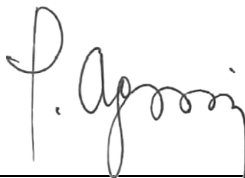


NOMINATION SIGNATURE PAGE

2021 Virginia Outstanding Faculty Awards

Please include this as the cover page of the nomination package PDF submission*

Name of Applicant:	Pamela L. Eddy, Professor, Higher Education
Institution:	William & Mary
Category:	Research/Doctoral Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Peggy Agouris, Provost
E-mail address of President or Chief Academic Officer:	provost@wm.edu
Telephone number of President or Chief Academic Officer:	757-221-1992

WILLIAM & MARY'S MISSION STATEMENT

A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

SUMMARY OF ACCOMPLISHMENTS

Professor Pamela Eddy is a pioneering and acclaimed scholar of higher education who focuses on how organizational leadership and learning drive effective change in community colleges. Her name is familiar to college leaders throughout the United States, and to many from around the world. Walter Bumphus, President and CEO of the American Association of Community Colleges writes, "***Dr. Eddy has been one of the leading authorities on conducting research that has directly impacted the community college sector.***" Bumphus's predecessor, George Boggs, President Emeritus of AACC, adds, "*Dr. Eddy is one of our most important scholars of leadership development and diversity in leadership.*" Her research proposes exemplary practices to expand the leadership pipeline by changing recruitment of aspiring leaders to assure equity in succession planning and to develop resourceful leaders. Her seminal books on community college leadership are required reading in graduate programs and leadership seminars nationwide.

Prof. Eddy's passion for the mission of community colleges started with her personal experience in teaching at community colleges. Here she learned firsthand how these colleges serve a critical role in American higher education. Indeed, the community colleges in Virginia enroll 47% of undergraduates in the Commonwealth, providing college access to many. Community colleges enroll more diverse students than any other category of college; these institutions hold the key to workforce development, move individuals out of poverty, serve community needs, and act as a catalyst to achieving equity. Prof. Eddy's work is pivotal to supporting the development of innovative community college leaders, to cultivating faculty as leaders and creative teachers, and to improving college completion rates. Recognizing her expertise on community colleges, the *Harvard Business Review* singled her out to write about the future of these colleges. Her article, [*Community Colleges Need to Evolve as Students' Needs Do*](#), argues for developing a strong collaborative network of leaders to improve efficiencies and to support student learning.

At W&M, Prof. Eddy received the prestigious Plumeri Award for Faculty Excellence, recognizing outstanding achievements in teaching, research, and service. Her research influence on higher education was predicted early on when she received the Central Michigan University (CMU) Provost Award for Research and Creative Activity, an honor bestowed upon only two junior faculty each year. The next year, she received one of CMU's five Excellence in Teaching Awards. Prof. Eddy's contributions have also earned her multiple accolades from her peers. She has received the Senior Scholar Award from the Council for the Study of Community Colleges (CSCC), a Reves International Faculty Fellow Award from W&M, and a Fulbright Research-Lecture Award. Dr. Katherine Rowe, President of William & Mary, notes that "***Pamela Eddy is one of those very rare faculty who has sustained the highest level of excellence in all dimensions of her professional life. She is a passionate and innovative teacher, a national leader in research on Community Colleges and student success, an inspiring colleague who rises by lifting others.***"

Prof. Eddy's impact on the field of higher education is profound. She is extraordinarily prolific. In her 18-year career, she has published 12 books, edited three specially themed journal issues, authored 40 peer-reviewed journal articles and 29 book chapters, delivered 101 invited keynote/workshop presentations, and presented 124 peer-reviewed papers at state/national/international conferences. One colleague described her as "*working at a blistering pace for nearly two decades.*" Her work is heavily cited by others (more than 3,700 times) and her publications have been viewed or downloaded over 13,000 times ([Scholarworks](#)), highlighting her astounding influence. Notably, Prof. Eddy is the Editor-in-Chief for the *New Directions for Community Colleges*, a premier community college journal, signaling her prominent status in the field. Walter Bumphus (CEO of AACC) noted that her work as editor provides "*important resources for leaders to use in planning for the trends and issues impacting the two-year institution.*"

