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EDUCATION

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

PROFESSIONAL APPOINTMENTS

- | | |
|--------------|--|
| 2024–Present | Lead for Scholarship and Creative Activity, College of Education and Human Sciences, University of Nebraska–Lincoln |
| 2019–Present | Associate Professor, Department of Educational Administration, University of Nebraska–Lincoln
Faculty Fellow:
(1) <i>The Center for Great Plains Studies, at the University of Nebraska, 2022–present</i>
Faculty Affiliate:
(2) <i>Project MALES, Mentoring to Achieve Latino Educational Success, at the University of Texas at Austin, 2015–present</i>
(3) <i>The Nebraska Center for Research on Children, Youth, Families and Schools (CYFS), 2013–present</i>
(4) <i>The Center for Community College Student Engagement (CCCSE) at the University of Texas at Austin, 2013–present</i> |
| 2013–2019 | Assistant Professor
Educational Administration, College of Education and Human Sciences
University of Nebraska–Lincoln |
| 2012–2013 | Research Associate
The Center for Community College Student Engagement
Community College Leadership Program |

The University of Texas at Austin

2009–2012	Graduate Research Assistant 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

PUBLICATIONS AND CREATIVE ACTIVITY

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

Refereed Journal Articles

1. **Hatch-Tocaimaza, D. K.** & *Oliver Andrew, R. (2025) Charting new imaginaries for DEI: Lessons from a capabilities approach to justice. *Education Sciences*, 15(6), 754. <https://doi.org/10.3390/educsci15060754>
2. **Hatch-Tocaimaza, D. K.**, **Long, J., *Oliver Andrew, R., & *Tobias, C. (2025). No justice without sustainability: Taking the climate and environment literally in diversity, equity, and inclusion work. *Journal of Diversity in Higher Education*, 18(2), 204-211. <https://doi.org/10.1037/dhe0000498>
Pre-print also here: <https://osf.io/preprints/socarxiv/ukmbq/>
3. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, Corey-Rivas, S., Garcia, J., & Dixit, A. (2024). A community-based, culturally engaging STEM learning environment and its impact on students' psychosocial attributes at a rural Hispanic Serving Institution (HSI). *CBE—Life Sciences Education*, 23(4), article 62. <https://doi.org/10.1187/cbe.23-12-0238>
4. Jones, V. A., Briscoe, K. L., **Hatch-Tocaimaza, D. K.**, & Martinez, E. (2024). The commodification of Men of Color initiatives: Community colleges directors' experiences with non-performative commitment. *International Journal of Qualitative Studies in Education*, 37(7), 2004–2022. <https://doi.org/10.1080/09518398.2023.2258107>
5. 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. <https://doi.org/10.1037/dhe0000323>
6. **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. <https://doi.org/10.1080/10668926.2020.1797598>

7. 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. <https://doi.org/10.1080/10668926.2019.1567405>
8. **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. <https://doi.org/10.1080/19496591.2019.1699103>
9. **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. <https://doi.org/10.1002/nha3.20285>
10. Abrica, E. J. & **Hatch-Tocaimaza, D. K.** (2019). Exploring students' agentic and multidimensional perceptions of oppressive campus environments: The development of a transformational impetus. *Review of Higher Education* 43(1), 483-517. <https://doi.org/10.1353/rhe.2019.0103>
11. **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). <https://doi.org/10.1177/016146811912100707>
12. **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. <https://doi.org/10.1177/0091552118760191>
13. **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. <https://doi.org/10.1080/10668926.2017.1323694>
14. **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. <https://doi.org/10.1177/2332858417732744>
15. **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. <https://doi.org/10.1353/rhe.2017.0012>
16. *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. <https://www-ingentaconnect->

com.libproxy.unl.edu/content/montezuma/jarcc/2017/00000024/00000001/art00003

17. 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. <https://doi.org/10.1177/0091552115621385>
18. **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. <https://doi.org/10.1007/s1162-015-9379-6>
19. **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. <https://www.ingentaconnect.com/content/montezuma/jarcc/2016/00000023/00000002/art00006>
20. **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. <https://doi.org/10.1177/1538192715607333>
21. **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. <https://doi.org/10.1080/10668926.2014.911128>
22. **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. <https://doi.org/10.1080/10668926.2012.690319>
23. 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. <https://doi.org/10.1177/0091552111416643>

Refereed Journal Articles Under Review

1. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, Corey-Rivas, S., & Garcia, J. (Under review). Humanizing STEM education amidst environmental crises: A case study of a rural Hispanic-Serving Institution (HSI) in New Mexico. Submitted July 18, 2025 to the “STEM Education” section of *Education Sciences*.

