

## **Marlon I. Cummings, Ph.D.**

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### **EXECUTIVE SUMMARY**

Higher education leader and scholar with extensive experience advancing academic excellence, strategic enrollment growth, and equity-centered leadership in educator preparation. As Dean of the College of Education and Human Development at Governors State University, I oversee education and mental health licensure and certification programs, manage a \$5.4M budget, and lead faculty development, program innovation, and accreditation efforts. My leadership has strengthened enrollment pipelines, expanded online learning access, and secured external funding to support workforce development. I am committed to collaborative governance, community and PK–12 partnerships and cultivating alumni and philanthropic engagement to advance institutional impact and student success.

### **EDUCATION**

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|--------------|--------------------------------------------------------------------------|
| <b>Ph.D.</b> | University of Illinois at Chicago, Education & Organizational Leadership |
| <b>MPA</b>   | American University, Educational Policy Analysis                         |
| <b>B.S.</b>  | Florida A&M University, Biological & Agricultural Systems Engineering    |

### **PROFESSIONAL EXPERIENCE**

#### **Governors State University, University Park, IL**

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*Governors State University (GovState) is a public university in University Park, Illinois, United States. The campus is located 30 miles south of Chicago, Illinois. GovState was founded in 1969. It is a public university offering degree programs at the undergraduate, master's, and doctoral levels where fifty-one percent of the students are minorities. GovState has four colleges: the College of Arts and Sciences, the College of Business, the College of Education and Human Development, and the College of Health and Human Services. The university is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.*

#### **Dean, College of Education and Human Development, (2026-present)**

The Dean serves as the chief administrative and academic officer overseeing the Division of Education and Leadership, the Division of Psychology and Counseling, and the Family Development Center. In this role, the Dean manages the college's budget, faculty, and diverse programmatic offerings, ranging from undergraduate teaching degrees to doctoral programs. Grounded in a mission of social justice and equity, the Dean drives strategic growth, maintains rigorous CAEP and CACREP accreditation standards, and represents the university on statewide boards like the Illinois State Educator Preparation and Licensure Board to advance community impact and educator preparation.

#### **Selected Accomplishments:**

- Manage a \$5.4M divisional budget, overseeing strategic budget planning, equitable distribution of discretionary funds, and alignment of financial resources with enrollment trends, program priorities, and long-term fiscal sustainability.
- Supervise 56 direct and 10 indirect reports, leading faculty recruitment, retention, mentoring, and promotion and tenure processes. Provide ongoing professional development for 49 faculty members, strengthening inclusive pedagogy and student-centered teaching practices.

- Served in a leadership role in the successful Council for the Accreditation of Educator Preparation (CAEP) & Council for Accreditation of Counseling and Related Educational Programs (CACREP) reaccreditation of our programs by supporting accreditation strategy, program evaluation, and compliance processes.
- Advanced enrollment and student success initiatives by increasing high-quality online course offerings by expanding access for diverse learners, and contributing to enrollment growth in three academic programs.
- Cultivate advisory boards at the division and program levels to help strengthen relationships with alumni, PK–12 districts, and community organizations to support program growth and workforce pipelines. Collaborate with advancement professionals on donor engagement, participate in fundraising initiatives, and pursue external funding opportunities through grants, foundations, and philanthropic partnerships. Serve as a member of the Governors State University Foundation Board.

### **Division Chair, Education and Leadership, (2023-2026); Interim (2022 – 2023)**

The Chair is responsible for academic scheduling, faculty evaluations, curriculum development, program assessment, budget management, and strategic planning. In addition, the Chair plays a central role in faculty recruitment, student concerns, accreditation reporting, and instructional quality assurance. The role also includes teaching assigned courses and overseeing the efficient functioning of the division's operations.