Teaching

Prof. Eddy brings classroom learning alive – she infuses classes with creative teaching practices, provides individualized learning experiences, and connects her students – future leaders – to internship and research opportunities around the globe. She teaches graduate students pursuing masters and doctoral (Ed.D. and Ph.D.) degrees. She inspires deep learning through challenging class assignments in which students write policy briefs, engage in research, and propose actionable solutions to leadership challenges. She is an extraordinary mentor. S. Marjorie Thomas, Dean of Students at W&M notes, *“Pam’s support and mentorship of our SOE graduate students is, bar none, the most prodigious I have observed in my 28-year career. Her graduate students experience her as a teacher, ally, and mentor—committed to their professional pursuits as higher education practitioners.”* Prof. Eddy also provides a wide array of opportunities for students to engage with current leaders. She created what is now an annual trip to Washington, DC as part of her Educational Policy course. This visit includes meetings with officials of national education associations and a visit to Capitol Hill to meet with legislators.

In her 12 years at W&M’s School of Education (SOE) Prof. Eddy has excelled in teaching. She created an extraordinary 12 new courses and updated six others. **Her stellar teaching evaluations, averaging 4.85 (out of 5), place her among the top teaching faculty at W&M.** She participated in three University Teaching Projects (2010, 2017, 2018) focused on infusing technology into her teaching, resulting in new online learning collaborations for students. She chaired 35 student dissertations, served on the dissertation committees of another 22 students, and chaired 82 Master’s Projects – **directing more student research than any other faculty member in the School of Education. Prof. Eddy has chaired 80% of the SOE Higher Education dissertations completed by students of color (2015-2020)**, underlining her commitment to student equity. She initiated a joint higher education/MBA program with the School of Business that allows students to receive both degrees in a condensed time period, and led building a high quality Executive Ed.D. in Higher Education for working administrators.

Mentoring graduate students’ research is a centerpiece of Prof. Eddy’s work. Students examine actual issues facing colleges; they study college enrollment trends in Virginia, pipelines for women in engineering, and outcomes of global education, to name a few topics. Prof. Eddy’s support of students continues beyond the classroom. As Jeremy Martin, Chief of Staff, W&M, commented, *“Her teaching is dynamic, engaged, and interactive; for many of us, her greatest teaching continues beyond the coursework as a scholarly mentor.”* As Ron Sims, former Outstanding Faculty Award winner and Sr. Prof. of Business at W&M notes, *“Unconditional positive affirmation is the keystone for all of Pam’s educational efforts; she meets her students wherever they are in their developmental journey.”* Notably, when W&M surveyed almost 100,000 alumni and **asked about a specific person or program that had a special impact on their experience as a student, Prof. Eddy was one of only 36 faculty members named** among the 617 full-time faculty. This result is striking given the SOE enrolls only 7% of the students at W&M.

Prof. Eddy infuses international topics into her teaching and creates global opportunities for students. Her students have done academic work in China, Liberia, Germany, and Ecuador. Prof. Eddy started the first global studies course for graduate students in the SOE, leading three trips abroad for students and paving the way for others to follow. Steve Hanson, Vice Provost for International Affairs, W&M, notes, *“Over the past decade, Pam has been a true leader in rallying faculty not only within the School of Education, but also across all five of our academic schools, to combine forces in support of W&M’s global education and research.”*

Discovery

A distinguished scholar of community college leadership, Prof. Eddy focuses her research on organizational learning and change. Her work helps develop leaders, promotes equality of

opportunity, and provides strategies to improve teaching and learning. Prof. Eddy's research asks, How should leaders be prepared to address the pressures facing today's community colleges? She challenges traditional notions of leadership that are based on a single leader in the proverbial corner office. Instead, Eddy's scholarship highlights the value of collaborative leadership and advocates for expanding the leadership of mid-level leaders (e.g., chairs) and faculty to help leverage change. Critical to improving college outcomes is the transformation of classroom teaching by helping faculty to develop effective teaching strategies to support students through to graduation. At the center of this work is attention to equity. Debbie Sydow, President of Richard Bland College, writes, "**Pamela Eddy is a name that is familiar to almost every 2-year college leader in the US.** Her research and insightful observations contribute to a fuller understanding of community colleges and what's required to be a successful community college leader."

