


NOMINATION SIGNATURE PAGE

2026 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Jennifer Banning Tomás
Institution:	Piedmont Virginia Community College
Category (choose only one): <ul style="list-style-type: none">• Baccalaureate Institution• Masters/Comprehensive Institution• Research/Doctoral Institution• <u>Two-Year Institution</u>• Rising Star	Two-Year Institution
Signature of President or Chief Academic Officer:	 Jean Runyon <small>Digitally signed by Jean Runyon Date: 2025.09.23 15:49:47 0400</small>
Printed Name of President or Chief Academic Officer:	Jean Runyon PhD
E-mail address of President or Chief Academic Officer:	jrunyon@pvcc.edu
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Excerpts from Mission Statement of the College

“Piedmont Virginia Community College (PVCC) is a comprehensive, public institution of higher education that awards associate degrees and certificates and is committed to strengthening our community by empowering students to realize their full potential and achieve economic and social mobility through the transformative power of education.”

- We will transform the lives of students and the communities we serve through accessible, equitable and innovative education, training and cultural enrichment.
- We are committed to a welcoming, inclusive, and student-centered learning environment where we prioritize student success, lifelong learning and community engagement...
- We take pride in developing innovative programs that meet the needs of our students and the community while contributing to the economic, civic and cultural well-being of our region and beyond.
- We encourage intellectual curiosity, creative problem-solving, lifelong learning and the exchange of ideas among our students, staff and faculty

Summary of Accomplishments

I. Scholarship of Teaching

Dr. Jennifer Banning Tomás has been devoted to teaching American history with a twist for 13 years at PVCC. Her courses go beyond encouraging students to master the minimum objectives set forth in the VCCS master course file descriptions for History 121, 122, and 127. Instead, they are designed to appeal to the diverse students inhabiting our community college environment—who come from all backgrounds and walks of life. They fully integrate the perspectives and histories of extraordinary and ordinary American women and men from diverse racial, ethnic, cultural and ideological backgrounds. The courses reflect her scholarly interests in the history of civic and political activism; the cultural role of history in shaping individual, group, community, and national identities; and the place of history in the formation of an educated citizenry. In a time of cultural polarization over historical memory, these courses don't shy away from difficult subject matter. Instead, they lean into it. They invite students into conversations that are mediated by the historical remove of time, space, and documentary evidence.

Tomás's courses take a stimulating documents-based approach grounded in our nation's legal and political traditions, giving special attention to the many ways that different groups of people have fit into American political, social, civic, and economic life over time. They emphasize historians' insistence on holding each other accountable by demanding fidelity to the historical record, while encouraging students to develop the habits of mind conducive to honest intellectual life. The courses emphasize historical method, whereby students develop the skill and habit of making arguments, generalizations, and assertions on the basis of bodies of evidence and argument, rather than unsubstantiated opinion, and bias.

One of Professor Tomás's most unique accomplishments at PVCC is the development of a special History of American Women, Civic Engagement course [HIS 127C]. This course is the only one of its kind and focus offered in the VCCS. It *may* be unique as a lower division undergraduate course in the state of Virginia. It is especially well-integrated with her scholarship and highly aligned with PVCC's Civic Engagement Quality Enhancement Plan (QEP) to foster students' civic knowledge and encourage them to become civically engaged members of society. It is, as one 2023 editorial headline in the student-run newspaper, *The Forum* put it, "History That Inspires." Students are guided through 5 rigorous thematic units that focus on themes ranging from women's place in the legal and Constitutional foundations of the American republic, to their active participation in major 19th and 20th century reform and political movements, their active participation in America's war efforts, conflict over traditional cultural ideas about gender roles, women's struggle for educational, reproductive, economic, and workplace rights, and their ideological diversity across the right—left political spectrum. She created a zero-cost, 5-chapter e-reader comprised of scholarly journal articles, book chapters to significantly reduce course cost for her students.

