

CHRISTINE HARRINGTON PH.D.

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PROFILE

As a dynamic and strategic change agent, I have initiated, designed, and led institutional and state-level programs aimed at diversifying the leadership pipeline and improving student success outcomes, particularly for students of color. My proven track record includes effective leadership, mentorship, curriculum design, the ability to translate research into user-friendly, actionable resources, and conducting impactful professional development programs for faculty, staff, and leaders. I am highly skilled in collaborating with internal and external partners to drive positive change and create equitable opportunities for all students to succeed and thrive.

Key Skills and Accomplishments:

- Maintained a strong scholarship record of 10 books, over 20 peer-reviewed journal articles, 4 blogs, 4 podcasts, 1 chapter, 15+ keynote addresses, and 70+ presentations at colleges and universities across the nation.
- Established state-wide networks and provided Guided Pathways student success reform technical assistance, professional development, and coaching to 3000+ community college leaders, faculty, and staff.
- Organized 75+ equity and success-focused national and state in-person and virtual conferences and convenings for community college leaders, faculty, and staff.
- Secured and managed a \$ 1 million College Readiness grant, increasing the number of college-ready high school students with earned college credits through an innovative Accelerated Learning Program with a 66% success rate.
- Led the development and implementation of a nationally recognized community college leadership doctoral program with a 90% retention rate and a high student publication record, serving 70+ students, 75% of whom are women and 65% are students of color.
- Developed curriculum for 20 doctoral courses, 3 master's level courses, and revised curriculum for undergraduate student success and psychology courses.
- Taught 17 doctoral courses, 4 graduate courses, and 7 undergraduate courses.
- Promoted programs through websites with over 8,000 unique views in one year, and LinkedIn, gaining 2500+ followers in less than 3 years.

EDUCATION

PH.D. COUNSELING PSYCHOLOGY

Lehigh University, 1999

M.A. COUNSELING AND PERSONNEL SERVICES; B.A. PSYCHOLOGY

The College of New Jersey, 1994, 1992

AWARDS

2016 EXCELLENCE IN TEACHING FIRST-YEAR SEMINAR AWARD

- Sponsored by McGraw-Hill Education and The National Resource Center for the First-Year Experience & Students in Transition; Presented at Annual FYE Conference, Orlando, FL

2016 EXCELLENCE IN TEACHING AWARD

- Middlesex College, NJ

LEADERSHIP EXPERIENCE

CO-COORDINATOR, ED.D. IN THE COMMUNITY COLLEGE LEADERSHIP PROGRAM, NEW JERSEY CITY UNIVERSITY, 2019-2023

- Launched [Ed.D. in Community College Leadership program](#), resulting in the development of leaders and diversification of the leadership pipeline through a Carnegie Project on the Education Doctorate (CPED)-informed curriculum.
- Recruited diverse affiliate faculty and an advisory board of community college leaders from across the nation.
- Mentored and taught over 70 doctoral students, 65% of whom are students of color, with a 90% retention rate.
- Identified external partners and mentors and coordinated the experiential learning component of the program.
- Chaired and served on 50+ dissertation committees, including a 2022 CPED dissertation in practice award winner.
- Organized successful virtual annual community college convenings with 1200-1600 registrants from 40+ states and several countries.
- Generated over 2500 followers for LinkedIn page through successful launch and maintenance.

EXECUTIVE DIRECTOR, CENTER FOR STUDENT SUCCESS, THE NEW JERSEY COUNCIL OF COUNTY COLLEGES, 2-YEAR APPOINTMENT FROM 2016-2018

- Led statewide Guided Pathways movement, assisting all 19 New Jersey community colleges with developing clear program maps, assisting students with choosing a career path, providing high levels of student support, and ensuring learning.
- Designed and delivered professional development, coaching, and networking opportunities for faculty, staff, and leaders at all NJ community colleges, resulting in improved skills, knowledge, and connections among participants.
- Secured and managed a \$1 million college readiness grant.
- Assessed progress and reported on indicators of success in a [final report](#).

DIRECTOR, CENTER FOR THE ENRICHMENT OF TEACHING AND LEARNING, MIDDLESEX COLLEGE, NJ, 2011-2016; 2018-2019 (EXECUTIVE BOARD MEMBER 2004-2011)

- Designed and facilitated professional development for over 150 full-time and 500 part-time faculty through in-person and online workshops, learning academies, research discussion groups, and mentoring programs.

