committee: Dr. Karen DeAngelis; Dr. John Sipple [Cornell University]
- Additional Ph.D. Coursework** **Cornell University**, Ithaca, NY
Doctoral courses in foundations of education, 2006-2010
- M.A.L.S.** **Rutgers University**, Camden, NJ
Master of Arts Liberal Studies: Education and English Literature, 2005
- B.A.** **Rutgers University**, Camden, NJ
Double Major: Psychology & African American Studies, 2003
Senior Psychology Thesis: The Characteristics/Personality of Saints with Dr. Daniel Hart

ACADEMIC POSITIONS

Morgan State University, Baltimore, MD

August 2024 – Present Assistant Professor, School of Education and Urban Studies
Department of Advanced Studies, Leadership, and Policy

DePaul University, Chicago, IL

July 2018 – June 2024 Assistant Professor, College of Education
Department of Leadership, Language, and Curriculum

July 2017 – June 2018 Instructional Assistant Professor, College of Education

Teach methodological courses, including social science research methods, quantitative methods, and assessment, and graduate seminar courses such as *Culture, Power, and Education* and *Consensus and Community*. Advise doctoral and masters students in educational leadership. Serve on university and community committees. Conduct research related to educational policy, leadership, and teacher education.

Rochester Institute of Technology, Rochester, NY

Aug 2016 – Sept 2017 Postdoctoral Research Associate – Principal Methodologist
College of Liberal Arts, Criminal Justice Department
Center for Public Safety Initiatives

Provide quantitative methodological and instrumentation consultation to director, deputy director, and senior researchers for research projects in criminology and public policy. Assist and guide graduate and undergraduate students with choosing the best methodology and methods for academic and working papers.

Principal Investigators and Director of CPSI: Dr. John Klofas; Dr. Irshad Altheimer

SCHOLARLY & PROFESSIONAL ACTIVITIES

Referred Articles

Noel, Jr. T., Gardner, J., & Sylvester, A. (*In Press*). *Our mission is to uplift: Afrofuturism and collective work for liberation in Black organizations. On the Horizon: The International Journal of Learning Futures.*

Wright, D., Tovar-Murray, D., Noel, Jr., T. & Chennault, R. (2022). A phenomenological analysis of invisibility syndrome in formerly incarcerated Black men. *Journal of Multicultural Counseling and Development.*

Outland, R., Noel, Jr., T., Rounsville, K., Boatwright, T., Waleed, C., & Abraham, A. (2020). Living with trauma: Impact of police killings on the lives of the family and community of child and teen victims. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues.*

Tian, Q. & Noel, Jr. T. (2020). (COVID) service-learning in catholic higher education and alternative facing the covid-19 pandemic. *Journal of Catholic Education.*

Tian, Q., Bigelow, S. Noel, Jr., T., Gardner, J., & Michel, R. (2020). Endeavoring a critical and thoughtful response during and beyond covid-19: Community-based justice work in a catholic university. *Journal of Catholic Education.*

Book Chapters

Harris, D.M. and Noel, Jr T. (2015). Advanced placement and college readiness: An examination of ap course availability and enrollment between urban and suburban schools in western, New York. In D. M. Harris & J.M. Kiyama (Eds). *The Plight of Invisibility: A community-based approach to understanding the educational experiences of urban Latina/os.* (p. 109-131). Peter Lang.

Manuscripts Under Review

Gardner, J., Noel, Jr. T., Michel, R., Bigelow, S., Hub, Q.T. (*under review*). “Lift as you climb”: Community-based justice work to prepare educational leaders. *Teachers College Record*

Books in Progress

Parries, M. & Noel, Jr. T. (*In progress*). The comprehensive guide to resident assistants as paraprofessionals: A resource in three parts. Cognella Publishing

Outland, R. & Noel, Jr. T. (*In progress*). Justified

Manuscripts in Progress

Noel, Jr., T. (*In progress*). Teachers as community members where they teach: An examination of teacher residency requirements and student-teacher relationships.

Noel, Jr., T. (*In progress*). Teacher flight: Teachers that previously resided in district and the relationships they have with their students.