Refereed Research Monographs and Book Chapters

1. **Hatch-Tocaimaza, D. K.**, Abrica, E. J., & Rios-Aguilar, C. (2025). Justice, sustainability, and disrupting campus climate studies toward more just climate futures of higher education. In L. W. Perna (Ed.), *Higher education handbook of*

theory and research (Vol. 40, pp. 177-264). Springer. https://doi.org/10.1007/978-3-031-51930-7_11-1

2. **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. <https://doi.org/10.1002/cc.20209>
3. **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. <https://doi.org/10.1002/cc.20208>

Edited Works

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*, 26(2). <https://www.ingentaconnect.com/content/montezuma/jarcc/2019/00000026/00000002>
A pre-print version of the special issue introduction is available:
Hatch-Tocaimaza, D. K., & Hu, X. (2019). The case for the practice brief in community college studies: Writing to bridge research and practice. SocArXiv. <https://doi.org/10.31235/osf.io/4nmbv>
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://onlinelibrary.wiley.com/toc/15360733/2016/2016/175>

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, Volume II: Quantitative approaches to secondary analysis*. (179–210). Thousand Oaks, CA: SAGE. <https://doi.org/10.4135/9781473963702>

Book Reviews and Other Publications

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. <https://doi.org/10.1353/rhe.2016.0008>
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. <https://revistaseletronicas.pucrs.br/porescrito/article/view/11330>

3. **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. <https://revistaseletronicas.pucrs.br/poescrito/article/view/9007>

Research Translation and Policy Engagement

1. **Hatch-Tocaimaza, D. K.** (2025, March 25). Don't kill tenure; make it work for Nebraska. *Nebraska Examiner*. <https://nebraskaexaminer.com/2025/03/25/dont-kill-tenure-make-it-work-for-nebraska/>
2. 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
3. **Hatch-Tocaimaza, D. K.**, Wood, J. L., Hilton, A. A., & Leon, R. (2018, September 13). Research design flaws identified in study suggesting that chief diversity officers "hurt" diversity. *Diverse: Issues In Higher Education*. <https://www.diverseeducation.com/opinion/article/15103223/research-design-flaws-identified-in-study-suggesting-that-chief-diversity-officers-hurt-diversity>
4. 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. <https://digitalcommons.unl.edu/ila/11/>
5. **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>

GRANTS

Funded Grants

UNO Change Lab for Engagement Capacity Building

Submitted: August 2024. Awarded: October 2024. \$100,000 for 1st year, renewable up to \$427,940. Tocaimaza-Hatch, C.; **Hatch-Tocaimaza, D.K.** (Co-PI 40%); Dieberger, J.; Love, B.; Schaffer, C. *A change lab for engagement capacity building*. Weitz Innovation and Excellence Fund, University of Nebraska at Omaha.

SomosSTEM

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) five-year grant, Improving Undergraduate STEM Education Hispanic-Serving Institutions (I-USE HSI) grant program.

Immigrant Pathways in Community College

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.

Analysis and Dissemination of Student Success Program Impact

Submitted: October 2015. Awarded: December 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.

National Study on Design Variation in Student Success Programs

Submitted: November 2014. Awarded: March 2015. \$9,883.

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

Layman Award at the University of Nebraska–Lincoln. Funding Period: 2015–2016.

Unfunded Grant Proposals

NECARES Hub for Community-Engaged Research Infrastructure

Submitted: April 2024. \$5,105,617. Zuckerman, S., Barrett, J.; **Hatch-Tocaimaza, D.K.** (Co-PI 15%); McElravy, L.J.; Nam, Y.; Viesca, K.; Wilson, C.; Dance, L.; Yu, J.; Hanna, A.; Lindsley, D.; Larson, K. *Nebraska Community Engaged Research for Equity and Sustainability (NECARES) Hub.*

University of Nebraska–Lincoln Grand Challenges Catalyst Program.

