

LUCY EARLE REYBOLD, Ph.D.

Professor
 Qualitative Research Methods
 College of Education and Human Development
 George Mason University
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 703-993-9174
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ACADEMIC TRAINING

Doctor of Philosophy Adult Education The University of Georgia	1996
<p><u>Dissertation:</u> The epistemological development of Malaysian women: At the intersection of culture and cognition.</p>	
Master of Arts Journalism and Mass Communication The University of Georgia	1992
<p><u>Thesis:</u> Media technology, adult education, and national development: The Malaysian experience.</p>	
Bachelor of Arts in Journalism Journalism The University of Georgia	1990

PROFESSIONAL EXPERIENCE

Full Professor George Mason University Qualitative Research Methods	2016-Current
<p>*Professor-in-Charge: Certificate in Qualitative Research (2018-Current) *Faculty Affiliate: Higher Education Program (2006-Current) *Faculty Affiliate: Women and Gender Studies (2016-Current)</p>	
Associate Professor (tenured 2009) George Mason University Qualitative Research Methods	2006-2016
<p>*Interim Director of Academic Programs, Higher Education (Summer, 2007)</p>	
Associate Professor (with tenure) The University of Texas at San Antonio Adult and Higher Education	2003-2006
<p>*Graduate Program Coordinator (2000-2006) *Faculty Associate: Teaching and Learning Center (2000-2003)</p>	

Assistant Professor (tenure track) The University of Texas at San Antonio Adult and Higher Education	1999-2003
Visiting Professor The University of Georgia Educational Psychology/Qualitative Research	Summer, 2000
Research Associate University System of Georgia Board of Regents (Academic Affairs)	1999
Assistant Professor (Non-Tenure Track) Georgia State University Educational Policy Studies/Qualitative Research	1998-1999
Adjunct Faculty Brenau University Occupational Therapy/Qualitative Research	1998-1999
Research Associate/Coordinator The University of Georgia College of Education Occupational Research Group	1997-1999
Temporary Assistant Professor/Adjunct Faculty The University of Georgia Department of Educational Psychology	1996-1998
Visiting Faculty Bishop's University (Québec, Canada) Graduate School of Education	Summer, 1997
Research Associate The University of Georgia College of Agriculture Agriscience Evaluation Project	1996-1997
Associate Program Director The University of Georgia Institute of Community and Area Development/Kellogg Foundation	1995-1996
Workshop Instructor The University of Georgia Cox Center for International Mass Communications Training and Research	Summer, 1992
Publications Coordinator The University of Georgia Cox Center for International Mass Communications Training and Research	1990-1992
GSPA Assistant/Workshop Instructor The University of Georgia Georgia Scholastic Press Association	1988-1990
Instructor/Upward Bound Program Mercer University	Summer, 1988

PUBLICATIONS (+indicates student mentoring)

Books and Chapters

- Hiller, S. E., & **Reybold, L. E.** (2019). Naturalists' perspectives of adolescents as citizen scientists. In S. E. Hiller, & A. Kitsantas (Eds.), *Enhancing STEM motivation through citizen science programs* (pp. 131-163). Hauppauge, NY: Nova Science Publishers, Inc.
- Maxwell, J. A., & **Reybold, L. E.** (2015). Qualitative Research. In J. Wright, (Ed.), *International Encyclopedia of Social & Behavioral Sciences* (2nd ed., Vol. 19, pp. 685-689). Oxford, UK: Elsevier.
- Reybold, L. E.** (1994). Teacher's resource guide. Teacher's manual to accompany R. V. Herren (author), *The science of animal agriculture*. (Available from Delmar Publishers, New York)
- Hester, A., **Reybold, L. E.**, & Conger, K. (Eds.). (1992). *The post-Communist press in Eastern and Central Europe: New studies*. Athens, GA: The Cox Center for International Mass Communication Training and Research.
- Hester, A. & **Reybold, L. E.** (Eds.). (1991). *Revolutions for freedom: The mass media in Eastern and Central Europe*. Athens, GA: The Cox Center for International Mass Communication Training and Research.

Refereed Publications

- +**Reybold, L. E.**, & Konopasky, A. W. (n.d.) "Unbecoming a vampire faculty" and other tales of disability in the professorate: Challenging and re-establishing professional identity. **[Manuscript submitted for review.]**
- Halx, M. D., & **Reybold, L. E.** (2019) Undergraduate Critical Thinking: Permitted, prompted, or pushed? *Journal of General Education*, 66(3-4), 114-135. doi: 10.5325/jgeneeduc.66.3-4.0114
- +**Reybold, L. E.**, Matson, K, & Daley, H. (2018). Reclaiming triangulation in qualitative research: From sailors and surveyors to social scientists. *Online Paper Repository for the 2018 annual conference of the American Educational Research Association*.
- Reybold, L. E.**, & Halx, M. D. (2018). Staging professional ethics in higher education: A dramaturgical analysis of 'Doing the Right Thing' in student affairs. *Journal of Innovative Higher Education*, 43(4), 273-287. doi: 10.1007/s10755-018-9427-1
- +**Reybold, L. E.**, Rodick, W. H., & Konopasky, A. W. (2016) Institutional interpretation of faculty disability: Policy analysis of the Americans with Disability Act in Virginia. *Online Paper Repository for the 2016 annual conference of the American Educational Research Association*.
- +**Reybold, L. E.**, Konopasky, A. W, Trepal, H., & Haberstroh, S. (2015). Negotiating the practitioner-faculty dialectic: How counselor educators responded to Hurricane Katrina. *Journal of Innovative Higher Education*, 40(3), 229-245. doi:10.1007/s10755-014-9307-2
- +Muccio, L. S., **Reybold, L. E.**, & Kidd, J. (2015). Researcher-portraitists: An exploration of aesthetics and research quality. *International Journal of Education & the Arts*, 16(1), 1-24. Retrieved from <http://www.ijea.org/v16n1/>

