

## PAMELA PERTREASE FELDER

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[pamela.felder@gmail.com](mailto:pamela.felder@gmail.com)

### RESEARCH STATEMENT

Understanding the doctoral experience has tremendous implications for addressing many areas of higher education that have been viewed historically as problematic. Foremost, the role of inequity in access to the doctoral process via postsecondary education is a guiding factor for acknowledging racial and cultural limitations within college and university environments. Through studying these limitations within processes and systems related to doctoral degree attainment, my work aims to identify ways these limitations affect academic success and degree completion for Black/African American students. Development of this research has largely focused on the experiences of Black/African American students that is part of a growing commitment to supporting historically marginalized communities broadly. Guiding this work is an epistemological philosophical worldview supported by an interpretive critical race framework based on Yosso's (2005) model of cultural wealth.

My research plans for the next five to ten years include a comprehensive examination of the African Americans and their doctoral experience in the United States. I seek to understand societal factors shaping Black/African American doctoral degree completion, including but not limited to, the systemic barriers of exclusion. I plan to identify the Black/African American approach to doctoral degree attainment. I am broadly defining African American to include Americans of African descent, members of the African diaspora and their American and African descendants, and Africans. Primarily, I use qualitative methods including case study analysis. Cases involve the study of academic environments, i.e., student-faculty relationships; systemic processes, i.e., career transitions and pathways to the professoriate; and seminal leaders, i.e., key "firsts" in doctoral education like Edward A. Bouchet, for example, who received the first Ph.D. conferred to an African American in this country at Yale University in 1876.

This work continues to build upon two concepts from my initial research interests, moving them into peer-reviewed articles. The first idea involves the importance of faculty mentoring in the success of doctoral students. My article titled, *On doctoral student development: Exploring faculty mentoring in the shaping of African American doctoral student success* (2010) explores student perceptions of faculty members as they relate to faculty behavior, academic advisement, and faculty diversity. Moreover, my work titled, *Extending Bell's concept of interest convergence: A framework for understanding the African American doctoral student experience* (2013) and, *African Americans and doctoral experience: A case comparison through Bell's interest convergence* (2014), examines student perceptions of the faculty-student relationship in an effort to develop a framework focused on strategies for supporting African American doctoral students. The most recent projects include: *SANKOFA: Exploring the Racial and Cultural Implications of the Black/African American doctoral experience* (under review, SUNY), an edited volume dedicated to expanding perspectives of the doctoral experience using a cultural framework; and *Critical race theory and HBCUs: Reminders of institutional renewal and promise* (under review, Journal of Diversity in Higher Education).

Works titled, *Prior socialization in academic capital formation: HBCU origins and their impact on doctoral student success* (2012) has focused on my interest in the pre-doctoral experiences of African Americans. The previous ideas are connected to the goal of story-telling about the African American doctoral experience. This includes developing an integrative literature review of African American doctoral degree attainment since 1876 with a focus on the factors most critical to degree completion. Further development of this work involves the search for external funding to support a large-scale qualitative assessment of the belief systems and behaviors of African American doctoral students at several different types of institutions.

Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69–91.

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**Education**

University of Pennsylvania, Graduate School of Pennsylvania, Philadelphia, PA

PH.D., Higher Education 2005

Dissertation: *African American doctoral degree completers and the factors that influence their success in the Ivy League.*

Temple University, Ritter School of Education, Philadelphia, PA

M.ED., Educational Leadership and Policy Studies, 1994

University of Maryland Eastern Shore, Princess Anne, MD

B.A., English, 1992

English Thesis: *W.E.B. Du Bois vs. Booker T. Washington: A comparative analysis of educational philosophies.*

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**Awards/Honors**

2017 American Association of University Professors Burgan Grant Recipient, American Association of University Professors Annual Meeting, Washington, D.C.

2016 Pardee RAND Faculty Leader for Policy and Research Analysis, Pardee RAND Graduate School, Santa Monica, CA

2008 Diversity Travel Grant Award, Professional and Organizational Development (POD) Network in Higher Education and the National Council for Staff, and Organizational Development, Reno, NV.

