

AARON STOLLER

336-575-4702 | astoller@coloradocollege.edu

EDUCATION

- Ph.D., Interdisciplinary Studies (Critical Social Foundations of Education focus)**, Alliance for Social, Political, & Ethical Thought (ASPECT), Virginia Tech, December 2013
Advisor: Jim Garrison
Dissertation: An Experimental Hope: The Case for Emergent Pedagogy
- M.Div., Philosophy of Religion**, School of Divinity, Wake Forest University, May 2007
- M.F.A., Creative Writing**, Department of English, University of Arizona, May 2004
- B.A., English Literature**, Department of English, Wake Forest University, May 2000
- Continuing education:* Certificate in Equitable Student Success, Harvard Graduate School of Education, 2023

PROFESSIONAL HISTORY

Colorado College, Colorado Springs, CO

2016 – present

Founding Associate Vice President for Student Success

2022 – present

Founding Assistant Vice President for Student Success

2020 – 2022

Founding Director of Academic Programs

2016 – 2020

Director of the First Year Program

2016 – 2018

Lecturer, Education Department

2016 – present

Colorado College (CC) is a highly selective, liberal arts centered, stand-alone honors college with ~2,200 undergraduate students. It features a 10:1 student to faculty ratio and emphasizes engaged and immersive learning. All courses are taught on CC's unique block plan where faculty teach, and students take, one class at a time over 3.5 weeks (four per semester).

Reporting to the Dean of the College, I serve as the College's chief retention officer and lead its efforts to support student thriving within and beyond the curriculum through eliminating structural barriers to success, enhancing the student success infrastructure, streamlining curricular pathways, strengthening integrated learning, and improving the digital student experience.

My team includes 11 professional staff, 7 adjunct faculty, ~70 tenure-stream affiliate faculty across all academic divisions, and ~40 undergraduate paraprofessionals. My portfolio includes the following offices, programs, and majors:

Colorado College's Interdisciplinary Core Curriculum

- **The First Year Program**. I chair CC's largest interdisciplinary academic program (~80 seminars annually), which is the centerpiece of the General Education Program. The program focuses on fostering incoming students' disciplinary literacy and is taught using a nationally recognized cross-disciplinary, cohort-based seminar model featured in [The Journal of General Education](#). In addition to designing the program, I created a novel development model to support its faculty that was featured in [Issues in Interdisciplinary Studies](#).
- **The Writing Program**. I chair CC's writing across the curriculum program preparing all CC students to write successfully and meaningfully across the liberal arts and in the world of work.
- **The Independently Designed Major**. I direct the IDM, which is an application-based, self-designed interdisciplinary major for high-achieving students. I led the major through a comprehensive redesign of the application process and major policies, the development of an interdisciplinary team-based advising model,

and the creation of a robust student community supporting students at all stages of the major. The IDM has transitioned from a struggling major into CC 3rd largest interdisciplinary major and 17th largest major overall.

- The Liberal Studies Major. I direct the LS major, which is flexible major allowing students to gain a broad perspective across the liberal arts disciplines that ensures a degree attainment pathway for all CC students. I created the Liberal Studies Major in partnership with the Faculty Senate to address the growing campus need to ensure all CC students have a flexible pathway to graduation.

Student Success @ Colorado College

- The Advising Hub. I direct the Advising Hub, which is the center for all academic advising at the College. The Hub provides a holistic suite of student advising services including pre-major, in-major, graduate and professional school, and fellowships advising. The Hub is also responsible for coordinating faculty advising at the College, including assigning pre-major faculty advisors and offering training for faculty.
- The First Year Mentor Program. I direct CC’s largest peer mentoring program, providing mentoring services to all incoming first-year students. Our mentoring model is a novel DEI-focused framework based on critical pedagogy and was featured in [Radical Teacher](#). Under my leadership, first-year peer mentoring engagement at CC tripled between AY 2016-2017 (500 contact hours) and AY 2020-2021 (1,600 contact hours) with our incoming class (500 students).
- The Sophomore Jump Program. I direct CC’s second-year orientation program and suite of year-long co-curricular programs addressing the unique needs of second-year students by promoting academic engagement and fostering focused exploration.
- The Common Read Program. I chair CC’s signature cross-curricular initiative that supports its anti-racism initiative, providing a common intellectual experience for the College focused on critical questions around anti-racism and issues of equity and power.

