

## Elizabeth A. Jach, Ph.D.

### *CURRICULUM VITAE*

University at Albany, State University of New York  
Department of Educational Policy and Leadership  
School of Education, Catskill 365  
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## FACULTY APPOINTMENTS

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### University at Albany, State University of New York

**Assistant Professor (Tenure Track)**, Department of Educational Policy and Leadership, 2023-Present

- Teach courses in higher education and quantitative methods.
- Conduct research on higher education experiences and outcomes.
- Advise master's and doctoral students; serve on doctoral dissertation committees.

**Visiting Assistant Professor**, Department of Educational Policy and Leadership, 2022-23

- Taught courses in quantitative methods and higher education.
- Principal Investigator for study which conducted 30 interviews with postdocs, and co-investigator for a funded study on sense of belonging in a teacher education program.
- Advised master's in EPL and Higher Ed students and doctoral students.

## EDUCATION

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- Ph.D.**      **Colorado State University**, 2020  
Education and Human Resource Studies, Higher Education Leadership  
Dissertation: ["Postdoctoral Fellows' Attitudes toward Immigration and Undocumented Students' Pursuit of Higher Education: A Mixed Methods Study"](#)
- M.A.**      **University of Iowa**, 2012  
Educational Policy and Leadership Studies, Higher Education and Student Affairs
- B.A.**      **Grinnell College**, 2009  
Psychology, with honors  
Semester abroad, Vina del Mar, Chile

## **PROFESSIONAL EXPERIENCE**

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### **University of Wisconsin-Madison**

#### **Policy and Planning Analyst II**, Dean's Office, School of Education, 2021-2022

- Directed reporting efforts and the approval of new academic programs.

#### **Policy and Planning Analyst**, Dean's Office, School of Education, 2019-2021

- Managed reporting efforts and facilitated the development of new academic programs.

#### **Associate Policy and Planning Analyst**, Dean's Office, School of Education, 2018-2019

- Supported reporting efforts and development of new academic programs.

#### **Institutional Review Board (IRB) Facilitator**, Health Sciences IRBs, 2017-2018

- Facilitated single Institutional Review Board (IRB) approval for multisite research.

#### **Associate Research Specialist**, Department of Pediatrics, 2009-2010

- Managed a pilot study involving 10 hospitalists, 75 residents, 200 medical students, and 60 patient families; supervised 7 undergraduate research assistants.

### **Colorado State University**

#### **Research Graduate Assistant**, School of Education, 2016-2018

- Co-authored manuscripts, supported data collection, and prepared presentations.

### **University of Iowa**

#### **Interim Assistant Director**, Human Subjects Office/Institutional Review Board, 2016-2017

- Supervised 7.5 full-time equivalent staff across three subunits.

#### **IRB Compliance Manager**, Human Subjects Office/Institutional Review Board, 2015-2016

- Managed the design, planning, and conduct of post-approval monitoring reviews.

#### **Health Iowa Graduate Assistant**, Student Health Services, 2010-2012

- Facilitated programming for an undergraduate living-learning community.

#### **Iowa Edge Graduate Assistant**, Center for Diversity & Enrichment, Summer 2011

- Coordinated a three-day immersion experience for 50 incoming first-year students who identified as first-generation and/or a minoritized race/ethnicity.

### **Kirkwood Community College**

#### **Research Analyst**, Institutional Effectiveness, 2014-2015

- Supported institutional grant writing efforts and institutional research reporting.

## Cornell College

### **Assistant Director of Institutional Research and Assessment, 2013-2014**

- Chaired the Institutional Research and Assessment Advisory Committee for campus-wide assessment of student learning.
- Chaired the Database User's Group for the student record system.

### **Research Associate, Institutional Research and Assessment, 2012–2013**

- Coordinated data management efforts for reports to external constituencies and assessment of student learning.

## **BOOKS AND MONOGRAPHS**

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Trolian, T. L., & Jach, E. A. (Eds.) (2019). [Applied learning in higher education: Curricular and co-curricular experiences that improve student learning](#). *New Directions for Higher Education, No. 188*. Wiley. <https://doi.org/10.1002/he.20287>

## **EDITED VOLUMES**

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Jach, E.A. (Guest Editor). (Forthcoming). *AIR Professional File, Special Issue: Building More Inclusive Systems for Who Counts*.

## **PEER REFEREED JOURNAL ARTICLES**

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Jach, E. A. (In press). Do increasing levels of education contribute to individualist or collectivist orientations? Evidence from the U.S. General Social Survey. *Higher Education Politics and Economics*.