#### Selected Accomplishments:

- Manage a \$2.6M divisional budget, overseeing strategic budget planning, equitable distribution of discretionary funds, and alignment of financial resources with enrollment trends, program priorities, and long-term fiscal sustainability.
- Provide strategic oversight for seven academic departments leading to licensure or certification, guiding multi-year enrollment planning, program redesign initiatives, and alignment of academic offerings with workforce needs and university strategic enrollment priorities.
- Supervise 28 direct and 8 indirect reports, leading faculty recruitment, retention, mentoring, and promotion and tenure processes. Provide ongoing professional development for 27 faculty members, strengthening inclusive pedagogy and student-centered teaching practices. Promote faculty scholarship by mentoring junior faculty in publication development, supporting grant proposal submissions, and encouraging interdisciplinary research collaboration to expand scholarly productivity and external funding opportunities. Chaired the University Equity Hiring Working Group, developing strategies to advance equitable faculty and staff recruitment.
- Served in a leadership role in the successful Council for the Accreditation of Educator Preparation (CAEP) reaccreditation of educator preparation programs by supporting accreditation strategy, program evaluation, and compliance processes. Also served as a co-writer for the Higher Learning Commission accreditation report, contributing to institutional accountability and continuous improvement.
- Advanced enrollment and student success initiatives by increasing high-quality online course offerings by 15%, expanding access for diverse learners, and contributing to enrollment growth in three academic programs. Served on the University Strategic Enrollment Planning Committee, participating in graduate enrollment and retention-to-graduation working groups.
- Cultivate advisory boards at the division and program levels to help strengthen relationships with alumni, PK–12 districts, and community organizations to support program growth and workforce pipelines. Collaborate with advancement professionals on donor engagement, participate in fundraising initiatives, and pursue external funding opportunities through grants, foundations, and philanthropic partnerships. Serve as a member of the Governors State University Foundation Board.
- Co-directed the Early Childhood Access Consortium for Equity (ECACE) grant, managing \$1.1M over three years to strengthen early childhood workforce pipelines and partnerships with community organizations and PK–12 districts.

### **Director, Interdisciplinary Leadership Doctorate Program (INLD), 2018 – 2022**

The Program Director leads the development, administration, and strategic planning for the doctorate program. The Director ensures curricular quality, accreditation compliance, and student success. They

foster partnerships and act as the primary link between prospective students, stakeholders, faculty, and administration.

**Selected Accomplishments:**

- Led a comprehensive growth strategy for the doctoral program, increasing enrollment from 20 to 120 students over four years through targeted recruitment, strengthened partnership and practitioner pipelines, and improved program visibility across the region.
- Implemented targeted advising, cohort support structures, and program monitoring processes that reduced attrition and sustained retention rates above 85%, demonstrating a strong commitment to student success and program completion.
- Directed a comprehensive curriculum redesign, reducing program requirements from 60 to 46 credit hours, streamlining the pathway to degree completion and reducing it by one year while maintaining academic rigor and alignment with professional leadership competencies.
- Organized the program's 10-Year Anniversary Alumni Event, achieving over 45% alumni participation and an additional 15% of alumni re-engaged with the program. This initiative established new mechanisms for alumni mentorship, guest lecturing, and practitioner collaboration that enrich current student learning and professional networking.
- Developed and launched a Superintendent Endorsement Certificate Program, creating a targeted credential pathway for experienced PK–12 administrators seeking superintendent licensure and expanding the program's relevance to regional leadership workforce needs.

**Assistant/Associate/Full Professor, Interdisciplinary & Educational Leadership (2015-2022)**

Provide instruction for advanced graduate courses. Supervised and evaluate student progress and offered additional advising when needed to support student success. Created course syllabi, compiled specialized materials for outside reading assignments, and utilized technology to enhance learning techniques. Maintained an aggressive scholarly agenda.

**Selected Accomplishments:**

- Achieved 91.7% “agree” and “strongly agree” ratings for student evaluations of individually taught courses.
- Published six refereed journal articles and one scholarly peer reviewed book chapter.
- Promoted to full professor (effective August 2025) in recognition of a decade of teaching excellence, highly significant research contributions, and dedicated service to the university and broader education community.
- Led efforts to align student learning outcomes with national leadership standards, strengthening assessment processes and improving the programs' ability to track student progress, measure outcomes, and support continuous program improvement.

**Advance Illinois, Chicago, IL**

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*Advance Illinois is an independent policy and advocacy organization working towards a healthy public education system that prepares students to achieve success in college, career, and civic life. The bipartisan, non-profit policy and advocacy organization was founded on the shared belief that equitable, high-quality education is a shared value that unites all Illinoisans. With support from the Bill & Melinda Gates Foundation, The Joyce Foundation, and the Boston Consulting Group, leaders from civic, philanthropic, business, and education organizations from across the state came together and founded Advance Illinois in 2008.*

**Outreach Associate (2014-2015)**

The Outreach Associate connects organizations with the public by providing information on services, managing community events, and building partnerships. An internal expert on education and education policy, the Outreach Associate requires strong communication skills to support client needs and promote programs. Key tasks include, but are not limited to, community organizing, coalition building around key policy issues, conducting and analyzing data to expand outreach efforts.

