Molly Armstrong Schaller, Ph.D.
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Employment

Saint Louis University, St. Louis, Missouri

2020 - present **Associate Dean, School of Education**
Provide leadership for academic programs. Represent the School of Education on key university committees related to undergraduate, graduate, and research-related activities. Support program directors in their leadership of academic programs. Coordinate processes related to catalog edits and course scheduling. Manage graduate level research offerings. Support curriculum redesign, particularly for the undergraduate teacher education program. Support the dean in facilitating annual retreats and other professional development programs. Supervise numerous staff. Advise budgeting processes and decision making.

2022 **Full Professor of Higher Education**
ACPA Diamond Honoree - 2023

2019 – 2022 **Program Director, Higher Education Administration**
Managed course assignments, assessment processes, recruitment, advising of all master's students in Higher Education and Student Affairs; Advise numerous doctoral students.

2018 - 2022 **Associate Professor of Higher Education**

2018 - 2020 **Faculty Fellow for Mission and Identity**
Supported the efforts of the Office of Mission and Identity related to engagement of faculty and staff in Mission related activities.

Coordinated University wide *Institutional Mission Priority Examen*. Lead Mission Priority Examen Steering Committee of 18 faculty, staff and students. Facilitated focus group type discussions, collected and analyzed data in order to produce report.

Opus Prize Coordinator: organized and lead Opus Prize Week Celebration, provided support to student, faculty and staff ambassadors, coordinated classroom visits, VIP dinner and Awards Ceremony

2017 - 2018 **Interim Dean and Associate Professor**
School of Education

Took on one-year, Interim Dean role, hired from the outside, with agreement not to apply for permanent position so as to provide stable leadership during a year of transition for the School. Successfully led school through CAEP accreditation. Hired new Dean's office staff and reorganized duties. Hired two new program directors. Successfully completed values identification and articulation process. Created assessment cycle, including "Moving Forward Day".

Provided leadership and direction for School of Education graduate and undergraduate programs in Teacher Education, Curriculum and Instruction, Educational Foundations, Educational Leadership, Higher Education Administration and Special Education. Supervised 6 Program Directors. Conducted evaluation of all faculty and staff.

Responsibilities included managing budget, leading accreditation review, encouraging curriculum revisions, responding to student needs, alumni relations and development, external partnerships, student organization advising, promotion and tenure review, stabilizing procedures.

2007 – 2017 University of Dayton, Dayton, Ohio
Associate Professor, Counselor Education and Human Services

Service Award, School of Education and Allied Professions, 2011
Teaching Award, School of Education and Allied Professions, 2009
Miryam Award Winner, University of Dayton, 2016

Program Chair, College Student Personnel and Higher Education Administration

Coordinated all facets of 2 graduate programs. Advised all students (approximately 50 per year). Coordinated work of faculty, course schedules, conducted admission process. Worked closely with campus partners in Student Development and others to provide supervision for graduate assistantships. Created marketing plans and coordinated all marketing for the program.

2014 - 2017 **Fellow for Department Chair Development**, Learning Teaching Center

Coordinated communication with all department chairs. Coordinated and developed New Chairs Retreat twice per year. Developed and completed 5 session New Chair Training for all new chairs. Developed a Department Chair Manual. Provide strategic direction for department chair support,

recruitment and development. Developed program for Associate Dean Support.

2011-2015 **Department Chair**, Counselor Education and Human Services
The University of Dayton, Dayton, Ohio

Lead department with master's programs in Clinical Mental Health Counseling, College Student Personnel, Higher Education Administration, Human Services Administration, School Counseling, and School Psychology, and Ed.S. program in School Psychology on three campuses, with 11 full-time faculty and more than 25 adjuncts.

Lead the move of the Columbus program from a partnered university to a stand-alone campus. Provided leadership for all aspects, including emergency management, supervision of staff, coordination of communication with local partners, marketing, partnership development.

2005 – 2017 **Fellow,** Learning Teaching Center
The University of Dayton, Dayton, Ohio
Conducted research on the relationship between pedagogy, learning and space. Provided technical support to the LTC on issues such as assessment, program and space design. Supported Faculty Development programs.

2001 - 2007 **Assistant Professor**,
1999 - 2001 **Instructor**, Counselor Education and Human Services

Teaching and advising in College Student Personnel and Higher Education Administration Masters Programs. Developed five new course syllabi for courses in the College Student Personnel and Higher Education Administration Master's Degree Program. Teaching: Leadership in the College and University Environment, Student Cultures in the University Environment, Student Development Theory, Interventions in College Student Personnel, and Applications of Student Development Theory

Publications:

Publications

Tetley, J. & Schaller, M. (2023). *Faculty and Staff Guide to Sophomore Student Success*. University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Schaller, M. & Wangard, M. (2022). Leadership: “They Don’t Make College Presidents the Way They Used To”. In T. Ream and M. James (Eds.), *Hesburgh of Notre Dame: Assessments of a Legacy*. Palgrave Macmillian.

Schaller, M. (2020). Sophomore Slump/Experience. M.J. Amey & M.E. David (Eds.), *The SAGE Encyclopedia of Higher Education.* Los Angeles, CA: Sage Publications, 1321-1323.

Schaller, M. (2018). Intentional design in the college sophomore year. In L.A. Schreiner (Ed.), Sophomore Success: Making the Most of the Second Year. *New Directions for Higher Education, 183*, 23 – 34.

Schreiner, L.A., Schaller, M., and Young, D.G. (2018). Future directions for enhancing sophomore success. In L.A. Schreiner (Ed.), Sophomore Success: Making the Most of the Second Year. *New Directions for Higher Education, 183*, 109- 112.

Lopez, L.B., Davies, S.C., & Schaller, M.A. (2018). Training college staff to recognize and respond to concussions. *Journal of College and University Student Housing, 45*(1), 10 – 22.

Hunter, M.S., Tobolowsky, B.F., Gardner, J.N., Evenbeck,S.E., Pattengale, J.A., Schaller, M.A., Schreiner, L.A. (2010). *Helping sophomores succeed: Understanding and improving the second-year experience.* San Fransisco, CA: Jossey- Bass.

Schaller, M. (2010). Understanding the impact of the second year of college. In M.S. Hunter, B.F. Toboolowsky, J.N. Gardner, S.E. Evenbeck, J.A. Pattengale, M.A. Schaller, L.A. Schreiner. *Helping sophomores succeed: Understanding and improving the second-year experience.* San Fransisco, CA: Jossey-Bass. 13-30.

