

# ANNIE M. WOFFORD, PH.D.

Pronouns: she/her/hers

awofford@fsu.edu | www.anniewofford.com

---

## EDUCATION

---

<b>Ph.D., Education</b>	2021
<b>M.A., Education</b>	2018
<b>University of California, Los Angeles (UCLA)</b>	
Concentration: Higher Education and Organizational Change (HEOC)	
<b>Dissertation Title:</b> Rewriting the Script for Equity-Minded Graduate School Pathways: Examining Mechanisms of Mentoring and Psychosocial Development in Computing Disciplines	
Dissertation Chair and Advisor: Dr. Linda J. Sax (UCLA)	
Dissertation Committee: Dr. Sylvia Hurtado (UCLA), Dr. Kimberly A. Griffin, (University of Maryland, College Park), and Dr. Kimberley Gomez (UCLA)	
<b>M.A., Educational Administration</b>	2015
<b>University of Missouri – Kansas City (UMKC)</b>	
Concentration: Higher Education Administration	
<b>B.S.E., Social Studies Education</b>	2013
<b>University of Central Missouri (UCM)</b>	
<i>summa cum laude</i> and with University Honors	
Minor in International Studies	

## ACADEMIC APPOINTMENTS

---

<b>Assistant Professor, Higher Education</b>	2022 – Present
Department of Educational Leadership and Policy Studies Florida State University College of Education	
<b>Senior Research Associate</b>	2022 – Present
Center for Postsecondary Success Florida State University College of Education	
<b>Postdoctoral Scholar</b>	2021 – 2022
Department of Educational Leadership Northern Arizona University College of Education	

## PEER-REVIEWED PUBLICATIONS

---

### Refereed Journal Articles

17. **Wofford, A. M.** (Accepted). Equity-minded stage-ahead mentoring: Exploring graduate students' narratives as mentors to undergraduates in STEM. *The Review of Higher Education*.
16. **Wofford, A. M., & Winkler, C. E.** (Accepted). Publication patterns of higher education research using quantitative criticalism and QuantCrit perspectives. *Innovative Higher Education*.
15. Blaney, J. M., **Wofford, A. M.**, Jeong, S., Kang, J., & Feldon, D. F. (2022). Autonomy and privilege in doctoral education: An analysis of STEM students' academic and professional trajectories. *The Journal of Higher Education*. Advance online publication. <https://doi.org/10.1080/00221546.2022.2082761>
14. **Wofford, A. M., & Gutzwa, J. A.** (2022). Funds of science identity: Toward an asset-based framework for undergraduate STEM research and praxis. *Journal of Women and Minorities in Science and Engineering*, 28(3), 59-81. <http://doi.org/10.1615/JWomenMinorScienEng.2022036454>