GUIDED PATHWAYS PROFESSIONAL DEVELOPMENT CONSULTANT, JOLIET JUNIOR COLLEGE, IL, 2017-2020

- Assisted in the successful implementation of Guided Pathways by providing thought partnership and professional development and delivering constructive feedback on success reform efforts.

CONSULTANT, COMMUNITY COLLEGE RESEARCH INITIATIVES, UNIVERSITY OF WASHINGTON, SEATTLE, WA, 2019

- Acted as a thought partner to success reform experts on determining college readiness for coaching.

CONSULTANT- FIRST-YEAR SEMINAR, CONNECTICUT STATE COLLEGES AND UNIVERSITIES, CT, 2021-2022

- Guided state leaders with designing and implementing a first-year seminar course addressing career and diversity outcomes across all 12 campuses.

MEMBER OF THE BOARD OF EDUCATION, EAST WINDSOR REGIONAL SCHOOL DISTRICT, NJ, 2010-2019

- Improved school district operations by hiring and evaluating superintendents, approving policies, procedures, and educational programming, and serving on the negotiations team.

COORDINATOR, FIRST-YEAR SEMINAR COURSE (2011-2016; 2018-2019), PSYCHOLOGY AND EDUCATION (2011-2014), MIDDLESEX COLLEGE, NJ,

- Improved student success course by hiring, evaluating, and providing professional development for instructors, revising curriculum, and leading continuous improvement efforts.

ASSESSMENT COORDINATOR, MIDDLESEX COLLEGE, NJ, 2008-2011

- Improved assessment practices across academic and non-academic areas through training sessions and a culture of data-informed decision-making.

TEACHING EXPERIENCE

PROFESSOR, DOCTORAL PROGRAM IN COMMUNITY COLLEGE LEADERSHIP, MORGAN STATE UNIVERSITY, MD, 2023-PRESENT

-
- The American Community College
- Leadership and Administration of Community Colleges

PROFESSOR, DOCTORAL PROGRAM IN COMMUNITY COLLEGE LEADERSHIP, NEW JERSEY CITY UNIVERSITY, NJ, 2021- 2023; ASSOCIATE PROFESSOR 2019-2021

-
- Community College Leadership Institute
- Community Colleges: Past, Present, and Future
- Leadership Theory and Change Management
- Innovative Teaching Practices and Modalities
- Curricular and Instructional Leadership
- The Critical Role of Partnerships in Community Colleges
- Promoting Equity: Teaching and Supporting Adult Diverse Learners
- The Scholarly Practitioner
- Educational Research I and II
- Experiential Learning I and II
- Mentoring I and II
- Dissertation in Practice I, II, and III

- Innovations in Curriculum and Educational Leadership (Master's level)
- Development, Learning, and Behavior (undergraduate level)

PART-TIME LECTURER, GRADUATE SCHOOL OF EDUCATION, RUTGERS UNIVERSITY, NJ, 2016-PRESENT

-
- College Course Design for Adults
- Special Topics: Feedback and Assessment in Higher Education
- Fundamentals of College Teaching for Adults

PROFESSOR, PSYCHOLOGY AND STUDENT SUCCESS, MIDDLESEX COLLEGE, NJ, 2007-2016; 2018-PRESENT (FULL PROFESSOR 2010-2019; ASSOCIATE PROFESSOR 2007-2010; PART-TIME INSTRUCTOR 2001-2006)

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- Introduction to Psychology
- Educational Psychology
- Lifespan Development
- Child Psychology
- Abnormal Psychology
- Social Psychology
- Student Success

STUDENT SUPPORT EXPERIENCE

COUNSELOR/DISABILITY SERVICES PROVIDER, MIDDLESEX COLLEGE | 2000-2007

- Conducted individual and group counseling sessions on personal, career, and academic issues. Reviewed disability documentation and determined testing and classroom accommodations. Conducted workshops for students and provided consultation to faculty and staff.

