

**Julie Hall, Ph. D.**

302 Admiral's Walk, Buffalo, NY 14201  
[jhalledu@yahoo.com](mailto:jhalledu@yahoo.com) 716-597-8058

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**TEACHING & ADMINISTRATION**

**Director & Professor of Social Justice Educational Leadership Doctoral Program, D'Youville College, Buffalo, NY (Fall 2014-Ongoing).** Ensure students receive a quality experience from entry through program completion. Tripled enrollment since director. Foster new enrollment partnerships. Project, set, attain, and monitor enrollments in collaboration with Admissions. Advise doctoral students and guide dissertations. Maintain an active research agenda. Involve students in research. Develop and strengthen curriculum. Build a community relations network. Evaluate and revise marketing strategies and content for publications. Create and implement an outcomes assessment system. Evaluate faculty performance in teaching, research, and service. Schedule courses. Teach the following courses in an in-class/online hybrid model:

- \*Cultural Perspectives in Education
- \*Qualitative Research Methods
- \*Case Study Method and Design
- \*K-12 Education Governance, Law, and Policy
- \*Higher Education Governance, Law, and Policy
- \*Higher Education Curriculum
- \*School-Community Relations
- \*Applied Research Practicum I & II
- \*Dissertation Proposal
- \*Dissertation Guidance

**IRB Director, D'Youville College, Buffalo, NY (Fall 2017-Ongoing)**

Responsible for ethical and regulatory oversight for all research involving human subjects. Oversee Standard, Expedited, and Exempt committees. Safeguard compliance with the Office of Research Integrity [ORI], the Office for Human Research Protections [OHRP], and the Department of Health and Human Services [HHS]. Develop and maintain policies and procedures that are compliant with federal regulations and current best practices. Monitor Collaborative Institutional Training Initiative [CITI]. Plan and deliver outreach and education activities. Work with institutional legal team to develop numerous Data Use Agreements.

**Professor of Sociology**

**Liberal Arts Department, D'Youville College, Buffalo, NY (Spring 2008-Spring 2014).** Advise Undergraduate students, involve students in research, revise curriculum,

and develop and strengthen the program. Teach the following courses in writing intensive, in-class, and on-line formats:

- \*Cultural Diversity
- \*Urban Education (Developed Course)
- \*Social Theory
- \*Human Rights (Developed Course)
- \*Principles of Sociology
- \*Social Problems
- \*Research Methods
- \*Collective Behavior
- \*Senior Project
- \*Internship

### **Assistant & Associate Professor**

**Department of Education, D'Youville College, Buffalo, NY**

**(Fall 2001-Spring 2008)**. Advise Master's students, involve students in research, revise curriculum, and develop and strengthen the program. Teach the following courses:

- \*Multiculturalism
- \*Critical Issues in Education
- \*Philosophy of Education
- \*Project I and Project II (Master's research)

### **Visiting Assistant Professor**

**Department of Educational Foundations, Buffalo State College, Buffalo, NY**

**(Spring 1999-Spring 2001)**. Advise Undergraduate students and teach the following courses:

- \*History/Philosophy of Education
- \*School & Society

### **Postdoctoral Research Associate, Carnegie Foundation Funded Research Team Member, \$2 million, State University of New York at Buffalo. (June 1998-June 1999)**

Postdoctoral Associate to Lois Weis and Michelle Fine. Explore urban school and community-based sites that successfully promote cross-race/ethnic interactions among youth. Qualitative data collection through in-depth interviewing, detailed recording of field notes on site visits, collection of text-based research materials, coding and sorting data; data analysis, interpretation, and writing.

### **Research Assistant, Spencer Foundation Funded Research Team Member, \$1.5 million, State University of New York at Buffalo. (January 1996-June 1997)**

Research team member to Lois Weis and Michelle Fine on a large-scale study of identity formation among poor and working-class young adults from across racial and ethnic

groups in two cities. Objective is to see what lives have been like since high school. Data analysis, participation in a conceptual framework construction team, and writing.

**Substitute Teacher, Buffalo Public Schools. (Fall 1997-Spring 1999).**

Elementary instruction across all subject areas and secondary instruction in English, Social Studies, and Foreign Language.

