



GRADUATE STUDENT POLICY SEMINAR

November 9, 2016 – November 10, 2016

Columbus, Ohio

Date: November 9th, 2016

Time	Session Theme and Speakers	Location
12:00 – 12:30 PM	<p>Session 1: Welcome, Introductions and Overview to Public Policy and Higher Education</p> <p><i>Speakers:</i> Michael K. McLendon, Baylor University Luisa M. del Rosal, Southern Methodist University Olisa Dellas, Southern Methodist University</p> <p><i>ASHE Welcome Remarks:</i> Scott Thomas, ASHE President Heather Rowan-Kenyon, ASHE 2016 Conference Program Chair</p>	Harding, Hyatt Regency Columbus
12:30 – 2:00 PM	<p>Session 2: What Policy Levers Could Be Used to Strengthen the Nation’s Distinctive Postsecondary Education Sectors and Types?</p> <p><i>Speakers:</i> Todd Jones, Association of Independent Colleges & Universities of Ohio Anne-Marie Nuñez, Ohio State University</p> <p><i>Third speaker pending</i></p>	Harding
2:15 – 3:30 PM	<p>Session 3: Missions, Markets and The State: How Will Shifts in the Policy and Funding Climates for Higher Education Affect Our Future?</p> <p><i>Speakers:</i> Christopher Morphew, The University of Iowa Michael K. McLendon, Baylor University</p>	Harding
3:45 – 5:00 PM	<p>Session 4: Joint Session with CPPHE - Using Research to Inform Policy and the Public Good</p> <p><i>Speakers:</i> Jason M. Lee, University of Wisconsin – Madison Stella M. Flores, New York University Christopher Newfield, University of California, Santa Barbara Jose Luis Santos, The Education Trust Paul Rubin, University of Georgia Kate Callahan, Research for Action</p>	Franklin B
5:30 – 6:30 PM	<i>Break</i>	
6:30 – 8:00 PM	<p>Keynote Dinner: Equity Challenges and Solutions for Postsecondary Education Today</p> <p><i>Speaker:</i> Stella M. Flores, New York University</p>	Harding

Date: November 10th, 2016

Time	Session Theme and Speakers	Location
8:00 – 9:00 AM	Session 5: Political Research in Higher Education <i>Speakers:</i> Dominique Baker, Southern Methodist University William Doyle, Vanderbilt University Christopher Marsicano, Vanderbilt University	Harding
9:00 – 10:30 AM	Session 6: Policy Workshop - Recommendations for Making Your Research Funding-Worthy <i>Speakers:</i> Scott Jenkins, Lumina Foundation Luisa del Rosal, Southern Methodist University	Harding
10:30 – 11:30 AM	Session 7: Grant Funding for Early Career Scholars <i>Speaker:</i> Matthew Holsapple, Spencer Foundation	Harding
11:30 – 12:00 PM	Session 8: Closing Remarks <i>Speaker:</i> Michael K. McLendon, Baylor University	Harding

2016 Graduate Student Policy Seminar Chair

Michael K. McLendon
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Dr. Michael K. McLendon joined Baylor University as Dean of the School of Education and as Professor of Higher Education Policy and Leadership on July 1, 2015. McLendon came to Baylor from Southern Methodist University where he held the inaugural Harold and Annette Simmons Centennial Chair in Higher Education Policy and served as a professor and the associate dean for academic affairs at the Simmons School of Education and Human Development. Previously, he held appointment as the executive associate dean and chief of staff at Vanderbilt University's Peabody College of Education and Human Development, on whose faculty he served for thirteen years as a professor of public policy and higher education.

A specialist in the study of American higher education, McLendon has published extensively on topics relating to postsecondary education governance, finance, and public policy. His research has appeared in numerous books and in such journals as *Educational Evaluation and Policy Analysis*, *The Journal of Higher Education*, *Research in Higher Education*, *Review of Higher Education*, *Teachers College Record*, *The ANNALS of the American Academy of Political and Social Science*, and *Educational Policy*. He has served on the editorial boards of numerous journals, and is a former elected member of the Board of Directors of the Association for the Study of Higher Education (ASHE). In recent studies, he and his research team have examined the sources of variation in college costs and prices, the role of public policy in promoting college access and success, the factors influencing the rise of new accountability and financing policies in K-12 and higher education, and the involvement of Latino legislators in shaping state policies for education.

