

Pei Pei Liu

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CURRICULUM VITAE

August 2026

ACADEMIC APPOINTMENTS

Colby College Assistant Professor of Education	Waterville, ME 2022-present
Michigan State University Postdoctoral Research Associate	East Lansing, MI 2019-2022

EDUCATION

Harvard University Ed.D., Human Development and Education Ed.M., Prevention Science and Practice	Cambridge, MA 2019 2016
University of Michigan M.A., Education: Language, Literacy & Culture concentration	Ann Arbor, MI 2005
Swarthmore College B.A., Education and English Literature, Secondary Teacher Certification	Swarthmore, PA 2004

GRANTS, FELLOWSHIPS, & AWARDS

Early Career Research Grant, APA Division 15 (\$8,500)	2025
New Faculty Mentoring Program, AERA Division C	2024
Early Career Collaboration Fellowship, AERA Motivation SIG	2024
Civic Engagement Course Development Grant, Colby College (\$3,000)	2023
Postdoctoral Travel Award, Michigan State University	2021
Donald H. Wulff Diversity Travel Fellowship, Professional and Organizational Development (POD) Network	2016
Edward J. Meade Fellowship, Institute for Educational Leadership & Harvard University	2016
Doctoral Travel Grants, Harvard Graduate School of Education	2015, 2017, 2018
Prevention Science & Practice Student Opportunity Award, Harvard Graduate School of Education	2015
Presidential Scholar, Harvard University	2013
Irwin T. Sanders Award for Teaching Excellence & Service, American College of Sofia	2013
John Woods Scholarship in Creative Writing, Western Michigan University	2007

Rackham/Education Master's Award, University of Michigan	2004-05
High Honors, Swarthmore College Honors Program	2004
Cindy Solomon Memorial Scholar, Swarthmore College	2003-04
Fellowship for Aspiring Teachers of Color, Rockefeller Brothers Fund Foundation	2003

PUBLICATIONS

* Graduate student co-author

^ Teacher/practitioner co-author

Peer-Reviewed Articles

- Liu, P.** (under review). Contrasting conceptual change trajectories in teacher professional development on student motivation.
- Liu, P.** & Cohen, A. (under review). Using theory to narrate the future: A proof-of-concept analysis of purpose-driven career development in undergraduate education.
- Liu, P.**, Marchand, G. C., Harris, C. J., Schmidt, J. A., & Linnenbrink-Garcia, L. (2026). Patterns of agentic engagement, autonomy support, and extrinsic motivation in middle school science. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0001051> [2025 IF: 6.4 / 5-year IF: 7.5]
- Linnenbrink-Garcia, L., Wigfield, A., Cabrera, L., *Mouzaour, S., McKinney, D., **Liu, P.**, Marchand, G. C., Schmidt, J. A., Harris, C. J., Guthrie, J. (2026). The case for multifaceted, integrative motivation interventions embedded in classrooms. *Educational Psychology Review*, 38: article 89. <https://doi.org/10.1007/s10648-026-10177-w> [2025 IF: 11.9 / 5-year IF: 16.4]
- Liu, P.**, ^Taylor, S., ^Colwell-Johnson, A., *Lee, A. A., McKinney, D., Harris, C. J., Linnenbrink-Garcia, L., Marchand, G. C., & Schmidt, J. A. (2023). Hearing all voices to promote learning orientation and effective collaboration. *Science Scope*, 46(7), 13-17. <https://www.nsta.org/science-scope/science-scope-fall-2023/hearing-all-voices-promote-learning-orientation-and-effective>
- Liu, P.**, McKinney, D., *Lee, A. A., Schmidt, J. A., Marchand, G. C., & Linnenbrink-Garcia, L. (2023). A mixed methods exploration of mastery goal supports in 7th-grade science classrooms. *Cognition and Instruction*, 41(2), 201-247. <https://doi.org/10.1080/07370008.2022.2140807> [2024 IF: 2.6 / 5-year IF: 3.5]
- Marchand, G. C., Schmidt, J. A., Linnenbrink-Garcia, L., Harris, C. J., McKinney, D., & **Liu, P.** (2022). Lessons from a co-design team on supporting student motivation in middle school science classrooms. *Theory into Practice*, 61(1), 113-128. <https://doi.org/10.1080/00405841.2021.1932155> [2024 IF: 1.9 / 5-year IF: 3.6]
- Liu, P.** (2020). After-words: Negotiating participant and portraitist response in the study “aftermath.” *Harvard Educational Review*, 90(1), 102–126. <https://doi.org/10.17763/1943-5045-90.1.102> [2025 IF: 1.6 / 5-year IF: 2.9]
- Liu, P.**, Savitz-Romer, M., ^Perella, J., Hill, N. E., & Liang, B. (2018). Student representations of dyadic and global teacher-student relationships: Perceived caring, negativity, affinity, and differences across gender and race/ethnicity. *Contemporary Educational Psychology*, 54, 281-296. <https://doi.org/10.1016/j.cedpsych.2018.07.005> [2025 IF: 4.4 / 5-year IF: 11.9]