## **EDUCATION**

Ph. D. 2000, Social Foundations of Education, Sociology of Education  
State University of New York at Buffalo  
Advisor: Lois Weis

M.A. 1997  
McGill University, Montreal, Quebec  
Sociology/Literature

B.A. 1995  
State University of New York at Buffalo  
English with Distinction

## **BOOK SERIES DEVELOPER, EDITOR**

Hall, J. (2018-Ongoing). Book Series Title: *Critical Ethnographic Research in Education*. New York: Routledge.

## **PUBLICATIONS**

Hall, J. (Ed.). (2016). *Female students and cultures of violence in cities*. New York: Routledge.  
**Winner of the AESA Critics' Book Choice Award for 2016**

Hall, J. (2014). *Underprivileged school children and the assault on dignity: Policy challenges and resistance*. New York: Routledge. (Foreword by Dennis Carlson)  
**Winner of the AESA Critics' Book Choice Award for 2015**

Hall, J. (2013). The control of food among schoolchildren who have been racially and economically marginalized across the cityscape. *Journal of Education Policy*, 29(6).

Hall, J. (2013). *Children's human rights and public schools in the United States*. New York: Sense Publishers. (Foreword by Christine Sleeter).

**Winner of the AESA Critics' Book Choice Award for 2014**

Hall, J. (2012). Water is a right: A critique of curricular materials and learning experiences in schools sponsored by the transnational water utility service industry. *The Journal of Critical Education*, 3 (2), 12-35.

Hall, J. (2009). Review of A. Jones, Men of the global South: A reader. *Men & Masculinities*, 28(4), 122-124.

Sabo, D. & Hall, J. (2009). Gender and psychosocial adaptation after a health crisis: A relational analysis. In A. Broom & P. Tovey (Eds.). *Men's Health: Body, Identity, and Social Context*. New York: Wiley & Sons.

Hall, J. (2009). It hurts to be a girl: Growing up poor, white, and female. In Kathleen Ferraro (Ed.). *Women's lives*. New York: Allyn & Bacon.

Hall, J. (2008). Review of M. Cole, Marxism and educational theory: Origins and issues. *Journal of Critical Education Policy Studies*. London: Routledge.

Fine, M., Weis, L., Addelston, J., & Hall, J. (2007). In-secure times: Constructing white working-class masculinities in the late 20<sup>th</sup> century. In M. Messner (Ed.). *Men's lives*. New York: Prentice Hall.

Sabo, D., Hall, J., & Fix, G. (2006). Denial and men's lives after a health crisis: Race, class, and gender. *Challenge: A Journal of Research on African American Men*, 12(2).

Porfilio, B. & Hall, J. (2005). 'Power city' politics and the building of a total corporate school. *The Journal of Critical Education Policy Studies*, 3 (1).

Hall, J. (2005). Canal town girls. In E. Brown & K. Saltman (Eds.). *The critical middle school reader*. New York: Routledge.

Weis, L., Fine, M., Proweller, A., Bertram, C., & Hall, J. (2005). "I've slept in clothes long enough:" Excavating the sounds of domestic violence among women in the white working class. In N. Sokoloff (Ed.). *Domestic Violence at the Margins: Readings in Race, Class, Gender & Culture*. New York: Rutgers University Press.

Weis, L., Fine, M., Addelston, J., & Hall, J. (2004). Puerto Rican urban youth narrate their lives. In M. Kimmel & M. Messner (Eds.). *Men's lives*. New York: Allyn & Bacon.

Hall, J. (2004). Learning to be violent: White poor boys and domestic violence. *Anthropology & Education Quarterly*, 17 (6), 124-139.

Hall, J. (2003). Singing off key: A racial critique of elementary school songbooks. *Urban Education*, 35 (2), 221-231.

Hall, J., & Weis, L. (2003). Where the girls (and women) are. *American Journal of Community Psychology*, 28 (5), 731-755.

Hall, J. (2002). Review of Lorraine Delia Kenny, Daughters of suburbia: Growing up white, middle class, and female. *Gender & Society*, 16 (2), 265-267.

Weis, L. & Hall, J. (2001). "I had a lot of Black friends growing up that my father didn't know about." An exploration of white poor and working class female racism. *Journal of Gender Studies*, 10 (1), 43-66.

Hall, J. (2000). It hurts to be a girl: Growing up poor, white, and female. *Gender & Society*, 14 (4), 630-644.

Hall, J. (2000). An analysis of classroom multiculturalism. *Multicultural Education*, 19, 23-42.