North Carolina State University, Raleigh, NC

2010 – 2016

Acting Director, University Honors Program

2014 – 2016

Associate Director, University Honors Program

2012 – 2014

Assistant Director, University Honors Program

2010 – 2012

NC State University is a public, R1 land-grant institution with 26,000 undergraduate students. Between 2010 and 2016, the University Honors Program (UHP) enrolled ~1,000 students. The UHP is a stand-alone academic program with a required 12-credit curriculum, a co-curricular programmatic core, and a 400-bed living-learning community (the Honors Village). While at NCSU, I provided leadership, strategic vision, and administrative management for the UHP, and coordinated Honors contracts for Departmental Honors Programs. My team included 7 full-time and 12 paraprofessional staff, 35+ affiliated faculty from across all divisions and colleges. Some of my accomplishments included:

- Founded and chaired the UHP’s first faculty advisory board.
- Diversified the teaching faculty in terms of racial, ethnic, and gender diversity, as well as disciplinary diversity. All Colleges were represented in the UHP curriculum by 2015-2016.
- Overhauled admissions process to focus on inclusive practices, including on-site visits to underserved high schools, offering a fee-free admitted students overnight, replacing score-based admissions metrics with reflective essays and interviews, developing second- and third-year access points to the program, and expanding transfer agreements with rural community colleges. As a result, the UHP saw its first pool of more than 1000 applicants and increased diversity metrics across every category.
- Created NCSU’s first live-in Scholar-in Residence & Faculty Fellows program, and dramatically increased involvement and retention in the Honors Village (living-learning community). During my time at NCSU,

Honors Village junior/senior retention increased 25% and the Village was named NC State's Living-Learning Community of the Year 3 out of 6 years.

- Boosted student involvement in high-impact learning opportunities through creating accessible involvement opportunities, such as a bi-weekly faculty-student dialogue series titled "[Research Unplugged](#)"; a student-led journal titled [The Journal of Reflective Inquiry](#); and a campus wide undergraduate research networking opportunity called "Research Speed Dating" that won NCSU's event of the year in 2015. In 2015-2016, 38% of students participated in undergraduate research; 21% presented research at conferences; 6 students were named authors on peer-reviewed articles; 38% participated in internships; 8% of students participated in study abroad.
- Partnered with [The Daniel Center for Math and Science](#) to develop an STEM outreach program. After five years, the program grew such that UHP students provided all after-school volunteer hours at the Center (~1,500 annually). The partnership was featured in [WRAL](#), [The News and Observer](#), and [Education NC](#)
- Created the "UHP Academy" a two-semester seminar sequence allowing seniors and advanced juniors to design and develop (semester 1) and teach (semester 2) an undergraduate course to first- and second-year students under the guidance of a faculty mentor.

Virginia Tech, Blacksburg, VA

2007 – 2010

Residential Learning Coordinator, Department of Residential Life

2007 – 2010

At Virginia Tech, I was responsible for developing a foundation for student learning across all residence halls including supporting the development of VT's first Residential College and co-chairing the departmental Committee for Residential Engagement & Learning that developed its first residential curriculum.

Ogilvy Public Relations, Atlanta, GA

2000 - 2002

Editorial Manager

2000 - 2002

At Ogilvy, developed strategic marketing plans, core branding strategies, and external communication plans for small to mid-sized companies in the business-to-business technology space.

RESEARCH INTERESTS

Curriculum and Instruction (particularly inquiry-based and experiential learning); Disciplinary and Interdisciplinary Literacy; Undergraduate Student Success.

