

KRISTA M. SORIA

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EDUCATION

Ph.D. in Educational Policy and Administration, Higher Education	May 2013
Graduate Certificate in Multicultural Teaching and Learning	February 2015
<i>University of Minnesota, Minneapolis, MN</i>	
Master of Science in Academic Advising	May 2008
Graduate Certificate in Academic Advising	May 2005
<i>Kansas State University, Manhattan, KS</i>	
Master of Education in Adult Education	May 2008
Master of Arts in English	August 2006
<i>University of Alaska, Anchorage, AK</i>	
Bachelor of Arts in English and Psychology, <i>summa cum laude</i>	May 2002
<i>Hamline University, Saint Paul, MN</i>	

RESEARCH & ASSESSMENT AGENDA

I focus on conducting assessments of academic and student affairs programs, with a critical lens of diversity, equity, and inclusion. I examine how campuses can create a more supportive campus climate for students from diverse backgrounds, whether programs are equitably accessible to all students, and whether underrepresented and marginalized students in higher education feel valued and included on their campuses.

I also investigate learning and development outcomes associated with students' engagement in a variety of curricular and co-curricular programs, including leadership development, perspective-taking, social generativity, civic and community engagement, and engagement in social change and social justice. I focus on institutional outcomes, such as retention and graduation rates, and the conditions that help students to thrive.

RESEARCH & HIGHER EDUCATION EXPERIENCE

Director of Student Affairs Assessment	September 2019 to Present
Student Affairs Research Associate	August 2018 to September 2019
<i>Office of Student Affairs, University of Minnesota, Minneapolis, MN</i>	
Senior Analyst	January 2011 to Present
Graduate Research Fellow	August 2010 to January 2011
<i>Office of Institutional Research, University of Minnesota, Minneapolis, MN</i>	
Research Associate	July 2020 to Present
<i>Center for Studies in Higher Education, UC Berkeley, Berkeley CA</i>	

RESEARCH & HIGHER EDUCATION EXPERIENCE, CONTINUED

Co-Lead Researcher **April 2019 to Present**
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

Graduate Research Assistant **August 2009 to January 2011**
Postsecondary Education Research Institute, University of Minnesota, 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

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

Adjunct Faculty (4 courses) **Fall 2020 to Present**
Mathematics, Computer Science, and Statistics, Augsburg University
MAT 163: Introductory Statistics*

Adjunct Faculty (6 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

*online class

TEACHING EXPERIENCE, CONTINUED

Adjunct Faculty (15 courses) Summer 2017 to Present

Educational Leadership and Psychology, Bethel University

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*

Associate Professor (16 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 (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 (Quantitative Methods)*

Adjunct Faculty (22 courses) Fall 2014 to Present

Higher Education, Southern New Hampshire University

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

HEA 530: Data-Driven Decisions 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

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*

CIOB 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 REFEREED JOURNALS

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.

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.

ARTICLES IN REFEREED JOURNALS, CONTINUED

- 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.
- 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.

ARTICLES IN REFEREED JOURNALS, CONTINUED

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). Retrieved [online](#).

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.

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.

ARTICLES IN REFEREED JOURNALS, CONTINUED

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.

Stebleton, 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.

ARTICLES IN REFEREED JOURNALS, CONTINUED

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.

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.

Stebbleton, 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.

ARTICLES IN REFEREED JOURNALS, CONTINUED

Stebbleton, 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/>

Stebbleton, 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.

Stebbleton, 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 REFEREED JOURNALS

Soria, K. M., & Roberts, B. J. The benefits of living on campus for first-generation students' belonging, perceptions of campus climate, and resilience. (Minor revisions required)

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. (Submitted for review)

Mitchell, T. M., Soria, K. M., Roberts, B. J., & Duran, C. Underrepresented and marginalized students' experiences with community service: Opportunities for social change and social generativity? (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. (in press). The social class cost barriers to engagement in leadership experiences. In S. Ardoin and K. Guthrie (Eds.), *Social class identity in student affairs* (pp. 49-62). *New Directions for Student Services*, 162.