Hall, J. (1999). Review of John Devine, Maximum security: The culture of violence in inner-city schools. *International Journal of Qualitative Studies in Education*, 10 (3), 158-161.

Weis, L., Hall, J., & Fine, M. (1998). Out of the cupboard: Kids, domestic violence, and schools. *British Journal of the Sociology of Education*, 19 (1), 53-73.

Hall, J. (1997). White working class males and the possibilities of collective anger: Patrolling Riley Road. *Urban Review*, 29 (2), 97-112.

Hall, J. (1997). Classroom multiculturalism: A closer look. *Educational Foundations*, 11 (4), 25-38.

Hall, J. (1997). Skill school boys: Masculine identity formation among white boys in an urban high school vocational auto shop program. *Urban Review*, 29 (3), 175-187.

Weis, L., Fine, M., Proweller, A., Bertram, C., & Hall, J. (1997). I've slept in clothes long enough: Excavating the sounds of domestic violence among women in the white working class. *Urban Review*, 30 (1), 43-62.

Fine, M., Weis, L., Addelston, J., & Hall, J. (1997). Constructing identities among the urban underclass in a postindustrial economy. *Gender & Society*, 11 (1), 51-68.

Weis, L., & Hall, J. (1997). Neither seen nor heard: Working class girls

and women talk. In S. Books (Ed.). *Neither seen nor heard: Invisible children in the society and its schools*. New York: Lawrence Erlbaum Publishers.

Fine, M., Weis, L., Addelston, J., & Hall, J. (1997). White loss. In M. Seller & L. Weis (Eds.). *Beyond black and white: New voices, new faces in United States schools*. New York: State University of New York Press.

Hall, J. (1996). Review of Mirumba Ani, An African-centered critique of European cultural thought and behavior. *Urban Education*, 31 (1), 114-118.

Hall, J. (1996). Review of Geoff Dench, The frog, the prince, & the problem of men. *Urban Education*, 31 (3), 346-349.

## **PRESENTATIONS**

Hall, J. (2022). Exploring the possibilities of family engagement in complex and contentious contexts. *American Educational Research Association*, San Diego CA, April 21<sup>st</sup>-26<sup>th</sup>. (Roundtable, Chair).

Hall, J. (2022). Resisting policies of displacement and dispossession in educational spaces. *American Educational Research Association*, San Diego CA, April 21<sup>st</sup>-26<sup>th</sup>. (Roundtable, Chair).

Hall, J. (2021). Latest data on sex trafficking and youth, *Catalician Center for Learning*, November 5<sup>th</sup>. (Invited Speaker)

Hall, J. (2020). Institutional data sharing and violence among marginalized females in a city, *American Educational Research Association*, San Francisco CA, April 17<sup>th</sup>-21. (Roundtable Presenter, Chair).

Hall, J. (2018). Female teen dreams and productive relations in a rust belt city, USA. *International Conference on Critical Education*, University of London, England, July 25-28. (Invited Plenary Speaker)

Hall, J. (2017). Working class, culturally diverse, adolescent females: Counter-storytelling in a rust belt city, *American Educational Studies Association*, Pittsburgh, PA, November 1-5. (Panel Presenter)

Hall, J. (2016). Swallowed by a sinkhole on the way to school, Building a sustainable future through an understanding of neoliberalism, youth, art, and resistance, *American Education Research Association*, Washington, DC, April 8-12. (Panel Presenter)

Hall, J. (2016). Latest policy on gender, race, and hiring. *Western New York Higher Education Leadership Institute*, Buffalo, NY, Daemen College, March 9<sup>th</sup>. (Panel Presenter)

Hall, J. (2015). The subprime student and the payday loan; Austerity education and the pedagogies of debt. *American Education Research Association*, Chicago, Illinois, April 16-20. (Panel Presenter)

Hall, J. (2015). The Media and the neoliberal privatization of education: Understanding, critiquing, and resisting capital's current agenda, *American Education Research Association*, Chicago, Illinois, April 16-20. (Discussant)

Hall, J. (2015). Confronting inequities in employment: Hiring and promotion. *The 8<sup>th</sup> Annual Conference on Equity and Social Justice*, SUNY Buffalo State, March 7<sup>th</sup>. (Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2014). Growing vulnerabilities experienced by refugees and the rise in the targeting by human traffickers. *American Educational Studies Association*, Toronto, Ontario, October 30-November 2. (Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2014). The 'unbanked' student and the payday loan. *American Educational Studies Association*, Toronto, Ontario, October 30-November 2. (Panel Presenter)