Schaller, M. (2010). College sophomores: The journey into self. In M.S. Hunter, B.F. Toboolowsky, J.N. Gardner, S.E. Evenbeck, J.A. Pattengale, M.A. Schaller, L.A. Schreiner. *Helping sophomores succeed: Understanding and improving the second-year experience*. San Fransisco, CA: Jossey-Bass. 66-79.

Hunley, S. & Schaller, M. (2009). Assessment: The key to creating spaces that promote learning. *EDUCAUSE Review, 44*(2), 26-35.

Webb, K., Schaller, M., Hunley, S., & Coe, E. (2008). Measuring library space use and preferences: Charting a path toward increased engagement. *Portal: Libraries and the Academy, 8*(4), 407-422.

Schaller, M. & Wagner, R. (2007) "Indecision and an Avalanche of Expectations: Challenges Facing Sophomore Resident Assistants", Vol. 44: No. 1, Article 4. http://publications.naspa.org/naspajournal/vol44/iss1/art4

Schaller, M. (2007). Sophomore student development. In B. Tobolowsky (Ed.), *Monograph on the Sophomore Year Experience.* Center for Students in Transition and the First Year Experience.

Hunley, S. & Schaller, M. (2006). Assessing learning spaces. In D. Oblinger, (Ed.), *Learning Spaces* (pp. 13.1 – 13.10). EDUCAUSE.

Schaller, M. & Boyle, K. (2006). Searching for "fit": Student Affairs professionals in Catholic higher education. *Catholic Education: A Journal of Inquiry and Practice*, *10* (2), 163-180.

Twale, D., Ridenour, C., & Schaller, M. (2005). Nothing ventured, nothing gained: Intellectual risk taking and transition in a first-year doctoral cohort. *Journal of College Orientation and Transition, 13 (1*), 24-38.

Schaller, M. (2005). Supporting sophomores in making the transition to an internally directed life. *E-Source for College Transitions, 3* (3). National Resource Center for Students in Transition and the Sophomore Year Experience.

Schaller, M. (2005). Wandering and wondering: Traversing the uneven terrain of the second year of college. *About Campus, 10* (4), 17-24.

Schaller, M. (2005). Sophomore slump. *Dayton Educator*, Spring, 12-15.

Schaller, M. (2004). Student academic services. Book Review. *Journal of School Public Relations*, 25, 103-106.

Twale, D., and Schaller, M. (2003). Mandatory computer purchases and student preparedness: Implications for new student orientation. *Journal of College Orientation and Transition*, 10, 60 – 69.

Schaller, M. (2003). Research on student affairs in Catholic colleges and universities in T. Hunt & R. Nuzzi, Eds., *A Handbook on Catholic Higher Education,* Westport, CT: Greenwood Publishing Group.

Twale, D., Schaller, M., Hunley, S., and Polanski, P. (2002). Creating collaborative community in multidisciplinary settings. *Innovative Higher Education, 27* (2).

Twale, D. and Schaller, M. (2002). Entering the magic circle: Building bridges through a religious mission that guides professionalization, *NASPA Journal, 4, 319-332*.

Schaller, M. (2000). A phenomenologial study of the traditional-aged sophomore year experience at a four year, residential university. Dissertation.

Journal Review Boards

Journal of Catholic Higher Education, 2008 - 2013

Journal of Teaching and Learning, 2008 – 2013

Journal of the First Year Experience and Students in Transition, 2012 – 2015

Book Reviewer

McCarthy, T. (2018). *Counseling, College and the American Promise*. Peter Lang Publishing. Review Completed February 2018.

Refereed Conference Presentations

Zhang, M. & Schaller, M. (2022). *College Students With Learning Disabilities and Their Learner Well Being.* American College Personnel Association (ACPA). St. Louis, MO, March.

Schaller, M. & Zhang, M. (2021). *Learner Well-Being for Students with Dyslexia: Sophomore Year and Beyond*. Student in Transition Conference, Jacksonville, FL and online, October.

Schaller, M. & Tetley, J. (2021). *Sophomore Advising Learning Outcomes and Tools for Design*. Student in Transition Conference, Jacksonville, FL and online, October.

Young, D., Hartman, C., Schaller, M., Tetley, J. (2020). *Sophomore Advising: Using National Data to Inform Your Practice. Students in Transition Conference*. Online Conference. October.

Schaller, M., Dahlkemper, D., Cappucio, L. (2020). *Measuring student engagement: A three-year primary research project at three universities*. Society for College and University Planners (SCUP) National Conference. Cleveland, OH. July.

Schaller, M. (2019). *The New-found Purpose of the Sophomore Year.* Students in Transition Conference, Orlando, FL. October.

Schaller, M., Dahlkemper, D., Lee, J., & Vakamudi, R. (2018). *3x3 – A 3 Year Study of 3 Buildings: Measuring Spaces for Student Engagement.* Facilities Officers Conference, University System of Georgia, Savannah, GA, October.

Schaller, M., Dahlkemper, D., Lee, J. & Hill, C. (2018). *Faculty, Staff and Student Needs for Community: Measuring Spaces for Student Engagement.* Society of College and University Planners Southern Region Conference, Austin, TX, October.

Pitstick, V. & Schaller, M., (2018). *Second Year Programs: Lessons Learned.* Students in Transition Conference, Indianapolis, IN, October.

Schaller, M., Butcavage, T., & Hill, C. (2017). *Partners in Assessment: Measuring Spaces for Student Engagement.* Society of College and University Planners Mid-Atlantic Conference, Princeton, NJ, April.

Schaller, M. & Hunley, S. (2017). *Expanding Vocational Exploration to All Populations.* American Association of Colleges and Universities (AACU) Diversity, Inclusion and Student Success Conference, Jacksonville, FL, March.

Tetley, J. & Schaller, (2016). *Increasing Resiliency in Second Year College Students*, Students in Transition Conference, New Orleans, LA, October.

Schaller, M. & Tetley, J. (2015) *Designing Advising for Sophomore Students. Preconference*, NACADA National Conference, Las Vegas, NV October.

Dressler, K., Gahagan, J. & Schaller, M. (2015). *Helping Sophomores Navigate to Success: Theoretical Underpinnings, National Programmatic Trends and Lessons Learned*, NASPA National Conference. New Orleans, LA (March).

Schaller, M. & Tetley, J. (2014). *A Student Learning Outcome Approach to Academic Advising in the Sophomore Year*. NACADA National Conference, Minneapolis, MN, October.

