Dr. Thorkildsen’s leadership among faculty have focused heavily on building opportunities for early career scholars to receive the recognition they need to find like-minded peers and build research teams. These efforts have focused heavily on selecting recipients for early career awards, calling attention to the fact that all nominees for such awards have been seen as outstanding contributors to their respective research communities by their faculty nominators. This work capitalizes on the interdisciplinary nature of Dr. Thorkildsen’s own scholarship and career trajectory. Her signature and corresponding efforts call attention to the ways in which digital indicators of quality offer unfair, distorted depictions of the importance and utility value of someone’s scholarship, acknowledging that such indices may be one useful source for broadly conveying the impact of a scholar’s work on the field.

A second thread to Dr. Thorkildsen’s faculty development contributions have focused heavily on honoring the scholarship of senior scholars in the field, most of whom are 10 or more years her senior. As faculty focus heavily on digital fingerprints, the truly eminent ways in which all of us stand on the scholarship generated by those who have come before us is getting lost. Dr. Thorkildsen has chaired multiple committees that acknowledge the contributions of scholars who are leaving the field, have promoted the welfare of others at the expense of self-promotion, or respond to access and equity biases in personally costly ways. Dr. Thorkildsen uses her commitment to developmental science as a means of illustrating why epistemological diversity is essential to promoting human welfare, and how a diverse faculty makes such contributions more likely.

Dr. Thorkildsen has been engaged in a wide range of “hidden” faculty and staff development work at UIC. This includes teaching and mentoring students who have ultimately been hired by UIC as faculty, clinical faculty, or staff. Dr. Thorkildsen shows early career faculty why and how they are responsible for tracking the qualities of their own work, how opportunities come to individuals via the “Mathew Effect” (to those who have, more will be given), why the reliance on evidence is privileged over knowing eminent scholars in the world of science, and why respect on a campus is more likely to come to students who leave their home universities, if only for a time, as they earn their way in the world. One form of this work was turned into a project, evaluated by junior faculty, tenured professors, and most of UIC’s senior leadership as part of the Provost’s Faculty Administrator Leadership Program. Dr. Thorkildsen has also been elected to a number of leadership roles on standing committees designed to promote faculty and foster wellness within the UIC community. This line of leadership is grounded in Dr. Thorkildsen’s extensive commitment to diversifying the faculty and staff of all higher education organizations.