Climate Resilience Collaborative @UNL

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.

First-Year Seminars and STEM Persistence in Community Colleges

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.

What Works and Why in Student Success Courses at Hispanic-Serving Institutions

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.

Mixed-Methods Study of Student Success Course Design

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.

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
2019	Selected participant: the ASHE Council for the Advancement of Higher Education Programs (CAHEP) Mid-Career Faculty Workshop
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 ASHE 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.

PROFESSIONAL ENGAGEMENT, INTEGRATIVE & APPLIED SCHOLARSHIP

Leadership of Research and Collaborative Initiatives

2024–Present: Founder and Convenor, Collaborative for Just Governance in Higher Education (JGHE)

Established and lead a participatory action research initiative to co-create frameworks, tools, and guidance for advancing just and sustainable governance in higher education. Grounded in critical participatory action research principles, the collaborative is focused on capacity building, justice-oriented frameworks, climate futures, and becoming land-sustaining universities, the collaborative engages faculty and stakeholders in addressing systemic inequities and fostering integrative, community-engaged scholarship.

2017: Latino Males in Higher Education Data Workshop

Co-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.

Applied Scholarship and Collaborative Advisory Work

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.

2023–2024: UNL College of Education and Human Sciences, Special Advisor to the Dean 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.

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.

Contribution to National and International Scholarly Agendas

2023–Present: Invited contributor, “After 2030: Higher Education and the Post-SDG Agenda”

Invited to join an international working group of scholars shaping the post-2030 sustainable development agenda through a three-part workshop series (2023–2025) convened by Drs. Elizabeth Buckner (Univ. of Toronto) and Tristan McCowan (Univ. College London). The initiative brings together a globally diverse cohort of higher education and comparative education researchers, alongside international development agencies, to assess higher education's role in sustainable development and collaboratively chart a new agenda beyond the U.N. sustainable development goals (SDGs). Participated in high-level thematic roundtables, contributed written reflections, and offered a conceptual reframing centered on organizational systems, governance, and justice-oriented transformation. The initiative will culminate in a multi-authored, multimedia report and strategic agenda aimed at engaging academic and civic stakeholders across scales.

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

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: Project MALES Symposium for Faculty and Research Affiliates, Austin TX

Selected as one of more than 32 of the nation's leading and emerging scholars in research on men of color in higher education to participate in the January 2018 Project

MALES Faculty and Research Affiliates Symposium 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.

Convenings and Institutional Engagements (as Speaker, Facilitator, or Participant)

2025: Radboud University (Nijmegen, Netherlands), Radboud Centre for Sustainability Challenges (RCSC)

Invited presentation to campus-wide group of faculty and students on "Just Governance in Higher Education for Meeting the Sustainability Moment." The talk situated higher education within the context of the Anthropocene and argued that sustainability is an axiological and governance challenge, not only a technical or curricular one. Drawing on higher education studies, sustainability scholarship, and the Capabilities Approach, I advanced the case that distributed leadership and policy-as-praxis are essential to making sustainability a lived institutional reality, engaging directly with the RCSC manifesto on politicizing sustainability in relation to faculty governance, academic freedom, and responsibility in shaping just climate futures for higher education

2024: Transformational Education Conference: A Day of Action for Educational Equity Advocacy, UNL Department of Educational Administration

Participated in the planning committee and served as the lead for the breakout session on "Focusing on Future and Impacted UNL Community Members." Part of a special conference designed to address equity challenges in P-12 and higher education through powermapping and collaborative action planning. This event brought together faculty, staff, graduate students, and other advocates to strategize concrete steps for ongoing advocacy and institutional support.

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

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: 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.

