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## DERYL K. HATCH-TOCAIMAZA, PHD

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Selected works: [goo.gl/1QH5PV](https://goo.gl/1QH5PV)

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### EDUCATION

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|------|---|
| 2013 | Ph.D., Higher Education Administration<br>The University of Texas at Austin<br>[Graduate Portfolio in Applied Statistical Modeling] |
| 2006 | Ed.M, Technology, Innovation, and Education<br>Harvard Graduate School of Education, Cambridge, MA                                  |
| 2003 | B.A., Linguistics, Magna Cum Laude<br>Brigham Young University, Provo, UT   |
| 1999 | Proud Community College Transfer Student<br>Mt. San Antonio College, Walnut, CA   |

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### PROFESSIONAL APPOINTMENTS

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| 2019–Present | Associate Professor<br>Educational Administration, College of Education and Human Sciences<br>University of Nebraska–Lincoln<br>Faculty Fellow:<br>(1) <i>The Center for Great Plains Studies, at the University of Nebraska, 2022–present</i><br>Faculty Affiliate:<br>(2) <i>Project MALES, Mentoring to Achieve Latino Educational Success, at the University of Texas at Austin, 2015–present</i><br>(3) <i>The Nebraska Center for Research on Children, Youth, Families and Schools (CYFS), 2013–present</i><br>(4) <i>The Center for Community College Student Engagement (CCCSE) at the University of Texas at Austin, 2013–present</i> |
| 2013–2019    | Assistant Professor<br>Educational Administration, College of Education and Human Sciences<br>University of Nebraska–Lincoln  |
| 2012–2013    | Research Associate<br>The Center for Community College Student Engagement<br>Community College Leadership Program<br>The University of Texas at Austin  |
| 2009–2012    | Graduate Research Assistant<br>The Center for Community College Student Engagement  |

Community College Leadership Program  
The University of Texas at Austin

2005–2006

Research Assistant  
WIDE World Online Training  
Harvard Graduate School of Education, Cambridge, MA

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## PUBLICATIONS AND CREATIVE ACTIVITY

**\*\*Graduate advisee collaborator, \*Graduate student collaborator at time of project**

### Refereed Journal Articles Submitted or Under Ongoing Review in 2022

1. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, Corey-Rivas, S., Garcia, J., & Dixit, A. (Under review). A community-based, culturally engaging STEM learning environment and its impact on students' psychosocial attributes at a rural Hispanic Serving Institution (HSI). Submitted January 2024 to *CBE—Life Sciences Education*.

### Refereed Journal Articles

1. **Hatch-Tocaimaza, D. K.**, \*\*Long, J., \*Oliver Andrew, R., & \*Tobias, C. (2023). No justice without sustainability: Taking the climate and environment literally in diversity, equity, and inclusion work. One preprint in *Journal of Diversity in Higher Education*. doi:[10.1037/dhe0000498](https://doi.org/10.1037/dhe0000498). Alternative preprint also here: <https://osf.io/preprints/socarxiv/ukmbq/>
2. Jones, V. A., Briscoe, K. L., **Hatch-Tocaimaza, D. K.**, & Martinez, E. (2023). The commodification of Men of Color initiatives: Community colleges directors' experiences with non-performative commitment. Forthcoming in *International Journal of Qualitative Studies in Education*. doi: [10.1080/09518398.2023.2258107](https://doi.org/10.1080/09518398.2023.2258107)
3. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, & Rios-Aguilar, C. (2023). On the impossibilities of advancing racial justice in higher education research through reliance on the campus climate heuristic. *Journal of Diversity in Higher Education*, 16(2), 144-156. doi: [10.1037/dhe0000323](https://doi.org/10.1037/dhe0000323)
4. **Hatch-Tocaimaza, D. K.**, Mardock-Uman, N., Garcia, C. E., & Rodriguez, S. (2021). Charting the design of community college student success courses: Uncovering their espoused and enacted curricula. *Community College Journal of Research and Practice*, 45(10), 756-772. doi: [10.1080/10668926.2020.1797598](https://doi.org/10.1080/10668926.2020.1797598)
5. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, & Abrica, B. (2020). Sueños de los flyover states: Narratives of Latino males in the Great Plains. *Community College Journal of Research and Practice*, 44(3), 224–237. doi: [10.1080/10668926.2019.1567405](https://doi.org/10.1080/10668926.2019.1567405)
6. \*\*Briscoe, K. L., Jones, V., **Hatch-Tocaimaza, D. K.**, & Martinez Jr, E. (2020). Positionality and power: The individual's role in directing community college Men of Color initiatives. *Journal of Student Affairs Research and Practice*, 57(5), 473-486. doi: [10.1080/19496591.2019.1699103](https://doi.org/10.1080/19496591.2019.1699103)

7. \*\*Fullerton, A. B., **Hatch-Tocaimaza, D. K.**, Meltzer, A., & Synstelien, S. (2020). Professional military education in the Marine Corps Reserve: A narrative inquiry. *New Horizons in Adult Education and Human Resource Development*, 32(5), 5-19. doi: [10.1002/nha3.20285](https://doi.org/10.1002/nha3.20285)
8. Abrica, E. J. & **Hatch-Tocaimaza, D. K.** (2019). Exploring students' agentic and multidimensional perceptions of oppressive campus environments: The development of a transformational impetus. *The Review of Higher Education* 43(1), 483-517. doi: [10.1353/rhe.2019.0103](https://doi.org/10.1353/rhe.2019.0103)
9. **Hatch, D. K.**, \*Garcia, C. E., \*\*Mardock-Uman, N., Rodriguez, S., & Young, D. H. (2019). What works: Learning outcomes due to design variations in community college student success courses. *Teachers College Record*, 121(7). <http://www.tcrecord.org/Content.asp?ContentId=22697>
10. **Hatch, D. K.**, \*\*Mardock-Uman, N., \*Garcia, C. E., & \*\*Johnson, M. (2018). Best laid plans: An activity systems analysis of how community college student success courses work. *Community College Review*, 46(2), 115-144. doi: [10.1177/0091552118760191](https://doi.org/10.1177/0091552118760191)
11. **Hatch, D. K.**, \*\*Mardock-Uman, N., & \*Nelson, M. (2018). Content validation of the Community College Student Success Program Inventory (CCSSPI). *Community College Journal of Research and Practice*, 42(6), 439-444. doi: [10.1080/10668926.2017.1323694](https://doi.org/10.1080/10668926.2017.1323694)
12. **Hatch, D. K.** (2017). The structure of student engagement in community college student success programs: A quantitative activity systems analysis. *AERA Open*, 3(4), 1-14. doi: [10.1177/2332858417732744](https://doi.org/10.1177/2332858417732744)
13. **Hatch, D. K.** & \*Garcia, C. E. (2017). Academic advising and the persistence intentions of community college students in their first weeks in college. *Review of Higher Education*, 40(3), 353-390. doi: [10.1353/rhe.2017.0012](https://doi.org/10.1353/rhe.2017.0012)
14. \*Tuliao, M., **Hatch, D. K.**, & Torraco, R. J. (2017). Refugee students in community colleges: How colleges can respond to an emerging demographic challenge. *Journal of Applied Research in the Community College*, 24(1), 15-26.
15. Bukoski, B. E., & **Hatch, D. K.** (2016). "We're still here ... we're not giving up": Black and Latino men's narratives of transition to community college. *Community College Review*, 44(2), 99-118. doi: [10.1177/0091552115621385](https://doi.org/10.1177/0091552115621385)
16. **Hatch, D. K.** & Bohlig, E. M. (2016). An empirical typology of the latent programmatic structure of promising practices at community colleges. *Research in Higher Education*, 57(1), 72-98. doi: [10.1007/s11162-015-9379-6](https://doi.org/10.1007/s11162-015-9379-6)
17. **Hatch, D. K.**, \*Garcia, C. E., & Sáenz, V. B. (2016). Latino men in two-year public colleges: State-level enrollments changes and equity trends over the last decade. *Journal of Applied Research in the Community College*, 23(2), 73-92.

