Annemarie Vaccaro, Ph.D.
University of Rhode Island
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EDUCATION

Doctor of Philosophy: Higher Education Administration August 2005
University of Denver: Denver, Colorado
Dissertation: *Self-Investment and Engagement of Older Women Students: Uncovering Connections to Racial Identity, Gender, Support, and Motivation*

Master of Arts: Sociology August 2005
University of Denver: Denver, Colorado
Thesis: *Women's Advocacy Groups on Campus: Feminism and Activism Are Not Dead*

Master of Arts: Student Affairs in Higher Education (SAHE) May 1996
Indiana University of Pennsylvania (IUP): Indiana, Pennsylvania

Bachelor of Arts: Social Sciences and History
Castleton State College: Castleton, Vermont May 1994
Honors: Summa Cum Laude
Additional Coursework: Secondary Education

SCHOLARLY RECOGNITION

- Alumni Scholar Award. College of Education & Communication, IUP (2021)
- NASPA Pillar of the Profession (2018)
- NASPA George D. Kuh Award for Outstanding Contribution to Literature and/or Research (2017)
- NASPA Region 1 Outstanding Contribution to Literature and/or Research Award (2016)
- ACPA Recognition of Service Through Disability Scholarship and Research (2013)
- Alex Charter's Research Award, Association of Continuing Higher Education (2010)
- Allan Phinister Dissertation Award, University of Denver, Higher Education Program (2006)
- William H. Key Award for Outstanding Work in Applied Sociology, University of Denver (2002)
- Outstanding Student in Student Affairs and Higher Education Program, IUP (1995)

DIVERSITY, SOCIAL JUSTICE & HIGHER EDUCATION AWARDS

- Faculty Diversity Award. (2013). University of Rhode Island, Multicultural Center
- Mentor of the Year Award. (2013). University of Rhode Island, Gender and Sexuality Center
- Distinguished Accomplishment Award. (2012). NASPA, Region 1
- Leadership Educator Award. (2011). Omicron Delta Kappa Society, URI Chapter
- Making a Difference in an LGBT World. (2008). Queer GALA Committee, University of Denver
- Extraordinary Collaborator Award. (2006). Partners in Learning, University of Denver
- Support of Women. (2004, 2005, 2007). Undergraduate Women's Council, University of Denver
- Outstanding Ally Award. (2003). Center for Multicultural Excellence, University of Denver
- Outstanding Staff Member. (2003). Center for Multicultural Excellence, University of Denver
- Ally Award. (2001). Latino Student Association, University of Denver
- Women's Leadership Award. (1995). Indiana University of Pennsylvania (IUP)

FACULTY & ACADEMIC LEADERSHIP EXPERIENCE

Associate Dean for Research & Faculty Affairs
College of Education (COEDU) (July 2023-Present)
College of Education and Professional Studies (January 2022-July 2023)
University of Rhode Island

Responsibilities (Executive Team): Serve as a member of the executive leadership team for the college; Collaborate with the Dean and leadership team to restructure the College of Education and Professional Studies to become a College of Education; Oversee the achievement of key strategic priorities related to research, faculty development, and graduate education; Directly oversee all non-licensure programs in the college (i.e., M.S. College Student Personnel, M.S. Adult Education, Ph.D. Education, B.S. Environmental Education)

Responsibilities (Faculty Evaluation, Research, Development, Recognition): Oversee the promotion and tenure process for the college in accordance with the AAUP collective bargaining agreement; Review faculty dossiers and coauthor annual faculty evaluations with the Dean; Serve as a resource and point of contact for the newly developed college annual review committee; Oversee faculty onboarding; Foster the development of faculty research agendas and programs; Design and implement faculty development programming (e.g., writing retreats, grant writing workshops); Serve as the first line approver for grants submitted by COEDU employees and graduate students; Review grant drafts and offer support during the grant seeking process; Approve all professional development funding requests.

Responsibilities (Curriculum & Scheduling): Collaborate with Associate Dean for Teacher Education to support faculty proposing new undergraduate, graduate, online, and accelerated programs throughout the curricular process; Co-chair the college curriculum committee and ensure curricular matters are reviewed and approved in a timely manner; Guide faculty throughout the curricular processes in alignment with Faculty Senate regulations and timelines; Collaborate with Associate Dean for Teacher Education to develop the college-wide course schedule; Hire part time instructors in alignment with full and part time faculty collective bargaining agreements (CBA); Oversaw the closure process for two significantly under-enrolled undergraduate programs at the URI Providence Campus; Work with faculty and the Assistant Dean to develop a teach out plan and to ensure current students could successfully complete degrees despite closures.

Responsibilities (Graduate Education): Supervise graduate admission, programming, and community building in the college; Coordinate monthly meetings with graduate coordinators to ensure that faculty have the information and resources needed for their programs to succeed; Envisioned and supervise a graduate coordinator staff position to assist faculty with graduate admission, communication, paperwork, and other needs; Oversee hiring, job assignments, and evaluations of graduate teaching assistants in the college; Developed a year-long professional development series for graduate assistants. Collaborate with Dean to oversee the sunsetting of the Joint Education Ph.D. program with Rhode Island College to ensure that faculty and students had the resources and support to successfully complete the program; Bring together URI faculty to envision, plan, obtain approval, and launch a new equity-focused doctoral program in education at URI; Oversee the marketing, recruitment, and selection of the inaugural class for the new Ph.D. program in education.

Full Professor, Education (July 2018-Present); Associate Professor, Human Development (2013-2018); Assistant Professor, Human Development (2008-2013)
Program Director (Aug 2016-Janaury 2022), College Student Personnel Program (CSP)
University of Rhode Island

Responsibilities: Oversaw the daily management of the College Student Personnel (CSP) graduate program; Facilitated the organizational change, curricular approvals, and student support during the move of the CSP program from the Department of Human Development in the College of Health Sciences to the College of Education and Professional Studies; Ensured that a social justice foundation was embedded throughout the program including admission, curriculum, pedagogy, and assessment; Oversaw ongoing curricular improvements to ensure achievement of student learning outcomes; Hired faculty from under-represented social identity groups to reflect the student body; Hosted monthly faculty meetings and mentored per course faculty to ensure the delivery of a scaffolded and justice-based curriculum; Managed the academic admission process for highly selective program (roughly 60-100 applications for 12-15 spots annually); Coordinated a GA selection process with 20+ partners on and off campus; Ensured successful internship selection, supervision, and evaluation processes for roughly 30 students at placements in RI, CT, and MA; Planned annual CSP events such as new student orientation and CSP commencement event; Selected, trained and supervised a CSP graduate assistant; Mentored students working on capstone projects; Conducted assessment and evaluation of the program; Submitted biannual reports documenting the achievement of student learning outcomes; Represented the CSP program on university-wide committees; Worked with CSP graduates and the Alumni Office to foster a thriving CSP Alumni Chapter.

Program Committee (2020-Present); Program Faculty (2010-Present)
Joint URI/RIC Ph.D. Program
University of Rhode Island

Responsibilities: Collaborate with program planning committee members to create, revise, and implement doctoral curriculum across two campuses; In collaboration with the committee, plan, and implement doctoral program events such as orientation and semesterly colloquia; Create, propose, and teach doctoral courses in higher education, qualitative methods, and social justice; Participate in the admission process, including file review and candidate interviews; Serve as a major professor for doctoral students in the joint URI/RIC Ph.D. program; Complete all duties associated with the major professor role (including academic advising, annual status reports, graduate school paperwork, committee management, comprehensive exam administration); Serve on dissertation committees; Attend annual program retreats.

Interim Associate Dean, Feinstein College of Continuing Education (CCE) (January-June 2016)
University of Rhode Island

Responsibilities: Supported the College of Continuing Education (CCE) during a period of organizational transition; Oversaw the academic functioning of the college; Managed the daily of operation the URI Providence Campus facility in collaboration with the Dean; Ensured that polices, practices, and processes at the Providence Campus aligned with the multiple collective bargaining agreements at URI; Held budget signatory authority and assisted the Dean with management of the academic and branch campus budgets; Managed faculty development budget and instructional support programming; Planned continuing education courses in conjunction with numerous academic departments in Kingston; Provided support and oversaw revisions to degree (and non-degree) programs offered by CCE; Authorized student status forms including dismissals, withdrawals, late add/drops; Represented CCE on university-wide committees such as the curricular affairs committee and general education panel; Supervised CCE student service areas

including admission, advising, tutoring; Served as the main Providence campus officer responding to campus conduct and crisis; Worked collaboratively with Kingston offices (e.g., Dean of Students, counseling, health) to ensure that CCE students had access to academic and student affairs resources housed in Kingston; Worked collaboratively with various collective bargaining units to foster unit and employee success; Managed the summer sessions program for the University of Rhode Island; Managed the URI summer school budget, hired instructors, and managed crises; Represented CCE on behalf of the Dean to internal and external stakeholders.

Clinical Assistant Professor (2006-2008); Instructor (2003-2006)
Coordinator, Student Development Specialization (2006-2008)
Higher Education Program
University of Denver, College of Education

Responsibilities (Faculty): Taught a full load of graduate-level student affairs courses; Served as the primary advisor for all students in the Master of Art-Student Development Specialization; Advised MA & Ph.D. students in other specializations as needed; Served on higher education program, education department, and campus-wide committees; Directed thesis papers, capstone projects, and dissertations.

Responsibilities (Coordinator): Oversaw all enrollment management functions for the Higher Education Master of Arts-Student Development Specialization; Submitted annual enrollment and retention reports; Planned and implemented new student orientation; Coordinated graduate assistantship selection processes; Served as the liaison to the Division of Student Life and other campus and community partners; Served on curriculum revision committee for the Higher Education Program; Represented the Higher Education Program at recruitment events on campus and at national conventions; Supervised 1 professional staff member.

Assistant Coordinator of the Higher Ed Program, Student Development Specialization (2003-2006)
University of Denver, College of Education

Responsibilities: Oversaw all experiential education experiences for students enrolled in the Higher Education Master of Art-Student Development Specialization; Coordinated internship and practicum site placements for 8-15 graduate students annually; Provided faculty supervision for practicum and internship experiences; Maintained communication with internship supervisors at post-secondary institutions across Colorado; Instructed internship and practicum courses; Composed annual reports on experiential learning outcomes.

Faculty Director, Living & Learning Communities (LLC) (2005-2006)
University of Denver, Undergraduate Studies

Responsibilities*:* Provided curricular oversight, enrollment management, administrative/budget supervision for 6 academic LLCs; Hired, trained, supervised, and evaluated 12-15 faculty members, professional staff, and student leaders for the LLCs; Worked collaboratively with the Student Life Division to manage housing, orientation schedules, and programming; Oversaw annual assessment processes and crafted LLC status reports; Recruited and selected diverse LLC student applicants; Represented the LLCs on campus wide committees; Worked with divisional budget officer to ensure proper oversight of multiple LLC budgets.

Director, International Living & Learning Community (ILLC) (2002-2003 & 2004-2006)
University of Denver, Undergraduate Studies

Responsibilities: Coordinated a residential learning community for 32 U.S. and international students; Supervised 1 professional staff member; Chaired an interdisciplinary faculty committee

for the ILLC; Recruited and hired faculty to teach ILLC seminars; Taught 1-2 LLC courses per year; Managed a budget of $70,000.

Additional Teaching Roles, University of Denver (2001-2008)
The Women's College (2004-2008)*; Department of Sociology & Criminology* (2001-2006)*; Gender & Women's Studies Department* (2001-2008)

"Interim General Manager" (Director of Housing) (1998)
George Mason University (GMU): Campus Living Services (CLS)

Responsibilities: Oversaw the full operation of the GMU housing and residence life department with 2,600 beds; Restructured Campus Living Services staffing patterns to meet student needs during the contract transition period to a new private management company; Supervised 8 professional staff members; Managed 68 student staff and 4 graduate students; Managed an $8.1 million annual budget.

"Director of Sales and Marketing" (Associate Director of Housing) (1997- 1998)
George Mason University (GMU): Campus Living Services (CLS)

Responsibilities: Oversaw room assignment process, agreement releases, and room changes for 2,600 residential students; Produced all marketing materials for CLS; Represented CLS at all GMU recruitment programs; Hired, trained and supervised 3 professional staff members, 1 graduate student, and 2 undergraduate student staff; Managed a $225,000 budget.