13. **Wofford, A. M.** (2022). The perpetuation of privilege: Exploring the relationship between early admissions and high-impact practices. *Research in Higher Education*. Advance online publication. <https://doi.org/10.1007/s11162-022-09681-z>
12. **Wofford, A. M.,** & Smith, K. N. (2022). Analyzing signals of (in)equity and power in engineering college internship advertisements. *Journal of Women and Minorities in Science and Engineering*, 28(4), 25-49. <https://doi.org/10.1615/JWomenMinorScienEng.2021037923>
11. George, K. L., Sax, L. J., **Wofford, A. M.,** & Sundar, S. (2022). The tech trajectory: Examining the role of college environments in shaping students' interest in computing careers. *Research in Higher Education*, 63(5), 871-898. <https://doi.org/10.1007/s11162-021-09671-7>
10. **Wofford, A. M.,** Sax, L. J., George, K. L., Ramirez, D., & Nhien, C. (2022). Advancing equity in graduate pathways: Examining the factors that sustain and develop computing graduate aspirations. *The Journal of Higher Education*, 93(1), 110-136. <https://doi.org/10.1080/00221546.2021.1930840>
9. **Wofford, A. M.,** & Blaney, J. M. (2021). (Re)Shaping the socialization of scientific labs: Understanding women's doctoral experiences in STEM lab rotations. *The Review of Higher Education*, 44(3), 357-386. <https://doi.org/10.1353/rhe.2021.0001>
8. **Wofford, A. M.** (2021). Modeling the pathways to self-confidence for graduate school in computing. *Research in Higher Education*, 62(3), 359-391. <https://doi.org/10.1007/s11162-020-09605-9>
7. **Wofford, A. M.,** Griffin, K. A., & Roksa, J. (2021). Unequal expectations: First-generation and continuing-generation students' anticipated relationships with doctoral advisors in STEM. *Higher Education*, 82(5), 1013-1029. <https://doi.org/10.1007/s10734-021-00713-8>
6. Blaney, J. M., & **Wofford, A. M.** (2021). Fostering Ph.D. aspirations among upward transfer students in computing. *Computer Science Education*, 31(4), 489-511. <https://doi.org/10.1080/08993408.2021.1929723>
5. Maher, M. A., **Wofford, A. M.,** Roksa, J., & Feldon, D. F. (2020). Finding a fit: Biological science doctoral students' selection of a principal investigator and research laboratory. *CBE—Life Sciences Education*, 19(3), Article 31. <https://doi.org/10.1187/cbe.19-05-0105>
4. Blaney, J. M., Kang, J., **Wofford, A. M.,** & Feldon, D. F. (2020). Mentoring relationships between doctoral students and postdocs in the lab sciences. *Studies in Graduate and Postdoctoral Education*, 11(3), 263-279. <https://doi.org/10.1108/SGPE-08-2019-0071>
3. Maher, M. A., **Wofford, A. M.,** Roksa, J., & Feldon, D. F. (2020). Exploring early exits: Doctoral attrition in the biomedical sciences. *Journal of College Student Retention: Research, Theory, & Practice*, 22(2), 205-226. <https://doi.org/10.1177/1521025117736871>
2. Maher, M. A., **Wofford, A. M.,** Roksa, J., & Feldon, D. F. (2019). Doctoral student experiences in biological sciences laboratory rotations. *Studies in Graduate and Postdoctoral Education*, 10(1), 69-82. <https://doi.org/10.1108/SGPE-02-2019-050>
1. Gilmore, J. A., **Wofford, A. M.,** & Maher, M. A. (2016). The flip side of the attrition coin: Faculty perceptions of factors supporting graduate student success. *International Journal of Doctoral Studies*, 11, 419-439. Available at: <http://www.informingscience.org/Publications/3618>

#### Refereed Book Chapters and Conference Proceedings

2. Smith, K. N., **Wofford, A. M.,** Friedensen, R. E., Stanfield, T. D., & Jackson, Y. (2021). Understanding the complexity of applying theory in higher education research. In J. Huisman & M. Tight (Eds.), *Theory and method in higher education research* (Vol. 7, pp. 113-129). Emerald Publishing Limited, Bingley. <https://doi.org/10.1108/S2056-375220210000007007>

1. Lehman, K. J., **Wofford, A. M.**, Sendowski, M., Newhouse, K. N. S., & Sax, L. J. (2020). Better late than never: Exploring students' pathways to computing in later stages of college. In *Proceedings of the 51<sup>st</sup> ACM SIGCSE Technical Symposium on Computer Science Education (SIGCSE '20)*, 1075-1081. <https://doi.org/10.1145/3328778.3366814>

### Invited Publications

5. **Diversity & Inclusion Mission Advancement Commission.** (2020, July). *Diversity, equity, & inclusion best practices: Helping PA programs foster a more diverse, equitable, and inclusive culture among students and faculty* [Report]. Physician Assistant Education Association.
4. Feldon, D., Peugh, J., Shenoy, A., & **Wofford, A.** (2019, September). *Increasing faculty diversity: Study shows annual institute is an effective strategy* [Report]. Southern Regional Education Board. [https://instituteonteachingandmentoring.org/Media/Default/Institute%20Publications/2019\\_Surveyshort\\_web.pdf](https://instituteonteachingandmentoring.org/Media/Default/Institute%20Publications/2019_Surveyshort_web.pdf)
3. **Wofford, A. M.** (2019). Enhancing support and self-confidence for graduate school admission: Early findings from the computing field. *NAGAP Perspectives*, 31(2), 23-27.
2. **Wofford, A. M.** (2019, January). Developing your "through line" en route to the finish line. [Blog post]. *Association for the Study of Higher Education (ASHE) Grads*. <https://ashegrads.wordpress.com/2019/01/08/developing-your-through-line-en-route-to-the-finish-line/>
1. **Wofford, A.** (2014-2015). Invited Blog Writer for *The Student Affairs Collective*. All posts available at: <https://studentaffairscollective.org/author/annie-lewis-jones/>