18. Hatch, D. K., \*\*Mardock-Uman, N., & \*Garcia, C. E. (2016). Variation within the “new Latino diaspora”: A decade of changes across the U.S. in the equitable participation of Latina/os in higher education. *Journal of Hispanic Higher Education*, 15(4), 358–385. doi: [10.1177/1538192715607333](https://doi.org/10.1177/1538192715607333)
19. Hatch, D. K. & Bohlig, E. M. (2015). The scope and design of structured group learning experiences at community colleges. *Community College Journal of Research and Practice*, 39(9), 819–838. doi: [10.1080/10668926.2014.911128](https://doi.org/10.1080/10668926.2014.911128)
20. Hatch, D. K. (2012). Unpacking the black box of student engagement: The need for programmatic investigation of high impact practices. *Community College Journal of Research and Practice*, 36(11), 903–915. doi: [10.1080/10668926.2012.690319](https://doi.org/10.1080/10668926.2012.690319)
21. Sáenz, V. B., Hatch, D. K., Bukoski, B. E., Kim, S., Lee, K., & Valdez, P. (2011). Community college student engagement patterns: A typology revealed through exploratory cluster analysis. *Community College Review*, 39(3), 235–267. doi: [10.1177/0091552111416643](https://doi.org/10.1177/0091552111416643)

### Refereed Book Chapters

1. Hatch, D. K. (2016). A brief history and a framework for understanding commonalities and differences of community college student success programs. *New Directions for Community Colleges*, 2016(175), 19–31. doi: [10.1002/cc.20209](https://doi.org/10.1002/cc.20209)
2. Hatch, D. K., Crisp, G., & Wesley, K. (2016). What’s in a name? The challenge and utility of defining promising and high-impact practices. *New Directions for Community Colleges*, 2016(175), 9–17. doi: [10.1002/cc.20208](https://doi.org/10.1002/cc.20208)

### Edited Works/Journals/Books

1. Hatch-Tocaimaza, D. K. & Hu, X. (Eds.) (2019). Special issue: Practice briefs for bridging research and practice in community colleges. *Journal of Applied Research in the Community College*.
2. Crisp, G., & Hatch, D. K. (Eds.) (2016). Promising and high-impact practices: Student success programs in the community college context. [New Directions for Community Colleges, 2016\(175\)](https://doi.org/10.1002/cc.20208).

### Reprints

1. Sáenz, V. B., Hatch, D. K., Bukoski, B. E., Kim, S., Lee, K., & Valdez, P. (2012). Community college student engagement patterns: A typology revealed through exploratory cluster analysis. In J. Goodwin (Ed.), [SAGE secondary data analysis](https://doi.org/10.1002/cc.20208), Volume II: Quantitative approaches to secondary analysis. (179–210). Thousand Oaks, CA: SAGE.  
*Selected for inclusion in the SAGE Library of Research Methods, described as a series that provides “systematic, comprehensive overviews of the ‘best of’ published in our specialist methods journals and empirical subject journals.” Among co-authors, I was the sole designer of the analytical approach for this article. Originally published in Community College Review, 39(3), 235–267.*

### White Papers and Invited Journal Articles

1. **Hatch-Tocaimaza, D. K.**, & Hu, X. (2019, April 5). The case for the practice brief in community college studies: Writing to bridge research and practice. [SocArXiv](https://osf.io/preprints/socarxiv/4nmbv). <https://osf.io/preprints/socarxiv/4nmbv>
2. **Hatch, D. K.** (2012). O significado do comprometimento do estudante em contexto: Esclarecendo concepções familiares em âmbitos estrangeiros. [The meaning of student engagement in context: Clarifying familiar conceptualizations in foreign settings]. [\*Revista Educação por Escrito – PUCRS\*, 3\(1\), 114–121.](#)

### Book Reviews

1. **Hatch, D. K.** (2016). [Review of the book *Hispanic-Serving Institutions: Advancing research and transformative practice*, by A.-M. Núñez, S. Hurtado, & E. Calderón Galdeano]. *Review of Higher Education*, 39(2), 312–315. doi: [10.1353/rhe.2016.0008](https://doi.org/10.1353/rhe.2016.0008)
2. **Hatch, D. K.** (2011). [Review of the book *How the university works: Higher education and the low-wage nation*, by M. Bousquet]. [\*Revista Educação por Escrito – PUCRS\*, 2\(1\), 93-98.](#)

### Research and Policy Briefs

1. Briscoe, K. L., Jones, V. A., Hatch-Tocaimaza, D. K., & Martinez Jr, E. (2023). Positionality and power: *The individual's role in directing community college Men of Color initiatives* (Research Brief No. 31). Project MALES Faculty & Research Affiliates. [https://diversity.utexas.edu/projectmales/wp-content/uploads/sites/22/2023/04/PM-Research-Brief No31.pdf](https://diversity.utexas.edu/projectmales/wp-content/uploads/sites/22/2023/04/PM-Research-Brief-No31.pdf)
2. Tuliao, M., **Hatch-Tocaimaza, D. K.**, & Torracco, R. J. (2018). Refugee students in community colleges: How colleges can respond to an emerging demographic challenge. *Instructional Leadership Abstracts*, 10(2), 1–4.
3. **Hatch, D. K.** (2017, June). Latino men in two-year public colleges: State-level enrollment changes and equity trends over the last decade. *Project MALES Faculty/Research Affiliates Research Brief*, 10, 1–2. Available from <http://diversity.utexas.edu/projectmales/wp-content/uploads/2017/06/Hatch-Tocaimaza-Issue-10-2.pdf>

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## GRANTS

### Funded Grants

- Submitted: September, 2019. Awarded: March, 2020. \$1,801,008.  
 Corey-Rivas, S., Zebrowski, J., Martinez, E., Abrica, E., & **Hatch-Tocaimaza, D. K.** (Co-PI 7%). *SomosSTEM! Integrated Science Pathway Model for Improving Undergraduate STEM Education at a Rural HSI*.  
 National Science Foundation (NSF) Improving Undergraduate STEM Education Hispanic-Serving Institutions (I-USE HSI) grant program.
- Submitted: January, 2017. Awarded: February, 2017. \$10,000.  
 Abrica, E., Tuliao, M., & **Hatch, D. K.** (Co-PI 33%). *Immigrant pathways in the Nebraska community college system: Toward a consideration of the Immigrant Serving Institution*.

Center for the Study of Community Colleges, Los Angeles, CA, Grants for Innovative Research on Community Colleges, Funding Period: 2017–2018.

Submitted: October, 2015. Awarded: December, 2015. \$9,883.

**Hatch, D. K.** (PI 100%). *What works and why: Impact heterogeneity and designs of community college student success programs.*

Layman Award at the University of Nebraska–Lincoln. Funding Period: 2016–2017.

Submitted: November, 2014. Awarded: March, 2015. \$8,412.

**Hatch, D. K.** (PI 100%). *Further unpacking the black box of community college student success programs: Discovering what works and why.*

University of Nebraska–Lincoln Research Council Faculty Seed Grant. Funding Period: 2016–2018.

### Unfunded Grant Proposals

Submitted: April, 2022. \$8,229,705. Hayes, M., Kreitmair, U., Rowe, C., Poletto, J., Abdel-Monem T., Keshwani, D., Korus, J., **Hatch-Tocaimaza, D. K.** (Co-PI 4%), Walsh, J., et al. *Climate Resilience Collaborative @UNL.*

University of Nebraska–Lincoln Grand Challenges Catalyst Program.

Submitted: December, 2018. \$300,000. **Hatch-Tocaimaza, D. K.** (Co-PI 33%), Abrica, E., & Doran, E. *What Activates Success in STEM and Beyond: A Longitudinal Study of the Impact of First-Year Community College Seminars.*

National Science Foundation (NSF) Improving Undergraduate STEM Education (I-USE) grant program.

Submitted: August, 2016. \$600,000. **Hatch, D. K.** (PI 100%). *What Works and Why at Hispanic-Serving Institutions: Latina/o Academic Success through Student Success Courses?*

William T. Grant Foundation Research Grant. Funding Period: 2017–2019.