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**Publications*****Peer-Reviewed Articles***

Azzizova, Z.T. & **Felder**, P.P., (2017). Understanding racial/ethnic meaning-making: Narrative analysis of STE(A)M doctoral student experiences. *Studies in graduate and postdoctoral education.*

Tull, R., Lo, A., Reed, A., **Felder**, P.P., Hester, S. (2017) Social media hacking activities as hybridized mentoring mechanisms for underrepresented groups in STEM. American Society for Engineering Education. Paper proceeding for the 2017 ASEE Annual Conference and Exposition, Columbus, OH.

Blockett, R., **Felder**, P.P., Collier, J., & Parrish, (2016). Pathways to the professoriate: Exploring African-American doctoral student socialization and the pipeline to the academic profession, *Western Journal of Black Studies*, 40(2).

**Felder, P.P. & Arleth, M.T. (2015).** The role of accreditation in supporting student mobility and transfer. *International Journal of Higher Education*, 5(1), 97-110.

**Felder, P.P. (2014).** Dr. Edward A. Bouchet: A model for understanding the doctoral experience from an African American perspective. *The Journal of African American Studies*, 19, 3-17.

**Felder, P.P., Stevenson, H.C., Gasman, M. (2014).** Understanding race in doctoral student socialization. *International Journal of Doctoral Studies*, 9, 21-42.

**Felder, P.P. & Barker, M.J. (2014).** African Americans and the doctoral experience: A case comparison through Bell's interest convergence. *Journal of Progressive Policy and Practice*, 2(1), 79-100.

**Felder, P.P. & Barker, M.J. (2013).** Extending Bell's concept of interest convergence: A framework for understanding the African American doctoral experience. *International Journal of Doctoral Studies*, 8, 1-20.

**Felder, P. (2010).** On doctoral student development: Exploring faculty mentorship and the shaping of African American doctoral student success. *The Qualitative Report*, 15(2), 455-474.

**Felder, P., Strong, T, Ronald, J. (2009).** Insider experiences of The Qualitative Report reviewing process. *The Qualitative Report*, 2(38), 221-227.

**Felder, P. & Castillo, M. (Winter, 2011).** Black and Latino doctoral student socialization in the United States. *Academic Leadership Journal*, (9)2, 1-5.

**Felder, P.P. & Norfles, N. (manuscript in development).** Making a case for McNair and its support of historically marginalized doctoral students. Paper accepted by the 2018 American Educational Research Association.

**Felder, P.P. & Palmer, R.T. (under review).** Critical race theory and HBCUs: Reminders of institutional renewal and promise. *Journal of Diversity in Higher Education*.

**Felder, P.P., Moore, T., Kline, K., Harmening, D., St. John, E.P. & Bowman, P. (under review).** Professional learning in higher education graduate programs: Reframing the challenge and reflections of pedagogical strategies, *International Journal of Doctoral Studies*.

### ***Research/Policy Briefs***

Okahana, H., Allum, J., **Felder, P.P.**, & Tull, R.G. (2016). *Implications for practice and research from Doctoral Initiative on Minority Attrition and Completion* (CGS Data Sources PLUS #16-01). Washington, DC: Council of Graduate Schools.

### **Book (Edited Volume)**

**Felder, P.P., Barker, M.J., Gasman, M.** (under review). *SANKOFA: Exploring the racial and cultural implications for doctoral education from the African American perspective.* Albany, NY: SUNY Press.

**Felder, P. P. & St. John, E.P.** (Eds.) (2014). Supporting graduate students in the 21st Century: Implications for policy and practice. *Readings on equal education Series, 27.* New York, NY: AMS Press Inc.

### **Book Chapters**

**Felder, P.** (2013). Exploring race and culture as critical reflective pedagogical tools. In, Kimberly Kline (ed.), *Reflection in action: A guidebook for faculty and student affairs professionals.* Sterling, VA: Stylus.

**Felder, P. & Tesauro, J.** (2013). What can we learn from the Jack Kent Cooke Foundation?: Exploring the role of foundation support, community colleges and STEM. In, J. Luke Wood and Robert T. Palmer (Eds.), *Examining the role of community colleges in STEM production: A focus on underrepresented racial and ethnic minorities.*

**Felder, P.** (2012). Prior socialization in academic capital formation: HBCU origins and their impact on Doctoral Student Success in Rachelle Winkle-Wagner, Edward P. St. John, & Pat Bowman (Eds.) *Readings on equal education expanding postsecondary opportunity for underrepresented students: Theory and practice of academic capital formation* (pp. 43-63). New York, NY: AMS Press Inc.