### **MANUSCRIPTS IN PEER REVIEW**

---

5. **Wofford, A. M.** (In revision). Inequitable interactions? A critical quantitative analysis of mentorship and psychosocial development within computing graduate school pathways. *AERA Open*.
4. **Wofford, A. M.**, Smith, K. N., & Branch, B. (In revision). "I found my home there": Exploring women's engineering identity in STEM student organizations. *Journal of Student Affairs Research and Practice*.
3. Lehman, K. J., Newhouse, K. N. S., Sendowski, M., & **Wofford, A. M.** (In revision). Doing and defining interdisciplinarity in undergraduate computing. *ACM Transactions on Computing Education*.
2. Blaney, J. M., Feldon, D. F., & **Wofford, A. M.** (Under review). Creating community college pathways to STEM PhDs: Early findings from an intervention to foster PhD aspirations at transfer orientation.
1. Blaney, J. M., & **Wofford, A. M.** (Under review). Upward transfer student pathways in computing: Examining degree and career outcomes through structural equation modeling.

### **FUNDED RESEARCH ACTIVITIES**

---

- |  |             |
|--|-------------|
| <b>Facilitating equity-minded mentoring relationships in STEM graduate education: Co-constructing and disseminating tools for graduate student mentors.</b> <u>Principal Investigator (\$5,000)</u> . Competitive award (Research Accelerator Grant, funded by the National Science Foundation) from the Research Hub of the Inclusive Graduate Education Network. | 2021 – 2022 |
| <b>Uncovering the epistemological and methodological nuances of "QuantCrit" applications in higher education research.</b> <u>Co-Principal Investigator (\$5,000)</u> with Christa E. Winkler (Mississippi State University). Competitive award from Division D of the American Educational Research Association.  | 2021 – 2022 |
| <b>Rewriting the script for equity-minded graduate school pathways: Examining mechanisms of mentoring and psychosocial development in computing disciplines.</b> <u>Principal Investigator (\$15,000)</u> . Competitive award (P.E.O. Scholar Award) from P.E.O. International.  | 2020 – 2021 |

- Graduate-undergraduate mentorship in computing: A narrative inquiry of mentors' experiences.** Principal Investigator (\$20,000). Competitive award (Graduate Research Mentorship Award) from the Graduate Division at UCLA. 2020 – 2021
- Investigating women's engineering identity and advancement through the internship experience.** Co-Principal Investigator (\$2,500) with Katie N. Smith (Seton Hall University). Competitive award from the ACPA Foundation Grant Program. 2019 – 2022
- Critically examining the role of early admission in predicting STEM majors' participation in high-impact practices.** Principal Investigator (\$6,000). Competitive award (Graduate Summer Research Mentorship Award) from the Graduate Division at UCLA. 2018

---

## HONORS AND AWARDS

---

- P.E.O. Scholar Award** 2020 – 2021  
*International Chapter of the P.E.O. Sisterhood (Philanthropic Educational Organization)*
- AERA Division J Emerging Scholars: 2020 Cohort** 2020  
*American Educational Research Association (AERA)*
- Philip N. Clark Memorial Award** 2019  
*University of California, Los Angeles (UCLA)*
- ASHE Graduate Student Travel Grant** 2018  
*Association for the Study of Higher Education (ASHE)*
- William and Evelyn Hobson Fellowship** 2017 – 2020  
*University of California, Los Angeles (UCLA)*

---

## TEACHING EXPERIENCE, CERTIFICATES, AND LICENSURES

---

### Teaching Experience

- Instructor of Record**, Florida State University College of Education
- EDH 5051: Higher Education in America Fall 2022
  - EDH 6635: Organization and Governance of Higher Education Fall 2022
- Instructor of Record**, Northern Arizona University College of Education
- CCHE 687: Institutional Effectiveness and Accountability Spring 2022
- Teaching Assistant**, UCLA School of Education and Information Studies
- ED 299C: Research Practicum in Education Spring 2020
  - ED 209C: Research and Evaluation in Higher Education Winter 2020
  - ED 221: Computer Analysis of Empirical Data Spring 2019
  - ED 412: Why Research Matters to Student Affairs Practice Summer 2018