Complex Coordinator (1996-1997)
University of Vermont: Department of Residential Life

Responsibilities: Managed the daily operation of a three-building residential complex housing 450 students; Supervised 1 graduate assistant, 10 RAs, and 1 full-time administrative assistant; Served as a university hearing officer with full sanctioning capabilities; Advised Resident Council.

COURSES TAUGHT

Graduate Courses

Introduction to Qualitative Research
Social Justice in Higher Education
Organizational Development
Professional Seminar
Ethics in Higher Education
Student Affairs Practicum
Student Affairs Internship
Principles & Practice in College Student Personnel
Diversity and Cultural Competence in Student Affairs
Advanced Qualitative Procedures
Research in Higher Ed Settings
Group Procedures and Leadership
College Student Development & Adult Learners
Organization and Governance in Higher Education
Gender and Sexual Orientation in Higher Education
Principles and Practices of CSP

Undergraduate Courses

Social Science Research Methods
Urban Poverty
Masculinities and Femininities
Men and Women in Society
Social Problems
American Communities
Service Learning and the Challenges of a Multicultural Democracy
Social Justice: Exploring Oppression
Women's Lives: Multicultural Perspectives
Understanding Social Life/Introductory Sociology
Education as a Social Problem
Human Development in the Residence Halls
The International Experience

PUBLICATIONS

(denotes current or former graduate student co-author)*

Peer Reviewed Journals

*Forsythe, D., *Jones, M. C., Vaccaro, A., Miller, R.A., Friedensen, R., *Stephens, K., & Forester, R. (Under Review). "Whoa, whoa, this is way more complex": Dueothnographic reflections on queering masculinities. *Journal of Bodies, Sexualities, and Masculinities*

*Daly-Cano M., Ruise, B. L., Moore, A.M., Vaccaro, A, Newman, B. M, Newman, P. R. (Accepted). Family social support for college students with disabilities. *Family Relations.*

Moore, A. M. & Vaccaro, A. (2024). "I shouldn't have to rely on them anymore": College students on family and disability advocacy. *Journal of the First Year Experience and Students in Transition, 36*(1), 93-112. https://www.ingentaconnect.com/contentone/fyesit/fyesit/2024/00000036/00000001/art00005

*Forsythe, D., *Jones, M. C., Friedensen, R., Vaccaro, A., Miller, R.A., *Stephens, K., & Forester, R. (2024). Unpacking anti-femininity among masculine identifying STEM students with minoritized identities of sexuality and gender (MIoSG). *Journal of Women and Gender in Higher Education*. https://doi.org/10.1080/26379112.2024.2305774

Vaccaro, A., Moore, A. M., Newman, B M., & Troiano, P. F. (2024). How students with disabilities cope with bullying, stereotypes, low expectations and discouragement. *Journal of Postsecondary Education and Disability* (JPED), *37*(2), 99-112. https://www.ahead.org/professional-resources/publications/jped

Forsythe, D., Jones, M. C., Vaccaro, A., Stephens-Peace, K., Friedensen, R., Miller, R. A., & Forester, R. (2024). Troubling the Complexity of Student Involvement in Minoritized Identity of Sexuality and/or Gender-Based Campus Organizations. *Journal of Campus Activities Practice and Scholarship*, *6*(1), 57-67. https://eric.ed.gov/?id=EJ1419950

*Carvalho, O. D., *Herrera, Y. M., *Cai, J., *Telusma, M. W., *Yang, Y., *Santos, B., *Potvin, J. *Gondola, R., *Viscione, E. A., *Charvis, J. S., *Garzon, J., *Lindsey, H., *Srinagesh, A., & Vaccaro, A. (2024). "It's been a long and terrible day": Doctoral students' experiences of stress and coping. *Journal of Graduate Education Research, 5,* https://scholarworks.harding.edu/jger/vol5/iss1/9

Forester, R., Miller, R. A., Friedensen, R., Vaccaro, A., & Kimball, E. W. (2024). White racial framing and white supremacy culture in STEM education: Experiences of students with minoritized identities of sexuality and/or gender. *International Journal of Education in Mathematics, Science and Technology (IJEMST), 12*(3), 642-659. https://doi.org/10.46328/ijemst.3402

Vaccaro, A., *Carvalho, O. D., *Jones, M. C., Miller, R. A., *Forsythe, D. G., *Friedensen, R. E, & Forester, R. (2024). Identifying stressors inhibiting belonging, visibility, and peer inclusion for college students with MIoSG in STEM. *Journal of LGBT Youth* (Special Issue on Thriving on Campus: Promoting the Inclusion, Academic Development, and Wellbeing of Diverse 2SLGBTQ+ University and College Students). https://doi.org/10.1080/19361653.2023.2297271

*Perrelli, K. M. & Vaccaro, A. (2023). 'They go above and beyond': Challenging racism and whiteness: critical race counterstories about an 'underperforming' high school. *Whiteness and Education, 8*(2), 248-264. https://doi.org/10.1080/23793406.2022.2073906

*Jones, M.C., *Forsythe, D., *Friedensen, R., Vaccaro, A., Miller, R.A., Kimball, E.W, & Forester, R. (2023). Disrupting cisheteronormativity in STEM through humanism. *Frontiers in Education,* (8) 1154275. https://doi.org/10.3389/feduc.2023.1154275

*Forsythe, D., Vaccaro, A., *Jones, M. C., Friedensen, R., Miller, R., Kimball, E. W, & *Forester, R., (2023). Negotiated involvement in STEM organizations by students with minoritized identities of sexuality and gender (MIoSG). *Journal of Women and Minorities in Science and Engineering.* doi: 10.1615/JWomenMinorScienEng.

Vaccaro, A. (2022). Fostering inclusion through professional development: The case of faculty workshops

at the University of Rhode Island. *Autonomy and Responsibility Journal of Educational Sciences, 7*(1), https://doi.org/10.15170/AR.2022.7.1.1.

*Sagna, S. & Vaccaro, A. (2022). "I didn't just do it for myself": Exploring the roles of family in adult learner motivation, success and persistence. *Journal of Continuing and Higher Education, 29*(1), 21-43. https://doi.org/10.1080/07377363.2021.2023989

*Jones, M. C., Vaccaro, A., Miller, R. A., *Forester, R., Friedensen, R., Kimball, E. W., & *Forsythe, D. (2021). Embodied literacies of sexuality and gender of college students. *Journal of Language & Literacy Education, 17*(2). http://jolle.coe.uga.edu/volume-172/

Vaccaro, A., Miller, R. A., Kimball, E. W., *Forester, R., & *Friedensen, R. (2021). Historicizing minoritized identities of sexuality and gender in science, technology, engineering, and mathematics (STEM) fields: A grounded theory model. *Journal of College Student Development, 62*(3), 293-309. http://doi.org/10.1353/csd.2021.0026

Friedensen, R. E., Kimball, E. W., Vaccaro, A., Miller, R. A., & *Forester, R. (2021) Queer science: Temporality and futurity for queer students in STEM, 30 (3), 332-354. *Time and Society.* https://doi.org/10.1177/0961463X211008138

*Tate, M., *Roy, A., Pinchinat, M., Lund, E., Fox, J.B, Cottrill, S., Vaccaro, A., & Stein, L.A.R (2021). Impact of being a peer recovery specialist on work and personal life: Implications for training and supervision. *Community Mental Health Journal.* https://doi.org/10.1007/s10597-021-00811-y

Vaccaro, A., *Baylor, C., *Forsythe, D., *Capobianco, K., *Knibb, J., *Olerio, J. (2020). "There's a human being here": A doctoral class uses duoethnography to explore invisibility, hypervisibility, and intersectionality. *International Journal of Doctoral Studies* (IJDS), 13, 637-652. https://doi.org/10.28945/4658

Miller, R. A., *Lee, M., & Vaccaro, A. (2020). Introduction to the special issue: Challenges and opportunities for assessing, evaluating, and researching disability in higher education. *Journal of Postsecondary Education and Disability (JPED), 33*(3). https://www.ahead.org/professional-resources/publications/jped

Vaccaro, A., *Lee, M., *Tissi-Gassoway, N., Kimball, E. W., & Newman, B. M. (2020). Gender and ability oppressions shaping the lives of college students: An intracategorical, intersectional analysis. *Journal of Women and Gender in Higher Education, 13*(2), 199-137. https://doi.org/10.1080/26379112.2020.1780134

Moore, A. M., *Kern, V., *Carlson, A., Vaccaro, A., Kimball, E. W., *Abbotte, J. A., Troiano, P. F. & Newman, B. M. (2020). Constructing a sense of purpose and a professional teaching identity: Experiences of teacher candidates with disabilities. *The Educational Forum, 84*(3), 272-285. https://doi.org/10.1080/00131725.2020.1738608

Miller, R. A., Vaccaro, A., Kimball, E. W., & *Forester, R. (2021). "It's dude culture": Students with minoritized identities of sexuality and/or gender navigating STEM majors. *Journal of Diversity in Higher Education*, *14*(3), 340. https://psycnet.apa.org/doi/10.1037/dhe0000171

Vaccaro, A., *Swanson, H. & *Marcotte, M. A. & Newman, B. M. (2019). Insights into the sense of belonging from women of color: Interconnections of cultural competence, expectations, structural diversity, and counterspaces. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE), 5*(2). doi.org/10.15763/issn.2642-2387.2019.5.2.32-65

Vaccaro, A., Kimball, E. W., Newman, B. M., Moore, A. M., & Troiano, P. F. (2019). Collegiate purpose development at the intersections of disability and social class. *The Review of Higher Education, 43*(1), 403-426. https://doi.org/10.1353/rhe.2019.0100

Vaccaro, A., *Marcotte, M. A., *Swanson, H. & Newman, B. M. (2019). Using familial funds of knowledge to transition and develop a sense of belonging: Reflections from first-generation college women of color. *Journal of the First-Year Experience and Students in Transition, 31*(2), 29-44.

Vaccaro, A., Moore, A. M., Kimball, E. W., Troiano, P. F. & Newman, B. M. (2019). "Not gonna hold

me back": Coping and resilience in students with disabilities. *Journal of Student Affairs Research and Practice, 56*(2), 181-193. https://doi.org/10.1080/19496591.2018.1506793

Vaccaro, A. & Kimball, E. W. (2019). Navigating disability in campus housing: An ecological analysis of student affairs work. *Journal of Student Affairs Research and Practice, 56*(2), *168-180.* https://doi.org/10.1080/19496591.2018.1490307

Vaccaro, A. & *Koob, R. M. (2019). Toward a more comprehensive understanding of LGBTQ microaggressions: A proposed model. *Journal of Homosexuality (Special Issue: A Decade of Microaggression Research and LGBTQ Communities*) *66*(10), 1317-1344. https://doi.org/10.1080/00918369.2018.1539583

Newman, B. M., Kimball, E. W., Vaccaro, A., Moore, A. M. & Troiano, P. F. (2019). Diverse pathways to purpose for college students with disabilities. *Career Development and Transition for Exceptional Individuals, 42*(2), 111-121. https://doi.org/10.1177%2F2165143418758985

Vaccaro, A. & *Ramirez, A. (2018). "Swim with the current, stand like a rock:" Non-traditional age undergraduates coping with racial microaggressions. *Journal About Women in Higher Education, 11*(2), 130-150. https://doi.org/10.1080/19407882.2017.1392874

Kimball, E.W., Vaccaro, A., *Tissi-Gassoway, N., *Bobot, D., Moore, A. M, Troiano, P. F., & Newman, B. M. (2018). Gender, sexuality, & (dis)ability: Queer perspectives on the experiences of students with disabilities. *Disability Studies Quarterly, 38*(2). http://dsq-sds.org/article/view/5937/4907

Vaccaro, A., Kimball, E. W., Moore, A. M., Newman, B. M., & Troiano, P. F. (2018). Narrating the self: A grounded theory model of emerging purpose for college students with disabilities. *Journal of College Student Development, 59*(1), 37-54. https://doi.org/10.1353/csd.2018.0003