### Selected Accomplishments

- Built and sustained collaborative relationships with more than 70 statewide stakeholders, including educators, parents, students, civic leaders, business partners, and faith-based organizations, strengthening cross-sector engagement around education policy and community impact.
- Organized and facilitated 50+ public-facing engagements, including policy forums, community conversations, and presentations, to advance dialogue on key education initiatives and promote informed stakeholder participation.
- Conducted research and developed policy briefings on major education initiatives—including statewide K-12 Education Funding Reform bill—supporting coalition-building efforts and informing organizational strategy and advocacy priorities.
- Strengthened and expanded statewide education coalitions, growing the Educator Advisory Council from 12 to 16 members and increasing geographic representation to ensure diverse educator perspectives informed policy discussions.
- Designed and implemented educator leadership initiatives, including trainings, presentations, and committee engagement opportunities that empowered educators to deepen their understanding of education policy and strengthen their advocacy and leadership capacity.

### **Illinois State Board of Education**

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*The Illinois State Board of Education (ISBE) administers public education in the state of Illinois. ISBE is an agency that commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality for all students in the state of Illinois.*

#### **Principal Consultant (2006-2014)**

The Principal Consultant provides leadership and advocates for equity for all students. They help execute the policies and expectations of the State Board of Education (ISBE), and function as a liaison between ISBE, Regional Offices of Education, the school/district, and professional learning partners. This position advocates for underserved students to ensure inclusion and a sense of belonging and resources to achieve equity and access for all students across all Illinois districts.

### Selected Accomplishments

- Reviewed and approved grant applications, ensure compliance with school nutrition programs, act as a subject matter expert on health issues, and develop policies related to school wellness for 21% of school districts in Illinois.
- Provided technical assistance to members of the state's child nutrition program including over 2000 daycare home providers and over 200 daycare centers on best practices in operating their nutrition program.
- Conducted annual hiring, coordinating, and managing of over 120 temporary staff over eight years serving as the primary administrator for ISBE's Chicago summer program review office.
- Provided over 100 training and technical assistance sessions to school districts administrators, educators, and other community organizations across the state that participate in state and federally funded programs.

### **The Empower Program**

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*The Empower Program is a non-profit organization dedicated to youth violence prevention and fostering dignity in schools. The organization focuses on equipping students, educators, and parents with tools to navigate social, emotional, and bullying challenges. The organization was founded by Rosalind Wiseman, award winning author in 1992.*

#### **Director of Programs (2004-2006)**

The Director of Programs provided strategic leadership for the planning, implementation, and evaluation of organizational initiatives designed to support PK–12 schools and educators. Oversaw program development, financial management, and impact assessment to ensure alignment with the organization's mission and long-term sustainability. Managed program budgets, secured external funding, and ensured grant compliance while reporting outcomes to the Board of Directors and key stakeholders. Led staff and

volunteers in delivering high-quality professional development and services, while cultivating partnerships with school districts and community organizations nationwide to expand program reach, strengthen recurring collaborations, and increase organizational impact.

#### Selected Accomplishments

- Led the expansion of fee-for-service programming, increasing offerings by 20% in the first year, generating new revenue streams while providing critical professional development and support to under-resourced schools.
- Secured over \$250K in grant funding to expand program access and subsidize participation for schools in low-income communities, strengthening the program's mission-driven impact and financial sustainability.
- Managed a \$600K program budget, producing annual revenue and expense reports, analyzing financial performance, and providing strategic recommendations to the Board of Directors regarding resource allocation and program investment.
- Implemented comprehensive program evaluation systems using pre-, post-, and follow-up quantitative and qualitative data to assess program effectiveness and guide improvements in curriculum, operations, and service delivery.
- Cultivated and maintained relationships with PK–12 districts and community organizations nationwide, expanding program reach and generating recurring partnerships that increased program visibility and long-term engagement.