### Invited Guest Instruction

5. **Wofford, A. M.** (November 2021). *Toward community engaged research: Centering collaboration, reciprocity, and the translation of empirical data*. EDUC 665: Foundations and Design of Educational Research, University of Southern California (Instructor: Dr. Julie Posselt).
4. **Wofford, A.,** & Romero, A. (May 2020). *Wrapping up the writing: Considerations for discussion and implications sections*. EDUC 299C: Research Practicum in Education, UCLA (Instructor: Dr. Kevin Eagan).
3. Romero, A., & **Wofford, A.** (April 2020). *Strategies for qualitative analysis and coding*. EDUC 299C: Research Practicum in Education, UCLA (Instructor: Dr. Kevin Eagan).
2. **Wofford, A. M.,** & Nhien, C. (February 2020, February 2021). *Building upon multiple regression: Additional statistical techniques in quantitative research*. EDUC 209C: Research and Evaluation in Higher Education, UCLA (Instructor: Dr. Linda Sax).
1. **Wofford, A. M.,** & Zavala, C. (August 2018). *Introduction to Research*. EDUC 412: Why Research Matters to Student Affairs Practice, UCLA (Instructor: Dr. Linda Sax).

### Pedagogical Training

Center for the Integration of Research, Teaching, and Learning (CIRTL) 2019 – 2020  
Completed a sequence of courses on evidence-based teaching, centering the CIRTL values of teaching-as-research, learning communities, and learning-through-diversity

### Certificates and Licensures

National Science Foundation Public Use Data Certificate (Sponsored by the Association for Institutional Research) August 2018  
Educator's Certificate (Initial Professional Certificate), Social Studies, Grades 9-12 2013 – 2017  
Missouri Department of Elementary and Secondary Education

## SELECTED PRESENTATIONS

---

### Refereed Paper Presentations

25. Winkler, C. E., & **Wofford, A. M.** (Forthcoming, November 2022). *"A lot of moral responsibility": Examining trends and motivations in critical quantitative higher education research* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Las Vegas, NV.
24. Blaney, J. M., Hernandez, T., Feldon, D. F., & **Wofford, A. M.** (Forthcoming, November 2022). *Gendered transfer student stigma in computer science: An exploratory look at transfer student receptivity* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Las Vegas, NV.
23. Blaney, J. M., Hernandez, T., **Wofford, A. M.,** & Feldon, D. F. (Forthcoming, November 2022). *"I'm very cognizant of my timeline": Exploring how upward transfer students conceptualize graduate training trajectories* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Las Vegas, NV.
22. Smith, K. N., Pincus, B., **Wofford, A. M.,** & Branch, B. (Forthcoming, November 2022). *"Do I even belong?": Internships as career socialization experiences for women in engineering* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Las Vegas, NV.
21. Smith, K. N., **Wofford, A. M.,** & Branch, B. (2022, April 21-26). *"I have a place here in engineering": The role of student organizations in affirming women's engineering identity* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

