

Lauren Schudde
Department of Educational Leadership and Policy
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The University of Texas at Austin
Austin, TX 78712
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Education

- 2009-2013 Ph.D., Sociology, University of Wisconsin-Madison
Thesis: Heterogeneous Treatment Effects in Higher Education: Exploring Variation in the Effects of College Experiences on Student Success
- 2007-2009 M.S., Sociology, University of Wisconsin-Madison
Thesis: The Causal Effect of Campus Residency on College Student Retention
- 2001-2005 B.A., Psychology & Sociology, New York University
Magna cum laude, Departmental honors (Sociology)

Professional Appointments

- 2015 Assistant Professor, The University of Texas at Austin
Educational Leadership & Policy, Program in Higher Education Leadership
Sociology (by Courtesy)
Faculty Affiliate:
Population Research Center (2015-present)
Community College Research Center, Teachers College (2015-present)
Institute of Urban Policy Research and Analysis (2017-present)
Emerging Research Fellow, Charles A. Dana Center (2018-present)
- 2013-2015 Postdoctoral Fellow
Center for Analysis of Postsecondary Education and Employment
Community College Research Center, Teachers College, Columbia University

Peer-Reviewed Journal Articles (16)

Underlined text denotes graduate student co-author.

16. **Lauren Schudde**, Raymond S. Brown, and Wonsun Ryu. (Accepted). Major Movement: Examining Major Switching Patterns and Pathways at Community Colleges. *Review of Higher Education*.

15. **Lauren Schudde**, Huriya Jabbar, Eliza Epstein, and Elif Yucel. (Conditionally Accepted). Students' Sensemaking of Higher Education Policies During the Vertical Transfer Process. *American Educational Research Journal*, 1-53.

14. **Lauren Schudde**, Huriya Jabbar, and Catherine Hartman. (2020). How Political and Ecological Contexts Shape Community College Transfer. *Sociology of Education*, (online first), 1-19.
13. **Lauren Schudde**, Dwuana Bradley, and Caitlin Absher. (2020). Navigating Vertical Transfer Online: Access to and Usefulness of Transfer Information on Community College Websites. *Community College Review*, 48(1), 3-30.
<https://doi.org/10.1177%2F0091552119874500>
12. **Lauren Schudde** and Kaitlin Bernell. (2019). Non-Pecuniary Returns to Higher Education. *AERA Open*, 5(3), 1–18. <https://doi.org/10.1177%2F2332858419874056>
11. **Lauren Schudde** and Raymond Brown. (2019). Understanding Variation in Estimates of Diversionary Effects of Community College Entrance: A Systematic Review and Meta-Analysis. *Sociology of Education*, 92(3), 247-268. <https://doi.org/10.1177/0038040719848445>
10. Judith Scott-Clayton and **Lauren Schudde**. (2019). The Consequences of Performance Standards in Need-Based Aid: Evidence from Community Colleges. *Journal of Human Resources*, 55(4), 1105-1136. (online first). <https://doi.org/10.3368/jhr.55.4.0717-8961R2>
 - Previous version published online as an NBER working paper (October 10, 2016): <http://www.nber.org/papers/w22713>
9. **Lauren Schudde** and Akiva Yonah Meiselman. (2019). The Importance of Institutional Data Reporting Quality for Understanding Dev-Ed Math Enrollment and Outcomes. *Community College Journal of Research and Practice*. 44(5), 623-628.
<https://doi.org/10.1080/10668926.2019.1616635>
8. **Lauren Schudde** and Katherine Keisler. (2019). The Relationship Between Accelerated Dev-Ed Coursework and Early College Milestones: Examining College Momentum in a Reformed Mathematics Pathway. *AERA Open*, 5(1), 1-22. <https://doi.org/10.1177%2F2332858419829435>
7. **Lauren Schudde**. (2019). Short- and Long-Term Impacts of Engagement Experiences with Faculty and Peers at Community Colleges. *The Review of Higher Education*, 42(2), 385-426.
<https://doi.org/10.1353/rhe.2019.0001>
6. Saralyn McKinnon-Crowley, Eliza Epstein, Huriya Jabbar, and **Lauren Schudde**. (2019). Crossing the Shapeless River on a Government Craft: How Military-Affiliated Students Navigate Community College Transfer. *Community College Journal of Research and Practice*, 43(10-11), 756-769. <https://doi.org/10.1080/10668926.2019.1600613>
5. **Lauren Schudde**. (2018). Heterogeneous Effects in Education: The Promise and Challenge of Incorporating Intersectionality into Quantitative Methodological Approaches. *Review of Research in Education*, 42(1), 72-92. <https://doi.org/10.3102%2F0091732X18759040>