PUBLICATIONS

Books & Edited Collections

1. Stoller, A. (Ed.). (2023). Academic labor in the third space [Special issue]. *Workplace: A Journal of Academic Labor*.
2. Stoller, A. & Kramer, E. (Eds.) (2018). *Contemporary philosophical proposals for the university: toward a philosophy of higher education*. (Palgrave MacMillan). [Reviewed in *Critical Questions in Education*; *American Journal of Theology and Philosophy*; *Eidos: A Journal for Philosophy of Culture*]
3. Stoller, A. (2014). *Knowing and learning as creative action: a reexamination of the epistemological foundations of education*. (Palgrave MacMillan). [Reviewed in *Educational Theory*]

Peer Reviewed Articles & Chapters

1. Stoller, A. (2023). Interdisciplinarity and citizenship. In R. Szostak (Ed.), *Handbook of Interdisciplinarity Teaching and Administration*. (Forthcoming).
2. Stoller, A. (2022). The critically reflective practicum. *Honors in Practice*, 18, 97-119.
3. Stoller, A. (2021). Critical and traditional mentoring: Toward a critical theory of undergraduate peer mentorship. *Radical Teacher*, 119, 52-60.
4. Stoller, A. (2021). Honors as a third space occupation. *Journal of the National Collegiate Honors Council*, 22/1, 43-52.
5. Stoller, A. (2020). Dewey's naturalized epistemology and the possibility of sustainable knowledge. *The Pluralist*, 15/3, 82-96.
6. Stoller, A. (2020). A case for critical interdisciplinarity: Critical interdisciplinarity as democratic education. *Issues in Interdisciplinary Studies*, 38/1-2, 33-56.
7. Stoller, A. (2018). The flipped curriculum: Dewey's pragmatic university. *Studies in Philosophy and Education*, 37/5, 451-465.
8. Stoller, A. (2018). Dewey's creative ontology: Inquiry as social-self creation. *Journal of Thought*, Fall/Winter, 47-64.
9. Stoller, A. (2018). Toward a philosophy of higher education. In A. Stoller & E. Kramer (Eds.), *Contemporary Philosophical Proposals for the University* (pp. 1-24). Palgrave MacMillan.
10. Stoller, A. (2017). Critical inquiry and the first year: reconceptualizing the aim of transitions pedagogies. *The Journal of General Education*, 66/3-4, 99-113.
11. Stoller, A. (2017). Theory and resistance in Honors education. In J. Kotinek & L. Coleman (Eds.), *Occupy Honors Education* (pp. 2-32). National Collegiate Honors Council Monograph.
12. Stoller, A. (2017). Toward an aesthetics of creative practice. *Journal of Aesthetics and Phenomenology*, 4/1, 45-56.
13. Stoller, A. (2016). The theory gap in higher education. *Research in Education*, 96/1, 39-45.
14. Stoller, A. (2016). Time and the creative act. *Transactions of the C. S. Peirce Society: A Quarterly Journal in American Philosophy*, 52/1, 47-61.
15. Stoller, A. (2015). Taylorism and the logic of learning outcomes. *Journal of Curriculum Studies*, 47/3, 317-333.
16. Stoller, A. (2013). Educating from failure: Dewey's aesthetics and the case for failure in educational theory. *The Journal of Aesthetic Education*, 47/1, 22-35.
17. Stoller, A. (2013). Outcomes-based education: a philosophical critique. *South Atlantic Philosophy of Education Society Yearbook*, 96-106.
18. Stoller, A. (2012). Learning justice in the aristocratic classroom. *South Atlantic Philosophy of Education Society Yearbook*, 78-87.
19. Stoller, A. (2011). Communities of practice and ways of knowing: reclaiming *Bildung* in university education. *SPECTRA*, 1/2, 15-20.