Soria, K. M., & Johnson, M. R. (2020). Introduction: A conceptual framework for evidence-based leadership development practices. In M. R. Johnson and 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 and K. M. Soria (Eds.), *New Directions for Student Leadership: No. 168. Evidence-based practices to strengthen leadership development* (pp. 43-52). Jossey-Bass.

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 and 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 Soria, K. M. (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 Soria, K. M. (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 and 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.

BOOK & MONOGRAPH CHAPTERS, CONTINUED

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.

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.

BOOK & MONOGRAPH CHAPTERS, CONTINUED

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.

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.

Soria, K. M. (2015). Institutional and instructional techniques to promote undergraduates' intercultural development: Evidence from a multi-institutional student survey. In R. D. Williams & A. Lee (Eds.), *Internationalizing undergraduate education: Critical collaborations across the curriculum* (pp. 47-62). Sense Publishers.

BOOK REVIEWS

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*.

Soria, K. M. (2012). [Review of the book; Stuber, J. M. (2011). *Inside the college gates: How class and culture matter in higher education*. Lanham, MD: Lexington Books.] *NACADA Journal*, 32(1).

Soria, K. M. (2012). [Review of the book; Barratt, W. (2011). *Social class on campus: Theories and manifestations*. Sterling, VA: Stylus Publishing, Inc.] *College Student Affairs Journal*, 30(2).

POLICY BRIEFS & PUBLICATIONS

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.

POLICY BRIEFS & PUBLICATIONS, CONTINUED

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.

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.

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

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.

Soria, K. M. (2020). *Graduate and professional students' financial hardships during the COVID-19 pandemic: Evidence from the gradSERU COVID-19 survey*. SERU Consortium, University of California - Berkeley and University of Minnesota.

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

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.

POLICY BRIEFS & PUBLICATIONS, CONTINUED

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

Chirikov, I., & Soria, K. M. (2020). *International students' experiences and concerns during the pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.

Soria, K. M., Chirikov, I., & Jones-White, D. (2020). *The obstacles to remote learning for undergraduate, graduate, and professional students*. SERU Consortium, University of California - Berkeley and University of Minnesota.

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.

Fergus, M., FitzGibbon, M., & Soria, K. M. (2011). *Increasing student awareness of the FAFSA*. St. Paul, MN: Minnesota Office of Higher Education.

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

Soria, K. M., & Horgos, B. (2021, April). *Factors associated with undergraduates' mental health during the COVID-19 pandemic*. American Educational Research Association.

Soria, K. M. (2021, March). *Factors associated with undergraduates' mental health during the COVID-19 pandemic*. NASPA.

Soria, K. M., & Horgos, B. (2021, April). *Underrepresented and marginalized students' experiences during the COVID-19 pandemic*. NASPA.

Soria, K. M. (2020, October). *Students' experiences during the COVID-19 pandemic: Evidence from the SERU/gradSERU COVID-19 surveys*. Association for Institutional Research Upper Midwest, Bloomington, MN.

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.

CONFERENCE PRESENTATIONS, CONTINUED

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

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.

Soria, K. M., & Werner, L. (2018, March). *Leadership and thriving*. NASPA Student Affairs Administrators in Higher Education, Philadelphia, PA.

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.

Soria, K. M., & Lydell, L. (2017, May). *Factors associated with first-year students' outcomes*. Association for Institutional Research, Washington, DC.

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.

CONFERENCE PRESENTATIONS, CONTINUED

Soria, K. M., Werner, L., & Hellstrom, D. (2016, November). *Developing inclusive leaders: The impact of a leadership minor program*. International Leadership Association, Atlanta, GA.

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.

Furco, A., Maruyama, G., Soria, K. M., Song, W., & Lopez, I. (2016). *Using propensity score matching to draw causal inferences in observational studies of service-learning*. International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.

Lopez, I., Song, W., Furco A., Maruyama G., Soria, K., & Hirt., L. (2016). *Engaging communities to improve college student retention and completion: Community Engagement Scholars Program*. Fulbright Education Seminar, Washington, DC.

