

KRISTA M. SORIA

ED 404, 875 Perimeter Dr., Moscow, ID 83884
651.261.5312 – ksoria@uidaho.edu

EDUCATION

Ph.D. in Educational Policy and Administration, Higher Education emphasis **May 2013**
Graduate Certificate in Multicultural Teaching and Learning **February 2015**
University of Minnesota, Minneapolis, MN

Master of Science (M.S.) in Academic Advising **May 2008**
Graduate Certificate in Academic Advising **May 2005**
Kansas State University, Manhattan, KS

Master of Education (M.Ed.) in Adult Education **May 2008**
Master of Arts (M.A.) in English **August 2006**
University of Alaska, Anchorage, AK

Bachelor of Arts (B.A.) in English and Psychology, *summa cum laude* **May 2002**
Hamline University, Saint Paul, MN

SUMMARY OF QUALIFICATIONS

- Director of student affairs assessment, researcher, analyst, and instructor with 20+ years in higher education and 185+ unique online, hybrid, and in-person course sections taught in areas like leadership, assessment, quantitative research, and higher education administration
- Recognized national expert in higher education and leadership research with 65+ peer-reviewed journal articles, books, and book chapters; external funding; awards in scholarship; and 70+ conference presentations
- Experience teaching quantitative and qualitative research methods and using both quantitative and qualitative methods in assessment, evaluation, and research
- Experience mentoring and advising students in research projects and serving as an advisor, chair, and member of 15+ doctoral dissertation committees
- Over a decade researching students' leadership development, engagement in social change and social justice, perceptions of campus climate, and the experiences of underrepresented, disenfranchised, and marginalized students in higher education

RESEARCH AGENDA

I am a critical quantitative researcher seeking to discover the most equitable and inclusive programmatic practices and institutional conditions to prepare students to engage in the complexities of social change. I investigate outcomes associated with students' engagement in a variety of curricular and co-curricular programs, including leadership development, perspective-taking, and social generativity. I also examine how higher education institutions can create a more supportive campus climate for students from diverse backgrounds, whether programs are equitably accessible and beneficial to all students, and how we can create structural conditions to help students learn, thrive, and grow.

PROFESSIONAL EXPERIENCE

- Assistant Professor** August 2021 to Present
Leadership and Counseling, University of Idaho, Moscow, ID
- Senior Research Associate** January 2021 to Present
National Center on College Students with Disabilities, Huntersville, NC
- Research Associate** July 2020 to Present
Center for Studies in Higher Education, UC Berkeley, Berkeley CA
- Director of Student Affairs Assessment** August 2018 to August 2021
Office of Student Affairs, University of Minnesota, Minneapolis, MN
- Senior Analyst** January 2011 to August 2021
Office of Institutional Research, University of Minnesota, Minneapolis, MN
- Assistant Director for Research and Strategic Partnerships** May 2019 to August 2021
Student Experience in the Research University (SERU) Consortium, Minneapolis, MN
- Co-Lead Researcher** April 2019 to June 2020
Minnesota Education Equity Partnership, Minneapolis, MN
- Evaluator** August 2013 to May 2014
NorthStar STEM Alliance, University of Minnesota, Minneapolis, MN
- Research Assistant** August 2010 to January 2011
Midwestern Higher Education Compact, Minneapolis, MN
- Research Intern** June 2010 to August 2010
ACT, Inc., Iowa City, IA
- Research Assistant Intern** January 2010 to May 2010
Minnesota Office of Higher Education, Saint Paul, MN
- Graduate Research Assistant** August 2009 to January 2011
Postsecondary Education Research Institute, University of Minnesota, Minneapolis, MN
- Academic Advisor** September 2006 to August 2009
Community and Technical College, University of Alaska, Anchorage, AK
- Educational Advisor** February 2006 to September 2006
Educational Talent Search, Trio Programs, University of Alaska, Anchorage, AK
- Education Advisor/Outreach Specialist** June 2005 to February 2006
Alaska Commission on Postsecondary Education, Anchorage, AK
- Admissions and Financial Aid Advisor** September 2002 to June 2005
Enrollment Services, University of Alaska, Anchorage, AK

TEACHING EXPERIENCE

Assistant Professor (2 courses) **August 2021 to Present**

Adult, Organizational Learning, and Leadership, University of Idaho

AOLL 570: Introduction to Research in Adult/Organizational Learning and Leadership*

AOLL 577: Organization Development*

Associate Professor (17 courses) **Spring 2015 to Present**

Leadership, St. Mary's University of Minnesota

EDD 811: Theories of Adult Learning*

EDD 818: Knowledge Development: Theory, Formats, and Applications*

Adjunct Faculty (5 courses) **Fall 2020 to Present**

Mathematics, Computer Science, and Statistics, Augsburg University

MAT 163: Introductory Statistics*

Adjunct Faculty (5 courses) **Spring 2019 to Present**

Student Affairs Administration, University of Wisconsin La Crosse

SAA 765: Assessment in Student Affairs*

Adjunct Faculty (7 courses) **Fall 2014 to Fall 2019**

Higher Education Administration, St. Cloud State University

HIED 808: Quantitative Research Methods*

HIED 664: Critical Issues in Higher Education

Adjunct Faculty (15 courses) **Summer 2017 to Present**

Educational Leadership and Psychology, Bethel University

EDUC 837: Institutional Assessment in Higher Education*

EDUC 850: Doctorate Research III* (I also redesigned this course)

EDUC 845: Quantitative Research Methods* (I also redesigned this course)

PSYC/HUSE 400: Research Methods*

Adjunct Faculty (41 courses) **Fall 2012 to Present**

Leadership Minor, University of Minnesota

LEAD 3302: Leadership, You, and Your Community

LEAD 1961W: Personal Leadership in the University

LEAD 4972: Directed Research in Leadership*

Adjunct Faculty (25 courses) **Fall 2014 to Present**

Higher Education, Southern New Hampshire University

HEA 560: Higher Education Law and Policy Making* (I also created the course for SNHU)