Schaller, M., Herndon, S. & Froehlich, J. (2014). *Re-inventing the Student Residential Experience: Integrating Assignments in the Residential Learning Experience*. ACPA National Conference. March/April.

Schaller, M. & Tetley, J. (2012). *Increasing Resiliency of Second-Year College Student.* NACADA Conference, Nashville, TN (October).

Tetley, J. & Schaller, M. (2011). *Advising as Learning: Using the Learning Partnerships Model to Engage Second-Year College Students.* NACADA Conference, Denver, CO (October).

Schaller, M. & Hunter, M.S. (2011). *The Sophomore Year: A Touchpoint for Finding Purpose*. NASPA National Conference, Philadelphia, PA (March)

Schaller, M. & Tetley, J. (2010). *Advising in the Sophomore Year: A special case?* Preconference Workshop, NACADA Conference, Orlando, FL (October)

Schaller, M. & Welkener, M. (2010). *Teaching in a Non-Traditional Learning Environment-The Impact on Faculty Experience*, ASHE Conference, Indianapolis, IN. (November)

Schaller, M. & Tetley, J. (2009). *Advising Sophomores: A special case?* NACADA Conference, San Antonio, TX. (paper presented)

Schaller, M. (2008). *Learning spaces: Gaining insight from libraries and classrooms*. Presentation to the American College Personnel Association, Atlanta, GA, April.

Schaller, M. (2007). *Academic advising in the sophomore year.* Ohio Association of Academic Advisors, Columbus, OH, June.

Gansemer-Topf, A., Flanagan, B., Cox, B., Tobolowsky, B., Schaller, M., Bellani, R. (2007). *The second-year experience: Examining theory, research, and best practices*. Presentation to the ACPA/NASPA Joint Conference, Orlando, FL, March.

Schaller, M., Bellani, R., & Taylor-Goodsill, K. (2006). *The Sophomore Year Experience: Lessons from one comprehensive program.* Presentation to the American College Personnel Association, Indianapolis, IN, March.

Schaller, M. & Boyle, K. (2006). *Searching for "Fit": Student Affairs Professionals in Catholic Higher Education.* Presentation to the American College Personnel Association, Indianapolis, IN, March.

Schaller, M. (2005). *Supporting Sophomores in Making the Transition to an Internally Directed Life.* Students in Transition Conference, Costa Mesa, CA, November, 2005.

Schaller, M. & Wagner, R. (2004). *Traditional age sophomores in leadership roles: Unique Developmental Issues.* Presentation to the American College Personnel Association, Philadelphia, PA, April.

Schaller, M. (2003). *Working in Catholic Colleges and universities: What research tells us.* Presentation to the American College Personnel Association, Minneapolis, MN, March.

Schaller, M., Schramm, C., & Wagner, R. (2003). *Role and context in understanding the sophomore RA experience*. Presentation to the American College Personnel Association, Minneapolis, MN, March.

Schaller, M. (2002). *What's going on with these students these days?* Faculty Exchange Series Program, University of Dayton, October.

Schaller, M., Wagner, R., & Schramm, C. (2002). *Sophomore RAs.* Presented to the American College Personnel Association, Long Beach, CA, March 2002.

Schaller, M. & Twale, D. (2002). *Social Aspects of Computer Usage Among First and Second Year College Students Participating in a Mandatory Computer Purchase Program*, Presented to the Eastern Education Research Association, Hilton Head, NC, February 2002.

Twale, D. & Schaller, M. (2001). *Perceptions of Technical Competence Among First and Second Year College Students Participating in a Mandatory Computer Purchase Program.* Poster Presentation to the Association for the Study of Higher Education Conference, Richmond, VA, November 2001.

Schaller, M. (2001). *The Art of Leaving.* Presentation to the National Association of Student Personnel Administrators Region IV East Conference, November 2001, Cleveland, OH.

Schaller, M. (2001). *Student Affairs Work in Small, Private Colleges: Preparing Graduates to Work in Unique Settings.* Pre-conference presentation to the National Association of Student Personnel Administrators Region IV East Conference, November 2001, Cleveland, OH.

Schaller, M., Jackson, D., & Mahoney, Y., (2001). *Work and Life: The Balancing Act.* Presented to the Ohio College Student Personnel Administration Annual Conference, October 2001, Columbus, OH.

Schaller, M. & Hollow, C. (2000). *New Professionals Challenge: Maintaining vision in bureaucratic and political organizations.* American College Personnel Association, Washington, D.C.

Schaller, M. & Hollow, C. (2000). *New Professionals Challenge: Maintaining vision in bureaucratic and political oranizations.* Ohio College Personnel Association Conference, Toledo, Ohio.

Schaller, M. (2000). *Sophomore RAs: Are they ready for flight?* Great Lakes Association of College and University Housing Officers. Dayton, Ohio

Schaller, M. & Hall, S. (2000). *Faculty's Role in Helping Students' Develop an Internal Identity.* Faculty Exchange Series, University of Dayton.

Schaller, M. (1999). *Our Work Continues: Understanding Traditional Age Sophomores,* Ohio College Personnel Association Conference, Columbus, Ohio.

Schaller, M. (1999). *A Graduate School Strategy: Getting the Most Out of Your Academic Program*, Ohio College Personnel Association, Mansfield, Ohio.

Schaller, M., Adams, S., & Farrelly, J. (1999). *Understanding Sophomores*. Faculty Exchange Series, University of Dayton.

Schaller, M. (1994). *Women Working at Catholic Colleges and Universities*, American College Personnel Association Conference, Kansas City, KS.

Persons, D., Macagno-Shang, L., Schaller, M. & others (1994). *Women's Leadership Preconference*, American College Personnel Association Conference, Kansas City, KS.