4. **Lauren Schudde**. (2016). The Interplay of Family Income, Campus Residency, and Student Retention (What Practitioners Should Know about Cultural Mismatch). *Journal of College and University Student Housing*, 43(1), 10-27. <https://eric.ed.gov/?id=EJ1149380>

3. **Lauren Schudde** and Judith Scott-Clayton. (2016). Pell Grants as Performance-Based Scholarships? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest Need-Based Aid Program. *Research in Higher Education*, 57(8), 943-967.

<https://doi.org/10.1007/s11162-016-9413-3>

- Previous version published online as a CAPSEE working paper (December 8, 2014): <http://capseecenter.org/pell-grants-as-performance-based-aid/>

2. **Lauren Schudde** and Sara Goldrick-Rab. (2015). On Second Chances and Stratification: How Sociologists Think About Community Colleges. *Community College Review* 43(1), 27-45.

<https://doi.org/10.1177%2F0091552114553296>

1. **Lauren Schudde**. (2011). The Causal Effect of Campus Residency on College Student Retention. *The Review of Higher Education*, 34(4), 581-610.

<https://doi.org/10.1353/rhe.2011.0023>

Peer-Reviewed Handbook Chapters (1)

Lauren Schudde and Eric Grodsky. (2018). The Community College Experience and Educational Equality: Theory, Research, and Policy. In B. Schneider (ed.) *Handbook of the Sociology of Education in the 21st Century*, pp. 405-430. Springer International Publishing.

Book Chapters (2)

Lauren Schudde and Sara Goldrick-Rab. (2016). Extending Opportunity, Perpetuating Privilege: Institutional Stratification amid Educational Expansion. In Bastedo, M., Altbach, P., Gumpert, P. & Berdahl, B. (Eds.), *American Higher Education in the 21st Century: Social, Political, and Economic Challenges*, 4th edition, pp. 345-377. Baltimore: Johns Hopkins University Press.

Sara Goldrick-Rab, **Lauren Schudde**, and Jacob Stampen. (2014). Making College Affordable: The Case for an Institution-Focused Approach to Federal Student Aid. In Kelly, A. & Goldrick-Rab, S. (Eds.) *Reinventing Financial Aid: Charting a New Course to College Affordability*, pp. 191-206. Cambridge, MA: Harvard Education Press.

Other Publications (5)

Policy Reports and Briefs:

5. **Lauren Schudde** and Akiva Yonah Meiselman. (2019). Early Outcomes of Texas Community College Students Enrolled in Dana Center Mathematics Pathways Prerequisite Developmental Courses. CAPR Research Brief (August 2019):

<https://ccrc.tc.columbia.edu/media/k2/attachments/early-outcomes-math-pathways-developmental-courses.pdf>

4. **Lauren Schudde**. (2019). Why Texas Should Mandate that Associate Degree Credits Can Be Readily Transferred from Two- to Four-Year Colleges. Scholar Strategy Network Key Findings Brief. <https://scholars.org/contribution/why-texas-should-mandate-associate-degree-credits-can-be-readily-transferred-two-four>

3. **Lauren Schudde**, Huriya Jabbar, and **Andrea Chevalier**. (2018). To Improve Community College Transfer in Texas, Students Need Better Information. PRC Research and Policy Brief: <https://repositories.lib.utexas.edu/bitstream/handle/2152/71426/prc-brief-3-17-schudde-tx-transfer-project.pdf>

2. Judith Scott-Clayton and **Lauren Schudde**. (2017). Performance requirements in need-based aid: What roles do they serve, and how well do they work? CAPSEE policy brief: <https://capseecenter.org/wp-content/uploads/2017/03/performance-requirements-need-based-aid.pdf>

1. Thomas Bailey, Davis Jenkins, John Fink, Jenna Cullinane, and **Lauren Schudde**. (2017). Policy Levers to Strengthen Community College Transfer Student Success in Texas. Greater Texas Foundation and Community College Research Center Policy Report: <https://ccrc.tc.columbia.edu/media/k2/attachments/policy-levers-to-strengthen-community-college-transfer-student-success-in-texas.pdf>