- +Konopasky, A. W., & **Reybold, L. E.** (2015). Accessing the world: Adult literacy educators' metaphors for learners and learning. *Journal of Transformative Education, 13*(3), 239-258. doi:10.1177/1541344615579514
- Reybold, L. E.**, & Halx, M. D. (2014). Staging professional ethics in student affairs: A dramaturgical analysis of "Doing the Right Thing." *Online Paper Repository for the 2014 annual conference of the American Educational Research Association.*
- +Perry, N., **Reybold, L. E.**, & Waters, N. (2014). "Everybody was looking for a good government job": Occupational choice during segregation in Arlington, Virginia. *Journal of Urban History, 40*(4), 719-741. doi: 10.1177/0096144214524341
- +Konopasky, A. W., & **Reybold, L. E.** (2014). Designing for metaphor in a study of adult educators: An exploration and critique of metaphor analysis. *Proceedings for the Adult Education Research Conference.* Harrisburg, PA: Pennsylvania State Harrisburg,
- Reybold, L. E.** (2014). The irony of ethics: (De)Coding the lived experience of women and minority faculty in education. *International Journal of Higher Education, 3*(2), 92-105. doi:10.5430/ijhe.v3n2p92
- +**Reybold, L. E.**, Lammert, J., & Stribling, S. M. (2013). Participant selection as a conscious research method: Thinking forward and deliberation of 'emergent' findings. *Qualitative Research, 13*(6), 699-716. doi:10.1177/1468794112465634
- +Baker, C. K., Hjalmanson, M. A., & **Reybold, L. E.** (2013). The impact of beliefs and background on a first-year teacher's problem-solving instruction. *Online Paper Repository for the 2013 annual conference of the American Educational Research Association.*
- Reybold, L. E.**, & Halx, M. D. (2012). Coming to terms with the meaning of interdisciplinarity: Faculty rewards and the authority of the discipline. *Journal of General Education, 61*(4), 323-351. doi:10.1353/jge.2012.0042
- +**Reybold, L. E.**, Brazer, S. D., Schrum, L., & Corda, K. (2012). The politics of dissertation advising: How early career women faculty negotiate access and participation. *Journal of Innovative Higher Education, 37*(3), 227-242. doi:10.1007/s10755-011-9200-1
- +**Reybold, L. E.**, & Corda, K. W. (2011). In service to the academy: Faculty identity and the 'lesser role.' *Journal of the Professoriate, 5*(1), 121-148.
- Reybold, L. E.** (2009). Faculty ethics: Ideal principles with practical applications. *Journal of Veterinary Medical Education, 36*, 375-381. doi:10.3138/jvme.36.4.375
- +**Reybold, L. E.**, & Alamia, J. J. (2008). Academic transitions in education: A developmental perspective of women faculty experiences. *Journal of Career Development, 35*(2), 107-128. doi:10.1177/0894845305279163
- Reybold, L. E.** (2008). Practitioner-faculty dialectic: Balancing professional identities in Adult Education. *Journal of Adult Development, 15*, 140-147. doi:10.1007/s10804-008-9045-8
- +**Reybold, L. E.**, Halx, M. D., & Jimenez, A. L. (2008). Professional integrity in higher education: A study of administrative staff ethics in student affairs. *Journal of College Student Development, 49*(2), 110-124. doi:10.1353/csd.2008.0013

- Reybold, L. E.** (2008). The social and political structuring of faculty ethicality in education. *The Journal of Innovative Higher Education*, 32(5), 279-295. doi:10.1007/s10755-007-9053-9
- Reybold, L. E.**, Flores, B., & Cortez, M. (2006). Dueling epistemologies? Implementing a critical model of faculty preparation in teacher education. *The Professional Educator*. 28(2), 1-11.
- Reybold, L. E.**, & Johnston Polacek, G. N. L. (2006). A critical perspective of health empowerment: The breakdown of theory-to-practice in one Hispanic subculture. *Journal of Family and Community Health*, 29(2),153-157.
- +Halx, M. D., & **Reybold, L. E.** (2005). A pedagogy of force: Faculty perspectives of undergraduate critical thinking capacity. *Journal of General Education*, 54(4), 293-315. doi:10.1353/jge.2006.0009
- Reybold, L. E.** (2005). Surrendering the dream: Early career conflict and faculty dissatisfaction thresholds. *Journal of Career Development*, 32(2), 107-121. doi:10.1023/A:1024024430041
- Reybold, L. E.**, & Hedrick, W. (2004). Revisiting foundational assumptions about teaching and learning in higher education: A constructivist critique of course management systems. *Proceedings for the E-Learn World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education*. Washington, DC.
- Reybold, L. E.** (2003). Faculty socialization and the emergence of research ethos in Education. *Perspectives: The New York Journal of Adult Learning*, 2(1), 18-32.
- Reybold, L. E.** (2003). Pathways to the professorate: The development of faculty identity in Education. *Journal of Innovative Higher Education*, 27(4), 235-252. doi:10.1023/A:1024024430041
- Reybold, L. E.** (2002). Pragmatic epistemology: Ways of knowing as ways of being. *International Journal of Lifelong Education*, 21(6), 537-550. doi:10.1080/0260137022000016776
- Reybold, L. E.** (2001). Constructing a personal model of research: Academic culture and the development of professional identity in the professorate. *Proceedings for the Conference on Research on Research Ethics (Office of Research Integrity)*. Bethesda, MD.
- Reybold, L. E.** (2001). Knowing through culture: Epistemological development as redefinition of self. *International Journal of Curriculum and Instruction*, 3(2), 1-17.
- Reybold, L. E.** (2001). Encouraging the transformation of personal epistemology. *International Journal of Qualitative Studies in Education*, 14(3), 1-16. doi:10.1080/09518390110029643
- Reybold, L. E.**, & Herren, R. V. (1999). Education and action in Magnolia Community: Rethinking community development. *Journal of the Community Development Society*, 30(1), 1-14.
- Reybold, L. E.** (1997). A sociocultural perspective of knowing: A grounded theory of epistemological development of Malaysian women. *Proceedings for the Adult Education Research Annual Conference*. Stillwater, OK: Oklahoma State University.
- Reybold, L. E.** (1995). An adult development perspective of continuing professional education. *Proceedings for the Seminar on Continuing Professional Development in Learning Organizations: Towards Effective Practice*. Serdang, Malaysia: Universiti Pertanian Malaysia.

Rojewski, J. W., Schell, J. W., **Reybold, L. E.**, & Evanciew, C. E. P. (1995). Perceived structure of advanced cognitive skills in adolescents with learning disabilities. *Journal of Industrial Teacher Education*, 32(4), 32-56.

Schell, J. W., Rojewski, J. W., Evanciew, C. E. P., & **Reybold, L. E.** (1994). The perceived nature of vocational thoughtfulness among youth at risk of school failure. *Journal of Vocational Education Research*, 19(4), 37-55.

Reybold, L. E. (1994). Media technology, adult education, and national development: The Malaysian experience. *Pertanika Journal of Social Science and Humanities (Malaysia)*, 2(2), 101-113.

Non-Refereed Publications

Reybold, L. E. (2009). [Review of the book *Theoretical frameworks in qualitative research*]. *Adult Education Quarterly: Book Reviews*, 59, 267-269. doi: 10.1177/0741713609332386

Reybold, L. E. (2001). TV411 and the transformation of self. *Focus on Basics*, 5(B), 41-42.

Other Scholarly Works

Reybold, L. E. (2004). *Faculty ethics: Constructing a personal philosophy of professional reasoning*. Online faculty development module commissioned by the Academy for Teacher Excellence (ATE), College of Education and Human Development, The University of Texas at San Antonio.