Teaching Experience

EDR 6400 – Advanced Qualitative Research
CORE 1500 – Cura Personalis I
EDH 5600 – Foundations in Higher Education
EDH 5350 – Student Development Theory
EDH 5640 – Social Justice and the College Student
EDH 5910/5915/5916 – Internship (Student Personnel, Higher Education, College Teaching)
EDU 942 – Student Choice
EDU 944 – Finance in Higher Education/EDH 6580 Finance in Higher Education
EDC565 Educational Structures in Post Secondary Education
EDC551 Student Cultures and Development (revised course)
EDC557 Learning in Community (revised course)
EDC562 Learning Design (revised course)
EDC550 Student Development Theory
EDC551 Applications of Student Development Theory
EDC554 Introduction to Higher Education and Student Affairs
EDC555/6 Administration and Organization in Higher Education
EDC562 Group Interventions in the College and University Environment
EDC560/EDH 5470 Leadership in the College and University Environment
EDC561/EDU945 Budget and Finance in Higher Education
EDC557 Student Cultures in the University Environment
EDC 260/460 Student Leadership in the University Community
EDC605 Issues in Counseling Adolescents and Young Adults: Alcohol, Drugs and Violence

EDC605 Issues in Counseling Adolescents and Young Adults: Identity Issues, Sexuality and Body Image
EDC602 Culminating Seminar
EDC602 Orientation to CSP and Higher Education
EDC602 Supervision in Higher Education
EDC602 Women in Higher Education
EDC602 Counselor as Cultural Change Agent
EDC602 Leadership in Catholic and Private Higher Education
EDC602 Masculinity and Men's Issues in Higher Education
EDC553 Internship in College Student Personnel
EDC551 Personality and Human Development Across the Lifespan
EDI 4880 – Senior Inquiry (Senior Capstone)
CORE 1500 – Cura Personalis I: Self in Community
EDC402 Methods – Residence Hall Assistants
EDL100 Career Decision Making, Miami University, Oxford, Ohio

Webinar Teaching

Schaller, M. & Gahagan, J. (Summer 2015). *Building a Comprehensive Sophomore Year Experience Program.* Academic Impressions Course/Webinar [includes 4 live sessions and 3 recorded sessions].

Schaller, M. & Gahagan, J. (2013 and 2012). *Designing a Sophomore Living Learning Program*. Academic Impressions Webinar.

Dissertations and Thesis:

Chair:

Dissertations in Progress: Ashley Donaldson, Stephanie Dugo, Kate O'Brien, Meng Zhang.

Audra Frick (2023). *The Search for Undergraduate Women's Activist Identity During the College Experience: A Narrative Inquiry Study.* Spring.

Amy Penick (2023). *The Predictive Power of Disability Identity Development on Time Of Disclosure In Higher Education.* Spring.

Yang Li (2023). *International Graduate Students Transition to a New Higher Educational Institution in the U.S.A.: A Single Case Study with Two Embedded Units*. Spring.

Liz Burke (2023). *Sociocultural Factors That Are Important to International Master's Students' Sense Of Belonging And Persistence In Higher Education*. Spring.

Michael Ruggless (2023). *Exploring the development & decision-making process of cost of attendance at American colleges and universities*. Spring.

Saneta Thurmon (2022). *The Use of Simulated Patients in Clinical Learning for Speech-Language Pathology Students: A Mixed Methods Study*, Fall.

Jason Goodman (2019). *Learning Outcomes of Non-traditional and Traditional Learners: A Quantitative Review of National Board of Chiropractic Examiner Results*, Fall.

Daria Yvonne Graham (2018). *Intersectional Leadership: A Critical Narrative Analysis of Servant Leadership by Black Women in Student Affairs.* Spring.

Jennifer Castellani (2016). *Deconstructing Eve: A Critical Feminist Analysis of Mid-Level Female Administrators in Conservative Evangelical Universities*. Spring.

Savio Franco (2016). *A Phenomenological Study of Leadership Commitment in Organizational Mission and Identity of Exemplary Lay Higher Educational Leaders in a Catholic and Marianist University.* Spring.

Committee Member

Dissertations in Progress: Matthew Keppel,

Manisha Ford-Thomas (2023). *Ascertaining the Workplace Wealth of Black Womxn Student Affairs Practitioners at Jesuit Colleges and Universities.* Spring.

Carolyn O'Laughlin. (2023) *Acts of Resilience and Resistance: Persistence by Autistic College Students.* Spring.

James Barker (2022). Financial Aid Literacy of Latino Students in Higher Education. Saint Louis University.

Andrew Taylor Cheatham (2022). Social Media and the Social Identity Importance of College Sophomores. Saint Louis University.

Yoon Groves (2022). Why They Persisted: A Qualitative Study of Sophomore Women's Persistence in STEM Majors. Saint Louis University.

Victoria Long (2021). Title: Factors Predicting graduation From An Education Doctoral Program Within Five Years of Entry At A Midwestern University

Amelia Blanton-Hibner (2019). Participants' Meaning Making of Collegium's Summer Colloquy: A Phenomenological Study. Saint Louis University.

Casey Gill (2019). *A Phenomenological Study Examining Resident Assistants' Experiences as Mandated Reporters in Cases of Sexual Violence*. University of Dayton.

Michael Brent Kondritz (2019). *The Leadership Perceptions of Collegiate Student-Athletes and Their Coaches: A Comparative Analysis*. University of Dayton.

Molly Keane-Sexton (2018). *One campus' integration of learning and living in community for critical thinking, written communication, human development and diversity: An exploratory study.* University of Dayton.

Sherry McAndrew (2018). *Engaging the adaptive challenge: How twenty individual higher education leaders think about corporitzation in American higher education*. University of Dayton.

Carrie Rogan (2017). *Growth within the adjunct faculty role: An interaction of challenge, support and context.* University of Dayton.

Thomas Mays (2017). *A multiple case study of social capital development at a public Midwestern university.* University of Dayton.

Curtis Nash (2017). *Understanding how administrators at four-year, comprehensive, residential, Catholic universities in Ohio respond to student misuse of social media.* University of Dayton.

Allison Leigh (2016). *The Catholic and Marianist culture at the University of Dayton as revealed through students' voices.* University of Dayton.

Korrin M. Ziswiler (2014). *Predicting student engagement by disability type at four-year baccalaureate higher education institutions using self-reported data*. University of Dayton.

Karen Abney Korn (2012). *Utilizing facebook to articulate self and sustain community: Experiences of undergraduate students on a midwestern campus.* University of Dayton.

James L. Olive (2009). *Life histories of gay, lesbian, bisexual, and queer postsecondary students who choose to persist: Education against the tide.* University of Dayton.

<u>Committee Member (Invited from External Institutions):</u>

Mary Sarah-Jane Gregory (2021). *The lived experience of second-year science academic program of study students at an Australian University.* Griffith University, Australia.

Julie Tetley. (2009). *An investigation of self-authorship, hope, and meaning in life among second-year college students*. The George Washington University.

G. Scott Markland (2009). *A qualitative interpretive study of collaboration among staff and faculty at a catholic, marianist institution*. Ohio University.