### **ADDITIONAL PROFESSIONAL EXPERIENCES**

**Adjunct Instructor** - Concordia University Chicago, 2010 – 2017

**Science Teacher** - Washington Middle School for Girls, Washington, DC, 2003-2004

**Math & Science Teacher** - St. Augustine Catholic School, Washington, DC, 6<sup>th</sup>-8<sup>th</sup> grade, 2002-2003

**Analyst** – Accenture, Chicago, IL, 2001-2002

#### Professional Training

**Academy for Holistic Reimagining of the Recruitment, Mentoring, and Retention of Racially Minoritized Faculty, 2024**

*The Pennsylvania State University, College of Education, Center for the Study of Higher Education*

### **PUBLICATIONS**

Cummings, M.I. (2026). Async not absent: Strategies for successful implementation of asynchronous courses. *eLearn Magazine, Special Issue on ABCs of Online Teaching and Learning, 4, Article 3*. DOI: <https://doi.org/10.1145/3807459.3712617>

Jemison-Ewing, I. & Cummings, M.I. (2022). Conversations about academic success: Supportive context for the development of high achieving black students. *Mid-Western Educational Researcher, Special Issue on Anti-Racist Education, 34(2), pp. 116-139*.

Mallory, D. & Cummings, M.I. (2022). Work motivation and job satisfaction's influence on the multigenerational workforce in public agencies. In Quincy Martin, III (Ed.), *Career Development and Job Satisfaction*. Nova Science Publishing.

Cummings, M.I., & Kidan, K. (2021). Increasing pedagogical training for online faculty: The importance of developing culturally responsive practices. *Journal of Educators Online, 18(3)*.

Campos-Moreira, L.D., Cummings, M.I., Grumbach, G., Williams, H.E., & Hooks, K. (2020). Making a case for culturally humble leadership practices through a culturally responsive leadership framework

[Editorial]. *Human Service Organizations: Management, Leadership, and Governance*. 44(5), pp. 407-414. DOI: [10.1080/23303131.2020.1822974](https://doi.org/10.1080/23303131.2020.1822974)

Cummings, M.I. & Olson, J. (2019). The importance and potential of community partnerships in urban schools in an era of high stakes accountability. *Improving Schools*, 23(2), pp. 1-16. DOI: [doi.org/10.1177/1365480219880129](https://doi.org/10.1177/1365480219880129)

Cummings, M.I. & Williams, H.E. (2018). Developing leaders decision-making skills: Considerations for making the decision to privatize services. *Journal of Management Policy and Practice*, 19(3), pp. 21-34.

Superfine, B. M., Smylie, M. A., Cummings, M.I., and Tozer, S. (2012). The challenge of coherence in education policy in Illinois. *The Illinois Report 2012*, Institute of Government and Public Affairs, University of Illinois, Chapter 7, pp. 72-82.

## RESEARCH GRANTS

Title: Clinical Placements and Culturally Sustaining Teacher Development: A Mixed Method Study  
Spencer Foundation – Research Grants of Education, Small  
Approved Amount: \$55,349  
Period of Grant Award: August 2026-July 2030  
Role on Project: Co-PI

Title: Early Childhood Access Consortium for Equity (ECACE) Grant  
Illinois Board of Higher Education (IBHE) and Department of Health & Human Services-Administration for Children & Families (DHHS-ACF)  
Approved Amount: \$1,135,000  
Period of Grant Award: Summer 2021-Spring 2024  
Role on Project: Administrative Personnel/Co-Project Director (Fall 2022-Spring 2024)

Title: The Importance of Arts Participation for Sense of Belonging and Academic Outcomes of University Students of Color  
National Endowment for the Arts  
Approved Amount: \$60,000  
Period of Grant Award: Fall 2020-Fall 2022  
Role on Project: Key Personnel

Title: Using Technology to Develop Culturally Responsive Teaching through Increased Student Engagement and Reflection  
Governors State University  
University Research Grant  
Approved Amount: \$500  
Period of Grant Award: Fall 2018-Fall 2019  
Role on Project: Co-PI

## CONFERENCE PAPERS & PRESENTATIONS (PEER REVIEWED)

Cummings, M.I. and Williams, L. (2025). Principal readiness: A comparative case study review of alumni preparedness after completing a principal preparation program. Paper Presentation, University Council of Educational Administrators Annual Meeting, San Juan, Puerto Rico – November 2025

Cummings, M.I. (2024). *Utilizing culturally responsive practice for online doctoral programs*. Poster Presentation, American Education Research Association Annual Meeting, Philadelphia, PA – April 2024

Olson, J., Rao, A.B., & Cummings, M.I. (2023). *Considering perspectives and assumptions of urban youth: The intersection of culture and pedagogy in urban youth*. Paper Presentation, Mid-Western Educational Research Association Annual Meeting, Cincinnati, OH – October 2023

