

## **Annemarie Vaccaro, Ph.D.**

University of Rhode Island

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<b>Doctor of Philosophy: Higher Education Administration</b> University of Denver: Denver, Colorado <b>Dissertation:</b> <i>Self-Investment and Engagement of Older Women Students: Uncovering Connections to Racial Identity, Gender, Support, and Motivation</i>	August 2005
<b>Master of Arts: Sociology</b> University of Denver: Denver, Colorado <b>Thesis:</b> <i>Women's Advocacy Groups on Campus: Feminism and Activism Are Not Dead</i>	August 2005
<b>Master of Arts: Student Affairs in Higher Education (SAHE)</b> Indiana University of Pennsylvania (IUP): Indiana, Pennsylvania	May 1996
<b>Bachelor of Arts: Social Sciences and History</b> Castleton State College: Castleton, Vermont <b>Honors:</b> Summa Cum Laude	May 1994

### **SCHOLARLY RECOGNITION & AWARDS**

2021 Alumni Scholar Award, College of Education & Communication, Indiana University of Pennsylvania (IUP)  
2018 NASPA Pillar of the Profession (Scholarly/Service/Teaching)  
2017 NASPA George D. Kuh Award for Outstanding Contribution to Literature and/or Research Award  
2016 NASPA (Region 1) Outstanding Contribution to Literature and/or Research Award  
2013 ACPA Recognition of Service Through Disability Scholarship and Research  
2010 Alex Charter's Research Award, Association of Continuing Higher Education (ACHE)  
2006 Allan Phinister Award (Dissertation Award), University of Denver, Higher Education Program  
2002 William H. Key Award for Outstanding Work in Applied Sociology, University of Denver, Department of Sociology  
1996 Outstanding Student in Student Affairs and Higher Education Program, Indiana University of Pennsylvania (IUP).

### **DIVERSITY & 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, University of Rhode Island 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, Alan Shawn Feinstein College of Education and Professional Studies (January 2022-Present)**

*University of Rhode Island*

*Responsibilities:* Provide leadership for the development and administration of academic and outreach programs across the college; Build community among faculty, staff, and students across units, campuses, and the university; Work collaboratively with the Dean to obtain external public and private pecuniary and non-pecuniary support; Foster the development of faculty research agendas and programs, including new faculty mentoring; Chair the college curriculum committee and ensure curricular matters are reviewed and approved in a timely manner; Serve on university-wide committees representing the college; Serve as one of the main providence campus officers responding to campus conduct and crisis; Work collaboratively with various collective bargaining units to foster unit and employee success; Represent the College on behalf of the Dean to both internal and external stakeholders.

### **Program Director (Aug 2016-January 2022); Full Professor (July 2018-Present); Associate Professor (2013-2018); Assistant Professor (2008-2013) College Student Personnel Program (CSP)**

*University of Rhode Island*

*Program Director Responsibilities:* Oversee the daily management of the College Student Personnel (CSP) graduate program; Manage the academic admission process for highly selective program (roughly 60-100 applications for 12-15 spots annually); Coordinate a GA selection process with roughly 20 partners including GA supervisors at URI and hourly wage position supervisors on and off campus; Ensure successful internship and practicum selection/supervision/evaluation processes (including supervision of per course instructor) for roughly 30 students at placements in RI, CT, and MA; Oversee CSP curriculum (implementation, changes, per course instructor selection and supervision); Manage the CSP student learning outcome and other assessment processes; Plan annual CSP events such as new student orientation and the CSP commencement event (e.g., hooding); Supervise the CSP graduate assistant; Collaborate with the CSP Alumni Chapter to facilitate annual programs such as the CSP Alumni-Student Mentoring program and the URI Mock Interview program & ongoing networking events.  
*Current and Former Faculty Responsibilities:* Teach graduate-level courses in the College Student Personnel Program; Advise MS students and complete all relevant paperwork; Oversee graduate interns and/or internship faculty; Communicate with student affairs partners at higher education institutions in Rhode Island, Connecticut, and Massachusetts; Oversee capstone assessment projects; Assist with the crafting, evaluating, and reporting of comprehensive examinations; Interview prospective students; Maintain a rigorous research agenda; Serve on program, departmental and university-wide committees.