Students are generally completely unfamiliar with the history of American women, which gets very little attention in the K-12 history curriculum, so the course doubles as a general survey and an introduction to how American women have participating in the civic life of their communities and the nation since its founding. More than that, it is a primer for young women *and men* confronting the political challenges of the moment as they stand over the precipice of losing access to rights so painstakingly fought for and won over the last century, including expanded access to voting rights. The course now runs nearly every semester and has gained a small, but steady following, because, as student Paige Wright (Fall '24) put it, "She creates a wonderful learning environment," and students appreciate "the little community" created in class, as well as

the time she devotes “to bettering others through teaching.” But Tomás works to create “little communities” in all her classes

One project that Tomás is especially proud of is the 2021 student publishing project she designed. Two PVCC students conducted original archival research at UVA libraries, and then wrote, and published encyclopedia articles on Virginia suffragists for *the Dictionary of Virginia Biography*, an online production of the Library of Virginia. These were: Grayson Katzenbach, “Fannie Stratton Bayly King (1864–1951),” *Dictionary of Virginia Biography*, Library of Virginia (1998–), 2018 and; Abbigail Traaseth, “Sarah Mason Sandridge Matthews (1881–1963),” *Dictionary of Virginia Biography*, Library of Virginia.

Jennifer regularly teaches in a variety of formats and instructional cycles to meet the needs of the college and her students and keeps up to date with technology and ADA best practices. She is committed to accessibility, equity, and inclusion.

II. Scholarship of Discovery—Publications

Jennifer Banning Tomás, *Reclaiming Clio: Making American Women’s History, 1900-2000*, University of North Carolina Press, release date, December 2, 2025.

<https://uncpress.org/9781469686011/reclaiming-clio/#generate-pdf>

This weighty book uncovers the history of an intellectually powerful and significant academic movement that was both an academic pursuit and a corollary to 20th century feminist movements. *Reclaiming Clio* is an 11-chapter, 496-page “master narrative” charting 100 years of struggle to develop, legitimize, and integrate the history of American women into the formal narratives of American history and the curricula of American colleges and universities. The author sees herself as carrying on that legacy **It doesn’t get more scholarship of integration than that.** The book’s impending publication represents the culmination of approximately 7 years of original archival research, writing, reflection, and revision. It was supported in part by a ½ year writing sabbatical from PVCC in Spring 2021 and the encouragement of her PVCC peers. **Praise for the Book:** “In a moment of increasingly virulent culture wars, *Reclaiming Clio* provides the grounding to remember how histories are made and how movements persist in the face of opposition.”—Catherine O. Jacquet, Louisiana State University | “Impressively researched and engagingly written, this monograph offers the most detailed account to date of how women’s history took shape as a field. Balancing insider perspective with careful analysis, it highlights the vision and hard work of scholar-activists who transformed the profession and makes a compelling case for the significance of women’s history in both academia and public life.”—Rachel Devlin, author of *A Girl Stands at the Door: The Generation of Young Women Who Desegregated America’s Schools*

Published Articles:

- “Roberta Wellford (1873–1956),” *Dictionary of Virginia Biography*, Library of Virginia, 2019.
- “Introduction: The Women’s History Movement as Viewed through the “Living U.S. Women’s History Oral History Project.” *Women and Social Movements in the United States, 1600 to 2000*. Alexandria, VA: Alexander Street Press, 2019.
- “Eleanor Flexner,” *American National Biography*, Online Encyclopedia, Oxford University Press, Published in the spring 2015 update of the *American National Biography*.
- ““Better Homes, Better Schools, Better Churches, and a Better Country’: International Council of Women of the Darker Races,” *Women and Social Movements International, 1840-present*, Alexander Street Press, 2012.