Other Publications & Media

Pickett, E. (Host) (2022). *Setting your college-bound student up for success: Interview with Aaron Stoller* [Audio podcast]. National Association for College Admission Counseling. <https://tinyurl.com/ypdjkeh2>

Stoller, A. & Stansel, S. (Sept 30, 2021). “Why we need to teach students how to think about disciplines,” *AAC&U Liberal Education Blog*. <https://tinyurl.com/22whu28c>

TEACHING

Colorado College

Critical Approaches to the Liberal Arts, F19, F22, S23, F23, S24

Curriculum Theories, F23

Interdisciplinary Research: Process & Theory, S23, S24

Philosophy of Education, S18, S19, S20, F22

North Carolina State University

Deconstructing the Disciplines, S14, S16

Schooling, Society, and the Self, F13, F14, F15

The Life of the Mind (Honors FY Seminar), F11, F12

THESIS & PRACTICUM ADVISING

Psalm Delaney, Education Major (Undergraduate Thesis Advisor), Colorado College, 2024

Greer Harndon, Education Major (Undergraduate Thesis Advisor), Colorado College, 2023

Logan McCloskey, Urban Studies Major (Undergraduate Thesis Advisor), Colorado College, 2023.

Aaron Cobalquinto, Organizational Leadership Program (Master’s Thesis Committee, External Reader), Arizona State University, 2022.

Tselate Dawit, Philosophy Major (Undergraduate Thesis Advisor), Colorado College, 2019

Chris Becker, Philosophy Major (Undergraduate Thesis Advisor), NCSU, 2015

Kalavarik McNamara, Education Major (Undergraduate Thesis Advisor), NCSU, 2014

Becki Jalernpan, Department of Educational Leadership & Policy Studies (Master’s Practicum Supervisor), UT-Knoxville, 2013

Allison Martin, Department of Educational Leadership Studies (Master’s Practicum Supervisor), Oklahoma State, 2010

Sarah Loth, Master’s Practicum, Department of Educational Leadership & Policy Studies (Master’s Practicum Supervisor), Virginia Tech, 2009

GRANTS & FELLOWSHIPS

Grants Under Review

Research Grant, “Improving Access and Outcomes Attainment in Undergraduate Interdisciplinary Education Through Disciplinary Literacy,” Spencer Foundation, Primary Investigator with colleagues from Arizona State University & University of Alabama, (\$498,000, Under Review)

Implementation Grant, “Changing How Incoming Students Relate to Knowledge in the Humanities,” National Endowment for the Humanities, Primary Investigator with faculty colleagues from Colorado College (\$148,000, Under Review)

Teaching & Course Development Grants

Course Development Grant to create a project-based Curriculum Theory class, Mellon Foundation (\$6,000), 2022

Faculty Career Enhancement Grant, “Writing Across the Disciplines,” Associated Colleges of the Midwest, Co-Primary Investigator with colleagues from Grinnell, Macalester, Carleton, & St. Olaf colleges (\$38,000, Recipient), 2021

Research & Project Grants

Planning Grant, “The Critical Inquiry Project,” National Endowment for the Humanities, Primary Investigator (\$29,000, Short List), 2020

NC State Parents Fund Grant, “Supporting Minority Honors Students,” NC State Parents Fund (\$5,000, Recipient), NC State University, 2013

Innovation Grant, “The Journal of Reflective Inquiry,” Division of Academic Affairs (\$1,000, Recipient), NC State University, 2011

Education Grant to Attend Higher Education Assessment Training, Office of Assessment (\$600, Recipient), Virginia Tech, 2010

AWARDS & PRIZES

Jane Cauvel Cultivating Collaboration and Community-Building Award, Colorado College, 2018

Division of Academic and Student Affairs Award of Excellence, NC State University, 2015

ASPECT Outstanding Dissertation Award, Virginia Tech, 2014

R. Randy Rice Service Award, North Carolina Housing Officers, 2012

Iota Delta Rho, Interdisciplinary Research Honor Society Inductee, Virginia Tech, 2011

Gerald J. Kowalski Award for Teaching Excellence, Virginia Tech, 2009

Margaret Guthrie Prize for Outstanding Scholarship, Wake Forest University Divinity School, 2007

Samuel Wait Fellowship for Graduate Study, Wake Forest University Divinity School, 2004 – 2007

UA Foundation Award for Outstanding Creative Writing, University of Arizona, 2000

PRESENTATIONS & WORKSHOPS

Curriculum & Instruction

Stoller, A. & Veale, C. (2023). “Anti-Racism, Diversity, Equity, and Inclusion in the Honors Curriculum,” National Collegiate Honors Council Annual Meeting, Chicago, IL.