Books and Book Chapters

- Liu, P.** (2023). *Invisible forces: Motivational supports and challenges in high school and college classes*. State University of New York Press. <https://sunypress.edu/Books/I/Invisible-Forces>

- Patall, E. A., Linnenbrink-Garcia, L., **Liu, P.**, Zambrano, J., Yates, N. (2022). Instructional practices that support adaptive motivation, engagement, and learning. In A. M. O'Donnell, N. C. Barnes, & J. Reeve (Eds.), *The Oxford handbook of educational psychology*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199841332.013.36>
- Rowan-Kenyon, H. T., Savitz-Romer, M., Ott, M. W., Swan, A. K., & **Liu, P.** (2017). Finding conceptual coherence: Trends and alignment in the scholarship on noncognitive skills and their role in college success and career readiness. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research* (vol. 32, pp. 141-179). Springer International Publishing. https://doi.org/10.1007/978-3-319-48983-4_4

Other Publications

- Liu, P.** (2025, July). [Review of the book *Built for More: The Role of Out-of-School Time in Preparing Youth for the Future of Work*, edited by B. Sanders & S. Epner]. *Teachers College Record*. <https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Book%20Reviews/2025%20Book%20Review/July/Built%20for%20More-1753913803.pdf>
- Liu, P.** (2023, December 12). Spanning boundaries in translational research. *SUNY Press Blog*. <https://sunypress.edu/Blog/2023/Spanning-Boundaries-in-Translational-Research>
- Harris, C.J., Schmidt, J.A., Linnenbrink-Garcia, L., Marchand, G.C., Cabrera, L., McKinney, D., & **Liu, P.** (2023). Equipping science teachers to support student motivation in NGSS classrooms: Insights from the development of the M-PLANS program. San Francisco, CA: WestEd. <https://www.wested.org/resources/equipping-teachers-to-support-student-motivation-ngss-m-plans-program>
- Liu, P.** (2016, November 8). Why we can't give up on talking to each other. *Huffington Post*. http://www.huffingtonpost.com/martin-j-blank/why-we-cant-give-up-on-ta_b_12866964.html
- Savitz-Romer, M. & **Liu, P.** (2014). *Counseling and college completion: The road ahead*. Summary report from the Strengthening School Counseling and College Advising Convening. Cambridge, MA. https://www.gse.harvard.edu/sites/default/files/Counseling-and-College-Completion-The-Road-Ahead_0.pdf

WORK IN PROGRESS

- * Graduate student co-author
- + Undergraduate student co-author

Cabrera, L., Schmidt, J. A., *Mouzaour, S., *Harris-Thomas, B., *Kim, E., *+Conklin, K., *Van Luven, W., **Liu, P.**, McKinney, D., Marchand, G. C., Harris, C. J., Linnenbrink-Garcia, L. Describing teachers' instructional supports for middle school students' motivation in science: A qualitative approach

SELECTED PRESENTATIONS

- * Graduate student co-author
- + Undergraduate student co-author
- ~High school student co-author