TECHNICAL REPORTS

Reybold, L. E., Call-Cummings, M., & Powell, M. (2018). *Council for the Accreditation of Educator Preparation (CAEP): Qualitative review of assessments and surveys*. Unpublished report submitted to the College of Education and Human Development, GMU, Fairfax, VA.

Call-Cummings, M., **Reybold, L. E.**, & Powell, M. (2018). *Council for the Accreditation of Educator Preparation (CAEP): Qualitative case study plan*. Unpublished report submitted to the College of Education and Human Development, GMU, Fairfax, VA.

Halx, M. D., & **Reybold, L. E.** (2014). *The pursuit of earlier critical thinking development in introductory biology classes*. Unpublished report submitted to Trinity University, San Antonio, TX.

Reybold, L. E., & Halx, M. D. (2006). *Implementing interdisciplinarity across the sciences at Trinity University: A qualitative evaluation*. Unpublished report submitted to Trinity University (San Antonio, TX) and the Howard Hughes Medical Institute.

Reybold, L. E. (2002). *Formative evaluation of the COEHD Tech*Connect Project*. (Unpublished report submitted to the University of Texas at San Antonio Tech*Connect Project Team.)

Harnish, D., **Reybold, L. E.**, Miller, P., & Fisher, D. (1999). *Georgia Reading Challenge Program evaluation: On-site observations of schools*. Occupational Research Group, UGA. (Unpublished report submitted to the Georgia Department of Education.)

Reybold, L. E. (1999). *Georgia P-16 Council Initiative: A summative evaluation of local P-16 council activities*. (Unpublished report submitted to the University System of Georgia Board of Regents.)

Harnish, D., **Reybold, L. E.**, & Miller, P. (1999). *Georgia Special Instructional Assistance (SIA) program evaluation: On-site observation of schools*. Occupational Research Group, UGA. (Unpublished report submitted to the Georgia Department of Education.)

Reybold, L. E., Arringdale, J., & Harnish, D. (1998). *Career development in the middle grades: Career exploration, planning, and preparation in Georgia schools - A descriptive case study*. Occupational Research Group, UGA. (Unpublished report submitted to the Georgia Department of Education.)

Reybold, L. E., Harnish, D., & Weiner, L. (1997). *Georgia middle grades program evaluation: On-site observations of schools - Report on results*. Occupational Research Group, UGA. (Unpublished report submitted to the Georgia Department of Education.)

Reybold, L. E., & Herren, R. V. (1996). *Community and youth leadership development in Magnolia community: Summary report and evaluation*. (Unpublished report submitted to the Kellogg Foundation.)

CONFERENCE PRESENTATIONS (* indicates keynote/featured, +indicates student mentoring)

Paper Presentations (National/International)

+Kim, W. L., & Reybold, L. E. (2019). First-time online learners in Myanmar: Understanding perspectives, expectations, experience, and empowerment of English educators in nonformal education. Paper presented to the annual conference of the Comparative and International Education Society. (CIES), San Francisco, CA.

+Reybold, L. E., Matson, K. A., & Daley, H. L. (2018) *Reclaiming triangulation in qualitative research: From sailors and surveyors to social scientists*. Paper presented to the annual conference of the American Educational Research Association (AERA), New York, NY.

+Sacco, D., & Reybold, L. E. (2017). *"Every day is a Helen Keller Moment": Child disability, mindfulness, and family quality of life*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Memphis, TN.

+Hubbard, C., & Reybold, L. E. (2017). *Holistic advising: The key to persistence among low-income students*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Memphis, TN.

Reybold, L. E. (2017). *Design as distance: Understanding the relationship between paradigm and method*. Paper presented to the annual conference of the International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.

+Reybold, L. E., & Ingram, K. M. (2017). *"In your face:" The lived experience of faculty disability in the workplace*. Paper presented to the annual conference of the International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.

+Reybold, L. E., Rodick, W. H., & Konopasky, A. W. (2016) *Institutional interpretation of faculty disability: Policy analysis of the Americans with Disability Act in Virginia*. Paper presented to the annual conference of the American Educational Research Association (AERA), Washington, D.C.

+Reybold, L. E., & Konopasky, A. (2015) *"Unbecoming a vampire faculty" and other tales of faculty disability: Challenging and re-establishing professional identity*. Paper presented to the annual conference of the International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.

- +Baker, C. K., Hjalmanson, M. A., Reybold, L. E., & Suh, J. M. (2015). *The impact of beliefs and background on mathematical problem solving*. Paper presented to the annual conference of the American Educational Research Association (AERA), Chicago, IL.
- Halx, M. D., & Reybold, L. E. (2014). *Critical thinking awareness: When first-year biology students realize their "thinking is different."* Paper presented to the annual conference of the American Educational Studies Association (AESAs), Washington, DC.
- +Konopasky, A., & Reybold, L. E. (2014). *Designing for metaphor in a study of adult educators: An exploration and critique of metaphor analysis*. Paper presented to the annual American Adult Education Research Conference (AERC). Harrisburg, PA.
- Reybold, L. E., & Halx, M. D. (2014). *Staging professional ethics in student affairs: A dramaturgical analysis of 'doing the right thing.'* Paper presented to the annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
- *Reybold, L. E. (2014). *Knowing our place in the academy: Women and 'other' minority faculty*. Keynote presentation to the Gender and Education Committee (CEC) Symposium of the annual conference of the Comparative and International Education Society (CIES). Toronto, Ontario, CA.
- +Lojkovic, D. & Reybold, L. E. (2013). *Education for Students with Intellectual and Developmental Disabilities: A Case Study*. Paper presented to the annual conference on Equity, Opportunity and Inclusion for People with Disabilities (TASH). Chicago, IL.
- +Konopasky, A., & Reybold, L. E. (2013). *Weaving an identity: How a novice adult educator draws prior professional identities into the classroom*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE). Lexington, KY.
- +Baker, C. K., Hjalmanson, & Reybold, L. E. (2013). *The impact of beliefs and background on a first-year teacher's problem solving instruction*. Paper presented to the annual conference of the American Educational Research Association (AERA), San Francisco, CA.
- Reybold, L. E. (2012). *The politics of ethics: Women and minority faculty experiences*. Paper presented to the annual Southeastern Women's Studies Association (SEWSA), Fairfax, VA: George Mason University.
- +Irish, C. K., Corda, K. W., & Reybold, L. E. (2012). *Case study: Nurses' perceptions of nutrition and nutrition education in the field*. Poster session presented to the Innovations in Health Science Education Conference, Austin, Texas.
- +Konopasky, A., & Reybold, L. E. (2012). *Wrestling with literacy: Adult educators' cultural models of the literacy classroom*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Las Vegas, NV.
- +Hiller, S. E., & Reybold, L. E. (2011). *Field experts' perceptions of scientific observations in the natural world*. Paper presented to the annual North American Association for Environmental Education (NAAEE) Research Symposium, Raleigh-Durham, NC.
- +Hiller, S. E., & Reybold, L. E. (2011). *The role of scientific observations on cognition, affect, and competence*. Paper presented to the annual conference of the North American Association for Environmental Education, Raleigh-Durham, NC.
- Reybold, L. E. (2011). *The integrity question: Claiming responsibility for ethics in higher education*. Paper presented to the annual American Association of University Professors (AAUP) Conference on the State of Higher Education, Washington, DC.