Jach, E. A., Selznick, B. S., & Trolian, T. L. (In press). Applied learning is essential to the continued viability of higher education. *Journal of Excellence in College Teaching*.

Jach, E. A., & Rinaldi, A. P. (In press). Applying theory and research toward suicidality among graduate students and postdoctoral scholars. *Studies in Graduate and Postdoctoral Education*.

Jach, E. A., & Carvajal, C. N. (2023). [Evaluating the effectiveness of UndocuAlly trainings: A case example in the state of New York](#). *New Directions for Higher Education, Special Issue: Equitable and Humanizing Research, Policy, and Practice with and for Undocumented Collegians in the United States*, 1–15. <https://doi.org/10.1002/he.20477>

- Jach, E. A.,** Selznick, B. S., & Trolan, T. L. (2023). [Transforming applied learning opportunities to online education: A synthesis to practice approach](https://doi.org/10.1080/08923647.2023.2231807). *The American Journal of Distance Education*. <https://doi.org/10.1080/08923647.2023.2231807>
- Jach, E. A.,** & Gupta, K. (2023). [How postdocs identifying as White U.S. citizens can support undocumented students](https://doi.org/10.15763/issn.2642-2387.2023.9.1.155-184). *Journal Committed to Social Change on Race and Ethnicity*, 9(1), 155-184. <https://doi.org/10.15763/issn.2642-2387.2023.9.1.155-184>
- Jach, E. A.,** & Trolan, T. L. (2023). [Supporting college student success through applied learning: Considering associations with average college grades, graduation in four years, and degree aspirations](https://doi.org/10.33009/fsop_jpss131213). *Journal of Postsecondary Student Success*, 2(3), 75-97. [https://doi.org/10.33009/fsop\\_jpss131213](https://doi.org/10.33009/fsop_jpss131213)
- Jach, E. A.,** & Trolan, T. L. (2023). [Applied learning and student views of social and political involvement](https://doi.org/10.1080/07294360.2022.2043248). *Higher Education Research & Development*, 42(1), 78-92. <https://doi.org/10.1080/07294360.2022.2043248>
- Selznick, B., Trolan, T. L., & **Jach, E. A.** (2022). [Implementing applied learning: A system view](https://doi.org/10.1007/s11233-022-09102-x). *Tertiary Higher Education Management*, 28, 265-281. <https://doi.org/10.1007/s11233-022-09102-x>
- Trolan, T. L., Archibald, G., & **Jach, E. A.** (2022). [Well-being and student-faculty interactions in higher education](https://doi.org/10.1080/07294360.2020.1839023). *Higher Education Research & Development*, 41(2), 562-576. <https://doi.org/10.1080/07294360.2020.1839023>
- Trolan, T. L., & **Jach, E. A.** (2022). [Applied learning and students' well-being in higher education](http://dx.doi.org/10.1007/s11482-021-09961-3). *Applied Research in Quality of Life*, 17, 1269-1286. <http://dx.doi.org/10.1007/s11482-021-09961-3>
- Jach, E. A.,** & Trolan, T. L. (2022). [Applied learning experiences in higher education and students' attitudes toward professional success](https://doi.org/10.1080/19496591.2021.1967758). *Journal of Student Affairs Research and Practice*, 59(4), 401-418. <https://doi.org/10.1080/19496591.2021.1967758>
- Jach, E. A.,** & Trolan, T. L. (2022). [First-year undergraduate employment and students' academic motivation](https://doi.org/10.1177/1521025120947350). *The Journal of College Student Retention: Research, Theory & Practice*, 24(3), 721-739 <https://doi.org/10.1177/1521025120947350>
- Trolan, T. L., **Jach, E. A.,** & Archibald, G. (2021). [Shaping students' career attitudes toward professional success: Examining the role of student-faculty interactions](https://doi.org/10.1007/s10755-020-09529-3). *Innovative Higher Education*, 46, 111-131. <https://doi.org/10.1007/s10755-020-09529-3>
- Jach, E. A.,** & Gloeckner, G. W. (2020). [Attributes associated with postdoctoral fellows and views of immigration: A preliminary analysis using the General Social Survey](https://doi.org/10.31274/jctp.9571). *Journal of Critical Thought and Praxis*, 9(1), Article 5. <https://doi.org/10.31274/jctp.9571>
- Trolan, T. L., & **Jach, E. A.** (2020). [Engagement in college/university applied learning experiences and students' academic motivation](https://doi.org/10.1177/1053825920925100). *Journal of Experiential Education*, 43(3), 317-335. <https://doi.org/10.1177/1053825920925100>