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.

Johnson, M. R., Dugan, J. R., & Soria, K. M. (2015, March). *Try to see it my way: What predicts social perspective-taking among college students?* Paper presented at the annual meeting of American College Personnel Administrators (ACPA), Tampa, FL.

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.

Goldfine, L., Soria, K. M., & Jang, S. T. (2015, May). *Frankendata: Stitching together results from disparate sources*. Association for Institutional Research, Denver, CO.

CONFERENCE PRESENTATIONS, CONTINUED

Soria, K. M., & Johnson, M. (2015, April). *The role of high-impact educational practices in the development of college students' pluralistic outcomes*. American Educational Research Association, Chicago, IL.

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

Soria, K. M., & Reinhard, A. P. (2014, November). *Developing college students' leadership through strengths awareness*. International Leadership Association, San Diego, CA.

Soria, K. M., Reinhard, A. P., & Taylor, L. D., Jr. (2014, November). *Using strengths in leadership development among undergraduate students*. International Leadership Association, San Diego, CA.

Soria, K. M., & Reinhard, A. P. (2014, November). *High-impact practices and college students' development of pluralistic outcomes*. International Leadership Association, San Diego, CA.

Soria, K. M., & Yefanova, D. (2014, November). *Internationalization at home activities and college students' development of pluralistic outcomes*. Association for Institutional Research Upper Midwest, Bloomington, MN.

Soria, K. M., & Fransen, J. (2014, November). *Factors associated with first-years' use of academic libraries*. Association for Institutional Research Upper Midwest, Bloomington, MN.

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.

K. M., & Lepkowski, C. (2013, November). *STEMming the tide? Examining the outcomes of research participation for undergraduate women in STEM*. Association for the Study of Higher Education, St. Louis, MO.

Soria, K. M., & Gorny, L., Frost, S., & Granquist, A. (2013, November). *Student learning outcomes: Interpretations, development, and validity*. Association for Institutional Research Upper Midwest, Bloomington, MN.

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.

CONFERENCE PRESENTATIONS, CONTINUED

Soria, K. M., & Weiner, B. (2013, April). *Examining financial decisions and behaviors among undergraduate students from different social class backgrounds*. American Educational Research Association, San Francisco, CA.

Soria, K. M., & Martin, G. L. (2013, March). *Exploring "invisible" social class in fraternities and sororities*. NASPA Student Affairs Administrators in Higher Education, Orlando, FL.

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.

Soria, K. M., & Nobbe, J. (2012, December). *Assessing the benefits of undergraduate leadership at research-intensive universities. Evidence from the SERU survey*. Leadership Educators Institute (NASPA/ACPA), Columbus, OH.

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.

Soria, K. M., & Svoboda, V. (2012, October). *Class(ism) in the co-curriculars? Investigating low-income and working-class students' participation in co-curricular activities*. Minnesota College Personnel Association, White Bear Lake, MN.

Soria, K.M., & Bultmann, M. (2012, October). *Advising scholars with blue collars: Supporting working-class students' integration in higher education*. National Academic Advising Association, Nashville, TN.

CONFERENCE PRESENTATIONS, CONTINUED

Soria, K. M., & Gorny, L. (2012, June). *Defining first-generation students by degrees: Implications for research, policy, and practice*. Association for Institutional Research, New Orleans, LA.

Soria, K. M., & Barratt, W. (2012, June). *Examining class in the classroom: Social class data in institutional/academic research*. Association for Institutional Research, New Orleans, LA.

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.

Soria, K.M., Newberg, S., & Hall, B. (2012, March). *Career development courses and social capital*. American College Personnel Association (ACPA), Louisville, KY.

Soria, K. M., & Gbolo, S. (2012, March). *High impact practices and graduate school aspirations among underrepresented minority STEM students*. American College Personnel Association (ACPA), Louisville, KY.

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.

Soria, K. M., Lingren-Clark, B., & Coffin-Koch, L. (2012, February). *Extended orientations: Enhancing the sense of belonging of first-year students*. 31st Annual Conference on the First-Year Experience, San Antonio, TX.