Noel, Jr. T. & Bradford, M.R. (*In progress*). Preparers of Socially Responsible Leaders: A Self-Study.

Referred Conference Presentations

Bradford, M., Noel, T., Gardner, J., & Sylvester, A. (2024). Are We Ready for School “Abolition”? Fugitive Places on Self-Direction in Contemporary Black Homeschooling. Symposium. *American Educational Research Association*, Philadelphia, PA.

Bradford, M., Noel, T., Gardner, J., & Sylvester, A. (2023). Our Mission Is Uplift: Black Homeschooling Organizations and Collective Work for Afrofuturistic Authenticity. *JCT: Conference on Curriculum Theory and Classroom Practice*. Dayton, OH.

Bradford, M. & Noel Jr., T (2023). Leading with the Greater Self: Human Revolution and Powerful Learning Experiences. *International Conference on Ikeda/Soka Studies in Education*, Chicago, IL & Online.

Gardner, J., Noel Jr., T., Michel, R., Fairley-Hall, D., Martinez, D., Nash Jr., D, Nash, L., Robertson, D., & Smith, R. (2023). “Just Trying to Maintain:” Youth Mental Health on Chicago’s South Side. *American Educational Research Association*, Chicago, IL.

Noel, T. & Bradford, M. (2023). Cultivating novice researchers as value creators: A self-study in teaching doctoral research methods courses. *American Educational Research Association*, Chicago, IL

Bradford, M. & Noel, T. (2022). Paradigm shifts in action: Making sustainable changes toward equity through inner transformation. *University Council for Educational Administration*, Seattle, Washington & Online.

Noel, T. & Bradford, M. (2022). Using collaborative self-study research to improve abolitionist teaching practices. *DePaul University Teaching and Learning Conference*, Chicago, IL.

Tian, Q., Meyer, C., & Noel, T. (2022). Reckoning race and racism: Contrive anti-Asian hate and reframe anti-racism education for Asian students in the US. *The IAFOR International Conference on Education in Hawaii (IICE2022)*, Honolulu, HA.

Noel, T. & Bradford, M. (2021). Preparers of Socially Responsible Leaders: A Self-Study. *University Council for Educational Administration*, Columbus, OH & Online.

Gardner, J., Noel, T., Michel, R., Tian, Q., & Bigelow, S. (2021). Challenges and hopes of university-community partnerships: Narratives of community engagement as ethical responsibilities (Symposium). Helping educators respond: Community-based justice work to prepare educational leaders – “Lifting as we climb.” *American Educational Research Association*, Online/Virtual Conference.

Noel, T.F. (2019). *Teacher Flight: An Examination of Teacher Residency Requirements and Student-Teacher Relationships*. American Educational Studies Association (AESA), Baltimore, MD.

Noel, T.F. (2018). *Teachers as Community Members Where They Teach: An Examination of Teacher Residency Requirements and Student-Teacher Relationships*. American Educational Research Association (AERA), NY, NY.

Harris, D.M. & Noel, T.F. (2015). *Experiences of Latino students and their access to advanced placement coursework in the Rochester City School District*. Upstate Latino Summit, Rochester, NY

Finnigan, K., Noel, T.F., Stewart, T. (2015). *The Racial Dynamics of Crossing District Boundaries: Perspectives of Parents Involved in Inter-district Choice*. American Educational Research Association (AERA), Chicago, IL.

Harris, D.M. & Noel, T.F. (2014). *Advanced Placement and College Readiness: An Examination of AP Course Availability and Enrollment Between Urban and Suburban Schools in Western, New York*. Puerto Rican Studies Association (PRSA), Denver, CO.

Noel, T.F. (2013). *Native American People and Culture as Mascots: Unethical and Immoral*. Association for the Study of Higher Education (ASHE), St. Louis, MO.

Harris, D.M. & Noel, T.F. (2013). *Advanced Placement and College Readiness: An Examination of AP Course Availability and Enrollment Between Urban and Suburban Schools in Western, New York*. American Educational Research Association (AERA), San Francisco, CA.