Thompson, Pamela **Felder.** (2008). On firm foundations: HBCU graduates and their doctoral student development in the Ivy League. In, Marybeth Gasman and Chris Tudico (Eds.), *Triumphs and Troubles: Historical and Contemporary Essays on Black Colleges* (pp. 27-40). New York: Palgrave MacMillian.

### **Book Reviews**

**Felder, P.P.** (2013). Review of Is graduate school really for you? The whos, whats, hows and whys of pursuing a master's or Ph.D. [book review]. *The Review of Higher Education.*

**Felder, P.P.** (2013). Review of Creating campus cultures: Fostering success among racially diverse students [book review]. *The Review of Higher Education.*

**Felder, P.P. & Shanahan, T.** (2012). Review of Breaking the access barrier: How academic capital formation can improve policy in higher education [book review]. *Teachers College Record, 114(11).*

### ***Selected Commentaries, Op-Eds, Blogs***

**Felder, P.P.** (under review). Graduate education, cultural wealth, and the next 100 years. *Teachers College Record*.

**Felder, P.P.** (2017). On the importance of culturally responsive assessment, National Institute of Learning Assessment,  
[http://www.learningoutcomesassessment.org/Response\\_Equity\\_Paper29\\_Felder.html](http://www.learningoutcomesassessment.org/Response_Equity_Paper29_Felder.html)

**Felder, P.P.** (2016). When institutional culture matters. #BlackDoctoratesMatter  
<https://blackdoctoratesmatter.wordpress.com/2016/11/25/when-institutional-culture-matters/>

**Felder, P.P.** (2016). What is black doctorates matters? #BlackDoctoratesMatter Blog.  
<https://blackdoctoratesmatter.wordpress.com/2016/09/12/what-is-black-doctorates-matter/>

**Felder, P.P.** (2016). When representation & research matters. #BlackDoctoratesMatter Blog.  
<https://blackdoctoratesmatter.wordpress.com/2016/09/05/when-research-representation-matter/>

**Felder, P.P., Parrish, W.P., Collier, J.N., & Blockett, R.** (2016). Understanding programmatic support of doctoral student socialization via social media. *Teachers College Record*, Date Published: February 15, 2016, <http://www.tcrecord.org>, ID Number: 19451.

**Felder, P.P., Parrish, W.P., Collier, J.N., & Blockett, R.** (2016). Making a difference through programmatic support: What matters for STEM doctoral students. *Teachers College Record*, Date Published: January 05, 2016, <http://www.tcrecord.org>, ID Number: 18984.

**Felder, P.P.** (2014). Celebrating Black leaders committed to diversity: African American heritage feature, *Profiles in Diversity Journal*.  
<http://www.diversityjournal.com/12373-pamela-petrease-felder-university-pennsylvania/>

**Felder, P.** (January, 2012). Examining notions of social justice post-doctoral degree completion. *The Academy Speaks Blog: Diverse Issues in Higher Education*.

**Felder, P.** (September, 2010). Promoting racial and cultural awareness in the classroom: Creating a plan for evaluation. *The Academy Speaks Blog: Diverse Issues in Higher Education*.

**Felder, P.** (June, 2009). Exploring work-life balance for the female doctoral student. *Teachers College Record*, Date Published: June 25, 2009 <http://www.tcrecord.org> ID Number: 15695.

**Felder, P.** (August, 2009). “Nurturing” and “caring”: Do these terms really reflect the strength of HBCUs and their impact on doctoral student development? *Teachers College Record*, Date Published: August 10, 2009 <http://www.tcrecord.org> ID Number: 15746.

**Felder, P.** (April, 2009). A perspective on change. OUP Blog, Oxford University Press, USA. <http://blog.oup.com/2009/04/a-perspective-on-change/>

Thompson, Pamela **Felder**. (May, 2008). Graduate schools for beginners. *The Chronicle of Higher Education*, 54(34) A35.