K. M., & Weiner, B. (2011, November). *A virtual fieldtrip: Service learning in distance education courses*. Association for the Study of Higher Education, Charlotte, NC.

Soria, K. M., Nobbe, J., & Huesman, R. L. (2011, October). *Community service for leadership and social change*. Association for Institutional Research Upper Midwest, Minneapolis, MN.

Soria, K. M., & Huesman, R. L. (2011, May). *The academic and social engagement of first-generation students in large, public research universities*. Association for Institutional Research, Toronto, Ontario, Canada.

Rasmussen, C., Lepkowski, C., & Soria, K. M. (2010, November). *Difficult dialogues, rewarding solutions: Results of an initiative to engage stakeholder groups in solving the U.S. human capital challenge*. Association for the Study of Higher Education, Indianapolis, IN.

MENTIONS OR INTERVIEWS IN POPULAR PRESS

Anderson, G. (2021, February 26). A racial trust deficit in higher education. *Inside Higher Ed*. <https://www.insidehighered.com/news/2021/02/26/black-students-trust-college-leadership-less-white-peers>

Taila, E., & Sairam, A. (2021, February 22). UC Berkeley study reveals obstacles for graduate students amid COVID-19 pandemic. *Daily Cal*. <https://www.dailycal.org/2021/02/21/uc-berkeley-study-reveals-obstacles-for-graduate-students-amid-covid-19-pandemic/>

Anderson, G. (2020, September 11). Mental health needs rise with pandemic. *Inside Higher Ed*. <https://www.insidehighered.com/news/2020/09/11/students-great-need-mental-health-support-during-pandemic>

Anderson, G. (2020, September 16). More pandemic consequences for underrepresented students. *Inside Higher Ed*. <https://www.insidehighered.com/news/2020/09/16/low-income-and-students-color-greatest-need-pandemic-relief>

Anderson, G. (2020, October 28). Students with disabilities face more pandemic hardships. *Inside Higher Ed*. <https://www.insidehighered.com/quicktakes/2020/10/28/report-students-disabilities-face-more-pandemic-hardships>

Dong, D. (2020, October 28). Survey finds students with disabilities disproportionately affected by the pandemic. *Daily Cal*. <https://www.dailycal.org/2020/10/28/survey-finds-students-with-disabilities-disproportionately-affected-by-pandemic/>

Baskin, P. (2020, July 1). Foreign students in U.S. coping with online shift better than locals. *Times Higher Education*. <https://www.timeshighereducation.com/news/foreign-students-us-coping-online-shift-better-locals>

Bothwell, E. (2020, August 18). Share of U.S. postgraduates with depression doubles amid pandemic. *Times Higher Education*. <https://www.timeshighereducation.com/news/share-us-postgraduates-depression-doubles-amid-pandemic>

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

Busche, K. (2018, April 5). Conservative students feel less respected on campus, data shows. *MN Daily*. <https://www.mndaily.com/article/2018/04/adseru>

Camero, K. (2020, August 20). Mental health disorders surge among college students returning to campus, survey finds. *The Sacramento Bee*. <https://www.sacbee.com/news/coronavirus/article245111930.html>

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/>

MENTIONS OR INTERVIEWS IN POPULAR PRESS, CONTINUED

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>

Kennedy, K. (2020, July 1). U.S.: Health and safety a bigger worry than remote instruction - survey. *Professionals in International Education*. <https://thepienews.com/news/us-health-safety-a-bigger-worry-than-remote-instruction-for-international-students/>

Lempinen, E. (2020, August 18). Student depression, anxiety soaring during the pandemic, new survey finds. *Berkeley News*. https://news.berkeley.edu/story_jump/student-depression-anxiety-soaring-during-pandemic-new-survey-finds/

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

No Author. (2020, July 2). COVID-19 survey reports: Impact on international students. ACEI-Global. <https://acei-global.blog/2020/07/02/covid-19-survey-reports-impact-on-international-students/>