Vaccaro, A. (2017). *"*Trying to act like racism is not there": Women of color at a predominately white women's college challenging dominant ideologies by exposing racial microaggressions. *The Journal About Women in Higher Education, 10*(3), 262-280. https://doi.org/10.1080/19407882.2017.1348303

Mena, J. A. & Vaccaro, A. (2017). "I've struggled, I've battled": Invisibility microaggressions experienced by women of color at a predominately white institution. *The Journal About Women in Higher Education,10*(3), 301-318. https://doi.org/10.1080/19407882.2017.1347047

Vaccaro, A. (2017). Does my story belong? An intersectional critical race feminist analysis of student silence in a diverse classroom. *The Journal About Women in Higher Education, 10*(1), 27-44. https://doi.org/10.1080/19407882.2016.1268538

Vaccaro, A. & Newman, B. M. (2017). A sense of belonging through the eyes of first-year LGBPQ students. *Journal of Student Affairs Research and Practice, 54*(2), 137-149. https://doi.org/10.1080/19496591.2016.1211533

Kimball, E. W., Moore, A., Vaccaro, A., Troiano, P. F. & Newman, B. M. (2016). College students with disabilities redefine activism: Self-advocacy, storytelling and collective action. *Journal of Diversity in Higher Education, 9*(3), 245-260. https://doi.org/10.1037/dhe0000031

Adams, S. K., *Williford, D. N., Vaccaro, A., Kisler, T. S., *Francis, A., & Newman, B. M. (2016). The young and the restless: Socializing trumps sleep, fear of missing out, and technological distractions in first year college students. *International Journal of Adolescence and Youth,* 1-12. https://doi.org/10.1080/02673843.2016.1181557

Kimball, E. W., Vaccaro, A. & *Vargas, N. (2016). Student affairs professionals supporting students with disabilities: A grounded theory model. *Journal of Student Affairs Research & Practice, 53*(2), 175-189. https://doi.org/10.1080/19496591.2016.1118697

Vaccaro, A. & Newman, B. M. (2016). The development of a sense of belonging for privileged and minoritized students: An emerging model. *Journal of College Student Development, 57*(8), 925-942. https://doi.org/10.1353/csd.2016.0091

Miller, R. A. & Vaccaro, A. (2016) Queer student leaders of color: Leadership as authentic, collaborative, culturally competent. *Journal of Student Affairs Research & Practice, 53*(1), 1-12.

https://doi.org/10.1080/19496591.2016.1087858
Vaccaro, A. (2015). "It's not one size fits all": Diversity *among* student veterans. *Journal of Student Affairs Research & Practice, 52*(4), 1-12. https://doi.org/10.1080/19496591.2015.1067224
Vaccaro, A., Adams, S. K., Kisler, T. S., & Newman, B.M. (2015). The use of social media for navigating the transition to college. *Journal of the First-Year Experience & Students in Transition, 27*(2), 21-40. https://www.ingentaconnect.com/content/fyesit/fyesit/2015/00000027/00000002/art00002
Vaccaro, A., *Daly-Cano, M., & Newman, B. (2015). A sense of belonging among college students with disabilities: An emergent theoretical model. *Journal of College Student Development, 56*(7), 670-686. https://doi.org/10.1353/csd.2015.0072
Daly-Cano, M., Vaccaro, A., & Newman, B. M. (2015). College student narratives about learning and using self-advocacy skills. *Journal of Postsecondary Education and Disability*, *28*(2), 209-223. https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-28
Vaccaro, A. (2014). Campus climate for diversity: Current realities and suggestions for the future. *Texas Education Review, 2*(1), 129-137. http://hdl.handle.net/2152/45898
Mena, J. & Vaccaro, A. (2013). Tell me you love me no matter what: Relationships and self-esteem among LGBQ young adults. *Journal of GLBT Family Studies, 9*(1), 3-23. https://doi.org/10.1080/1550428X.2013.746052
Vaccaro, A. (2012). Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. *Journal of Student Affairs Research and Practice, 44*(4), 429-446. https://doi.org/10.1515/jsarp-2012-6473
Vaccaro, A., & Mena, J. (2011). It's not burnout, *it's more*: Queer college activists of color and mental health. *Journal of Gay and Lesbian Mental Health, 15*(4), 1-29. https://doi.org/10.1080/19359705.2011.600656
Vaccaro, A. (2011). The road to gender equality in higher education: Women's standpoints, successes, and continued marginalization. *Wagadu: Journal of Transnational Women's and Gender Studies, 9*, 25-53. https://sites.cortland.edu/wagadu/archive/gender-equity-in-higher-education/
Vaccaro, A. (2011). The divisions among us: Women staff, faculty and administrators speak about hierarchy, privilege, and sisterhood. *Journal About Women in Higher Education, 4*(1), 26-49. https://doi.org/10.2202/1940-7890.1063
Vaccaro, A. (2010). Toward inclusivity in family narratives: Counter-stories from queer multi-parent families. *Journal of GLBT Family Studies, 6*(4), 1-22. https://doi.org/10.1080/1550428X.2010.511086
Vaccaro, A. (2010). What lies beneath seemingly positive campus climate results: Institutional sexism, symbolic racism, and male hostility toward equity initiatives. *Equity and Excellence in Education, 43*(2), 202-215. https://doi.org/10.1080/10665680903520231
Vaccaro, A. & Lovell, C. D. (2010). Inspiration from home: Understanding family as key to non-traditional women's undergraduate engagement. *Adult Education Quarterly, 60*(2), 161-176. https://doi.org/10.1177%2F0741713609336111
Vaccaro, A. (2009). Third wave feminist undergraduates: Avoiding ivory tower bureaucracy by fighting for social justice off campus. *Journal about Women in Higher Education, 2,* 1-25. https://www.tandfonline.com/doi/abs/10.2202/1940-7890.1023
Vaccaro, A. (2009). Intergenerational perceptions, similarities and differences: A comparative analysis of lesbian, gay, and bisexual millennial youth with generation X and baby boomers. *Journal of LGBT Youth: Special Edition on Millennial Teens, 6*(2-3), 113-134. https://doi.org/10.1080/19361650902899124

Books

Vaccaro, A., Moore, A. M., Newman, B. M., Newman, P., Kimball, E. W., *Carlson, A. & *Doffing, E. (Under Contract, 2025). *Disability life stories: Unfiltered voices on school, family, career, and finding purpose.* Routledge,

Vaccaro, A. & Camba-Kelsay, M. J. (2016). *Centering women of color in academic counterspaces: A critical race analysis of teaching, learning, and classroom dynamics*. Lanham, MD: Lexington Books.

Vaccaro, A., McCoy, B., Champagne, D., & Siegel, M. (2013). *Decisions matter: Using a decision making framework with contemporary student affairs case studies.* Washington, D.C.: NASPA.

Vaccaro, A., August, G., & Kennedy, M. S. (2012). *Safe spaces: Making schools and communities welcoming to LGBT youth.* Santa Barbara, CA: Praeger.

Book Chapters

Camacho Jr., L., Vaccaro, A. (In Prep). Master's Preparation Programs: Looking Back, Considering the Present, and Thinking Forward. In K. Neville & G. Henning (Eds), The future of student affairs professional preparation: Leading for change in higher education. *New directions for student services.* Wiley.

Vaccaro, A. & Newman, B. M (Accepted). Theories of belonging in educational contexts. In C. M. Renzetti & K. Huisman (Eds), *Fostering belonging and equity in the classroom and on campus.* Congella.

Vaccaro, A., Moore, A. M., Newman, B. M., Newman, P. & Kimball, E. W. (In Press). Sense of belonging within an accessible environment. In K. Aquino & A. Lalor (Eds), *The new accessibility in higher education*. Oxford University Press.

Miller, R. A., Friedensen, R. E., Vaccaro, A., & Kimball, E. W. (In Press). The intersectionality of accessibility. In K. Aquino & A. Lalor (Eds), *The new accessibility in higher education*. Oxford University Press.

Friedensen, R. E., *Stephens-Peace, K., Kimball, E. W., Forester, R., Miller, R. A., Vaccaro, A., Forsythe, D., & Jones, M. E. (2024). "You assumed that everybody was . . .": The hermeneutic injustice of assumed cisheteropatriarchy in STEM coursework. In A. Herridge & K. Prieto (Eds.). *Perspectives on transforming higher education and the LGBTQIA student experience.* IGI Global. DOI: 10.4018/978-1-6684-9914-6.ch005

Santucci, A. & Vaccaro, A. (2024). An invitation into authentic dialogue about positionality in SoTL. In Cruz, L., Braxton, J., & Major, C. (Eds.). *New directions in teaching and learning.* Wiley.

Vaccaro, A., *Pepin, K, *Hussein, A. H., *Iula, S. C., *Amelotte, W. K., *Giacalone, M. D., & *Perrelli, K. M. (2023). Tensions and lessons learned from an intensive community based evaluation of a local charter school. In R. Hos & B. Santos (Eds.). *Co-Constructing and sustaining service learning in a doctoral program.* IGI Global.

*Jones, M. C., Vaccaro, A., *Forsythe, D., Friedensen, R., Forester, R., Miller, R.A., & Kimball, E. W. (2022). Who are we to do this research?: Duoethnographic reflections on the insider/outsider paradox in queer research. In A. Duran, T.J. Jourian, R. A. Miller & J. Cisneros (Eds.). *Queerness as doing in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*. Routledge. *[Book received the NASPA Faculty Council 2023 Outstanding Publication Award]*

Vaccaro, A. & Newman, B. M. (2022). Sense of belonging: A theoretical overview. In E. M. Bentrim & G. W. Henning (Eds.), *The impact of sense of belonging in college.* Stylus.

*Argus, S., Vaccaro, A., Coiro, J. Hos, R. & Deeney, T. (2022). Equitable teaching practices in higher education: Key insights from the literature. In S. Keengwe (Ed.), *Handbook of research on social justice and equity in education,* (pp. 92-113). IGI Global.

Vaccaro, A., *Dooley, H. & *Adams, J. (2021). Teaching and learning for LGBTQ justice: An examination of a professional learning series for faculty development in health and helping fields. In L. Parson & C. Ozaki (Eds.), *Teaching & learning for social justice and equity in higher education: Methods and curriculum across content areas*, (pp. 199-220). Volume II. Palgrave. https://doi.org/10.1007/978-3-030-69947-5_10

Vaccaro, A., *Baylor, C., *Capobianco, K., *Forsythe, D., *Knibb, J. & *Olerio, J. (2020). Fostering allyship in ourselves and our students: Findings from a duoethnography on social justice in higher education. In S. Keengwe (Ed.). *Handbook of research on diversity and social justice in higher education.* IGI Global. http://doi:10.4018/978-1-7998-5268-1.ch003

Vaccaro, A., Newman, B. M. & Kimball, E. W. (2020). College students narrating the intersections of disability and their religious selves. In J.T. Snipes & S. Manson (Ed.), *Remixed and reimagined: Innovations in religion, spirituality, and (inter)faith in higher education*. Myers Education Press. https://styluspub.presswarehouse.com/browse/book/9781975500795/Remixed-and-Reimagined

Perrelli, K. M. & Vaccaro, A. (2019). Feminist teaching. In M. J. Amey & M. E. David (Eds.) *The SAGE encyclopedia of higher education,* (5). Sage. http://dx.doi.org.uri.idm.oclc.org/10.4135/9781529714395

Vaccaro, A. & Kimball, E. W. (2019). Exclusion, perspective taking, and the liminal role of higher education staff in supporting students with disabilities. In W. C. Byrd, S. M. Ovink & R. J. Brunn-Bevel (Eds.). *Intersected campuses: The college experience from different identities and positions* (pp. 209-223). Rutgers University Press. https://doi.org/10.36019/9780813597706-014

Vaccaro, A., *Adams, J. A. & *Dooley Jr., H. L. (2019). Developing LGBTQ competence in faculty: The case of a faculty development series. In R. Jeffries (Ed.). *Diversity, equity and inclusivity in contemporary higher education*, (pp. 122-140). IGI Global. https://www.igi-global.com/book/diversity-equity-inclusivity-contemporary-higher/192013#table-of-contents

Vaccaro, A. (2019). Developing culturally competent and inclusive curriculum: A comprehensive framework for teaching multicultural psychology. In K. Quina & J. Mena (Eds.), *Integrating multiculturalism and intersectionality into the psychology curriculum,* (pp. 23-35). American Psychological Association. https://doi.org/10.1037/0000137-003

Vaccaro, A. & Camba-Kelsay, M. (2018). Cultural competence and Inclusivity in mentoring, coaching and advising. In L. Hastings & C. W. Kane (Eds.). Role of mentoring, coaching, and advising in developing leadership. *New Directions for Student Leadership,* (pp. 87-97). Wiley. https://doi.org/10.1002/yd.20290

Vaccaro, A., *Chartelain, A., *Croft, S., *D'Aloisio, B., *Hoyt, T. & *Stevens, B. (2017). "The way I view the world has changed:" Student and teacher reflections on transformative learning and social justice action. In D. D. Liston & R. Rahimi (Eds.), *Promoting social justice through the scholarship of teaching and learning,* (pp. 228-240). Indiana University Press. https://muse-jhu-edu.uri.idm.oclc.org/chapter/2038501

Vaccaro, A. & Camba-Kelsay, M, J. (2017). I *am* versus I *will be* a great leader: Using critical race feminism to explore gender differences among college students. In C. M. Cunningham & H. M. Crandall (Eds.), *Gender, communication, and the leadership gap.* (Volume 6 in the Women and Leadership Book Series), (pp. 243-262). Information Age Publishing. https://doi.org/10.1080/00497878.2019.1580525

Vaccaro, A. & Miller, R.A. (2017). Experiences of queer student leaders of color: Expanding leadership paradigms in higher education. In J. M. Johnson & G. C, Javier (Eds.), *Queer people of color in higher education,* (pp. 215-230). Information Age Publishing.