Submitted: June, 2014. \$5,000. **Hatch, D. K.** (PI 80%), Gildersleeve, R. E. *Unpacking the key structures of community college student success programs: A framework for discovering what works and why.*

Paul P. Fidler Research Grant of the National Resource Center for the First-Year Experience and Students in Transition. Funding Period: 2014–2015.

### Grants in Preparation

\$1 million to \$5 million. Zuckerman, S. Chaidez, V., Kelley, M., ANDREWS, T. Barrett, J., Burkhart-Kriesel, C., Emery, M., Hamann, T., Hobbs, A., Jenkins, J., Kirkpatrick, C., **Hatch-Tocaimaza, D. K.**, et al.

*Nebraska Community Action Research for Equity and Sustainability Hub (NECARES)* Catalyst grant responding to the University of Nebraska at Lincoln's Grand Challenges initiative.

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### AWARDS, HONORS, AND SELECTIVE SCHOLARLY ACTIVITIES

2023                      Recipient: UNL Executive Vice Chancellor's College Distinguished Teaching Award

- 2021 Selected participant in the Faculty Leadership in Academia: From Inspiration to Reality program (FLAIR) of the University of Nebraska-Lincoln's Office of the Executive Vice Chancellor and Chief Academic Officer
- 2019 Recipient: UNL College of Education and Human Sciences (CEHS) Outstanding Teaching Award
- 2018 Recipient: Barbara K. Townsend Emerging Scholar Award from the Council for the Study of Community Colleges (CSCC), for outstanding research that contributes to the professional body of knowledge about community college; demonstrated excellence in teaching, advising and/or mentoring; and, integration of knowledge to teaching and service.
- 2018 Patriot Award from Defense Employer Support of the Guard and Reserve (ESGR) of the U.S. Department of Defense, for support of the National Guard and Reserve force.
- 2018 Nominee: UNL College of Education and Human Sciences (CEHS) Outstanding Teaching Award
- 2017 Nominee: Barbara K. Townsend Emerging Scholar Award from the Council for the Study of Community Colleges (CSCC)
- 2017, 2018 Nominee: UNL College of Education and Human Sciences (CEHS) Emerging Scholar Research/Creative Award
- 2016 Selected participant: 2016 Social & Behavioral Sciences Research Consortium (SBSRC) Grant Writing Workshop.
- 2014–2015 Selected participant: College of Education and Human Sciences Scholarly Enhancement Early Career Program.
- 2013 Selected participant: the Council for the Advancement of Higher Education Programs (CAHEP) Early Career Faculty Teaching Workshop.
- 2013 Dr. Bill Lasher Doctoral Student Excellence Award – University of Texas at Austin.
- 2013 AERA Division J, Emerging Scholars Workshop Participant.
- 2009–2010 University Graduate Fellowship – University of Texas.

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**PROFESSIONAL ENGAGEMENT & TRANSLATION OF SCHOLARSHIP TO POLICY, PRACTICE**

**2023-Present, UNL College of Education and Human Sciences, Special Advisor on Academic Work**

As a Special Advisor on Academic Work within CEHS, I advised the dean's office departmental representatives serving on the dean's faculty advisory committee regarding calls for revisions of promotion and tenure processes at CEHS that would foster greater acknowledgment and valuing of multiple forms of scholarship. This role entailed drafting key proposals, facilitating discussions about relevant perspectives and insights from the field of education administration research, and advising on the expansion of recognized scholarly activities, ensuring a more inclusive and responsive evaluation framework.

**2022-2023, Member of the Alternative Grading Strategies Learning Community**

Organized through UNL's Center for Transformative Teaching, this learning community engaged in a year-long collaborative exploration of "ungrading" principles, aiming to foster adventure, risk, and genuine learning in academic settings. Our collective studied Susan Blum's "Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)," sharing on our progress and experiences implementing strategies. This initiative served as a professional development opportunity for participants with the broad aim of advancing the knowledge and practice of alternative grading methods institution-wide.

**2020-Present, Research Advisory Board Member for the Center for Community College Student Engagement (CCCSE)**

Invited to be a part of the inaugural research advisory board for CCCSE, the purpose of which is to raise the Center's profile among community college researchers through peer-review publications, collaborating with other researchers, and expanding the awareness among researchers that CCCSE has data they can utilize. Additionally, to identify research topics that are of interest to community college researchers and administrators as well as identify researcher that we could invite to use our data.

**2022, Amplify: Nebraska Extension's Conference of Engagement, Connection, and Opportunity**

Presented, promoted, and solicited input regarding my projects on "Higher Education Leadership for Just Climate Futures" at this event organized by Nebraska Extension and attended by approximately 250 Extension faculty and staff. The goal of the open forum event in which I presented, titled "Amplifying our System - Engaging the State and The Campus," was to catalyze and foster the co-creation of new ideas for campus faculty to engage with Extension statewide.

**2019, University of Michigan Community College Interdisciplinary Research Forum (CCIRF)**

Invited to present and facilitate three events as a special guest of the University of Michigan School of Education on April 19, 2019: Event #1: A professional development dialogue on *Navigating the Academic Pathway and Tenure Track Career*. Event #2: A research presentation on *Whether vs. How Student Success Courses Work: On the Importance of a Critical- and Asset-Based Inquiry of Program Impacts*. Event #3: A graduate student workshop on *Leveraging Frameworks to Develop and Clarify Research Studies*.

**2018, American Council on Education (ACE) Center for Policy Research and Strategy (CPRS)**

Invited to join 40 national scholars, leaders, and policymakers in July 2018 in a "Convening on Community College Student Success" to discuss strategies to increase community college completion rates, consider areas in need of further research, and to



provide input and guidance to CPRS in their efforts to better serve community college senior leadership through research.

**2018, Advisory Board Member for National Endowment for the Humanities (NEH) grant**

In support of grant application from Southeast Community College (Nebraska) to the NEH Humanities Initiatives at Community Colleges (HICC), to create, implement, and evaluate faculty training that will educate them about diverse student populations, and provide strategies to incorporate humanistic approaches in non-humanities courses to enhance capacities of the college to serve diverse populations.

**2018, Institute on First-Year Student Success in the Community College, North Charleston, SC**

Invited to serve as faculty member for the 2018 Institute on First-Year Student Success in the Community College, hosted and organized by The National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina. The Institute convenes community college leaders from across the country to provide the opportunity to discuss the current role of the community college in higher education and develop an action plan for creating or enhancing pathways for community college student success. Interactive sessions are designed with practical application in mind so that participants will be ready to implement strategic initiatives.

**2018, Project MALES Symposium for Faculty and Research Affiliates, Austin TX**

Invited to convene, in January 2018, as one of more than 32 of the nation's leading and emerging experts in research on men of color in higher education by virtue of faculty affiliate status with Project MALES (Mentoring to Achieve Latino Educational Success) at the University of Texas at Austin. Sponsored by charitable foundations, the symposium's purpose was to establish goals for the affiliate program, define a collective research agenda, and enhance the career goals and trajectories of affiliates. Co-presented a break out session on the process of publishing and co-lead the research agenda creation within the community college research area.

**2017, Latino Males in Higher Education Data Workshop**

Organized and hosted a collaborative, community-directed virtual workshop to create a collaborative space in which scholars of varying levels of expertise and backgrounds can come together to build our collective capacity to leverage large data sets for research to advance equitable outcomes for Latino males in higher education.

Running parallel with my summer 2017 research seminar for UNL graduate students to connect them with the leading scholars, the workshop included four virtual sessions attended by 18 advanced and new career faculty and doctoral students nationwide, in addition to small work groups organized around emergent interests and projects.

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**PRESENTATIONS**

**\*\*Graduate advisee collaborator, \*Graduate student collaborator.**

**Refereed Scholarly Presentations**

1. Castillo, W., Hatch-Tocaimaza, D. K., Ro, H., Simpfinderfer, A., Strunk, K., & Zusho, A. (2024, April). *Teaching critical quantitative methods in higher education*. Interactive session accepted for presentation and under development for the 2024 annual

conference of the American Educational Research Association (AERA), Philadelphia, PA.