### ***Encyclopedia Entries***

Thompson, Pamela **Felder**, (2008). A biography of John Ogbu, In, Henry Louis Gates, Jr. and Evelyn Higginbotham (Eds.), *African American National Biography*. New York, NY: Oxford University Press.

Thompson, Pamela **Felder**, (2005). The literary dimensions of Philadelphia’s African American Community, In, Hans A. Ostrom and J. David Macey, Jr. (Eds). *An Encyclopedia of African American Literature*, Westport, CT: Greenwood Press.

### ***Works in Progress***

Felder, P.P. & Norfles, N. (manuscript in development). Making a case for McNair and support of historically marginalized doctoral students.

Azizova, Z.T., Mendez, J., & **Felder**, P.P. (manuscript in development). *In pursuit of law degrees: Anticipatory socialization of racial/ethnic students in pre-law majors at HBU and PWI*.

**Felder**, P.P. & Hilton, A.A. (manuscript in development). An analysis of HBCU doctoral student persistence.

**Felder**, P.P. (manuscript in development). Understanding the racial identity in doctoral student socialization.

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## Teaching Experience

Associate Professor (tenure-track), Department of Education, School of Education, Social Sciences and the Arts., University of Maryland Eastern Shore, Princess Anne, MD, 2014-2017.

Courses Taught: Qualitative Methods, National and International Organizational Research and Development, Theories of Leadership, Doctoral Internship and Practicum, Doctoral Capstone.

Lecturer in Education, Higher Education Division

Graduate School of Education, University of Pennsylvania, Philadelphia, PA, 2013-2014

Course Taught: The Community College.

Lecturer and Division Manager, Higher Education Division

Graduate School of Education, University of Pennsylvania, Philadelphia, PA, 2010-2013

Courses Taught: Professional Development in Higher Education, Diversity in Higher Education, The Community College, Also, responsible for overseeing the Higher Education Master's Program.

Lecturer, Community College Leadership Doctoral Program

Morgan State University, Baltimore, Maryland, 2010

Courses Taught: Mixed Methods Research, Contemporary Issues in Community Colleges and the Clinical Internship Program.

Lecturer, Higher and Postsecondary Education Program, Organization and Leadership Department, Teachers College, Columbia University, New York, New York, 2006-2009

Courses Taught: Theories of Diversity in Higher Education, The Graduate Student Experience, College Student Retention and Persistence, Purposes and Policies in Higher Education, College Student Development Theories.

Lecturer in Education, (Higher Education Program), Policy, Management and Evaluation Division, Graduate School of Education, University of Pennsylvania,

Pennsylvania, Spring 2006 Courses: College Student Retention and Persistence, College Student Development.

Teaching Fellow, (Higher Education), Policy, Management and Evaluation Division University of Pennsylvania, Philadelphia, Pennsylvania, Fall 2004

Course: Diversity in Higher Education (co-developed and co-taught with Marybeth Gasman).

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## Presentations

**Felder, P.P.** and Norfles, N. (2018). Making a case for McNair and its support of historically marginalized doctoral students. Paper accepted for the American Educational Research Association, New York City, NY.

Dortch, D., Barker, M.J., Burt, B., **Felder, P.P.**, Griffin, K.A., (2017). Critical issues facing Black/African American doctoral students attending predominantly white institutions. Paper accepted for the 2017 Association for the Study of Higher Education Annual Meeting, Houston, TX.

**Felder, P.P.** (2017). The power of faculty as learners, Association for the Study of Higher Education Annual Meeting, Houston, TX. (Discussant).

**Felder, P.P.** & Reed, M. (2017). Learning from the assessment process: HBCU faculty perspectives on classroom and program review. Annual Conference on Teaching and Learning. Drexel University, Philadelphia, PA.

Tull, R., Lo, A., Reed, A., **Felder, P.P.**, Hester, S. (2017). Social media hacking activities as hybridized mentoring mechanisms for underrepresented groups in STEM. American Society for Engineering Education. Paper approved for the 2017 ASEE Annual Conference and Exposition, Columbus, OH.

**Felder, P.P.** (March 2017). The Eighteenth Annual Academic Achievement Program, *Creating a Global Impact: Scholarship, Leadership, and Excellence in the 21<sup>st</sup> Century*, University of Maryland, College Park. Maryland (Invited Panelist).