HEA 530: Data-Driven Decisions and Strategic Planning in Higher Education*

HEA 510: History and Philosophy of Higher Education*

Adjunct Faculty (9 courses) **Fall 2014 to Spring 2017**

English Department, Hamline University

ENGL 1800: Introduction to Professional Writing and Rhetoric

*online class

TEACHING EXPERIENCE, CONTINUED

Adjunct Faculty and Teaching Assistant (2 courses) Fall 2014 and Spring 2017

Organizational Leadership, Policy, and Development, University of Minnesota

OLPD 5704: College Students Today (Teaching Assistant)

OLPD 8702: Administration and Leadership in Higher Education

Graduate Teaching Assistant (2 courses) Fall 2009 to Spring 2010

College of Liberal Arts, University of Minnesota

CLA 1005: Introduction to Liberal Arts Learning

CLA 2005: Introduction to Liberal Education and Responsible Citizenship

Adjunct Faculty (58 courses) Summer 2006 to Spring 2014

University of Alaska Anchorage

ENGL 212: Technical Writing: Summer 2006 to Spring 2014*

HNRS 209: Participatory Action Research: Spring 2009

CTE 490/690: Advising for Career Pathways: Spring 2009 to Summer 2009*

CIOS 260: Business Communications: Fall 2008 to Spring 2009*

ENGL 111: Methods of Written Communication: Fall 2008 and Spring 2009

ENGL 213: Writing in the Natural and Social Sciences: Fall 2008*

GUID 150: Survival Skills for College Students: Fall 2006

*online class

ARTICLES IN PEER-REVIEWED JOURNALS

Soria, K. M., & Roberts, B. J. (2021). The benefits of living on campus for first-generation students' belonging, perceptions of campus climate, and resilience. *Journal of First-Generation Student Success*, 1(2), 111-126.

Soria, K. M., Brazelton, G. B., & Roberts, B. J. (in press). Resident assistants' leadership efficacy. *Journal of College and University Student Housing*.

Soria, K. M., & Horgos, B. (2021). Factors associated with college students' mental health during the COVID-19 pandemic. *Journal of College Student Development*, 62(2), 236-242.

Schultzenberg, A. J., Wang, Y-C., Hufnagle, A., Soria, K. M., Maruyama, G., & Johnson, J. (2020). Improving outcomes of underrepresented college students through community-engaged employment. *International Journal of Research on Service-Learning and Community Engagement*, 8(1), Article 11.

Soria, K. M., Brazelton, G. B., Belrose, M. R., Blamo, M., Diekemper, K. M., & Kaste, K. (2020). Enriching college students' leadership efficacy. *Journal of Leadership Education*, 19(4), 87-97.

Jones-White, D. R., Soria, K. M., Tower, E. K. B., & Horner, O. G. (2020). Factors associated with anxiety and depression among U.S. doctoral students: Evidence from the gradSERU survey. *Journal of American College Health*. Online first.

ARTICLES IN PEER-REVIEWED JOURNALS, CONTINUED

Soria, K. M., Hufnagle, A. S., Lopez, I., & Do, T. (2019). Exploring the differential effects of service-learning on students' sense of belonging: Does social class matter? *International Journal of Research on Service-Learning and Community Engagement*, 7(1), Article 8.

Mitchell, T. D., schneider, f., & Soria, K. M. (2019). Community engagement experiences of college students with minoritized sexual and gender identities. *International Journal of Research on Service-Learning and Community Engagement*, 7(1), Article 7.

Soria, K. M., Werner, L., VeLure Roholt, C., & Capeder, A. (2019). Strengths-based approaches in co-curricular and curricular leadership: Opportunities to magnify students' thriving. *Journal of Leadership Education*, 18(1), 116-132.

Soria, K. M., Werner, L., Chandiramani, N., Day, M., & Asmundson, A. (2019). Co-curricular engagement as catalysts toward students' leadership development and multicultural competence. *Journal of Student Affairs Research and Practice*, 56(2), 207-220.

Soria, K. M., Werner, L., & Nath, C. (2019). Leadership experiences and perspective taking among college students. *Journal of Student Affairs Research and Practice*, 56(2), 138-152.

Johnstone, C., Soria, K., Bittencourt, T., & Adjei, M. (2018). The global and the local: Programs that predict critical thinking and cultural appreciation development in students. *International Journal of Research on Service-Learning and Community Engagement*, 6(1), Article 8.

Soria, K. M., & VeLure Roholt, C. (2018). Leadership experiences: Educating for diverse citizenship. *Journal of College and Character*, 19(4), 264-274.

Soria, K. M., & Werner, L. (2018). Academic leadership courses: Catalysts for students' retention and graduation. *Journal of Leadership Education*, 17(3), 26-41.

Soria, K. M. (2018). Bridging the divide: Addressing social class disparities in higher education. *Diversity & Democracy*, 21(4).

Soria, K. M., Morrow, D. J., & Jackson, R. (2017). Parental divorce and college students' persistence and degree attainment. *Journal of Divorce and Remarriage*, 59(1), 25-36.

Johnson, M., Dugan, J. P., & Soria, K. M. (2017). Try to see it my way: What influences social perspective taking among college students? *Journal of College Student Development*, 58(7), 1035-1054.

Soria, K. M., & Johnson, M. (2017). High-impact educational practices and the development of college students' pluralistic outcomes. *College Student Affairs Journal*, 35(2), 100-116.

Soria, K. M., Peterson, K., Fransen, J., & Nackerud, S. (2017). The impact of academic library resources on first-year students' learning outcomes. *Research Library Issues*, 290, 5-20.

ARTICLES IN PEER-REVIEWED JOURNALS, CONTINUED

Soria, K. M., Fransen, J., & Nackerud, S. (2017). The impact of academic library resources on undergraduates' degree completion. *College & Research Libraries*, 78(6), 812-823.

Soria, K. M., Fransen, J., & Nackerud, S. (2017). Beyond books: The extended academic benefits of library use for first-year college students. *College & Research Libraries*, 78(1), 8-22.

Soria, K. M., Morrow, D. J., Laumer, N. L., & Marttinen, G. (2017). Strengths-based advising approaches: Benefits for first-year undergraduates. *NACADA Journal*, 37(2), 55-65.

Soria, K. M., & Taylor, Jr., L. (2016). Strengths-based approaches in college and university student housing: Implications for first-year students' retention and engagement. *Journal of College and University Student Housing*, 42(2), 60-75.