2. **Hatch-Tocaimaza, D. K.** & Wittenstein, M. (2023, November). *Engagement redux: Revisiting and recommitting to the transformative axiology of engagement toward justice*. Paper presented at the 2023 Conference of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.
3. Metcalfe, A. S, Garcia, H. A., **Hatch-Tocaimaza, D. K.**, Johnson, K. M., Pizmony-Levy, O., Stein, S., & Torres, C. A. (2023, November). *Holistic change in finite times: Recommendations from the ASHE Strategic Workgroup on Climate Action and Justice*. Symposium and featured presidential session at the 2023 Conference of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.
4. Stein, S., Cropps, T., Sumida Huaman, E., **Hatch-Tocaimaza, D. K.**, & Zerquera, D. (2023, November). *Mobilizing justice-oriented climate action in higher education*. Symposium at the 2023 Conference of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.
5. Abrica, E., **Hatch-Tocaimaza, D. K.**, Corey-Rivas, S., & Garcia, J. (2023, November). *Beyond interventions: Community-based, culturally engaging STEM learning environments and their impact on students' psychosocial attributes*. Paper presented at the 2023 Conference of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.
6. **Hatch-Tocaimaza, D. K.** (2023, April). *The environment is not a metaphor: Reconceptualizing campus climate for pursuing justice and sustainability jointly*. Paper presented at the 2023 annual conference of the American Educational Research Association (AERA), Chicago, IL.
7. **Hatch-Tocaimaza, D. K.**, \*Bowlín, W., \*Liu, J., \*Monges, S., & \*Okur, A., Smith, D. (2023, April). *Understanding change in university-based community college leadership programs*. Roundtable at the 2023 Conference of the Council for the Study of Community Colleges (CSCC), Chicago, IL.
8. **Hatch-Tocaimaza, D. K.**, Núñez, A-M., Kilgo, C. A., Taylor, L. D., Mitchell, T. D., Nelson Laird, T., & Crisp, G. (2022, November). *Envisioning futures of engagement: Epistemological possibilities for what is next in engagement research and practice*. Symposium and featured presidential session at the 2022 Conference of the Association for the Study of Higher Education (ASHE), Las Vegas, NV.
9. **Hatch-Tocaimaza, D. K.**, Pizzirani, S., Post, K., & Martel, J. (2022, October). *Creating institutional change for social and environmental justice*. Roundtable and workshop presented at the 2022 Global Conference on Sustainability in Higher Education, of the Association for the Advancement of Sustainability in Higher Education (AASHE), Philadelphia, PA.
10. **Hatch-Tocaimaza, D. K.** & Gondim, F. M. T. (2022, April). *An instrument for an assets-based approach to STEM intervention impact research*. Paper presented at the 2022 Conference of the Council for the Study of Community Colleges (CSCC), Tempe, AZ.

11. Brooks, D. & **Hatch-Tocaimaza, D. K.** (2021, April). *Student engagement is half the story: A case study to account for institutional engagement as a complex adaptive system for assessment*. Paper presented at the 2021 Conference of the Council for the Study of Community Colleges (CSCC), Chicago, IL.
12. Doran, E. & **Hatch-Tocaimaza, D. K.** (2020, April). *Reimagining community colleges as sites of student activism*. Roundtable at the 2020 Conference of the Council for the Study of Community Colleges (CSCC), Tempe, AZ. (Conference canceled)
13. **Hatch-Tocaimaza, D. K.**, Hu, X., Vasquez, M., Burmicky, J., Carales, V., Hooker, D., & Rodriguez, S. (2020, April). *The practice brief as applied academic writing to advance practitioner scholar inquiry*. Roundtable at the 2020 Conference of the Council for the Study of Community Colleges (CSCC), Tempe, AZ. (Conference canceled)
14. Abrica, E. J. & **Hatch-Tocaimaza, D. K.** (2019, November). *Exploring students' agentic and multidimensional perceptions of oppressive campus environments: The development of a transformational impetus*. Paper presented at the 2019 conference of the Association for the Study of Higher Education (ASHE), Portland, OR.
15. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, & Rios-Aguilar, C. (2019, April). *On the impossibilities of advancing racial equity in higher education research with the campus climate heuristic*. Paper presented at the 2019 annual conference of the American Educational Research Association (AERA), Toronto, Canada.
16. \*\*Fullerton, A., **Hatch-Tocaimaza, D. K.**, & Meltzer, A. (2019, April). *Life, work, education, and service: A narrative inquiry of the experience of the military reservist*. Round table presented at the 2019 annual conference of the American Educational Research Association (AERA), Toronto, Canada.
17. \*\*Fullerton, A., **Hatch-Tocaimaza, D. K.**, Synstelién, S., & Meltzer, A. (2019, April). *Professional military education in the Marine Corps Reserve: A narrative inquiry*. Paper presented at the 2019 annual conference of the American Educational Research Association (AERA), Toronto, Canada.
18. Martinez Jr, E., **Hatch-Tocaimaza, D. K.**, Jones, V., & \*\*Briscoe, K. (2019, March). *Developing men of color initiatives in community colleges: Origins, obstacles and transitions*. Paper presented at the 2019 Conference of the Council for the Study of Community Colleges (CSCC), San Diego, CA.
19. \*\*Sullivan, T. & **Hatch-Tocaimaza, D. K.** (2019, March). *Opportunities, and limitations of the prior learning assessment (PLA) program at a community college: A case study of stakeholder perspectives*. Paper presented at the 2019 Conference of the Council for the Study of Community Colleges (CSCC), San Diego, CA.
20. Jones, V., \*Briscoe, K. L., **Hatch-Tocaimaza, D. K.**, and Martinez Jr., E. (2018, November). *Directors and men of color initiatives as commodities: Narratives of community colleges' non-performative commitment*. Paper presented at the 2018 conference of the Association for the Study of Higher Education (ASHE), Tampa, FL.

21. \*\*Fullerton, A. B., **Hatch-Tocaimaza, D. K.**, & \*Meltzer, A. D. (2018, April). *Higher education disrupted: A narrative inquiry of the experience of the military reservist*. Round table presented at the 2018 Conference of the Council for the Study of Community Colleges (CSCC), Addison, TX.
22. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, & \*\*Fullerton, A. B. (2018, April). *Experiences of Latino male community college students in rural Nebraska: A narrative inquiry analysis*. Paper presented at the 2018 Conference of the Council for the Study of Community Colleges (CSCC), Addison, TX.
23. \*Briscoe, K. L., Jones, V. **Hatch, D. K.**, & Martinez Jr., E. (2018, March). *Understanding the experiences of community college minority male initiatives directors*. Paper presented at the 2018 American College Personnel Association (ACPA) Convention, Houston, TX.
24. **Hatch, D. K.**, \*Briscoe, K. L., Wood, J. L., Jones, V., Ozuna Allen, T., Huerta, A. H., & Arámbula Ballysingh, T. (2017, November). *The Curricular and Co-curricular Features of Minority Male Initiatives (MMIs): A Multi-Contextual Analysis for Advancing Program Impact Research*. Roundtable presented at the 2017 conference of the Association for the Study of Higher Education (ASHE), Houston, TX.
25. **Hatch, D. K.**, \*Garcia, C. G., \*\*Mardock-Uman, N., & Rodriguez, S., (2017, November). *Clarifying designs of high-impact practices: The espoused and enacted curricula of community college student success courses*. Paper presented at the 2017 conference of the Association for the Study of Higher Education (ASHE), Houston, TX.
26. **Hatch, D. K.**, Zerquera, D. D., \*Garcia, C. E., \*\*Medina, A. (2017, April). *Beyond the Hispanic-Serving Institution dichotomy: The relationship of emerging (in)equity, geography, and demographic contexts*. Paper presented at the 2017 annual conference of the American Educational Research Association (AERA), San Antonio, TX.
27. **Hatch, D. K.**, \*Garcia, C. G., \*\*Mardock-Uman, N., Rodriguez, S., & Young, D. (2016, November). *What works and why: Impact heterogeneity and designs of community college student success courses*. Paper presented at the 2016 conference of the Association for the Study of Higher Education (ASHE), Columbus, OH.
28. **Hatch, D. K.**, \*Garcia, C. G., & Rodriguez, S. (2016, April). *Best laid plans: Results from a national survey of community college student success programs*. Paper presented at the 2016 Conference of the Council for the Study of Community Colleges (CSCC), Plano, TX.
29. **Hatch, D. K.**, \*Garcia, C. E., Zerquera, D. D., & \*\*Medina, A. (2016, March). *The vanishing (and emerging?) Latino male: Mapping equity changes in 2-year (non) Hispanic-Serving Institutions*. Paper presented at the 11th annual national conference of the American Association of Hispanics in Higher Education (AAHHE), Costa Mesa, CA.
30. **Hatch, D. K.**, \*\*Mardock Uman, N., \*Garcia, C. E., \*Johnson, M. (2015, November). *Unpacking how community college student success programs work: An activity systems*

*analysis of multiple cases*. Paper presented at the 2015 conference of the Association for the Study of Higher Education (ASHE), Denver, CO.