Noel, T.F. (2012). *Insider Ignorance & Outsider Epiphany: The Mirage of a Barbershop in 'Da Hood.'* University of Pennsylvania Annual Ethnography in Education Research Forum, Philadelphia, PA.

Marquez-Kiyama, J., Harris, D.M., Dache-Gerbino, A. Noel, T.F., & Quinones, S., (2011). *The Voices of Latina/o Students and Families: Creating Action from Recommendations*. Monroe Community College – Brighton Campus Hispanic Heritage Month, Rochester, NY.

Marquez-Kiyama, J., Harris, D.M., Dache-Gerbino, A. Noel, T.F., & Quinones, S., (2011). *The Voices of Latina/o Students and Families: Creating Action from Recommendations*. Monroe Community College – Damon City Campus Hispanic Heritage Month, Rochester, NY.

Harris, D.M., Noel, T.F., & Quinones, S., (2011). *The Voices of Latina/o Students and Families: Creating Action from Recommendations*. Youth Services Quality Council of Rochester and Monroe County, Rochester, NY.

Campbell, D. Noel, T.F., & Hylton, N. (2011). *Diversity in Program Evaluation*. American Evaluation Association (AEA), Anaheim, CA.

Harris, D.M., Miranda-Small, M., Noel, T.F., Quinones, S. (2011). *The Voices of Latina/o Students and Families: Creating Action from Recommendations*. New York State Foundations of Education Association, Rochester, NY.

Kiyama, J.M., Harris, D.M., Quinones, S. Dache-Gerbino, A., & Noel, T.F. (2010). *Contra la Corriente: Factors Influencing Latina/o Student Drop-out & Transition in the Rochester City School District*. Hillside Hispanic Heritage Celebration. Rochester, NY

Deery, S. Erdman, A., & Noel, T.F. (2006). *Peer Adjudication = Peer Accountability, Establishing a Residence Hall Judicial Board*. College Student Personnel Association of New York (CSPA), Syracuse, NY.

Other Conference Involvement

Noel, T. (2013). Session Chair, *The Pivotal Interactions between Students and Faculty and Its Effects*. Association for the Study of Higher Education (ASHE), St. Louis, MO.

Noel, T.F. & Gandara, D. (2013). Session Co-Chair. *ASHE Community Service Project: Post-service Session*. Association for the Study of Higher Education (ASHE), St. Louis, MO.

GRANTS, AWARDS, & SCHOLARSHIPS

Research/Funding

February 2023 Gardner, J., Noel Jr., T. & Michel, R. (2023). Funded. “Just Trying to Maintain:” Youth Mental Health on Chicago’s South Side. *American Educational Research Association, YTER (Youth Teams in Education Research)*.

May 2021 Lippert, J., Montgomery, J. Noel, Jr., T., Ramos, M., Singh, N. (2022). Funded. Scientific Inquiry to Social Action. *DePaul University, AGIF (Academic Growth Initiative Fund)*.

- April 2019** Noel, T.F. Funded. URC Grant Proposal. *Becoming a Successful Academic: Fostering and Practicing Research, Scholarship, Teaching, Service.* (Internal – DePaul University for National Center for Faculty Development and Diversity)
- June 2018** Outland, R. & Noel, T. (\$2,000) “The Impact of Police Killings on the Lives of Family and Loved Ones of Children and Teen Victims: A Qualitative Study,” State University of New York (SUNY) Research Foundation
- December 2017** Gardner, J., Michel, R., & Noel, T. (\$20,000), “Lift as You Climb (LAYC),” Academics Initiatives Pool Grant (Internal – DePaul University)

COURES TAUGHT

DePaul University **College of Education** **Doctoral Courses Taught**

A&S 801: Leadership: Theory and Practice

This course examines leadership theories from various social, psychological and philosophical perspectives both historical and contemporary. The student will also be called upon to reflect upon contemporary practice in K -16 and other higher educational and related leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

A&S 802: Contemporary Issues in Higher Education

This course explores contemporary policy issues in American higher education. The purpose of this course is to introduce students to key policy issues at various institutional levels in light of the broader political and cultural context. Students will conduct policy analysis of national, regional, and local issues in American higher education. This course considers and applies the integrated approach of policy and practice in examining issues in higher education.