McLendon has repeatedly been named as one of the nation's leading university-based academics whose research contributes most substantially to public debates around education in the United States. He consults widely with governors, state legislatures, and national and local policy organizations on topics including college costs, state funding, postsecondary education governance, and performance and productivity in higher education. His work has been reported in such media as *The Chronicle of Higher Education*, *Inside Higher Education*, *U.S. News & World Report*, *Wall Street Journal*, *The Los Angeles Times*, *The Dallas Morning News*, *Houston Chronicle*, *Austin American Statesman*, and *The Texas Tribune*. McLendon is deeply committed to teaching and mentoring students. While serving in a variety of leadership roles, he has continued to teach graduate and undergraduate courses in the areas of college and university governance, leadership, education politics, postsecondary finance, and public policy. He is the recipient of a variety of awards in recognition of outstanding teaching and mentoring.

A native South Texan, McLendon earned his PhD in higher education policy from the University of Michigan, an MS in higher education from Florida State University, and a BA in political science from Baylor University. In 2007, he received Baylor's Outstanding Young Alumnus Award. Before his academic career, he served as an aide to a member of the United States Senate and as a policy analyst on the Higher Education Committee of the Florida House of Representatives. McLendon currently holds appointment as a Senior Fellow at the John Goodwin Tower Center for Political Affairs at Southern Methodist University and as a Faculty Fellow at the University of Georgia's Institute of Higher Education.

Program Assistants

Luisa M. del Rosal
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Luisa M. del Rosal was born in Chihuahua, Mexico and lived there until she moved to Dallas to attend SMU. She holds dual bachelor's degrees in political science and sociology, with a minor in Italian, as well as a master's in higher education policy & leadership. She is bilingual in her native Spanish and English, and proficient in Italian. Currently, she serves as Executive Director of the Tower Center for Political Studies and as the founding Executive Director of the Mission Foods Texas-Mexico Center at Dedman College for Humanities and Sciences. In her previous role at the SMU Cox School of Business, she oversaw strategy and development of new global partners to engage in networking, leadership and business development for the Latino Leadership Initiative. Prior to joining SMU, she was the Community Relations Manager for Education is Freedom, a college access program. She oversaw the development and maintenance of community partnerships and was responsible for the administration of Mayor Tom Leppert's Intern Fellows program. Previously, she was a manager for international business development for the Dallas Regional Chamber and held various positions with public relations firms. Luisa is an active volunteer in the Dallas community serving as President of the SMU Young Alumni Board and member of the Alumni Board. She is a dedicated member of the Junior League of Dallas.

Olisa Dellas
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Olisa Dellas was born in India and raised in Saudi Arabia. She is an alumna of Virginia Tech, where she earned a Bachelor of Science in materials science and engineering and she is currently pursuing a Masters in Higher Education at SMU. Olisa serves as the Program Specialist for the Tower Scholars Program in the Tower Center for Political Studies. Prior to working in higher education, Olisa worked as an engineering research assistant at Pennsylvania State University.

Participants Bios

Mauriell Amechi
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Mauriell H. Amechi is an Advanced Opportunity Fellow and doctoral candidate at UW-Madison in the department of Educational Leadership and Policy Analysis. A budding higher education scholar-practitioner, his expertise and research interests span four areas: (1) foster youth college access and achievement; (2) inequity in postsecondary education outcomes for historically marginalized populations; (3) high-impact practices and other institutional models that enhance success; and (4) inclusive college environments. Amechi's sole-/co-authored publications appear in the *Journal of Diversity in Higher Education* and the edited volume, *Advancing Black male student success from preschool through Ph.D.* His forthcoming publications will appear in the *Journal of African American Males in Education* and *The Review of Higher Education*. A native of Chicago, Amechi received his B.A. with highest distinction from the University of Illinois at Urbana-Champaign, and went on to study at Ohio State University, where he earned a M.A. in higher education and student affairs.