Azizova, Z.T., Mendez, J., & **Felder, P.P.** (2016). *In pursuit of law degrees: Anticipatory socialization of racial/ethnic students in pre-law majors at HBU and PWI*. Paper accepted for the Association for the Study of Higher Education Annual Meeting, Columbus, OH.

Dortch, D., & **Felder, P.P.** (2016). *Being Black and: An African American doctoral students experience through gender*. Paper accepted for the Association for the Study of Higher Education Annual Meeting, Columbus, OH.

**Felder, P.P.**, Poole-Sykes, K., Reed, M., & Geleta, N. (2016). *Learning from the CAEP assessment process within HBCU environments: Examining our strengths and challenges in classroom and program review*. Annual Conference on Teaching and Learning. Drexel University, Philadelphia, PA.

**Felder, P.P.** (2016). Doctoral student socialization and identity. Roundtable session for the American Educational Research Association Annual Meeting, Washington, D.C. (Chair).



**Felder, P.P. & Hilton, A.A. (2016).** *An analysis of HBCU doctoral student persistence.* Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.

**Felder, P.P. (March 2016).** The Seventeenth Annual Ronald E. McNair Post-Baccalaureate Achievement Program, University of Maryland, College Park. Maryland (Invited Panelist).

**Felder, P.P. (November 2015).** *The high impact of racism for women of color in higher education,* Association for the Study of Higher Education Annual Meeting, Denver, CO (Discussant)

Blockett, R., **Felder, P.P.,** Collier, J., & Parrish, W. (April 2015). *Pathways to the professoriate: Exploring African-American doctoral student socialization and the pipeline to the academic profession,* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

**Felder, P.P. (April, 2014).** *Exploring doctoral career development,* American Educational Research Association Annual Meeting, Philadelphia, PA. (Discussant).

**Felder, P.P. (March 2014).** *African Americans and the doctoral experience: A Case comparison through Bell's Interest Convergence,* the 11<sup>th</sup> Annual Yale Bouchet Conference on Diversity and Graduate Education, Yale University, New Haven, CT.

**Felder, P.P. (March 2014).** *Understanding the role of interest convergence in facilitating doctoral student success.* Sixth Annual Health Disparities Conference, Teachers College Columbia University, New York, NY.

**Felder, P.P. (November 2013).** *Interest convergence and the role of race during the doctoral process.* Graduate School of Education, University of Pennsylvania, Philadelphia, PA.

**Felder, P.P. (October, 2013)** *Exploring alternative models of education,* Black Doctoral Network Inaugural Meeting, Philadelphia, PA (Moderator).

**Felder, P.P. & Barker, M. (September, 2013).** *Understanding interest convergence within the doctoral experience.* Center for African American Research and Policy Annual Summit. Proposal accepted. Charlotte, NC.

**Felder, P. P. & Barker, M. (May, 2013).** *Considering interest convergence in doctoral student advising.* American Educational Research Association Annual Meeting, San Francisco, CA.

**Felder, P. P. (April, 2013).** *Interest and convergence and the doctoral experience.* The Tenth Annual Yale-Bouchet Conference on Diversity in Higher Education, Yale University, New Haven, Connecticut.

**Felder, P.P.** (March, 2013). *Understanding racial identity in doctoral student socialization*. Health and Disparities Conference, Teachers College, Columbia University.

**Felder, P.P., St. John, E.P., Kline, K., Moore, T.L., & Gentry, D.** (November, 2012). *Professional learning and graduate programs*. Presentation for the Council of Advancement in Higher Education Programs, Association for the Study of Higher Education Annual Meeting, Las Vegas, NV.

**Felder, P.P.** (2012). *African American women and educational leadership in community colleges*. African American Heritage Celebration, Community College of Philadelphia, Philadelphia, PA (Invited Keynote).

**Felder, P.P.** (2011). *Reflective framing in professional development: Addressing areas of vulnerabilities*, The Association for the Study of Higher Education Conference, Charlotte, NC.

**Felder, P.P.,** (2010). *On firm foundations: HBCU graduates and their doctoral student development in the Ivy League*, American Educational Research Association, Denver, Colorado.