III. **Scholarship of Service** [Bringing the insights one's research & teaching to broader audiences.

Service to PVCC--Presentations, Webinars, Papers at PVCC

- **Dec. 4, 2025, Book Release Talk, J. Banning Tomás, "Reclaiming Clio, The Case for More American Women's History—Then and Now", evening.**
- **2023--PVCC Campus Talk:** "Why Your Vote Matters: Women in American Civic and Political Life, 1920 to 1963, the vote and so much more." Civic Engagement Team, 3/30/23
- **2020- PVCC-Hosted Public ZOOM Webinar: "Race, Sex, and the 19th Amendment: ...An Intersectional Suffrage Centennial Zoom Panel. Designed, organized, and moderated by J. Banning Tomás.** Participants: Dr. Liette Gidlow (Wayne State University), Dr. Nneka Dennie (Washington and Lee University) Dr. Lorraine Gates Schuyler (University of Richmond), and Dr. Brent Tarter (Library of Virginia). A Constitution Day Event, 9/17/2020
- **PVCC Teach-In:** "Why Historical Monuments Matter: historical context, multiple meanings, and August 12," Roundtable, September 11, 2017, Teach-In re: August 12, 2017, Charlottesville (Unite the Right Rally/Riot)
- **PVCC Campus Talk:** "American Women's Legal & Political History at 3 Key Points in the 20th Century: 1923, 1963, 1983," Sponsored by the Gender Equality Club, 3/16/2016
- **PVCC Faculty Convocation Talk:** "Flipping U.S. History" PVCC Fall 2015 Faculty Convocation; Using Panopto to facilitate the flipped class model of instruction.
- **PVCC Campus Talk:** "Why Every Month is Women's History Month: Historical Connections Between Feminism and History," 4/6/2015, talk sponsored by the Gender Equality Club

To PVCC—Active member of the campus community. Served in the following capacities/clubs/ committees:

- AI Task Force, Current
- Curriculum & Instruction Committee, 9 out 13 years
- Civic Engagement Quality Enhancement Plan advisory committee
- Collaborated with Professor Connie Jorgensen on Constitution Day Events between 2013 and 2022
- Named Facilities Review Committee
- Hiring and other committees as requested
- AY 2023/2024, Advisor to civic engagement student club called "Rally PVCC" conceived in one of my HIS127 classes; AND Faculty advisor to the Gender Equality club 2014 to 2017
- 2019, participated in PVCC in the **Faculty Exchange program with Otto Krause Technical Institute, Buenos Aires, Argentina**
- Wrote the **General Education History Common Assessment Rubric** in place from Fall 2021-Fall 2025 in collaboration with other history faculty.
- **Coordinator of Dual Enrollment Faculty Liaisons, 2022-2025** | Provide leadership in support of two dozen dual enrollment faculty liaisons tasked with overseeing high school dual enrollment instructors across the disciplines. Develop the relationships, practices, and support systems needed to ensure quality and consistency across PVCC Dual Enrollment instructional sites. Work with the Director of Dual Enrollment and Early College Programs, Deans, Department Chairs, and other administrators to develop guidelines and practices that help the college maintain accreditation.

PVCC's Broader Service Area: Professional Development for Dual Enrollment History Faculty -- In dialogue with Professor Victory Luftig of UVA's Center for the Liberal Arts about

programming professional development dual enrollment history instructors. Impact: 100s of DE History Students.

Service To VCCS—TransferVA— Work on behalf of the history common curriculum--

Active in VCCS—wide course development work for the statewide “Transfer Va” initiative, (helped review and revise the following courses: HIS 121, HIS 122, HIS 141, HIS 142; in progress 127.

To the Historical Profession—National and International Involvement:

- **Member Of:** the American Historical Association, the Organization of American Historians, the Council for Women in History, Berkshire Conference of Women Historians.
- **National Presentation:** Currently scheduled with Dr. Anthea Hartig, Director of the National Museum of American History, Smithsonian Institution and others to present on a roundtable of Tomas’s design: “Fields of Controversy: Historical Perspectives on Building and Preserving Women’s/African American History in Hostile and Retrograde Times,” AHA Annual Meeting Program, Chicago, January 8, 2026, 1:30-3:00.
- **International Presentation:** “Women’s Archives & Feminism: Past, Present, Future—The Women and Social Movements in the United States, Database.” December 2015, the Aletta Institute, Amsterdam, Netherlands.
- **International Presentation:** “Women’s Archives and Women’s History at the intersection of feminist politics, academia, and the historical discipline from 1943 to 1971, Summer, 2014 Berkshire Conference on the History of Women, Gender, and Sexuality, Toronto.
- **National Presentation:** “Laboring in the Vineyard of Women’s History, 1943-1973”— presented at the annual meeting of the Organization of American Historians, 4/21/12