### **Program Committee (2020-Present); Program Faculty (2010-Present) Joint URI/RIC Ph.D. Program**

*University of Rhode Island*

*Responsibilities:* 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; Create, propose, and teach doctoral courses in higher education, qualitative methods, and social justice.

### **Interim Associate Dean, Feinstein College of Continuing Education (CCE) (January-June 2016)**

*University of Rhode Island*

**Responsibilities:** Oversaw faculty development and support initiatives for instructors at CCE; Planned continuing education courses in conjunction with academic departments; Oversaw instructional support for instructors at the URI Providence campus; Provided support and oversaw revisions to degree (and non-degree) programs offered by CCE; Managed the CCE budget in conjunction with the Dean; Authorized student status forms including dismissals, withdrawals, late add/drops, and fee reassessments; Served as the chief representative for CCE on university-wide committees such as the Curricular Affairs Committee and General Education Panels; Supervised CCE student related areas including student services, admission, and advising; Served as the main 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 traditionally housed in Kingston; Worked collaboratively with various collective bargaining units to foster unit and employee success; Represented CCE on behalf of the Dean to both 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*

**Faculty Responsibilities:** 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 theses, capstone projects, and dissertations.

**Coordinator Responsibilities:** 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 Education 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 Positions, University of Denver (2001-2008)**

*The Women's College (2004-2008); Per Course Instructor*

*Department of Sociology & Criminology (2001-2006); Instructor, Per Course Instructor*

*Gender & Women's Studies Department (2001-2008); Per Course Instructor*

*Undergraduate Studies, Living & Learning Communities (2002-2006); Per Course Instructor*

### **“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; Worked collaboratively with the budget officer to manage 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 first and second year students; Supervised 1 graduate assistant, 10 RAs, and 1 full-time administrative assistant; Served as a university hearing officer with full sanctioning capabilities; Advised student community council.

## **COURSES TAUGHT**

### ***Graduate Courses***

Research in Higher Ed Settings  
Group Procedures and Leadership  
Professional Seminar  
Ethics in Higher Education  
Student Affairs Practicum  
Student Affairs Internship  
Social Justice in Higher Education

Introduction to Qualitative Research  
Qualitative Procedures in Research  
College Student Development & Adult Learners  
Organization and Governance in Higher Education  
Gender and Sexual Orientation in Higher Education  
Principles and Practices of CSP  
Organizational Development

### ***Undergraduate Courses***

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

### **PUBLICATIONS**

(\* denotes graduate student co-author)