31. **Hatch, D. K.** (2015, April). *Variation within the "New Latino Diaspora": A decade of changes across the U.S. in equitable participation of Latina/o college students, faculty, and administrators: 2003 to 2013*. Paper presented at the 2015 annual conference of the American Educational Research Association (AERA), Chicago, IL.
32. \*Garcia, C. G., **Hatch, D. K.** (2015, April). *Experiences of entering community college students and their persistence intentions in the first weeks in college*. Paper presented at the 2015 Conference of the Council for the Study of Community Colleges (CSCC), Ft. Worth, TX.
33. Astin, A. W, Niehaus, E., **Hatch, D. K.**, Garvey, J. C., Bowman, N. A., & Inkelas, K. K. (2014, November). *The methodological state of the art in I-E-O research: Where to go from here?* Symposium at the 2014 Conference of the Association for the Study of Higher Education (ASHE), Washington, DC.
34. **Hatch, D. K.** (2014, April). *Student engagement and the structural design of first-year programs at community colleges*. Paper presented at the 2014 Conference of the Council for the Study of Community Colleges (CSCC), Washington, DC.
35. Kuh, G., **Hatch, D. K.**, Seifert, T., Finley, A., McNair, T. & Mayhew, M. (2013, November). *Data, methods, and evidence to identify high-impact practices*. Symposium at the 2013 conference of the Association for the Study of Higher Education (ASHE), St. Louis, MO.
36. **Hatch, D. K.** & Bohlig, M. (2013, May). *The scope and design of first-year structured group learning experiences at community colleges*. Paper presented at the 2013 Association for Institutional Research (AIR) Forum, Long Beach, CA.
37. **Hatch, D. K.** & Bohlig, M. (2013, April). *An empirical typology of the latent programmatic structure of promising practices at community colleges*. Paper presented at the 2013 annual conference of the American Educational Research Association (AERA), San Francisco, CA.
38. **Hatch, D. K.** (2012, June). *The impact of advising and making personal connections on early attrition of community college students*. Paper presented at the 2012 Association for Institutional Research (AIR) Forum, New Orleans, LA.
39. Bukoski, B. E., & **Hatch, D. K.** (2012, April). *Black and Latino male positionality in narratives of transition to community college*. Paper presented at the annual conference of the American Educational Research Association (AERA), Vancouver, BC, Canada.
40. Bukoski, B. E., & **Hatch, D. K.** (2012, March). *Dispatches from the pipeline: Latino males pursuing success at community colleges*. Paper presented at the 7th annual national conference of the American Association of Hispanics in Higher Education (AAHHE), Costa Mesa, CA.

41. **Hatch, D. K.** (2011, August). *The black box of student engagement: "Promising practices" at the intersection of student background and behavior, and community college conditions and contexts.* Paper presented at the III Seminário Internacional Pessoa Adulta, Saúde e Educação, Porto Alegre, RS, Brazil.
42. Bukoski, B. E., & **Hatch, D. K.** (2011, August). *How men of color talk about transition at community colleges: A discourse analysis.* Paper presented at the 3rd Annual Texas Higher Education Symposium, San Antonio, TX.
43. **Hatch, D. K.** (2011, May). *Determining and prioritizing key performance indicators through grounded data mining of strategic documents at the intersection of institutional, market, and regulatory demands.* Poster presented at the 2011 Association for Institutional Research (AIR) Forum, Toronto, ON, Canada.
44. Netto, C., Giraffa, L. M. M., **Hatch, D. K.**, & Somers, P. (2011, March). *Quality assurance in undergraduate education: Evaluating the quality of distance education courses.* Paper presented at the INTED2011 5th International Technology, Education and Development Conference, Valencia, Spain.
45. Sáenz, V. B., **Hatch, D. K.**, Bukoski, B., Kim, S., Lee, K., & Valdez, P. (2010, November). *The heterogeneity of community college students and their use of student services: An exploratory cluster analysis.* Paper presented at the 2010 Conference of the Association for the Study of Higher Education (ASHE), Indianapolis, IN.
46. Sáenz, V. B., Lee, K., Kim, S., Valdez, P., Bukoski, B., & **Hatch, D. K.** (2010, November). *Understanding Latino male community college student success: A hierarchical linear model approach.* Paper presented at the 2010 Conference of the Association for the Study of Higher Education (ASHE), Indianapolis, IN.
47. Eddy Spicer, D., Stark, R. B., & **Hatch, D. K.** (2006, April). *A mixed-methods study of shifts in classroom practice related to online professional development courses.* Paper presented at the annual conference of the American Educational Research Association (AERA), San Francisco, CA.
48. **Hatch, D. K.** (2006, February). *Dynamic systems modeling for strategic distance education planning.* Poster session presented at the annual Student Research Conference and International Forum (SRC/IF), Harvard Graduate School of Education, Cambridge, MA.

### Invited Presentations and Workshops

1. Abrica, E., **Hatch-Tocaimaza, D. K.**, (2023, October). *Fostering Sense of Belonging, Self-Efficacy, and Science Identity through a Community-Based, Culturally Engaging STEM Learning Environment.* Research showcase and STEM educators community forum. New Mexico Highlands University, Las Vegas, NM.
2. Corey-Rivas, S., Abrica, E., Dixit, A., Garcia, J., Gondim, F., **Hatch-Tocaimaza, D. K.**, Jorgensen, B., Medina, C., Ramakrishnan, S., Zebrowski, J. (2023, May). *Implementing culturally engaging learning and teaching research for STEM student success through SomosSTEM.* Poster presented at the 2023 National Science Foundation Hispanic Serving Institution Grantee Conference, San Antonio, TX.