Soria, K. M., Hinz, K., Arnold, B., & Williams, J. (2016). Strengths as a career compass: Helping undergraduate students navigate career development through strengths awareness and development. *Developments*, 13(4). Retrieved from <https://drive.google.com/file/d/0B2DpEzXFee2iZUI2SHJDR1A0bUk/view>

Soria, K. M., & Mitchell, T. D. (2015). Learning communities: Foundations for first-year students' development of pluralistic outcomes. *Learning Communities Research and Practice*, 3(2), 1-21.

Soria, K. M., Nackerud, S., & Peterson, K. (2015). Socioeconomic indicators associated with first-year college students' use of academic libraries. *The Journal of Academic Librarianship*, 41(5), 636-643.

Soria, K. M. (2015). Reading, learning, and growing: An examination of the benefits of common book reading programs for college students' development. *Journal of the First-Year Experience and Students in Transition*, 27(1), 29-47.

Soria, K. M., Snyder, S., & Reinhard, A. (2015). Strengthening college students' capacity for integrative leadership by building a foundation for civic engagement and multicultural competence. *Journal of Leadership Education*, 14(1), 55-71.

Bryant, K., & Soria, K. M. (2015). College students' sexual orientation, gender identity, and participation in study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 25, 91-106.

Soria, K. M., & Alkire, D. B. (2015). Elevating Native American college students' sense of belonging in higher education. *Developments Journal*, 13(3).

Soria, K. M., Roberts, J., & Reinhard, A. (2015). Undergraduate students' strengths awareness and leadership development. *Journal of Student Affairs Research and Practice*, 52(1), 89-103.

ARTICLES IN PEER-REVIEWED JOURNALS, CONTINUED

Soria, K. M., & Stubblefield, R. (2015). Building a strengths-based campus to support student retention. *Journal of College Student Development*, 56(6), 626-631.

Soria, K. M., & Stubblefield, R. (2015). Knowing me, knowing you: Building strengths awareness and belonging in higher education. *Journal of College Student Retention: Research, Theory, and Practice*, 17(3), 351-372.

Soria, K. M., & Stubblefield, R. (2015). Building first-year students' strengths and hope in transition. *College Student Affairs Journal*, 33(1), 1-10.

Soria, K. M., & Stubblefield, R. (2014). First-year college students' strengths awareness: Building a foundation for student engagement and academic excellence. *Journal of the First-Year Experience and Students in Transition*, 26(2), 69-88.

Soria, K. M., & Bultmann, M. (2014). Advising scholars from blue collar backgrounds: Supporting working-class students' success in higher education. *NACADA Journal*, 34(2), 51-62.

Soria, K. M., Weiner, B., & Lu, E. C. (2014). Examining financial decisions among undergraduate students from different social class backgrounds. *Journal of Student Financial Aid*, 44(1), 2-23.

Stebbleton, M. J., Soria, K. M., & Huesman, R. L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling*, 17(1), 6-20.

Soria, K. M., & Linder, S. (2014). Parental divorce and first-year college students' persistence and academic achievement. *Journal of Divorce and Remarriage*, 55(2), 103-116.

Soria, K. M., Fransen, J., & Nackerud, S. (2014). Stacks, serials, search engines, and students' success: First-year undergraduate students' library use, academic achievement, and retention. *The Journal of Academic Librarianship*, 40(1), 84-91.

Soria, K. M., & Troisi, J. N. (2014). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies. *Journal of Studies in International Education*, 18(3), 260-279.

Soria, K. M., & Thomas-Card, T. (2014). Relationships between motivations for community service participation and desire to continue service following college. *Michigan Journal of Community Service Learning*, 20(2), 53-64.

Soria, K. M., Hussein, D., & Vue, C. (2014). Leadership for whom? Socioeconomic factors predicting undergraduate students' positional leadership participation. *Journal of Leadership Education*, 13(1), 14-30.

ARTICLES IN PEER-REVIEWED JOURNALS, CONTINUED

Stebbleton, M. J., Soria, K. M., & Huesman, R. L. (2014). Recent immigrant students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development*, 55(2), 196-202.

Soria, K. M., Lepkowski, C. L., & Weiner, B. (2013). Living in the margins: Examining the experiences of atheist undergraduates on campus. *Developments Journal*, 11(2).

Soria, K. M., Stebleton, M. J., & Huesman, R. L. (2013-2014). Class counts: Exploring differences in academic and social integration between working-class and middle/upper-class students at large, public research universities. *Journal of College Student Retention: Research, Theory, and Practice*, 15(2), 215-242.

Soria, K. M., & Stebleton, M. J. (2013). Social capital, academic engagement, and sense of belonging among working-class college students. *College Student Affairs Journal*, 31(2), 139-153.

Soria, K. M., & Stebleton, M. J. (2013). Immigrant college students' academic obstacles. *The Learning Assistance Review*, 18(1), 7-24.

Soria, K. M. (2013). Social class reconsidered: Examining the role of class and privilege in fraternities and sororities. *Association of Fraternity and Sorority Advisors Essentials*, 1-4.

Soria, K. M. (2013). Factors predicting the importance of libraries and research activities for undergraduates. *The Journal of Academic Librarianship*, 39(6), 464-470.

Soria, K. M., Fransen, J., & Nackerud, S. (2013). Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *portal: Libraries and the Academy*, 13(2), 147-164.

Stebbleton, M. J., Soria, K. M., & Cherney, B. (2013). The high impact of education abroad: College students' engagement in international experiences and the development of intercultural competencies. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 22, 1-24.

Soria, K. M., Lingren Clark, B., & Coffin Koch, L. (2013). Investigating the academic and social benefits of extended new student orientations for first-year students. *The Journal of College Orientation and Transition*, 20(2), 33-45.

Soria, K. M., Fink, A., Lepkowski, C. C., & Snyder, L. (2013). Undergraduate student leadership and social change. *Journal of College and Character*, 14(3), 241-252.

Soria, K. M., Nobbe, J., & Fink, A. (2013). Examining the intersections between undergraduates' engagement in community service and development of socially responsible leadership. *Journal of Leadership Education*, 12(1), 117-140.