The pressures on community colleges, including declines in funding, changes in student demographics, and shifting demands from employers and the public, require new approaches. Community colleges also face a leadership crisis due to pending retirements. Prof. Eddy's work tackles all these challenges head-on. She brings complex and nuanced thinking to the problems facing higher education leaders. For example, her research shows that building faculty leadership improves student experiences, and that when faculty embrace a leadership role, they more effectively contribute to the college's improvement plans. Prof. Eddy's book, *Leading for Tomorrow: A Primer for Succeeding in Higher Education Leadership*, provides a how-to orientation for newly appointed leaders. Community college leaders need tools to support students who are looking to break cycles of poverty, to advance at work, and to build transfer pathways into university degree programs. Her work provides leaders with strategies on how to talk about change, how to promote collaboration and reduce conflict, and how to improve student success. Her research includes ways for leaders to support social justice in community colleges and to advocate for equity in leadership by taking a critical look at data and policies. When achievement gaps exist among diverse students, when leaders of color and women are not represented in the leadership cabinet or on the board of trustees, and when talented students and employees leave the community college, colleges fail to fulfill their mission. **Prof. Eddy's work gives leaders and faculty tools to succeed.**

Prof. Eddy's scholarship has an international reach, and in 2009, she was awarded a Fulbright Scholarship to Ireland. This highly competitive program selected only 45 education faculty members from across the nation. Prof. Eddy's Fulbright focused on educational partnerships, resulting in three books and three book chapters. She brought back to the Commonwealth lessons learned abroad and conducted research on internationalization efforts at W&M.

Integration of Knowledge

Prof. Eddy moves theory and research beyond the ivory tower to effect change. She uses evidence-based research in the workshops she conducts in the field – ranging from leadership development to teaching and learning to equity. She works extensively with the Virginia Community College System and with individual community colleges and community college leaders. Her year-long consulting work on the VCCS Student Success Leadership Institute involved teams from each of the system's 23 community colleges developing individualized campus action plans to improve student outcomes. Across the nation, Prof. Eddy's workshops provide participants tools to achieve change – she shows leaders how to deal with resistance to reform, to identify the real underlying problems, and to use data to inform decision-making.

Her contributions to national projects help spread innovations in community colleges. For example, her work with [SAGE 2YC](#), a project funded by the National Science Foundation, provides leadership development for the community college faculty involved. One of the NSF panel reviewers for the award stated that Prof. Eddy's research plan was "*one of the strongest*

and most robust I've seen." Lynsey LeMay, a faculty member at Thomas Nelson Community College in Virginia and a participant in the national project commented, *"Pam's expertise on community college leadership and organizational change has had a profound impact on me, and the other SAGE 2YC change agents, helping me to more strategically and effectively navigate and influence institutional change."* Heather Macdonald, Chancellor Professor of Geology, OFA awardee, and lead on the grant, wrote *"Dr. Eddy's deep understanding of community colleges has been a tremendous benefit to our project. She has the ability to explain complex ideas in our workshops in a way that the faculty immediately grasp how to use on their home campuses. She has been essential to the project's success."* Classroom observations indicate that what the faculty learn in these workshops has an immediate effect on their teaching and student learning.

As Editor-in-Chief of *New Directions for Community Colleges*, Prof. Eddy plays a leading role in shaping the national dialogue on community colleges through work with issue editors, choice of topics for themed issues, and promotion of the work of junior scholars. Prof. Eddy's faculty work bridges and intersects teaching, scholarship, and practice. This work provides strategies to improve student retention and college completion rates. According to Chris Mullin, Director of Strong Start to Finish, Education Commission of the States: ***"Pamela Eddy is a linchpin in the connection of research to practice in the field of higher education. [She] encourages the intellectual development of colleagues, students, and vested stakeholders resulting in authentic approaches to some of the most challenging issues facing higher education."***

Service

Prof. Eddy provides selfless service to W&M through her committee work and leadership; to the Commonwealth through her work with college campuses; and nationally through her leadership in professional associations and academic journals. In 2020, she spearheaded the first ever convening of the higher education programs in Virginia, with the theme *Equity and Inclusion along the Educational Pathway*. Nearly 200 attendees spent the day strategizing on how to improve higher education in Virginia. Providing a collegial forum to take advantage of the expertise of faculty, administrators, and students in Virginia spurred ideas around issues of equity and built stronger connections among the colleges. Prof. Eddy is a well-respected leader on campus as well. Her service to W&M includes membership and leadership on numerous high-level academic committees, some 41 over the past decade. She co-led a campus wide academic leadership program to support department chairs. Within the School of Education, she also advises the Higher Education Student Association, started a SOE fund to support graduate student travel to professional conferences, and hosted eight international scholars.