3. **Hatch-Tocaimaza, D. K.** & Salinas, C. (2021, April). *Publishing in the academy*. Panel discussion for Project MALES Graduate Scholars Program at the University of Texas at Austin.
4. Lester, J., Baker, V., & **Hatch-Tocaimaza, D. K.** (2020, December). *Goal setting and next steps*. Panel discussion at the Mid-Career Faculty Workshop conducted by the Council for the Advancement of Higher Education Programs (CAHEP) at the 2020 Conference of the Association for the Study of Higher Education (ASHE), New Orleans, LA.
5. Ozuna Allen, T., Jaeger, A. J., & **Hatch-Tocaimaza, D. K.** (2019, November). *How to be an effective teacher and advisor*. Panel discussion at the Emerging Scholars Workshop conducted by the Council for the Advancement of Higher Education Programs (CAHEP) at the 2019 Conference of the Association for the Study of Higher Education (ASHE), Portland, OR.
6. **Hatch-Tocaimaza, D. K.** (2019, November). *An introduction to the design and rhetoric of quantitative research using SPSS*. Lecture and workshop presented to the Department of Foreign Languages at the University of Nebraska at Omaha.
7. **Hatch-Tocaimaza, D. K.** (2019, October). *The untapped potential of the practice brief: Lessons learned from a national call to re-imagine educational studies scholarship*. Paper presented at the 2019 Women in Educational Leadership Conference (WELC), Lincoln, NE.
8. **Hatch-Tocaimaza, D. K.** (2018, October). *A case for the practice brief in the community college research literature*. Paper presented at the 2018 Women in Educational Leadership Conference (WELC), Lincoln, NE.
9. **Hatch, D. K.** (2018, February). *Digging deep to go wide: Live sessions to engage and avoid burnout in online learning*. Panel presentation at the Spring 2018 University of Nebraska-Lincoln Teaching and Learning Symposium, Lincoln, NE.
10. **Hatch, D. K.** (2017, July). *An introduction to the design and rhetoric of quantitative research using SPSS*. Lecture presented to the Department of Foreign Languages at the University of Nebraska at Omaha.
11. **Hatch, D. K.** (2016, October). *Design and delivery of community college student success courses: Espoused and enacted curricula*. Paper presented at the 2016 Women in Educational Leadership Conference (WELC), Lincoln, NE.
12. **Hatch, D. K.** & Bukoski, B. E. (2016, April). *"We're still here...we're not giving up": Masculine scripts in the narratives of Black and Latino men's transition to community college*. Poster presented at the 2nd annual Men @ Nebraska conference on Men and Masculinities, Lincoln, NE.
13. **Hatch, D. K.** (2015, December). *Principles and applications of research for assessment and institutional improvement*. Full-day workshop presented to all staff and faculty of

the Nebraska Indian Community College, Macy, NE, Umo<sup>n</sup>ho<sup>n</sup> Nation, in support of a USDA NIFA research grant Research Capacity Building at NICC.

14. **\*\*Mardock Uman, N., & Hatch, D. K.** (2015, October). *A site of resistance and of compliance: A case study of a community college academic unit*. Paper presented at the 2015 Women in Educational Leadership Conference (WELC), Lincoln, NE.
15. **Hatch, D. K.** (2015, June). *Demystifying the design and rhetoric of quantitative research*. Lecture presented to the Department of Foreign Languages at the University of Nebraska at Omaha.
16. **Hatch, D. K., \*\*Mardock Uman, N., & \*Espineli, J.** (2014, October). *Inequity and disparity of Latina/os in public higher education in light of demographic changes: A national portrait to locate challenges and opportunities*. Paper presented at the 2014 Women in Educational Leadership Conference (WELC), Lincoln, NE.
17. **Hatch, D. K.** (2013, November). *High-impact practices in Nebraska community colleges*. Session presented as part of the Center for Community College Student Engagement's (CCCSE) Nebraska state workshop with statewide representatives from all community colleges, North Platte, NE.
18. **Hatch, D. K.** (2013, October). *A conceptual framework for investigating the structural impact of first-year programs*. Paper presented at the 2013 Women in Educational Leadership Conference (WELC), Lincoln, NE.

### Other Presentations

1. **Hatch-Tocaimaza, D. K.,** Gondim, F. M. T., & Corey-Rivas, S. (2022, April). *Implementing culturally engaging learning and teaching research for STEM student success through SomosSTEM*. Poster presented at New Mexico Highlands University Research Day, Las Vegas, NM.
2. Juárez, A., **Hatch, D. K.** (2012, February) *Entering community college students: Consciously creating critical connections*. Presented at the 31st Annual Conference on the First-Year Experience, San Antonio, TX.
3. **Hatch, D. K., & Tamimi, A.** (2010, June). *Thinking globally and acting locally: Engaging international students in community colleges*. Paper presented at the National Institute for Staff and Organizational Development (NISOD) Annual Conference, Austin, TX.
4. **Hatch, D. K., & Tamimi, A.** (2010, February). *The role of international and ethnic minority students in the global and local engagement of community college students*. Paper presented at the Community Colleges for International Development 34th Annual Conference, The Woodlands, TX.

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## TEACHING

### Graduate Level – Higher Education Administration

At the University of Nebraska–Lincoln



EDAD 800, Foundations of Research and Methods of Inquiry in Educ. Administration

- Fall 2023
- Fall 2022

EDAD 900, Doctoral Proseminar in Educational Administration

- Fall 2023
- Fall 2022
- Fall 2021
- Fall 2020
- Fall 2019

EDAD 910 Higher Education Environments

- Spring 2021

EDAD 912B, Emerging Issues in Community College Leadership

- Fall 2020
- Fall 2019
- Fall 2018
- Fall 2017
- Fall 2016
- Fall 2015
- Fall 2014
- Spring 2014

EDAD 915, Educational Systems and Governance

- Spring 2020
- Spring 2019
- Spring 2018
- Spring 2017

EDAD 919, Social and Political Contexts of Education

- Spring 2024

EDAD 934, Teaching and Learning in the Community College

- Spring 2021
- Spring 2020
- Spring 2016
- Spring 2015
- Fall 2013

EDAD 966, Seminar: Place, Land, & Environmental Justice in Higher Education

- Fall 2021

EDAD 981, Intermediate Quantitative Methods for Educational Administration Research

- Spring 2023
- Fall 2018

EDAD 982, Advanced Quantitative Methods for Educational Administration Research

- Spring 2018
- Fall 2017
- Fall 2016
- Spring 2016

EDAD 995, Seminar: Factor Analysis for Applied Research

- Summer 2023

EDAD 995, Seminar: Critique and Design of Educational Research Using Large Data Sets

- Summer 2017

EDAD 995, Seminar: Using Large Data Sets in Educational Research

- Spring 2015

EDAD 995, Seminar: Evidence and Evaluation of High-Impact Practices in Higher Ed.

- Spring 2019
- Summer 2016

EDAD 995, Seminar: The Craft of Research Designs and Proposals

- Spring 2017

## ADVISING OF STUDENTS

### Doctoral Advising

#### Doctoral Dissertation Committees Chaired

Completed:

1. Bev Cummins [REDACTED] EdD awarded, December 2023  
*"We Don't Work in Silos, So Why Do We Assess in Them? Evolving Integrated Planning and Assessment Through Envisioning a Practitioner-Led Approach to Systemic Improvement"*
2. Pat Crisler EdD awarded, December 2022 (co-chair)  
*"Using Research-Based Self-Assessment to Foster a Community College Culture of Inquiry"*
3. Laura Boche PhD awarded, August 2022 (co-chair)  
*"The Lived Experiences of Mother Executive Administrators in Higher Education During the Covid-19 Pandemic: An Interpretative Phenomenological Analysis"*
4. Monique Cribbs PhD awarded, May 2022  
*"Undecided Students and the Decision Dilemma among Community College Students"*
5. Kasey Edwardson PhD awarded, December 2021  
*"Developing The Community College Student Perceived Health, Healthcare Access, And Utilization Scale (SPHAUS)"*
6. Dalila Avila Sajadian EdD awarded, May 2021

*"Leadership Practices for Undocumented and DACA Students at a Rural Iowa Community College"*