Rajesh N. Bellani (2007). *Sophomore men: Their growth, relationships and search for life direction at colgate university.* University of Pennsylvania.

Obie Ford, III. (2007). *"This is who I am": A phenomenological study of the lived experiences of black gay men with an undergraduate degree from a historically black college or university.* Ohio University.

Thesis for the Educational Specialist Degree in School Psychology:

Molly DePew (2018). *The Relationship Between Perceived Parenting Styles and College Sophomores' Independence.* August.

Melodie Metze (2016). *Teachers' Experiences with Students Who Are Homeless*, August.

Michaela Kramer (2015). *The Postsecondary Transition Experience fo Young Adults with Traumatic Brain Injury,* August.

Sarah Drought (2015). *School Climate For Sexual Minority Youth: Reflections By College-Age Adults On K-12 Experiences,* Spring.

Lisa Lopez (2015). Training College Staff To Recognize And Respond To Concussions, Spring.

Kristen Dabbelt (2013). *Artstreet Assessment: Measuring Change in Community, Creativity, and Diversity in University of Dayton Students*, Spring.

Tracy Mayne (2012). *Qualitative Analysis of Tier 3 Response to Intervention Implementation in Schools*.

Undergraduate Honors Thesis Advisor:

Margaret Wagner (May 2017). *The Legal Perceptions Of Educators In Response To An Opioid Overdose And The Implication For Educator Emergency Medical Intervention.*

Consultation Work Related to Second Year or Sophomore Students:

Washington University St. Louis:

Mullendore, R. (lead), Adams,T., Eldridge, K., & Schaller, M. (October 2017) External Review of the First Year Center. Washington University, St. Louis.

Schaller, M. & Gahagan, J. (2017). Second-Year Consultant Report: Response to Visit at Washington University, St. Louis, December 1 and 2, 2016

University of Louisville – 2019 (QEP Consultant), 2017
The Ohio State University
Belmont University
Rollins College
Colgate University

Invited Presentations

Duncan, C. & Schaller, M. (2022). Assessing the Signs of Our Times: A World in Turmoil, A Church Challenged, The University Challenged. (Keynote). Presented to the Marianist Universities Symposium. July.

Schaller, M. (2022). Sophomore Student Success. National Resource Center for the First Year Experience and Students in Transition, 2 Day Intensive Workshop, Atlanta, GA.

Schaller, M. (2020). Sophomore Student Success. 2 day Intensive Workshop at Fayetteville State University, North Carolina. March.

Schaller, M. (2019). Academic Impressions, Improving Retention and Success for Sophomore Students, 2 day Intensive Workshop. Conference Faculty, San Diego, CA. October.

Schaller, M. (2019, 2018, 2017, 2016, 2015 and 2013). *Institute for Sophomore Year Success*, National Resource Center for the First Year Experience and Students in Transition, 3 Day Intensive Workshop, Columbia, SC.

Schaller, M. (2019). The Unique Needs of the Second-Year Student. Lee University. Cleveland, TN. August

Schaller, M. (2019). Designing for Sophomore Student Success. Suffolk University. Boston, MA. August.

*Schaller, M. (2019). Students' Search for Meaning: Why Our Approach to Our Work Matters. Association of Student Affairs at Catholic Colleges and Universities (ASACCU), Keynote. Dayton, Ohio. July.

Schaller, M. (2019). Presentations to the Members of Missouri Louis Stokes Alliance for Minority Participation (MoSLAMP). MoSLAMP Summer Sophomore STEM Institute.
My First College Year in Review
Preparing for the Sophomore Year

Schaller, M. (2019). Overview and Development of the Sophomore Year Experience. University of Alabama, Birmingham, March.

Schaller, M. (January 2018 and August 2017). *Sophomore Student Success presentation to RAs*. Saint Louis University.

Schaller, M. (2017). Meeting Students' Learning Potential in the Sophomore Year: A Call for Intentional Design. Saint Lawrence University, in support of Sophomore Journeys program, September.

Schaller, M. (2017, 2016, 2015, 2014, 2013). *Intentional Design for Sophomore Learning.* Presented to Social Science 200 Faculty. University of Dayton. (May)

*Schaller, M. (2017). Teaching Students Decision Making: A Key to Student Success. Fostering Student Success Day Keynote, University of Dayton. (May)

*Schaller, M. (2016). *A Purposeful Sophomore Year: Designing for Exploration*. Students In Transition Conference with the National Resource Center for First Year Experience and Students In Transition, Plenary Address. October.

Schaller, M. (2015). *Second Year Student Development.* The Ohio State University, Sophomore Transformational Experience Program Faculty, Columbus, OH, September.

Schaller, M. (2015). *Beyond Registration: Faculty as Mentors*. College of the Holy Cross, Faculty Development Seminar. Worchester, MA August.

Schaller, M. (2015). *Sophomore Programming to Enrich the Student Experience*. Colleges of Agriculture Academic Programs Staff Development Conference, Columbus, OH. (May).

Schaller, M. (2014). *Challenges Facing Sophomores: A Framework for Organizing Our Work*, The Ohio State University Residence Life Staff, Columbus, OH (September).

Schaller, M. (2014). *Sophomore Year Experience.* Miami University, Sophomore Year Program Faculty, Oxford, OH (September).

Schaller, M. (2014). *Active Pursuit: Making the Most of College in Finding Your Vocation*. St. Francis College, Presentation Students. Ft. Wayne, IN. (March).

*Schaller, M. (2013). Convocation Speaker, First Year Students. University of Dayton, Dayton, OH. (August)

Schaller, M. (2013). *Ways of Knowing*. Presentation to Academic Advising Staff, University of Cincinnati, Blue Ash. Cincinnati, OH (June).

Schaller, M. (2013). *Intentional Design of the Sophomore Year Experience*. Presented to the University of Portland Student Affairs and Faculty. Portland, OR (September).

Schaller, M. (2013). *Intentional Design of the Sophomore Year Experience*. Presented to Rollins College SYE Team. Winter Park, FL (January).

Schaller, M. (2013). *Student Developmental Models and Student Success*: A Workshop Wittenberg University Faculty. Springfield, OH (January).

Schaller, M. (2013). *Integrated Learning Workshop: Central College Faculty Retreat.* Pella, IA (January).

Schaller, M. (2012). *Development and Learning as Guides in Integrated Learning.* Central College, Pella, IA (June).