- Liu, P.**, ⁺Au Bwae, J., ⁺White, K., ⁺Yang, J., & ⁺Huang, J. (under review). *Contrasting conceptual change trajectories in teacher professional development on student motivation*. American Educational Research Association annual meeting, Toronto, Ontario, Canada.
- Liu, P.** & Cohen, A. (2026, Nov. 3-6). *"At what cost?" Pursuing purpose as an underrepresented college student*. [Work-in-progress]. Association for the Study of Higher Education annual conference, San Juan, Puerto Rico.
- Liu, P.**, ^{*}Diemond, T., & Cohen, A. (2026, Aug. 6-8). *Does teaching college students about purpose make them more purposeful?* [Poster]. American Psychological Association annual convention, Washington, DC, United States.
- Liu, P.** (2026, Jun. 29-Jul. 2). *Challenges to developing teacher leadership and schoolwide investment in professional learning through a university-community partnership*. [Presentation]. Leadership for Professional Learning Symposium, Orono, ME, United States.
- Liu, P.**, ⁺Au Bwae, J., ⁺Quirk, E., Schmidt, J. A., Marchand, G. C., Harris, C. J., & Linnenbrink-Garcia, L. (2025, Apr. 23-27). *Patterns of agentic engagement, autonomy support, and extrinsic motivation in middle school science* [Roundtable]. American Educational Research Association annual meeting, Denver, CO, United States.
- Cabrera, L., ^{*}Mouzaor, S., ^{*}Harris-Thomas, B., ^{*}Kim, E., ⁺Conklin, K., McKinney, D., **Liu, P.**, Linnenbrink-Garcia, L., Marchand, G. C., Harris, C. J., & Schmidt, J. A. (2024, Apr 11-14). Describing teachers' instructional supports for students' motivation: A qualitative approach. In L. Linnenbrink-Garcia & L. Cabrera (Chairs), *Multi-Theoretical Perspectives on Instructional Supports for Student Motivation* [Symposium]. American Educational Research Association annual meeting, Philadelphia, PA, United States.
- ^{*}Mouzaor, S., **Liu, P.**, ^{*}Harris-Thomas, B., ^{*}Lee, A. A., ⁺Conklin, K. M., McKinney, D., Harris, C. J., Linnenbrink-Garcia, L., Marchand, G. C., & Schmidt, J. A. (2023, April 13-16). *Examining science teachers' changes in practice following motivation-focused professional learning* [Roundtable]. American Educational Research Association annual meeting, Chicago, IL, United States.
- Marchand, G. C., Schmidt, J. A., Linnenbrink-Garcia, L., Harris, C. J., **Liu, P.**, & McKinney, D. (2022, June). *Adventures in co-designed professional development: How a group of middle school science teachers learned about and implemented motivationally supportive instruction in their classrooms*. SELF biannual meeting (virtual).
- Liu, P.**, McKinney, D., ^{*}Lee, A. A., ^{*}Murray, H., Schmidt, J. A., Marchand, G. C., & Linnenbrink-Garcia, L. (2022, Apr 21-26). Triangulating observed social support and academic challenge with student perceptions of mastery goal structure. In K. Robinson & L. Bardach (Chairs), *Motivated Students, Motivating Contexts: Building Clarity about the Nature and Mechanisms of Motivational Climate* [Symposium]. American Educational Research Association annual meeting, San Diego, CA, United States.
- Liu, P.**, ^{*}Lee, A. A., McKinney, D., ^{*}Murray, H., Schmidt, J. A., Marchand, G. C., & Linnenbrink-Garcia, L. (2022, Apr 21-26). *Investigating different approaches to supporting mastery goals in 7th-grade science: A mixed-methods approach* [Poster]. American Educational Research Association annual meeting, San Diego, CA, United States.
- Linnenbrink-Garcia, L., Harris, C. J., Marchand, G. C., Schmidt, J. A., **Liu, P.**, McKinney, D., Weiser, G., & Nilsen, K. (2021, June 15-17). *Co-designing tools and routines with teachers to support middle school students' motivation in NGSS classrooms* [Poster]. National Science Foundation Discovery Research K-12 PI Meeting (virtual).