- +Muccio, L. S., Reybold, L. E., & Kidd, J. K. (2011). *Portraiture for social justice: An exploration of aesthetics and research quality*. Paper presented to the annual conference of the American Educational Research Association (AERA), New Orleans, LA.
- *Reybold, L. E. (2011). *New trends in faculty development*. Invited panel presentation to the National Science Foundation (NSF) ADVANCE Meeting: Ten Years of Broadening Participation and Inclusion (Session 1). [Co-sponsored by Association for Women in Science (AWIS)]. Arlington, VA.
- *Reybold, L. E. (2011). *New trends in faculty development*. Invited panel presentation to the National Science Foundation (NSF) ADVANCE Meeting: Ten Years of Broadening Participation and Inclusion (Session 2). [Co-sponsored by Association for Women in Science (AWIS)]. Arlington, VA.
- *Reybold, L. E. (2011). *The irony of faculty ethics: How does the AAUP code stack up to women and minority lived experience?* Invited panel presentation to the annual conference of the American Educational Research Association (AERA), New Orleans, LA.
- +Hiller, S. E., & Reybold, L. E. (2010). *Casting the perfect net: Participant selection and the myth of representation*. Roundtable session presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Clearwater, FL.
- +Reybold, L. E., & Johri, A. (2010). *Vulnerable knowledge, vulnerable researchers: The Institutional Review Board and research epistemology in adult education*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Clearwater, FL.
- Reybold, L. E. (2010). *Through the looking glass of faculty ethics: Juxtaposing women and minority experiences with codes of ethics*. Paper presented to the annual conference of the American Association of University Professors (AAUP) Conference on the State of Higher Education, Washington, DC.
- Reybold, L. E. (2009). *Composing an integrated faculty identity: Beyond roles and responsibilities*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Cleveland, OH.
- +Reybold, L. E., Lammert, J., & Stribling, S. M. (2009). *Thinking forward: Consciousness and the selection process*. Paper presented to the annual conference of the American Educational Research Association (AERA), San Diego, CA.
- +Reybold, L. E., Brazer, S. D., Schrum, L., & Corda, K. (2009). *The politics of dissertation advising*. Paper presented to the annual conference of the American Educational Research Association (AERA), San Diego, CA.
- *Reybold, L. E. (2009). *The ethics of recruiting and retaining underrepresented faculty*. Invited feature speaker for the 17th Iverson Bell Symposium, Association of American Veterinary Medical Colleges (AAVMC). Washington, DC.
- *Reybold, L. E. (2008). *Qualitative research for quantitative researchers*. Professional development course presented to the annual conference of the American Educational Research Association (AERA), New York, NY.
- *Reybold, L. E., & Maxwell, J. A. (2007) *Negotiating quality in qualitative research*. Professional development seminar presented to the annual conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.

- Reybold, L. E., & Brazer, S. D. (2007). *Learning the dissertation process: Faculty perspectives and experiences in context*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Norfolk, VA.
- +Reybold, L. E., Halx, M. D., & Seal, T. F. (2007). *Ethicality in student affairs: A dramaturgical analysis of professional integrity*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Norfolk, VA.
- Maxwell, J. A., & Reybold, L. E. (2007). *Qualitative research for quantitative researchers*. Professional development course presented to the annual conference of the American Educational Research Association (AERA), Chicago, IL.
- *Reybold, L. E. (2006). *Assessing interdisciplinary projects*. Invited seminar presented to the Conference on Interdisciplinarity in Science and Mathematics (sponsored by the Howard Hughes Medical Institute), San Antonio, TX: Trinity University.
- Reybold, L. E. (2006). *The social and political structuring of faculty ethicality in education*. Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Milwaukee, WI.
- +Reybold, L. E., & Corda, K. (2006). *In service to the academy: Faculty identity and the "lesser role."* Paper presented to the annual conference of the American Association of Adult and Continuing Education (AAACE), Milwaukee, WI.
- Reybold, L. E. (2006). *The social and political structure of faculty ethicality*. Paper presented to the annual conference of the Association of American Colleges and Universities (AACU) Network for Academic Renewal Conference, Chicago, IL.
- +Halx, M., & Reybold, L. E. (2006). *Professional integrity in higher education: Development and application of staff ethics in student affairs*. Poster session presented to the annual conference of the Association for the Study of Higher Education (ASHE), Anaheim, CA.
- +Reybold, L. E., Halx, M. D., & Jimenez, A. L. (2006). *Professional integrity in higher education: Development and application of staff reasoning*. Paper presented to the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- +Halx, M. D., & Reybold, L. E. (2006). *Pedagogy of force: Faculty perspectives of undergraduate critical thinking capacity*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E., & Johnston, G. N. L. (2005). *A critical perspective of health empowerment: The breakdown of theory-to-practice in one Hispanic subculture*. Paper presented at the annual Society for Public Health Education (SOPHE) Midyear Scientific Conference, Boston, MA.
- Reybold, L. E. (2005). *Developing academic integrity: Aligning core ethical principles and institutional missions*. Paper presented to the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- +Reybold, L. E., & Alamia, J. (2005). *Academic transitions in Adult and Higher Education: Moving up, moving on, moving out*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E. (2004). *Academic integrity: Developing new faculty reasoning skills*. Paper presented at the annual Conference of the American Association of Adult and Continuing Education (AAACE), Louisville, KY.