Nationally, Prof. Eddy's service to the profession was recognized by her 2016 Service Award from the Council for the Study of Community Colleges (CSCC); she was the President of CSCC in 2011. Ann Austin, Associate Dean of Research at MSU and past-president of the Association for the Study of Higher Education noted, *"Pamela has made significant contributions to advancing higher education nationally and internationally through editorial roles, international consulting and teaching, and leadership in professional associations."* Prof. Eddy's extraordinary service to academic journals includes membership on five nationally ranked journal editorial boards, and she serves as associate editor on another two journals. Her expertise is also sought as an external evaluator of higher education programs across the country. Prof. Eddy also continues her influence in the international arena with service as a reviewer of Fulbright Scholar applications and a reviewer for the Irish Research for Policy grant applications. W&M Provost Peggy Agouris sums up Prof. Eddy's service, stating, *"Pamela doesn't merely make a difference, she makes ALL the difference for teaching and learning at W&M, in the Commonwealth and far beyond. Her intellectual acumen and profound commitment to others have made a world of difference!"*

PERSONAL STATEMENT

Like many students, I travelled a career path that was anything but linear. Initially, I wanted to be an economics professor. My college advisor made economics exciting, and I was hooked. I started an economics doctoral program immediately after completing my undergraduate degree. But, along the way, I discovered that I didn't find this graduate work compelling, and didn't see how the work helped people. I opted to stop after earning my master's degree, thinking that one day I would go back for my doctorate. But first, I needed to find my driving passion.

At one point in my career, I worked as an administrator in continuing education at a rural community college. The mission focus of the college on workforce development and transfer preparation provided second chances to students. I had seen the power of the community college on people within my own family. My mother-in-law, widowed at 50, fulfilled her dream of becoming a college graduate by first earning an associate degree, and then enrolling at a four-year college where she earned her baccalaureate degree. My brother, whose first year at the university didn't go so well, found success at a community college, and later earned his bachelor's degree and MBA. After working at a community college, I noted the commitment of the faculty, the benefits students received, and the support these institutions provide to the community.

While many others might think of community colleges as places for underprepared students or "others," I saw them as being for all of us, and I was convinced that this was work worth doing, finally discovering my lifelong passion as an educator. As a former low-income, Pell grant recipient myself, I recognized the power of giving students opportunities for advancement and success through education. I saw the effect the faculty had on students when they pushed them to achieve what the students at first thought impossible. I entered my doctoral program 15 years after earning my master's degree, with three kids in tow, and a full-time job. The round-trip commute to campus was 150 miles, but I was motivated! As I prepared this application, I realized that many people and experiences influenced my career, and guiding my path were several principles.

I was a 20-year old arriving home after my sophomore year of college when I learned that my brother, who had just graduated from high school, was going to make \$1 per hour (about 20 percent in those days) more than I was during our summer work at the local factory. When I asked management about this discrepancy, I was told it was because he would be trained to drive the forklift, and since company policy prohibited girls from doing that job, there would be no further discussion of the matter. My immediate reaction was, "That's not fair!" In my family, I was taught that girls could do anything. This early experience instilled in me the first of what has become a set of guiding principles for life. **Principle #1: Fight for equity.**

My grandparents, as immigrants to the United States, worked hard to build a business and sent their daughters (my Mother and Aunt) to college in the 1940s, a time when American women were a small fraction of college students. They believed in equity and thought that their daughters deserved the same opportunities as their sons. I recall my grandmother telling me, "*Pamela, they can't take your education away from you.*" Hence, **Principle #2: Education matters.**

My dad switched careers and started a business when I was in high school, but his company went bankrupt during a recession. Suddenly, money was so tight that I qualified for free lunch in school. My siblings and I all worked to earn money to help with expenses, and all five of us paid for our own college education. A vivid memory I have during this time is of our neighbor, who was recently laid off, coming to our house to ask my dad for \$20. Despite our own troubles, my dad readily gave him the money. Thus, **Principle #3: Help others.** Looking back over my career, it is easy to see why I focused on community colleges in my work as these colleges provide people opportunities for a better life and support local economies.