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ARTICLES IN PEER-REVIEWED JOURNALS, CONTINUED

Soria, K. M., & Weiner, B. (2013). A “virtual fieldtrip”: Service learning in distance education technical writing courses. *Journal of Technical Writing and Communication*, 43(2), 179-198.

Soria, K. M., & Stebleton, M. J. (2013). Major decisions: Implications for satisfaction and sense of belonging. *NACADA Journal*, 33(2), 1-15.

Jones-White, D., Radcliffe, P., Lorenz, L., & Soria, K. M. (2013). Priced out? The influence of financial aid on the educational trajectories of first-year students starting college at a large research university. *Research in Higher Education*, 55, 329-350.

Soria, K. M., & Mumpower, L. (2012). Critical building blocks: The impact of mandatory prerequisite registration systems on students’ success. *NACADA Journal*, 32(1), 30-42.

Soria, K. M., Troisi, J. N., & Stebleton, M. J. (2012). Reaching out, connecting within: Community service and sense of belonging among college students. *Higher Education in Review*, 9, 65-85.

Soria, K. M. (2012). Creating a successful transition for working-class first-year students. *The Journal of College Orientation and Transition*, 20(1), 44-55.

Soria, K. M., & Stebleton, M. J. (2012). First-generation students’ academic engagement and retention. *Teaching in Higher Education*, 17(6), 1-13.

Stebleton, M. J., & Soria, K. M. (2012). Breaking down barriers: Academic obstacles of first-generation students at research universities. *The Learning Assistance Review*, 17(2), 7-19.

Stebleton, M. J., Soria, K. M., Aleixo, M. B., & Huesman, R. L. (2012). Student-faculty and peer interactions among immigrant students. *Multicultural Learning and Teaching*, 7(2), 1-21.

Soria, K. M. (2012). Advising satisfaction: Implications for first-year students’ sense of belonging and retention. *The Mentor: An Academic Advising Journal*.
<http://dus.psu.edu/mentor/2012/10/advising-satisfaction/>

Stebleton, M. J., Soria, K. M., & Albecker, A. (2012). Integrating strengths-based education into a first-year experience curriculum. *Journal of College and Character*, 13(2), 1-8.

Stebleton, M. J., Soria, K. M., & Mixon, J. (2011). Facebook me: Applying *The Social Network* film to student development theory and practice. *Journal of Student Affairs Research and Practice*, 48(4), 505-521.

ARTICLES UNDER REVIEW IN PEER-REVIEWED JOURNALS

Soria, K. M., & Roberts, B. J. Living, learning, and leaving a legacy: The impact of serving as a resident assistant on college students' prosocial behaviors. (Revise and resubmit)

Soria, K. M., Mitchell, T. D., & Roberts, B. J. Underrepresented and marginalized students' experiences with community service: Opportunities for social change and social generativity? (Submitted for review)

Soria, K. M., & Horgos, B. College students' financial hardships during the COVID-19 pandemic. (Submitted for review)

BOOKS & MONOGRAPHS

Johnson, M. R., & Soria, K. M. (Eds.). (2020). *New Directions for Student Leadership: No. 168. Evidence-based practices to strengthen leadership development*. Jossey-Bass.

Soria, K. M. (Ed.). (2019). *Evaluating campus climate at U.S. research universities: Opportunities for diversity and inclusion*. Palgrave Macmillan.

Mitchell, T. D., & Soria, K. M. (Eds.). (2017). *Educating for citizenship and social justice*. Palgrave Macmillan.

Soria, K. M., & Mitchell, T. D. (Eds.) (2016). *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship*. Palgrave Macmillan.

Soria, K. M. (2015). *Welcoming blue collar scholars into the ivory tower: Developing class-conscious strategies for students' success*. National Resource Center for the First-Year Experience and Students in Transition.

Mitchell, Jr., D. J., Soria, K. M., Daniele, E., & Gipson, J. (Eds.) (2015). *Student involvement and academic outcomes: Implications for diverse student populations*. Peter Lang Publishing.

BOOK & MONOGRAPH CHAPTERS

Soria, K. M. (2021). The social class cost barriers to engagement in leadership experiences In S. Ardoin & K. Guthrie (Eds.), *New Directions for Student Services, 162: Social class identity in student affairs* (pp. 49-62). Jossey-Bass.

Soria, K. M., & Johnson, M. R. (2020). Introduction: A conceptual framework for evidence-based leadership development practices. In M. R. Johnson & K. M. Soria (Eds.), *New Directions for Student Leadership: No. 168. Evidence-based practices to strengthen leadership development* (pp. 9-17). Jossey-Bass.

Soria, K. M., & Johnson, M. R. (2020). Experiential components of co-curriculars: High-impact opportunities for social change and perspective taking within student organizations. In M. R. Johnson & K. M. Soria (Eds.), *New Directions for Student Leadership: No. 168. Evidence-based practices to strengthen leadership development* (pp. 43-52). Jossey-Bass.

BOOK & MONOGRAPH CHAPTERS, CONTINUED

Johnson, M. R., & Soria, K. M. (2020). Deepening, broadening, and charting: Extending the research and impact of evidence-based practices for leadership development. In M. R. Johnson & K. M. Soria (Eds.), *New Directions for Student Leadership: No. 168. Evidence-based practices to strengthen leadership development* (pp. 109-115). Jossey-Bass.

Soria, K. M. (2019). Common reading programs. In D. G. Young (Ed.), *2017 national survey on the first-year experience: Creating and coordinating structures to support student success* (pp. 45-52). National Resource Center for the First-Year Experience and Students in Transition.

Soria, K. M. (2018). Campus climate at research universities: 2012-2017. In K. M. Soria (Ed.), *Evaluating campus climate at U.S. research universities: Opportunities for diversity and inclusion* (pp. 1-24). Palgrave Macmillan.

Soria, K. M., & Brazelton, G. B. (2018). International students' experiences with campus climate at large, public research universities. In K. M. Soria (Ed.), *Evaluating campus climate at U.S. research universities: Opportunities for diversity and inclusion* (pp. 251-276). Palgrave Macmillan.