Stoller, A., (2023). “Tomorrow’s Toolkit: Leveraging AI to Change What Work Looks Like for Honors Educators and Staff,” roundtable discussion, National Collegiate Honors Council Annual Meeting, Chicago, IL.

- Stoller, A. (2021). "Critical Inquiry As Transitions Pedagogy: Changing How Incoming Students Relate To Knowledge in the Disciplines," AAC&U Conference on General Education, Pedagogy, and Assessment, Online.
- Stoller, A. (2020). "Using Signature Pedagogies Across the Disciplines," Colorado College, Crown Center for Teaching, Colorado College, CO.
- Stoller, A. (2019). "Inquiry-Guided Teaching," Colorado College Summer Faculty Retreat, Colorado Springs, CO.
- Stoller, A. (2019). "Disciplinary-Driven Writing Instruction," Colorado College, Crown Center for Teaching, Colorado College, CO.
- Stoller, A. (2017). "The Flipped Curriculum: John Dewey and Higher Education," Society for the Advancement of American Philosophy Annual Meeting, Birmingham, AL.
- Stoller, A. (2016). "Dewey's Creative Ontology," South Atlantic Philosophy of Education Society Annual Meeting, Asheville, NC.
- Stoller, A. (2016). "Transitions Pedagogies: Creating Developmentally Appropriate Classrooms," Crown Center for Teaching, Colorado College, CO.
- Stoller, A. (2016). "Author Meets Critics: *Knowing & Learning as Creative Action*" Southeast Philosophy of Education Society meeting, Asheville, NC.
- Stoller, A. (2015). "Beyond Beauty and Truth," Society for the Advancement of American Philosophy Annual Meeting, Allendale, MI.
- Stoller, A. (2014). "Pedagogy and the University Community," South Atlantic Philosophy of Education Society Meeting, Asheville, NC.
- Stoller, A. (2013). "Maker's Knowledge: Time, Knowing, and the Creative Act," Society for the Advancement of American Philosophy Annual Meeting, Galloway Township, NJ.
- Stoller, A. (2012). "Learning Justice in the Aristocratic Classroom," South Atlantic Philosophy of Education Society Annual Meeting, Boone, NC.
- Stoller, A. (2012). "A Leaderless Pedagogy: Lessons from the Occupy Movement," National Collegiate Honors Council Annual Meeting, Boston, MA.
- Stoller, A. (2012). "The Temporal Logic of Art." Philosophical Collaborations Conference, Department of Philosophy, Southern Illinois University, Carbondale, IL.
- Stoller, A. (2011). "Community as Pedagogy," Conference on Higher Education Pedagogy, Virginia Polytechnic Institute and State University, Blacksburg, VA

Disciplinary & Interdisciplinary Literacy

- Stoller, A. (2022). "Creating Meaningful Cross-Disciplinary Experiences in General Education," AAC&U Conference on General Education, Pedagogy, and Assessment, San Diego, CA.
- Stoller, A. (2022). "Using Critical Disciplinary Literacy to Change How Students Relate To Knowledge in the Disciplines," National Collegiate Honors Council Annual Meeting, Dallas, TX.
- Stoller, A. (2022). "Using Critical Reflection to Foster Disciplinary Literacy," National Collegiate Honors Council Roundtable, Online.

Stoller, A. (2021). "Teaching Students to Think About Disciplines," Village Commons Initiative, New American Baccalaureate Project, Online.

Stoller, A. (2021). "Critical Inquiry and Honors" National Collegiate Honors Council Annual Meeting, Orlando, FL.

Stoller, A. (2019). "Dewey's Naturalized Epistemology and the Possibility of Sustainable Inquiry," Society for the Advancement of American Philosophy Annual Meeting, Columbus, OH.

Stoller, A. (2018). "Cultivating Students' Critical Disciplinary Literacy," Vanderbilt University Center for Teaching, Nashville, TN.

