**Biographical Sketch for Amy Aldous Bergerson, PhD**

**Co-Investigator**

**Professional Preparation:**

University of Utah Educational Leadership and Policy PhD 2002

Stanford University Educational Administration and Policy Analysis MA 1989

Amherst College Sociology BA 1988

**Appointments:**

2012-2015 Director, Student Success and Empowerment Initiative, Office of Undergraduate Studies, University of Utah

2010-2013 Associate Professor, Educational Leadership and Policy, University of Utah

2004-2010 Assistant Professor, Educational Leadership and Policy, University of Utah

2003-2004 Visiting Assistant Professor, Educational Leadership and Policy, University of Utah

2002-2003 Senior Research Associate, Center for the Study of Race and Diversity in Higher Education, University of Utah

**Publications:**

Orians, E., & Bergerson, A.A. (2014). Lessons learned: Mountain College in the midst of change. *Journal of Cases in Educational Leadership, 17*(3), 59-69.

Bergerson, A.A.,& Hotchkins, B.K., & Furse, C. (2014/2015). Outreach and professional identity development: New perspectives on college student persistence. *Journal of College Retention: Research, Theory, and Practice*, *16*(4).

Iskander, E.T., Gore, P., Furse, C., & Bergerson, A. A. (Forthcoming). Gender difference in expressed interest in engineering-related fields: ACT 30 year data analysis, identified trends, and suggested avenues to reverse trends. Journal of Career Assessment.

Bergerson, A.A., Heiselt, A., & Aiken-Wisniewski, S. (2013). Refocusing college choice: Women’s reflections on their postsecondary education choices. *NASPA Journal about Women in Higher Education, 6*(2), 185-211.

Bergerson, A.A., & Huftalin, D. (2011). Shifts in openness toward social identity based difference: Understanding the meaning college students make of this movement. *Journal of College Student Development, 52*(4), 377-395.

Bergerson, A.A. (2007). Exploring the impact of social class on adjustment to college: Anna’s story. *The International Journal of Qualitative Studies in Education, 20* (1), 99-119.

Welch, M., Liese, H, Stephenson, M, & Bergerson, A. (2005). A qualitative investigation comparing and contrasting faculty and administrators’ perspectives of service-learning. *Journal of Higher Education Outreach and Engagement.*

*of Higher Education Outreach and Engagement.*

Bergerson, A.A. (2003). Critical race theory and white racism: Is there room for white scholars in fighting racism in education? *International Journal of Qualitative Studies in Education, 16* (1), 51-63.

**Synergistic Activities**:

Summer Orientation Task Force: University of Utah. 2014-present

Comprehensive Retention and Completion Task Force: University of Utah. 2013-present.

Women’s Enrollment Initiative Steering Committee: University of Utah. 2013-present.

*NASPA Journal about Women in Higher Education,* Co-Editor: 2013-present.

First-Year Course Development Committee: University of Utah. 2011-present

Leadership Minor Development Committee: University of Utah, 2004-2009.

**Collaborators & Other Affiliations:**

*Collaborators and Co-Editors*

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Paul Gore, PhD, University of Utah: Co-author

April Heiselt, PhD, Mississippi State University: Co-author

Bryan K. Hotchkins, PhD, University of Utah: Co-author

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Tiffany Iskander, PhD, University of Utah: Co-author

Don Stryker, University of Utah: Co-author

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