- Liu, P.** (2020, Apr 17-21). *A case comparison of secondary and postsecondary writing instructors' failure mindsets and messaging* [Roundtable]. American Educational Research Association annual meeting, San Francisco, CA, United States. (Conference canceled)
- McKinney, D., **Liu, P.**, Nilsen, K., Alozie, N., Harris, C. J., Linnenbrink-Garcia, L., Marchand, G. C., & Schmidt, J. A. (2020, Mar 15-18). *Middle school science teachers' conceptions of motivation supports in NGSS instruction* [Paper]. National Association for Research in Science Teaching (NARST), Portland, OR, United States. (Conference canceled)
- Liu, P.** (2019, Apr 5-9). *What's the point of doing this? Secondary and postsecondary educators' task value beliefs and behaviors* [Paper]. American Educational Research Association, Toronto, Ontario, Canada.
- Liu, P.** (2018, May 2-4). *"Learning to play the game": Challenges and opportunities in promoting motivation across the college transition* [Roundtable]. New England Educational Research Organization, Portsmouth, NH, United States.
- Liu, P.** (2018, Feb 26-27). *Case studies of instructor efforts to foster academic motivation in first-year college writing classrooms* [Paper]. Ethnographic and Qualitative Research Conference, Las Vegas, NV, United States.
- Liu, P.**, Savitz-Romer, M., Perella, J., Hill, N. E., & Liang, B. (2017, Apr 27-May 1). *Testing a Self-Determination Theory model of high school teacher-student relationships across student gender and race* [Poster]. American Educational Research Association, San Antonio, TX, United States.
- Liu, P.**, Savitz-Romer, M., Perella, J., Hill, N.E., & Liang, B. (2017, Apr 27-May 1). *Exploring high school students' representations of their relationships with teachers through content analysis*. [Poster]. American Educational Research Association, San Antonio, TX, United States.
- Liu, P.** & Miller, M. L. (2016, Nov 9-13). *Upstanders wanted: Convening intra-institutional allies for racial equity work* [Interactive session]. Professional and Organizational Development (POD) Network Annual Conference, Louisville, KY, United States.
- Liu, P.** (2016, Nov 9-13). *Between comfort and danger: Sample "risk zone" activities to facilitate racial equity work* [Poster]. Professional and Organizational Development (POD) Network Annual Conference, Louisville, KY, United States.
- Miller, M. L. & **Liu, P.** (2016, Mar 29). *A systemic model: Fulfilling the promise of diversity* [Presentation]. Inclusive Teaching: Questions, Models, Responses; Office of the Vice Provost, Harvard University, Cambridge, MA, United States.
- Savitz-Romer, M., Rowan-Kenyon, H., Ott, M. W., **Liu, P.**, & Swan, A. K. (2015, Nov 4-7). *Moving towards coherence: A review of the literature describing noncognitive skills and their role in college success and career readiness* [Paper]. Association for the Study of Higher Education, Denver, CO, United States.
- Liu, P.**, ~de Lima, A., & ~Tran, S. (2009, Nov 14). *Take action: Building student leadership and skills with participatory action research* [Conference session]. Got Leadership? Making Change in Your Classroom and School, Brandeis University, Waltham, MA, United States.
- Levenson, M., Resnick, S., **Liu, P.**, ~Huertas, G., & ~Irving, N. (2009, Oct 22-23). *The influence of induction and mentoring on teacher leadership* [Conference session]. Consortium for Excellence in Teacher Education, Swarthmore, PA, United States.

POSTSECONDARY TEACHING EXPERIENCE

Instructor of Record

Colby College
ED215 Child and Adolescent Development in Education

Waterville, ME
2022-present

ED338 Motivation and Learning	2022-present
ED248 Emerging Adults: College, Career, and Postsecondary Development	2023-present
ED493 Senior Seminar in Instructional Theory and Design	2023-present
ED339 Learning to Read, Reading to Learn	2025-present

Michigan State University	East Lansing, MI
CEP910 Motivation and Learning (<i>doctoral; online synchronous</i>)	Spring 2021
TE150 Reflections on Learning (<i>undergraduate; online synchronous</i>)	Fall 2020

Harvard Professional Education	Melbourne, Australia
Data Wise Leadership Institute: Australia	2019

Teaching Fellow

Harvard Graduate School of Education	Cambridge, MA
Writing Services Program	2018-19
Inventing the Future: Building Connections from School to Career	2016-18
Introduction to Qualitative Research	2016
Doctor of Educational Leadership Residency Capstones	2015-18
Teaching English	2015
Race and Power in Urban Classrooms	2014-15

Harvard Professional Education	Cambridge, MA
Data Wise Leadership Institutes	2016-17, 2022
College-Going Identity and Student Success (<i>online asynchronous</i>)	2017
Leading 21 st Century High Schools	2014
Management Development Program	2014

POSTSECONDARY INSTRUCTIONAL DESIGN & DEVELOPMENT

Harvard Graduate School of Education	Cambridge, MA
Instructional Consultant, Course Module Development	2019
Project Fellow, Instructional Moves	2016-18
Resource Developer and Session Facilitator, Developing Inclusive Syllabi	2016-17
Curriculum Designer, Fulfilling the Promise of Diversity Seminars	2015-16
Resource Developer, Master Class Series	2015-16