Vaccaro, A., *D'Aloisio, B., *Hoyt, T., *Chartelain, A., *Croft, S., & *Stevens, B. (2017). Developing social justice and inclusion competencies through semi-structured reflection papers. In L. Leavitt, S. Wisdom, & K. Leavitt (Eds.), *Cultural awareness and competency development in higher*

education. IGI Global. http://doi:10.4018/978-1-5225-2145-7.ch005

Vaccaro, A. & Kimball, E. (2017). "It's a very deep, layered topic": Student affairs professionals on disability diversity and competency development. In E. Kim & K. C. Aquino (Eds.), *Disability as diversity in higher education: Policies and practices to enhance student success,* (pp. 138-152). Routledge.

Vaccaro, A. (2015). A case for using qualitative inquiry to study intersectionality in college students. In D. J. Davis, R. J. Brunn, & J. L. Olive (Eds.), *Intersectionality in education research,* (pp. 31-47). Stylus.

Vaccaro, A., Russel, E. I., *Koob, R. M. (2015). Students with minoritized identities of sexuality and gender in campus contexts: An emergent model. In Stewart, D-L., Renn, K. A., & Brazelton, G. B. (Eds.) *LGBTQ students in higher Education*, *New directions for student services* (152), (pp. 25-39). Jossey Bass. https://doi.org/10.1002/ss.20143

Vaccaro, A., Kimball, E., Wells, R. S., & Ostiguy, B. (2015). Researching students with disabilities: The importance of critical perspectives. In R. S. Wells & F. K. Stage (Eds.), *New Directions for Institutional Research (163). New scholarship in critical quantitative research, part II: New populations, approaches, and challenges,* (pp. 25-41). Jossey-Bass. https://doi.org/10.1002/ir.20084

Mena, J. & Vaccaro, A. (2014). Role modeling community engagement for college students: Narratives from women faculty and staff of color. In S. K. Iverson & J. A. James (Eds.), *Feminist community engagement: Achieving praxis,* (pp. 53-74). Palgrave Macmillan. https://doi.org/10.1057/9781137441102_4

Vaccaro, A. (2013). Building a framework for social justice education: One educator's journey. In L. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators*, (pp. 23-44). Stylus.

Vaccaro, A. (2011). Challenging privileged paradigms through service-learning: Exposing dominant ideology, unlearning deficit thinking, and debunking the myth of meritocracy. In N. Webster, & T. Stevens (Eds.), *Exploring cultural dynamics and tensions within service-learning*, (pp. 45-62). Information Age Publishers.

Vaccaro, A. (2011). Toward self-investment: Using feminist and critical race lenses to analyze the motivation, empowerment, and self-investment of adult women learners. In P. Pasque & S. E. Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narratives, and practice from feminist perspectives,* (pp. 104-120). Stylus.

Vaccaro, A. (2010). Effective service learning reflection: Harnessing the power of Bloom's taxonomy. In M. A. Cooksey & K. T. Olivares (Eds.), *Quick hits for service-learning: Successful strategies by award-winning teachers,* (pp. 154-156). Indiana University Press.

Vaccaro, A., Wilson, N., & Harper, R. (2010). Microaggressions on campus: Experiences of non-traditional age women of color. In R. Harper & N. L. Wilson (Eds.), *More than listening: A casebook for using counseling skills in student affairs work,* (pp. 227-252). NASPA.

Vaccaro, A. (2009). Racial identity and the ethics of service learning as pedagogy. In S. Evans, C. Taylor, M. Dunlap & D. Miller (Eds.), *African Americans and community engagement in higher education,* (pp. 119-134). SUNY Press.

Vaccaro, A. & Summers Thompson, S. (2009). Qualitative and quantitative methods as complementary assessment tools. In C. Schreiner (Ed.), *Handbook of research on assessment technologies, methods, and applications in higher education,* (pp. 121-134). IGI Global Publishing.

Vaccaro, A. (2006). Gay, lesbian, bisexual, and transgender students: Special issues and developmental concerns. In L. A. Gohn, & G. A. Albin (Eds.), *Understanding college student subpopulations: A guide for student affairs professionals*. NASPA.

Reports and Other Publications

Vaccaro, A., *Perrelli, K. M., *Amelotte, W. K., *Hussein, A. H., *Giacalone, M. D., *Pepin, K. R., & *Rambur, S.C. (2019). *Nowell leadership academy qualitative evaluation report.* A report submitted to the Nowell Leadership Academy Administration. https://www.nowellacademy.org/s/URI-Qualitative-Report.pdf

Vaccaro, A., *Lee, M. Kimball, E., Cox, B., Abes, E., Banerjee, M. Broido, E., Brown, K. Crawford, L., Kim, E., Kraus, A., Madaus, J., Marine, S., Miller, R., Newman, L., Peña, E., Stapleton, L. Webb, T., Wells, R., Wessel, R., Zilvinskis, J. & *Locklin, B. (2018). *Making disability visible in higher education research: Documenting qualitative, quantitative and theoretical issues and solutions.* A report submitted to the Spencer Foundation. https://www.ahead.org/professional-resources/research-agenda (Direct Report link here)

Vaccaro, A., Kimball, E., Cox, B., *Lee, M., Zilvinskis, J., Wessel, R., Wells, R., Webb, T., Stapleton, L., Peña, E., Newman, L., Miller, R., Marine, S., Madaus, J., Kraus, A., Kim,E., Crawford, L., Brown, K., Broido, E., Banerjee, M., Abes, E. & *Locklin, B. (2018). *A research agenda for quantitative, qualitative, and theoretical higher education disability scholarship.* A report submitted to the Spencer Foundation. https://www.ahead.org/professional-resources/research-agenda (Direct Report link here)

Vaccaro, A. (2010). Still chilly in 2010: The climate experiences of women from diverse backgrounds. *On Campus with Women*. American Association of Colleges and Universities.

REFEREED NATIONAL PRESENTATIONS

Moore, A.M., Vaccaro, A., Lee, M. & Kimball, E.W. (2024, April). *Understanding career decisions and postsecondary trajectories*. A paper presented at the AERA Annual Meeting, Philadelphia, PA.

*Carvalho, O. D., *Jones, M. C., Vaccaro, A., Miller, R. A., Forsythe, D. G., Friedensen, R. E., & Forester, R. (2023, October). *Stressors affecting the well-being of science, technology, engineering, and mathematics college students with minoritized identities of sexuality and/or gender.* Paper Presented at the LGBTQIA2S+ Symposium at Michigan State University. Lansing Michigan & Virtual.

Vaccaro, A. & Moore, A. (2023, April). *"They never talked about it": Students with disabilities on the transition out of college.* Research presented at the annual meeting of the American Educational Research Association. Chicago, Illinois.

Vaccaro, A. Forsythe, D., Jones, M. C., Friedensen, R., Miller, R., Forester, R., & Kimball, E. (2022, March). *Negotiated involvement in STEM organizations by students with minoritized identities of sexuality and gender (MIoSG)*. Research presented at the annual NASPA Convention, Baltimore, Maryland.

Vaccaro, A. & Santucci, A. (2021, November). *Whose justice? Faculty developers in authentic dialogue about our positionality and implications for practice.* A Presentation at the POD Network Conference, Virtual.

Renn, K., Nachman, B. R., Miller, R. A., Jourian, T. J., Duran, A., Cisneros, J. & Vaccaro, A. (2020, November). *Theorizing the insider-outsider binary: Reflections of higher education professionals with minoritized sexual and gender identities.* Symposium presentation at the annual meeting of the Association for the Study of Higher Education (ASHE), virtual.

Perrelli, K. M. & Vaccaro, A. (2020, April) *"They go above and beyond": Critical race counterstories about an "underperforming" high school* [Paper Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/v2xqg92 (Conference Canceled)

Friedensen, R., Kimball, E.W., Vaccaro, A., Miller, R. A., & Forester, R. (2019). *Queer science: temporality and futurity for queer students in STEM*. Research presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Portland, Oregon.

Lee, M., Tissi-Gassoway, N., Kimball, E. W., Vaccaro, A. & Newman, B. M. (2018, November). *How gender- and ability-based oppressions intersect to shape the lives of college students with disabilities.* Research presented at the annual meeting of the Association of the Study of Higher Education (ASHE), Tampa, Florida.

Miller, R. A., Forester, R., Vaccaro, A., & Kimball, E. W. (2018, November). *"It's dude culture": Students with minoritized sexual/gender identities navigating STEM majors.* Research presented at the annual meeting of the Association of the Study of Higher Education (ASHE), Tampa, Florida.

Vaccaro, A. & Camba-Kelsay, M. J. (2018, March). *Undergraduates leading for social change: Critically examining manifestations of intersectionality, power, and privilege*. Research presented at the annual NASPA Convention, Philadelphia, PA.

Hale, P. H. & Vaccaro, A. (2018, March). *Campus LGBTQ+ groups for faculty and staff: Examining motivations, benefits, and challenges.* Research presented at the annual NASPA Convention, Philadelphia, PA.

Vaccaro, A., Kimball, E. W., Newman, B. M., Moore, A. M. & Troiano, P. F. (2017, November). *Collegiate purpose and career development at the intersections of disability and social class.* Research presented at the annual meeting of the Association of the Study of Higher Education (ASHE), Houston, Texas.

Vaccaro, A., Kimball, E. K., Fox, A., Tissi-Gassoway, N., Newman, B., Troiano, P. & Moore, A. (2017, March). *Theorizing identity development for college students with disabilities: Insights about environmental contexts, ableism, meaning-making, labels, and intersectionality.* Research presented at the annual NASPA Convention, San Antonio, Texas.

Vaccaro, A. Newman, B. M., Kimball, E., Moore, A. M. & Troiano, P. F. (2017, March). *College students with disabilities developing a sense of purpose*. Research presented at the annual NASPA Convention, San Antonio, Texas.

Vaccaro, A. & Camba-Kelsay, M. J. (2017, March). *Centering women of color in academic counterspaces: Lessons learned from students and the writing process.* Research presented at the annual NASPA Convention, San Antonio, Texas.

Kimball, E.K., Vaccaro, A. Tissi-Gassoway, N., Bobot, D., Newman, B. M., Moore, A. M. & Troiano, P.F. (2016, November). *Gender, sexuality and (dis)ability: Queer and crip perspectives on the experiences of students with disabilities.* Research presented at the annual meeting of the Association of the Study of Higher Education (ASHE), Columbus, Ohio.