7. Duane Brooks                      EdD awarded, December 2020  
*"Engagement Requires the Institution Too: A Case Study of a California Community College Using Assessment Data to Improve Student Success Practices"*
8. Ignacia (Nish) Goicolea      EdD awarded, December 2020  
*"Micro-credentialing: Establishing a Wyoming Framework"*
9. Aprí Medina                      PhD awarded, August 2020  
*"Pay No Attention to the Regulation Behind the Curtain: The Implications of the Return to Title IV (R2T4) Federal Aid Policy on Time to Degree"*
10. Kaleb Briscoe                    PhD awarded, May 2020  
*"Fighting Racism and Hate: A Case Study of Black Graduate Students' Perceptions of a University President's Responses to Racialized Incidents"*
11. Ryan Diehl                        PhD awarded, May 2020  
*"Stories of Greatness and Honor: A Narrative Inquiry of First-Generation College Students Who Are Community College Honors Program Graduates"*
12. Adam Fullerton                  PhD awarded, May 2020  
*"Counternarratives of Success: A Narrative Inquiry into the Life Experiences of Prior-enlisted Reserve Officers Navigating Higher Education"*
13. Diana Hernandez                EdD awarded, May 2020  
*"Structural, Organizational, and Cultural Processes and Mechanisms: A Case Study of Writing Center Marginalization and Untapped Potential"*
14. Evangela Oates                  PhD awarded, May 2020  
*"Marginalized Faculty at Marginalized Institutions: Counternarratives as Resistance in Exploring the Experiences of Black Librarians at Public, Two-Year Colleges"*  
Winner of the 2021 Dissertation of the Year Award from the Council for the Study of Community Colleges (CSCC)
15. Miles Young                      PhD awarded, May 2020  
*"Speaker of the House: The Intersection of Faculty and Administrator Roles among Community College Faculty Department Chairs"*
16. Naomi Mardock Uman      PhD awarded, December 2018  
*"A Resource-Oriented Investigation into the Community College Matriculation and Persistence of US-Educated English Language Learners"*  
Winner of the 2019 Dissertation of the Year Award from the Council for the Study of Community Colleges (CSCC)
17. Theresa Sullivan                EdD awarded, December 2018  
*"Opportunities and Limitations of the Prior Learning Assessment (PLA) Program at Montgomery County Community College: A Case Study of Stakeholder Perspectives"*

*Dissertation in progress:*

18. Kristina Cammarano PhD candidate (Apr. 2021, co-chair)
19. Erika Hill PhD candidate (Dec. 2019)
20. Tanya Santos [REDACTED] EdD candidate (co-chair) [New in 2023]

Doctoral Supervisory Committees Chaired

1. Andrew Cornelius [REDACTED] PhD student [New in 2023]
2. Elsa Gossett [REDACTED] EdD student [New in 2023]
3. James Hawthorne PhD student
4. Brigid Howard [REDACTED] EdD student [New in 2023]
5. Daniel Jaimes PhD student
6. Juliet Long EdD student
7. Felipe Longoria EdD student
8. Royal Lost His Blanket-Stone EdD student
9. Leigh Anne Opitz [REDACTED] PhD student [New in 2023]
10. Tomi Schwandt PhD student
11. Jeffrey Southall II PhD student
12. Theresa Webster EdD student

Doctoral Candidates Dissertation Committees – Member

*Completed:*

1. Blair Prevost [REDACTED] PhD awarded, December, 2023
2. Greyson Holliday [REDACTED] PhD awarded, August 2023 (in Educational Psychology, Advisor: Dr. Neeta Kantamneni)
3. Beth Collins [REDACTED] PhD awarded, May 2023
4. Ben Phillips [REDACTED] EdD awarded, May 2023
5. Justin Brown PhD awarded, August 2022
6. Moises Padilla PhD awarded, May 2022
7. Leslie Prideaux PhD awarded, May 2022
8. Geoff Gresk PhD awarded, December 2021
9. Pankaj Desai PhD awarded, May 2021
10. Stephanie Zobac PhD awarded, May 2021
11. Rachel Gresk PhD awarded, December 2020
12. Matt Nelson PhD awarded, December 2020
13. Honora Buell EdD awarded, May 2020 (in Community College Leadership, at Oregon State University, Advisor: Dr. Gloria Crisp)
14. Bohdan Christian PhD awarded, May 2020
15. Michael Jolley PhD awarded, May 2020
16. Jeannette Passmore PhD awarded, December 2019
17. Luann Larsen PhD awarded, December 2018 (in Educational Psychology, Advisor: Dr. Roger Bruning)
18. Markeya Peteranetz PhD awarded, May 2018 (in Educational Psychology, Advisor: Dr. Tony Albano)
19. Minerva Tuliao PhD awarded, May 2018
20. Troy Nordman EdD awarded, December 2017
21. Crystal E. Garcia PhD awarded, May 2017
22. Jeff Beavers EdD awarded, December 2016
23. Shirley Davenport PhD awarded, May 2016
24. Allison Kinney-Walker EdD awarded, May 2015

25. Jamie Stech EdD awarded, December 2014  
 26. David Hamilton EdD awarded, August 2014

*In progress:*

27. Timothy Barshinger [REDACTED] EdD candidate [Proposal accepted in 2023]  
 28. Jordan Gonzales PhD candidate  
 29. Calie Holden PhD candidate  
 30. Jon Kerrigan PhD candidate  
 31. Benjamin Lamb PhD candidate  
 32. Ashley Light [REDACTED] PhD candidate [Proposal accepted in 2023]

Doctoral Student Advisory Committees – Member

1. Clarisa Almazán [REDACTED] PhD student [New in 2023]  
 2. Jonathan Acosta PhD student  
 3. Rande Daykin PhD student  
 4. Kari Eller PhD student (in Teaching, Learning, Teacher Education, Advisor: Dr. Janelle Reeves)  
 5. Korrin Fagenstrom PhD student  
 6. Alan Galvez PhD student  
 7. Chelsy Harris PhD student  
 8. Christopher Hill PhD student  
 9. Sheri Hink-Wagner [REDACTED] EdD student [New in 2023]  
 10. Andrew Hopp PhD student (in Teaching, Learning, Teacher Education, Advisor: Dr. Justin Olmanson)  
 11. Jaime Mastera PhD student  
 12. Therese Nelson PhD student  
 13. Ruth Oliver Andrew PhD student  
 14. Le Racha Simon PhD student  
 15. Alex Zatzabal Boryca PhD student

**Masters Advising**

Master's Degree Programs Supervised

*Completed:*

1. Mya Felder MA awarded, December 2022  
 2. MJ Morgan MA awarded, December 2022  
 3. Alyssa Olvera MA awarded, December 2022  
 4. Michael Elsener MA awarded, May 2022  
 5. CJ Kracl MA awarded, May 2022  
 6. Trista Lefler MA awarded, May 2022  
 7. Chase Wolinski MA awarded, May 2022  
 8. Joshua Gruber MA awarded, August 2021  
 9. Sarah Simon MA awarded, August 2021  
 10. Alan Wilkins MA awarded, August 2021  
 11. Derrick McKenzie MA awarded, August 2020  
 12. Alyssa Enger MA awarded, May 2020  
 13. Sarah Frankel MA awarded, May 2020  
 14. Caitlin Nelson MA awarded, May 2020  
 15. Mollie Rappl MA awarded, December, 2019  
 16. Michael Singer MA awarded, December, 2019

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|---------------------|---------------------------|
| 17. Lizzette Green  | MA awarded, May 2019      |
| 18. Lucas Kratzer   | MA awarded, May 2019      |
| 19. Nathan Lamberty | MA awarded, May 2019      |
| 20. Dillon Ellis    | MA awarded, December 2017 |
| 21. Tyler Thomas    | MA awarded, December 2017 |
| 22. Shannon Hair    | MA awarded, May 2017      |
| 23. Brett Ducker    | MA awarded, December 2016 |

*In progress:*

- |                             |            |
|-----------------------------|------------|
| 1. Amanda Eberhart          | MA student |
| 2. Emma Ledbetter           | MA student |
| 3. Emily Madson             | MA student |
| 4. Hector Martinez Capellan | MA student |
| 5. Carly Mendoza            | MA student |
| 6. Bryce Muller             | MA student |

Master's Degree Thesis Committees – Member

*Completed:*

- |                      |                           |
|----------------------|---------------------------|
| 1. Derrick Gulley Jr | MA awarded, May 2020      |
| 2. Zachary Palmer    | MA awarded, May 2018      |
| 3. Hortencia Lara    | MA awarded, December 2017 |
| 4. Matt Geyer        | MA awarded, May 2016      |
| 5. Felipe Longoria   | MA awarded, May 2016      |
| 6. Virginia Downing  | MA awarded, May 2015      |
| 7. Shannon Ford      | MA awarded, May 2015      |
| 8. Seth Barnes       | MA awarded, May 2014      |
| 9. Alicia Dominguez  | MA awarded, May 2014      |

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**SERVICE**

**Professional Editorial Service**

Associate Editor:

*Journal of Diversity in Higher Education (2020–2023)*

Executive Co-Editor of Project MALES Practice Briefs (2019-Present)

This series of practice briefs is published and disseminated by Project MALES, a research and mentoring initiative based at the University of Texas at Austin, with the of enhancing Latino male student success at all levels of the educational spectrum. Practice briefs are peer-reviewed scholarly papers that translate empirical research to guide practitioners in implementing equitable educational practice.