**Felder, P.P., Mobley, Jr., S.** (2010). *Understanding the impact of familial tradition or lack thereof?: A case study of African American doctoral student success at Howard University*, American Educational Research Association, Denver, Colorado.

**Felder, P. & Gasman, M.** (2009). *Enacting diversity in the classroom: A model for teaching race and culture*. Association for the Study of Higher Education Annual Conference, Vancouver, British Columbia, Canada.

Golde, C., Scales, L. & **Felder, P.** (2009). *Creating intellectual communities that foster doctoral student learning: Moving from theory to practice*. Proposal accepted for the Association for the Study of Higher Education Annual Conference, Vancouver, British Columbia, Canada.

**Felder, P. & Turkowitz, A.** (2009). *Understanding sexism and heterosexism at elite institutions: An ecological perspective on promoting diversity*. American Educational Research Association Annual Meeting, San Diego, California.

**Felder, P. & Sallee, M.** (2009). *Exploring work life balance for the female doctoral student*. American Educational Research Association Annual Meeting, San Diego, California.

**Felder, P.** (2009). *Understanding the written components of the doctoral experience*. American Educational Research Association, San Diego, California. (Chair).

Thompson, Pamela **Felder**. (February, 2009). *The American college student*, Russian International Educators' Fulbright Program, Teachers College, Columbia University, New York, NY. (Invited Speaker).

Thompson, Pamela **Felder** (October, 2008). *Enhancing diversity within the classroom: A generative approach to culturally sensitive teaching*. Professional and Organizational Development Network in Higher Education and the National Council for Staff, and Organizational Development, Reno, NV. Proposal Accepted. (2008 Diversity Travel Grant Award Recipient).

Thompson, Pamela **Felder**, & Castillo, M. (March, 2008). *The power of gestures: Interpretations of the Black and Latino doctoral experience*. American Educational Research Association Annual Meeting, New York, NY.

Thompson, Pamela **Felder**, Bitsoi-Largie, E., & Gasman, M. (March, 2008). *We are soldiers in the army: Coping and effectively dealing with racial battle fatigue in higher education*. American Educational Research Association, Annual Meeting, New York, NY.

Thompson, Pamela **Felder**. (February, 2008). *Diversity in U.S. higher education*, Russian International Educators' Fulbright Program, Teachers College, Columbia University, New York, NY. (Invited Speaker).

Thompson, Pamela **Felder**. (February, 2008). *The American college student*, Russian International Educators' Fulbright Program, Teachers College, Columbia University, New York, NY. (Invited Speaker).

Thompson, Pamela **Felder**. (December, 2007). *Confronting vitriolic silence: Coping with racial battle fatigue in higher education*. Second Annual Student Diversity Conference, co-sponsored by the Higher and Postsecondary Education Program and the President's Office for Diversity and Community, Teachers College Columbia University. (Keynote Speaker).

Thompson, Pamela **Felder**. (November, 2007). *Understanding the Black and Latino doctoral experience*. Research on Race, Gender and Class Series, co-sponsored by the President's Office for Diversity and Community, the Black Brown Dialogues with Coalition of Latino/a Scholars and Black Student Network, Teachers College Columbia University. (Invited Speaker).

Thompson, Pamela **Felder**. (August, 2007). *The baccalaureate and beyond: Reflections of the critical factors for student success*. LEDA's (Leadership Enterprise for a Diverse America) Transition to College Symposium, Princeton University, Princeton, New Jersey. (Invited Speaker).

Thompson, Pamela **Felder**. (April, 2007). *Promoting graduate student success*, Chair and Discussant for the American Educational Research Association, Chicago, Illinois.

Thompson, Pamela **Felder**. (April, 2007). *Diversity in the ivory tower: A panel discussion*, University of Pennsylvania, Philadelphia, Pennsylvania. (Invited Panelist).

Thompson, Pamela **Felder**. (March, 2007). *The African American doctorate*, Brown Bag Series Presentation, Higher and Postsecondary Education Program, Teachers College, Columbia University, New York, New York.