Schaller, M. (2011). *Texas A & M International University Title V Sophomore Year* Grant Support, Laredo, TX (October).

Gahagan, J. & Schaller, M. (2011). *Helping Sophomores Succeed: Enhancing the Experience of Second Year Students.* Preconference, Students in Transition Annual Conference, St. Louis, MO (October).

Schaller, M. (2011). *Miami University Sophomore Year Awards Keynote Address*. Oxford, OH (March).

*Schaller, M. (2010). *Building Upon Successes: Using Sophomore LLCs for Student Success.* Plenary Address, ACUHO-I Living Learning Programs Conference, Charlotte, NC. (October).

Schaller, M. & Cassiman, S. (2010). *Professional and Mother: The Challenges of Balance in Higher Education*. Faculty Exchange Series, Faculty Development Program.

Schaller, M. (2010). *The Sophomore Year Experience*, Northeastern Illinois University Universtiy, Chicago, IL. Full University Conference.

Schaller, M. (2010). *Maximizing Learning, Growth and Development in the Sophomore Year.* Notre Dame University, South Bend, IN.

Schaller, M. (2010). *Institute for Sophomore Year Success*, National Resource Center for the First Year Experience and Students in Transition, 3 Day Intensive Workshop, Savannah, GA.

Tetley, J., Thacker, R., Ammirati, T., Ennis-McMillan, M., Schaller, M. (2009). *Sophomore engagement and advising as learning: Research from four small colleges.* AACU, Seattle, WA.

*Schaller, M. (2008). *Now you want me to do what?* Keynote Presentation to the Region II NASPA Conference, June, Pittsburgh, PA.

Schaller, M., Bellani, R., Gahagan, J., & Hunter, M.S. (2008, Cincinnati; 2007, Breckenridge, CO). *Building a comprehensive sophomore year experience.* Conference Faculty. Academic Impressions.

*Schaller, M. (2008). *Advisor help me! Working with exploratory and at risk students.* Regional Seminar Key Note, Ohio Academic Advisors Association, March, Middletown, OH.

*Schaller, M. (2007). Plenary Speaker: *Sophomore year as an internal transition*. ACUHO-I Living Learning Conference, St. Louis, MO.

Schaller, M. (2007). Sophomore Student Development
Miami University
Wright State University
Northern Kentucky University
University of Cincinnati
University of Pittsburgh
St. Lawrence University Sophomore Year Pre-conference

Schaller, M. & Hunley, S. (2007). *Assessment of Learning Spaces.* Chicago, IL: NEOCON.

*Schaller, M. (2006). Plenary Speaker: *Complexities in Understanding the Sophomore Year Experience*, Students in Transition Conference, St. Loius, IL, November.

Schaller, M. (2005). *Learning and Teaching Across the Generations*, Faculty Development Keynote, Rhodes State College, December.

Schaller, M. & Hunley, S. (2005). *Student choices regarding living and learning spaces: A case study at UD*. Learning Consortium, University of Dayton, December.

Schaller, M. (2005). Student Life Staff Development, Xavier University, November.

Schaller, M. & Hoyt, K. (2005). *Alumni Leadership Institute*, Ohio University Ph.D. Program. June 25.

Schaller, M. (2005). *Real World: Accepting Changes in the Workplace.* Ohio ACT Spring Conference, May.

Schaller, M. (2005). *Issues in Engaging Students in Diverse Stages of Intellectual Development.* Philosophy Department Presentation, University of Dayton, May.

Schaller, M. & Schramm, C. (2005). *Understanding Our Students*. Part-time Faculty Workshop, University of Dayton, March.

Schaller, M. (2005). *Perspectives on Students.* Leadership UD session on Student Leadership in Action, University of Dayton, March.

Schaller, M. (2005). *Sophomore Year Experience Programs*. Presented to the entire Student Development Staff and to the Sophomore Year Experience Committee, Saint Louis University, St. Louis, Missouri. January.

Schaller, M. (2005). *Sophomore Year Experience Programs*. Presented to the entire Faculty at the Winter Faculty Workshop. Centenary College, Hackettstown, NJ. January.

Schaller, M. (2005). *Partnership with Students*. Keynote presentation. Ohio ACT Conference for Admission Directors, January.

Schaller, M., Wagner, R. (2004). *Engaging Traditional Age Sophomores*. SOCHE Spring Conference on Engagement. Dayton, OH.

Schaller, M. (2004). *Transition as a rite of passage.* First session of the On The Brink series for graduating seniors. Hosted by Campus Ministry, University of Dayton, January.

Schaller, M. (2004). *The dilemma of leadership: Understanding others*. Ohio ACT Conference for Admission Directors, January.

Panel Presentation (2004). *Selecting Graduate Schools*. Ohio College Personnel Association/Ohio Association of Student Personnel Administrators Joint Conference, Columbus, Ohio. January.

Schaller, M. (2004). *Envisioning goals*. Orientation training for Semester of Service Students, Bro. Fitz Center for Leadership in Community, January.

Schaller, M. (2003). *Leadership and service*. Recreational Sports Staff Training, University of Dayton, August 26.

Schaller, M. (2003). *The leader's role in creating a positive environment.* Kennedy Union Staff Training, University of Dayton, August 21.

Schaller, M. (2003). *Alcohol use on campus: What we know*. Residence Life Staff Training, University of Dayton, August 16.

Schaller, M. (2003). *Positive Parenting Workshop*, Patterson Kennedy Elementary, June.

Schaller, M. and Evans, J. (2003). *The role of discipline. Positive Parenting Workshop*, Patterson Kennedy Elementary, April.

Schaller, M. (2003). *Preparing for Transition*. First session of the On The Brink series for graduating seniors. Hosted by Campus Ministry, University of Dayton, January 26.

Schaller, M. (2002). *What's it going to take for you to lead?* Presented to Greek 101 (all new fraternity and sorority members), University of Dayton, October 29.

Schaller, M. and Markland, S. (2002). *Understanding the Impact of Alcohol Use by University of Dayton College Students.* Student Development Professional Staff Development, University of Dayton, October 22.

Schaller, M. & Seary, M.E. (2001). *Building Your Child's Self-Esteem.* Patterson-Kennedy Elementary Parent's Group. November 2001

Schaller, M. and Hall, S. (2001). *Gender Issues in the Workplace.* Presented to the Franklin County Parole Officers, October 21, Columbus, OH.