Katherine C. Aquino
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Katherine C. Aquino holds a BS in psychology from Fordham University, MA in school psychology from Georgian Court University, and is completing a PhD in Higher Education Leadership, Management, and Policy from Seton Hall University. Her research interests include the socio-academic transitioning into and throughout postsecondary education for students with disabilities and other underrepresented student populations. Her work has been accepted to the Journal of the First-Year Experience & Students in Transition, the Journal of Postsecondary Education and Disability, and the Review of Higher Education. Katherine current serves as Adjunct Professor and Program Specialist for Accreditation and Assessment at New Jersey City University. She was the recipient of the 2015 Disability Determination Grant, awarded by Policy Research, Inc. She is the co-editor and author of *Disability as Diversity in Higher Education: Policies and Practices to Enhance Student Success* (Routledge, January 2017).

Amanda Armstrong
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Amanda Armstrong is entering her 3rd year as a PhD student in the Educational Policy, Planning, and Leadership program at the College of William & Mary. Her concentration is in Higher Education Administration and her cognate is being fulfilled through a College Teaching Certificate. She received her B.A. in Psychology from Mars Hill University and her M.A. in College Student Development with a concentration in Student Affairs from Appalachian State University. Her current research interests fall into two broad categories: college student development and teaching and learning. In particular, she is interested in how the college environment

and students' experiences influence their domains of cognition and social identity. Most recently her research has centered around the experiences of nontheistic and nonreligious students and the functions of epistemic cognition.

Virginia (Ginger) Burks Draughon
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Ginger Burks graduated from UNC-Chapel Hill with majors in Political Science and History, then completed a Masters of Public Administration at the University of Georgia. She worked for two years at the Office of Planning and Budget in the State of Georgia. Upon returning to North Carolina to work on the budgets for the public university system in the Office of State Budget and Management, she interacted with system officials, the Governor, and the legislature. She then worked for ten years in the finance division of the UNC system office, with wide-ranging responsibilities related to operating budgets and policy for the seventeen campuses, including enrollment, tuition and fees, and financial aid. Ginger has been at NC State for several years where she serves as the Director of Cost Analysis, working with enrollment, institutional trust (non-state) funds, and the state appropriated budget, while also working to complete her doctorate.

Wendy Castillo
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Wendy Castillo is a third year Ph.D. Student in Education Policy at the University of Pennsylvania. Her drive for education reform stems from receiving a sub-par public school education and being a first-generation college student. After graduating from Brown University, Wendy joined Teach for America and taught first and second grade. Additionally, she taught abroad as a Fulbright scholar in her parents' hometown of Aguascalientes, Mexico. During her summers at Penn, she has been a policy intern at the White House Initiative on Educational Excellence for Hispanics and for Colorado State Senator Michael Johnston. Her research interests include policy and program evaluation with the aim of narrowing the income and racial "opportunity gaps" and increasing college access.

Amy Clines
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Currently the Director of Undergraduate Recruitment at Columbus State University (GA), Amy began her career in admissions at her alma mater, Regis College (MA). Over the past 17 years, she has worked at institutions in the Midwest and Southeast, including the University of Wisconsin-Oshkosh, St. Norbert College (WI), the University of Georgia, and the Georgia Institute of Technology. Amy holds a M.Ed. in Higher Education Administration from Georgia Southern University and is pursuing an Ed.D. in Student Affairs Leadership at the University of Georgia. She is an active member of several professional organizations and holds leadership roles at the state, regional, and national levels. Passionate about improving access to higher education, Amy continuously seeks different and improved ways to communicate with students, their families, and secondary school counselors about the college choice

process in both general and institutional-specific terms to assist with their pursuit of an education beyond high school.

Jasmine D. Collins
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Jasmine D. Collins is a fourth-year doctoral student in the Higher Education program at the University of Illinois at Urbana-Champaign. For the past five years, she has been immersed in the study and practice of developing student leaders. As a research assistant in the Illinois Leadership Lab, this past year, Jasmine played in an integral role in the management of a multi-year, national study of student leadership capacity development in conjunction with the not-for-profit organization LeaderShape, Inc. This year she will serve as the instructor of record for four courses in the two core courses and one elective course in the Leadership Studies minor program. Her dissertation work focuses on the leadership development of women in college.

Jasmine earned a Master's of Education in Educational Policy Studies from the University of Illinois at Urbana-Champaign in 2013 and a Bachelor of Arts in Communication and Culture from Indiana University in 2011.