Thompson, Pamela **Felder**. (March, 2007). *Diversity in U.S. higher education*, Russian Fulbright Scholars Program, Teachers College, Columbia University, New York, New York. (Invited Speaker).

Thompson, Pamela **Felder**. (March, 2006). *Quid pro quo: African Americans and their artful negotiation of the doctoral process in the Ivy League*, Paper presented for the Third Annual Yale-Bouquet Conference on Diversity in Higher Education, Yale University, New Haven, Connecticut.

Thompson, Pamela **Felder**. (April, 2006). *Transcending barriers: Understanding the influence of faculty mentoring practices from the perspectives of successful doctoral students*, Paper presented for the American Educational Research Association Annual Meeting, San Francisco, 2006.

Thompson, Pamela **Felder**. (April, 2005). *African American doctoral degree completers and the factors that influence their success*, Paper presented for the American Educational Research Association Annual Meeting, Toronto, Canada.

Thompson, Pamela **Felder**. (February, 2004). *Doctoral degree completers in the Ivy League and what influenced their success*, Paper presented for the Black Faculty in the Ivy League: Where Do We Go From Here? Conference, Columbia University, New York, New York.

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### **Funded Research/Consultation**

University of Pennsylvania, School of Dental Medicine, Philadelphia, PA  
Humanistic learning project for exploring student perceptions of school climate.  
Co-Principal Investigator with J. Gluch and J. Lipton. Consultation Grant, \$2500.  
(2013).

Drexel University, LeBow School of Business, Philadelphia, PA  
Institute for Strategic Leadership for The City of Philadelphia, Diversity and Inclusion in Leadership Module for the Leading for Change: A Fellowship Program for Leaders for Public Service. Consultation Grant, \$400. (2017).

Institute of International Education, New York, NY  
MAXQDA Workshop  
Consultation Proposal, \$750. (2018).

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### **Dissertation Committee Service**

#### ***University of Maryland Eastern Shore***

Park, Ji (2015). *Understanding the perceptions women have about the influence of martial arts training on their leadership capacity: An Exploratory study*, Organizational Leadership Ph.D. Program, (Dissertation Chair).

Prosser, Christopher (2014-2016). *Exploring the barriers African American Males experience in PGA management programs*. Organizational Leadership Ph.D. Program. (Dissertation Chair).

Weathers, Janese (2015-2016). *Caregiver servant leadership behaviors and its effect on the development of attachment styles in their children*. Organizational Leadership Ph.D. Program. (Dissertation Chair).

Lang, Lynne (2015-2016). *The sense-making of psychological contract breach and Its impact on organizational commitment*, Organizational Leadership Ph.D. Program. (Dissertation Committee Member).

Langley, Michael (2014-2016). *The new cola wars: A mixed-method study of employee's organizational identity and perceived corporate reputation amidst public scrutiny in the beverage industry*. Organizational Leadership PhD Program. (Dissertation Committee Member).

### **Teachers College Columbia University**

Ray, Carleen Graham (2009). *Perspectives of opera singer training and education through an examination of collegiate level opera programs*. Higher and Postsecondary Education. (Committee Member).

Robinson-Martin, T. (2010). *Developing a pedagogy for gospel singing: Understanding the cultural aesthetics and performance components of a vocal performance in gospel music*. Higher and Postsecondary Education. (Committee Member).

Turkowitz, Alys A. (2012). *Navigating the nuances: The experiences of lesbian, gay and bisexual graduate students in the classroom*. Higher and Postsecondary Education Program (Committee Chair).

### **University of Pennsylvania**

Albertson, Helen. (2012). *Understanding the impact of academic support programs on first-time bar passage for "at risk" law students at the University of Idaho College of Law*. Higher Education Division. (Committee Member).

Crespo, Noemi. (2012). *Latina women: How they succeed factors that influence the career advancement of Latina women in higher education*. Higher Education Division. (Committee Member).

Ramirez-Bartolomei, Mercedes. (2012). *The global studies model at the University of Illinois*. Higher Education Division. (Committee Member).

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**University/College Level Service*****University of Maryland Eastern Shore***

Book Discussion Facilitator (2016). From grit to great. Class of 2020 Freshman Orientation, Department of Retention and Student Success, University of Maryland Eastern Shore

Invited Speaker (2016). Black doctorates matter. African American Studies class, Department of Social Sciences, University of Maryland Eastern Shore.