Vaccaro, A. Newman, B. M., Kimball, E., Moore, A. M. & Troiano, P. F. (2016, November). *College students with disabilities developing a sense of purpose*. Research presented at the annual meeting of the Association of the Study of Higher Education (ASHE), Columbus, Ohio.

Vaccaro, A. & Kimball, E.K., Moore, A. M., Troiano, P. F. & Newman, B. M., (2015, November). *Advocacy to resistance: A grounded theory model of activism by students with disabilities.* A paper presented at the annual meeting of the Association of the Study of Higher Education (ASHE), Denver, Colorado.

Vaccaro, A. Kimball, E.K. & Vargas, N. (2015, March). *(Re)constructing disability on college campuses: The perceptions of student affairs practitioners on a diverse population.* A paper presented at the annual NASPA Convention, New Orleans, Louisiana.

Daly-Cano, M. Newman, B. & Vaccaro, A. (2015). *The development of self-advocacy in the transition to college: Narratives from first-year college students with disabilities.* A poster presented at the SRCD Biennial Meeting, Philadelphia, Pennsylvania.

Vaccaro, A. (2014, April). *A case for using qualitative inquiry to study intersectionality in college students*. A paper presented as part of a symposium about Exploring the Potential: Intersectionality Research in Education, at the AERA Annual Meeting, Philadelphia, Pennsylvania.

Vaccaro, A., Daly-Cano, M. & Newman, B. (2014, March). *A Sense of belonging among college students*

with disabilities: An emergent theoretical model. A scholarly paper presentation at the annual NASPA Convention, Baltimore, Maryland.

Vaccaro, A., Adams, S. K., Kisler, T. S., & Newman, B.M. (2014, March). *Social media use into and through the first year of college.* A scholarly paper presentation at the annual NASPA Convention, Baltimore, Maryland.

McCoy, B. & Vaccaro, A. (2014, March). *Assessing when it is time to do something different.* A presentation at the annual NASPA Convention, Baltimore, Maryland.

Vaccaro, A. (2013, November). *Does my story belong? Student silence in a diverse classroom*. A paper presented at the annual meeting of the Association of the Study of Higher Education (ASHE), St. Louis, Missouri.

Vaccaro, A. & Newman, B. M. (2013, November). *The development of a sense of belonging for privileged and minoritized students: An emerging model.* A paper presented at the annual meeting of the Association of the Study of Higher Education (ASHE), St. Louis, Missouri.

Vaccaro, A. & Camba-Kelsay, M. J. (2013, March). *Comparing oppressions in a campus counterspace: Student stories.* Research presented at the annual NASPA Convention, Orlando, Florida.

Vaccaro, A., McCoy, B., & Siegel, M. (2013, March). *Decisions matter: Teaching novice professionals how to make effective decisions.* A presentation at the annual NASPA Convention, Orlando, Florida.

Vaccaro, A. (2012, November). *A case for using qualitative inquiry to study intersectionality in college students*. Symposium paper presented at the annual meeting of the Association of the Study of Higher Education, Las Vegas, Nevada.

Mena, J. & Vaccaro, A. (2012, August). *We accept you… but: Relationships and self-esteem development among LGBQ young adults.* Poster presented at the Annual Convention of the American Psychological Association (APA), Orlando, Florida.

Vaccaro, A. & Camba, M. J. (2012, March). *No one wants to be called a racist.* Research presented at the annual NASPA Convention, Phoenix, Arizona.

Vaccaro, A. (2011, November). *Understanding LGBTQ campus climate: A microclimate analysis.* Research presented at the NASPA Multicultural Institute, Atlanta, Georgia.

Vaccaro, A. (2011, November). *My story isn't good enough: Silence in a diverse classroom*. Research presented at the NASPA Multicultural Institute, Atlanta, Georgia.

Vaccaro, A. (2011, October). *Harnessing the power of diversity in continuing education classrooms*. Research presented at the annual meeting of the Association of Continuing Higher Education, Orlando, Florida.

Vaccaro, A. (2011, August). *Shades of privilege among the marginalized: How positional privilege divides faculty and staff in higher education institutions.* Paper presented at the Pedagogy of Privilege Conference, Denver, Colorado.

Vaccaro, A. Tedesco, A., & Newman, B. (2011, March). *You want me to find a life of purpose? I just want to have fun!* Research presented at the annual NASPA Convention, Philadelphia, Pennsylvania.

Mena, J. & Vaccaro, A. (2010, June). *What can we learn from the stories of queer students of color in college about social support, self care, drive to help others, and mental health?* Research presented at the American Psychological Association (APA), Division 45 (Ethnic and Minority Issues) Conference, Ann Arbor, Michigan.

Vaccaro, A. (2010, March). *When campus partners are racist: Challenges in creating authentic partnerships.* Research presented at the annual ACPA Convention, Boston, Massachusetts.

Vaccaro, A. (2009, October). *Sisterhood is overrated: Women administrators and faculty on the realities of surviving a chilly climate.* Paper presented at the Succeeding as Women in Higher Education Conference, Cortland, New York.

Vaccaro, A. (2009, March). *Ending aversive racism and microaggressions in higher education: An*

essential element of social sustainability. Research presented at the annual NASPA Convention, Seattle, Washington.

Vaccaro, A. & Austin, C. (2008, March). *Using the power of community based research to meet higher education needs: A working session*. A pre-conference session at the annual NASPA Convention, Boston, Massachusetts.

Vaccaro, A. (2008, February). *Queer campus groups: Students, staff and faculty.* Research presented at the ACPA Multiple Identities Conference, St. Louis, Missouri.

Vaccaro, A. (2008, February). *Understanding engagement through intersections of gender, racial identity and age.* Research presented at the ACPA Multiple Identities Conference, St. Louis, Missouri.

Vaccaro, A. (2007, October). *The ethics of service learning: Racial identity and the implications of sending white students into communities of color*. Paper presented at the American Association of Colleges and Universities Civic Learning at the Intersections Conference, Denver, Colorado.

Vaccaro, A. (2007, March). *When non-traditional women invest in themselves: Results from a qualitative study*. Research presented at the NASPA/ACPA Joint National Convention, Orlando, Florida.

Vaccaro, A. (2006, October). *Living & learning communities: The whole is greater than the sum of its parts.* A presentation at the American Association of Colleges and Universities National Learning Communities Conference, Syracuse, New York.

Vaccaro, A. & Wright, S. P. (2005, October). The *whole is greater than the sum of its parts.* Poster presented at the American Association of Colleges and Universities National Conference on Integrated Learning, Denver, Colorado.

Vaccaro, A. (2004, March). *Feminism and activism are not dead.* Research presented at the annual NASPA Convention, Denver, Colorado.

Vaccaro, A. (2003, April). *Living the examined life: Residential learning communities.* A poster presented at the American Association of Colleges and Universities National Conference on Learning Communities, Phoenix, Arizona.

Vaccaro, A. (2000, October). *Teaching about oppression*. A paper presented at the American Association of Colleges and Universities National Diversity and Learning Conference, Pittsburgh, Pennsylvania.

REFEREED REGIONAL PRESENTATIONS

Vaccaro, A. (2023, November). *But is it safe? LGBTQIA STEM students describe barriers to campus involvement.* Research presented at the NASPA Region 1 Conference, Portland, ME.

Vaccaro, A. (2022, November). *Successful transitions out of college: Insight from former college students with disabilities*. Research presented at the NASPA Region 1 Conference, Hartford, CT.

Henning, G., Vaccaro, A. & Parkinson, H. (2022, November). *Impact of sense of belonging in college*. A scholarly presentation at the NASPA Region 1 Conference, Hartford, CT.

Vaccaro, A. (2022, November). *Supporting graduate students: Lessons learned from a photo-elicitation project*. Research presented at the NASPA Region 1 Conference, Hartford, CT.

Vaccaro, A. (2021, November). *The future of student affairs: A facilitated dialogue*. A presentation at the NASPA Region 1 Conference, Hartford, CT.

Vaccaro, A., Camacho, L. & Mayo, C. (2021, November). *Integrating teaching research and administration in student affairs praxis.* A scholarly panel at the NASPA Region 1 Conference, Hartford, CT.

Siegel, M., Kanagala, V., McCready, A., Vaccaro, A. & Ward, E. (2021, November). *W(h)ither graduate preparation programs current and post-pandemic?* A scholarly panel at the NASPA Region 1 Conference, Hartford, CT.

Vaccaro, A., Baylor, C., Capobianco, K., Forsythe, D., Knibb, J. & Olerio, J. (2019, November). *Using duoethnography to learn and teach about social justice in higher education.* Research presented at the NASPA Region 1 Conference, Providence, RI.

Vaccaro, A., Kimball. E. W., Troiano, P. F., & Newman, B. (2019, November). *Intersectionality and*

disability in student affairs practice. Research presented at the NASPA Region 1 Conference, Providence, RI.

Hale, P. H. & Vaccaro, A. (2018, November). *Promoting inclusion though faculty and staff affinity groups on campus.* Research presented at the NASPA Region 1 Conference, Providence, RI.

Vaccaro, A. Newman, B. M., Kimball, E., Moore, A. M. & Troiano, P. F. (2016, November). *College students with disabilities developing a sense of purpose*. A paper presented at the NASPA Region 1 Conference, Burlington, Vermont.

Kimball, E., Vaccaro, A., Moore, A. M., Newman, B. M., & Troiano, P. F. (2016, November*). Rethinking activism: Lessons learned from college students with disabilities*. A paper presented at the NASPA Region 1 Conference, Burlington, Vermont.

Vaccaro, A. (2015, November). *Honoring diversity among student veterans: Avoiding one-size-fits all perspectives.* Research presented at the NASPA Region 1 Conference, Manchester, New Hampshire.

Vaccaro, A. & Kimball, E. W. (2015, November). *Student affairs professionals supporting students with disabilities.* Research presented at the NASPA Region 1 Conference, Manchester, New Hampshire.

Vaccaro, A., Russell, A., & Koob, R. (2015, November). *MIoSG students in campus contexts: An emergent model.* A paper presented at the NASPA Region 1 Conference, Manchester, New Hampshire.

Kimball, E.W., Vaccaro, A. & Vargas, N. (2014, November). *Research in action with student affairs professionals: Disability awareness knowledge & skills.* Action research facilitated at the NASPA Region 1 Conference, Newport, Rhode Island.

Vaccaro, A. & Camba-Kelsay, M. (2013, November). *I'm more oppressed! Counterspace dialogues between men and women of color*. Research presented at the NASPA Region 1 Conference, Rockport, Maine.

McCoy, B. & Vaccaro, A. (2013, November). *Assessing when it is time to do something different*. A paper presented at the NASPA Region 1 Conference, Rockport, Maine.

Vaccaro, A. (2012, November). *Assessing department microclimates for LGBT people: Using a safe space audit.* Research presented at the NASPA Region 1 Conference, Mystic, Connecticut.

Vaccaro, A., McCoy, B., Champagne, D., & Siegel, M. (2012, November). *A new decision making framework: A sneak preview.* A presentation at the NASPA Region 1 Conference, Mystic, Connecticut.

August, G., Vaccaro, A., & Kennedy, M. S. (2012, March). *From straight-laced to a safe space: Shifting the cultural paradigm of schools and communities.* A presentation at the annual True Colors Conference, Storrs, Connecticut.

Vaccaro, A. & Camba, M. J. (2011, November). *Student hopes and fears in a diverse classroom*. Research presented at the NASPA Region 1 Conference, Sturbridge, Massachusetts.

Vaccaro, A. (2010, November). *Engaging faculty and staff in inclusive practice*. Research presented at the ACPA On the Road Conference, New London, Connecticut.

Vaccaro, A., Tedesco, A., & Newman, B. (2010, November). *First-year students' sense of belonging: The importance of having fun.* Research presented at the NASPA Region 1 Conference, Manchester, New Hampshire.

Vaccaro, A. (2010, March). *Writing for diversity and social justice.* A presentation at the Rhode Island Writing Project Annual Spring Conference, Providence, Rhode Island.

Vaccaro, A. (2009, November). *Women of color on racism and change: One white person at a time.* Research presented at the NASPA Region 1 Conference, Newport, Rhode Island.