Soria, K. M. (2018). Counting class: Assessing social class identity using quantitative measures. In G. L. Martin & B. Elkins (Eds.), *Social class identity in student affairs* (pp. 49-62). *New Directions for Student Services*, 162.

Mitchell, T. D., & Soria, K. M. (2017). Introduction: Educating for citizenship and social justice—Practices for community engagement at research universities. In T. D. Mitchell & K. M. Soria (Eds.). *Educating for citizenship and social justice* (pp. 1-10). Palgrave Macmillan.

Soria, K. M., Mitchell, T. D., Lauer, M., & Scali, A. (2017). Undergraduates' development of citizenship at public research universities: A data-driven imperative for social justice. In T. D. Mitchell & K. M. Soria. (Eds.). *Educating for citizenship and social justice* (pp. 11-32). Palgrave Macmillan.

Soria, K. M., & Mitchell, T. D. (2017). Community service and social justice at research universities. In T. D. Mitchell & K. M. Soria (Eds.). *Educating for citizenship and social justice* (pp. 239-250). Palgrave Macmillan.

Tillapaugh, D., Mitchell, Jr., D., & Soria, K. M. (2017). Considering gender and student leadership through the lens of intersectionality. In D. Tillapaugh & P. Haber-Curran (Eds.), *Critical perspectives on gender and leadership* (pp. 23-32). *New Directions for Student Leadership*, 154.

Soria, K. M., Johnson, M., & Mitchell, T. D. (2016). Pluralistic outcomes associated with college students' citizenship development. In K. M. Soria & T. D. Mitchell (Eds.), *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship* (pp. 165-180). Palgrave Macmillan.

BOOK & MONOGRAPH CHAPTERS, CONTINUED

Mitchell, T. D., & Soria, K. M. (2016). Seeking social justice: Undergraduates' engagement in social change and social justice at American research universities. In K. M. Soria & T. D. Mitchell (Eds.), *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship* (pp. 241-255). Palgrave Macmillan.

Ponjuan, L., Alcantar, C. M., & Soria, K. M. (2016). Redefining civic engagement: A developmental model of students' civic-related capabilities. In K. M. Soria & T. D. Mitchell (Eds.), *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship* (pp. 99-122). Palgrave Macmillan.

Williams, J. L., Soria, K. M., & Erickson, C. (2016). Community service and service-learning at large, public research universities. In K. M. Soria & T. D. Mitchell (Eds.), *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship* (pp. 83-97). Palgrave Macmillan.

Soria, K. M., & Mitchell, T. D. (2016). Developing undergraduates' civic capabilities: The unique contributions of American public research institutions. In K. M. Soria & T. D. Mitchell (Eds.), *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship* (pp. 1-13). Palgrave Macmillan.

Soria, K. M. (2016). Working-class, teaching class, and working class in the academy. In A. L. Hurst & S. Nenga (Eds.), *Bringing class in: Recognizing the power of social class in our academic work* (pp. 127-139). Rowman & Littlefield.

Nobbe, J., & Soria, K. M. (2016). Leadership assessment from an institutional approach. In D. Roberts & K. Bailey (Eds.), *Assessment of student leadership* (pp. 93-105). *New Directions for Student Leadership*, 151.

Soria, K. M., & Lueck, S. M. (2016). High-impact educational practices to promote international students' engagement and development: Evidence from large, public research universities. In K. Bista (Ed.), *International student mobility, services, and policy in higher education* (pp. 292-309). IGI Global.

Soria, K. M., Lueck, S. M., Morrow, D. J., & Hanson, R. E. (2016). Service-learning abroad and undergraduates' development of pluralistic outcomes. In D. Velliaris (Ed.), *Handbook of research on study abroad programs and outbound mobility* (pp. 278-299). IGI Global.

Soria, K. M. (2015). Elevating the academic success of low-income and working-class college students through high-impact educational practices. In D. J. Mitchell, Jr., K. M. Soria, E. Daniele, & J. Gipson (Eds.), *Student involvement and academic outcomes: Implications for diverse student populations* (pp. 41-56). Peter Lang Publishing.

BOOK & MONOGRAPH CHAPTERS, CONTINUED

Soria, K. M. (2015). First-generation students' leadership and academic outcomes. In D. J. Mitchell, Jr., K. M. Soria, E. Daniele, & J. Gipson (Eds.), *Student involvement and academic outcomes: Implications for diverse student populations* (pp. 107-120). Peter Lang Publishing.

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Soria, K.M. (2012). [Review of the book; Jehangir, R. R. (2010). *Higher education and first-generation students: Cultivating community, voice, and place for the new majority*. Palgrave Macmillan.] *Urban Education*.

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POLICY BRIEFS & PUBLICATIONS

Soria, K. M. (2021). *Supporting undergraduate students with disabilities: A focus on campus climate and sense of belonging*. National Center for College Students with Disabilities.

Soria, K. M., Kirby, C. S., & Xiong, S. (2021). *Graduate and professional students with disabilities: Financial hardships during the COVID-19 pandemic*. National Center for College Students with Disabilities.

Soria, K. M., Horgos, B., & McAndrew, M. (2021). *Obstacles resulting in delayed degrees for graduate and professional students during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Soria, K. M., Horgos, B., & McAndrew, M. (2021). *Law students' mental health during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Horgos, B., Soria, K. M., Chirikov, I., & Jones-White, D. (2021). *The impact of the COVID-19 pandemic on undergraduate and graduate students with emotional or mental health concerns or conditions*. SERU Consortium, University of California - Berkeley and University of Minnesota.

POLICY BRIEFS & PUBLICATIONS, CONTINUED

Soria, K. M., Roberts, B. J., Horgos, B., & Hallahan, K. (2021). *Undergraduates' experiences during the COVID-19 pandemic: Disparities by race and ethnicity*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Soria, K. M., Horgos, B., & Luu, K. (2021). *Undergraduates' mental health during the pandemic: New insights into links with financial hardships, academic obstacles, and support*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Soria, K. M., Horgos, B., Chirikov, I., & Jones-White, D. (2020). *The experiences of undergraduate students with physical, learning, neurodevelopmental, and cognitive disabilities during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.