A&S 811: Assessment and Accountability

This course addresses the key role of leaders in educational systems for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders-students, parents, administrators, teachers, legislators, relevant communities, and governing authorities. Issues of philosophy, standards, outcomes, curricula, instrumentation, technology, and the interconnected nature of these factors are identified as they influence the leadership role in accountability compliance. Factors related to ethical practice and social justice anchor the philosophical and political parameters of the course.

A&S 812: Assessment, Accountability, and Evaluation in Higher Education

Questions, issues, and decision-making of assessment, evaluation, and accountability permeate the higher education landscape in light of the broader cultural context. The purpose of this course is to explore practices and issues connected to assessment, accountability and decision-making in alignment with the institutional purposes and need for effectiveness and taking into account stakeholders' concerns, leadership practice, and student outcomes in post-secondary contexts. Students will explore and apply a variety of assessment methods and techniques, examine underlying rationales, and political and ethical considerations of accountability in higher education.

A&S 843: Politics of Schooling

In this course, learners will engage in analyzing educational policy and the political processes related to problem identification, problem solving, decision making, the underlying political processes and their impact on the school/community, students, parents, educators, staff, and community members. The role of such entities as school boards, unions, professional associations, businesses, university preparation programs, book and test publishers, and local, state, and national policy makers in the education political arena will be analyzed. Attention will be given to the means by which support for change is developed with special emphasis on collaborative dialogue and teamwork for

political action. Strategies for coalition building, and individual and collective action will be informed by the use of theory from applied behavioral science and political science

SCG 711: Culture, Power, and Education

The primary focus of the course will be the exploration of how educational institutions shape and are shaped by cultural dynamics that occur within and outside of these institutions. Ultimately, this exploration should help students to become more effective educational leaders and curriculum scholars.

SCG 735: Quantitative Research Methods I

This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design through critical decision-making that includes: instrumentation, data collection, statistical analysis, research ethics, political considerations, and analytical skill development for creating/testing hypotheses and assessing/critiquing quantitative research. Students will have the opportunity to explore specific databases to conduct various data analyses including correlation and regression.

SCG 755: Quantitative Research Methods II

This course is continuation of SCG 735. Students will prepare a methodology section of a research project and will learn how to write up quantitative results of their analyses. By the end of the course students should be able to: understand quantitative methodological approaches; select appropriate data collection strategies; conduct the appropriate analysis for the research question(s) proposed and the nature of the data; and be prepared to write a candidacy paper.

SCG 775: Foundations of Inquiry and Educational Research

This course offers doctoral students a general introduction to theory and practice in educational research. First, it is designed to help students develop an understanding of the assumptions that underlie multiple approaches to knowledge construction and the conduct of inquiry in education. Second, the course will introduce students to the structural organization of a research manuscript. By the end of the course, students should be able to: understand key theoretical and methodological issues in educational inquiry; engage in the critical analysis of multiple educational frameworks; recognize the components of a research manuscript; and identify a general topic area for dissertation research.

SCG 785: Foundations of Reviewing in Educational Research

Drawing upon the knowledge and skills developed in Frameworks of Inquiry I, this course is designed to enhance students' ability to critically analyze existing research as a crucial element in designing and completing general research, as well as their own doctoral research. Students will conduct a literature review as a necessary element of research.

Master's Courses Taught

A&S 595: Workshop in Educational Leadership: Culture of American Higher Education

This course explores the foundations of (higher) education (i.e., history, purpose, and organizational theory), as well as a diverse range of other topics such as liberal education, campus climate, diversity, multiculturalism, and access and opportunity.

A&S 595: Workshop in Educational Leadership: Contemporary Issues in Higher Education

This course explores and examines various topics and contemporary issues in higher education that students will find helpful for the advancement of their professional life or to engage their intellectual interests.

A&S 595: Workshop in Educational Leadership: Issues of Access & Opportunity in Higher Education

This course explores and examines various topics and contemporary issues in higher education that students will find helpful for the advancement of their professional life or to engage their intellectual interests.