Stoller, A. (2018). "Critical Interdisciplinary and Undergraduate Education," ASPECT Graduate Conference, Virginia Tech, Blacksburg, VA.

Stoller, A. (2018). "Experiential Learning: The Basics," Crown Center for Teaching, Colorado College, CO.

Undergraduate Student Success

Stoller, A. (2020). "The Creative University: The Task Before Us," Roskilde University, Research Centre for Problem-Oriented Project Learning, Denmark.

Stoller, A. (2017). "Decolonizing the Liberal Arts," Crown Center for Teaching, Colorado College, CO.

Stoller, A. (2017) "Author Meets Critics: *Occupy Honors Education*," National Collegiate Honors Council Annual Meeting, Atlanta, GA.

Stoller, A. (2016). "Critical Theory and Honors Education," North Carolina Honors Association Annual Meeting, UNC-Asheville, Asheville, NC.

Stoller, A. (2014). "Honors and the First Year Experience," National Collegiate Honors Council Annual Meeting, Denver, CO.

Stoller, A. (2014). "From Theory to Praxis: Considering the Role of Theory in Honors," National Collegiate Honors Council Annual Meeting, Denver, CO.

Stoller, A. (2013). "Conflict, Dialogue, Transformation: Thinking Pedagogically About Community," National Collegiate Honors Council Meeting, New Orleans, LA.

Stoller, A. (2013). "A Philosophical Critique Of Outcomes-Based Assessment," South Atlantic Philosophy of Education Society Meeting, Meredith College, Raleigh, NC.

Stoller, A. (2010). "What Student Development Theory Can't Do," American College Personnel Association Annual Meeting, Boston, MA.

Organizational Leadership

Stoller, A. (2021). "Pragmatist Perspectives on Shared Governance and Reform in Higher Education," Society for the Advancement of American Philosophy Annual Meeting, Online.

Stoller, A. (2021). "Facilitating Curricular Reform and Organizational Change," Small Liberal Arts Writing Program Administrators Annual Meeting, Franklin & Marshall College.

Stoller, A. (2021). "Innovative Responses to Ongoing Crises," panel discussion with colleagues from Warren Wilson College and Antioch College, Consortium for Innovative Environments In Learning Annual Meeting, Online.

Stoller, A. (2019) “Bringing New Students into a Revitalized Liberal Arts Environment: Linking ‘Big Ideas’ to Practical Applications,” Consortium for Innovative Environments In Learning annual meeting, Quest University, Squamish, British Columbia.

Stoller, A. (2018). “Higher Education’s Knowledge Problem: Organizational Learning and Epistemic Injustice In Higher Education,” Philosophy and Theory of Higher Education Society, London, England.

UNIVERSITY SERVICE

Colorado College

Member, President’s Task Force on Inclusive Admissions, 2023 - present

Chair, Student Transitions Operations Group, 2022 - present

Member, Education Department Program Review Committee, 2022 – present

Member, General Education Assessment & Review Committee, 2020 – present

Founding Chair, Student Success Committee, 2020 – present

Member, Crown Teaching Center Advisory Committee, 2018 – present

Member, Curriculum Executive Committee, Colorado College, 2016 – present

Member, Library Program Operations Group, 2016 – present

Chair, Director of Digital Student Experience Search Committee, 2023-2024

Member, Associate Vice President for Wellness Search Committee, 2022 – 2023

Chair, Writing Center Director Search Committee, Colorado College, 2022

Member, First Year Engagement Research Librarian Search Committee, 2022

Chair, Student Success Specialist Search Committee, 2021

Co-Chair, COVID-19 Academic Policies Task Force, 2020 – 2021

Co-Chair, COVID-19 Academic Continuity Task Force, 2020 – 2021

Chair, Academic Programs Coordinator Search Committee, 2018

Member, Writing Center Assistant Director Search Committee, 2018

Member, Collaborative for Community Engagement Strategic Planning Committee, 2018 – 2019