- McGee, P., Reybold, L. E., Hedrick, W., Gurrie, J., Sharma, P., Bothra, J., & Katz, H. (2004). *Designs for Learning: Informed Solutions to Naggig Problems in L/CMS*. Symposium conducted at the annual E-Learn World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Washington, DC.
- Reybold, L. E., & Hedrick, W. (2004). *Revisiting foundational assumptions about teaching and learning in higher education: A Constructivist critique of course management systems*. Paper presented at the annual E-Learn World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Washington, DC.
- +Santos, J., Sands, T., Saldaña, L., & Reybold, L. E. (2003). *Family learning narratives: Generating authentic learning through participant histories*. Paper presented at the annual Conference of the Southwestern Educational Research Association (SERA), San Antonio, TX.
- Reybold, L. E. (2003). *Faculty ethics in adult and higher education: Dimensions of professional reasoning in academe*. Paper presented at the annual Conference of the American Association of Adult and Continuing Education (AAACE), Detroit, MI.
- Reybold, L. E. (2003). *Establishing quality in qualitative research*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E. (2002). *Journey: Stories of becoming adult education faculty*. Paper presented at the annual Conference of the American Association for Adult and Continuing Education (AAACE), St. Louis, MO.
- Johnston, G. N. L., & Reybold, L. E. (2002). *The Community Literacy Enhancement Project*. Paper presented at the annual Conference of the Society for Public Health Education (SOPHE) Mid-year Scientific Meeting, Cincinnati, OH.
- +Hutchison, K. L., Reybold, L. E., & Ruff, W. (2002). *Permissible discrimination? Civil rights implications of tenure and promotion*. Paper presented at the annual Conference of the American Educational Research Association (AERA), New Orleans, LA.
- Reybold, L. E. (2002). *Quality research decisions*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- *Reybold, L. E. (2002). *Research and responsibility: Ethical dimensions of inquiry*. Invited seminar presented to the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- *Reybold, L. E. (2001). *Standards and ethics in qualitative research*. Invited seminar presented to the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E. (2001). *Pathways to the professorate: Construction of a personal model of self-as-faculty*. Paper presented at the annual Conference of the Association for the Study of Higher Education (ASHE), Richmond, VA.
- Reybold, L. E. (2001). *Academic culture and the development of researcher identity*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA: The University of Georgia.

- Reybold, L. E. (2000). *Constructing a personal model of research: Academic culture and the development of professional identity in the professorate*. Paper presented at the annual Conference on Research on Research Ethics (Office of Research Integrity), Bethesda, MD.
- Reybold, L. E. (2000). *Encouraging the transformation of personal epistemology*. Paper presented at the annual Conference on Qualitative Research in Education (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E. (2000). *The primacy of methods in qualitative research: A nonrestrictive approach to quality*. Paper presented at the annual Conference on Qualitative Research in Education (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E. (1999). *Training for consistency—allowing for subjectivity: The balance between quality research and diverse perspectives*. Paper presented at the annual Conference on Qualitative Research in Education (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E. (1998). *The social and cultural nature of qualitative research: Implications for research across cultures*. Paper presented at the annual Conference on Qualitative Research in Education (QUIG), Athens, GA: The University of Georgia.
- Reybold, L. E. (1997). *Thinking culture: Knowing through context*. Paper presented at the annual Southeastern Women's Studies Association (SEWSA), Athens, GA: The University of Georgia.
- Reybold, L. E. (1997). *A sociocultural perspective of knowing: A grounded theory of epistemological development of Malaysian women*. Paper presented at the annual Adult Education Research Conference (AERC), Stillwater, OK: Oklahoma State University.
- Herren, R. V., & Reybold, L. E. (1996). *An educational program for youth leadership and community development*. Paper presented at the annual Southern Region Leadership Conference (SRLC), San Juan, Puerto Rico: Universidad de Puerto Rico.
- *Reybold, L. E. (1995). *An adult development perspective of continuing professional education*. Invited speaker at the Seminar on Continuing Professional Development in Learning Organizations: Towards Effective Practice, Serdang, Malaysia: Universiti Pertanian Malaysia.

Paper Presentations (Regional/Institutional)

- *Reybold, L. E. (2017). *'Knowing our Place' in the Academy: The Other/ed Journey to Ithaca*. Invited speaker to the Women and Gender Studies Program (WGST) "Brown Bag" series. Fairfax, VA: George Mason University.
- *Reybold, L. E. (2010). *An interdisciplinary tour of consciousness and transformation*. Invited panel presentation to the Center for Consciousness and Transformation (CCT) "Brown Bag" [semester finale]. Fairfax, VA: George Mason University.
- Reybold, L. E. (2010). *Through the looking glass of faculty ethics: Juxtaposing women and minority experiences with codes of ethics*. Paper presented to the annual CEHD (College of Education and Human Development) Research Symposium. Fairfax, VA: George Mason University.
- *Reybold, L. E. (2009). *Women and minority faculty: Knowing our place in the academy?* Invited feature speaker for the Women's History Month annual lecture series. Fort Lewis, CO: Fort Lewis College.

- *Reybold, L. E. (2009). *Adult learning theory: Setting the stage for 'realistic' expectations*. Invited professional development seminar. CALIBRE, Alexandria, VA.
- *Reybold, L. E. (2009). *Adult learning theory: CALIBRE orientation session*. Invited professional development seminar. CALIBRE, Alexandria, VA.
- *Reybold, L. E. (2006). *Case study methods in higher education*. Invited professional development seminar presentation to the International Research and Exchanges Board, The University Administration Support Program. Washington, DC.
- *Reybold, L. E. (2005). *Creating a learning organization*. Invited professional development seminar presented to the Summer Institute for Leadership and Stewardship. San Antonio, TX: The University of Texas at San Antonio.
- *Reybold, L. E. (2005). *Faculty ethics in education: Dimensions of professional reasoning*. Invited seminar presented to the Academy for Teacher Excellence Research Symposium. San Antonio, TX: The University of Texas at San Antonio.
- *Reybold, L. E. (2005). *Faculty ethics: Constructing a philosophy of professional reasoning*. Invited seminar presented to the Academy for Teacher Excellence Professional Development Seminar. San Antonio, TX: The University of Texas at San Antonio.
- *Reybold, L. E. (2005). *The new scholar: Constructing a philosophy of faculty practice*. Invited professional development seminar presented to The University of Texas at San Antonio New Faculty Orientation. San Antonio, TX.
- *Reybold, L. E. (2005). *An introduction to qualitative methods for the quantitative researcher*. Invited seminar presented to the College of Education and Human Development Mixed Methods Research Design Symposium, The University of Texas at San Antonio. San Antonio, TX.
- *Reybold, L. E. (2005). *Academic transitions: Moving up, moving on, moving out*. Invited seminar presented to the College of Education and Human Development Mini-Grant Research Symposium, The University of Texas at San Antonio. San Antonio, TX.
- *Reybold, L. E. (2004). *Creating a learning organization*. Invited professional development seminar presented to the Summer Institute for Leadership and Stewardship. San Antonio, TX: The University of Texas at San Antonio.
- *Reybold, L. E. (2004). *A story of hope*. Invited feature speaker to the San Antonio Kidney Disease Center Physicians Group. San Antonio, TX.
- *Reybold, L. E. (2004). *Composing an authentic education: Situated teaching and learning*. Invited professional development seminar presented to College of Education and Human Development New Faculty Orientation, The University of Texas at San Antonio. San Antonio, TX.
- *Reybold, L. E. (2004). *Surrendering the dream: Early career dissatisfaction*. Invited seminar presented to College of Education and Human Development Mini-Grant Research Symposium, The University of Texas at San Antonio. San Antonio, TX.
- *Reybold, L. E. (2004). *The new scholar: Constructing a philosophy of faculty practice*. Invited professional seminar presented to The University of Texas at San Antonio New Faculty Orientation. San Antonio, TX.
- *Reybold, L. E. (2003). *Creating a learning organization*. Invited professional development seminar presented to the Summer Institute for Leadership and Stewardship. San Antonio, TX: The University of Texas at San Antonio.