A&S 595: Workshop in Educational Leadership: Addressing Student Mental Health on College Campuses

This course will cover different levels of analyses: theoretical, individual levels (i.e., race, ethnicity, gender, status, social class, and ability), organizational levels (i.e., family, geography, student affairs, residence life, student activities,

university health and counseling centers, and outreach), and field levels (i.e., policy, counseling, mental health, and media). Special attention will be paid to the historical context of U.S. higher education, including enrollment, students of color and women, and the roles and responsibilities of colleges and universities. Additionally, this also includes the roles and responsibilities of student affairs offices and professionals (i.e., residential life, student services, and student affairs), and counseling centers and professionals. Moreover, the importance of liaison-ship between these offices and how they communicate, care for, and support students and resident assistants on campuses and in-residence halls are also addressed.

University of Rochester

Warner Graduate School of Education and Human Development

ED 406: Master's Research Methods

This course introduces research methods and research design in education, emphasizing both quantitative and qualitative research design, critical, and analytic thinking. This course prepares students to be literate consumers of education and counseling research using multiple methodologies.

ED 464: Federal and State Education Policy

In this course students study state (emphasis on New York) and federal policy process for K–12 schools. Students learn to identify problems and challenges in policy design and implementation by examining the construction of policy problems, the instruments used, and the theories and assumptions underlying policies. Drawing on literature from political science, sociology, and educational policy, the course provides students with skills to analyze education policies and infer their implications. Discussions include the Race to the Top, No Child Left Behind Act, charter school policies, class-size reduction policies, common core and issues related to high-stakes testing.

ED 504: Quantitative Research Methods

This course provides an introduction to the quantitative methods commonly used in education research. The course covers basic concepts underlying statistical and quantitative reasoning, including descriptive statistics, probability, statistical inference, analysis of variance, correlation, and bivariate and multivariate regression analysis. Students engage in computer-based analyses of education-related problems using SPSS. Students conduct a quantitative analysis as a research report.

ED 528: Using Quantitative Data Analysis Software

This course introduces students to statistical analysis software. Through hands-on opportunities on the computer, students learn how to import and transform quantitative data sets. The course frequently focuses on SPSS software, allowing students the opportunity to modify data files, conduct basic statistical analysis, and create charts and graphs. Open to students at all points in their academic programs. Course does not cover the concepts and mechanics taught in ED 504.

EDE 404: Basics in Applied Quantitative Analysis

This course introduces master's students to quantitative data analysis. Prepares students to use the PASW/SPSS statistical software program and conduct basic descriptive and inferential statistical analyses. Students learn how to apply statistical techniques to address research questions using real datasets and how to interpret and present findings.

EDU 413: Contemporary Issues in Education Policy

This course introduces students to several currently pressing educational policy issues and debates, including class size reduction, school choice, and teacher recruitment and retention. This course also provides content knowledge and encourages critical thinking about the issues/problems being addressed by state and local policies; the nature and effects of these policies; and the complexities of major policy issues. Focuses on the impact recent policies have had on the public school system, the school organization, educational performance, and equity.

TEACHING EXPERIENCE

June 2013 – June 2016 Lead Teacher

University of Rochester, Horizons National Program

Teach students in a summer academic enrichment program, ages 5 – 14. Create, plan, and develop lesson plans and curriculum. Teach social studies, statistics, science, reading, and writing to middle school children, ages 11 – 14. Plan and chaperone academic and social field trips.

Sept 2001 – June 2003 Assistant Teacher and Academic Enhancement Teacher

Rutgers University, Camden, LEAP Academy Charter School

Pre-certified teacher for grades Pre-K – 4. Provided after-school teaching and workshops for students in grades 2 – 5 to assist with literacy, mathematics, projects, and homework assignments.

Sept 1999 – May 2001 Assistant Day Care Teacher

Rutgers University, Camden, Dr. Martin Luther King, Jr. Day Care Center

Part-time assistant day care/early childhood provider for children ages 2 – 4 years old. Developed lesson plans for early childhood learning and development. Focus on literacy, numbers, and social and emotional development.