Harvard Professional Education	Cambridge, MA
Instructional Designer, Data Wise in Action (<i>online synchronous</i>)	2018-19

K-12 TEACHER EDUCATION & DEVELOPMENT

Waterville Public Schools	Waterville, ME
Supporting Student Motivation and Engagement in the Classroom	Fall 2024, 2025-26
Session Facilitator, "Helping Students Envision Purposeful Postsecondary Pathways," Engaging Minds: A Day of Learning	2024

Harvard Professional Education Cambridge, MA
 Certified Data Wise Coach, Data Wise in Action (*online synchronous*) 2017-present

Michigan State University East Lansing, MI
 Professional Learning Curriculum Design Task Lead and Instructor, 2019-2022
 M-PLANS Project (Motivation – Planning Lessons to Activate
 eNgagement in Science)
 Workshop Facilitator, “Supporting Motivation and Engagement in Science,” 2020
 SETS-UP Fellows Program (*online synchronous*)

Harvard Graduate School of Education Cambridge, MA
 Field Advisor (Secondary English), Teacher Education Program 2014-16
 Research-to-Practice Translation Lead, Harvard-Boston College-Medford High
 research partnership 2014-16

American College of Sofia Sofia, Bulgaria
 Faculty Development Coordinator 2012-13

Boston Teacher Residency Boston, MA
 Mentor Teacher, Charlestown High School 2007-10

America Reads Whitmore Lake and Ypsilanti, MI
 Team Leader 2004-05

Breakthrough Collaborative (formerly Summerbridge) Cambridge, MA
 Literature Department Chair, Mentor Teacher, Dean of Students 2003-2005

K-12 TEACHING EXPERIENCE

American College of Sofia Sofia, Bulgaria
 English Teacher 2010-12

Charlestown High School Boston, MA
 English Teacher 2005-10

Family Learning Institute Ann Arbor, MI
 Literacy Coach 2005

Western International High School Detroit, MI
 Literacy Aide 2004-05

STUDENT RESEARCH MENTORSHIP

New England Educational Research Organization

- 2025 Bridget Meehan '25, "Understanding Perspectives of Autism Spectrum Disorder (ASD) in Rural New England"

Colby Education Honors Thesis

- 2024-25 Bridget Meehan '25, "Understanding Perspectives of Autism Spectrum Disorder (ASD) in Central Maine"

Colby Liberal Arts Symposium

- 2025 Josephine Au Bwae '26, "Creating Belonging in the Classroom: Comparing Strategies of Male and Female Educators"
- 2025 Bridget Meehan '25, "Understanding Perspectives of Autism Spectrum Disorder (ASD) in Central Maine"
- 2024 Erin Quirk '24, "Student Agentic Engagement and Teacher Autonomy Supports/Thwarts in Middle School Science"

Colby Undergraduate Summer Research Program and Retreat

- 2024 Josephine Au Bwae '26, "The Interplay of Student Agentic Engagement and Teacher Autonomy Support in 7th Grade Science"
- 2023 Celia Yang '25, "Autonomy-supportive Practices in Middle School Science Classrooms"

Colby Education Brown Bag Series

- 2024 Josephine Au Bwae '26, "The Interplay of Student Agentic Engagement and Teacher Autonomy Support in 7th Grade Science"

EDITORIAL ACTIVITIES

Journal of Educational Psychology, consulting editor (2024-present), ad hoc reviewer (2020-2024)
Contemporary Educational Psychology, ad hoc reviewer (2020-present)
Review of Educational Research, ad hoc reviewer (2023)
Social Development, ad hoc reviewer (2023)
Acta Psychologica, ad hoc reviewer (2022)
AERA Division C, Section 2B/9, proposal reviewer (2020-present)
AERA Motivation in Education SIG, proposal reviewer (2021-present)
AERA Teaching Educational Psychology SIG, proposal reviewer (2024-present)
AERA Division J, Section 1, proposal reviewer (2026-present)
AERA Division K, Section 6, proposal reviewer (2026-present)
APA Division 15, annual convention proposal reviewer (2026-present)
Association for the Study of Higher Education, proposal reviewer (2017, 2026)
New England Educational Research Organization, proposal reviewer (2017)

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Division C: Learning and Instruction
Division J: Postsecondary Education