Schaller, M. and Hall, S. (2001). *Faculty's Role in Helping Students' Develop an Internal Identity.* Part-Time Faculty Development Program, University of Dayton.

Schaller, M. (1997). *Ethics and Moral Leadership in Student Affairs,* Otterbein College Student Affairs Staff.

Schaller, M. (1997). *Applying Student Development Theory*, Lima Technical College Enrollment Services Staff.

Schaller, M. (1997). *Using Effective Hiring Strategies*, Residential Programs Staff, University of Dayton.

Schaller, M. (1997). *Engineers Supporting Peers Training Program,* University of Dayton School of Engineering.

Schaller, M. (1997). *UD Common Ground, Making Your Small Group Work, Messages We Send,* University of Dayton Orientation Staff Training, Dayton, Ohio.

Schaller, M. (1997). *Team Effectiveness and Working Toward Vision*, Dayton AmeriCorps Training, Dayton, Ohio.

Schaller, M. (1996). *Engineers Supporting Peers Training Program*, University of Dayton School of Engineering. Dayton, Ohio.

Schaller, M. (1996). *Team Effectiveness and Working Toward Vision,* Dayton AmeriCorps Training, Dayton, Ohio.

Schaller, M. (1996). *UD Common Ground, Making Your Small Group Work, Messages We Send,* University of Dayton Orientation Staff Training.

Grants

Schaller, M., Sullivan, C. & Leigh, A. (2016). NetVUE Vocational Exploration Renewal Grant, CIC. $17,787.

Welkener, M. & Schaller, M. (2008). Learning Teaching Center Innovation Grant. $6435.

Schaller, M. (2005). Summer Research Grant for Pre-tenure Women Faculty, $1500.

Schaller, M. (2004). LTC Grant for inclusion of Alumni in online course related discussion, $300.

Twale, D., and Schaller, M. (1999). *Professionalization through the Scholarly Project*. School of Education and Allied Professions, $2700.

Schaller, M. (1998). Alcohol Task Force, *Ohio Parent's for Drug Free Youth Grant*, $2500.

Schaller, M., Owens, J., and Ostrander, D. (1995). Super Choices. *NCAA Choices Grant*. $11,750. Alcohol and other drug prevention.

University Service

Member, Graduate Students with Disabilities, 2022 – present
Search Committee Chair, 2022 – 2023
Assistant Dean for School of Education (successfully completed)

Undergraduate CORE Non-Tenure Track Faculty Member (successfully completed)

Director of Para-professional program (successfully completed)

Search Committee Member, Non-Tenure Track Faculty Member for Special Education and Elementary Education.

Search Committee Chair, 2020 – 2021

Occupational Sciences and Occupational Therapy Department Chair (successfully completed)

Higher Education Administration Tenure Track Faculty Member (successfully completed)

Educational Leadership Non-Tenure Track Faculty Member (successfully completed)

Co-chair, Academic Integrity Working Group, 2021 – 2023

Member, Fall 2023 -

Member, Graduate Student Fellowship Review, 2021 - 2022

Faculty Mission Liaison, 2018 – 2023

Member, Academic Portfolio Review Committee, 2019 - 2021

Member, Culture of Respect, 2019 – 2020

Mentor, Vocational Inquiry Through Advocacy and Service Program (VITAS) – 2019 – 2020

Facilitator, Panel on Wellbeing Literacy for 4IR, SLU Summit, 2019 Future of Education. October, 2019.

Advent Twilight Retreat Presenter, with Dr. Chris Duncan. December 2018

Participant, Faculty Colloquium for Mission and Identity, Fall 2017

Co-Founder (with Margaret Schaller), Marianist Women's Collaborative – an organization of diverse women, committed to bringing the stories of our Marianist women founders into the narrative of the University of Dayton experience [funded by Miryam Award funds], 2016 - 2017

Chair, Habits of Inquiry and Reflection Fellows: Study of Vocation Student Learning Outcome, 2015 – 2016; Member, Vocation Implementation Team, 2016.

Led faculty and staff team in studying implementation of the Vocation Student Learning Outcome and Student Experiences. Produced White Paper shared with campus.

Member, Higher Learning Commission, Criteria Three Review Group, 2016 - 2017

Member, School of Education and Health Sciences, Promotion and Tenure Committee, 2016 - 2017

Member, Leadership Development Advisory Team, 2015 - 2017

Member, Graduate Assistant Development Committee, 2011 - 2017

Member, Common Academic Program (CAP) Faculty Development Team as a support for General Education Reform, 2011 – 2017, Presentations include: Backwards Design in Course Development, Academic Advising, Curriculum Mapping

Member, Leadership UD, Planning Team, 2010 – 2017

Member, AVIATE Advisory Committee, Housing and Residence Life, 2015 - 2017

Reviewer, Graduate School Summer Fellowships, 2013 - 2017

Co-Chair, Housing Assignments Redesign Task Force, 2012 – 2013

Member, University Faculty Development Committee, 2001 – 2015

Member, Director of Service Learning (Fitz Center) Search Committee, 2013

Facilitator, Summer Reading Group on *Teaching for Critical Thinking*, LTC, Summer 2012

Member, Assistant Director, Aquatic and Event Services Search Committee, 2012

Member, Visioning for Integrated Learning and Living Committee, 2012

Member, Campus Ministry Director, Search Committee, 2011

Member, Strategic Planning Committee, Student Development, 2010 – 2011

Member, Housing and Residence Life Advisory Team, 2011

Chair, Search Committee for Associate Dean for Undergraduate Learning and Community Partnership, 2011

Member, Transfer Student Task Force, 2011

Member, Alcohol Task Force, 2010- 2011

Member, SOEAP Transformative Education Writing Group, 2010

Member, Communications (Common Course Director) Search Committee, 2010

Member, Student Learning Support, *Student Learning Initiatives Coordinator* Search Committee, 2010

Member, Faculty Hearing Committee on Grievances, 2010 - 2011

Chair, Graduate Academic Affairs Committee, 2006 – 2011, Member, 2005 – 2006.

Chair, Department of Counselor Education and Allied Professions, Promotion and Tenure Committee, 2010 – 2011

Facilitator, Studio Community of Practice, 2003 – 2004, 2008- 2011

Facilitator, *Women at the Top*, and *Answering the Call* Reading Groups, Summer, 2010, LTC Program, *The Female Advantage,* Fall 2010, LTC Program.