PUBLICATIONS

BOOKS

- Harrington, C. (Ed.) (2024). *Creating culturally affirming and meaningful assignments: A practical resource for higher education faculty*. Routledge.
- Harrington, C. (2022). *Student success in college: Doing what works! 4th edition*. Cengage Learning.
- Harrington, C. (2021). *Keeping us engaged: Student perspectives (and research-based evidence) on what works and why*. Routledge.
- Harrington, C. (2020). *Engaging faculty in guided pathways: A practical resource for college leaders*. Rowman and Littlefield and American Association of Community Colleges.

- Harrington, C. (2020). *Ensuring learning: Supporting faculty to improve student success*. Rowman and Littlefield and American Association of Community Colleges.
- Harrington, C., & Orosz, T. (2018). *Why first-year seminars matter: Helping students choose and stay on a path*. Rowman and Littlefield.
- Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Routledge.
- Harrington, C., & Zakrajsek, T. (2017). *Dynamic lecturing: Research-based strategies to enhance lecture effectiveness*. Routledge.
- Bers, T., Chun, M., Daly, W. T., Harrington, C., Toblowsky, B. F., & Associates. (2015). *Foundations for critical thinking*. National Resource Center for the First-Year Experience and Students in Transition.
- Harrington, C., & Weir-Daidone, E. (2009). *Disabilities*. In B. Erford's ACA Encyclopedia of Counseling. American Counseling Association.

PEER-REVIEWED JOURNALS

- Harrington, C. (in press). Instructor and student perceptions of online welcome messages. *Journal of Educators Online*.
- Harrington, C. (in press). How much assignment choice do students have? A descriptive study of syllabi. *Currents in Teaching and Learning*.
- Pujols, Y., & Harrington, C. (in press). Grow your own leadership development programs in community colleges. *The Journal of Higher Education Management*.
- Harrington, C. (2023). Is the syllabus passé? Student and faculty perceptions. *Journal of Scholarship of Teaching and Learning*, 23(4), 19-32. doi:10.14434/josotl.v23i4.34371.
<https://scholarworks.iu.edu/journals/index.php/josotl/article/view/34371/39744>
- Braxton, J. M., Harrington, C., Lyken-Segosebe, D., & Sparrow, M. (2023). Clarity or continuing ambiguity regarding the tenure and promotion process in community colleges. *Journal of Higher Education Management*, 38(4), 82-92. https://issuu.com/aaua10/docs/jhem_38-4_2023
- Hammond, R., Sparrow, M., Harrington, C., & Melendez, J. (2023). Using a stereotype threat intervention to improve placement test scores at a community college. *Journal of Applied Research in the Community College*. 30(1), 113-132.
- Miller, J., & Harrington, C. (2023). Challenges in implementing and sustaining community college organizational change for student success. *Journal of Postsecondary Student Success*. 2(2), 28-56.
https://doi.org/10.33009/fsop_jpss131315
- Harrington, C. (2023). How much have psychology assignments changed over time? A descriptive study. *The Journal for Research and Practice in College Teaching*, 8(1), 1-14.
<https://journals.uc.edu/index.php/jrpct/issue/view/521>
- Hankins, A., & Harrington, C. (2022). Lack of high-quality, frequent feedback contributes to low success rates for community college students. *Impacting Education: Journal on Transforming Professional Practice*. 7(4), 2-7.
<https://doi.org/10.5195/ie.2022.201>
- Hooper, K., & Harrington, C. (2022). Equity gaps in dual enrollment. *Impacting Education: Journal on Transforming Professional Practice*, 7(3), 20-26. <https://doi.org/10.5195/ie.2022.251>.
<https://impactinged.pitt.edu/ojs/ImpactingEd/article/view/251>
- Richardson, F., & Harrington, C. (2022). Single mother students are lacking sufficient support to persist to graduation in community colleges. *Impacting Education: Journal on Transforming Professional Practice*, 7(2), 26-31. <https://impactinged.pitt.edu/ojs/ImpactingEd/article/view/202/303>