Kate K. Diamond
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Kate K. Diamond is a Ph.D. student studying higher education in the Organizational Leadership, Policy, and Development department at the University of Minnesota. Before starting her doctoral studies, Kate spent seven years leading a nonprofit initiative that partnered with universities in Latin America and the Caribbean to improve teaching and learning. She then decided to transfer the knowledge gained through that experience toward improving equity in United States higher education. Kate's current interests include using mixed methods classroom-based research to improve underrepresented student persistence in the science, technology, engineering, and mathematics (STEM) fields. Kate has a B.A. in sociology and international relations from Tufts University and an Ed.M. in international education policy from the Harvard Graduate School of Education.

Kayla C. Elliott
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Kayla C. Elliott is pursuing a PhD in Higher Education Leadership at Florida Atlantic University. Her research interests include higher education policy, philanthropy, and Minority-Serving Institutions. She specifically studies how state performance based funding systems impact Historically Black Colleges and Universities (HBCUs). She is an advocate for HBCUs, including her alma mater Fisk University. She holds a Masters in Philanthropic Studies from the Indiana University Lilly Family School of Philanthropy. Kayla has worked with a range of nonprofit education organizations including Lumina Foundation, Teach for America, and the Southern Education Foundation.

As a research assistant in FAU's Department of Educational Leadership and Research Methodology, she is a member of the Urban Male Initiative research team, and assists

with literature reviews, data collection and grant writing. She was integral to the planning of the Council for the Student of Community Colleges 2016 Conference, where she presented research on male students of color.

Eric Felix
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Eric Felix is a doctoral candidate in the Urban Education Policy program at the University of Southern California. He is a research assistant working with Dr. Estela M. Bensimon at the Center for Urban Education. His research examines the role higher education policy in addressing educational inequities for students of color, particularly within community college. He recently co-authored a book chapter titled “California’s Student Equity Policy: An Unexploited Opportunity among Hispanic-Serving Community Colleges” examining the ways state policy is implemented to address and improve equity issues for Latinx students. Other research interests include community college finance and improving the transfer process for racially-minoritized students.

Alex Gardner
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Alex Gardner is a second year Ph.D. student in the Higher, Adult, and Lifelong Education program at Michigan State University. He is a graduate of Kalamazoo College and holds a Master’s degree from Michigan State University’s College of Human Resources and Labor Relations. Before undertaking his doctoral studies, Gardner worked at a Human Resources Consulting firm as a Senior Human Resources Consultant. He presented *Aligning Labor Market Needs with Postsecondary Educational Pathways: Increasing Degree Attainment* at the 2016 T-Summit in Washington, D.C. In collaboration with Michigan State University Professor Steven Weiland, he was awarded a grant from Michigan State’s Center for Regional Economic Innovation for a study examining ways to increase degree completion among the “some college” population in Michigan. Gardner’s research interests include individual competency development, workforce readiness, higher education policy, and postsecondary labor market outcomes.

Joseph L. Garrison
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Joseph L. Garrison is the director of financial planning and budgets at Central Michigan University (CMU). He has nearly 15 years of higher education experience including areas such as financial modelling, university budget models and related policies, distance education and eLearning, charter school oversight and board policies, and extensive work on shared governance. He has five years of direct-shared governance experience on the CMU Shared Governance and Communication Committee. During this time, he has worked with qualitative research experts from across the United States on best practices in shared governance. He is currently pursuing his Ph.D. in Educational Leadership with a concentration in higher education administration.

Rebecca J. Gates
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Rebecca J. Gates is a doctoral candidate in the Higher Education Program at the University of Nevada Las Vegas (UNLV). Her primary areas of interest are concerned with how policy interacts with issues of diversity, equity, racism, and sexism. Currently, her dissertation is examining how the Hispanic Serving Institution (HSI) designation becomes institutionalized on the individual campus level. Ms. Gates has served on a research team since fall 2015, in which data have been collected on approximately 60 interviews of students, staff and faculty regarding their perceptions of campus climate as it pertains to MSI designation.

Ms. Gates holds a BA in English from Sam Houston State University and a MS in Counseling and Student Personnel Services from Oklahoma State University. Prior to UNLV she worked for the University of Connecticut and The College of Brockport (SUNY).