20. Jeong, S., **Wofford, A. M.**, & Feldon, D. (2022, April 21-26). *Longitudinal changes in research self-efficacy among bioscience doctoral students: Predictive roles of advising support* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
19. **Wofford, A. M.**, & Blaney, J. M. (2022, April 1-2). *Community college pathways to computing degrees and careers: Upward transfer as a mechanism of broadening participation* [Paper presentation]. Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ.
18. Blaney, J. M., Feldon, D. F., & **Wofford, A. M.** (2022, April 1-2). *Building pathways from community colleges to STEM PhDs: Initial findings from an intervention to foster PhD aspirations at transfer orientation* [Paper presentation]. Council for the Study of Community Colleges (CSCC) Conference, Tempe, AZ.
17. **Wofford, A. M.** (2021, November 4-6). *Equity-minded stage-ahead mentoring: Exploring graduate students' narratives as mentors to undergraduates in computing* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, San Juan, PR.
16. **Wofford, A. M.** (2021, April 8-12). *Inequitable interactions? A critical quantitative analysis of mentorship and psychosocial development within computing graduate school pathways* [Paper presentation]. American Educational Research Association (AERA) Virtual Annual Meeting.
15. Zhang, F., **Wofford, A. M.**, Litson, K., Blaney, J. M., & Feldon, D. F. (2021, April 8-12). *To compete or collaborate: Effects of gendered values on STEM doctoral students' sense of belonging* [Paper presentation]. American Educational Research Association (AERA) Virtual Annual Meeting.
14. **Wofford, A. M.**, Griffin, K. A., & Roksa, J. (2020, April 17-21). *Doing science and being a scientist: Different D/discourses for first-generation and continuing-generation graduate students* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA <http://tinyurl.com/s2ja8hq> (Conference canceled).
13. Sax, L. J., **Wofford, A. M.**, George, K. L., Ramirez, D., & Nhien, C. (2020, April 17-21). *Advancing equity in graduate pathways: Examining the factors that sustain and develop computing graduate aspirations* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA <http://tinyurl.com/vav8daf> (Conference canceled).
12. Blaney, J. M., **Wofford, A. M.**, Jeong, S., Kang, J., & Feldon, D. F. (2020, April 17-21). *How STEM doctoral students make meaning of their academic and professional trajectories: A narrative analysis* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA <http://tinyurl.com/ut62xqh> (Conference canceled).
11. Lehman, K. J., **Wofford, A. M.**, Sendowski, M., Newhouse, K. N. S., & Sax, L. J. (2020, March 12-14). *Better late than never: Exploring students' pathways to computing in later stages of college* [Paper presentation]. 51<sup>st</sup> ACM SIGCSE Technical Symposium on Computer Science Education, Portland, OR. (Conference canceled).
10. **Wofford, A. M.** (2019, November 14-16). *Linking affect and aspiration: A structural equation model highlighting self-confidence for admission to graduate school* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Portland, OR.
9. Sax, L. J., George, K. L., **Wofford, A. M.**, & Sundar, S. (2019, November 14-16). *The tech trajectory: Examining the role of college environments in enhancing a diverse pipeline to computing careers* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Portland, OR.
8. Lehman, K. J., Newhouse, K. N. S., Sendowski, M., & **Wofford, A. M.** (2019, November 14-16). *Doing and defining interdisciplinarity in undergraduate computing* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Portland, OR.

7. **Wofford, A. M.**, & Blaney, J. M. (2019, November 14-16). *“Imposter syndrome but revisited”*: How women experience lab rotations in STEM doctoral programs [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Portland, OR.
6. **Wofford, A. M.**, & Feldon, D. F. (2019, April 5-9). *Beyond “best” practices: Using evidence-based comparisons to support outcomes for doctoral students of color* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Toronto, ON, Canada.
5. George, K. L., & **Wofford, A. M.** (2019, April 5-9). *Relationships with faculty and self: Examining the factors that contribute to STEM graduate degree intentions* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Toronto, ON, Canada.
4. **Wofford, A. M.** (2018, November 15-17). *Critically examining the role of early admission in predicting STEM majors’ participation in high-impact practices* [Paper presentation]. Association for the Study of Higher Education (ASHE) Annual Meeting, Tampa, FL.
3. **Wofford, A. M.**, & Tamargo, E. J. (2018, November 8-10). *“Just keep schooling, just keep schooling”*: Investigating who and what matters to students’ graduate school preparedness [Paper presentation]. NASPA Western Regional Conference, Sacramento, CA.
2. **Wofford, A. M.** (2018, November 1-2). *Cadettes and their communities: Historically exploring gender inclusion in graduate engineering* [Paper presentation]. History of Education Society Annual Meeting, Albuquerque, NM.
1. **Wofford, A. M.**, Maher, M. A., Roksa, J., & Feldon, D. F. (2017, April 28-May 2). *The early emergence of doctoral student attrition: Perspectives on early departure in the biomedical sciences* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