#### **Peer Reviewed Journals**

- Moore, A. M. & Vaccaro, A. (In preparation). "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*. (Journal Impact Factor: [None provided](#))
- \*Forester, R., Miller, R. A., Friedensen, R., **Vaccaro, A.**, & Kimball, E. (Under Review). White racial framing and white supremacy culture in STEM education: Experiences of students with minoritized identities of sexuality and/or gender. *The Journal of Higher Education*. (Journal Impact Factor: [3.108](#); Acceptance Rate: [4%](#))
- \*Forsythe, D., **Vaccaro, A.**, Miller, R., \*Forester, R., Kimball, E., Friedensen, R., & \*Jones, M. C. (Revised & Resubmitted). Negotiated involvement in STEM organizations by students with minoritized identities of sexuality and gender (MIOSG). *Journal of Women and Minorities in Science and Engineering*. (Journal Impact Factor: [None provided](#); [CiteScore 1.65](#))
- Perrelli, K. M. & **Vaccaro, A.** (Revised & Resubmitted). "They go above and beyond": Critical race counterstories about an "underperforming" high school. *Whiteness and Education*. (Journal Impact Factor: [None provided](#); Acceptance Rate: [67%](#))
- \*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*. <https://doi.org/10.1080/07377363.2021.2023989> (Journal Impact Factor: [0.51](#))
- \*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/> (Journal Impact Factor: [h-index 20](#); Acceptance Rate: [16%](#); Open Access)
- 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> (Journal Impact Factor: [2.169](#))
- Friedensen, R. E., Kimball, E. W., **Vaccaro, A.**, Miller, R. A., & \*Forester, R. (2021, Advanced Online) Queer science: Temporality and futurity for queer students in STEM, 30 (3), 332-354. *Time and Society*. <https://doi.org/10.1177/0961463X211008138> (Journal Impact Factor: [1.809](#))
- \*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> (Journal Impact Factor: [1.761](#))
- 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> (Journal Impact Factor: [h-index 50](#); [Open Access](#))
- 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> (Journal Impact Factor: [None provided](#); Acceptance Rate: [≈ 20%](#))
- 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> (Journal Impact Factor: [.84](#); [CiteScore 1.5](#))
- 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> (Journal Impact Factor: [.76](#); [CiteScore 1.4](#); Acceptance Rate: [17%](#))
- Miller, R. A., **Vaccaro, A.**, Kimball, E. W., \*Forester, R. (2020). “It’s dude culture”: Students with minoritized sexual/gender identities navigating STEM majors. *Journal of Diversity in Higher Education*. <https://psycnet.apa.org/doi/10.1037/dhe0000171> (Journal Impact Factor: [2.703](#))
- 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](https://doi.org/10.15763/issn.2642-2387.2019.5.2.32-65) (Journal Impact Factor: [None provided/Open Access](#))
- 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. [doi:10.1353/rhe.2019.0100](https://doi.org/10.1353/rhe.2019.0100) (Journal Impact Factor: [1.611](#); Acceptance Rate: [≈ 5-7%](#))
- 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. (Journal Impact Factor: [None provided](#))
- 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> (Journal Impact Factor: [.91](#); [CiteScore 1.0](#); Acceptance Rate: [32%](#))
- 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> (Journal Impact Factor: [.91](#); [CiteScore 1.0](#); Acceptance Rate: [32%](#))
- 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> (Journal Impact Factor: [2.592](#))
- 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> (Journal Impact Factor: [1.923](#))
- 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> (Journal Impact Factor: [.84](#); [CiteScore 1.5](#))
- 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> (Journal Impact Factor: [None provided/Open access](#))
- 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> (Journal Impact Factor: [2.169](#))
- 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> (Journal Impact Factor: [.84](#); [CiteScore 1.5](#))
- 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> (Journal Impact Factor: [.84](#); [CiteScore 1.5](#))
- 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> (Journal Impact Factor: [.84](#); [CiteScore 1.5](#))
- 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> (Journal Impact Factor: [.91](#); [CiteScore 1.0](#); Acceptance Rate: [32%](#))
- 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> (Journal Impact Factor: [2.703](#))
- 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> (Journal Impact Factor: [2.21](#); [CiteScore 3.6](#); Acceptance Rate: [23%](#); Open Access)
- 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> (Journal Impact Factor: [.91](#); [CiteScore 1.0](#); Acceptance Rate: [32%](#))
- 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> (Journal Impact Factor: [2.169](#))
- 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> (Journal Impact Factor: [.91](#); [CiteScore 1.0](#); Acceptance Rate: [32%](#))
- 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> (Journal Impact Factor: [.91](#); [CiteScore 1.0](#); Acceptance Rate: [32%](#))