Devon L. Graves
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Devon Graves is a student at UCLA working towards a doctorate degree in Higher Education, where also received his Master of Arts degree in Education in 2016. He graduated from Cal Poly Pomona with a Bachelor of Arts in Political Science in 2015. Devon is a first generation college student who has been heavily involved as a student leader. In 2012, he was appointed Attorney General for the Associated Students, Inc. (ASI). After serving his term in ASI, Devon served two terms as the Chair of the California State Student Association (CSSA), the recognized statewide advocacy group for the 465,000 CSU students, from 2013-2015. He is currently serving in his second term as a gubernatorial appointee on the California Student Aid Commission. As a graduate student researcher, Devon is working on research projects that focus on financial aid policy issues. Devon also conducts studies about student governance in higher education.

Jeff Grim
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Jeff Grim is a current doctoral student in Higher Education with a concentration in Organizational Behavior and Management at the University of Michigan, Ann Arbor. He is interested in academic leadership pipelines for underrepresented faculty, organizational dynamics and behavior in response to policy change and that encourage student success. He is currently working on projects related to college choice, Asian American Pacific Islander student and faculty leadership, and LGBTQ college presidents.

Prior to doctoral work, Jeff worked at Washington University in St. Louis and Southern Methodist University. He holds an associate degree from Hagerstown Community College, bachelor's degree from the University of Maryland, College Park, master's degree from Michigan State University, and two graduate certificates from Washington University in St. Louis and Southern Methodist University.

Nabih Haddad
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Nabih is a fourth year doctoral student in the HALE program. He holds a Bachelor's degree from Wayne State University in Political Science and a Master's degree in International Affairs from Penn State University. Nabih's research interests relates to higher education policy, educational philanthropy, and college completion.

Christine M. Isselhard
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Christine M. Isselhard is a third-year Ph.D. student in Higher Education and Educational Leadership at the University of Rochester (UR). She earned her B.S. in Management and Marketing from St. John Fisher College and MBA in Finance and Pricing from the Simon School of Business.

Throughout her professional career, Christine has applied her business acumen toward social advocacy. While obtaining her MBA, she worked as a market research analyst at an advertising agency focusing on nonprofit organization brand analysis. This led Christine to join the UR as a Ph.D. student in hopes to translate her business ingenuity into advancing the public good. Her research interests include economics of higher education; fiscal issues, policy and educational finance; comparative education; organizational studies; and international studies of higher education. Individual and collaborative projects reflect an interest in the intersections between higher education institutions, stakeholder decision-making, and the impacts on access and inclusion.

Jenna W. Kramer
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Jenna W. Kramer is doctoral student in Higher Education Leadership and Policy at Vanderbilt University. Before beginning her doctoral studies, Jenna worked as a college counselor at an urban charter school that served first-generation college students. Her work with the school's students and alumni has propelled her to study factors that impact college access and attainment. She is particularly interested in the academic and social transition to higher education and the role of financial aid in student access and persistence.

Elaine Leigh
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Elaine Leigh is a Ph.D. student in Higher Education and Moorman-Simon Fellow at Penn GSE. Her research interests include college access and completion; race, class, and inequality in education; and local, state, and federal initiatives that influence P-20 pipelines. She is also a Doctoral Student Senator on Penn GSE's Student Government and an affiliate of Penn's Institute for Urban Research. Previously, Elaine managed nonprofit college access programming and taught middle school science in Philadelphia. She also currently serves as an executive board member for SEAMAAC, an immigrant and refugee social service agency, and has held past board leadership positions in education and philanthropy. Elaine holds a B.A. in Psychology from the

University of Washington and M.S.Ed. in Urban Education from the University of Pennsylvania.

Kristen Linthicum
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Kristen Linthicum is a third-year Ph.D. student in the Institute of Higher Education and a graduate assistant in the Office of the President at the University of Georgia. She has completed her coursework and is drafting her dissertation proposal. Linthicum's research focuses on how institutions respond to state policy decisions and the outcomes of institutions' responses. Linthicum earned Bachelor of Arts degrees in journalism and political science from the University of Georgia and a Master of Education in higher education degree from the University of Virginia.