#### Refereed Poster and Roundtable Presentations

7. Gutzwa, J. A., & **Wofford, A. M.** (2022, April 21-26). *Eliciting identity artifacts to harness creative expression in qualitative higher education research* [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
6. Smith, K. N., **Wofford, A. M.**, & Branch, B. (2022, March 7-9). *Investigating women’s engineering identity and advancement through the internship experience* [ACPA Foundation research grant showcase]. American College Personnel Association (ACPA) Annual Meeting, St. Louis, MO.
5. Smith, K. N., **Wofford, A. M.**, Friedensen, R. E., Jackson, Y., & Stanfield, T. D. (2020, November 18-21). *Figuring out the frameworks: An examination of theoretical and conceptual approaches in The Review of Higher Education* [Roundtable presentation]. Association for the Study of Higher Education (ASHE) Virtual Annual Meeting.
4. Blaney, J. M., Kang, J., **Wofford, A. M.**, & Feldon, D. F. (2020, April 17-21). *“My mental support and my scientific support”*: Mentoring relationships between STEM doctoral students and postdocs [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA <http://tinyurl.com/uqczclv> (Conference canceled).
3. **Wofford, A. M.**, & Blaney, J. M. (2019, February 22-24). *Seeking a lab: How research rotations shape women’s experiences in STEM doctoral programs* [Poster presentation]. Sociology of Education Association Annual Meeting, Asilomar, CA.
2. Maher, M. A., **Wofford, A. M.**, Feldon, D. F., & Roksa, J. (2018, April 13-17). *Making a match: Doctoral students’ experiences with laboratory rotations and permanent advisor selection processes* [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY.
1. Roksa, J., Whitley, S., **Wofford, A. M.**, & Feldon, D. F. (2018, April 13-17). *Relationships with peers and advisors: Comparison of first-generation and continuing-generation students’ experiences* [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY.

Invited Workshops and Presentations for Research and Practice

19. Culpepper, D. K., Parson, L., Roland, E., & **Wofford, A. M.** (2022, May 17). *High-quality practices for peer review*. Invited panel for the Journal of Women and Gender in Higher Education (JWG) Annual Board Meeting.
18. **Wofford, A. M.** (2022, April 21). *Project update: Facilitating equity-minded mentoring relationships in STEM graduate education*. Invited presentation for the Inclusive Graduate Education Network (IGEN) Research Hub.
17. **Wofford, A. M.** (2022, April 14). *Facilitating equity-minded mentoring relationships in STEM graduate education: Co-constructing and disseminating tools for graduate student mentors*. Invited workshop as part of the Research Accelerator grant from the Inclusive Graduate Education Network (IGEN) Research Hub.
16. **Wofford, A. M.** (2022, March 30). “*There’s a much bigger picture*”: *How STEM student organizations can catalyze inclusivity for undergraduate women in engineering*. Invited presentation for the AAAS-IUSE Workshop on Inclusive STEM Environments Inside and Outside the Classroom.
15. **Wofford, A. M.** (2022, February 11). *Rebuilding the anatomy of STEMM graduate education: Advancing equity-minded structures of support*. Invited seminar talk for the Department of Ecology and Evolutionary Biology at the University of Tennessee, Knoxville.
14. **Wofford, A. M.,** & Rodgers, A. J. (2021, October 27). *Where is our center of gravity? Mapping racial and gender equity in STEM bridge programs*. Invited plenary session at the Inclusive Graduate Education Network (IGEN) Bridge Department Leaders Meeting.
13. Rodgers, A. J., & **Wofford, A. M.** (2021, August 3). *Building capacity for transformation: Reflections to advance racial and gender equity in graduate education*. Invited plenary session at the Alliances for Graduate Education and the Professoriate – Graduate Research Supplement (AGEP-GRS) Conference, sponsored by the National Science Foundation and the American Physical Society.
12. Desir, S., Liera, R., Rodgers, A. J., & **Wofford, A. M.** (2021, June 15). *Graduate learning environments as a racialized/gendered space*. Invited panel at the Inclusive Graduate Education Network (IGEN) National Conference.
11. **Wofford, A. M.** (2021, May 24). *(Re)Shaping the socialization of scientific labs: Understanding women’s doctoral experiences in STEM lab rotations*. Invited presentation and facilitation for the Inclusive Graduate Education Network (IGEN) Equity in Graduate Education Virtual Journal Club.
10. Lange, A., Okstad, J., Pickenpack, A., Shirley, M., White-Lewis, D., & **Wofford, A. M.** (2021, April 29). *Graduate students and recent graduates’ panel*. Invited panel for the Journal of Critical Scholarship on Higher Education and Student Affairs.
9. **Wofford, A. M.,** Ramirez, D., & Nhien, C. (2020, July 15-17). *Advancing equity in graduate pathways: Examining the factors that sustain and develop computing graduate aspirations*. Invited presentation at the BRAID Virtual Summit.
8. **Wofford, A. M.** (2020, March 31). *Developing intentional and equitable mentoring practices*. Invited workshop for the UCLA Community College Field Biology Alliance, Los Angeles, CA.
7. Newhouse, K. N. S., **Wofford, A. M.,** Ramirez, D., & Sendowski, M. (2019, July 11-13). *BRAID surveys in action: Tools for making use of your institution’s survey data*. Invited workshop at the BRAID Summit, Claremont, CA.
6. **Wofford, A. M.,** Justin, C., & Fleming, S. (2018, October 24-27). *I was recruited, but do I actually belong? Improving students’ sense of belonging in PA school* [Conference session]. Physician Assistant Education Association Annual Forum, Anaheim, CA.
5. Sax, L. J., Lehman, K. J., George, K. L., **Wofford, A. M.,** Nakajima, T., Karpicz, J. R. (2018, July 12-14). *BRAID research update*. Plenary talk at the BRAID Summit, Claremont, CA.