- Jach, E. A.**, Gloeckner, G. W., & Kohashi, C. (2020). [Social and behavioral research with undocumented immigrants: Navigating an IRB committee](https://doi.org/10.1177/0739986319899979). *Hispanic Journal of Behavioral Sciences*, 42(1), 3-17. <https://doi.org/10.1177/0739986319899979>
- Jach, E. A.** (2019). [Understanding views on undocumented students' access to higher education: A critical review and call for action](https://doi.org/10.1177/0739986319899979). *Journal of Critical Scholarship on Higher Education and Student Affairs*, 5(1), 51-63.
- Muñoz, S., Vigil, D., **Jach, E. A.**, & Gutierrez-Rodriguez, M. (2018). [Radicalizing resilience: Examining the "Trump Effect" in higher education for undocumented college students](https://doi.org/10.24974/amae.12.3.405). *Association of Mexican American Educators Journal, Special Issue: Latinx Education Policy and Resistance in the Trump Era*, 12(3), 33-52. <https://doi.org/10.24974/amae.12.3.405>
- Trolian, T. L., **Jach, E. A.**, & Snyder, K. F. (2018). [Connecting college and work: Examining the relationship between students' college employment experiences and their professional career attitudes](https://doi.org/10.1080/13639080.2018.1513638). *Journal of Education and Work*, 31(4), 366-380. <https://doi.org/10.1080/13639080.2018.1513638>
- Trolian, T. L., **Jach, E. A.**, Ogren, C. A., & Hanson, J. M. (2018). [Women students' interactions with faculty and exposure to good teaching at colleges and universities with varying histories of admitting women](https://doi.org/10.1007/s11162-017-9476-9). *Research in Higher Education*, 59, 461-488. <https://doi.org/10.1007/s11162-017-9476-9>
- Trolian, T. L., **Jach, E. A.**, Hanson, J. M., & Pascarella, E. T. (2016). [Influencing academic motivation: The effects of student-faculty interaction](https://doi.org/10.1353/csd.2016.0080). *Journal of College Student Development*, 57(7), 810-826. doi:10.1353/csd.2016.0080
- Storlie, C. A. & **Jach, E. A.** (2012). [Social justice collaboration in schools: A model for working with undocumented Latino students](https://doi.org/10.33043/JSACP.4.2.99-116). *Journal for Social Action in Counseling and Psychology*, 4(2), 99-116. <https://doi.org/10.33043/JSACP.4.2.99-116>

## BOOK AND MONOGRAPH CHAPTERS

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- Jach, E. A.**, Corral, D., Mancilla, G., & Hansen, S. R. (In press). Supporting undocumented students through pre-college, college, and post college transitions. In B. Silver & G. P. McCarron (Eds.), *Supporting college students of immigrant origin: New insights from research, policy, and practice*. Cambridge University Press.
- Jach, E. A.** (In press). The importance of faculty interactions and mentoring for postdoctoral scholars. In E. A. Parker III and T. L. Trolian (Eds.), *Promoting meaningful student-faculty experiences in graduate education*. Routledge.
- Jach, E. A.** (In press). Dismantling whiteness in student-faculty interactions. In T. L. Trolian & E. A. Parker III (Eds.), *Fostering sustained student-faculty engagement in undergraduate education*. Routledge.

Muñoz, S. M., Vigil, D., **Jach, E. A.**, & Kinzel, S. (In press). Leadership and administration at Hispanic serving institutions. In G. R. Serna, F. M. Guido, & J. M. Cohen (Eds.), *Administration, finance, and budgeting in higher education and student affairs: Theory, research, and practice*. Charles C. Thomas.

**Jach, E. A.**, & Trolan, T. L. (2019). [Defining applied learning and related student outcomes in higher education](#). In T.L. Trolan & E. A. Jach (Eds.), Applied learning in higher education: Curricular and co-curricular experiences that improve student learning. *New Directions for Higher Education No. 188* (pp. 7-11). Wiley. <https://doi.org/10.1002/he.20340>

Trolan, T. L., & **Jach, E. A.** (2019). [Conclusions and recommendations for institutional leadership](#). In T.L. Trolan & E. A. Jach (Eds.), Applied learning in higher education: Curricular and co-curricular experiences that improve student learning. *New Directions for Higher Education No. 188* (pp. 101-106). Wiley. <https://doi.org/10.1002/he.20350>

## GUEST ESSAYS, PRACTITIONER-FOCUSED PUBLICATIONS, AND BOOK REVIEWS

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**Jach, E. A.** (2021, March 9). [Change is overdue in collegiate women's running](#). *The Cap Times*.