Catherine Manly
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Catherine Manly is a doctoral candidate and research assistant in higher education at the University of Massachusetts Amherst. She earned her BA from Amherst College in 1994 and her MBA in technology management from the University of Phoenix Online in 2000. She has worked at Amherst College and Manchester Community College in Connecticut in educational technology and distance learning. Her primary research interests include transitions and change in postsecondary education, both for students and institutions. Her current research focuses on issues of equity in college access, success, and financing, as well as methodological issues involved with using multiple imputation. She has received awards for her work from the Northeastern Educational Research Association (NERA), as well as The College Board and the New England College Council. She has published articles in journals including *Research in Higher Education* and *Teachers College Record*.

Kali Morgan
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Kali Morgan is a doctoral candidate in the higher education program at the University of South Florida. She will defend her dissertation proposal this semester. Following her master's degree in Student Personnel in Higher Education from the University of Florida, Kali worked over five years providing academic support to students in science, technology, engineering, and mathematics (STEM) majors, vocational transfer degrees, and global citizenship initiatives. By helping students navigate a series of major state-level policy changes, she began to understand deeply how policy impacts students directly in both intended, positive ways and unintended ways. With her newfound interest in policy, Kali began studying federal policies and related state-level debates. After completing her doctoral studies, she plans to continue studying policy in an academic or advocacy capacity. Specifically, Kali is interested in curricular policies such as developmental education and the relationship between advancing liberal education and national demands for STEM graduates.

Elizabeth Park
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Elizabeth Park is a Ph.D. student in Urban Education Policy at the University of Southern California. Her current studies focus on two areas: success in four year institutions for low income students, and institutional policies and outcomes of English as a Second Language students at community colleges. Her recent work includes a monograph titled: Assessment and Placement Policies and Practices in Developmental Education: Evidence from Experimentation in a Large Urban Community College District in California. She also blogs for 21stcenturyscholar.org. Prior to joining USC, she worked as a researcher at an education policy evaluation firm called Research for Action. Some of her roles included: tracking postsecondary education policies, conducting cross-state analyses, and studying developmental education at community colleges. She holds a Master's degree in Education Policy at the University of Pennsylvania and a Bachelor's degree in Economics at the University of California, Los Angeles.

Melissa Peterson
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Melissa Peterson of the Navajo Nation is a Gates Millennium Scholar who is ABD at the University of Kansas in Higher Education Administration. As a proud Native American, Melissa aims to not only study the Native American population but to also support and advance Native Americans in higher education. As a first-generation doctoral candidate, Melissa will be one of few Native Americans having earned a doctoral degree. Her specific experience gives a voice for one of the smallest ethnic groups in higher education.

Jonathan Pryor
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Jonathan currently serves as UMKC's Assistant Director for LGBTQIA Programs & Services in the Office of Student Involvement, providing education and support to UMKC's students, faculty, and staff. Jonathan received his Bachelors degree in Communication Studies and Religious Studies from the University of Kansas and his Masters of Education degree in Educational Leadership & Policy Analysis with an emphasis in Student Affairs from the University of Missouri. He is a PhD Candidate studying Educational Leadership & Policy Analysis at Mizzou, where his research interests focus on higher education leadership and LGBTQ campus climate. His recent publications in the College Student Affairs Journal, Journal of College Student Development, and Journal of Student Affairs Research and Practice focus on the experiences of transgender students and the representation of LGBTQ people in higher education. His dissertation will explore college staff leadership strategies for advocating LGBTQ equity on college campuses.

Delma Ramos
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Delma Ramos is a PhD student in the Higher Education Department. Her work focuses on college success as shaped by policy and practice, with an emphasis on underserved populations. Additionally, she is interested in the assessment of programs with similar foci and on issues pertaining to educational quality and inclusive pedagogies in higher education, with a special interest in measure development. Delma's research agenda is driven by her passionate commitment to social justice and her vision for a more inclusive and accessible higher education system. Her research interests are further strengthened by her background as a first generation student and her exposure to scholars who study inequities in higher education as influenced by economic, social, and political contexts. Aside from her work at DU, Delma has collaborated with the RAND Corporation, ACE, ECS, and the Colorado DHE.

Jessica Robinson
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Jessica Robinson is a doctoral candidate at Baylor University in Waco, Texas, studying Higher Education Administration and Leadership. She currently works at the local community college (McLennan Community College) and has become increasingly passionate about community college student success. Her research interests include: student success, at-risk or high-risk students, the community college as an alternate model of higher education, college student spirituality, and identity studies. She has a Masters of Science in Educational Administration from Baylor University, a Masters of Divinity from Fuller Theological Seminary, and a Bachelor's of Theology from Whitworth University.