Vaccaro, A. (2009, November). *The impact of racism on learning: Stories from undergraduate women of color.* Research presented at the Promising Practices Annual Conference, Providence, Rhode Island.

Vaccaro, A. (2008, November). *Making a difference in the lives of queer students of color*. Research presented at the NASPA Region 1 Conference, Cape Cod, Massachusetts.

Vaccaro, A. (2008, February). *Creating inclusive environments for GLBT students, faculty and staff: Results from a qualitative study.* Research presented at the College Personnel Association of Colorado Conference, Denver, Colorado.

Vaccaro, A. (2007, January). *NSSE differences between LLC & non-LLC students.* Research presented at the College Personnel Association of Colorado Conference, Boulder, Colorado.

Vaccaro, A. (2007, January). *Sustainability and professional development.* A presentation at the College Personnel Association of Colorado Conference, Boulder, Colorado.

Vaccaro, A. (2005, January). *White identity development: Anger, guilt, shame and hostility.* A presentation at the College Personnel Association of Colorado Conference, Denver, Colorado.

Vaccaro, A. (2004, February). *Women's groups on campus*. Research presented at the College Personnel Association of Colorado Conference, Denver, Colorado.

Vaccaro, A. (1993). *Multicultural education workshop.* A presentation at the National Education Association (NEA) Regional Meeting, Castleton, Vermont.

INVITED STATE, NATIONAL & INTERNATIONAL ENGAGEMENTS

Invited Presenter. (2024, February). *Fostering a Sense of Belonging*. A presentation to employees at Bunker Hill Community College.

Invited Panelist. (2023, November). *Preparing Successful 21st Century Student Affairs Professionals: A Faculty Perspective*. NASPA Region I Conference, Portland, ME.

Invited Presenter. (2023, June). *Successful Transitions Out of College: Insight from Former College Students with Disabilities.* A virtual presentation at the NASPA Region I Knowledge Community Virtual Summit.

Invited Keynote. (2022, August). *Using Intersectional Frameworks to Understand and Support College Students*. Keynote Presentation at Student Equity Day. Cabrillo College. Aptos, CA.

Invited Panelist. (2022, May). *The Impact of Sense of Belonging in College: Implications for Student Persistence, Retention, and Success*. A webinar hosted by Stylus publishers.

Invited Presenter. (2022, March). *Using Intersectional Frameworks to Examine the Campus Experiences of Students with Minoritized Identities of Sexuality and Gender (MIoSG).* A keynote for the Bucknell University Psychology Colloquium Series, Lewisburg, PA.

Invited Presenter. (2022, February). *Affirming Physical Therapy for LGBTQIA+ Clients*. A presentation at the University of New England. Portland, ME.

Invited Presenter. (2021, December). *Student with Minoritized Identities of Gender and/or Sexuality in STEM.* A virtual presentation for Wentworth Institute of Technology.

Invited Panelist. (2021, November). *Addressing the "The Great Resignation" Era and the Staffing Pipeline Challenges*. A panel at the NASPA Region 1 SSAO Institute. Hartford, CT.

Invited Presenter. (2021, November). *Supporting All Youth: A Focus on LGBTQIA Students.* A presentation to the Ticonderoga Central School District, Ticonderoga, NY.

Invited Presenter. (2021. October). *Intersectionality and LGBTQIA Students*. A presentation at Indiana University of Pennsylvania.

Invited Presenter. (2021, 2020, October). *Finding your Graduate School Fit.* A virtual presentation for the NASPA Student Affairs Leaders of Tomorrow (SALT) Program.

Invited Panelist. (2021, September 28). *Developing a research agenda* [Workshop presentation]. ASHE CAHEP Early Career Faculty Workshop, Virtual. https://www.ashe.ws/earlycareerworkshop2021

Invited Panelist. (2021, March). *Pursuing a Career at a Research Institution. A panel presentation and conversation.* NASPA 2021 Annual Conference Doctoral Seminar.

Invited Presenter. (2020, December). *Qualitative Research*. A virtual presentation for doctoral candidates at Liberty University.

Invited Panelist. (2020, May). *Supporting Graduate Students During COVID-19 and Beyond*. A Virtual Panel Presentation for NASPA Region 1.

Invited Presenter. (2020, February). *Serving the LGBTQ Community in Physical Therapy*. Sponsored by the APTA Global Health Special Interest Group at the 2020 APTA Meeting. Denver, CO.

Invited Co-Presenter. (2019, November). Book Talk: *Centering Women of Color in Academic Counterspaces: A critical race analysis of teaching, learning, and classroom dynamics.* Brandeis University.

Invited Presenter. (2019, March). *Cultural Competence in Interprofessional Education and Practice*. The RI Collaborative for Interprofessional Education and Practice Spring Workshop. Providence, RI.

Invited Keynote. (2019, January). *Building a Culture of Connection: Harnessing the Power of Campus Counterspaces.* Opening keynote presentation at the Dalton Institute on College Student Values. Tallahassee, FL.

Invited Presenter. (2018, August). *Inclusion in the Classroom: Strategies for Faculty*. A presentation to the faculty at Stonehill College. Easton, MA.

Invited Presenter. (2018, August). *Fostering Inclusion: The Role of Campus Leaders.* Presented at a retreat for faculty leaders (e.g., senate, chairs). Stonehill College, Easton, MA.

Invited Keynote. (2018, May). *Fostering Inclusion: Working Within your Sphere of Influence.* Professional Development Conference. Stonehill College, Easton, MA.

Invited Presenter. (2018, April). *Developing a Research Agenda.* A workshop for the NASPA Emerging Faculty Leader Academy. Online.

Invited Panelist. (2018, March). *Doctoral Study from A to Z: Our Experts Tackle it All.* A presentation at the NASPA Annual Doctoral Seminar. Philadelphia, PA.

Invited Panelist. (2018, March). *Publishing and Presenting Your Research.* A presentation at the NASPA Annual Doctoral Seminar. Philadelphia, PA.

Invited Guest Presenter. (2018, March). *Intersectionality Research.* A presentation to higher education program students at the University of Toronto. Toronto, Canada.

Invited Presenter. (2018, February). *Fostering Coping and Resilience in College Students.* Workshop facilitation at the Massachusetts College of Liberal Arts. North Adams, MA.

Invited Symposium Presenter. (2017, October). *LGBTQ College Students.* An Invited Symposium Presentation at the New England Psychological Association (NEPA). Newton, MA.

Invited Presenter. (2017, September). *Introduction to Inclusion: Creating inclusive Spaces for Diverse Students.* Workshop facilitation at the Massachusetts College of Liberal Arts. North Adams, MA.

Invited Presenter. (2017, April). *Cultivating a Long Term Research Agenda.* A workshop for the NASPA Emerging Faculty Leader Academy. Online.

Invited Presenter. (2017, April). *Book Talk about Centering Women of Color in Academic Counterpaces*. The College of the Holy Cross. Worcester, MA.

Invited Speaker. (2017, March). *Doing the Tough Work on the Long Journey toward Socially Justice Praxis*. A SA Speaks talk (Ted talk style). NASPA Annual Convention, San Antonio, TX.

Invited Moderator. (2016, November). *Issues of Promotion and Tenure Panel.* Sponsored by the ASHE Council for the Advancement of Higher Education Programs (CAHEP). Columbus, OH.

Invited Panelist. (2016, November). *Developing and Maintaining a Research Agenda*. Sponsored by the NASPA Region 1 Faculty Council. Burlington, VT.

Invited Presenter. (2015, April). *Action Based Qualitative Research and Intersectionality***.** LGBTQ Scholar of Color Conference. Sponsored by the CUNY CLAGS Center. New York City.

Invited Moderator. (2014, November). *Closing Session with Dr. Arthur Chickering*. NASPA Region 1 Conference, Newport RI.

Invited Panelist. (2014, November). *Learning to Speak Faculty*. A panel presentation at the NASPA Region 1 Conference, Newport, Rhode Island.

Invited Presenter. (2014, September). *Creating a Culture of Empowerment and Leadership for Women.* Mt. Ida College, Newton, Massachusetts.

Invited Facilitator. (2014, June). *Power, Privilege & Identity: Social Justice Education Seminar.* Supported by an Association of American Colleges & Universities - Bringing Theory to Practice Grant. East Carolina University, Greenville, North Carolina.

Invited Webinar Presenter. (2014, May). *Decisions Matter When Investing in Your Future*. The culminating NASPA session in the "Investing in Your Future" Webinar Series.

Invited Workshop Presenter. (2014, October). *Diversity and Social Justice Workshop*. Department of Residence Life and University of Massachusetts, Lowell, Massachusetts.

Invited Workshop Presenter. (2013, April). *Creating Inclusive and Safe Spaces for LGBT college students in departments and classrooms*. Faculty and Staff Safe Zone II Workshops at Roger Williams University. Bristol, Rhode Island.

Invited Featured Speaker. (2012, November). *Beyond Safe Spaces: Creating Inclusive Programming for LGBT Students*. NACA Northeast Conference. Hartford, Connecticut.

Invited Scholar-In-Residence. (2012, October). Book Talk and *Safe Spaces* Presentation. ACUHO-I Annual Meeting. Anaheim, California.

Invited Keynote Presenter. (2012, January). *Navigating Campus Culture, Climate and Politics as a New Professional.* NASPA Region 1 New Professionals Institute. West Hartford, Connecticut.

Invited Keynote Presenter. (2011, November). *Campus Culture, Climate and Politics.* NASPA Region 1 New Professionals Institute. Worcester, Massachusetts.

Invited Presenter. (2011, November). *Enhancing our Cultural Competence as Educators.* Presentation to the Council for Exceptional Children, Kingston, Rhode Island.

Invited Keynote Presenter. (2010, November). *Understanding and Appreciation of Campus Climate.* NASPA Region 1 New Professionals Institute. Babson Park, Massachusetts.

Invited Discussion Leader. (2009, December). *NASPA Multicultural Institute*. Dallas, Texas.

Invited Presenter. (2009, March). *Cultural Difference, Multiple Identities, and Leadership*. Student Leadership Training Series. Rhode Island College, Providence, Rhode Island.

Invited Presenter. (2009, February). *Making a Difference in the Lives of Ethnically Diverse GLBT Students*. Department of Counseling. Roger Williams University. Bristol, Rhode Island.

Invited Presenter. (2009, February). *Dialogues with Students of Color*. The Intercultural Center at Roger Williams University, Bristol, Rhode Island.

Invited Presenter. (2007, June). *Collaboration between Academic and Student Affairs and Creating Effective Learning Communities*. Whitman College, Walla Walla, Washington.

Group Leader and Facilitator. (2007, March). *The Future of Higher Education in Colorado. A Working Forum for Legislators and Higher Education Leaders in Colorado*. Denver, Colorado.

Keynote Presenter. (2003, Spring). *CPAC State Social Justice Workshop*. Denver, Colorado.

INVITED CAMPUS ENGAGEMENTS

Invited Keynote. (2022, April). *Opening Keynote for URI Office for the Advancement of Teaching and Learning.* ATL Spring Showcase. Kingston, RI.

Invited Facilitator. (2022, April). URI Strategic Planning Forum for Students. Kingston, RI.

Invited Co-Facilitator. (2021, August). *Diversity Equity and Inclusion at URI and Agenda for Change.* workshop co-Facilitated with Dr. Mary Grace Almandrez for the URI Office of the Provost at New Faculty Orientation. Kingston, RI.

Invited Co-Facilitator. (2020). *Interrogating Whiteness in Academe: Progressing Through Tensions*. A workshop co-facilitated with Danielle Dennis and Dr. Kristina Perrelli at the URI Academic

Planning Summit. Virtual.

Invited Presenter. (2021, 2020, 2019, 2018, 2017). *Inclusive Research with Human Participants.* A workshop for the URI Graduate Student Diversity Badge Program. Kingston, RI.

Invited Presenter. (2019, 2018, 2017). *LGBTQIA+ Issues in Health Fields. Multiple classroom presentations to multiple Kinesiology 123 course sections.* URI. Kingston, RI.

Invited Presenter. (2021, 2020, 2019, 2018, August). *Creating an Inclusive Classroom: A Workshop for New URI Teaching Assistants.* URI Graduate School Orientation. Kingston, RI.