- 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>  
(Journal Impact Factor: [None provided](#))
- 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> (Journal Impact Factor: [2.169](#))
- 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>  
(Journal Impact Factor: [None provided](#); Acceptance Rate:  $\approx 20\%$ )
- 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> (Journal Impact Factor: [None provided](#); Open Access)
- Mena, J. & **Vaccaro, A.** (2013). Tell me you love me no matter what: Relationships and self-esteem among LGBTQ young adults. *Journal of GLBT Family Studies*, 9(1), 3-23.  
<https://doi.org/10.1080/1550428X.2013.746052> (Journal Impact Factor: [2.56](#); Acceptance Rate: [36%](#))
- 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> (Journal Impact Factor: [.91](#); [CiteScore 1.0](#); Acceptance Rate: [32%](#))
- 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> (Journal Impact Factor: [2.07](#); [CiteScore 2.8](#); Acceptance Rate: [40%](#))
- 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/> (Journal Impact Factor: [None provided](#); Open Access)
- 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> (Journal Impact Factor: [.84](#); [CiteScore 1.5](#))
- 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> (Journal Impact Factor: [2.56](#); [CiteScore 3.1](#); Acceptance Rate: [36%](#))
- 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> (Journal Impact Factor: [None provided](#); [CiteScore 1.9](#); Acceptance Rate: [26%](#))
- 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> (Journal Impact Factor: [1.788](#))
- 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> (Journal Impact Factor: [.84](#); [CiteScore 1.5](#))



**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> (Journal Impact Factor: [2.2](#); [CiteScore 2.3](#);  
Acceptance Rate: [41%](#))

## Books

**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

Vaccaro, A. (Under Review). Fostering inclusion through professional development: The case of faculty workshops at the University of Rhode Island. In Varga, A. & Arató, F. (Eds.), *Challenging Higher Education in the 21st century. Building Evidence-based Strategies for the Future: Foundations, Exploration, Practice, and Social Influence for Increasing Academic Excellence Through Diversity and Inclusion*. Manuscript submitted for publication.

\*Jones, M. C., \*Forsythe, D., **Vaccaro, A.**, Friedensen, R., Forester, R., Miller, R.A., & Kimball, E. W. (Proposal Accepted by Editors). 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.). *Narrating the Insider/Outsider Paradox as LGBTQ+ Educators in Higher Education and Student Affairs*.

**Vaccaro, A.** & Newman, B. M. (Accepted by Editors). Sense of belonging: A theoretical overview. In G. Henning & E. Bentrin (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*. 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*, Volume II. Palgrave.  
[https://doi.org/10.1007/978-3-030-69947-5\\_10](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* (pp.). 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*. IGI Global. <http://doi:10.4018/978-1-5225-5724-1.ch008>
- 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 (pp. 215-230). In J. M. Johnson & G. C. Javier (Eds.), *Queer people of color in higher education*. 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. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315644004-10/deep-layered-topic-annemarie-vaccaro-ezekiel-kimball>
- 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 Publishing, LLC.
- 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: No. 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](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*. Washington, D.C.: American Association of Colleges and Universities.

### **REFEREED NATIONAL PRESENTATIONS**

- 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*. A research presentation 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 LGBTQ young adults*. Poster presented at the 120th Annual Convention of the American Psychological Association, 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?* Paper presented at the American Psychological Association, 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. (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). *MloSG 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, and 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. (1996, Spring). *Conflict management*. A presentation at the Regional Student Leadership Conference, Slippery Rock, Pennsylvania.
- Vaccaro, A. (1995). *Effective programming*. A presentation at the Regional Student Leadership Conference, Bradford, Pennsylvania.
- Vaccaro, A. (1993). *Multicultural education workshop*. A presentation at the National Education Association (NEA) Regional Meeting, Castleton, Vermont.