Patricia (Tricia) Ryan
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Patricia (Tricia) Ryan is entering her third year as a doctoral student in the Higher Education Research program at Texas Tech University (TTU). This fall, she will be beginning her dissertation, a study on career pathways and leadership of women college and university presidents. During her time at TTU, she has worked on a number of research projects and grants, including studies on vertical transfer, developmental math and the STEM degree pathway, and experiences of women leaders in higher education. Prior to attending TTU, Tricia worked for seven years in enrollment at a small, private college in New England and received her master's of arts in Higher Education Administration from Boston College. Tricia's research interests include higher education funding issues, women's leadership in higher education, and access to higher education.

Molly Sarubbi
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Molly Sarubbi is a PhD student in Higher Education at the University of Denver, and also serves as a Policy Researcher at the Education Commission of the States. in the

Postsecondary Institution. Her diverse professional experiences continue to utilize asset-based frameworks to examine the bridges between higher education and the public good. Grounded in a commitment to social justice and equity in education, her current scholarship focuses on access for traditionally under-served students and families, with a specific focus on educational pathways for former foster care youth, and the resulting imperatives for higher education policy and practice. Molly has held multiple leadership roles both at her institution, and with local and national foster youth advocacy organizations, and also currently serves as the Chair of the ASHE Ad-Hoc Committee for Local Engagement

Gregory Schuckman
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Greg Schuckman serves as Assistant Vice President for University Relations and Director of Federal Relations and Research Advancement for the University of Central Florida. Mr. Schuckman is a leading advocate for greater federal investments in research, student financial aid, and other programs that enable greater access – *and success* – for all students who pursue postsecondary education. Mr. Schuckman has served as an education commissioner three times representing three different states: First, as the student member of the Florida Postsecondary Education Commission in 1991; next as a representative from Virginia to the Education Commission of the States from 2008-10; and, most recently, as a member of the Maryland Higher Education Commission from 2011-15. Mr. Schuckman has also been actively engaged in community college leadership as a member of the Northern Virginia Community College Board from 2003-11 and as a member of the Association of Community College Trustees Board of Directors from 2006-10.

Joel (Scott) Self
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Joel (Scott) Self is a second-year doctoral student in Higher Education Research at Texas Tech University. He is also the Director of University Access Programs at Abilene Christian University in Abilene, Texas, where he manages a series of programs and institutional policies related to access and equity at the institution. His particular access interests include students who are low-income, first-generation, or have disabilities. Scott's approach to his current role is largely informed by his experiences as a speech-language pathologist as well as a full-time minister, and has a particular interest in finding policy solutions to issues of social justice and barriers to equity.

Eric Shannon
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Eric William Shannon is a Ph.D. student specializing in policy analysis and education policy at the University of Kansas's School of Public Affairs and Administration. Recent research focuses on competition in the two-year college market and the responses of public institutions to changes in their local market structure. Other work examines the impact of market-like policy instruments in education on various

outcome measures. Eric's research traditionally takes the form of large-n quantitative analysis. Eric received his M.P.P from Monmouth University and currently serves as a research assistant at the Center for Research Methods and Data Analysis.

Cheryl A. Shiber
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Cheryl Shiber earned her BA in Environmental Studies from Hobart and William Smith Colleges and her MPA from Seton Hall University, where she also worked full time teaching and managing the Help Desk and technology classrooms for the Academic Computing Center. Upon earning her MPA she then spent about fifteen years working in city management and as a resource development consultant to local governments, where she learned about how local government and community stakeholders interface with state and national level policy. In 2013, Cheryl returned to the realm of higher education in sponsored programs and advancement roles within the City University of New York (CUNY) system. Cheryl assumed her current role as the Grants Director at Union County College in New Jersey in 2013. She quickly became committed the mission of comprehensive community colleges and enrolled in the Ed.D. program in 2015.