Service & Civic Engagement—It’s all Scholarship of Integration: Volunteer during election season to phone bank, poll watch, and register voters and encourage students to do the same regardless of their political affiliation. Committed to advocating for the principles of constitutional democracy, upholding first amendment rights, and speaking out on behalf of due process. The first line of defense in protecting these quintessential American values is to educate American citizens about what they are. Students who do not know the difference between the preamble to the Declaration of Independence and the Preamble to the U.S. Constitution and who cannot discuss in an openminded manner what the framers of the U.S. Constitution may have meant by the “general welfare” are poorly prepared to act as responsible and informed citizens in a stable democratic society. American history, civics, government, and political science teachers are in a very real sense on the frontlines of democracy in that sense.

IV. More Scholarship of Integration: Jennifer has participated actively to effectuate the college’s last two Quality Enhancement plans including the Writing Intensive QEP, and the Civic Engagement QEP both of which were/are closely aligned with the work she does in American history. Her division is by nature interdisciplinary and so she frequently works across departmental and disciplinary boundaries with other faculty in the humanities, fine arts, and social science, especially, English, Political Science, Sociology, and Library faculty. She has integrated some of the annual One Book Program themes into her courses when they’ve been a good fit. Her most comprehensive efforts along these lines, was the year the college selected Michelle Alexander’s, *The New Jim Crow*. Elements of her work from that year remain in her HIS 122 courses. The One Book Program is run by the English Department and the Library.

Personal Statement & the Scholarship of Integration

Looking back on my path to becoming a historian educator I am often struck by how halting my journey was at the start. I marvel that I ever made it through college, let alone graduate school as a non-traditional, first-generation college student whose best qualities were possessing lively curiosity, a love of reading and writing, and a penchant for risking embarrassment by cracking an on-point joke in class or volunteering answers without fear of being wrong. I have since come to appreciate that nearly every teacher and professor of influence I remember, from high school until the moment I stood on stage as the graduate commencement speaker for the SUNY Binghamton Graduate School Class of 2012 had been a history educator. At every pivotal point in my education, a history professor has been there to bolster my confidence, inspire my curiosity about humanity, foster the development of essential skills, and support my academic and professional pursuits. Early on, it was a community college professor who introduced me to American women's history before encouraging my transfer to a 4-year school. Before that, it was a seemingly stern Roman community college professor whose lessons on the Renaissance inspired me to backpack through Europe and see Florentine art for myself.¹ Later, graduate professors welcomed me into the alien world of the ivory tower, introducing me to the strange world of the historical profession. I found the environment itself fascinating. They instilled in me a love for the historian's craft and a deep appreciation for American history, warts and all. The process of becoming a historian was transformative. Thus, I am reminded of the power and responsibility of the educator. Teaching full-time in a community college carries a heavy teaching load, but I consider it an enormous privilege. It gives me the opportunity to inspire students *to aspire*; to chart their own paths to the future; and to provide them with frameworks and tools to understand the world around them in historical context. The vignettes from my past remind me that we teach best when we connect with and support students.