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Soria, K. M., McAndrew, M., Horgos, B., Chirikov, I., & Jones-White, D. (2020). *Undergraduate student caregivers' experiences during the COVID-19 pandemic: Financial hardships, food and housing insecurity, mental health, and academic obstacles*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Soria, K. M., & Horgos, B. (2020). *Social class differences in students' experiences during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.

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Chirikov, I., Soria, K. M., Horgos, B., & Jones-White, D. (2020). *Undergraduate and graduate students' mental health during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Soria, K. M. (2020). *Adapting to online instruction: Disparities among graduate and professional students*. SERU Consortium, University of California - Berkeley and University of Minnesota.

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POLICY BRIEFS & PUBLICATIONS, CONTINUED

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Soria, K. M. (2020). *Graduate and professional students' fall 2020 re-enrollment plans: Evidence from the gradSERU COVID-19 survey*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Soria, K. M., & Duenes, M. (2019). *Reducing educational attainment gaps in Minnesota: Recommendations for state financial aid policies*. Minnesota Education Equity Partnership: Minneapolis, MN.

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Dodds, G., Fergus, M., & Soria, K. M. (2011). *Evaluation of the summer transition grant program: Report to the 2011 legislature*. St. Paul, MN: Minnesota Office of Higher Education.

Kremers, K. L., Soria, K. M., & Akey, L. D. (2009). *Minnesota tuning project: Biology and graphic design survey results*. St. Paul, MN: Minnesota Office of Higher Education.

CONFERENCE PRESENTATIONS

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Soria, K. M., Horner, O., Jones-White, D., & Tower, E. (2019, November). *Graduate students' mental health*. Association for the Study of Higher Education (ASHE), Portland, OR.

Soria, K. M. (2019, November). *Campus climate and graduate students' mental health*. Association for Institutional Research Upper Midwest, Bloomington, MN.

CONFERENCE PRESENTATIONS, CONTINUED

Yenney, K., & Soria, K. M. (2018, November). *Examining the impact of leadership experiences on sense of belonging for first-generation and non-first-generation students*. Association for the Study of Higher Education (ASHE), Tampa, FL.

Soria, K. M., Werner, L., & VeLure Roholt, C. (2018, March). *Educating for diverse citizenship*. American College Personnel Association (ACPA), Houston, TX.

Soria, K. M., Werner, L., & VeLure Roholt, C. (2018, March). *Cultivating perspective-taking through leadership experiences*. American College Personnel Association (ACPA), Houston, TX.

Soria, K. M. (2018, March). *Strengths, leadership, and thriving*. American College Personnel Association (ACPA), Houston, TX.

Soria, K. M., & Werner, L. (2018, March). *Academic leadership courses: Catalysts for students' retention and graduation*. NASPA Student Affairs Administrators in Higher Education, Philadelphia, PA.

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Soria, K. M., & Johnson, M. (2017, November). *Co-curriculars as cultural and social capital: Empowering students' engagement in social change and perspective taking*. Association for the Study of Higher Education, Houston, TX.

Soria, K. M., & Brazleton, G. B. (2017, November). *The impact of academic library resources on underrepresented and economically-challenged students' success*. Association for the Study of Higher Education, Houston, TX.

Mitchell, T. D., schneider, f. j., & Soria, K. M. (2017, November). *Queer and trans* in community engagement: Understanding LGBTQ participation in service*. Association for the Study of Higher Education, Houston, TX.

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Soria, K. M., Brazelton, B., & Penny, C. (2017, April). *Pedagogical practices to promote undergraduates' development of pluralistic outcomes*. American Educational Research Association, San Antonio, TX.

Soria, K. M. (2016, November). *Financial decisions among undergraduate students from low-income and working-class backgrounds*. Federal Reserve Board, Washington, DC.

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CONFERENCE PRESENTATIONS, CONTINUED

Soria, K. M., Werner, L., & Hellstrom, D. (2016, November). *Academic leadership courses: Catalysts for students' retention and graduation success*. International Leadership Association, Atlanta, GA.

Soria, K. M. (2016, November). *Inclusive leadership: Evidence from curricular courses*. International Leadership Association, Atlanta, GA.

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Soria, K. M., & Mitchell, T. D. (2016, November). *Internationalization at home activities and students' developmental outcomes*. Association for the Study of Higher Education, Columbus, OH.

Johnstone, C., Soria, K. M., Bittencourt, T., & Adjei, M. (2016, November). *Intercultural, experiential, and examining "international" as a variable of student development outcomes*. Association for the Study of Higher Education, Columbus, OH.

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Soria, K. M., & Johnson, M. (2015, November). *Pedagogical practices to encourage perspective-taking and social action: Equitable opportunities for growth and development?* Association for the Study of Higher Education, Denver, CO.

Soria, K. M. (2015, November). *"Like a rainbow in the dark:" The experiences of metacognitive students in higher education*. Association for the Study of Higher Education, Denver, CO.

Soria, K. M., Hurst, A. L., & Warnock, D. (2015, November). *Research, practice, and reform to reduce social class-based inequality in higher education*. Association for the Study of Higher Education, Denver, CO.

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CONFERENCE PRESENTATIONS, CONTINUED

Soria, K. M. (2014, November). *First-generation college students' leadership: Voices from the margin*. International Leadership Association, San Diego, CA.

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Soria, K. M., & Johnson, M. (2013, November). *Preparing future citizens and leaders by developing college students' multicultural competence*. Association for the Study of Higher Education, St. Louis, MO.

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Soria, K. M., & Linder, S. (2013, November). *Parental divorce and college students' success*. Association for Institutional Research Upper Midwest, Bloomington, MN.

Soria, K. M., & Nackerud, S. (2013, May). *Libraries data and student success*. Association for Institutional Research, Long Beach, CA.

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Soria, K. M., Stubblefield, R., Anderson, G., Melin, L., Lingren Clark, B., & Newberg, S. (2013, March). *Creating a strengths-based experience: Development to assessment*. NASPA Student Affairs Administrators in Higher Education, Orlando, FL.

Soria, K. M. (2013, February). *High-impact practices: Implications for transfer students' intellectual and interpersonal development*. National Institute for the Study of Transfer Students, Dallas, TX.