Academic Awards and Honors

Outstanding reviewer, *American Educational Research Journal*, AERA (2019)

Outstanding reviewer, *Sociology of Education*, American Sociological Association (2019)

National Academy of Education/Spencer Postdoctoral Fellowship (2018-2020)

Emerging Education Policy Scholar, Thomas B Fordham Institute (2017-2018)

Greater Texas Foundation Faculty Fellow (2016-2019)

Dissertation Prize, Albert Shanker Institute (2013)

Academic Fellow, Institute for Higher Education Policy (IHEP) and the Lumina Foundation (2013)

Educational Problems Graduate Student Paper Award, The Society for the Study of Social Problems (2013)

Maureen T. Hallinan Graduate Student Paper Honorable mention, American Educational Research Association, Sociology of Education Special Interest Group (2013)

National Academy of Education/Spencer Dissertation Fellowship (2012-2013)

American Education Research Association Dissertation Grant, sponsored by the National Science Foundation (2012-2013)¹

Association for Institutional Research Dissertation Grant, sponsored by the National Science Foundation (2012-2013)¹

Institute for Research on Poverty Dissertation Research Award, University of Wisconsin-Madison (2011-2012)

Institute for Research on Poverty Graduate Research Fellow, University of Wisconsin-Madison (2010-2013)

Institute of Education Sciences Pre-doctoral Training Fellowship, U.S. Department of Education (2007-2010)

External Grants

In Progress

English Learner Status and Postsecondary Outcomes: Exploring Patterns and Policy Levers to Close Gaps. 2020-2023. Greater Texas Foundation. Co-Principal Investigator (PI: Rebecca Callahan, UT Austin)—\$400,000.

Getting Through the Gateway: Can Corequisite Algebra Improve STEM Progress and Degree Attainment at Community and Technical Colleges? 2019-2022. National Science Foundation, Education and Human Resources directorate. Principal Investigator—\$300,000.

The Texas Transfer Project: Understanding the Experience of Transfer-Intending Community College Students at Various Phases of the Transfer Process. 2018-2020. Greater Texas Foundation. Principal Investigator (Co-PI: Huriya Jabbar, UT Austin)—\$398,000.

Laying Bare the Hidden Curriculum: The Effect of Institutional Practices and Policies on Vertical Transfer from Community Colleges. 2018-2020. National Academy of Education/Spencer Postdoctoral Fellowship. Principal Investigator—\$70,000.

Guided Pathways Initiative Evaluation. 2017-2019. Greater Texas Foundation. Sub-contract of grant to Office of Strategy and Policy, University of Texas at Austin, Kathleen Brock and Harrison Keller (PIs, UT Austin)—\$50,000. (My evaluation work comprised \$50,000 of the overall project budget, which was \$500,000).

Completed

¹ Declined: Unable to accept concurrent awards

Tell Me What I Need to Know: How Texas CC Students Experience and Interpret State Transfer Policies. 2017-2018. Greater Texas Foundation. Principal Investigator (Co-PI: Huriya Jabbar, UT Austin)—\$130,000.

Implications of Texas Transfer Policies for Community College Transfer Success. 2016-2019. Greater Texas Foundation. Principal Investigator—\$90,000.

Strengthening Two- to Four-Year College Transfer Pathways in Texas. 2015-2016. Greater Texas Foundation. Sub-contract of grant to Community College Research Center, Thomas Bailey (PI), Teachers College, Columbia University—\$39,005.

Non-Pecuniary Returns to Postsecondary Education. 2015-2016. Institute of Education Sciences, U.S. Department of Education. Sub-contract of center grant to Center for Analysis of Postsecondary Education and Employment, Thomas Bailey (PI), Teachers College, Columbia University—\$23,842.

Disadvantaged and Disengaged? How Financial Constraints Impact College Experiences and Success for Low-Income Students. 2012-2013. National Academy of Education/Spencer Dissertation Fellowship—\$25,000.

Internal Grants

In Progress

Linguistic Status and College-going: Identifying and Understanding Ever-EL Students' Postsecondary Participation Patterns. 2019. College of Education Small Grant. Co-Principal Investigator (PI: Rebecca Callahan, UT Austin)—\$9,919.