Invited Presenter. (2018, October). *Understanding and Supporting Generation Z Students.* A presentation to the Talent Development Staff. URI. Kingston, RI.

Invited Co-Presenter. (2017, August). *Strategies for Success in Research and Scholarship*. Office of the Provost New Faculty Orientation. Kingston, RI.

Invited Presenter. (2017, March). *Teaching & Learning for Everyone: Strategies for Inclusion*. A workshop for the URI Student Teachers. Kingston, RI.

Invited Co- Presenter. (2017, February). *What Does it Mean to Be an Ally?* URI Women of Color Conference, Kingston, RI.

Invited Co- Presenter. (2017, February). *Microaggressions on Campus.* URI Women of Color Conference, Kingston, RI.

Invited Plenary Speaker. (2017, January). *Establishing Practices for an Inclusive Educational Environment*. URI Academic Summit, Sponsored by the URI Provost Office. Kingston, RI.

Invited Presenter. (2016, December). *Facilitating Student Engagement and Activism: Moving Beyond What Students "Know."* Center for the Advancement of Teaching and Learning, University of Rhode Island. Kingston, RI.

Invited Presenter. (2016, August). *How Can My Class be More Inclusive?* URI Center for the Advancement of Teaching and Learning—New Faculty Workshops. Kingston, RI.

Invited Closing Speaker. (2016, April). *URI Women's Leadership Initiative*. Leading for Change Conference. Kingston, RI

Invited Presenter. (2013, 2015). *Cultural Competence for Faculty.* A workshop for STEM faculty sponsored by the URI Collaborative Explorations in Mathematics and Science Program (CEMS). Kingston, Rhode Island.

Invited Panelist. (2013, September). *Perspectives of the Faculty*. A Tenure and Promotion Panel Sponsored by the American Association of University Professors. Kingston, Rhode Island.

Invited Speaker (2013, April). *Using Qualitative Methods to Study Social Justice Issues in Higher Education.* A Research Presentation at the EDP Colloquium. Kingston, RI.

Invited Panelist. (2012, October). *College of Human Science and Services LGBTQ Fellows Program.* College Diversity Committees Workshop Sponsored by the URI Division of Academic Affairs Diversity Task Force. Kingston, Rhode Island.

Invited Moderator. (2012, April). *Queer Life after College: Focus on Career.* A Panel sponsored by the URI LGBTIQ2 Alumni and Friends Chapter. 18th Annual LGBTIQQ Symposium, Kingston, Rhode Island.

Invited Keynote Speaker. (2012, April). *Kappa Delta Pi Internal Honor Society Induction Ceremony*. Kingston, Rhode Island.

Invited Keynote Speaker. (2012, April). *Unsung Heroines Award Ceremony.* P.I.N.K Women (A student organization for women of color), Kingston, Rhode Island.

Invited Facilitator. (2011, February). *Using the "URI It Gets Better" Film in Student Affairs Practice*. Student Affairs Professional Development Committee Meeting, Kingston, Rhode Island.

Invited Presenter. (2011, October). *LGBT Terms and Campus Issues.* Presentation to URI College of Nursing Faculty, Kingston, Rhode Island.

Invited Panelist (2009, July). *Career Paths and Advice to the New Ph.D. Cohort in Education.* University of Rhode Island, Kingston, Rhode Island.

Invited Presenter (2009, April). *Using Critical Race and Feminist Theories to Understand Engagement of Women Students.* Dana Sugher Colloquium. University of Rhode Island, Kingston, Rhode Island.

Invited Presenter (2008, November). *What Graduate Students Should Know as They Navigate the Faculty Job Search Process*. A panel sponsored by the University of Rhode Island Graduate Student Association, Kingston, Rhode Island.

Invited Presenter (2008, October). *Research on Living & Learning Communities*. Presentation to the HSS URI 101 Faculty. Kingston, Rhode Island.

Invited Presenter (2008, April). *Issues Facing Queer Students, Faculty and Staff: Findings of a Qualitative Research Study*. Presented to the University of Denver Office of Multicultural Excellence. Denver, Colorado.

Invited Workshop Co-Facilitator (2007, May). *Challenging Conversations: How to Facilitate Discussions about Diversity in the Classroom.* University of Denver Diversity Summit. Denver, Colorado.

Invited Workshop Presenter (2007, October). *Working with Students Outside the Classroom*. Gender and Women's Studies Workshop. Denver, Colorado

Invited Presenter (2007, October). *Social Identity Development and Crafting an Ally Plan*. Lamont Sellers Diversity and Unity Retreat, Winter Park, Colorado.

GRANTS

Funded

Sweetman, S. (PI), Abdeltawab, H. (Co-PI), Cham, J. (Co-PI), Whiteson, D. (Co-PI), Vaccaro, A. **(Senior Personnel)**, & Tutwiler, S. (Senior Personnel). (Sept 2023-Aug 2027) Developing a new generation of collaborative scientists and citizens through popular media. Funding by: NSF 22-626 Advancing Informal STEM Learning; Award #2314107, $3,381,604.00.

Dewsbury, B. Carroll, P. Hos, R. Sartini, R., Veeger, A. & Vaccaro, A. (2021-2023). Howard Hughes Medical Institute (HHMI) Inclusive Excellence 3 (IE3) Learning Grant. $530,000

Coiro, J., Vaccaro, A., Hos, R., & Deeney, T. (2019). Categorizing Inclusive Instructional Practices to Inform the Design of a Digital Classroom Observation Tool. URI School of Education, Innovation Fund. $6000.

Vaccaro, A. & Perrelli, K.M. (2019, Commissioned Subcontractor). Qualitative Evaluation of the Shelia Skip Nowell Leadership Academy. Rhode Island Department of Education: Comprehensive Support and Improvement Grant.

Vaccaro, A., Miller, R. & Kimball, E. (2018). Minoritized Sexual and Gender Identities in STEM: An Exploratory Qualitative Analysis of Learning Environments at Three Campuses. ACPA Foundation Grant. $1000.

Vaccaro, A., Kimball, E. W. & Miller, R. (2018). Minoritized Sexual and Gender Identities in STEM: An Exploratory Qualitative Analysis of Learning Environments at Three Campuses. NASPA Region 1 Research Grant. $1000.

Vaccaro, A., Kimball, E. W & Cox, B. (2017). Making Disability Visible in the Measurement of Post-Secondary Educational Quality. Spencer Foundation Conference Grant for Advancing Education Research, $50,000.

Vaccaro, A., & Moore, A., (2015). URI Project Completion Grant. Office of Research and Economic Development. $3000.

Vaccaro, A. (2014). Mid-Career Grant. URI College of Human Science and Services $3500.

Vaccaro, A., Troiano, P., Kimball, E., Newman, B., Moore, A. & Daly-Cano, M. (2014). College Students with Disabilities Developing Purpose and Choosing a Major. NASPA Region 1 Small Grant. $1000.

Vaccaro, A. & Walters, D. (2012). Multicultural enhancement grant to support a campus-wide LGBT faculty fellows initiative. URI Office of the Provost. $3000

Vaccaro, A. & Newman, B. (2011). Interdisciplinary collaboration grant to support a research study on the development of a sense of belonging in diverse first-year students. URI Human Science and Services. $5000

Vaccaro, A. (2011). Research grant to support the extension of a research study of student engagement at an urban commuter campus. URI Feinstein College of Continuing Education. $1500

Vaccaro, A. & Newman, B. (2011). Research grant to support a study on the development of a sense of belonging in diverse first-year students. ACPA Commission for the First-Year Experience (AOFYE). $500

Vaccaro, A. (2010). Research grant to support a study of student engagement at an urban commuter campus. Association of Continuing Higher Education (ACHE). $1500

Vaccaro, A. (2010). Research grant to support a study of student engagement at an urban commuter campus. URI Feinstein College of Continuing Education. $3000

Vaccaro, A. (2010). Small professional grant award. URI Human Sciences and Services. $500.00

Vaccaro, A. (2009). Research grant to support the study of racial microaggressions. University of Denver, Women's College. $600

Vaccaro, A. (2007). Faculty research grant to support the study of campus LGBT groups. University of Denver. $1875.50

Vaccaro, A. (2007). Small international travel grant to support the exploration of the South African higher education system. University of Denver, Office of Internationalization. $650

Unfunded

Vaccaro, A. & Dennis, D. (2024). Leading for LGBTQ Equity: Education and Inspiration for RI Boards. Rhode Island Foundation, Equity Action Grant Program.

Coiro, J., Hos, R., Vaccaro, A. & Deeney, T. Designing a Research-Based Digital Classroom Observation Tool to Capture Inclusive Pedagogies in Higher Education. URI Social Science Institute for Research, Education, and Policy (SSIREP) Spring 2019 Faculty Support Solicitation. $5000.

Vaccaro, A., Miller, R., Kimball, E.& Smith-Orr, C. (2019). A Multi-Institutional Study of LGBTQ Student Experiences in STEM Learning Environments. University of Rhode Island Proposal Development Grant. $24,843.

Kimball, E. W., Miller, R. & Vaccaro, A. (2017). Microaggressions in STEM: Exploring the Experiences of Students with Minoritized Identities of Sexuality and/or Gender. National Center for Institutional Diversity (NCID) at the University of Michigan. $2000.

Vaccaro, A., Moore, A. M., Kimball, E. W & Cox, B. (2017). Contested Transitions: Finding Common Ground Between PK-12 and Higher Education in the Postsecondary Trajectories of Students with Disabilities. American Educational Research Association, Education Research Conference Grant, $35,000.

Vaccaro, A., Seitsinger, A. & Ciccomascolo, L. (2016). Leadership Development and Self-Efficacy of Adult Learners: A Mixed Methods Study. NASPA Foundation Large Grant. $35,000.

Newman, B. M., Vaccaro, A. Daly-Cano, M. & Newman, P. R. (2016). An Interdisciplinary Working Group on Adolescents with Disabilities Transitioning into College and Work. Society for Research on Adolescence (SRA). $24,967.

Vaccaro, A., Moore, A., Kimball, E., Newman, B., & Troiano, P. (2015). ACUHO-I Foundation Grant Funded Research. Students with Disabilities Developing Purpose: Considering the Role of Campus and Commuter Housing. $6930.

Moore, A. & Vaccaro, A. (2015). URI Faculty Career Enhancement Grant. URI Council for Research. $15,000.

Newman, B. (2015) (On behalf of the College Students with Disabilities Developing Purpose Research Team: Vaccaro, A. Moore, A., Kimball, E. & Troiano, P.). The Society for the Psychological Study of Social Issues Grants-In-Aid. $1000.

Moore, A. & Vaccaro, A. (2015). National Educational Association Foundation. $5000

Vaccaro, A. (2014). URI Faculty Career Enhancement Grant. URI Council for Research. $14,953.80.

Vaccaro, A., Kisler, T. S., Adams-Labonte, S. K. (2014). One size does not fit all: Delving deeply into attitudes toward LGBT people, LGBT microaggressions, and student-athlete wellbeing to design effective interventions. NCAA Innovations in Research and Practice Grant Program. National Collegiate Athletic Association. $50,000.

Adams-Labonte, S. K., Kisler, T. S., & Vaccaro, A. (2014). The role of sleep deprivation in student-athlete neurocognitive, psychological, and academic well-being. NCAA Innovations in Research and Practice Grant Program. National Collegiate Athletic Association. $16,593.