I was pleasantly surprised upon reading Ernest Boyer's *Scholarship Reconsidered*, that he referred to some very distinguished American historians to whom I am linked through my scholarship. In 1990, Boyer argued that it was time to jettison the idea that scholarship and teaching were two separate areas of activity. He suggested that the two ought to be integrated, equally valued, recognized, and rewarded. Operating from the premise that the highest form of knowing was teaching, he proposed that effectively communicating specialized knowledge to students was, by definition, a form of scholarship. The notion reminded me of something my graduate advisor, Kathryn Kish Sklar, once said. "Our work comes to life when we communicate it to students in the classroom. The books we write are very beautiful on their shelves. But the history we write has to have meaning for people who are not historians." This idea has shaped my general teaching philosophy ever since. I see my job, my avocation if you will, as two-fold. First, it is to help students come to their own appreciation of why history matters and an understanding of what the academic discipline of history is—and what it is not. It is not propaganda. It is not a political cudgel. It is not a single narrative. Rather, it is an academic discipline with its own methods, that relies upon facts, data, and empirical evidence to explain how human societies have changed over time. But it does require human analysis and interpretation to give it meaning. And its interpretation is *not* without political or cultural consequence. This makes the study and teaching of history, and political assaults on both very culturally relevant indeed. Second, my job is to effectively convey the specialized knowledge I've

¹ Dr. Diane Casey of Tompkins Cortland Community College, Dryden, N.Y.; and Dr. Fabiano of Monroe Community College, Rochester, N.Y.

acquired through my own research and study in American social and political history, and particularly the history of American women.

More pointedly, and in keeping with **Boyer's concept of the scholarship of integration**, I work to convey to students the many ways the world we live in today is still shaped by the deeds, legacies, systems, and ideas of the past. Just as our actions will shape the future. History is not dead. We live with its consequences every day, and we live in it every day. It is an essential element of cultural formation in any society. This explains why politicians have turned it into a political football. History educators have an enormous responsibility to convey to our students, often in a very short amount of time, how seriously we take our commitment to empirical research methods, and to the core tenets of our academic discipline. We are knowledge seekers, not ideologues. I see the history classroom, in part, as a place to gain, or restore the public's trust in history, historians, and academia. In this way, the historical truths our research uncovers can indeed serve the needs of an informed citizenry.

When it comes to the history of American women, workers, ethnic and racial minorities, those truths come with very high stakes. We have seen that the enormous achievements ushered in by activists of the last 200 years are not guaranteed permanency. The "arc of the moral universe" that Dr. King so hopefully predicted would always "bend toward justice" can bend backwards. Any public educational institution that doesn't work to provide American students with a strong foundation of knowledge about how the majority of Americans earned their rights to dignity, equality, opportunity, and a fair share of governing responsibility and power, is failing in its mission to educate American students about how to uphold American democracy. And women, alongside all people of diverse socio-economic, racial and ethnic minority groups, make up a majority of that student population. American students deserve to get the full story. If the ***scholarship of integration*** is all about placing one's scholarship and teaching in larger context, the current historical context demands more history education, at every level, everywhere.

The Mission and Vision statement of PVCC encompasses a commitment to transforming and empowering students' lives through education, contributing to the cultural and civic well-being of our community, encouraging intellectual curiosity, and doing all this in an accessible and equitable manner. The content of history courses should mirror those values. ***To that I hold.*** My educational approach is simple. I strive to model critical thinking, a love of learning and my discipline, and to introduce my students to the basic tools and habits of mind of historians and their craft. This includes close reading of sources, analysis of evidence, inferential thinking, engagement with ideas, and consideration for perspective and context. I typically welcome students into my classes with the invitation to "treat our time together in class as a sanctuary reserved for learning history, free from worldly distractions created by technology and social media."

In a fun women's history coincidence, Ernest Boyer was brother to distinguished social historian Paul Boyer. Not only did Boyer conduct a well-known community study of the Salem witchcraft trials, he was also co-editor of a pathbreaking reference work, *Notable American Women: A Biographical Dictionary, 1607-1950* (1971). The massive 16-year production was completed by historians at Radcliffe College and Harvard University Press. *Notable* helped lay foundations for the explosive growth of the field of American women's history in the decades that followed, a story that features centrally in my forthcoming book, *Reclaiming Clio*. The historians of American women featured in my book, devoted a great deal of their scholarly energy to integrating the insights of their work into American history college curriculum of the late 20th century, a legacy which I am carrying on in the VCCS through my work in the classroom, my efforts to integrate women's history into the American history curriculum of the VCCS with TransferVa, and my efforts to bring American women's history to the broader community.