- Howard, M., & Harrington, C. (2022). Essential factors of a 15-to-finish campaign: Increasing on-time completion rates for community college students. *Impacting Education: Journal on Transforming Professional Practice*, 7(2), 3- 10. <https://impactinged.pitt.edu/ojs/ImpactingEd/article/view/195/300>
- Genthe, C., & Harrington, C. (2022). Low completion rates of Latinx community college students. *Impacting Education: Journal on Transforming Professional Practice*, 7(2), 32-38. <https://impactinged.pitt.edu/ojs/ImpactingEd/article/view/205/306>
- Harrington, C., Hooper, K., Hughes, A., Klein, E., Melendez, J., Saddique, F., & Wasserman, E. (2021). An approach to an online Ed.D. in community college leadership program. *Impacting Education: Journal on Transforming Professional Practice*, 6(3), 7-12. <http://impactinged.pitt.edu/ojs/ImpactingEd/article/view/185>
- Harrington, C., Braxton, J., Lyken-Segosebe, D., & Genthe, C. (2021). Community college faculty: Perceived value of scholarship. *Community College Journal of Research and Practice*. 10.1080/10668926.2021.1991857
- Harrington, C., Lyken-Segosebe, D., Braxton, J., & Nespoli, L. A. (2021). Community college faculty engagement in the scholarship of teaching and learning: A critical component of guided pathways student success reform. *New Directions for Community Colleges: Teaching and Learning in the 21st Century Community College*, 157-173. <https://doi.org/10.1002/cc.20474>
- Harrington, C., & Rogalski, D. (2020). Accelerated learning programs for high school students. *Journal of Developmental Education*, 43(3), 2-11.
- Harrington, C., & Melendez, J. (2020). Launching an Ed.D. in community college leadership program with activism in mind. *Impacting Education: Journal on Transforming Professional Practice*, 5(2), 11-19. <https://impactinged.pitt.edu/ojs/index.php/ImpactingEd/article/view/114>
- Harrington, C. (2020). Envisioning public scholarship for our times: Models for higher education reform book review. *Impacting Education: Journal on Transforming Professional Practice*, 5(1), 33-35. <http://impactinged.pitt.edu/ojs/ImpactingEd/article/view/117/106>
- Aloni, M., & Harrington, C. (2018). Research-based practices for improving the effectiveness of asynchronous online discussion boards. *Scholarship of Teaching and Learning in Psychology*, 4(4), 271-289.
- Harrington, C., & Gabert-Quillen, C. (2015). Syllabus length and use of images: An empirical investigation of student perceptions. *Scholarship of Teaching and Learning in Psychology*, 1(3), 235-243.
- Harrington, C. & Metzler, A. E. (1997). Are adult children of dysfunctional families with alcoholism different from adult children of dysfunctional families without alcoholism? A look at committed, intimate relationships. *Journal of Counseling Psychology*, 44(1), 102-107.

PEER-REVIEWED ONLINE PUBLICATIONS

- Harrington, C. (2021). *Undergraduate student writing partners*. E-Source for College Transitions, 18(3), 3-4. https://issuu.com/nrcpubs/docs/esource_18.3
- Harrington, C. (2014). *Dynamic lecturing in first-year courses: Continuing a proven tradition*. E-Source for College Transitions. http://tech.sa.sc.edu/fye/esource/files/ES_12_01_2014_final.pdf
- Harrington, C. & Aloni, M. (2013). Fostering critical thinking skills via online discussion: Developing questions and managing conversations. Lilly Conference on College & University Teaching and Learning Conference Proceedings, Bethesda MD.
- Harrington, C. (2011). *Using peer-reviewed research to teach academic study skills in first-year seminars*. E-Source for College Transitions, 9(1), <http://u101tech.sa.sc.edu/NRC/esource/archives/index.php>

PEER-REVIEWED SYLLABI

- Harrington, C. (2014). *Lifespan Development*. Project Syllabus, American Psychological Association. <http://teachpsych.org/resources/Documents/otrp/syllabi/ch14lifespan.pdf>
- Harrington, C. (2013). *Educational Psychology*. Project Syllabus, American Psychological Association. <http://teachpsych.org/resources/Documents/otrp/syllabi/ch13educational.pdf>

BLOGS AND ONLINE ARTICLES

- Harrington, C. (2022, January 26). *Reflect on Your Positionality to Ensure Student Success*. Inside Higher Ed.
- Harrington, C. (2019, May 8). *Examining the why behind your late and missed work policies*. Noba Project blog.
- Harrington, C. (2019, February 26). *Guided Pathways and general education reform*. AACC 21st Century Center Blog.
- Harrington, C., Rogalski, D., & Bragg, D. (2018). Making the match: The New Jersey Center for Student Success Strategic coaching process. Seattle, WA: Community College Research Initiatives (CCRI), University of Washington, Seattle. <https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/158/2018/07/30235337/NJ-2017-Coaching-Profile-CCRI.pdf>