Member, Writing Center Director Search Committee, 2017

Co-Chair, General Education Revision Task Force, 2016 – 2019

NC State University

Chair, University Honors Program, Program Review Committee, 2015 – 2016

Member, Associate Vice Provost Search Committee, 2014

Member, Academy of Outstanding Teachers Selection Committee, 2013 – 2016

Founding Chair, University Honors Program Advisory Council, 2013 – 2016

Member, Fellowships Office Enhancement Grant Selection Committee, 2012 – 2016

Member, Committee on Undergraduate Education, 2012 – 2015
Co-Chair, Honors Village Fellowship Grant Selection Committee, 2012 – 2016
Member, Office of Undergraduate Research Director Search Committee, 2012
Co-Chair, Honors Village Advisory Council, 2010 – 2016

Virginia Tech

Co-Chair, Committee for Residential Engagement and Learning, 2009 – 2010
Co-Chair, A. Alan Baird Award Selection Committee, 2008 – 2010
Member, Department of Residence Life Program Review Committee, 2008 – 2009

DISCIPLINARY/PROFESSIONAL SERVICE

Executive Boards & Committees

Co-Chair, Teaching & Learning Committee, National Collegiate Honors Council, 2022 – present
Member, Publications Board, National Collegiate Honors Council, 2022 – present
Co-Chair, Coss Dialogue, Society for the Advancement of American Philosophy, 2021 – present
Member, Teaching & Learning Committee, National Collegiate Honors Council, 2020 – 2022
Treasurer, Small Liberal Arts Writing Program Administrators Consortium, 2020 – present
Executive Board Member, South Atlantic Philosophy of Education Society, 2012 – 2015
Member, Diversity Committee, National Collegiate Honors Council, 2011 – 2015

Conference Planning

Member, Conference Planning Committee, Small Liberal Arts Writing Program Administrators Consortium, 2020 - present
Member, Conference Planning Committee, National Collegiate Honors Council, 2022 – 2023

Editorial Boards

Editorial Board Member, *SPECTRA*, 2023 - present
Section Editor, *Issues In Interdisciplinary Studies*, 2022 - present
Editorial Board Member, *Research In Education*, 2016 - present
Editorial Board Member, *Learning Communities Research and Practice*, 2017 – 2021
Editorial Board Member, *Colorado Critical Review*, 2015 – 2018
Co-Editor, *The Yearbook of the South Atlantic Philosophy of Education Society*, 2014 - 2016

Peer Reviewer

Peer Reviewer, *Democracy and Education*, 2020 – present

Peer Reviewer, *Dewey Studies*, 2017 – present
Peer Reviewer, *The Journal of Learning Spaces*, 2010 - 2020
Peer Reviewer, Peter Lang Publishers, 2020 – 2022
Peer Reviewer, SUNY Press, 2017 - 2020
Peer Reviewer, *The Pluralist*, 2015 – 2020

External Reviews & Consultancies

Advisory Board, New American Baccalaureate Project, 2019 – present
Peer Reviewer, Higher Learning Commission, 2021 - present
Strategic Consultant, Advising Model Redesign, New College of Florida, 2023
Strategic Consultant, First-Year Curriculum Revision, York College of Pennsylvania, 2023
Tenure & Promotion External Reviewer, Pitzer College, 2023
Strategic Consultant, Block Plan transition, Aquinas College, 2022
QEP Lead Evaluator, Regional Comprehensive Institution (Florida), SACSCOC, 2021
Strategic Consultant, St. Vincent College Core Curriculum Revision, 2020 - 2021
Tenure & Promotion External Reviewer, Blount Scholars Program, University of Alabama, 2020
Tenure & Promotion External Reviewer, University of Hawaii, 2020
Strategic Consultant, Philadelphia University Core Curriculum Revision, 2013 – 2014

MEMBERSHIPS

National Collegiate Honors Council
Consortium for Innovative Environments In Learning
John Dewey Society
Philosophy and Theory of Higher Education Society
Small Liberal Arts Writing Program Administrators Consortium
Society for the Advancement of American Philosophy