### **LOCAL PRESENTATIONS**

- Vaccaro, A. & Camba-Kelsay, M. J. (2017, April). Book Talk: *Centering women of color in academic counterspaces: A critical race analysis of teaching, learning, and classroom dynamics*. Sponsored by the Community, Equity and Diversity Office at URI. Kingston, Rhode Island.
- Vaccaro, A. & Camba-Kelsay, M. J. (2016, October). *Leading for social change: A critical race analysis of leadership perspectives from diverse undergraduates*. Research presented at the URI Diversity Week, Kingston, Rhode Island.
- Vaccaro, A. (2016, April). *Researching campus racism as a white scholar*. Food for Thought: Navigating Racism on Campus. A Research Series Sponsored by the URI Graduate School. Kingston, Rhode Island.
- Vaccaro, A. (2013, January). *Supporting LGBT Students on Campus*. Student Affairs Retreat. Roger Williams University. Bristol, Rhode Island.
- Vaccaro, A., August, G., & Kennedy, M.S. (2012, April). *Safe Spaces: Making schools and communities welcoming to LGBT youth*. A book talk at the 18th Annual LGBTIQQ Symposium, Kingston, Rhode Island.



- Walters, D. & Vaccaro, A. (2012, April). *LGBT faculty fellows program: An overview and panel discussion*. A presentation at the 18th Annual LGBTIQQ Symposium, Kingston, Rhode Island.
- Vaccaro, A. & Camba, M. J. (2011, October). *Student hopes and fears in a diverse classroom*. Research presented at the URI Diversity Week, Kingston, Rhode Island.
- Mena, J. & Vaccaro, A. (2011, March). *Tell me you love me no matter what: Relationships and self-esteem among LGBT young adults*. Research presented at the 17th Annual GLBT Symposium, Kingston, Rhode Island.
- Mena, J. & Vaccaro, A. (2010, October). *Queer activists of color and mental health: Social support, coping, burnout, and compassion fatigue*. Research presented at the URI Diversity Week, Kingston, Rhode Island.
- Vaccaro, A. (2010, October). *LGBT baby boomers, gen xers, and millennials: How different are they?* Research presented at the URI Diversity Week, Kingston, Rhode Island.
- Vaccaro, A. (2009, October). *Racism on the contemporary college campus: Stories from women of color of bias without intention*. Research presented at the URI Diversity Week, Kingston, Rhode Island.

### **INVITED STATE, NATIONAL & INTERNATIONAL ENGAGEMENTS**

- 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, 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*. 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*. 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 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 AND COMMUNITY ENGAGEMENTS

- Invited Presenter.** (2021, October). *Support for LGBTQIA+ Campus Communities: The Importance of Using Intersectional Perspectives*. A presentation to the IUP Division of Student Affairs. Indiana, PA.
- 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, November). *Enhancing our Cultural Competence as Educators.* Presentation to the Council for Exceptional Children, 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*

- 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. \$30,000
- 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*

- 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**

Michael Campbell (2024, expected). Major Professor, School of Education, URI/RIC  
Amy Grabowski (2023, expected). Dissertation Committee, School of Education, URI/RIC  
Joise Garzon (2023, expected). Major Professor, School of Education, URI/RIC  
Stefanie Argus (2023, expected). Major Professor, School of Education, URI/RIC  
Desiree Forsythe (2022, expected). Major Professor, School of Education, URI/RIC  
Meg Jones (2022, expected). Dissertation Committee, School of Education, URI/RIC  
Jana Knibb (2022, expected). Dissertation Committee, School of Education, URI/RIC  
Maria Muccio-Raposo (2022, expected). Dissertation Committee, School of Education, URI/RIC  
Karin Capabianco (2022, expected). Dissertation Committee, School of Education, URI/RIC  
Kyle Gamache (2022, expected). Dissertation Committee, School of Education, URI/RIC  
Amanda Roy (2022, expected). Dissertation Committee, Psychology, URI  
Erika Fiore (2022, expected). Dissertation Committee, Applied Mathematics, URI  
Kristen Pepin (2022, expected). Dissertation Committee, School of Education, URI/RIC  
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