No Author. (2018, November). Krista Soria is leading scholar on civic leadership and diverse citizenship. *Journal of College and Character Connexions*, 4(4). Retrieved from https://www.naspa.org/images/uploads/events/November_2018_connexions_newsletter.pdf

Ramos, A. M. (2020, September 14). One in five students experienced food insecurity during COVID-19. *Higher Education Today* (American Council on Education). <https://www.higheredtoday.org/2020/09/14/one-five-students-experienced-food-insecurity-covid-19/>

Rao, A. (2020, August 20). Survey reports depression, anxiety in college students amid COVID-19 pandemic. *The Daily Californian*. <https://www.dailycal.org/2020/08/20/survey-reports-depression-anxiety-in-college-students-amid-covid-19-pandemic/>

Redden, E. (2020, July 1). International students' worries during the pandemic. *Inside Higher Ed*. <https://www.insidehighered.com/news/2020/07/01/survey-international-students-main-concerns-center-issues-health-safety-and>

Vue, K. (2020, July 18). Graduate and professional students facing greater disparities due to COVID-19. *Minnesota Daily*. <https://mndaily.com/247459/news/acovid19gradseru/>

MENTIONS OR INTERVIEWS IN POPULAR PRESS, CONTINUED

Woolston, C. (2020, August 18). Signs of depression and anxiety soar among U.S. graduate students during pandemic. *Nature Briefing*. <https://www.nature.com/articles/d41586-020-02439-6>

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/>

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

Proposal Reviewer

International Leadership Association: 2014 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

Doctoral Committee Advisor and Dissertation Chair

T. Crust, Bethel University (expected graduation Spring 2022)

J. Robinson, Bethel University (expected graduation Summer 2021)

K. Dietrich, Bethel University (expected graduation Summer 2021)

K. Friesen, Bethel University (expected graduation Spring 2021)

V. Brown, Bethel University (expected graduation Spring 2021)

P. Helman, Bethel University (expected graduation Spring 2021)

K. Hoye, Bethel University (expected graduation Spring 2021)

E. Wanat, Bethel University (expected graduation Spring 2021)

G. Fairbanks, Bethel University (expected graduation Spring 2021)

PROFESSIONAL SERVICE, CONTINUED

Doctoral Committee Member

D. Johnson, Bethel University (Higher Education Administration, EdD)

Dissertation: Sense of Belonging for Black Men in Higher Education

P. Rosell, Bethel University (K-12 Administration, EdD)

Dissertation: Opting out in Minnesota: Examining the Variables Associated with Opting Out of the Minnesota Comprehensive Assessment.

J. York, Bethel University (K-12 Administration, EdD)

Dissertation: Students' Self-Perception of Academic Self-Concept and Social Outcomes

Graduated Fall 2020

T. Anderson, Bethel University (K-12 Administration, EdD)

Dissertation: Differences Between Teachers' Self-Reported Levels of Gratitude Across Schools' Socioeconomic Statuses

Graduated Spring 2020

J. Anderson, 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

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

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

Graduated: Fall 2018

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

Dissertation: Students' Performance on Institutional Learning Outcomes

Graduated: Spring 2017

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

Dissertation: Nursing Program Acceptance Criteria

Expected Graduation: Spring 2019

J. Tye, 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

K. Yenny, 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.

PROFESSIONAL SERVICE, CONTINUED

J. Williams, University of St. Thomas Graduate Student Intern

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

Published Spring 2015.

A. Reinhard, University of Minnesota Leadership Minor, Directed Research

Project 1: "Strengths awareness and leadership development." Accepted for publication,

Spring 2014 and presented at the International Leadership Association conference, Fall 2014.

S. Snyder, 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.

J. Roberts, University of Minnesota Leadership Minor, Directed Research

Project: "Strengths awareness and leadership development." Published Spring 2014

K. Bryant, University of St. Thomas Graduate Student Intern

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

PROFESSIONAL ASSOCIATIONS

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)

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

GRANTS & FUNDING AWARDS, CONTINUED

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

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, attendance at exclusive seminar

National Summer Data Policy Institute Fellow

Association for Institutional Research, 2011, registration and travel expenses

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