PODCASTS

- Harrington, C. (2024, January 23). *Creating culturally affirming and meaningful assignments*. Continuous Learning Institute.
- Harrington, C. (2021, April 21). *Keeping us engaged*. Tea for Teaching podcast for the Center for Excellence in Learning and Teaching at SUNY Oswego.
- Harrington, C. (2019, February 27). *Dynamic lecturing*. Tea for Teaching podcast for the Center for Excellence in Learning and Teaching at SUNY Oswego.
- Harrington, C. (2018, December 26). *Designing a motivational syllabus*. Tea for Teaching podcast for the Center for Excellence in Learning and Teaching at SUNY Oswego.

CHAPTER

- Macula, A., Harrington, C., & Melendez, J. (2021). Responding to adult learner student needs in the COVID-19 pandemic: Modifying online graduate courses in Education to seize teachable moments. *Teaching in the Post-COVID era*. Springer.

GRANTS

- 2023-2024, Practitioner-informed first-year seminar self-assessment tool. American Talent Initiative (ATI) Student Success Research Grant Program, \$19,984 (co-PI)
- 2017-2018, College Readiness Now Grant, State of New Jersey, \$1 million (lead on grant writing and implementation)
- 2017-2018, Statewide coaching model for guided pathways student success reform efforts at community colleges, Jobs for the Future, \$21,000 (lead on grant writing and implementation)
- 2000-2006, Project Connections (program for students with learning disabilities, TRIO Student Support Services, \$660,000 (assisted with grant writing and implementation)

PRESENTATIONS

KEYNOTE, PLENARY, AND FEATURED PRESENTATIONS

- Creating Culturally Affirming and Meaningful Assignments* (Preconference), Annual Conference on the First-Year Experience and Students in Transition, 2024
- Elevating Professional Impact through Growth Mindset Mastery*, Norwalk Community College, 2024
- A Campus-Wide Approach to Supporting Student Development* (Keynote), NISOD, 2023

Using Feedback to Improve Student Learning (Keynote), National Organization on Student Success (NOSS) New Jersey (Keynote), 2023

Keeping Us Engaged, (Keynote), Mid-West First Year Experience Conference, 2022

It Takes a Village: Being a Transfer Champion, Central Washington University Transfer Symposium (Keynote), 2022

Designing a Motivational Syllabus, (Featured session co-presented with Melissa Thomas), Annual Conference on the First-Year Experience and Students in Transition), 2019, 2022

Leading through Partnership, New England Transfer Association, (Keynote co-presented with John Melendez and Mike Sparrow), 2021

Keeping Us Engaged (Keynote), Purdue University- Fort Wayne, 2021

With Equity in Mind: Designing a Motivational Syllabus. (Keynote) Midwest Scholarship of Teaching and Learning Conference, 2021

Tutoring Professionals at the Table: Essential Role of Learning Experts in Student Success Reform, New Jersey Pennsylvania College Reading and Learning Association (NJPA-CRLA), (Keynote), 2019

Leading at all Levels to Promote Student Success, Leadership Symposium, Mercer County Community College, (Keynote) 2019

Dynamic Lecturing, C2 Summit for Pedagogical Advancements in STEM, (Keynote) 2019

Increasing Academic Rigor in First-Year Seminar Courses, Plenary Speaker, Annual Conference on the First-Year Experience, 2017

Dynamic Lecturing, Lilly Teaching and Learning Conference (Plenary), 2017

Dynamic Lecturing, Conference on Higher Education Pedagogy, (Keynote), 2017

SELECT NATIONAL AND INTERNATIONAL CONFERENCES

American Association of Community Colleges Annual Conference (AACCC)

- Re-vamping On-Boarding Processes: Advising, Career Exploration, and FYE Courses (co-presented with Theresa Orosz and Amy Vondrak), 2017

American Psychological Association Convention (APA)

- Taking Your Syllabus to the Next Level: Designing a Motivational Syllabus (co-presented with Jeanne Slattery, Joseph Trimble, Shannon Audley, and Richard Miller), 2018

Annual Conference of the First-Year Experience (FYE)