**Jach, E. A.** (2011-12, Winter). [Facilitating higher education opportunities for undocumented students](#). *Voices, ACPA Commission for Social Justice Educators Newsletter*.

**Jach, E. A.** (2011, Winter). ["Multiculturalism on Campus: Theory, Models, and Practices for Understanding Diversity and Creating Inclusion."](#) *Developments*, 9.

## MANUSCRIPTS UNDER REVIEW

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**Jach, E. A.** (Under review). Academic citizenship as civic professionalism. *New York Journal of Student Affairs*.

**Jach, E. A.** (Under review). "I don't want to spend the rest of my life feeling alone": Postdoctoral scholars' experiences of isolation. *The Journal of Higher Education*.

McKenzie, C. A., & **Jach, E. A.** (Under review). Fostering preservice teachers' sense of belonging to a justice-oriented English education program. *English Education*.

Trolan, T. L., **Jach, E. A.**, & Shepard, C. D. (Under review). Predictors of academic motivation in the first year of college. *Learning and Motivation*.

## MANUSCRIPTS IN PROGRESS

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- Jach, E. A.** (In progress). A mixed methods analysis investigating postdoctoral scholars' attitudes toward immigration and advocacy with undocumented students in the United States.
- Jach, E. A.** (In progress). Postdoctoral scholars and the need for sense of belonging.
- Jach, E. A., & O'Brien, C.** (In progress). Postdoctoral scholars' emancipatory strategies to socialization through self-advocacy.
- Jach, E. A.** (In progress). Student-faculty interactions and well-being. In A. Palmeri, L. Tay, B. McCuskey's (Eds.) *Handbook of well-being in higher education*. Oxford University Press.
- Jach, E. A., & Gloeckner, G.** (In progress). Applying civic professionalism theory to the fight to keep tenure.
- Trolian, T. L., **Jach, E. A.** (In progress). Student-faculty interactions and academic outcomes: Differences by college major.
- Trolian, T. L., **Jach, E. A., & Stolzenberg, E.** (In progress). Educating for civic engagement in higher education: The role of student-faculty interactions.

## INTER/NATIONAL CONFERENCE PRESENTATIONS

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- McKenzie, C. A., & **Jach, E. A.** (2023, November). Fostering preservice teachers' sense of belonging to a justice-oriented English education program. Invited roundtable in Critical Issues in English Education: Research by ELATE (English Language Arts Teacher Educators) Research Grant and Award Winners at the annual convention of the National Council of Teachers of English, Columbus, OH.
- Jach, E. A., Hansen, S., & O'Brien, C.** (2023, July). Postdoctoral scholars surviving isolation and wayfinding social support. Virtual poster presented at the annual conference of the Higher Education Research and Development Society of Australasia, Brisbane, Australia.
- Jach, E. A., Hansen, S., & O'Brien, C.** (2023, July). Understanding postdoctoral scholars as learners and professionals. Roundtable session at the annual conference of the Higher Education Research and Development Society of Australasia, Brisbane, Australia.
- Jach, E. A., O'Brien, C., & Hansen, S.** (2023, July). Postdocs' desire for stability: Differing needs for domestic and international scholars. Roundtable session at the annual conference of the Higher Education Research and Development Society of Australasia, Brisbane, Australia.