- *Reybold, L. E., & Johnston, G. (2003). *Service learning projects in health literacy*. Invited feature speakers to the University of Texas Health Science Center, Qualitative Research Interest Group. San Antonio, TX.
- *Reybold, L. E. (2003). *Adult and Higher Education internships and service learning opportunities*. Invited feature speaker to the American Society for Training and Development, San Antonio Chapter. San Antonio, TX.
- *Reybold, L. E. (2003). *A personal journey: From welfare to the academy*. Invited feature speaker to the Goodwill Industries Welfare-to-Work Graduation Ceremony. San Antonio, TX.
- *Reybold, L. E. (2003). *The new scholar: Merging teaching and research roles*. Invited professional development seminar presented to The University of Texas at San Antonio New Faculty Orientation. San Antonio, TX.
- *Reybold, L. E. (2003). *Composing an authentic education: Student autonomy and responsibility*. Invited professional development seminar presented to the Department of Interdisciplinary Studies and Curriculum and Instruction, The University of Texas at San Antonio. San Antonio, TX.
- *Reybold, L. E. (2002). *Creating a learning organization*. Invited seminar presented to the Summer Institute for Leadership and Stewardship. San Antonio, TX: The University of Texas at San Antonio.
- *Reybold, L. E. (2002). *Preparing African American students for corporate America*. Invited feature speaker to the Alamo City Chamber Education Foundation, African American Leadership Institute. San Antonio, TX.
- *Reybold, L. E. (2002). *Authentic literacy education: How to make learning meaningful?* Invited professional development seminar presented to the staff of Willie C. Velasquez, LLDC, Department of Community Initiatives. San Antonio, TX.
- *Reybold, L. E. (2002). *Job readiness seminar*. Invited professional development seminar presented to the staff of Willie C. Velasquez, LLDC, Department of Community Initiatives. San Antonio, TX.
- *Reybold, L. E. (2002). *Representing Malaysia*. Invited presentation to UNESCO Tolerance Day, The *University of Texas at San Antonio Student Association for Islamic Dialogue. San Antonio, TX: The University of Texas at San Antonio.
- *Reybold, L. E. (2002). *The new scholar: Merging teaching and research roles*. Invited professional development seminar presented to The University of Texas at San Antonio New Faculty Orientation. San Antonio, TX.
- *Reybold, L. E. (2001). *Creating a learning organization*. Invited professional development seminar presented to the Summer Institute for Leadership and Stewardship. San Antonio, TX: The University of Texas at San Antonio.
- *Reybold, L. E. (2001). *Composing an authentic education*. Invited professional development seminar presented to The University of Texas at San Antonio New Faculty Orientation. San Antonio, TX.
- *Reybold, L. E. (2000). *Adult learning theory*. Invited professional development seminar presented to the Lackland Noncommissioned Officer Academy. San Antonio, TX.
- *Reybold, L. E. (2000). *What it takes: Women in higher education*. Invited panelist to Women's History Week, Center for the Study of Women and Gender, The University of Texas at San Antonio.

- *Reybold, L. E. (1998). *Computer programs for qualitative data analysis*. Invited workshop seminar presented to the College of Education, The University of Georgia. Athens, GA.
- *Reybold, L. E. (1998). *Special Instructional Assistance (SIA) program evaluation training*. Georgia State Department of Education researcher training workshop presented via the Occupational Research Group, The University of Georgia. Athens, GA.
- *Reybold, L. E. (1998). *Funding student research*. Invited seminar presented to the Graduate Research in Educational Psychology Student Group, The University of Georgia. Athens, GA.
- *Reybold, L. E. (1997). *Middle Grades Program (MGP) evaluation training*. Georgia State Department of Education research training workshop presented via the Occupational Research Group, The University of Georgia. Macon, GA: Macon State University.
- *Reybold, L. E. (1997). *Academic and professional writing: APA style manual*. Invited seminar presentation to the Graduate School of Education, Bishop's University. Sherbrooke, Québec, Canada.
- *Reybold, L. E. (1995). *Conducting grounded theory research*. Invited seminar presented to the Women's Studies Unit, The Universiti Sains Malaysia. Penang, Malaysia.
- *Reybold, L. E. (1992). *Desktop publishing*. Invited professional development workshop presented via the Cox Center for International Mass Communication Training and Research, The University of Georgia. Athens, GA.
- *Reybold, L. E. (1990). *News writing for high school newspapers*. Invited professional development workshop presented to the Georgia Scholastic Press Association. Athens, GA: University of Georgia.
- *Reybold, L. E. (1990). *High school yearbook design*. Invited professional development workshop presented to the Georgia Scholastic Press Association. Athens, GA: The University of Georgia.

FUNDED GRANTS & PROJECTS

Faculty Disability and Professional Stigma

2014

This study is a multi-phase investigation with four primary goals: to 1) describe faculty experiences of disability in the workplace related to research, teaching, and service; 2) situate faculty experiences of disability in the context of institutional cultures related to disability; 3) develop a national survey of faculty disability and well being; and 4) provide support materials to encourage positive communication between faculty members and administrative personnel regarding "reasonable accommodations" across teaching, research, and service. Funding: Center for Well-Being, George Mason University, Fairfax, VA. (Grant total: \$20,337)

Critical Thinking in Biology

2013

This study explores two research questions: 1) How can faculty members identify and enhance undergraduate student critical thinking in biology, and 2) How do faculty members' perspectives of critical thinking influence the development of critical thinking among students and peers? The second investigation extends a previous study, 2006. Funding: Trinity University, San Antonio, TX. (Grant total: \$3,800 plus travel expenses)

The Integrity Question: Claiming Responsibility for Ethics in Higher Education 2010

This project examines how academics develop a sense of ethical consciousness in their profession, and how they contribute to the development of ethical communities of practice at their institutions through informal and formal leadership. Funding: The Center for Consciousness and Transformation, George Mason University. (Grant total: \$30,500)

Evaluation of Interdisciplinarity Project**2006**

This project evaluated the implementation of interdisciplinarity across the science and mathematics curriculum at Trinity University, San Antonio, Texas. Funding: Howard Hughes Medical Institute. (Grant total: \$6,000)