Linguistic Status and College-going: Identifying and Understanding Ever-EL Students' Postsecondary Participation Patterns. 2019. Population Research Center Seed Grant. Co-Principal Investigator (PI: Rebecca Callahan, UT Austin)—\$14,000.

Completed

Failure in Co-Requisite Math Courses: Identifying Patterns and Developing Interventions. 2018. Population Research Center Seed Grant. Principal Investigator—\$10,000.

The Path Less Traveled: Examining the Transparency of Transfer Pathways from Community Colleges to Public Universities in Texas. 2016. UT Austin Summer Research Assignment. Principal Investigator.

Refereed Conference Presentations

Ibrahim Bicak, **Lauren Schudde**, & Kristina Flores. Course Repetition in College-level Mathematics Courses among Community College Transfer Students. Association for the Study of Higher Education annual meeting, virtual conference.

Huriya Jabbar, **Lauren Schudde**, Marisol Garza, & Saralyn McKinnon-Crowley. Bridges or Barriers? How Institutions Condition Community College Transfer. Association for the Study of Higher Education annual meeting, virtual conference.

Lauren Schudde, Huriya Jabbar, Eliza Epstein, & Elif Yucel. (2020). Students' Sensemaking of Higher Education Policies during the Vertical Transfer Process. Association for the Study of Higher Education annual meeting, virtual conference.

Lauren Schudde, Huriya Jabbar, Eliza Epstein, & Elif Yucel. (2020). Students' Sensemaking of Higher Education Policies during the Vertical Transfer Process. Association for Public Policy Analysis and Management annual meeting, virtual conference.

Lauren Schudde and Meghan Shea. (2020). Heterogeneous Returns to Credits for Public Two-Year College Entrants. Association for Education Finance and Policy annual meeting, virtual conference in lieu of in-person meeting in Fort Worth, TX.

Lauren Schudde, Ibrahim Bicak, and Meghan Shea. (2019). Getting to the Core of Credit Transfer: How do General Education Credits Predict Baccalaureate Attainment for Community College Transfer Students? Association for the Study of Higher Education annual meeting, Portland, OR.

Elif Yucel, **Lauren Schudde**, and Huriya Jabbar. (2019). Navigating Transfer in Texas: A Network Approach to Understanding How Community College Students Seek Support Throughout Their Transfer Journey. Association for the Study of Higher Education annual meeting, Portland, OR.

Saralyn McKinnon-Crowley, Eliza Epstein, **Lauren Schudde**, and Huriya Jabbar. (2019). "I Have to Get a Degree": How Transfer-Intending Students Conceptualize the Purpose of Higher Education. Association for the Study of Higher Education annual meeting, Portland, OR.

Lauren Schudde and Meghan Shea. (2019). Credit Returns for Public Two-Year Entrants: Examining Patterns for Degree Recipients and Non-Completers. American Sociological Association annual meeting, New York, NY.

Lauren Schudde, Raymond S. Brown, and Wonsun Ryu. (2019). Major Movement: Examining Major Switching Patterns at Community Colleges. American Educational Research Association annual meeting, Toronto, ON.

Lauren Schudde, Huriya Jabbar, Eliza Epstein, and Elif Yucel. (2019). Students' Sensemaking of Higher Education Policies During the Vertical Transfer Process. Council for the Study of Community Colleges, San Diego, CA.

Lauren Schudde, Huriya Jabbar, and Catherine Hartman. (2018). Navigating the Shapeless River: Institutional Contexts and Information-Seeking Behaviors of Transfer-Intending Community College Students. American Sociological Association, Philadelphia, PA.

Lauren Schudde. (2018). Community College Transfer Policies in Texas: Take-Up of the Core and Field of Study Curricula and Implications for Transfer Student Success. Council for the Study of Community Colleges, Dallas, TX.

Lauren Schudde and Raymond S. Brown. (2018). Community College Effects: Evidence of Diversionary Effects and the Role of Methodological Choice. American Educational Research Association, New York, NY.

Lauren Schudde. (2017). Nonpecuniary Returns to Postsecondary Education: Examining Early Non-Wage Labor Market Outcomes Among College-Goers in the United States. Association for the Study of Higher Education, Houston, TX.