- Jach, E. A.** (2023, April). Do increasing levels of education contribute to individualist or collectivist orientations? Evidence from the U.S. General Social Survey. Roundtable session at the annual meeting of the American Education Research Association, Chicago, IL.
- Jach, E. A.** (2023, February). Postdoctoral scholars and the need for sense of belonging. Research paper at the Conference on Higher Education Values, Belonging, Identity, and Purpose. Virtual Conference.
- Jach, E. A.** (2022, November). "It can just be so isolating": Postdoctoral fellows' lack of connections to campus. Research paper at the annual conference of the Association for the Study of Higher Education, Las Vegas, NV.
- Jach, E. A., & Gupta, K.** (2022, October). Postdoctoral fellows and support for undocumented students' pursuit of higher education. Concurrent session at the Annual Conference of the American Association for Adult and Continuing Education, Milwaukee, WI.
- Jach, E. A.** (2022, April). A mixed methods analysis of postdoctoral fellows' views toward immigration and undocumented students. Roundtable session at the annual meeting of the American Education Research Association, San Diego, CA.
- Trolian, T. L., & **Jach, E. A.** (2022, April). Supporting college student success through applied learning. Research paper at the annual meeting of the American Education Research Association, San Diego, CA.
- Jach, E. A., Selznick, B. S., & Trolian, T. L.** (2021, September). Transforming applied learning opportunities to online education. Single presentation at the Annual Forum of the European Higher Education Society, EAIR, Humboldt University of Berlin, Germany, Virtual Meeting.
- Jach, E. A., & Trolian, T. L.** (2021, April). Applied learning and student views of social and political involvement. Research paper at the annual meeting of the American Education Research Association, Virtual Meeting.
- Trolian, T. L., **Jach, E. A., & Stolzenberg, E. B.** (2021, April). Educating for civic engagement in higher education: The role of student-faculty interactions. Roundtable at the annual meeting of the American Educational Research Association, Virtual Meeting.
- Trolian, T. L., Selznick, B., & **Jach, E. A.** (2020, August). Implementing applied learning across higher education systems. Single presentation at the meeting of the European Higher Education Society, Cork, Ireland. (Conference canceled).
- Jach, E. A., & Trolian, T. L.** (2019, April). The relationship between engagement in applied learning experiences and students' professional and career attitudes. Research paper at the annual meeting of the American Educational Research Association, Toronto, Canada.



- Trolian, T. L., & **Jach, E. A.** (2019, April). The relationship between engagement in applied learning experiences and students' academic motivation in college. Research paper at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Jach, E. A.**, Kohashi, C., & Gloeckner, G. (2018, November). Navigating uncertainty: Research with undocumented/unauthorized immigrants. Speaker session at the Advancing Ethical Research Conference hosted by Public Responsibility in Medicine & Research, San Diego, CA.
- Vigil, D., Muñoz, S., **Jach, E. A.**, & Gutierrez-Rodriguez, M. (2018, April). Understanding undocumented college students' experiences during turbulent political times. Research paper at the annual meeting of the American Educational Research Association, New York, NY.
- Trolian, T. L., Archibald, G., & **Jach, E. A.** (2018, April). What shapes college students' career attitudes? Exploring the role of student-faculty interaction. Roundtable at the annual meeting of the American Educational Research Association, New York, NY.
- Muñoz, S., Vigil, D., & **Jach, E. A.** (2017, November). Examining the "Trump Effect" influence in higher education for undocumented college students: A case study in Colorado. Research paper at the annual conference of the Association for the Study of Higher Education, Houston, TX.
- O'Berry, K., Collinsworth, B., **Jach, E. A.**, & Countryman, M. (2017, May). The more they know the better: A model for continuing education of IRB members and staff. Poster presented at the Annual Meeting of the Association for the Accreditation of Human Research Protection Programs, Detroit, MI.
- Jach, E. A.**, Barenz, T., Katopol, P., Countryman, M., & Dallas, L. (2016, November). Mobilizing the troops: A model for preparing investigators and the IRB for research supported by the Department of Defense. Poster presented at the Advancing Ethical Research Conference hosted by Public Responsibility in Medicine & Research, Anaheim, CA.
- Jach, E. A.** & Hanson, J. M. (2015, May). Managing survey fatigue: IR as the gatekeeper for administering surveys? Group discussion session presented at the meeting of the Association for Institutional Research, Denver, CO.
- Hanson, J. M. & **Jach, E. A.** (2015, May). Open-ended questions: A tool to better understand institutional perceptions. Group discussion session presented at the meeting of the Association for Institutional Research, Denver, CO.
- Trolian, T. L., **Jach, E. A.**, Ogren, C. A., & Hanson, J. M. (2015, April). Examining the experiences of women students at women's colleges and coeducational institutions. Roundtable presented at the meeting of the American Educational Research Association, Chicago, IL.

Schimek, G., **Jach, E. A.**, & Elkins, B. (2014, May). Defining citizenship and ethical behavior on a small, residential, liberal arts campus: Photo elicitation as an understanding of student experience. Paper presented at the meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Elkins, B. & **Jach, E. A.** (2014, March). Assessing our educational intentions: Student learning via student affairs. Invited pre-convention colloquia session presented at the meeting of ACPA-College Student Educators International, Indianapolis, IN.