The Development of Faculty Identity**2001-2005**

These five annual projects were part of a longitudinal investigation of doctoral students transitioning and adjusting to the professorate. Individual projects focused on faculty epistemologies, research ethos, early career disillusionment, faculty ethics, and myths and legends of the professorate. Funding: COEHD Faculty Research Award, College of Education and Human Development, The University of Texas at San Antonio. (Grant total: \$4,982)

2001 - Faculty Identity Development, \$1,032

2002 - Professional Identity Development of Doctoral Students, \$750

2003 - Academic Integrity: Developing New Faculty Reasoning Skills, \$1,000

2004 - Academic Transitions Moving Up, Moving On, Moving Out, \$1,200

2005 - Negotiating Academic Culture in Education, \$1,000

Faculty Ethics Development Modules**2004**

This project developed faculty development modules related to faculty ethics for teacher education faculty, particularly in relation to the stated mission of the College of Education and Human Development. Funding: Academy for Teacher Excellence Faculty Development Award, The University of Texas at San Antonio. (Grant total: \$4,200)

Academic Integrity: Developing New Faculty Reasoning Skills**2004**

This project initiated a research project of faculty ethics in the College of Education and Human Development at The University of Texas at San Antonio. Funding: Academy for Teacher Excellence Research Award, The University of Texas at San Antonio. (Grant total: \$4,200)

Tech*Connect Mini-Grant**2002**

Technology equipment grant to support teaching and research. Funding: Tech*Connect Project, College of Education and Human Development, The University of Texas at San Antonio. (Grant total: \$5,000)

The Development of Faculty Identity**2001**

This project was part of a longitudinal investigation of doctoral students transitioning and adjusting to the professorate. Funding: UTSA Faculty Research Award, The University of Texas at San Antonio. (Grant total: \$4,865)

Research Development Grant**2000**

This project developed a proposal submitted to the Fund for the Improvement of Postsecondary Education concerning faculty development. Funding: Center for the Study of Women and Gender, The University of Texas at San Antonio. (Grant total: \$5,000)

Youth Leadership and Community Development in Magnolia**1995**

This project developed and implemented a yearlong community development program in a rural African American community in South Georgia. Funding: Kellogg Foundation. (This project was sub-contracted from a grant awarded to The University of Georgia. Funding for this project was \$1,000,000)

International Faculty and Student Exchange**1995**

This project facilitated an exchange program with the Universiti Pertanian Malaysia. Funding: College of Education, The University of Georgia. (Transportation costs reimbursed. Approximately \$3,000)

Media Technology and Adult Education in Malaysia**1992**

This study explored media technologies used in adult education programming in Malaysia. Funding: Cox Center for International Mass Communication Training and Research, The University of Georgia. (Transportation costs reimbursed. Approximately \$2,000)

COURSE DEVELOPMENT & INSTRUCTION (indicates development of new course*)****Academic Curriculum**

- **Courses Taught (since joining GMU-all doctoral courses)** **2006-Current**

CTCH 792* Special Topics in Higher Education-Adult Learning Theories
 CTCH 792* Special Topics in Higher Education-Qualitative Research
 EDUC 797* Advanced Topics in Education (qualitative case study, now EDRS 826)
 EDRS 897* Advanced Topics in Research (grounded theory, now EDRS 850)
 EDRS 812 Qualitative Methods in Educational Research
 EDRS 822 Advanced Applications of Qualitative Methods
 EDRS 826* Qualitative Case Study Methods
 EDRS 850* Grounded Theory and Theorizing from Qualitative Data
 EDRS 895* Capstone: Qualitative Research Certificate
 EDUC 800 Ways of Knowing
 EDUC 994 Advanced Internship in Education

- **Graduate Research Course Topics:** *qualitative research design, *advanced qualitative analysis, *case study research, *action research, *grounded theory, *qualitative methods of data collection, and *research in adult and higher education.
- **Graduate Adult and Higher Education Courses:** *ways of knowing, *adult learning theory, *adult development, *ethics in adult and higher education, instructional methods in adult and continuing education, adult literacy, *community development, program planning, and *multicultural education.

Program Development

- **Qualitative Research Certificate, CEHD, GMU:** I initiated a doctoral-level 18-hour qualitative research certificate housed in CEHD.
- **Research Methods Specialization, PhD in Education, CEHD, GMU:** I initiated discussion of the development of this specialization which was approved 2011. I assisted with conceptualizing the curriculum and sequence of courses, development of the proposal, and was primarily responsible for the qualitative research curriculum.
- **Higher Education Program Executive Advisory Board, GMU:** As an elected member of the Board, I assisted with general program and curriculum evaluation and renovation. The Board members advise the Director on issues of vision, goals, and implantation.
- **Higher Education Concentration, Ph.D. in Education, GMU:** I assisted with the planning and implementation of a doctoral concentration that is administered across two colleges, the College of Education and Human Development and the College of Humanities and Social Sciences.
- **Adult and Higher Education M.A., UTSA:** During my first year at the institution, I initiated a proposal for the development of a stand-alone Master's program. The program was approved, and I served as Graduate Program Coordinator.
- **Adult and Higher Education Certificate of Professional Development, UTSA:** I initiated a Master's certificate program with specializations in Continuing Professional Education and College Teaching.
- **Service Learning, Adult and Higher Education M.A., UTSA:** To ensure experiential learning informed by scholarship, I implemented a set of service learning courses as a component of the program. Further, I piloted several courses, including an interdisciplinary offering with health education.
- **Internship, Adult and Higher Education M.A., UTSA:** I assisted with the development of the internship program.
- **Magnolia Community and Youth Leadership Development, Institute of Community and Area Development/Kellogg Foundation, UGA:** With a sub-contracted grant from a larger Kellogg Foundation grant for rural development, I organized and implemented a one-year community development initiative that focused on leadership and self-empowerment. Also, I was responsible for curriculum development for the program, and I evaluated the program and reported that to the funding agency.

Theses/Dissertations (chaired)

- Johnson, Blake, (2019). *Community-based formations of self-regulated development in a contemporary adult rite of passage program*. [Dissertation chair, methodologist]
- Quon, Andrew. (2018). *How undergraduate research experiences for underrepresented racial minorities develop Student science identification and views on becoming faculty*. [Dissertation chair, methodologist]
- Hubbard, Christina. (2017). *The role of holistic advising in the persistence of low-income adult students in community college: A case study*. [Dissertation: chair, methodologist]
- Bernard, Robert. (2015). *Teaching excellence in American higher education: A history of dissonance between theory and practice*. George Mason University. [Dissertation co-chair, co-methodologist]
- Matthews, Leah. (2012). *Toward institutional autonomy or nationalization? A case study of the federal role in U.S. higher education accreditation*. George Mason University. [Dissertation: chair, methodologist]
- Caran, Karo. (2009). *Unmasking complexity in the study of motivation: Ethnographic insights from a textile artist*. George Mason University. [Dissertation co-chair, methodologist]
- Wagner, Genesis (2002). *Managing decisions in academe: Experiences of first-year faculty*. University of Texas at San Antonio. [Thesis: chair, methodologist]

PROFESSIONAL ASSOCIATIONS AND AFFILIATIONS**National/International**

American Educational Research Association, Proposal Mentor, Qualitative Research Special Interest Group (SIG), 2016.