Lauren Schudde, Huriya Jabbar, & Catherine Hartman. (2017). Navigating the Shapeless River: Differences between Student and Personnel Perspectives of Transfer Processes and Pathways at Community Colleges. Association for the Study of Higher Education, Houston, TX.

Lauren Schudde. (2017). Foundations for College Momentum: Early Outcomes for Accelerated Developmental Education Coursework in a Reformed Mathematics Pathway. Roundtable presentation at Texas Higher Education Symposium, Austin, TX.

Lauren Schudde. (2017). The Effects of Satisfactory Academic Progress Requirements on Pell Grant Recipients: Evidence from Two State Community College Systems. Center for Analysis of Postsecondary Education and Employment conference, Washington, DC.

Lauren Schudde and Dwuana Bradley. (2017). Transfer Policies and Pathways in a Decentralized Higher Education System: Vertical Transfer in Texas. American Educational Research Association annual meeting, San Antonio, TX; National Institute for Staff and Organizational Development annual conference, Austin, TX.

Lauren Schudde and Dwuana Bradley. (2016). Strengthening Two- to Four-Year College Transfer Pathways in Texas. Texas Higher Education Symposium, Austin, TX.

Lauren Schudde and Sarah Bruch. (2015). Mind the Gap: Examining the Black-White Degree Attainment Gap at Selective Colleges. Association for the Study of Higher Education, Denver, CO.

Lauren Schudde and Judith Scott-Clayton. (2015). Pell Grants as Performance-Based Aid? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest 'Need-Based' Aid Program. American Educational Research Association, Chicago, IL.

Judith Scott-Clayton and **Lauren Schudde**. (2015). The Impact of Performance Standards on Pell Students' Academic and Labor Market Outcomes. Association for Education Finance and Policy, Washington, DC; National Bureau of Economic Research's Education Program and Children's Program Meeting, Cambridge, MA; Association for Public Policy Analysis & Management, Miami, FL.

Lauren Schudde and Judith Scott-Clayton. (2014). Satisfactory Academic Progress Requirements: Pell Grant Loss Prevalence and Impact on Student Outcomes. Association for Education Finance and Policy, San Antonio, TX.

Lauren Schudde. (2013). A New Look at the Experiential Core of College Life: Unveiling Sources of Persistent Inequality in American Higher Education. Society for the Study of Social Problems annual meeting, New York, NY.

Lauren Schudde. (2012). Disadvantaged and Disengaged? How Financial Constraints Impact College Experiences and Success for Low-Income Students. American Sociological Association annual meeting, Denver, CO.

Lauren Schudde. (2012). Affording to Succeed: The Causal Impact of Financial Constraints on The College Experience. American Educational Research Association annual meeting, Vancouver, BC; Poster presented at the Association of Educational Finance and Policy annual meeting, Boston, MA.

Lauren Schudde. (2010). Living and Learning: Can Campus Residency Reduce Inequality in College Completion? Poster presented at the Institute of Education Sciences annual meeting, National Harbor, MD.

Geoffrey Borman, Sarah Bruch, and **Lauren Schudde.** (2008). Transitional Bilingual Education and Two-Way Bilingual Education vs. Structural Immersion Programs: The effect of alternative bilingual education models on English outcomes in the early grades. Poster presented at the Institute of Education Sciences annual meeting, Washington, DC.

Invited Presentations

June 2020 Beginning Postsecondary Students (BPS) 20/22 Technical Review Panel meeting, National Center for Education Statistics. Presented research example from prior wave of BPS. Major Movement: Examining Major-Switching at Community Colleges. Virtual technical review panel meeting in lieu of in-person meeting in Washington, DC.

June 2019 Texas Corequisite Continuous Improvement Conference, Austin Community College. Keynote speaker. Getting Through the Gateway: Emerging Evidence on Corequisite Coursework at Community Colleges. Austin, TX.

June 2019 Texas Equity in Mathematics Convening, Dana Center. Examining Equity in Math Pathways in Texas: Early Cohorts of the Dana Center Math Pathways. Austin, TX.

March 2019 National Academies of Sciences, Engineering, and Medicine, expert panelist at Board of Science Education / Board on Mathematical Sciences and Analytics two-day public workshop: Understanding Success and Failure of Students in Developmental Mathematics. National Academy of Sciences, Washington, DC.