Kisler, T. K., Adams-Labonte, S. K., & Vaccaro, A. (2014). Beyond game day: Preparing college athletes for the challenges of social media. NCAA Innovations in Research and Practice Grant Program. National Collegiate Athletic Association. $15,667

Vaccaro, A. (2014). Scholarship of Teaching and Learning Grant. URI College of Human Science and Services. $3500

Vaccaro, A. & Newman, B., Daly-Cano, M., & Troiano, P. (2013). Paul Fidler Research Grant. National Resource Center for the First-Year Experience and Students in Transition. $5000

Vaccaro, A. & Newman, B. (2010). Paul Fidler Research Grant. National Resource Center for the First-Year Experience and Students in Transition. $5000

Vaccaro, A. (2010). Faculty Research Grant. URI, Human Sciences & Services. $3500

DISSERTATION & THESIS ADVISING

Syed Menebhi (2025, expected). Major Professor, College of Education, URI/RIC
Walter Muelling (2025, expected). Dissertation Committee, College of Education, URI/RIC
Orianna Carvalho (2025, expected). Dissertation Committee, Psychology, URI
Aradhana Srinagesh (2025, expected). Dissertation Committee, Psychology, URI
Jana Knibb (2024, expected). Dissertation Committee, College of Education, URI/RIC
Elizabeth Pauley (2024). Thesis Committee Outside Chair, Psychology, URI
Robert Gondola (2023). Dissertation Committee, School of Education, URI/RIC
Emily Gaspar (2023). Dissertation Committee, Coastal Carolina University.
Amy Grabowski (2023). Dissertation Committee, School of Education, URI/RIC
Joise M. Garzon (2023). Major Professor, School of Education, URI/RIC
Stefanie Argus (2023). Major Professor, School of Education, URI/RIC
Meg Jones (2023). Dissertation Committee, School of Education, URI/RIC
Amanda Roy (2023). Dissertation Committee, Psychology, URI
Desiree Forsythe (2022). Major Professor, School of Education, URI/RIC
Maria Muccio-Raposo (2022). Dissertation Committee, School of Education, URI/RIC
Karin Capabianco (2022). Dissertation Committee, School of Education, URI/RIC
Kyle Gamache (2022). Dissertation Committee, School of Education, URI/RIC
Erika Fiore (2022). Dissertation Committee, Applied Mathematics, URI
Kristen Pepin (2022). Dissertation Committee, School of Education, URI/RIC
Melanie Lee (2021). Dissertation Committee, University of Utah
Brian Stevens (2021). Dissertation Committee, School of Education, URI/RIC
John Olerio (2021). Major Professor, School of Education, URI/RIC

Derece Vanterpool (2021). Dissertation Committee, School of Education, URI/RIC
Michael Giacalone (2020). Dissertation Committee, School of Education, URI/RIC
Richard Song (2020). Dissertation Committee, School of Education, URI/RIC
Michelle Martel (2020). Dissertation Committee, School of Education, URI/RIC
Kristina Perrelli (2019). Major Professor, School of Education, URI/RIC
Clarissa Walker (2019). Dissertation Committee, Writing and Rhetoric, URI
Patrick Crowe (2019). Thesis Committee. URI, Kinesiology Department
Angela Palazini (2019). Dissertation Committee, School of Education, URI/RIC
Ed Goldberg (2018). Dissertation Committee, School of Education, URI/RIC
Sarah Blizzard (2018). Dissertation Committee, Morgridge School of Education, University of Denver
Erin Hoffman (2018). Dissertation Committee, Education Policy, University of Illinois at Chicago
David Hayes (2017). Major Professor, School of Education, URI/RIC
Bridget Fullerton (2017). Dissertation Committee, URI Department of English
Diana Marshall (2016). Major Professor, School of Education, URI/RIC
Isabel Rodriguez (2016, 2018, expected). Thesis Committee, Psychology, URI
Ryan Miller (2015). Dissertation Committee. University of Texas, Austin
Aimee DuVall Phelps (2015). Major Professor, School of Education, URI/RIC
Sarah Murphy (2015). Dissertation Committee, English, URI
Yarimar Ortiz-Frontera (2014, 2016). Thesis & Dissertation Committees, Psychology, URI.
Ducha Hang (2014). Dissertation Committee, School of Education, URI/RIC
Marissa Weiss (2014). Major Professor, School of Education, URI/RIC
Emily Spitzman (2014). Dissertation Committee, School of Education, URI/RIC
Odile Mattiauda (2013). Dissertation Committee, School of Education URI/RIC
Yarimar Ortiz-Frontera (2013). Thesis Committee, Psychology, URI
Marissa Marrichini (2013). Thesis Committee, Psychology, URI
Bryanna White (2013). Dissertation Outside Chair, Psychology, URI
Elsa Larson (2012). Thesis Committee, Psychology, URI
Arnab Majumdar (2012). Thesis Committee, Textiles, Fashion Merchandising and Design, URI
Maggie Gorraiz (2011). Thesis Committee, Psychology, URI
Jamie Sodano (2010). Thesis Outside Chair, Nutrition and Food Science, URI
Melissa Holmes (2010). Thesis Outside Chair, Nutrition and Food Science, URI
Kimberly Perry (2010). Outside Dissertation Chair, School Psychology, URI
Rachel Casteel (2010). Thesis Committee Member, Communications, URI
Megan Kennedy (2009). Dissertation Committee, Higher Education Program, University of Denver
Beth Bean (2008). Dissertation Committee, Higher Education Program, University of Denver
Amanda Stone Norton (2008). Dissertation Committee, Higher Ed Program, University of Denver
Janna Oakes (2008). Dissertation Co-Advisor, Higher Education Program, University of Denver

PROFESSIONAL ASSOCIATIONS & AFFILIATIONS

- AERA - American Educational Research Association
- NASPA - National Association of Student Personnel Administrators
- ASHE - Association for the Study of Higher Education
- ACPA - College Student Educators International
- ACHE - Association of Continuing Higher Education
- University of Michigan, Diversity Scholars Network

SERVICE

Service to the Field of Higher Education

Association for the Study of Higher Education (ASHE)
ASHE, Board of Directors, Member at Large (2016-2018)
Review of Higher Education, Editorial Board (2023-2025)
ASHE, Council on Ethnic Participation (CEP) Award Selection Committee (2014)
Program Reviewer, ASHE National Conference (2013, 2014, 2015, 2017, 2020, 2021)

Student Affairs Administrators in Higher Education (NASPA)
NASPA Faculty Council Representative (2013-2014; 2020-2022)
Facilitator (2022, March). NASPA Faculty Meeting. Program Coordinator Roundtable
Presenter (2021, March). *Pursuing a Career at a Research Institution.* NASPA Annual Conference Doctoral Seminar (2021)
Co-host for Virtual Program Coordinator Meetings with ACPA CPP Chairs (2020-21)
Assist with the planning of "on demand" PD for NASPA Faculty (2020-21)
Co-constructer of the NASPA New Faculty Mentoring Program (2014)
NASPA Faculty Mentor to new Assistant Professors (2014-2021)
Region 1 Board Member, Faculty Liaison (2012-2014; 2020-2022)
Region 1 Faculty Summit Convener (2013, 2014)
Region 1 Faculty Panel Moderator (2013, 2014)
Journal of Student Affairs Research & Practice
Editorial Board Member (2014-2017; 2017-2020)
NASPA Doctoral Seminar
Annual Seminar Co-Facilitator with Dr. Frank Harris (2015)
Breakout Discussion Facilitator (2022); Panelist (2018)
NASPA Emerging Faculty Leader Academy
Presenter (2017, 2018, 2021)
Melvene D. Hardee Dissertation of the Year Award Committee
Chair (2012-2014); Member (2011-2012)
National Conventions
Program Reviewer, NASPA Multicultural Institute (2009, 2011)
Program Reviewer, NASPA Annual Convention (2008, 2014)
Region 1 Conference
Coordinator of the Graduate Student Preconference Session (2010, 2011, 2012)
Coordinator of the Faculty Summit (2013, 2014)
Region 1 New Professionals Institute
Keynote Presenter (2010, 2011, 2012)
Region IV-West Board Position
Coordinator of Research (2007-2008)

Additional Scholarly Service to the Field
Editorial Board (2023-Present), *Autonomy and Responsibility,* International Journal of Education Sciences
Advisory Board Member Promoting Parent Advocacy, Non-Profit Organization (2022-Present)
External Reviewer, Promotion and Tenure Processes
2024 (n=1); 2023 (n=1); 2022 (n=4); 2021 (n=5); 2020 (n=1); 2019 (n=2); 2018 (n-4); 2014 (1)
Invited Reviewer, (2021) William T. Grant Scholars Program
Guest Co-Editor, "Special Issue Challenges and Opportunities for Assessing, Evaluating, and Researching Disability in Higher Education" *Journal of Post-Secondary Education and Disability* (2020, Fall)

University-Based Service

University of Rhode Island Service

University Organization & Administration Service

- Advisory Committee to the Presidential Search Committee (2020-21)
- URI & American Association of University Professors (AAUP) Teaching Evaluation Committee (2019)
- Division of Student Affairs Advisory Council (2019)
- NEASC Standard 5 (Students) Committee (2016-2017)
- University Strategic Planning and College Reorganization Committee (2014)
- URI Persistence Work Group (2009)
- Provost Academic Planning Summit Facilitator (2009)
- President's Blue Ribbon Commission on the Future of the University (2009)

Equity and Justice Service

- University Diversity Council (UDC) (Presidential Appointment 2020-2022)
- URI Academic Affairs Diversity Task Force (2014-2015)
- ACE Women's Leadership Group (2013-2015)
- Women's Leadership Initiative Conference, Co-Chair (2014)
- Women's Leadership Initiative Conference, Invited Closing Speaker (2016)
- URI Equity Council (2010-2015)
- LGBTQ Commission Co-Chair (2012-2014), Member (2010-2015)
- President's Commission on the Status of Women (2010-2013)
- Co-Advisor, Women's LBTQ Student Group (2010-2012)
- Human Science and Services (HSS) Diversity Committee (2009-2010)
- Diversity Week Planning Committee, Multicultural Affairs (2009-2010)
- LGBT Symposium Planning Committee (2009-2010)
- Diversity Awards Selection Committee, Multicultural Affairs (2009)

Teaching & Learning for Equity Service

- Creator and Facilitator of URI Equity Workshops for Faculty & Teaching Assistants (2018-2024)
- Keynote, Spring Showcase, Office for the Advancement of Teaching & Learning (2022)
- Faculty Development Affiliate, Office for the Advancement of Teaching & Learning (2019-2022)
- General Education Panel on Diversity and Inclusion Responsibilities (2016)
- URI Campus-Wide LGBT Fellows Program, Co-developer and Co-facilitator (2012-13)
- HSS Faculty Fellows for LGBT Inclusion, Co-developer and Co-facilitator (2011-12)

Curriculum Service

- Co-Chair, College of Education Curriculum Committee (2021-Present)
- Faculty Program Committee, URI/RIC Ph.D. Program (2020-Present)
- School of Education Graduate Team (2020-2021)
- College of Health Sciences (CHS) Graduate Committee (2017)
- Curricular Affairs Committee (2016)

Search Committees

- Chair, College Student Personnel Faculty of Practice (2021)
- Chair, Human Development & Family Studies Lecturer (2017)
- Memorial Union Director (2016-17)
- Human Development & Family Studies Assistant Professor (2015)
- Dean of Students (2012)
- LGBT Center Program Coordinator (2012)
- LGBT Center Director (2011)

University of Denver Service

Administration and Curriculum Service

- College of Education, Research and Scholarship Committee (2007-2008)
- Chair, Community Scholars Fellowship Committee (2005-2006)
- Academic Curriculum Committee, International Living & Learning Community (1999-2006)
- International Service and Research Fellowship Selection Committee (2001-2003)

Equity and Justice Service

- DU Queer and Ally Commission (2006-2008)
- Advisor, Higher Education Student Association (2007-2008)
- Advisor, DU Queer Straight Alliance (2005-2007)
- Women's Studies Faculty Committee (2001-2008)
- Women's College Faculty Committee (2004-2008)
- Women's Coalition Faculty Representative (2007-2008)
- Women's Faculty Association (2007-2008)
- Queer Faculty Committee (2007-2008)

Search Committees

- Library Information Science, Assistant Professor (2007)
- Higher Education Program, Assistant/Associate Professor (2007)

CERTIFICATION PROGRAMS & LEADERSHIP WORKSHOPS

- Making Disability Visible Conference on Disability Measurement in Higher Ed, Co-Coordinator (2018)
- Academic Management Institute for Women Leaders in Higher Education, Colorado (2001-02)
- Faculty Institute for Including Diversity in the Curriculum, Santa Fe, New Mexico NCORE (2000)
- National Social Justice Training Institute, Springfield, Massachusetts (1999)
- Social Justice Training Institute, Memphis, Tennessee, NCORE (1999)
- National Coalition Building Institute, Train the Trainers Program. Fairfax, Virginia (1997)