- Keeping Us Engaged: Student Perspectives on What Works and Why, 2023
- Dynamic Lecturing, 2023
- Examining Policies via a DEI Lens (co-presented with Megan Doyle and Leyna Beard), 2023
- Being an Equity-Minded FYE Champion (co-presented with Veronica Gerosimo), 2022
- Creating Culturally Affirming Assignments (co-presented with Veronica Gerosimo), 2022, 2023
- Leadership for Change: FYE Educators as Change Agents (co-presented with Michele Campagna), 2022
- Equity-minded Teaching Practices and Policies, 2020
- Career Decision-Making: Why the First-Year Seminar Matters, 2020
- Exploring the Why Behind our Grading and Classroom Policies, 2019
- The First-Year Seminar: An Essential Component of Guided Pathways, 2017, 2018

Carnegie Project on the Education Doctorate (CPED)

- Developing Leaders via Experiential Learning Partnerships Focused on Social Justice (co-presented with Kimberlee Hooper, John Melendez, and Mike Sparrow), 2021
- A Program Evaluation Dissertation Framework (co-presented with John Melendez and doctoral students), 2020

Jobs for the Future Policy Meeting

- Teaching and Learning: An Essential Element of Guided Pathways (co-presented with Cathy Bio), 2018
- The First-Year Seminar and Guided Pathways, 2017

League for Innovations

- Voices of Emerging Leaders on Diversity, Equity, and Inclusion, 2021
- Why Public Scholarship Matters, 2021
- Engaging Full and Part-Time Faculty in Guided Pathways, 2020
- Developmental Education Meets Dual Enrollment: ALP for High School Students (co-presented with Donna Rogalski), 2019

Lilly Teaching and Learning

- Keeping Us Engaged: Student Perspectives (and Research-Based Evidence) on What Works and Why, 2021
- Fostering Critical Thinking via Online Discussions: Developing Questions and Managing Conversations (co-presented with Maya Aloni), 2013

Professional Organizational Development (POD)

- Improving Student Success through FYE and TLC Partnerships (co-presented with Chris Hakala), 2018
- Guided Pathways: The Critical Role of TLCs in Improving Student Success (co-presented with David Alstadt), 2018

SELECT LOCAL AND REGIONAL CONFERENCES

Bronx Community College's Conference on Community College Excellence

- Bringing Accelerated Learning Programs to High School Students: An Innovative and Promising Approach 2019
- Engaging Adult Online Learners (co-presented with John Melendez) 2019

NACADA, The Global Community for Academic Advising

- Engaging Students in Action-Oriented Career Exploration, Preconference (co-presented with John Melendez), 2019
- Strengthening Your Career Guidance Skills: Questioning as an Engagement Strategy (co-presented with Donna Rogalski), 2018

New Jersey Pennsylvania College Reading and Learning Association (NJPA-CRLA)

- Pathways to Becoming a Campus Leader (co-presented with John Melendez), 2019

EDITORIAL BOARDS

- **Community College Journal of Research and Practice**, 2020-present
- **Innovative Higher Education**, 2022-2025 term
- **Impacting Education: Journal on Transforming Professional Practice**, 2022-2025 term
- **Journal of College Counseling**, 2002-2008

SELECT COMMUNITY SERVICE

COLLEGE GOVERNANCE AND CAMPUS COMMITTEES, NEW JERSEY CITY UNIVERSITY

- **College Governance**: Senator, 2019-2023; Instructional Design Task Force, 2020 – 2023 (chair 2022-2023)

- **College-Wide Committees:** Center for Teaching and Learning Committee (co-chair) 2022-2023; Online Teaching and Learning Steering Committee, 2020- 2021; Graduate Council, 2019- 2021
- **Division and Department Committees:** College of Education Curriculum Committee, 2022-2023 (Chair 2022-2023); College of Education Growth and Retention Committee (chair of Community College Subcommittee), 2019- 2021

COLLEGE GOVERNANCE AND CAMPUS COMMITTEES, MIDDLESEX COLLEGE

- **Strategic Planning:** Strategic Plan Steering Committee, 2009-2016
- **College Governance:** College Assembly, 2004-2008; Task Force on Academic Standards, 2014- 2016; 2006-2008; Task Force on Campus Life (Chair), 2004-2006; Task Force on Accessibility for Persons with Disabilities (Chair), 2001-2003; Division Council, 2003-2007