Curriculum Vitae

Jennifer Banning Tomás, PhD

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Education

2012 -- Ph.D., History, Binghamton University, State University of New York

2007 -- M.A. History, Binghamton University, State University of New York

2000 -- B.A. History, Summa cum Laude, Wells College, New York; minor in Secondary Social Studies Education

1998—AAS. Liberal Arts, Monroe Community College, Rochester, New York

Teaching Fields: American History to 16th century to 21st Century; U.S. Women and Gender from Colonial times to Present; American Social Movements, 1820 to present; Comparative Women's Movements since 1789 (national, transnational, international)

Research Fields: 20th Century American Politics and Culture; Women, Civic Engagement, and Social Movements in the US since 1800; Feminism(s) in the United States since the 1830s; The American Historical Profession; Women in Higher Education and the Professions, 1880s-2000

Publications

Book: *Reclaiming Clio: Making American Women's History, 1900-2000*, University of North Carolina Press, 2025. <https://uncpress.org/9781469686011/reclaiming-clio/#generate-pdf>

Select Articles

"Roberta Wellford (1873–1956)," *Dictionary of Virginia Biography*, Library of Virginia, 2019 (

"Eleanor Flexner," *American National Biography*, Online Encyclopedia, Oxford University Press, Published in the spring 2015 update of the *American National Biography*.

"'Better Homes, Better Schools, Better Churches, and a Better Country': The International Council of Women of the Darker Races," *Women and Social Movements International, 1840-present*, Alexander Street Press, 2012.

Presentations at National & International Conferences: "Women's Archives & Feminism: Past, Present, Future—The Women and Social Movements in the United States, Database." December 2015, the **Aletta Institute, Amsterdam, Netherlands**; "Women's Archives and Women's History at the intersection of feminist politics, academia, and the historical discipline from 1943 to 1971, Panel 3948, Summer, **2014 Berkshire Conference on the History of Women**, Toronto; "Laboring in the Vineyard of Women's History, 1943-1973"—presented at the annual meeting of the **Organization of American Historians, April 21, 2012.**"

Positions Held

- **Spring 2025--present Professor of American History, PVCC--**
- **Fall 2018 to Fall 2024: Associate Professor of American History, PVCC**
- **Fall 2013 to Spring 2018: Assistant Professor of American History, PVCC**
- **Summer 2012-Fall 2016: Project Director, *Journal of Women's History*, "A History of The *Journal of Women's History*: 25 Years—an oral history project."**
- **Fall 2012 Spring 2013: Visiting Lecturer in American History, Binghamton University**

- **Fall 2011-Spring 2012:** Research Assistant to the Center for the Historical Study of Women and Gender, SUNY Binghamton, [<http://chswg.binghamton.edu/>]—
- **Spring 2006-Spring 2011:** Graduate Assistant and Website Manager, The Center for the Teaching of American History at SUNY Binghamton, Director, Thomas Dublin—
- **December 2005-August 2007: Graduate Assistant to Kathryn Kish Sklar, Binghamton University**
- **September 2001- June 2004: High School Social Studies Teacher, Sidney Central School District, Sidney NY--**

Professional Experience

Courses Taught at PVCC, 2013-2025 --History 121 (U.S. History to 1877), History 122 (U.S. History from 1865), History 127 (History of American Women), HIS 127C (History of American Women's Civic Engagement, and History 276 (U.S. History since 1945).

Courses Taught at SUNY Binghamton, 2005-2012--HIST 386F "Women's Movements in International Perspective since 1848: Europe, Latin America, the United States"; HIST 104 A, "Modern American Civilization" (Fall 2012); HIST 380T, "American Women in Action since 1900: Race, Class, Gender & Sexuality in American Social Movements" (Spring 2013); HIST 380F, "Gender & War in Twentieth Century America," SUNY Binghamton (Summer 2008)

Professional and Institutional Service at PVCC since 2013: Summer 2024-present, Faculty Coordinator of Dual Enrollment Liaisons; Spring 2020-Present, Faculty Liaison for Service Area Dual Enrollment U.S. History Teachers; Since 2013, I have regularly served on over a dozen standing and ad hoc committees central to the college's operation, most notably, I have served on the Curriculum & Instruction Committee 9 out of my 13 years at PVCC, and Chaired the C & I Committee 4 times.

