

College of Education

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April 14, 2025

Textbook and Academic Authors Association
TAA Awards Committee

RE: Author Mentoring Award Nomination for Dr. Christine Harrington

Dear TAA Awards Committee:

I wish to nominate Dr. Christine Harrington for TAA's Author Mentoring Award. She is an ideal recipient for this TAA award given her extensive mentorship of doctoral students and academics. In the following paragraphs, I describe my relationship with Dr. Harrington, identify and provide examples of her history of mentoring success, and offer evidence of mentoring multiple academic authors.

Dr. Harrington and I became acquainted about 5 years ago through our active participation and membership in the Carnegie Project for the Education Doctorate (CPED). At that time, she was Professor and the Co-Coordinator of the EdD in Community College Leadership at New Jersey City University (NJCU). I had recently retired as Professor Emerita from Portland State University where I had served as the Director of the EdD in Educational Leadership. Our professional relationship grew as I accepted a position as a writing coach for NJCU's EdD students. As I served in this capacity, I repeatedly witnessed her mentorship of EdD students and program colleagues.

As a mentor, Dr. Harrington has demonstrated her long-standing and ongoing commitment to guiding her students and colleagues to publish their work. For her EdD students, she conducted numerous sessions about academic writing including demystifying the publishing process, using feedback to improve writing skills, and exploring publication outlets for written work. Importantly, Dr. Harrington co-published numerous peer-reviewed journal articles with her students. For most of these students, it was their first publication. From 2021 to 2025, her mentorship of EdD students led to manuscript co-development and/or co-publication including:

- Legay Jones, S., & Harrington, C. (in press) Promising features of EdD leadership programs: Findings from an exploratory narrative literature review. *Impacting Education: Journal on Transforming Professional Practice*.

- Pujols, Y, & Harrington, C. (2024). Grow your own leadership development programs in community colleges. *Journal of Higher Education Management*, 39(2), 70-81. https://issuu.com/aaup10/docs/jhem_39_2
- Hammond, R., Sparrow, M., Harrington, C., & Melendez, J. (2023). Using a stereotype threat intervention to improve placement test scores at a community college. *Journal of Applied Research in the Community College*. 30(1), 113-132.
- Miller, J., & Harrington, C. (2023). Challenges in implementing and sustaining community college organizational change for student success. *Journal of Postsecondary Student Success*, 2(2), 28-56. https://doi.org/10.33009/fsop_jpss131315
- Hankins, A., & Harrington, C. (2022). Lack of high-quality, frequent feedback contributes to low success rates for community college students. *Impacting Education: Journal on Transforming Professional Practice*, 7(4), 2-7. <https://doi.org/10.5195/ie.2022.201>
- Hooper, K., & Harrington, C. (2022). Equity gaps in dual enrollment. *Impacting Education: Journal on Transforming Professional Practice*, 7(3), 20–26. <https://doi.org/10.5195/ie.2022.251>
- Richardson, F., & Harrington, C. (2022). Single mother students are lacking sufficient support to persist to graduation in community colleges. *Impacting Education: Journal on Transforming Professional Practice*, 7(2), 26-31. <https://doi.org/10.5195/ie.2022.202>
- Howard, M., & Harrington, C. (2022). Essential factors of a 15-to-finish campaign: Increasing on-time completion rates for community college students. *Impacting Education: Journal on Transforming Professional Practice*, 7(2), 3- 10. <https://doi.org/10.5195/ie.2022.195>
- Genthe, C., & Harrington, C. (2022). Low completion rates of Latinx community college students. *Impacting Education: Journal on Transforming Professional Practice*, 7(2), 32-38. <https://doi.org/10.5195/ie.2022.205>
- Harrington, C., Hooper, K., Hughes, A., Klein, E., Melendez, J., Saddique, F., & Wasserman, E. (2021). An approach to an online Ed.D. in community college leadership program. *Impacting Education: Journal on Transforming Professional Practice*, 6(3), 7-12. <https://doi.org/10.5195/ie.2021.185>