Early in my career, and years before entering my doctoral program, I worked in the not-for-profit sector. As the director of the local United Way I was able to see, and to help meet, community needs. During this time, I also taught microeconomics as an adjunct faculty at a community college in a program specifically designed for working women. The students arrived for my night class after putting in a full day of work and juggling family responsibilities. I taught the class as many faculty do, relying solely on lectures. The view from the podium was shocking for me – students were falling asleep, they had trouble grasping what I thought were simple concepts, and they didn't all love economics! Another principle emerged. **Principle #4: Meet people where they are.**

I knew that I needed to change my approach. How could I bring out the best in students? The next time I taught the class, I switched things up. I gave an assignment in which students had to clip out a current article from a newspaper and apply their newly learned economic skills to scrutinize the sub-text of what was reported. Why was there a farm buyout underway? What influenced the increase in the inflation rate? Illustrating the linkage between theory and students lived experience was crucial in helping the light bulb go on for them. From this, **Principle #5: Great teaching takes work.** One day, I happened to have a conversation with the college president, who was lamenting the feedback he had received during a college review noting that there was a communication problem on campus. Little did I realize at the time, that this conversation would become a touchpoint for me during the third phase of my career as a faculty member focused on developing leaders: **Principle #6: Leading requires clear communication.**

As a doctoral student, my first course on higher education leadership was transformative. Our first assignment was to keep a reflective journal, and I recall clearly the first line in my journal: *I really don't like to reflect!* By the end of the term, I had written 100 pages of reflections and was sold on the value of this form of critical thinking. The late nights driving home helped me reflect and process as my head was filled with so many new concepts and ideas about what I was learning. I would think about questions such as: *How did collaborative leadership work in practice? How can faculty improve their teaching? How can I do this in my work on campus?* Another principle emerged. **Principle #7: Critical reflection helps learning.**

Working first in non-profits and then as a college administrator gives me a different vantage point in the third phase of my career as a faculty member compared to many other professors. What I learn in my research funnels directly into my teaching, and the issues raised in the classroom inform my research. Further, my research informs my service. All three aspects of my faculty work are important. Thus, **Principle #8: Contribute to the field.**

An exchange at my dad's funeral brought home to me that the influence one has on students may not be apparent to either the student or the teacher in the moment. The first to arrive at his wake were two men I didn't know. I went up to thank them for coming and learned that my dad was their high school teacher in 1959. Forty-five years later, they had come to recognize and honor the influence he had on them. I realized that his was a life of service to others, and every day I seek to emulate this. Hence, **Principle #9: Your actions impact other lives.**

I work to continue the circle of transforming lives of students as my dad did for his students and my mentor did for me. My path to this faculty role was meandering, just like that of many community college students and now, of my own graduate students. In putting together this packet, I didn't have to wait forty-five years to hear from some of my students. One sent me this note: *"Dr. Eddy played an instrumental role in transforming me from an impostor syndrome sufferer into a serious and confident researcher. I owe her a debt of gratitude for her role in shaping my life and career."* I would not have known of this impact before, and it reminded me of why I do this work. I love engaging directly with students and supporting their development as leaders and researchers, and I strive to light a fire for learning in all my students.

ABBREVIATED CURRICULUM VITAE: PAMELA EDDY

EDUCATION

- 2002 Michigan State University, Ph.D. in Higher, Adult, and Lifelong Education. Dissertation: *Sensemaking on Campus: The Role of the Two-Year College President in Framing Organizational Change*
- 1985 Cornell University, M.S. in Resource Economics. Thesis: *The Impact of Acid Deposition on Housing Values in the Adirondack Park Region.*
- 1982 Allegheny College, B.S. in Economics. Magna Cum Laude, Phi Beta Kappa.
Senior Composition: *Environmental and Resource Dilemmas: Intergenerational Equity.*