Benjamin Skinner
Vanderbilt University
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Benjamin Skinner is currently at doctoral candidate at Vanderbilt University's Peabody College of Education and Human Development. His research interests concern the policies and practices that help students at community college and open access universities succeed. In his dissertation, he focuses the effectiveness of online learning at these postsecondary institutions. Skinner has co-authored papers published in the Economics of Education Review and the Journal of the European Higher Education Area. In all of his research Ben uses insights from human capital theory and techniques derived from data science to better understand how policy can ensure that students succeed at open access institutions. He is the author and maintainer of two open source software package meant to facilitate higher education research and the teaching of data science.

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Sharon Stein is a PhD candidate in Educational Studies at the University of British Columbia in Vancouver, Canada, and an alumna of the Ohio State University HESA MA program, where Dr. Tatiana Suspitsnya supervised her thesis. Her research examines dominant patterns of higher education scholarship and practice through de- and post-colonial analyses of mainstream histories and popular discourses, such as those related to good citizenship, the public good, social justice, and the 'knowledge economy.' In her practice, she seeks to support the development of enhanced critical literacies around how dominant discourses frame (and limit) possible responses in areas such as internationalization, privatization, and decolonization.

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Laura Struve is a doctoral candidate in the Program in Higher Education Leadership at the University of Texas at Austin. Laura earned her bachelor's degree in sociology from The Ohio State University and her master's in postsecondary educational

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Yarissa Ortiz-Vidal went from Puerto Rico to the US and from engineering into education. She has worked as a Spanish Instructor since 2007. She taught K-3 and undergraduates, including prisoners at the Maine State Prison.

Yarissa is currently pursuing a PhD in Higher Education at the University of Maine. Through her studies she is merging her engineering background with her passion for education. Born and raised in Puerto Rico, Yarissa started her journey at a boarding school created to lead students into STEM fields. In 1989, a brief visit to Massachusetts changed her future. She started at UMass that fall and completed a BS in Chemical Engineering in 1994. After several engineering jobs in Puerto Rico and Maine, Yarissa received an MBA from the University of Maine (2003). After a few years her engineering career came to a halt when her position was eliminated in 2006, presenting her with new opportunities.

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Stephanie Wapner is a doctoral candidate in Higher Education and Student Affairs at the Ohio State University. Her dissertation research explores the role of organizational identification in alumni giving. She earned an MBA, with a concentration in higher education management, from The Ohio State University in 2008 and a BA in political science from Tufts University in 2003. Prior to beginning her doctoral program, she taught undergraduate business strategy courses at Ohio State's Fisher College of Business and served in several positions in student affairs in research and residence life. She currently serves as a graduate assistant with Ohio State's Office of the Board of Trustees and is involved in her local community.

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Kelly Wickersham is a doctoral candidate in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison. She holds a master's and a bachelor's from the University of Wisconsin-Madison and has several years of professional experience in international higher education. Kelly's dissertation work focuses on how community college students, once enrolled, decide to further choose among competing postsecondary pathways. Drawing upon longitudinal survey data and rich narratives, her dissertation aims to build a conceptual model on

community college students' decision-making related to participating in alternative educational pathways. Kelly's larger research agenda centers on the complexity of community college student pathways through higher education and subsequent persistence and completion. Other research interests that Kelly pursues include the influence of life experiences on community college women's educational intent and pathways in science, technology, engineering, and mathematics (STEM) fields and community college student persistence and transfer in STEM more broadly.

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Paul York is a doctoral student in Texas A&M University's Higher Education Administration program. Paul has a passion for higher education finance policy and his research interests are primarily funding and student indebtedness. Specifically, Paul is interested in how funding policies affect student access, success, and perceived affordability. Prior to attending Texas A&M, Paul completed his masters of science in education in Indiana University's higher education & student affairs program.

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Ryan Young is a second year doctoral student in the Higher Education and Student Affairs program at the University of Iowa. He attended the University of Illinois Urbana-Champaign studying molecular and cellular biology. After participating in student government, his research interest turned to the campus environment around him. Ryan's immersion into campus policies and politics has been a primary motivator in his current research agenda, which focuses on institutional and governmental policies, practices, and strategic goals that have impacts on the routine lives of students. Ryan is particularly interesting in structural/organizational and legal changes that shape the outward perception of a campus's mission. His recent and current work focuses on the *Fisher v. Texas* Supreme Court cases, the emergence and evolution of the role of Chief Diversity Officer, and Open Meeting Act/Sunshine laws and their impact on the relationship between boards of trustees, faculty senates, and the broader campus community.