Smith, C. & Cummings, M. I. (2023). *The shift: Supporting the increase of anti-racist, culturally response pedagogy in schools*. Paper Presentation, International Council of Professors of Educational Leadership Annual Conference, Orlando, FL – July 2023

Cummings, M.I., Olson, J., & Rao, A.B. (2022). *Building capacity to promote equity and opportunity in urban education in a post-COVID era*. Symposium Panel, Mid-Western Educational Research Association Annual Meeting, Cincinnati, OH – October 2022

Williams, L. & Cummings, M.I. (2022). *The importance of teacher leaders developing a culturally responsive framework*. Paper Presentation, American Association of Colleges of Teacher Education Annual Meeting, New Orleans, LA – March 2022

Cummings, M.I. & Williams, L. (2021). *The importance of developing a culturally responsive leadership framework in rural and suburban school districts*. Paper Presentation, University Council of Educational Administrators Annual Meeting, Columbus, OH – November 2021

Meza, R., Cummings, M.I., Olson, J., & Rawls, S. (2021). *The woke academy: A Legacy of Freire's critical consciousness at public commuter universities*. Paper Presentation, American Education Studies Association, Portland, OR – November 2021

Olson, J., Cummings, M.I. & Rao, A.B. (2021). *Reframing perspectives of urban youth: Can field experiences and urban school shift future educators' perceptions and assumptions?* Research in Progress, Mid-Western Educational Research Association Annual Meeting, Cincinnati, OH – October 2021

Cummings, M.I. (2019). *Rethinking educational leadership development: An interdisciplinary culturally responsive approach to online doctorate programs*. Paper Presentation, University Council of Educational Administrators Annual Meeting, New Orleans, LA – November 2019

Cummings, M.I. & Olson, J. (2019). *Collaboration efforts in teacher development and school reform: Administrators' narratives of the impact of community partnerships*. Paper Presentation, University Council of Educational Administrators Annual Meeting, New Orleans, LA – November 2019

Olson, J. & Cummings, M.I. (2019). *Using community partnerships to improve classroom instruction: Urban student perspectives of community partner organizations*. Poster Presentation, American Education Research Association Annual Meeting, Toronto, CN – May 2019

Cummings, M.I. & Olson, J. (2019). *Collaborating for school improvement: Building strategic partnerships to develop school culture and instructional practices*. Paper Presentation, American Association of Colleges of Teacher Education Annual Meeting, Lexington, KY – March 2019

Koonce, D. A., Carr, L., & Cummings, M.I. (2019). *Effects of SB100 on school district suspension rates and climate*. Poster Presentation, Illinois School Psychologists Association (ISPA). Springfield, IL. – January 2019

Cummings, M.I. and Rawls, S. (2018). *School community relationships and activists: Maintaining fidelity in school culture change*. Poster Presentation, American Education Research Association Annual Meeting, New York, NY – May 2018

Cummings, M.I., Vujaklija, A., & Hisrich, K. (2018). *Culturally-responsive teaching through the camera's lens: Developing CRT with candidates through technology feedback*. Paper Presentation, Society for Information Technology and Teacher Education, Annual Meeting, Washington, D.C. – March 2018

Cummings, M.I., Vujaklija, A., & Hisrich, K. (2018). *Culturally-responsive teaching: Developing CRT with candidates through technology feedback*. Paper Presentation, Mid-Western Educational Research Association Annual Meeting, Evanston, Illinois – November 2017

Cummings, M.I. & Williams, H. (2018). *Enhancing the success of leaders: Implementing culturally responsive leadership practices in the public sector*. Midwest Academy of Management Annual Meeting, Chicago, Illinois – November 2017

Cummings, M.I. (2017). *Building administrators' toolbox: Using cost-effectiveness analysis in decision making*. Paper Presentation, American Education Research Association Annual Meeting, San Antonio, TX – April 2017

Cummings, M.I. and Rawls, S. (2017). *School community relationships and activists: Changing school culture outside and in*. Poster Presentation, American Education Research Association Annual Meeting, San Antonio, TX – April 2017

Cummings, M.I. & Olson, J. (2017). *Collaborating for school improvement: Building strategic partnerships to develop school culture and instructional practices*. Interactive Dialogue, American Association of Colleges of Teacher Education Annual Meeting, Tampa, FL – March 2017

Cummings, M.I. & Olson, J. (2016). *Collaborating for school improvement: Building strategic partnerships to develop communities of practice*. Paper Presentation, Mid-Western Educational Research Association Annual Meeting, Evanston, Illinois – November 2016