Alongside her mentorship of EdD students stands her support of colleagues (i.e., junior faculty or those new to publication). Not only did she support NJCU colleagues with publication, but she also supported her new colleagues when she accepted a position at Morgan State University. Examples of these co-authored publications include:

- Braxton, J. M., Harrington, C., Lyken-Segosebe, D., & Sparrow, M. (2023). Clarity or continuing ambiguity regarding the tenure and promotion process in community colleges. *Journal of Higher Education Management*, 38(4), 82-92. https://issuu.com/aaup10/docs/jhem_38-4_2023_

- Hammond, R., Sparrow, M., Harrington, C., & Melendez, J. (2023). Using a stereotype threat intervention to improve placement test scores at a community college. *Journal of Applied Research in the Community College*, 30(1), 113-132.
- Harrington, C., & Rogalski, D. (2020). Accelerated learning programs for high school students. *Journal of Developmental Education*, 43(3), 2-11.
- Harrington, C., & Melendez, J. (2020). Launching an Ed.D. in community college leadership program with activism in mind. *Impacting Education: Journal on Transforming Professional Practice*, 5(2), 11-19.
<https://doi.org/10.5195/ie.2020.114>
- Harrington, C., & Gabert-Quillen, C. (2015). Syllabus length and use of images: An empirical investigation of student perceptions. *Scholarship of Teaching and Learning in Psychology*, 1(3), 235-243.
- Harrington, C., Sparrow, M., Irving, K. *Using design-thinking to create a first-year seminar self-assessment tool to support students from low-income backgrounds*. [Manuscript submitted for publication]. Department of Advanced Studies, Leadership, and Policy, Morgan State University.
- Sparrow, M., Harrington, C., & Irving, K. *Using focus groups to explore the needs of students from low-income backgrounds: First-year practitioner perspectives*. [Manuscript submitted for publication]. Department of Advanced Studies, Leadership, and Policy, Morgan State University.

Dr. Harrington has also co-authored books with colleagues. For example, she co-authored a book with Melissa Thomas (UT Austin):

- Harrington, C., & Thomas, M. (2018). *Designing a motivational syllabus: Creating a learning path for student engagement*. Routledge.

Additionally, Dr. Harrington invited numerous professionals to submit chapters for an edited volume. As the editor, she held author meetings to discuss the publication process, prompt authors to share ideas with one another, engage in peer feedback, and benefit from 1-1 consulting about publishing written work. She intentionally invited colleagues and some doctoral students from historically marginalized populations to write chapters for the book.

- Harrington, C. (Ed.) (2024). *Creating culturally affirming and meaningful assignments: A practical resource for higher education faculty*. Routledge.

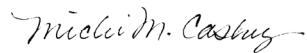
Given her scholarly interest in student engagement, Dr. Harrington invited more than 150 undergraduate and graduate students to author stories for one of three books on the topic. In doing so, she provided an opportunity for students to have their words published and their voices amplified. As in other cases, Dr. Harrington was intentional about inviting students who could share diverse perspectives.

- Harrington, C. (in press). *Keeping us engaged online: Student perspectives (and research-based strategies) on what works and why*. Routledge.

- Harrington, C. (2025). *Keeping us engaged: Student perspectives (and research-based strategies) on what works and why* (2nd ed.). Routledge.
- Harrington, C. (2021). *Keeping us engaged: Student perspectives (and research-based strategies) on what works and why*. Routledge.

In summary, Dr. Harrington has distinguished herself as an author mentor. She not only maintains an exemplary publication record as a scholar, but she also holds an outstanding reputation as a co-author and mentor to students and colleagues. For these reasons, I am honored to nominate Dr. Christine Harrington for the TAA Author Mentoring Award. If you wish to discuss her qualifications for this award, please contact me by telephone (503.807.7814) or email (caskeym@pdx.edu).

Sincerely,



Micki M. Caskey, Ph.D.

Professor Emerita