ASSISTANTSHIPS & EMPLOYMENT

Research Assistantships, University of Rochester

Aug 2010 – May 2012 Research Assistant to Professors Donna Harris and Judy Marquez-Kiyama

School Experiences of Latina/o Students in Rochester, NY: A Community-Based Study of Resources, Challenges, and Success. Organized quantitative data from school district records and New York State Department of education data. Used statistical software to conduct inferential descriptive statistics. Assisted in presenting data in the community and within the school district.

Aug 2013 – Aug 2014 Research Assistant to Professor Kara Finnigan

The Racial Dynamics of Crossing District Boundaries: Perspectives of Parents Involved in Inter-district Choice. Coded interviews, created categories and themes using Nvivo software. Assisted Dr. Finnigan in creating a manuscript for American Educational Research Association (AERA), and publication.

Aug 2011 – Aug 2012 Research Assistant to Professor Kara Finnigan

Understanding Social Network Structure in Schools Under Corrective Action: A Longitudinal Comparative Analysis of Research Use and Diffusion in Urban Districts. Collected interviews with participants. Coded data using Nvivo software.

Aug 2002 – Aug 2004 Research Assistant to Professor Wayne Glasker

Entered data into software. Used researched techniques to conduct literature reviews and organize data.

Teaching Assistantships, Rutgers University-New Brunswick/Camden

Aug 2002 – Dec 2002 Undergraduate foreign language course

Keynote Addresses and Featured Speaker

- June 2022** Classes of 2020 and 2021 Doctoral Hooding Ceremony, DePaul University, College of Education, Chicago, IL
- August 2020** *Black Lives Matter Panel: Education, Policy, & History*, Novartis Pharmaceutical Global/Online
- January 2019** *History, Leadership, and Fraternity & Sorority Life on Campus*, Council Officer Installation Ceremony, DePaul University Fraternity & Sorority Life, Chicago, IL
- November 2018** *Ideas Philosophies, and the Republic: Justice – A Utopia or Concrete Vision in U.S. Public Education Policy*, World Philosophy Day, National Hellenic Museum, Chicago, IL

Invited Guest Lectures & Presentations

- November 2021** *Quantitative Approaches & Conducting Quantitative Research*. University of Rochester, Warner Graduate School of Education and Human Development, Online
- July 2021** *Quantitative Approaches & Conducting Quantitative Research*. University of Rochester, Warner Graduate School of Education and Human Development, Online
- July 2016** *Understanding & Conducting Quantitative Research for Evaluation*, University of Rochester
- July 2016** *Advanced Placement and College Readiness, and Quantitative Methods*, University of Rochester
- Oct 2015** *Advanced Placement and College Readiness, and Quantitative Methods*, University of Rochester
- April 2015** *Crafting a Research Proposal*, University of Rochester
- Oct 2014** *Advanced Placement and College Readiness, and Quantitative Methods*, University of Rochester

Related Work Experience

Sept 2012 – May 2015 Quantitative Consultant
University of Rochester, Warner School of Education and Human Development, Quantitative Consulting Services
Provided general assistance with quantitative methods and analysis to doctoral students within the Warner School community. Provided students with strategies and guidance needed to address their quantitative research questions. Assisted Warner students at all stages of the quantitative research process. Assisted with planning the research methods for dissertations, guided students' research designs, and survey designs. Provided suggestions for approaches regarding data management (data manipulation, formatting, and coding). Guided students with selecting appropriate statistical procedures, model selection. Provided assistance with interpreting results using SPSS, presenting quantitative results in APA format. Provided students with additional resources that might support and improve their quantitative work.

June 2012 – June 2013 Program Assistant
University of Rochester, Undergraduate Admissions Office
Reviewed and evaluated the university's admission website and web pages. Investigated websites and recorded notes and files for marketing and advertising to prospective students. Regularly met with Executive Director of undergraduate admissions to discuss evaluation of

projects and tasks related to research and marketing. Regularly met with marketing team members to plan and discuss projects and tasks related to research and marketing.