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Soria, K. M., & Troisi, J. N. (2012, November). *Alternatives to study abroad: Implications for students' intercultural, global, and international competencies*. Association for the Study of Higher Education, Las Vegas, NV.

Soria, K. M., & Lepkowski, C. C. (2012, November). *Undergraduate student leadership and social change*. Association for the Study of Higher Education, Las Vegas, NV.

Soria, K. M., & Nackerud, S. (2012, November). *Using what you collect: Library data and student success*. Association for Institutional Research Upper Midwest, Minneapolis, MN.

K. M. (2012, November). *Developing an integrative, inclusive framework for undergraduate assessment: Supporting data managers and decision-makers at a decentralized university*. American Evaluation Association, Minneapolis, MN.

Soria, K. M., & Hinz, K. (2012, October). *Strengths at the U: Creating a Strengths-based undergraduate experience*. Minnesota College Personnel Association, White Bear Lake, MN.

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Soria, K. M., & Huesman, R. L. (2012, June). *A holistic assessment of a campus-wide initiative to build strengths: From building a conceptual framework to reporting results*. Association for Institutional Research, New Orleans, LA.

Soria, K. M. (2012, March). *Working-class college students: Engagement, belonging, and social capital*. American College Personnel Association (ACPA), Louisville, KY.

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Soria, K. M. (2012, February). *Advising satisfaction: Implications for first-year students' sense of belonging and retention*. 31st Annual Conference on the First-Year Experience, San Antonio, TX.

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Young, M. (2020, September 9). *Study finds higher rates of student food insecurity during COVID-19*. The Daily Californian. <https://www.dailycal.org/2020/09/09/study-finds-higher-rates-of-student-food-insecurity-during-covid-19/>

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Daly, C. (2020, July 2). *International students face uncertainties, concerns for fall 2020, study shows*. The Daily Californian. <https://www.dailycal.org/2020/07/02/international-student-issues-prevalent-for-fall-semester-planning/>

Marklein, M. B. (2020, July 2). *International students face intimidation, hostility*. University World News. <https://www.universityworldnews.com/post.php?story=20200701113329510>

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Ferguson, H. T. (2020, June 18). *New survey finds 90% of students likely to continue education this fall*. NASFAA. https://www.nasfaa.org/news-item/22303/New_Survey_Finds_90_of_Students_Likely_to_Continue_Education_This_Fall

Jaschik, S. (2020, June 18). *Survey: 90% of students will return to research universities*. Inside Higher Ed. <https://insidehighered.com/quicktakes/2020/06/18/survey-90-students-will-return-research-universities>

Coomey, N. (2020, April 23). *Graduate school advising programs make improvements based on gradSERU data*. Minnesota Daily. <https://mndaily.com/220880/news/adgradadvising/>

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Coomey, N. (2018, November 2). *Faculty committee looks to gather data about grad students with disabilities*. Minnesota Daily. <https://mndaily.com/209286/news/adisabilityseru/>

Busche, K. (2018, April 30). *Tracking the student experience: UMN analyst uses data to make a difference*. Minnesota Daily. <https://www.mndaily.com/article/2018/04/adkrista>

WEBINARS

Soria, K. M., & Chirikov, I. (2020, October 6). *The effects of the COVID-19 pandemic on marginalized and underrepresented college students*. ACPA2GO Virtual Webinar Series.

Soria, K. M., Chirikov, I., & Horgos, B. (2020, October 1). *First-generation students' experiences during the COVID-19 pandemic*. NASPA and National Center for First-Generation Student Success.

Soria, K. M., & Chirikov, I. (2020, June 18). *Students' experiences during the pandemic*. Center for Studies in Higher Education, UC Berkeley.

Tower, E., Zehner, A., Soria, K. M., Chirikov, I., & Horner, H. (2019). *SERU response rates: Trends, challenges, and recommendations*. Center for Studies in Higher Education, UC Berkeley.

DISSERTATION ADVISING & RESEARCH MENTORING

Doctoral Committee Advisor and Dissertation Chair

██████████, Bethel University (K-12 Administration, EdD)

Dissertation: A Quantitative Study of Factors Influencing Special Education Teachers' Attrition: The Relationship Between Burnout, Personality, and Organizational Factors
Graduated Spring 2021

██████████, Bethel University (K-12 Administration, EdD)

Dissertation: Rural Teachers' Experiences during the COVID-19 Pandemic
Graduated Summer 2021

██████████, Bethel University (K-12 Administration, EdD)

Dissertation: Online Special Education Teachers' Use of Best Teaching Practices
Expected Graduation Fall 2021

██████████, Bethel University (K-12 Administration, EdD)

Dissertation: Principals' Levels of Burnout by Generation
Expected Graduation Summer 2021

DISSERTATION ADVISING & RESEARCH MENTORING, CONTINUED

Doctoral Committee Advisor and Dissertation Chair

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: School Discipline Rates by Race/Ethnicity in California
Expected Graduation Summer 2021

██████████, Bethel University (Higher Education Administration, EdD)
Dissertation: Racial Disparities in Colleges' and Universities' Disciplinary Rates
Expected Graduation Summer 2021

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: Spirituality among College Students
Expected Graduation Spring 2022

Doctoral Committee Member

██████████, Bethel University (Higher Education Administration, EdD)
Dissertation: Sense of Belonging for Black Men in Higher Education
Expected Graduation Summer 2021

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: The Relationship Between the Implementation Phase of the DuFour Model of Professional Learning Communities and Students' Achievement
Graduated Summer 2021

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: Teachers' Attitudes Towards Multicultural Curriculum
Graduated Spring 2021

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: Opting out in Minnesota: Examining the Variables Associated with Opting Out of the Minnesota Comprehensive Assessment.
Graduated Spring 2021

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: Teachers' Attitudes towards Multicultural Curriculum
Graduated Spring 2021

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: Students' Self-Perception of Academic Self-Concept and Social Outcomes
Graduated Fall 2020

██████████, Bethel University (K-12 Administration, EdD)
Dissertation: Differences between Teachers' Self-Reported Levels of Gratitude Across Schools' Socioeconomic Statuses
Graduated Spring 2020

DISSERTATION ADVISING & RESEARCH MENTORING, CONTINUED

Doctoral Committee Member

██████████, Bethel University (K-12 Education Administration, EdD)