Hall, J. (2014). Human rights and racism and sexism in the workplace. *Faculty Research Day* on April 29<sup>th</sup>. (Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2012). Got Rights? Human rights and the vulnerabilities of school children. *American Educational Studies Association*, Seattle, WA, November 2-5. (Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2011). National identities and multiculturalism: Negotiations and conflicts in education. *American Educational Studies Association*, St. Louis, MO, October 26-31. (Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2011). Race, whiteness, and resistance in pre-service teacher education. *American Educational Studies Association*, St. Louis, MO, October 26-31. (Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2011). Interrogating the marketization and corporatization of education: Policy and curriculum. *American Educational Studies Association*, St. Louis, MO, October 26-31. (Panel organizer, Chair, Presenter, & Discussant)

Hall, J. (2012). The UN Convention on the Rights of the Child: It's not 'a small world after all.' *American Educational Studies Association*, Seattle, WA, November 2-5. (Panel Organizer, Chair, & Presenter)

Hall, J. (2011). P-12 school curriculum and water utility service privatization. *American Educational Studies Association*, St. Louis, MO, October 26-31. (Presenter)

- Hall, J. (2011). Latest hiring, supervision, and retention policy & race, gender, and sexual orientation. *New York State Foundations of Education Association 40<sup>th</sup> Annual Meeting*, Rochester, NY, Nazareth College, April 25-25. (Presenter)
- Hall, J. (2010). Using the Universal Declaration of Human Rights with education students as a tool to analyze neoliberal structural inequalities. *American Educational Studies Association*, Denver, Colorado, October 26-31. (Panel Presenter)
- Hall, J. (2010). Racism and hiring, supervision, and retention: Latest from legal world. *New York State Foundations of Education Association 39<sup>th</sup> Annual Meeting*, Oneonta, NY, Hartwick College, April 9-10. (Presenter)
- Hall, J. (2008). Sexual harassment on the job: Policies and challenges. *New York State Sociological Association*, Buffalo, NY. (Presenter)
- Hall, J. (2007). Bratz, Pussycat Dolls, & the Princess Diaries: Gender, race, social class, and sexuality in and the 'new' children's hybrid media. *American Educational Studies Association*, Cleveland, OH. (Presenter)
- Hall, J. (2007). Civil Rights law: Subtle erosions. *International Symposium Examining Intercultural Learning and Urban Education*, Buffalo, NY, D'Youville College. (Panel organizer, Chair, Presenter, & Discussant)
- Hall, J. (2006). Voices speak on racism and job promotion. *International Symposium Examining Intercultural Learning and Urban Education*, Buffalo, NY, D'Youville College. (Panel organizer, Chair, Presenter, & Discussant)
- Hall, J. (2005). The further criminalization of urban youth: Notes from a privatized high school. *American Educational Studies Association*, Charlottesville, Virginia. (Presenter)
- Hall, J. (2005). Sexual harassment and employment: Weakness in available data. *Promoting and Achieving Intercultural Learning in North American Urban Classrooms: An International Symposium*. Buffalo, NY, D'Youville College. (Presenter)
- Sabo, D. & Hall, J. (2005). Gender identity, denial, and men's lives after a health event. *National Conference on Men's Health*. Atlanta, Georgia. (Presenter)
- Hall, J. (2002). Selling out youth. *American Educational Studies Association*, Pittsburgh, Pennsylvania. (Presenter)
- Hall, J. (2001). Sexual harassment and workplace policies. *The University at Buffalo Educational Research Forum*, University at Buffalo. (Panel organizer, Chair, Presenter, & Discussant)
- Hall, J. (1998). Immigrant stories: Life in 'Little Yemen.' *The 19th Annual*

*Urban Ethnography in Education Research Forum*, University of Pennsylvania, Philadelphia, PA. (Presenter)

Hall, J. (1997). Valley girls: The construction of race. *The 18th Annual Urban Ethnography in Education Research Forum*, University of Pennsylvania, Philadelphia, PA. (Presenter)

Hall, J., & Weis, L. (1997). Neither seen nor heard: White working-class girls and women talk. *American Educational Research Association*, Chicago, Illinois. (Presenter)