Trolian, T. L., **Jach, E. A.**, Hanson, J., & Pascarella, E. (2013, April). The effect of student-faculty interactions on academic motivation for male and female students. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

## TEACHING

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### University at Albany, State University of New York

Quantitative Methods in Educational Leadership  
Educational Policy and Leadership 614  
Graduate core course, 3 credits  
Face-to-face in fall, Online synchronous in spring

Fall 2023  
Fall 2022, Spring 2023

College Student Affairs  
Educational Policy and Leadership 652  
Graduate course, 3 credits  
Online synchronous/asynchronous

Fall 2023

Seminar on College Persistence  
Educational Policy and Leadership 753  
Graduate seminar, 3 credits  
Online synchronous

Spring 2023  
Spring 2024

### **Invited Lectures at University at Albany**

Topic: Higher Education  
Course title: Social Analysis in Education (3 credits)  
Educational Policy and Leadership 601  
Instructor: Professor Daniel Levy

Fall 2022

### University of Wisconsin-Madison

Administration of Intercollegiate Athletics  
Educational Leadership and Policy Analysis 710  
Graduate seminar, 3 credits  
Face-to-face

Fall 2021

Workshop in Educational Leadership and Policy Analysis  
Educational Leadership and Policy Analysis 502  
Undergraduate seminar, 3 credits, Face-to-face

Fall 2021

The Wisconsin Experience Seminar  
Counseling Psychology 125  
Undergraduate seminar, 1 credit  
Synchronous online, Face-to-face

Fall 2020, Fall 2018

### **Invited Lectures at University of Wisconsin-Madison**

Topic: Politics When Assessment for Educational Improvement Spring 2020  
Course title: Assessment in Higher Education (3 credits), Educational Leadership and Policy Analysis 888, Instructor: Professor Xueli Wang (2 sections)

### **GRANTS AND FELLOWSHIPS**

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#### **AWARDED**

- 2023-24 “Allyship with Undocumented Students”  
**Richard P. Nathan Public Policy Fellowship**  
Rockefeller Institute of Government
- 2022-23 “Supporting Preservice Teachers in Troubled Times: A Transdisciplinary Intervention to Develop Sense of Belonging to a Justice-Oriented English Education Program” (Co-Investigator)  
\$2,500 grant, **English Language Arts Teacher Educators (ELATE) Research Initiative**, National Council of Teachers of English (NCTE)
- 2022-23 “UndocuAlly Training at UAlbany” (Project Lead)  
\$3,000 grant, **Diversity Transformation Award**, Office of Diversity and Inclusion, University at Albany, State University of New York  
\$1,000 award, New York City Chapter of the **Scholar Strategy Network**  
\$600 award, **Supplemental Program Funds Award**, University Auxiliary Services, University at Albany  
\$250, Supplemental Event Support, School of Education, University at Albany  
\$150, Supplemental Event Support, Department of Educational Policy and Leadership, School of Education, University at Albany
- 2017 **Executive Education Grant Recipient**, selected by the Professional Development and Recognition Committee of the Academic Staff Assembly, University of Wisconsin-Madison, \$2500
- 2015 Kirkwood Community College grant writing team member on the **TRiO Student Support Services Grant** through the federal Department of Education. Institution awarded \$284,754 for FY2016; funded through FY2020.

## **PENDING**

- 2023-24 “Examining Social Support and Internalized Sexism among Members of Division I Women’s Intercollegiate Athletic Teams” (Principal Investigator)  
\$2500 grant, ACPA College Student Educators Foundation
- 2023-24 “Examining Social Support and Internalized Sexism among Sophomores on Women’s Intercollegiate Athletic Teams” (Principal Investigator)  
\$5000 grant, Paul P. Fidler Research Grant, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

## **UNFUNDED**

- 2023-24 “Examining Internalized Sexism Among Members of Women’s Intercollegiate Athletic Teams” (Principal Investigator)  
\$50,000 Postdoctoral Fellowship, American Association for University Women
- 2023-24 “An Examination of Social Support and Internalized Sexism Among Members of Women’s Intercollegiate Athletic Teams” (Principal Investigator)  
\$70,000 National Academy of Education / Spencer Foundation Postdoctoral Fellowship
- 2022-23 “Bolstering the Transition from Pre-Major to Major: A Transdisciplinary Intervention to Develop Sense of Belonging to a Justice-Oriented Teacher Education Program” (Principal Investigator)  
\$5,000 grant, Paul P. Fidler Research Grant, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

## **GRADUATE STUDENT SUPERVISION**

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### **Committee Member**

- 2023-Present Daniel Uriel Ventura Caceres, Doctoral Candidate, “Role of SES and School Characteristics in English as a Foreign Language Proficiency in Colombia: Implications for Educational Policy “, Department of Educational Policy and Leadership, University at Albany
- 2023-Present Michael Baumgardner, PhD Student, “Stress and Resilience in Higher Education Administrators: Exploring the Role of Mindfulness “, Department of Educational Policy and Leadership, University at Albany
- 2023-Present Cindy Fendrick, PhD Student, “How Women Higher Education Administration Experience Support for Active Career Advancement”, Student Affairs Administration, University of Wisconsin-La Crosse