4. Feldon, D. F., **Wofford, A. M.**, & Peugh, J. (2018, March 16). *Comparing student outcomes across programs to identify evidence-based best practices for supporting doctoral students of color*. Plenary talk at Pathways to a Diverse Professoriate: Alliances for Graduate Education and the Professoriate (AGEP) National Research Conference, Berkeley, CA.
3. Dalton, D., & **Wofford, A. M.** (2017, October 25-28). *Admissions & Recruitment Retreat*. Invited workshop at the Physician Assistant Education Association Annual Forum. Denver, CO.
2. Arredondo, A., & **Wofford, A.** (2016, October 12-15). *Holistic admissions: A "how to" guide for implementation* [Conference session]. Physician Assistant Education Association Annual Forum, Minneapolis, MN.
1. Robohm, C., **Wofford, A.**, Dalton, D., McHugo, J., Spear, S., & Grahame, J. (2016, October 12-15). *Mission-driven admissions: Aligning process and purpose*. Invited workshop at the Physician Assistant Education Association Annual Forum, Minneapolis, MN.

## RESEARCH EXPERIENCE

---

**Postdoctoral Scholar and Research Affiliate** 2021 – Present  
**Community College to PhD: Developing Graduate Aspirations Among Transfer Students in Computing and Technology**

*PI: Dr. Jennifer M. Blaney (Northern Arizona University)*

*Co-PI: Dr. David F. Feldon (Utah State University)*

After serving as Postdoctoral Scholar on this project, I assumed a research associate role to continue my involvement in longitudinal, mixed methods data collection and analysis. Funding: *National Science Foundation (ECR-EHR Core Research grant no. 2044858)*

### Research Team Affiliate

**The Inclusive Graduate Education Network (IGEN) Research Hub** 2021 – Present

*Director: Dr. Julie R. Posselt (University of Southern California)*

As a research affiliate, I engage with an interdisciplinary learning community of scholars and practitioners who are committed to equity in graduate education. Funding: *National Science Foundation (INCLUDES and Innovation grant nos. 1834540, 1834545, 1834528 and 1834516, 1806705, 1807047)*

**Research Analyst and Project Lead for BRAID Research Longitudinal Surveys** 2017 – 2021  
**Momentum: Accelerating Equity in Computing and Technology**

*PI: Dr. Linda J. Sax (UCLA)*

I managed survey development and administration to over 10,000 students and contributed extensively to quantitative analysis. I also trained and mentored students in methods and data management. Funding: *AnitaB.org, National Science Foundation (nos. 1525737, 1936735, and 2039800), the Computing Research Association, Kapor Center, Facebook, Google, Microsoft, Intel, Qualcomm, and Pivotal Ventures*

### Research Team Affiliate

**Collaborative Research: Progressions of Skill Development in Biology Doctorates** 2016 – Present  
**(Phase 1: 2014-2019)**

*Co-PIs: Drs. David F. Feldon (Utah State University) and Josipa Roksa (University of Virginia)*

### Trajectories into Early Career Research

**(Phase 2: 2018-2022)**

*PI: Dr. David F. Feldon (Utah State University)*

*Co-PIs: Drs. Kimberly A. Griffin (University of Maryland) and Josipa Roksa (University of Virginia)*