Hall, J. (1996). Cultural stereotypes & the hiring process. *State University of New York at Buffalo*, Buffalo, NY. (Presenter)

Hall, J. (1996). Narrations of domestic violence among poor and working class white girls. *American Educational Studies Association*, Montreal, Quebec. (Presenter)

Hall, J. (1995). White working-class males and employment in a changing economy. *The 16th Annual Urban Ethnography in Education Research Forum*, University of Pennsylvania, Philadelphia, PA. (Presenter)

Hall, J. (1995). White males in an urban vocational auto shop class. *American Educational Studies Association*, Cleveland, Ohio. (Presenter)

## **JOURNAL EDITORSHIP**

### **Editorial Advisory Board Member**

(2006-Ongoing). *Journal of Critical Education Policy Studies*, Edited by David Hill

### **Manuscript Reviewer**

(2015-Ongoing). *Journal of Education Policy*, Edited by Stephen Ball, Kenneth Saltman, & David Hursh

### **Manuscript Reviewer**

(2016-Ongoing). *Child, Youth & Environments*, Edited by Victoria Carr & Rhonda Brown

### **Manuscript Reviewer**

(2012-Ongoing). *The American Journal of Sociology*, Edited by Andrew Abbott

### **Manuscript Reviewer**

(2012-Ongoing). *The Journal of Critical Education*, Edited by E. Wayne Ross

## **GRANT ACTIVITY**

### **D'Youville College Research Grant**

**Principal Investigator**

**\$2,500. D'Youville College**

Grant funding helped support the preparation for publication of *Female Students and Cultures of Violence in Cities*. (2014-2015)

**D'Youville College Research Grant**

**Principal Investigator**

**\$2,500. D'Youville College**

Grant funding helped support the preparation for publication of *Underprivileged Schoolchildren and the Assault on Dignity: Policy Challenges and Resistance*. (2013-2014)

**D'Youville College Research Grant**

**Principal Investigator**

**\$2,500. D'Youville College**

Grant funding helped support the preparation for publication of *Children's Human Rights and Public Schools in the United States*. (2012-2013)

**Margaret Foundation Grant**

**Principal Investigator**

**\$36,973. D'Youville College**

Co-authored this research grant with Don Sabo. The grant funded a study on gender, physical activity, and health issues in the current economy. Study based on interviews in key communities across the United States. (2004-2008)

**B. Wardlow Trust Grant**

**Principal Investigator**

**\$12,500. D'Youville College**

Co-authored this research grant with Don Sabo. Conducted in-depth interviews in which we explored the impact of gender, race, class, and physical activity on health and access to health education in the current economy.

(Fall 2003-Summer 2004)

**D'Youville College Research Grant**

**Principal Investigator**

**\$2,500. D'Youville College**

Co-authored this research grant with Don Sabo. Conducted in-depth interviews in which we explored the impact of gender, race, class, and physical activity on health and access to health education. (Summer 2003)

**NYS Technology Grant**

**Co-Investigator**

**\$12,000. D'Youville College**

Co-authored this research grant with Mark Garrison. Worked with language marginalized students at Grover Cleveland High School. Project enabled youth to develop functional and critical literacy skills as they collected narratives in their communities; they then published these biographies. (2002-2003)

## **PROFESSIONAL ASSOCIATIONS**

AERA, SIGs -Critical Examination of Race, Ethnicity, Class, and Gender in Education  
-Social Context of Education  
-Multicultural/Multiethnic Education: Theory, Research, and Practice  
-Qualitative Research

AESA  
AAUW

## **AWARDS**

AAUP Scholar of the Year Award, 2005  
Faculty of the Year Award, 2005, 2010, 2017, 2018, 2019, 2020, 2021  
AESA Critics' Book Choice Award, 2016  
AESA Critics' Book Choice Award, 2013

## **COMMUNITY SERVICE**

### **Scholarship Grant Program for High School Students, Buffalo, NY.**

Built/ran a partnership with the Valley Community Association [VCA]. VCA is a community center serving culturally diverse residents of low income living in a wide area of Buffalo. Created an after-school education program. Today program serves students from fifteen elementary and high schools in the Buffalo Public Schools with an annual \$2.3 million budget. More recently, built and run a career discovery/scholarship program for elementary-high school students and adults. Conceptualized, designed, established, and continue to ran this program/network between the VCA, the Buffalo Public Schools, and numerous community partners including colleges, the Bison Foundation, Buffalo Prep, Erie 1 BOCES, the EOC Center, the Buffalo Building Trades, politicians, and community leaders. As of Spring 2021 obtained over \$8 million in documented scholarships for VCA high school students and adults to achieve their academic goals. (1996-2021)