Cummings, M.I. & Olson, J. (2016). *Collaborating for school improvement: Building strategic partnerships to develop school culture and instructional practices*. Roundtable Session, Association of Teacher Education Conference - Midwest Region, Urbana, Illinois – April 2016

Cummings, M.I. (2016). *Understanding options in school reform: Administrator perspectives on the decision to privatize school services*. Paper Presentation, American Education Research Association Annual Meeting, Washington, D.C. – April 2016

Cummings, M.I. (2014). *Private attacks on urban schools: Quality erosion in school district services*. Paper Presentation, Southwest Academy of Management, Dallas Texas

Cummings, M.I. and Rawls, S. (2013). *The internal, external and local effects of educational reform: Philosophical tensions in school reform, contextualizing the real problem*. Paper Presentation, Ohio Valley Philosophy of Education Society, Dayton, Ohio

Cummings, M. I. (2012). *The effectiveness of privatization in maintaining program adherence in school support programs*. Poster Presentation, Mid-Western Educational Research Association, Evanston, Illinois

Cummings, M. I. (2012). *Curriculum embodied in community: Activism, service, relationship*. American Education Research Association, Vancouver, CA, Chair - Roundtable Session

Cummings, M. I. (2010). *The financial impact of food service management companies on school lunch programs in Illinois*. University of Illinois at Chicago, Student Research Forum, Humanities and Social Science, Graduate Division

Cummings, M. I., Hall, M., Lewis, D. Olson, J., Rawls, & S., Warren, C. (2010). *Scholars at work: Establishing a community of practice in graduate school*. Workshop Presentation, American Education Services Association, Denver, CO

## PROFESSIONAL ASSOCIATIONS, CIVIC LEADERSHIP AND HONORS

- Higher Learning Commission, Peer Reviewer Corp (2026-present)
- Illinois State Educator Preparation and Licensure Board (SEPLB) (2026-present)
- Local School Council, Parent Member, Bronzeville Classical Elementary (2024-present)
- Governors State University Foundation Board, Member (2021-present)
- Illinois Board of Higher Education - Faculty Advisory Council (2019-2022)
- HBCYou Lifetime Achievement Awardee, 2022
- University Professionals of IL, Local 4100, IFT-AFT, House of Delegates Rep. (2021-2022)
- Illinois Board of Higher Education Strategic Plan Committee (2020-2021)
- Chicago Defender's Men of Excellence Awardee, 2020
- Youth Guidance Junior Board, Vice Pres. (2014-2016); Co-Chair of PFWN Fundraiser (2019)
- Local School Council, Community Member, Burke Elementary School (2014-2018)
- University of Illinois – College of Education Alumni Board (2016-2018)
- New Leaders Council Executive Board, Curriculum Co-Chair, Selections Co-Chair (2015-2018)

## SELECTED ACADEMIC SERVICE

### University

- Governors State University Foundation Board, Member (2021-present)
- Retention to Graduation (R2G) Committee (2021-2025)
- Graduate Student Admission Planning (GSAP) Committee (2020-2025)
- Faculty Senate
  - President (2021-2022, Fall 2022)
  - Executive Committee (2021)
  - Senator, Education (2019-2022, Fall 2022)
- Illinois Board of Higher Education - Faculty Advisory Council (2019-2022)
- Graduate Studies Council, College of Education (2018-2019; 2021-2022)
- Administrative Policy Committee, Faculty Senate Representative, Co-Chair (2021-2022)
- University Search Committees (10) (2018-2025)
- Academic Council, Faculty Senate Representative (2021-2022)
- Institutional Policies Committee, College of Education (2017-2021), Secretary (2017-2021)
- Board of Trustees, Governance & Nomination Committee, Faculty Senate Rep. (2020-2021)
- Illinois Board of Higher Education Strategic Plan Committee (2020-2021)
- Planning and Budget Advisory Council, Faculty Member, College of Education (2015-2017)
- Student Conduct Committee, Faculty Representative (2015-2017)

### College of Education & Human Development/Division of Education & Leadership

- Kappa Delta Pi Education Honor Society, Founding Advisor, Co-Advisor (2017-2023)
- Division Personnel Committee (2021-2023), Co-Chair (2022-2023)
- Educator Preparation Provider Unit, Member (2016-2022)
- Division Criteria Committee, Division of Education, (2020-2021)
- Division Curriculum Committee (2016-2018)