Editorial board member:

*Review of Higher Education (2019–present)*

*Community College Journal of Research and Practice (2014–present)*

*Community College Review (2017–present)*

*Journal of The First-Year Experience & Students in Transition* (2016–2021)

*Revista Educação Por Escrito*. Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), Porto Alegre, RS, Brazil (2011–Present)

Book series *Desenvolvimento e Inovação* [Development and Innovation].  
Department of Administration and Organizational Innovation. Centro  
Universitário La Salle, Porto Alegre, RS, Brazil (2012–2015)

Occasional reviewer for the following journals:

*AERA Open* (2022, 2023)

*American Educational Research Journal* (2017)

*Association of Mexican American Educators Journal* (2017)

*Community College Journal of Research and Practice* (2014)

*Community College Review* (2013–2017)

*Higher Education* (2014)

*Journal of Engineering Education* (2014)

*Journal of Diversity in Higher Education* (2018–2019)

*Journal of Higher Education* (2015–2017)

*Journal of Applied Research in Community Colleges* (2015–2017)

*Research in Higher Education* (2021, 2022)

*Texas Education Review* (2013)

Reviewer for the following research grant programs:

Paul P. Fidler Research Grant program, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina (2016, 2019, 2022)

### **Professional Association Service**

Association for the Advancement of Sustainability in Higher Education (AASHE)  
Member, advisory council (2022-2024)

Joint effort between National Association of Diversity Officers in Higher Education (NADOHE) and American Psychological Association (APA)  
Member, search committee for editor of the *Journal of Diversity in Higher Education* (2022)

Council for the Study of Community Colleges (CSCC)  
Member, Board of Directors (2017–2020)  
Program committee section chair for CSCC 2019 conference (2018–2019)  
Member, ad-hoc committee on CSCC-NCIA joint conference collaboration (2017)  
Member, ad-hoc committee on finances and fundraising (2016, 2019)  
Member, ad-hoc committee on doctoral program research (2019-2020)  
Proposal reviewer, annual conference (2014–2023)

Association for the Study of Higher Education (ASHE)  
Member, ASHE Strategic Workgroup on Climate Action and Justice (2023-ongoing)  
Session discussant, “Living in the World Together: Rethinking Quantitative Methods and Measurement,” annual conference, Las Vegas, NV (2022)

Panelist: the Council for the Advancement of Higher Education Programs (CAHEP) Mid-Career Faculty Workshop, Remote & New Orleans, LA (2020)  
Member, ASHE at 50 Strategic Planning: Professional Development Workgroup (2019)  
Panelist: the Council for the Advancement of Higher Education Programs (CAHEP) Early Career Faculty Workshop, Portland, OR (2019)  
Session discussant, "Reconceptualizing Campus Spaces, Living Environments, and Spatialization," annual conference, Portland, OR (2019)  
Session discussant, "Community College Student Experiences," annual conference, Washington, DC (2014)  
Proposal reviewer, annual conference (2013–2017, 2019, 2022)

American Education Research Association (AERA)  
Co-chair, Division J (Higher Education) Conference Program Committee, Section 2b: Student Success (2020-2021)  
Member, Division J (Higher Education) Award Committee for Outstanding Publication and Exemplary Research (2018, 2019)  
Proposal reviewer, annual conference (2013, 2016, 2020, 2022)

Association for Institutional Research (AIR)  
Proposal reviewer, annual conference (2012)

### **University Service**

#### At the University of Nebraska–Lincoln

2023–ongoing [redacted] Member, UNL Chancellor's Environment, Sustainability, and Resilience (ESR) Commission

2021–ongoing [redacted] Member, UNL Faculty Senate Library Committee

2021–2022 Member, Faculty Evaluation Subcommittee  
UNL Aspire initiative (National Alliance for Inclusive & Diverse STEM Faculty) of the Association of Public and Land-grant Universities

2014–2020 Member, Institutional Review Board

### **College Service**

#### In the UNL College of Education and Human Sciences

2023-2024 [redacted] Member of the CEHS Promotion and Tenure Committee

2017–present [redacted] Member, Advocating for Inclusion, Respect and Equity (AFIRE), a staff- faculty- and student-led initiative aligned with campus-wide efforts focused on inclusive excellence

2016–2017 Member, Search committee for EDAD department chairperson, full-professor rank. Successful hire:  
Nick Pace, PhD, Professor and Department Chair

### **Departmental Service**

#### At the University of Nebraska–Lincoln

#### Leadership and Program Administration



2023-2024	Interim Coordinator of the PhD program in Educational Leadership and Higher Education (Higher Education, Community College, & P-12 Leadership concentrations)
2020-2021	Chair of the EDAD Promotion and Tenure Committee
2020-2021	Chair of the EDAD Peer Review Committee
2021-2022	Coordinator of the PhD program in Educational Leadership and Higher Education (Higher Education, Community College, & P-12 Leadership concentrations)
2019-2021	Coordinator of Educational Leadership and Higher Education (ELHE) doctoral program
2019-2021	Ad-hoc reviewer of department-wide program curricula and teaching/advising capacity
2017-2018	Co-coordinator of Educational Leadership and Higher Education (ELHE) doctoral program admissions

#### Standing Committee Work

2020-2023	Member, EDAD Peer Review Committee, representative on behalf of tenured faculty colleagues
2020-2021	Member, EDAD Peer Review Committee, representative on behalf of non-tenured, tenure-track faculty colleagues
2016-2019	Member, EDAD Chair Faculty Advisory Committee, representative for fellow non-tenured, tenure-track faculty

#### Personnel Searches

2019-2020	Chair, search committee for tenure-line assistant professor positions in educational administration. successful hire: Crystal Garcia, PhD, Assistant Professor
2015-2016	Co-chair, Search committee for two tenure-line assistant professor positions in educational administration. Two successful hires: Elvira Abrica, PhD, Assistant Professor Sarah Zuckerman, PhD, Assistant Professor
2013	Member, Search committee for assistant professor of practice. Successful hire: Katherine Wesley, PhD, Assistant Professor of Practice

#### Ad-Hoc Committee Work

2023	Member of work group on re-envisioning and improving the EDAD peer review process
2017-2022	Lead for departmental faculty handbook development
2017-2020	Member of graduate assistant recruitment, review, assignment committee

2017–2020	Member of recruitment and social media committee
2014–2020	Member of Educational Leadership and Higher Education (ELHE) research curriculum ad-hoc committee. Tasked with curriculum design for scope and sequence of research methodology requirements.
2016	Panelist at Sybouts Research Seminar organized by the Educational Administration Graduate Student Association
2014–2016	Member, Graduate student policy and procedures ad-hoc committee. Tasked to develop, define, and operationalize systems to foster and assess satisfactory academic progress of doctoral students

*At the University of Texas at Austin*

2012, 2013	Panelist at department’s new admitted students day
2009–2010	Graduate Student Assembly Representative University of Texas Governance Committee on Responsibilities, Rights, & Welfare of Graduate Student Academic Employees

**Community Service and Consulting**

2015–present	Advisory board member, Teens ACT: Empowering Teens for College.
2013–2015	Research consultant, Teens ACT: Empowering Teens for College. Non-profit foundation providing courses, programs, and resources for under-resourced high school students. Salt Lake City, Utah. <a href="http://www.teens-act.org">http://www.teens-act.org</a>

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**PROFESSIONAL MEMBERSHIPS/AFFILIATIONS**

2022-ongoing	Association for the Advancement of Sustainability in Higher Education (AASHE)
2013–ongoing	Council for the Study of Community Colleges (CSCC)
2012–ongoing	American Educational Research Association (AERA)
2010–ongoing	Association for the Study of Higher Education (ASHE)
2009–2015	Association for Institutional Research (AIR)