January 2019 National Association of Latino Elected Officials Education Fund, Texas Statewide Policy Institute on Higher Education. Leveraging the Transfer Process to Improve Student Success. San Antonio, TX.

September 2018 60x30TX meeting, Texas Higher Education Coordinating Board. The Impact of Transfer Policies on Community College Student's Transfer Experiences and Outcomes. Austin, TX.

August 2018 Dana Center, Higher Education Sync Meeting. Math Pathways in Texas: DCMP Evaluation and Other Findings from ERC Data. Austin, TX.

August 2018 Greater Texas Foundation, Board Retreat. Credit When It's Due: Dual Credit & Transfer in Texas. San Antonio, TX.

May 2018 Teacher Transfer Pipeline Advisory Panel Conference. Panelist: "Two-year/Four-year College Transfer Perspectives. St. Edward's University and Austin Community College collaboration, Austin, TX.

July 2017 Convening on Transfer Policy and Latinos in Texas, *Excelencia* in Education with Greater Texas Foundation. Summary of Texas Transfer Policy: Recommendations for Consideration. Texas Association of Community Colleges, Austin, TX

February 2017 60x30TX meeting, Texas Higher Education Coordinating Board. Policy Levers to Strengthen Community College Transfer Student Success in Texas. Austin, TX.

December 2015 Applied Micro Seminar, Department of Economics, University of Texas. Pell Grants as Performance-Based Aid? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest Need-Based Aid Program. Austin, TX.

December 2014 American Council on Education, Center for Policy Research and Strategy. Pell Grants as Performance-Based Aid? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest Need-Based Aid Program. Washington, DC.

Teaching Experience

Quantitative Research Design and Analysis
Department of Educational Leadership and Policy, The University of Texas at Austin
Spring 2018, 2019, 2020

The College Student
Department of Educational Leadership and Policy, The University of Texas at Austin
Spring 2016, 2017, 2018, 2019

Educational Economics and Finance
Department of Educational Leadership and Policy, The University of Texas at Austin
Fall 2015, 2017

Methods of Sociological Inquiry
Department of Sociology, University of Wisconsin-Madison
Fall 2010, Spring 2011

Mentoring and Advising

Postdoctoral Fellows

- Wonsun Ryu (2020-present), Population Research Center

Dissertation Committee Chair, Program in Higher Education Leadership

Completed (3):

- Frank Hernandez (November 2017) (co-chair: Richard Reddick); Current position: Consultant
- Yughi Kim (May 2019); Current position: Program director, Texas Higher Education Coordinating Board
- Catherine Hartman (May 2019); Current position: Postdoctoral researcher, National Resource Center for the First-Year Experience, University of South Carolina
- Kaitlin Bernell (November 2020)

Ongoing (4):

- Raymond “Casey” Brown (proposal defended August 2019)
- Marisol Garza (proposal defended: May 2020)
- Ibrahim Bicak (anticipated proposal defense: spring 2021)

Dissertation Committee Member

Completed (5):

- Anna Drake (ELP/PHEL, defended December 2016)
- Laura Struve (ELP/PHEL, defended April 2017)
- Emily Johnson (ELP/PHEL, defended May 2018)
- Meghan Shea (Economics, defended: April 2020)
- Wonsun Ryu (ELP/PHEL, defended August 2020)

Ongoing (1):

- Kristina Flores (C&I/STEM Ed, expected defense: May 2021)

Doctoral Student Advisor, Program in Higher Education Leadership

- Frank Hernandez (2014 cohort; advisor from 2016-2017)
- Yughi Kim (2014 cohort; 2017-2019)
- Catherine Hartman (2015 cohort; 2016-2019)
- Kaitlin Bernell (2015 cohort; 2016-2020)
- Raymond “Casey” Brown (2016 cohort; 2016-present)
- Dwuana Bradley (2016 cohort; 2016-2018)
- Ibrahim Bicak (2017 cohort; 2017-present)
- Marisol Garza (2017 cohort; 2017-present)
- Kim Pack (2020-present)

Masters’ Student Advisor, Program in Higher Education Leadership

- Caroline Carruthers (2019 cohort)
- Ashley Wasserman (2019 cohort)
- Jocelyn Sobieraj (2020 cohort)

National Service

Selected Service to the Profession:

- Panelist, Belk Center for Community College Leadership and Research (NC State), Research-To-Practice Transfer Series on Promoting Equitable Community College Transfer Pathways, webinar with 400 attendees (2020).
- Technical Review Panel, Beginning Postsecondary Students (BPS) Longitudinal Study, National Center for Education Statistics, virtual convening in lieu of meeting in Washington, D.C. due to COVID-19 (2020)
- Technical Review Panel, National Postsecondary Student Aid Study, National Center for Education Statistics, Washington, D.C. (2019)
- Research lead, Corequisite Design Collaborative, Charles A. Dana Center (2019-present)
- Participant, National Convening on Community Colleges, American Council on Education, Washington, D.C. (2018)
- Conference Organizer, Center for the Analysis of Postsecondary Education and Employment Conference: “The Value of Higher Education—And How to Further Strengthen It,” Washington, D.C. (2014)

Service on Academic Journals:

- Associate Editor: *Research in Higher Education* (1/2021-present)
- Editorial Board, *Sociology of Education* (2020-present)
- Editorial Board, *American Education Research Journal* (2017-2020)
- Ad-hoc Research Manuscript Reviewer: *Research in Higher Education*, *Journal of Higher Education*, *Review of Higher Education*, *Educational Researcher*, *Sociology of Education*, *Teachers College Record*, *The Sociological Quarterly*, *Social Forces*, *Journal of Human Resources*, *Educational Evaluation and Policy Analysis*, *Journal of Policy Analysis and Management*

Service to Professional Associations:

American Educational Research Association

- Chair, Maureen Hallinan Graduate Student Paper Award, Sociology of Education Special Interest Group (2020)
- Annual conference session discussant/chair, Division J and/or Sociology of Education SIG (since 2017)
- Conference proposal reviewer, Division J and/or Sociology of Education SIG (since 2015)
- Panel organizer and chair, annual meeting (Division J), “Research, Teaching, Service, and Life: Achieving Balance as Doctoral Students and Faculty” & “Division J Vice Presidential Session: Negotiating the Job Market,” Vancouver, B.C. (2012)

- Panel Organizer and Chair, “Bridging the Gap: Translating Higher Education Research into Policy” & “Division J Vice Presidential Session: Funding for Research,” New Orleans, L.A. (2011)
- Graduate student representative, Division J (2011-2012)

Association for the Study of Higher Education

- Invited panel participant at annual meeting, “Graduate Student Session: Conversations with Newly Minted PhD’s” (2015)
- Conference proposal reviewer (since 2017)

Council for the Study of Community Colleges

- CSCC Dissertation of the Year Committee (2020, 2021)
- Annual conference session discussant/chair (since 2019)
- Conference proposal reviewer (since 2018)

American Sociological Association

- Annual conference session discussant/chair (since 2018)
- Conference proposal reviewer (since 2018)

State Service

- Member, Texas Transfer Alliance Data Workgroup (2019-present)
- Steering committee member, Texas Pathways Knowledge Development Steering Committee, Texas Association of Community Colleges (2018-2021)
- Member, Education Research Center Working Group (building data documentation and improving ERC usability), facilitated by Texas Higher Education Coordinating Board (2018-present)

University Service

- Member, Outstanding Graduate Teaching Award Review Committee (2019)

College of Education Service

- Hiring Committee Member, Pre-Award Sr. Grants & Contracts Specialist, Office of Educational Research Support (2018)
- Ed Talks Co-Organizer, Internal speaker organizer (2017-2018)

Departmental Service: Educational Leadership and Policy

- Member, Executive Council, Elected assistant professor representative (2019-2021)
- Member, Research Methods Committee (2018-2019)
- Member, Research Methods Committee (2018-2019)
- Member, Doctoral Admissions Committee, Program in Higher Education Leadership (since 2015)
- Member, Postdoctoral Fellow Hiring Committee, Program in Higher Education Leadership (2017, 2018)
- Member, Specialized Qualifying Exam Policies Committee (2017)
- Organizer and facilitator, PhD Student Job Market Workshop (fall 2016)

- Organizer, PhD Student Job Market Resources (2016-present)

Professional Affiliations:

American Educational Research Association
American Sociological Association
Association for the Study of Higher Education
Association of Education Finance and Policy
Council for the Study of Community Colleges