WORK HISTORY

- 2008 William & Mary, Associate Professor (2008-2013); Professor (2014-present);
Department Chair (2017-2020); Area Coordinator (2010-2012)
- 2002 Central Michigan University, Assistant Professor (2002-2006); Associate Professor
(2006-2008); Doctoral Program Coordinator (2005-2008)
- 1999 Michigan State University, Research Assistant (1999-2002)
- 1995 Alfred State College, Director of Continuing Education & Faculty Development

SELECT AWARDS

- 2020 Woman of Influence, William & Mary Women's Mentoring Program
- 2016 Arthur M. Cohen and Florence B. Brawer Distinguished Service Award, Council for the
Study of Community Colleges
- 2013 School of Education Dean's Award in Recognition for Outstanding Leadership for
Collaborative Initiatives
- 2013 Senior Scholar Award, Council for the Study of Community Colleges
- 2011 Plumeri Award for Faculty Excellence, W&M (20 awarded annually)
- 2008 Fulbright Scholar for Research at Dublin Institute of Technology, Ireland
- 2008 Excellence in Teaching Award, Central Michigan University (5 awarded annually)
- 2007 Central Michigan University Provost Award for Research and Creative Activity (2
awarded annually to junior faculty)
- 2006 Emerging Scholar Award, Council for the Study of Community Colleges

SELECT PEER REVIEWED PUBLICATIONS AND BOOKS

As of 09/15/2020 6 books, 6 edited books, 3 edited special issue theme journals, 29 book chapters; 40 peer-reviewed articles, number of times cited = 3,722, h-index = 30 (30 papers each cited at least 30 times), data from [Google Scholar](#).

Eddy, P. L., & Kirby, E. (2020). *Leading for Tomorrow: A Primer for Succeeding in Higher Education Leadership*. Rutgers University Press.

Eddy, P. L. (2019). [Community colleges need to evolve as students' needs do](#). *Harvard Business Review*.

Eddy, P. L., & Khwaja, T. (2019). What happened to re-visioning community college leadership? A 25-year retrospective. *Community College Review*, 47(1), 53-78.

Eddy, P. L. (2018). Expanding the leadership pipeline in community colleges: Fostering racial equity. In A. D. Welton & E. Zamani-Gallaher (Eds.), *Facilitating Institutional Change for Racial Equity in the Educational Pipeline. Teachers College Yearbook*, 120(14).

Eddy, P. L. (Ed.). (2017). *Constructions of Gender. New Directions for Community Colleges*. Jossey-Bass.

Romano, R. M., & **Eddy, P. L.** (2017). Community colleges and social mobility. *Change: The Magazine of Higher Learning*, 49(6), 55-62. doi: 10.1080/00091383.2017.1399041

Eddy, P. L., Garza Mitchell, R., & Amey, M. J. (2016, December 2). Leading from the middle.

Chronicle of Higher Education, 68(15), A48.

Eddy, P. L., & Ward, K. (2015). *Lean In or opt out? Career pathways of academic women.* *Change Magazine*, 47(2), 16-22.

Eddy, P. L., Sydow, D., Alfred, R., & Garza Mitchell, R. (2015). *Developing Tomorrow's Leaders: Contexts, Consequences, & Competencies.* Rowman & Littlefield and ACCT.

Eddy, P. L. (Ed.). (2014). *Connecting Learning Across the Institution.* *New Directions for Higher Education*, no. 165. Jossey-Bass.

Eddy, P. L., & Amey, M. J. (2014). *Creating Strategic Partnerships: A Guide for Educational Institutions and their Partners.* Stylus Press.

Eddy, P. L. (Ed.). (2012). Creating future directions for community colleges using today's research [Special Theme Issue]. *Community College Review*, 40(2).

Eddy, P. L. (2010). *Community College Leadership: A Multidimensional Model for Leading Change.* Stylus Press.

Eddy, P. L., & VanDerLinden, K. (2006). Emerging definitions of leadership in higher education: New visions of leadership or same old "hero" leader? *Community College Review*, 34(1).