Honors and Grants: Recipient of The PVCC Faculty Scholarly and Creative Engagement Award for 2024-2025; Spring 2021 PVCC ½ Year Writing Sabbatical; PVCC Education Foundation Grants, Awarded, 2014 and 2015 (for Panopto lecture series creation in HIS121/122); Schlesinger Library Dissertation Research Grant, Radcliffe Institute for Advanced Study, Harvard University, 2009; J. Carlyle Sitterson Visiting Scholar Grant, the Southern Historical Collection, University of North Carolina at Chapel Hill, 2009; Rosa Colecchio Travel Award, 2009, Binghamton University Foundation; Kramer Rsearch Travel Award, 2009, SUNY Binghamton; Joan S. Dubofsky Research Travel Grant, 2008; Phi Alpha Theta Honor Society, 2008; Phi Beta Kappa Honor Society, 2000.

Excerpts from Letters of Support

Lennie Molina-Hines (Student--HIS 121 and HIS 122 from AY 2014/2015) "Dr. Tomas is a remarkable professor. She cultivates an intellectually stimulating environment that inspires her students to think critically about history. Her engaging lectures always captivated my attention, and the challenging primary source readings assigned outside of class deepened my understanding of the challenges faced by my own black community. A core feature of Dr. Tomas' courses is the integration of discussions on how women have impacted history, compelling us to explore the roles of gender, power, and social justice in shaping history and our own contributions to creating a more just and equitable society." | **Elaina Brown (Student--HIS 121, HIS 122, HIS 127, from AY 2023/2025, 2025)** "Her teaching ... leaves her students ... enthralled by the subject matter. ... Professor Tomas [] reveals to her students, pieces of history that other instructors don't ... address—including Native American, African American, [] and ... female perspectives on major historical events. She considers each perspective, guaranteeing an honest and genuine approach. I never thought that as an Environmental Science student, I would enjoy history so much. Professor Tomas maintains a supportive, inspiring relationship with her students in the classroom, [and] outside the classroom... Whether it was a historical matter, or I was just looking for some advice, she was the professor I always felt comfortable reaching out to for help." | **Crystal Johnson, Community School Director, City of Promise, former student (HIS 121/122/127 2016/217, 2018)** | "Professor Tomas influenced my academic journey and course of life in ways that she isn't even aware of.... she taught me to think critically, question everything I thought I knew, and always use the evidence (sources) to back up my claim. I quickly learned that in Professor Tomas class I wouldn't just remember dates and facts. I would need to be able to analyze multiple sources and perspectives to form a reasoned argument. Her passion for history came alive through the sources [] she had us read, classroom discussions, and her ability to connect the past to current events ... Professor Tomas was cultivating skills that would ultimately lead me to my dream job.... where I am required to find the data, analyze the data, and make decisions... backed by the information. Professor Tomas's impact in my life has reached well beyond the doors of PVCC, and I can say with confidence any student that sits down in one of Professor Tomas's history classes will leave with the ability to think critically, and those are the skills that are needed in today's world"

Crystal Newell, Senior Director of Library and Academic Support, Betty Sue Jessup Library, PVCC | "History is brought to life most vividly when experienced through the writings and artifacts of those who lived it, and Dr. Tomás ensures her students have that opportunity.... Dr. Tomás' [] service to the College, from her integration of civic engagement into her women's history course, to her talks for Constitution Day, to her use of the One Book, to her service as the chair of the Curriculum and Instruction Committee.... [she] embodies a SCHEV Outstanding Faculty in every way. As a result, I wholeheartedly support her nomination." | **Colum Leckey, Professor of History, Colleague, Humanities Department Chair:** "Hired in 2013, Jennifer immediately distinguished herself as a dynamic educator, respected colleague, and outstanding historian.... Jennifer has demonstrated skill and savvy in the service domain., become one of PVCC's most dedicated and accomplished scholars..., juggled numerous institutional responsibilities ... [and] found the time to revise her... book manuscript... *Reclaiming Clio*... It will certainly become essential reading in the field of modern U.S. history. In sum, I can think of no one more deserving for this award than Jennifer Tomas." | **John Gulley, Professor of Philosophy, Colleague, Co-Chair, Faculty Senate**—"Dr. Tomás is an exceptional talent in the VCCS... I have been continually impressed by the quality of her work in and out of the classroom. With enthusiasm, I support her nomination for the SCHEV Outstanding Faculty