Invited Presenter (2015). MAXQDA Workshop. Organizational Leadership PhD Program, University of Maryland Eastern Shore.

Invited Presenter (2015). Qualitative Analysis Workshop. Organizational Leadership PhD Program, University of Maryland Eastern Shore.

Committee Member (2014-2015). Research Committee, School of Arts and Professions, University of Maryland Eastern Shore.

Committee Member (2014-2015). School Naming Committee, School of Arts and Professions, University of Maryland Eastern Shore.

Committee Member (2014-Present). Francis Bibbins Latimer Scholarship Committee, University of Maryland Eastern Shore.

Committee Member (2014-2015). Curriculum Committee. Department of Social Sciences, University of Maryland Eastern Shore.

***University of Pennsylvania***

Invited Participant (Spring 2013). We Support Diversity of Mind (WSDM) Town Hall Meeting, Penn Graduate School of Education.

Faculty Representative (2010-2012), Executive Doctorate Program Alumni Board, Higher Education Division, Graduate School of Education.

Invited Speaker (November, 2010). Diversity and the history of American Higher Education. Penn Traditions Leadership Institute, University of Pennsylvania.

Invited Speaker (Spring, 2006). Graduate School of Education, Race in the Academy Series.

Invited Speaker (Spring 2012). De-mystifying grad school, PennCap program.

***Teachers College, Columbia University***

Keynote Speaker (Fall, 2007). Black and Brown Series for the Office of Diversity and Community.

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## **Reviewer Service to Peer-Reviewed Journals**

*American Educational Research Journal*  
*Educational Researcher*  
*Equity & Excellence*  
*Feminist Formations*  
*International Journal of Doctoral Studies*  
*Journal of Diversity in Higher Education (Consulting Editor, 2017-2018)*  
*Journal for the Study of Postsecondary and Tertiary Education*  
*Journal of Mixed Methods*  
*Review of Higher Education*  
*Studies in Graduate and Postdoctoral Education*  
*Teachers College Record*

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## **Media Interviews**

(August, 2015). Black doctorates matter, Gaines on gains radio program, 1240 WCEM. Cambridge, MD.

(March, 2014). Profiles in diversity journal features 60 trailblazers for Black heritage month, Global Newswire.  
<http://finance.yahoo.com/news/profiles-diversity-journal-features-60-174439806.html>

(August, 2008). Black colleges aim to build a new history. US News and World Report.  
<http://www.usnews.com/articles/education/best-colleges/2008/08/21/black-colleges-a-im-to-build-a-new-history.html?PageNr=2>

(September, 2007). The crossroads of history: America's best Black colleges. US News and World Report.  
<http://www.usnews.com/articles/education/historically-black-colleges/2007/09/28/americas-best-black-colleges.html?PageNr=3>

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## **Community Service**

### **Service Team Member, Jersey Cares, 2017 - Present**

Newark, New Jersey  
 Community support services

### **Member, Education Committee, Arthur Ashe Youth and Tennis Education Center, 2009-2011**

Philadelphia, Pennsylvania  
 Developed reading program for emerging readers (4-8)

**Member, College Bound Ministry, August 2000-2008**

Bethany Baptist Worship Center, Lindenwold, New Jersey

Assist students with the college application process and identifying scholarship opportunities. Develop and facilitate seminars to inform students and parents about admission and financial aid policies.

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**National Service/Associations/Memberships**

American Association of University Professors

American Educational Research Association

- Chair, Special Interest Group - Graduate and Postdoctoral Education across the Disciplines (2017-2019).
- Program Chair, Graduate and Postdoctoral Education across the Disciplines (2015-2017).
- Participant in the Emerging Scholars Workshop (March, 2008).
- SIG Affiliations: Divisions A & J, Special Interest Group - Graduate and Professional Education across the Disciplines, Research for Blacks in Education; Qualitative Research.

Association for the Study of Higher Education

Black Doctoral Network

Black Doctorates Matter, Founder

National Association of Academic Advising

National Museum for African American History and Culture

National Museum of the American Indian

Sisters of the Academy (SOTA)

Southern Poverty Law Center