**D'Youville College Partnership with DaVinci High School**, a culturally diverse high school on the D'Youville campus. Worked with the art teacher and freshmen and sophomore high school students to create a variety of arts curriculum. Wrote and illustrated children's books based on Pourquoi animal tales. Studied existing African folktales from different regions of the continent for format, structure, and design. Used paper tissue collage and digital technologies to illustrate and bind the books. Together created an exhibit of this work at a local art gallery. (2004, 2005, 2006)

**Community Education Coordinator, Valley Community Center, Buffalo, NY**

Developed, coordinated, and supervised a research-based critical literacy after school program in this community organization serving culturally diverse, K-8 youth enrolled in a public bilingual school. Responsible for maintaining all aspects of the program, including securing grants; and working with teacher candidates to write curriculum, coordinate instruction sites, evaluate program effectiveness, and establish training workshops. Programs included skills building, ELL functional and critical instruction, resume writing, GED referral, higher education counseling, and computer/Internet tutoring. (1996-2000)

**Even Start Program Evaluator, Pioneer School District, NY**

Evaluated Even Start rural education programs. Observed GED classes and home skills demonstrations and interviewed staff members. Submitted reports to New York State Department of Education. (Summer 1996)

**Art Alive, Albright Knox Art Gallery, Buffalo, NY.** Worked with youth in the afterschool program at the Valley Community Center to prepare entries for the Thirteenth and Fourteenth Annual Art Alive contest sponsored by the Albright Knox Art Gallery. Goal of event is for youth to bring famous works of art to life on gallery grounds. Entries required six months of planning, beginning with the youth selecting the piece of art they wanted to interpret. Both selections were examples of crochet political statement art by *Olek*. (2010-2011)

**Board Member, Literacy Volunteers of Buffalo & Erie County, Inc.**

Organization is sole provider in the region of one-on-one tutoring services for adults and children. Reviewed curriculum policies and participated in fund-raising initiatives. Along with other board members, oversaw the fiscal health of the organization and took part in strategic planning. (2005-2007)

## **COLLEGE SERVICE**

**Institutional Review Board Committee, D'Youville, Buffalo, NY**

On standard and expedited subcommittees. Responsible for safeguarding confidentiality and informed consent of human subjects and ensure research abides by ethical standards. (Fall 2002-2015)

**Faculty Committee, D'Youville, Buffalo, NY**

Approve conference travel funds and requests for special projects. Responsible for changes to faculty handbook and taking up related faculty concerns. (Fall 2012-Fall 2015)

**Middle States Accreditation Self-Study, Integrity Standard Committee Chair, D'Youville, Buffalo, NY**

(Fall 2012-2014)

**Graduate Council Chair, D'Youville, Buffalo, NY**

An elected position by my council peers. Oversee all aspects of the reviewing and passing of graduate programs and new courses in Education, Social Sciences, and various Health professions.

(Fall 2004-2011)

**Graduate Council Secretary, D'Youville, Buffalo, NY**

An elected position by council peers.

(Fall 2004-Spring 2006)

**Graduate Council Representative, D'Youville, Buffalo, NY**

Department representative to Graduate Council. Meets to discuss graduate curriculum and policy across the college.

(Fall 2002-Spring 2004)

**Academic Policies Faculty Committee, D'Youville, Buffalo, NY**

Department representative to committee that reviews changes to policies pertaining to faculty.

(Fall 2002-Spring 2004)

**NCATE Accreditation, D'Youville, Buffalo, NY**

Education Department NCATE Conceptual Framework Committee member. Chair of Diversity Standard committee. (Fall 2001-Spring 2002)

**Middle States Accreditation Self-Study, Academic Support Services Faculty Reviewer, D'Youville, Buffalo, NY**

Member of college-wide committee engaged in self-assessment of student admissions and support services. Specifically, in charge of evaluating Department of Multicultural Affairs, HEOP, and Residence Life; help the committee articulate unified assessment. (Summer 2003-Summer 2004)