Member, Director of Development for the School of Education and Allied Professions and the Graduate School, Search Committee, 2010

Member, Student Life Committee of the Board of Trustees, 2004 – 2009

Member, Dean of the School of Education and Allied Professions Search Committee, 2009

Chair, Associate Vice President for Student Development Search Committee, 2008

Co-Chair, Alcohol Coalition, 2007 – 2008

Member, Student Development Advisory Team, 2007-2008

Member, Vice President for Student Development Search Committee, 2006

Member, Diversity and Inclusion Committee for Faculty Hiring and Retention, 2005 – 2006, 2007 - 2008

Midterm Instructional Diagnosis Facilitator, 1999 – 2005, 2008, 2010

Faculty Advisor, Theta Phi Alpha Sorority, 1999 - 2006

Member, Living/Learning Village Group, Division of Student Development, 2003 - 2004

Member, Sexual Assault Task Force, 2004

Facilitator, Learning about Learning Reading Group, Faculty Development Committee Program, Fall 2003

Facilitator, Making The Most of College Reading Group, Faculty Development Committee Program, Summer 2003

Coordinator of Alcohol Coalition Research 2002 - present; Chair, Assessment and Communications Workgroup, University Alcohol Coalition, 2001 – 2002, Member, University Electronic Resources Advisory Committee, 2001 - 2003

Chair, Honors and Awards Committee, School of Education and Allied Professions, 2004 – 2005, Co-chair 2002, 2003, Member, 2001

Member, Gay, Lesbian and Bisexual Issues Committee, 1998- 2001

Member, Vernay Scholarship Committee, 1999, 2000, 2001, 2002

Task Force Member, University of Dayton, Alcohol Task Force, 1998 – 1999

Member, Myriam Award Committee, 1997 – 1999

Member, Student Development Assessment Committee, 1997-1999

Member, University First Year Experience Committee, 1998 – 1999

Chair, Alcohol and Other Drug Prevention Committee, 1993-1998

Member, Advisory Committee, Counselor Education and Human Services Department, 1997

Chair, Critical Issues Committee, 1995-1998

Leadership Team Member, Association for Women Faculty, Administrators and Professionals (AFW), 1996

Professional Service

Member, “Future of the Church-Related University” consultation, Fall 2023.

ACUHO-I Future of the Profession Initiative: Phase 2 – Co-chair (with Dr. Rachel Wagner) – Creating Inclusive Communities Working Group. Fall 2022

Belize 2020 Education Committee, Chair - 2023

ACUHO-I Future of the Profession Initiative: Phase 1 Participant, Summer 2022

Invited QEP Reviewer, Virginia Technical Institute, Spring 2021; Angelo State University, Spring 2023.

Access Academies, Strategic Planning Consultant (with Dr. Chris Duncan), 2018

Greenhouse Venture, Board of Directors, 2017 – present
Whitecoat Speaker, 2017, 2019

Contemplative Leaders in Action, Curriculum Redesign Committee, 2019 - 2020

Belize 2020 Retreat Participant, 2018

Association of Jesuit Colleges and Universities Education Dean’s Conference, 2017, 2022

Grant Reviewer, Paul P. Fidler Research Grant – 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2018, 2021

MAP Works Excellence Awards Review Committee, 2012, 2013, 2014

NASPA Excellence Awards Reviewer – 2013, 2015

Invited Quality Enhancement Plan (QEP) Reviewer, SACS Accreditation Review, February 2011

Advisory Board, Center for the First Year Experience and Students in Transition, 2008 – 2011

Member, Arts and Sciences Alumni Society, Student Program Committee, The Ohio State University, 2011 - 2017

Faculty Liaison, Ohio College Personnel Association, 2007 - 2010

Member, Student Personnel Graduate Programs at Catholic Universities, 2003 - 2007

Conference Program Reviewer, Eastern Education Research Association, 2003, 2004

Pre-Conference Program Reviewer, American College Personnel Association (ACPA), 2003 Conference.

Chair, Ohio Foundation of Independent Colleges Collaboration Project with Small Private Colleges, 2000 – 2002.

Member, ACPA 2000 National Convention Assessment Committee

Grant Evaluator, NCAA Choices Grant, 1997

Member at Large, Ohio College Personnel Association (OCPA), 1992-1994

Directorate Member, Standing Committee for Women, American College Personnel Association (ACPA), 1991-1994

Program Chair, Ohio College Personnel Association (OCPA) Conference, Fall 1992

Special Events Chair, Ohio College Personnel Association (OCPA) Conference, Fall 1991

Registration and Publicity Chair, Ohio College Personnel Association (OCPA) Conference, Fall 1990

Publicity Co-Chair, Ohio College Personnel Association (OCPA) Conference, Spring 1990

Professional Experience

1998 - 1999 **Director, Educational and Special Programs**, Student Development
The University of Dayton, Dayton, Ohio

- Directed New Student Orientation Program for 1800 first year students and Parent's Weekend Programs, and supervised Critical Issues Education as described below
- Selected, supervised, trained, and evaluated student staff of 100
- Supervised, hired, and trained professional and graduate student staff

1993-1998 **Coordinator, Critical Issues Education**, Office of Student Development

1992-1993 **Coordinator, Human Relationships Programming**, Office of Student Development, The University of Dayton, Dayton, Ohio

- Directed educational programs for 6000 undergraduate students on alcohol and other drug issues, sexual assault, relationships and sexuality issues
- Developed and supervised peer education programs: START (Students Talking About Real Topics), DEEP (Diversity Education: En Progress), TNT (Theatre and Thought), and GAMMA (Greeks Advocating Mature Management of Alcohol)
- Directed mandatory sexual assault awareness programming for first year students and coeducational programs for sophomore students
- Administrated disciplinary educational program, the substance education program for alcohol and other drug policy violators

1996-1999 **Adjunct Faculty**, College Student Personnel Program, Counselor Education and Human Services, The University of Dayton, Dayton, Ohio

- Supervised internship experiences for all CSP majors
- Conducted curriculum review and designed new program and courses

1989-1992 **Area Coordinator,** The Office of Residence Life
The University of Dayton, Dayton, Ohio
Directed residence area of 11 apartment style buildings housing 450 students

Education

Ph.D.	Ohio University, Athens, Ohio Higher Education Administration Dissertation: A Phenomenologial Study of the Traditional-aged Sophomore Year Experience at a Four Year, Residential University	2000
M.S.	Miami University, Oxford, Ohio College Student Personnel Services	1989
B.A.	The Ohio State University, Columbus, Ohio Psychology	1987