Dissertation: The Impact of One-to-One Technology Initiatives on the Racial Achievement Gap in the High School Setting

Graduated Fall 2019

██████████, St. Cloud State University (Higher Education Administration, EdD)

Dissertation: Nursing Program Acceptance Criteria

Graduated Spring 2019

██████████, St. Cloud State University (Higher Education Administration, EdD)

Dissertation: Suicide among Emergency Responders in Minnesota: The Role of Education

Graduated Fall 2018

██████████, St. Cloud State University (Higher Education Administration, EdD)

Dissertation: Students' Performance on Institutional Learning Outcomes

Graduated Spring 2017

██████████, St. Cloud State University (Higher Education Administration, EdD)

Dissertation: Predictors of Faculty Intentions to Refer Students with Mental Health Concerns to Mental Health Professionals

Graduated Fall 2016

Research or Internship Supervisor

██████████, University of Minnesota Undergraduate Student

Project: Exploring the multidimensional outcomes of living, learning, and leading in residence life for socioeconomically disadvantaged students. Peer-reviewed journal articles and a chapter accepted for publication, policy reports published, and presentations delivered at NASPA and AERA, Fall 2020 to Spring 2021.

██████████, University of Minnesota Graduate Student.

Project: Examining the impact of leadership experiences on sense of belonging for first-generation and non-first-generation students. Presented at Association for the Study of Higher Education (ASHE), Fall 2018.

██████████, University of St. Thomas Graduate Student Intern

Project: Community service and service-learning at large, public research universities.

Published Spring 2015.

██████████, University of Minnesota Leadership Minor, Directed Research

Project: Strengths awareness and leadership development. Accepted for publication, Spring 2014 and presented at the International Leadership Association conference, Fall 2014.

DISSERTATION ADVISING & RESEARCH MENTORING, CONTINUED

Research or Internship Supervisor

██████████, University of Minnesota Graduate Research Assistant

Project: Strengthening college students' capacity for integrative leadership by building a foundation for civic engagement and multicultural competence. Published Spring 2014.

██████████, University of Minnesota Leadership Minor, Directed Research

Project: Strengths awareness and leadership development. Published Spring 2014

██████████, University of St. Thomas Graduate Student Intern

Project: College students' sexual orientation, gender identity, and participation in study abroad. Published Fall 2014

GRANTS & FUNDING AWARDS

AIR/AccessLex

The Role of Financial Factors in Graduate, Professional, and Law Students' Mental Health, Time to Degree, and Career Interests

Principal Investigator

University of Minnesota, 2020 to present

\$50,000

ACUHO-I and NACURH

Exploring the Multidimensional Outcomes of Living, Learning, and Leading in Residence Life for Socioeconomically Disadvantaged Students

Principal Investigator

University of Minnesota, 2020 to present

\$9,950

First in the World Program (FIPSE, U.S. Department of Education)

Moving the Dial on Inequality Challenges: Broadening Student Access and Success and Transforming Institutions through Campus-Community Engagement

Co-Principal Investigator, University of Minnesota, 2014 to 2020

\$2,828,912 for a multi-site program

C. Charles Jackson Foundation

Investigating Students' Leadership Development

Principal Investigator, University of Minnesota, 2015-2016

University of Minnesota and Northern Arizona University, 2017-2018

\$10,500

Sage Most Publishable Leadership Education Paper Award

International Leadership Association, "Academic Leadership Courses: Catalysts for Students' Retention and Graduation Success"

University of Minnesota, 2016, Principal Investigator, \$500

GRANTS & FUNDING AWARDS, CONTINUED

Undergraduate Research Opportunities Program

University of Minnesota, 2013-2014

Principal Investigator, \$1,500 for one undergraduate research assistant

Undergraduate Research Opportunities Program

University of Minnesota, 2013-2014

Principal Investigator, \$4,500 for three undergraduate research assistants

Linking Library Data and Student Success

Association for Institutional Research Upper Midwest: Best Regional Paper Award, 2012

Principal Investigator, \$250

Exploring Strengths-Based Academic Advising

University of Minnesota College of Education Research Grant, 2012

Principal Investigator, \$250

Graduate Student Policy Seminar

Association for the Study of Higher Education, 2012, \$1,500

National Summer Data Policy Institute Fellow

Association for Institutional Research, 2011, \$2,000

PROFESSIONAL ASSOCIATIONS

Student Affairs Assessment Leaders (SAAL)

Association for the Study of Higher Education (ASHE)

American College Personnel Association (ACPA)

Association for Institutional Research (AIR)

Student Affairs Administrators in Higher Education (NASPA)

American Educational Research Association (AERA)

International Leadership Association (ILA)

PROFESSIONAL SERVICE

Co-Editor of Special Issues or Volumes

Journal of Student Affairs Research and Practice: Civic Engagement in Student Affairs (2019)

New Directions in Student Leadership: Evidence-Based Practices to Strengthen Leadership Development (Vol. 168, 2020)

Publication Reviewer

Journal of Leadership Education: 2013 to present

Journal of College Student Development: 2017 to present

Journal of First-Year Students and Students in Transition: 2015 to present

Journal of Student Affairs Research and Practice: 2015 to present

Journal of College and Character: 2013 to present

Journal of College Student Retention: Research, Theory, and Practice: 2013 to present

Developments Journal: 2011 to present

PROFESSIONAL SERVICE, CONTINUED

Proposal Reviewer

International Leadership Association: 2014 to present

American College Personnel Association: 2012 to present

NASPA: Student Affairs Administrators in Higher Education: 2012 to present

American Educational Research Association, 2012 to present

Association for the Study of Higher Education: 2011 to present

Association for Institutional Research: 2011 to present

Managing Editor and Copy Editor

Utopian Studies Journal: 2005 to 2008

Developments Journal (ACPA): 2011 to 2013

TRAININGS & WORKSHOPS ATTENDED

Quality Matters: Applying the QM Rubric, 2013

AERA Emerging Scholars Workshop, 2013

Association for Institutional Research: Foundations Institute, 2011

Association for Institutional Research: Assessment Pre-Conference for AIR Forum, 2011

American College Personnel Association: Student Affairs Assessment Institute, 2011