## HONORS AND AWARDS

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- 2023 **Judy L. Genshaft Initiatives for Women Award**, University at Albany, State University of New York
- 2023 **Featured Awardee**, *Today at UAlbany*. [“UndocuAlly” Trainings Share Tools for Supporting Students Regardless of Immigration Status](#). (Hartley, 2023)
- 2023 **Individual Development Award**, New York State/United University Professions Professional Development Committee
- 2023 **Featured Awardee**, Office of Diversity and Inclusion Announces [2023 Diversity Transformation Award Winners](#), News Center, University at Albany (Frick, 2023)
- 2020 **Outstanding 2020 Graduate**, College of Health and Human Sciences, Colorado State University, [Feature article](#) (Bao, 2020)
- 2018 **Professional Development Scholarship Award**, Student Personnel Association of Madison
- 2018 **AERA Division J Graduate Student Award**
- 2015 **Spot Performance Award**, Human Subjects Office/Institutional Review Board, University of Iowa
- 2015 **Professional Development Award**, Learning & Development, University of Iowa
- 2015 **Employee of the Month Award**, Kirkwood Supports Tasks that Raise Success (KSTARS), Kirkwood Community College
- 2014 **Convention Scholarship Recipient**, ACPA College Student Educators International- Coalition for Graduate Students and New Professionals
- 2012 **“What I Did with my Psychology Degree” Invited Panelist**, Psychology Majors Reunion, Grinnell College
- 2011 **ACPA Presidential Intern**, College Student Educators International
- 2010 **Scholar Award**, Iowa Student Personnel Association

## EDITORIAL BOARDS AND PEER REVIEW

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***Higher Education Research and Development***  
2023-2026 College of Reviewers

***Journal of Student Affairs Research and Practice***  
2022-2025 Member of the Editorial Board

***American Journal of Education***  
2023 Reviewer

***The American Journal of Distance Education***  
2023 Reviewer

***Journal of College Student Retention: Research, Theory, and Practice***  
2021-Present Reviewer

***Journal of Postsecondary Student Success***  
2023 Reviewer

***Applied Research in Quality of Life***  
2022 Reviewer

***Whiteness and Education***  
2020-2021 Reviewer

## PROFESSIONAL ASSOCIATION SERVICE

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**American Educational Research Association**  
2024 Program Reviewer, Annual Meeting  
2022 Paper Session Discussant, Division J, Annual Meeting, San Diego, CA  
Program Reviewer, Annual Meeting  
2021 Paper Session Discussant, Division J, Annual Meeting, Virtual Conference

**Association for the Study of Higher Education**  
2023 Program Reviewer, Annual Conference  
2022 Paper Session Discussant, Annual Conference, Las Vegas, NV  
Program Reviewer, Annual Conference  
2021 Program Reviewer, Annual Conference  
2020 Program Reviewer, Annual Conference

**American Association for Adult and Continuing Education**  
2022 Ambassador Program

**Wisconsin IRB Workshop**  
2017 Secretary of the Planning Committee

**National Compliance Network**

2015- 2017 **Committee Member**

**Association for Institutional Research**

2015 **Program Reviewer**, Annual Research Forum

2015 **Reviewer**, *eAIR Visual Displays of Data*

**ACPA-College Student Educators International**

2012-2014 **Copy Editor**, *Developments*

2012-2014 **Vice Chair for Outreach**, Commission for Wellness

2013 **Sponsored Programs Reviewer**, Commission for Wellness, Annual Convention

**Iowa Student Personnel Association**

2012-2013 **Conference Planning Committee Member**

2012-2013 **Secretary and Newsletter Editor**

2011-2012 **Graduate Student Representative**

**INSTITUTIONAL AND COMMUNITY SERVICE**

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**University at Albany, State University of New York**

2023-Present **Diversity Committee Member**, School of Education

2022-Present **Curriculum Committee Member**, Dept. of Ed Policy and Leadership

2022-Present **Book Club Member**, School of Education

2022-Present **Statistics Instructors Learning Circle**, Center for the Advancement of Teaching, Learning, and Online Education