## **SERVICE**

### ***Service to the Field of Higher Education and Student Affairs***

#### **Association for the Study of Higher Education (ASHE)**

ASHE, Board of Directors, Member at Large (2016-2018)  
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)  
Presenter (2021, March). *Pursuing a Career at a Research Institution*. NASPA Annual Conference Doctoral Seminar (2021)  
Co-hosted 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 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  
Panelist (2018)  
Co-Facilitator with Dr. Frank Harris (2015)  
NASPA Emerging Faculty Leader Academy  
Presenter (2017, 2018, 2021)  
Melvane 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)  
Center for Women  
Candid Conversation 365 (Mentor) (2016-17)



### **Additional Scholarly Service to the Field**

External Reviewer, Promotion and Tenure Processes

2021 (n=5); 2020 (n=1); 2019 (n=2); 2018 (n=4); 2014 (1)

Invited Reviewer, 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)

Invited Reviewer

*Sociological Inquiry* (2021)

*Journal Committed to Social Change on Race and Ethnicity (JCSCORE)* (2021, 2021)

*Whiteness in Education* (2020, 2021)

*Journal of Higher Education* (2020, 2021)

*International Journal of Qualitative Studies in Education* (2019)

*Journal of Diversity in Higher Education* (2015, 2016, 2017, 2019, 2020)

*GLQ: A Journal of Lesbian and Gay Studies* (2019)

*Journal of Black Psychology* (2016, 2017, 2020)

*Journal of Homosexuality* (2017, 2021)

*Adult Education Quarterly* (2010)

*Journal About Women in Higher Education* (2009)

### ***University-Based Service***

#### ***University of Rhode Island Service***

University Diversity Council (UDC) (Presidential Appointment 2020-2022)

Faculty Development Affiliate, Office for the Advancement of Teaching & Learning (2019-Present)

Advisory Committee to the Presidential Search Committee (2020-21)

URI Feinstein College of Education and Professional Studies, College Meeting Planning Committee (2021-Present)

School of Education, Grad Team (2020-Present)

Program Committee Member, URI/RIC Ph.D. Program Committee (2020-Present)

Division of Student Affairs Advisory Council (2019)

URI & AAUP Teaching Evaluation Committee (2019)

NEASC Standard 5 (Students) Committee (2016-2017)

College of Health Sciences (CHS) Graduate Committee (2017)

Academic Affairs Diversity Task Force (2014-2015)

Curricular Affairs Committee (Spring 2016)

General Education Panel on Diversity and Inclusion Responsibilities (Spring 2016)

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 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)

Search Committees

Chair, CSP Faculty of Practice (2021)

Chair, HDF Lecturer (2017)

Memorial Union Director (2016-17)

HDF Assistant Professor (2015)

Dean of Students (2012)

LGBT Center Program Coordinator (2012)

LGBT Center Director (2011)  
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)  
URI Persistence Work Group (2009)  
Coordinator Human Science and Services Living & Learning Community (2009-2010)  
Human Science and Services Diversity Committee (2009-2010)  
Diversity Week Planning Committee, Multicultural Affairs (2009-2010)  
LGBT Symposium Planning Committee (2009-2010)  
Provost Academic Planning Summit Facilitator (2009)  
President's Blue Ribbon Commission on the Future of the University (2009)  
Diversity Awards Selection Committee, Multicultural Affairs (2009)

### ***University of Denver Service***

College of Education, Research and Scholarship Committee (2007-2008)  
Faculty Search Committees  
Library Information Science, Assistant Professor (2007)  
Higher Education Program, Assistant/Associate Professor (2007)  
DU Queer and Ally Commission (2006-2008)  
Advisor, Higher Education Student Association (2007-2008)  
Advisor, DU Queer Straight Alliance (2005-2007)  
Community Scholars Fellowship Committee, Chair (2005-2006)  
Academic Curriculum Committee, International Living & Learning Community (1999-2006)  
International Service and Research Fellowship Selection Committee (2001-2003)  
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)

### **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)

### **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