PEER-REVIEWED PRESENTATIONS AND SELECT KEYNOTE/INVITED TALKS

- 101 invited keynote/workshop presentations at state/national/international conferences
- 124 peer-reviewed conference presentations at national/international conferences

GRANT ROLES

- Project Researcher. National Science Foundation—*Collaborative Research: Faculty as Change Agents: Transforming Geoscience Education in Two-year Colleges.* **(\$3,036,726)**
- Grant External Evaluator. National Science Foundation—*Online Technical Education in ATE-Funded Programs: Building Evidence-Based Practice Recommendations.* **(\$228,765)**
- Grant External Evaluator. National Science Foundation—*Contextualize to Learn: Preparing Faculty Toward Math Contextualization for Student Success in Advanced Technology Education.* **(\$799,525)**

SUMMARY OF TEACHING AND MENTORING

- Taught 18 different courses at W&M, including leading 3 Global Studies Trips
- Dissertation chair—62 students including 5 in process (40 at W&M, 22 at Central Michigan University), Dissertation committee member—36 students
- Directed 82 Master's Projects/Theses and 71 Graduate Independent Studies at W&M
- Academic advisor to 40 graduate students on average annually; W&M Women's Mentor.

SELECT PROFESSIONAL SERVICE

2019-Present Editor-in-Chief, *New Directions for Community Colleges*

2019-Present Institute of Integrated Conservation Steering Committee

2018-Present Associate Editor, *Higher Education: Handbook of Theory and Research*

2017-Present Reves Center International Advisory Council

2017-2020 Chair, Department of Educational Policy, Practice, and Leadership

2016-2019 Planning Committee, 100 Years of Women at William & Mary

2015-2017 School of Education Evaluation Committee, Co-chair 2016-2017

2013-2016 Board of Directors, Division J, American Educational Research Association

2013-2017 W&M Washington, DC Center Advisory Committee

2012-2015 William & Mary Women's Mentoring Project Steering Committee

2011-Present Editorial Board, *Community College Journal of Research and Practice*

2010-Present Editorial Board, *Innovative Higher Education*

2011 President, Council for the Study of Community Colleges

2011-2018 International Reviewer, Fulbright Scholar Program

LETTERS OF SUPPORT (EXCERPTED)

Supervisors at William & Mary

W. Taylor Reveley, III, President Emeritus. *Even among the extraordinary faculty at W&M, Prof. Eddy shines brilliantly. She is a marvelous combination of virtues – a marvelous teacher, significant scholar, and masterful counselor, who mentors students and junior faculty alike, giving her time freely to all. She is superb with alumni, maintaining strong ties with her former students long after they leave W&M. It is fair to say Prof Eddy gets more done in a typical day than others accomplish in a week. She is a dynamo! During my time as W&M's president, I came to know and appreciate her work and her qualities as a human being.*

Robert Knoeppel, Dean, School of Education. *Pamela Eddy is a model for students and other faculty members on how to seamlessly integrate one's faculty identity with their role as a teacher, researcher, and community member. Not just a nationally recognized scholar in community college leadership and change, Dr. Eddy is an accomplished teacher who creates learning spaces for students to integrate research into practice. Her service to the institution and to the field is both selfless and perfectly aligned with her expertise as a change agent.*

Tom Ward, Professor, School of Education, EPPL Department Chair. *Prof. Eddy is the hardest working faculty member I know. Those who are fortunate to work with her know the value of her dedication and earnest concern for her profession, colleagues, and students. Pam works tirelessly on her own internationally-recognized research, publishing, presenting papers, and consulting with top institutions around the world. Just as impressive is her work with students. The amount of time she spends with each student and each project makes one wonder when she sleeps.*

Colleagues

Mike Tierney, Co-Director, Global Research Institute, W&M. *Pam Eddy is the faculty member that all parents hope are teaching their kids. She is also the faculty member that colleagues hope they can become. She is an insightful and productive scholar, and a great teacher. What is harder to capture on paper is her incredible generosity. Prof. Eddy gives her time and insight without any expectation of reciprocity. Whether she is teaching, doing collaborative research, or serving on a university committee, Pam has an outsized impact on those she works with.*

Todd Zakrajsek, Director, Lilly Conferences on College and University Teaching and Learning. *Dr. Eddy has had a tremendous impact on higher education, both in the US and abroad, particularly in the area of community college leadership. The downstream effect of her work is beyond imagination. Among the thousands of faculty members I have interacted with over the past 20 years, through my work at a highly ranked university and as a director of 5 national teaching conferences, Dr. Pamela Eddy is solidly one of the brightest stars in higher education.*