I primarily assist with qualitative data analysis and collaborative writing endeavors. Funding: *National Science Foundation (Phase 1 nos. DGE-1431290 and DGE-1431234; Phase 2 no. 1760894)*

Consulting Experience

**Research or Assessment Consultant** 2018 – 2021  
*Ad Hoc, consulting for three projects funded by the Spencer Foundation, the Southern Regional Education Board, and the American Association of Colleges & Universities*

---

**ACADEMIC SERVICE**

---

Service as a Reviewer

Editorial Board:

NASPA Journal of Women and Gender in Higher Education  
New Professional and Graduate Students Review Board 2019 – 2022  
Editorial Board 2022 – 2025

External Reviewer for Peer-Reviewed Journals:

Sociological Forum 2022 – Present  
Higher Education 2022 – Present  
Research in Higher Education (RIHE) 2021 – Present  
The Review of Higher Education (RHE) 2021 – Present  
Studies in Graduate and Postdoctoral Education (SGPE) 2021 – Present  
Education Sciences 2021 – Present  
CBE—Life Sciences Education 2021 – Present  
Journal of Women and Minorities in Science and Engineering (JWM) 2021 – Present  
The Journal of Higher Education (JHE) 2020 – Present  
Journal Committed to Social Change on Race and Ethnicity (JSCORE) 2019 – Present

Ad Hoc Reviewer for Annual Conferences:

American Educational Research Association (AERA) 2018 – Present  
Association for the Study of Higher Education (ASHE) 2018 – Present  
Council for the Study of Community Colleges (CSCC) 2012 – Present  
NASPA: Student Affairs Administrators in Higher Education 2018 – 2020  
SIGCSE Technical Symposium on Computer Science Education 2020

External Reviewer for Funding:

Association for the Study of Higher Education Graduate Student Travel Grant 2019

Service to Scholarly or Professional Associations

Service on Standing Committees:

Association for the Study of Higher Education, Association Operations Workgroup 2021  
Physician Assistant Education Association  
Diversity and Inclusion Mission Advancement Commission 2017 – 2019  
Recruitment and Admissions Council 2015 – 2017

Service as Discussant, Conference Paper Sessions:

Association for the Study of Higher Education (ASHE)	2022
Service as Chair, Conference Paper Sessions:	
Council for the Study of Community Colleges (CSCC)	2022
Association for the Study of Higher Education (ASHE)	2018 – 2020
American Educational Research Association (AERA)	2019

University or Departmental Service

Service on Standing Committees and Advisory Boards:

Graduate Student Representative, UCLA Title IX Constituency Advisory Group	2017 – 2018
Professional Development Committee, UMKC Staff Council (Co-Chair, 2015-2016)	2014 – 2017
Advisory Board, UCM IMPACT Student Leadership	2010 – 2012

Additional University Service

Advanced Graduate Student Representative, UCLA HEOC Division	2020 – 2021
Student Ambassador, UCLA HEOC Division	2018 – 2019
Mentor for New Students, UCLA HEOC Division	2018 – 2019
Volunteer, Graduate Student Orientation	2018
Graduate Mentor, UCLA Graduate-Undergraduate Mentorship Program	2017 – 2019

---

**ADMINISTRATIVE EXPERIENCE**

---

<b>Admissions Coordinator, Graduate Programs</b> , directly promoted from	2015 – 2017
<b>Coordinator, Admissions and Recruitment</b>	2013 – 2015
<i>University of Missouri – Kansas City School of Medicine, Office of Admissions</i>	
Developed and managed admissions, recruitment, and application processes for 9 graduate programs	
Implemented electronic central admissions systems	
Hired, supervised, and managed one work-study student position	
Spearheaded and advised the Allied Health Student Ambassador program	
Prepared metrics and reports for institutional stakeholders	
<b>Intern, Office of Assessment</b>	2015
<i>University of Missouri – Kansas City</i>	
Managed university assessment documents, assisting departmental development of student outcomes	
Provided relevant research about assessment efforts to institutional stakeholders	
<b>Campus Visit Coordinator</b>	2011 – 2012
<i>University of Central Missouri, Office of Admissions</i>	
Coordinated programmatic visit days and answered admissions questions for prospective students	
Assisted in hiring and training of new Campus Visit Coordinators and Student Ambassadors	
Streamlined campus visit process, including data management, visit experience, and communication	