Award. Notable accomplishments that warrant [this] include her exceptional work in the classroom... Dr. Tomás's standing as an exceptional instructor is [] evidenced in the evaluations and comments from students, where her connection and commitment to students and their learning is most evident. Responsive to feedback, [] Dr. Tomás has done an excellent job preparing students for upper division course work at their transfer universities by challenging students in the best ways, maintaining high expectations, and making space for competing perspectives." | **Jenni Koster, English Professor and Writing Center Director**—"As I have worked with Jennifer over the past several years, I have come to know her as an earnest and active scholar; a respected teacher; and a supportive, engaged colleague. As Writing Center director, I see students in Jennifer's classes energized by the challenging but relevant curriculum she offers. Students in her women's history classes spend the semester reading about and researching overlooked women leaders. She juggles all of the responsibilities of a community college faculty member with her commitment to scholarship. Her curiosity and commitment to our students and her field exemplify the qualities of the best faculty members."

Dean Kit Decker, Ph.D. Division of Humanities, Fine Arts, and Sciences | "Jennifer is focused, analytical and forthright - someone who can be relied upon infallibly to represent the best interests of her students, advocate tirelessly for her discipline, and steadfastly support her colleagues. In the classroom, she is an assured lecturer with a magisterial presence, but she is also caring, fair and deeply dedicated to her craft and to her students.... Of note in terms of college service, Jennifer has recently taken on the role of Faculty Coordinator of Dual Enrollment Liaisons. Addressing difficulties head-on, driving administrative progress by drafting policies and designing a DE Canvas site, she has pushed our DE program towards clarity, transparency and compliance. She has also led the way in guiding history dual enrollment instructors and worked with her colleagues in History to create rubrics and assignments to facilitate gathering vital General Education assessment data across all modes and locations of instruction. I am pleased to recommend Jennifer as PVCC's nominee for the 2026 SCHEV Outstanding Faculty Award." | **Dr. Leonda Keniston, Vice President of Instruction and Workforce Development** "Professor Tomás has distinguished herself as a member of the History faculty...through exceptional teaching, scholarly achievement, and service to the college and the broader community...and the VCCS. Her career reflects the integration of teaching, research, and civic engagement that lies at the heart of the Outstanding Faculty Award.... [She] embodies the qualities that the SCHEV Outstanding Faculty Award is intended to recognize. She is an outstanding teacher, a respected scholar, and a committed servant-leader whose contributions have enriched her students, her colleagues, and the Commonwealth of Virginia. She has my strongest recommendation."

Dr. Jean Runyon, President, Piedmont Virginia Community College—"It is my distinct honor to recommend Dr. Jennifer Tomás, Professor of History at Piedmont Virginia Community College (PVCC), for the SCHEV Outstanding Faculty Award. Dr. Tomás is a stellar educator and scholar whose commitment to teaching, scholarship, and service exemplifies the highest standards of the academy. Dr. Tomás's teaching reflects PVCC's mission of providing accessible and equitable educational opportunities that promote student success and social mobility... Her American history courses challenge students to become critical thinkers... Her recent book examines the evolution of U.S. Women's History in the 20th century. Her scholarship and pedagogy together embody Ernest Boyer's concept of the "scholarship of integration," demonstrating how research and teaching can mutually enrich one another. Her leadership and mentorship have strengthened the quality of instruction across the college and community."