Jaime Lester, Editor, Community College Review, Assoc. Dean for Faculty Affairs and Strategic Initiatives, George Mason University. *Pam Eddy is THE expert on community college leadership having written books and articles widely used by researchers and leaders around the US and abroad. Her focus on cultural leadership provides a map for community college leaders to improve the success of students and the well-being of faculty and staff. She is also an advocate and mentor to doctoral students and new faculty. Having benefited from Pam's mentorship over the years, I can attest to her influence on my career trajectory and success as an academic.*

Xueli Wang, Professor, University of Wisconsin. *Prof. Eddy is without a doubt one of the very top scholars shaping and pushing the knowledge base of higher education leadership, faculty development, and community colleges. In my work and that of numerous other colleagues, we constantly look to Dr. Eddy's research for inspiration and guidance. What further sets her apart*

is that her intellectual contributions go beyond her research endeavors and intertwine closely with her day-to-day mentoring and public service practices.

Ann Austin, Associate Dean of Research at MSU, and past-president of the Association for the Study of Higher Education, Fellow of the American Educational Research Association. *Prof. Eddy has distinguished herself across all areas of academic work. She has contributed ground-breaking work concerning higher education leadership, community colleges, strategic partnerships, and women in higher education. She is a highly dedicated, innovative teacher who is fully committed to the success of her students, and embodies the definition of an outstanding and highly committed faculty member, scholar, and teacher.*

Students

Regina Garza Mitchell, Ed.D., '08, Associate Professor at Western Michigan University. *Dr. Pamela Eddy is the most outstanding faculty member I've ever had the pleasure of working with. She challenges students while encouraging them. She is a co-creator of knowledge and learns from and with her students while teaching them. She inspired me to become a faculty member and to continue learning and growing as a professional.*

Shannon Chance, Ph.D. '10, Madame Curie Fellow, Instructor Dublin Institute of Technology. *Pam Eddy is an exceptionally knowledgeable, enthusiastic, and inspiring teacher. She has been my teacher, my colleague, my mentor, and one of my primary career advisors and role models. Thanks to her, I have exceeded my wildest dreams by getting to live, work, and learn in Europe.*

Charlie Foster, M.Ed. '15, Director, Office of Veteran Student Engagement, W&M. *Pam Eddy was singularly instrumental in setting me on my path to becoming the director of the first-ever Office of Student Veteran Engagement at W&M. Her leadership expertise, which is truly the language all veterans speak; her inexhaustible advocacy for community colleges, where the vast majority of W&M's student veterans learn before attending; and her constant questioning of assumptions equipped me to clear the hurdles that separated student veterans from the support they needed. I benefited from Pam's commitment to public service.*

Tehmina Khwaja, Ph.D. '15, Fulbright Student Scholar, Post-Doc Vancouver Island University. *Dr. Eddy is a truly inspirational educator and mentor. She involved me in research projects to train me as a researcher. She has worked hard to support my higher education scholarship as a researcher by involving me in the publication of articles and books. Dr. Eddy is that rare breed of professors who are not only extraordinary teachers and researchers, but who change lives through their dedication.*

Community Leaders

Ted Raspiller, President, John Tyler Community College. *In addition to her scholarship in the areas of community college leadership, teaching, and gender equity, Dr. Eddy has a unique ability to convey theory and practice in ways valuable to her students, and vital to community colleges that are in leadership crisis. Dr. Eddy's students literally hit the ground running in a variety of community college leadership roles....and then go on to raise the bar for the rest of us!*

Catherine Finnegan, Assistant Vice Chancellor for Institutional Effectiveness, VCCS. *Dr. Eddy is the very definition of catalyst – an agent that provokes or speeds significant change or action--she helped shift the culture of our colleges. The conversations she facilitated during our Student Success Leadership Institute effort have transformed the way that we discuss policy, divide funding, and measure our success as colleges.*

Fran Bradford, Deputy Secretary of Education, Commonwealth of Virginia *Pam is an enthusiastic teacher, and is generous with her time inside and out of class. I have never met a student of hers that has not raved about her dedication and her ability to inspire them.*