American Association of University Professors (AAUP), Elected representative to the Association of National Conferences (2011)

American Association of University Professors (AAUP) Capitol Hill Day, VA Chapter representative (2011)

Article Editor, *SAGE Open* (2013)

Editorial Board, *Bold Visions in Educational Research* [book series] (2013-Current)

Institute for the International Education of Students (IES) Practice Guidelines Panel (2011-Current)

Editorial Board, *Adult Learning* (2004-2008)

Manuscript Review

- *Adult Education Quarterly* (2006-Current)
- *Adult Learning* (2004-Current)
- *Education Research Journal* (2003-Current)
- *Educational Policy* (2018-Current)
- *Educational Researcher* (2002-Current)
- *Exceptional Children* (2011-Current)
- *Higher Education* (2011-Current)
- *Human Resource Development Quarterly* (2011-Current)
- *Innovative Higher Education* (2011-Current)
- *Journal of Higher Education* (2011-Current)
- *Qualitative Research* (2013-Current)
- *Qualitative Studies in Education* (2010-Current)
- *SAGE Open* (2013-Current)

- *The Sociological Quarterly* (2015-Current)

Book Proposal Review

- *Allyn & Bacon* (2007)
- *Springer Publishers* (2006)

Conference Proposal Review

- *American Educational Research Association* (2008), proposal reviewer
- *American Association for Adult and Continuing Education* (2004), proposal reviewer
- *Conference on Interdisciplinary Qualitative Studies* (2000), session moderator

Foundation Participation

- Jeannette Rankin Foundation, Circle of Support (2003)
- Jeannette Rankin Foundation, Scholarship Award Committee (2002)

Association Membership

- American Association for Adult and Continuing Education (AAACE)
- American Association of University Professors (AAUP)
- American Educational Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- Association for Women in Science (AWIS)
- Association of American Colleges and Universities (AAC&U)
- Commission of Professors of Adult Education, AAACE (CPAE)
- North American Association of Environmental Educators (NAAEE)

Regional/Local

American Association of University Professors (AAUP), Virginia Conference: Executive Council. (2010-2013)

American Association of University Professors (AAUP), Virginia Conference: Chair of the Committee on Women in the Profession. (2010-2013)

CALIBRE: Partnership with George Mason University (GMU). Adult education consultancy and advisory support. (2009-current)

Common Wealth: College learning and Virginia's shared future. Statewide leadership forum on liberal education hosted by the Association of American Colleges & Universities (AAC&U) and the University of Richmond. [Invitational Forum] (2008)

Texas Commission on Law Enforcement Officer Standards and Education, Governor-appointment to Evaluation Team as Subject Matter Expert (2004)

Institutional (selected)

University Level

GMU Faculty Senate (2009-2013)

GMU Faculty Senate Secretary (2011-2013)

GMU Faculty Senate Executive Committee (2011-2013)

GMU Phi Kappa Phi Charter Member (2009-2013)

GMU Standing Committee: Non-traditional, Interdisciplinary, and Adult Learning (CHAIR 2009-2010)

*UTSA Faculty Associate, Teaching and Learning Center (2000-2003)

*UTSA Faculty Senate (2005-2006)

*UTSA Service Learning Advisory Board (2001-2002)

*UTSA Technology Fellow (2004-2005)

Primary College/Program Levels

GMU CEHD Certificate in Qualitative Research, Professor-in-Charge (2017-Current)

GMU CEHD CAEP Accreditation (protocol assessment and case study development (2018-2019)

GMU CEHD Promotion and Tenure Review-college level (2016-2018)
 GMU CEHD PhD Committee (2011-2013, 2015-2016)
 GMU CEHD Tenure Review Committees-program level (2009-Current)
 GMU CEHD Faculty Evaluation Committee (2010-2012)
 GMU CEHD Research Committee, GMU (2009-2011)
 *UTSA Graduate Program Coordinator, Adult & Higher Education (1999-2006)
 *UTSA Tenure Review Committees (department and college levels) (2004-2006)

Secondary College/Program Levels

GMU CCT (Center for Consciousness and Transformation) Branding/Identity Workshop (2010)
 GMU HEP (Higher Education Program) Affiliate Faculty (2006-Current)
 GMU HEP (Higher Education Program) Executive Committee (2006-2013)
 GMU WGST (Women and Gender Studies) Affiliate Faculty, (2011-Current)
 GMU WGST (Women and Gender Studies) Executive Committee (2011-2013)

HONORS & AWARDS

Distinguished Mentoring Fellow, Selected but removed due to disability (George Mason University, AY2019-2020)
 University Teaching Excellence Award Finalist (George Mason University, AY2015-2016)
 Faculty Study Leave (George Mason University, 2013)
 University Life Award in Teaching Excellence Nominee (The University of Texas at San Antonio, 2005)
 Technology Fellow (College of Education and Human Development, The University of Texas at San Antonio, 2004-2005)
 University Faculty Research Award (The University of Texas at San Antonio, 2001)
 Research Presentation Travel Award (Office of Research Integrity, DHHS, 2000)
 Grant Proposal Development Award, Center for the Study of Women and Gender (The University of Texas at San Antonio, 2000)
 Journal article nominated for *JITE (Journal of Industrial Teacher Education)* Outstanding Manuscript, Volume 32. (Rojewski, Schell, Evanciew, & Reybold, 1995)
 Kappa Delta Epsilon (selected 1993)
 Magna Cum Laude (A.B.J., The University of Georgia, 1990)
 Honored Students (Recognition of Outstanding Students by School and College, The University of Georgia, 1990)
 Phi Kappa Phi Honor Society (selected 1990)
 Golden Key Honor Society (selected 1990)
 Kappa Tau Alpha Honor Society (selected 1990)
 William C. Rogers Scholarship (Georgia Press Educational Foundation, 1989)
 Dean's Scholars (Graduated with Honors, Macon College, 1988)
 Honors Program Graduate (Macon College, 1988)
 Georgia College Press Association (Various individual writing awards in interpretive/investigative reporting and feature story, and newspaper awards for editorial and overall excellence, 1987-1988)
 Meritorious Service Award (Macon College *Commuter* Newspaper Co-editor, 1986-1988)
 Macon College Foundation Scholarship (Suburban Junior Woman's Club, 1987)
 Phi Theta Kappa Honor Society (selected 1987)
 Who's Who Among Students in American Junior Colleges (selected 1987)
 Outstanding Student in Humanities Department (Macon College, 1987)