Division K: Teaching and Teacher Education
SIG: Motivation in Education (*Treasurer, 2024-26*)
SIG: Mixed Methods Research
SIG: Rural Education
SIG: Teaching Educational Psychology
American Psychological Association
Division 2: Society for the Teaching of Psychology
Division 5: Quantitative and Qualitative Methods
Division 15: Educational Psychology
Association for the Study of Higher Education
National Council of Teachers of English
New England Educational Research Organization
Phi Beta Kappa
Professional and Organizational Development Network

SERVICE

National/Intercollegiate Service

Professional Organizations & Conferences

Treasurer, American Educational Research Association Motivation in Education SIG (2024-26)
Panelist, “Facilitating Effective Teaching Demos,” American Educational Research Association
Teaching Educational Psychology SIG (2024)
Mentor for First-Time Conference Goers, American Educational Research Association Motivation
in Education SIG (2023-present)
Invited Speaker, “Broadening Impact: Reflecting on Broader Impact Statements in the Context of
Community Engaged Work,” American Psychological Association Annual Convention
(2023) [Appearance canceled]
Session Chair, “Post-College and Outcomes Assessment,” American Educational Research
Association Annual Meeting (2018)

Miscellaneous

Honors Examiner, Swarthmore College (2023)
Edward J. Meade Fellowship Selection Committee, Institute for Educational Leadership &
Harvard University (2019)

College/University Service

Working Group on Fostering Local School Partnerships, Colby College (2024-present)
Admissions and Financial Aid Committee, Colby College (2026-present)
Writing Across the Curriculum Committee, Colby College (2026-2027)
Ad Hoc Committee on Documenting Teaching Excellence (2024-2025)
Committee on Mission and Priorities, Colby College (2023-2025)
Assistant Professor of Child or Adolescent Mental Health Search Committee, Colby College
Psychology Department (2024)
Abstract Reviewer and Session Moderator, Colby Undergraduate Research Retreat (2024)
Summer Faculty Advisor for Incoming First-Year Students, Colby College (2024)
Presenter, “Creating Belonging Across Campuses: Diversity, Equity, and Inclusion from K-16,”

Summit on Belonging, Access, and Justice, Colby College (2024)
Mirken Director of Learning and Engagement Candidate Visits (2024)
Provost's Ad Hoc Committee on Affirmative Action, Colby College (2022-23)
Discussant, "Teacher Professional Development for Inclusive and Multicultural Education,"
Harvard Graduate School of Education Student Research Conference (2019)
Reviewer, Harvard Graduate School of Education Student Research Conference (2014-16, 2019)
Harvard University Screening Committee (2018-19)
Swarthmore College Alumni Admissions Interviewer (2012-17)
Act for Equity Project Core Advisory Group, Harvard Graduate School of Education (2016)
Gochman Working Group on Diversity in Doctoral Recruitment & Admissions, Harvard
Graduate School of Education (2015)
Student Research Conference Proposal Review & Training Chair, Harvard Graduate School of
Education (2013-15)

Departmental Service

Liaison to the Museum, Colby College Education Department (2022-present)
Departmental Self-Study for State Board of Education Review, Colby College Education
Department (2024-25)
Visiting Assistant Professor Search Committee, Colby College Education Department (2024-25)
Departmental Self-Study Collaborator for Visiting Committee External Review of the
Department, Colby College Education Department (2022-23)
Coordinator of Teacher Education Search Committee, Colby College Education Department
(2022-23)
Visiting Assistant Professor Search Committee, Colby College Education Department (2022-23)
Postdoctoral Scholars Search Committee, Educational Psychology and Educational Technology
Program, Michigan State University (2022)
Prevention Science & Practice Program Admissions Reader, Harvard Graduate School of
Education (2015-16)
M.Ed. in Teacher Leadership Advisory Committee, Brandeis University (2014-15)

Service in the K-12 Sector / Community Outreach

Central Maine Education Consortium (2024-present)
Alternative Education SIG, Central Maine Education Consortium (2024-present)
Waterville Public Schools Alternative School Advisory Committee (2025-26)
Dean's Faculty Advisory Committee Member, American College of Sofia (2011-12)
House Leader, American College of Sofia (2011-12)
Entrance Exam & Admissions Coordinator, American College of Sofia (2010-13)
MSA Accreditation Committee, American College of Sofia (2010-12)
Boston Teacher Action Network (2009-10)
Restorative Justice Advisor, Charlestown High School (2007-10)