2023 **Decolonizing Syllabi Workgroup**, School of Education

2022-23 **Chair of the Planning Committee**, UndocuAlly Trainings at UAlbany

**University of Wisconsin-Madison**

2018-2022 **Academic Staff Assembly Representative**, District 479

2021 **Survey Work Group Member**, Committee for Women in the University

2021 **Program Reviewer**, Diversity Forum

2020-2021 **Academic Staff Mentor**

2018-2021 **Academic Staff Representative**, Committee for Women in the University

2017-2018 **Academic Staff Assembly Representative**, District 441

**Wisconsin Community Volunteering**

2021 **Dane County Time Bank Volunteer** of 100 Strong letter writing campaign

2020-2021 **Project Wingspan Volunteer**, seed collector of native prairie plants

**University of Iowa**

2017 **Campus Conversation Partner**, Office of International Students and Scholars

2016 **Journal Discussion Club Facilitator**, Human Subjects Office

2015-16 **Institutional Representative, ClinicalTrials.gov Registration Task Force**

2011-2012 **Graduate Student Representative**, Council on the Status of Women

2010-2012 **Campus Conversation Partner**, Office of International Students and Scholars

2011-2012 **Treasurer, Executive Board**, Higher Ed & Student Affairs Grad Organization

2011 **Market Analysis Team Member**, Review of Augustana College, HESA Program

### **Kirkwood Community College**

2015 **Student Scholarship Application Reviewer**, Kirkwood Foundation  
2014-2015 **Application Editor**, TRiO Student Support Services Grant Team,  
Awarded \$284,754 for FY2016; funded through FY2020

### **Cornell College**

2014 **Committee Chair**, Database Users Group  
2013-2014 **Committee Chair**, Institutional Research and Assessment Advisory Committee  
2012-2013 **Member**, Database Users Group  
2012-2013 **Member**, Institutional Research and Assessment Advisory Committee

### **Girls on the Run**, Coralville, IA

2010 **Assistant Coach**, Kirkwood Elementary School

### **Grinnell College**

2008-2009 **Team Captain**, Women's NCAA Division III Cross Country, Track & Field

## **PROFESSIONAL MEMBERSHIPS**

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2021-Present **Scholars Strategy Network**  
Personal profile page available [here](#)

2012-Present **American Educational Research Association**  
Division J – Postsecondary Education

2017-Present **Association for the Study of Higher Education**

2010-Present **ACPA-College Student Educators International**

2022-23 **American Association for Adult and Continuing Education**

2018-2019 **Madison Student Personnel Association**

2016-2018 **Public Responsibility in Medicine and Research**

2014-2016 **Association for Institutional Research**

2010-2013 **Iowa Student Personnel Association**

## **PROFESSIONAL TRAININGS**

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**Faculty Success Alumni Program** Fall 2023  
National Center for Faculty Development and Diversity

**Faculty Mentoring Program** 2023-24  
Mentee, NASPA Student Affairs Administrators in Higher Education



<b>Faculty Success Program</b> National Center for Faculty Development and Diversity	Summer 2023
<b>Brightspace Learning Management System Pilot Participant</b> University at Albany, State University of New York	2022-23
<b>Introduction to STATA</b> Net course 101	Fall 2022
<b>Early Career Faculty Workshop</b> Council for the Advancement of Higher Education Programs Association for the Study of Higher Education, Virtual Meeting	September 2022
<b>Fall Writing Retreat Series</b> School of Education University at Albany, State University of New York	Fall 2022
<b>The Discussion Project</b> University of Wisconsin-Madison	Fall 2021
<b>Emerging Scholars Workshop</b> AERA Division J, Virtual Meeting	April 2021
<b>Distance Teaching and Learning Virtual Conference</b> University of Wisconsin-Madison	August 2020
<b>Tableau Conference</b> New Orleans, LA	October 2018
<b>Presenting Data and Information Seminar</b> Chicago, IL	August 2018
<b>How to Influence Without Direct Authority Course</b> School of Business, University of Wisconsin, Madison, WI	November 2017
<b>Food &amp; Drug Administration (FDA) Clinical Trial Requirements</b> San Diego, CA	Spring 2016
<b>Crucial Conversations: Tools for Talking When Stakes are High</b> University of Iowa, Iowa City, IA	November 2015
<b>ClinicalTrials.gov Results Database Train-the-Trainer Workshop</b> National Institutes of Health, Bethesda, MD	September 2015
<b>Mental Health First Aid Training</b> Kirkwood Community College, Cedar Rapids, IA	May 2015
<b>Lean Training</b> Cornell College, Mount Vernon, IA	April 2014