Mar 2007 – July 2010 Assistant Dean

Cornell University, Provost Office, West Campus House System

In a university leadership role worked closely with faculty (House Professors and Deans, House Faculty, Graduate Assistants, and student council in creating, fostering, planning and developing academic and social programming for undergraduate students. Recruited, selected, trained, and advised residential college student council leadership organization of more than 10 students. Served as primary administrator and liaison to develop inclusive and collaborative relationships with university dining, facilities, and maintenance staff. Served as primary operational administrator and secondary program manager responsible for a residential college focused on meeting the needs of over 350 upper-class students. Assumed on-call crisis management and prevention rotation for the residential campus of over 6,000 students. Functioned as primary judicial administrator for policy violations within residential college. Recruited, selected, trained, evaluated, and supervised one fulltime administrative assistant, six graduate resident fellows, three undergraduate student fellows, and 15 student office assistants to serve as leaders for undergraduates in residential college system. Developed, monitored, and allocated a programming budget totaling over \$200,000.

Service to the University and Professional Association

Sept 2020 – June 2024	Liberal Studies Program Advisory Committee, 2020-2024
Sept 2018 – Oct 2019	DePaul University Committee on Curriculum and Programs
April 2013 – June 2015	Associate Editor, Book Reviews, <i>Annals of the Next Generation</i>
Aug 2013 – Aug 2014	Vice President, Graduate Students of Color Council (GSOC), University of Rochester
Nov 2013	Member, ASHE Community Service Project Committee: Confluence Preparatory Academy Book Drive and Staff/Teacher Professional Development Workshops.
Aug 2012 – June 2015	Mentor, Graduate-Undergraduate Mentor Program, University of Rochester, David T. Kearns Center for Leadership and Diversity in Arts, Sciences, and Engineering
Sept 2011 – June 2014	Member, Warner Graduate Student Association, University of Rochester
Oct 2009 – June 2010	Member, Office of Minority Educational Affairs Advisory Board, Cornell University, Office of Vice Provost for Undergraduate Education
Jan 2009 – June 2010	Member, Committee on Recruitment and Retention of African American Male Students, Cornell University, Office of Vice Provost for Undergraduate Education

Service to the College and Department

Sept 2022 – June 2024	College of Education/Department of Leadership, Language and Curriculum/Educational Leadership Program Academic Program Review (APR) Self-Study Team
Sept 2020 – June 2022	College of Education Grade Challenge Review Board (Alternate)
Sept 2020 – June 2022	College of Education Faculty Development Committee

June 2019 – Sept 2021

College of Education Counseling/Higher Education Leadership Program Committee

Workshops/Seminars – Presented and/or Facilitated

Residential Life Office, University of Rochester

August 2012

Co-Presenter, Jack and the Bean Stock: Student Development Theory

This is an interactive session included both large and small group activities that provided participants with an understanding of diversity, privilege, and differences in their roles as graduate assistants in residential life. Additionally, participants explored and discussed how these components assist with the development of students in residential communities.

Co-Presenter: John DiSarro; Vicki T. Sapp

January 2011

Presenter, Skin Deep: Resident Assistants' Understanding and Assisting Diverse Students on Campus

Participants viewed a diversity video as a large group. Once the video ended the participants broke into small groups. Discussion questions were created for small group discussions. The small group discussions focused on student resident advisors' roles in addressing diversity on-campus and in residence halls.

Memberships and Reviewing

2015 – 2017	Member, American Sociological Association (ASA)
2013 – 2014	Reviewer, <i>Education Policy, An Interdisciplinary Journal of Policy and Practice</i>
2013 – 2015	Proposal Reviewer, Association for the Study of Higher Education (ASHE)
2013 – Present	Proposal Reviewer, American Education Research Association (AERA)
2011 – 2014	Member, Association for the Study of Higher Education (ASHE)
2011 – Present	Member, American Educational Studies Association (AESA)
2010 – Present	Member, American Educational Research Association (AERA)
2002 – Present	Member and Brother, Kappa Alpha Psi Fraternity, Incorporated