PRESENTATIONS AND WORKS IN DEVELOPMENT

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

Upcoming Refereed Scholarly Presentations of Work in Development

1. Abrica, E., **Hatch-Tocaimaza, D. K.**, Corey-Rivas, S., & Garcia, J. (In preparation). *Humanizing STEM education amidst environmental crises: A case study of a rural Hispanic-Serving Institution (HSI) in New Mexico*. Accepted for presentation at the November 2025 Conference of the Association for the Study of Higher Education (ASHE), Denver, CO.
2. **Hatch-Tocaimaza, D. K.**, *Bader, S., *Hopkins, M., **Opitz, L. A., *Soener, E., & **Yeatts, M. (In preparation). *Toward a synthesis of just governance: A scoping review of interdisciplinary and higher education literature*. Accepted for the 'Works in Progress' session of the November 2025 Conference of the Association for the Study of Higher Education (ASHE), Denver, CO.
3. **Hatch-Tocaimaza, D. K.**, & Kohl, K. (Scheduled for October, 2025). *A 'Whole-Institution Approach' towards sustainability in higher education*. Roundtable and networking session, accepted for presentation at the 2025 Conference & Expo of the Association for the Advancement of Sustainability in Higher Education (AASHE), Minneapolis, MN.
4. Tocaimaza-Hatch, C. C., **Hatch-Tocaimaza, D. K.**, Smith-Howell, D., & Dierberger, J. (Scheduled for October, 2025). *Institutionalizing engaged scholarship through the Change Lab for Engagement Capacity Building*. Roundtable accepted for presentation at the October 2025 conference of the Coalition of Urban and Metropolitan Universities (CUMU), Baltimore, MD.

Refereed Scholarly Presentations

1. Hatch-Tocaimaza, D. K. (2025, August). *Getting to the root of a whole institution approach to (just) sustainability*. Roundtable discussion at the 2025 European Higher Education Association (EAIR) Forum, Utrecht, Netherlands.
2. Abrica, E. J., **Hatch-Tocaimaza, D. K.**, Corey-Rivas, S., Garcia, J., & Dixit, A. (2025, January). *Culturally relevant teaching practices in life sciences at a rural Hispanic*

Serving Institution (HSI). Paper presented at the 2025 Hawaii International Conference on Education, Honolulu, HI.

3. Strunk, K., Kyoung Ro, H., Zusho, A., Castillo, W., Davis Simpfenderfer, A. J., & **Hatch-Tocaimaza, D. K.** (2024, April). *Teaching critical quantitative methods in higher education*. Symposium at the 2024 annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
4. **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.
5. 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 invited presidential session at the 2023 Conference of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.
6. 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.
7. 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.
8. **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.
9. **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.
10. **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.
11. **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.

12. **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.
13. 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.
14. 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)
15. **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)
16. 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.
17. 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.
18. **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.
19. **Fullerton, A., **Hatch-Tocaimaza, D. K.**, Synstelien, 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.
20. 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.

21. **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.
22. 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.
23. **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.
24. 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.
25. *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.
26. **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.
27. **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.
28. **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.
29. **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.

30. **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.

31. **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.

32. **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.

33. **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.

34. *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.

35. 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.

36. **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.

37. 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.

38. **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.

39. **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.

40. **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.
41. 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.
42. 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.
43. **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.
44. 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.
45. **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.
46. 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.
47. 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.
48. 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.

49. 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.
50. **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 (NSF) Hispanic Serving Institution (HSI) Program Meeting, 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-Tocaimaza, D. K.** (2018, October). *Supporting students through high impact practices in community colleges*. Guest lecture presentation for EDAD 880: Student Affairs Seminar, Department of Educational Administration, Lincoln, NE.
10. **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.
11. **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.
12. **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.
13. **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.
14. **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^hoⁿ Nation, in support of a USDA NIFA research grant Research Capacity Building at NICC.
15. ****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.
16. **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.
17. **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.
18. **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.

19. **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.**, (2024, September). *Toward just climate futures in higher education*. Presented at the Department of Educational Administration thought exchange series. University of Nebraska–Lincoln.
2. **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.
3. 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.
4. **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.
5. **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.

TEACHING

Graduate Level – Higher Education Administration

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

- Fall 2024
- Fall 2023
- Fall 2022

EDAD 900E, Doctoral Proseminar in Educational Administration (*EdD program*)

- Summer 2025

EDAD 900, Doctoral Proseminar in Educational Administration (*PhD program*)

- 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 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 986: Leadership in Educational Organizations

- Spring 2025

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

- Fall 2021

EDAD 995, Research Seminar: Scoping Reviews in Educational Studies

- Summer 2024

EDAD 995, Research Seminar: Factor Analysis for Applied Research

- Summer 2023

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

- Summer 2017

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

- Spring 2019
- Summer 2016

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

- Spring 2017

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

- Spring 2015

ADVISING OF STUDENTS

Doctoral Advising

Doctoral Dissertation Committees Chaired

Completed:

1. Tanya Santos EdD awarded, May 2025
"Melanated Reflections Through Testimonios: Centering the Lived Experiences of African American Women Teachers Turned Leaders"
2. Bev Cummins 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"
3. Pat Crisler EdD awarded, December 2022
"Using Research-Based Self-Assessment to Foster a Community College Culture of Inquiry"
4. Laura Boche PhD awarded, August 2022
"The Lived Experiences of Mother Executive Administrators in Higher Education During the Covid-19 Pandemic: An Interpretative Phenomenological Analysis"
5. Monique Cribbs PhD awarded, May 2022
"Undecided Students and the Decision Dilemma among Community College Students"

6. Kasey Edwardson PhD awarded, December 2021
"Developing The Community College Student Perceived Health, Healthcare Access, And Utilization Scale (SPHAUS)"
7. Dalila Avila Sajadian EdD awarded, May 2021
"Leadership Practices for Undocumented and DACA Students at a Rural Iowa Community College"
8. 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"
9. Ignacia (Nish) Goicolea EdD awarded, December 2020
"Micro-credentialing: Establishing a Wyoming Framework"
10. 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"
11. 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"
12. 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"
13. Adam Fullerton PhD awarded, May 2020
"Counternarratives of Success: A Narrative Inquiry into the Life Experiences of Prior-enlisted Reserve Officers Navigating Higher Education"
14. Diana Hernandez EdD awarded, May 2020
"Structural, Organizational, and Cultural Processes and Mechanisms: A Case Study of Writing Center Marginalization and Untapped Potential"
15. 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"

Note: Winner of the 2021 Dissertation of the Year Award from the Council for the Study of Community Colleges (CSCC)
16. Miles Young PhD awarded, May 2020
"Speaker of the House: The Intersection of Faculty and Administrator Roles among Community College Faculty Department Chairs"
17. Naomi Mardock Uman PhD awarded, December 2018

“A Resource-Oriented Investigation into the Community College Matriculation and Persistence of US-Educated English Language Learners”

Note: Winner of the 2019 Dissertation of the Year Award from the Council for the Study of Community Colleges (CSCC)

18. 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:

- | | |
|------------------------|---------------------------|
| 19. Kristina Cammarano | PhD candidate (Apr. 2021) |
| 20. Juliet Long | EdD candidate (Mar. 2024) |
| 21. Felipe Longoria | EdD candidate (Sep. 2024) |

Doctoral Supervisory Committees Chaired

- | | |
|-------------------------|-------------|
| 1. Evan Boyd | EdD student |
| 2. Andrew Cornelius | PhD student |
| 3. Patrick Edwards | EdD student |
| 4. Elsa Gossett | EdD student |
| 5. James Hawthorne | PhD student |
| 6. Brigid Howard | EdD student |
| 7. Daniel Jaimes | PhD student |
| 8. Luis Olivas | EdD student |
| 9. Monte Olson | PhD student |
| 10. Leigh Anne Opitz | PhD student |
| 11. Amy Sabatka | EdD student |
| 12. Jeffrey Southall II | PhD student |
| 13. Theresa Webster | EdD student |
| 14. Madeline Yeatts | PhD student |

Doctoral Candidates Dissertation Committees – Member

Completed:

- | | |
|-----------------------|---|
| 1. Calie Holden | PhD awarded, May, 2025 |
| 2. Timothy Barshinger | EdD awarded, August, 2024 |
| 3. Benjamin Lamb | PhD awarded, August, 2024 |
| 4. Blair Prevost | PhD awarded, December, 2023 |
| 5. Greyson Holliday | PhD awarded, August 2023 (in Educational Psychology, Advisor: Dr. Neeta Kantamneni) |
| 6. Beth Collins | PhD awarded, May 2023 |
| 7. Ben Phillips | EdD awarded, May 2023 |
| 8. Justin Brown | PhD awarded, August 2022 |
| 9. Moises Padilla | PhD awarded, May 2022 |
| 10. Leslie Prideaux | PhD awarded, May 2022 |
| 11. Geoff Gresk | PhD awarded, December 2021 |
| 12. Pankaj Desai | PhD awarded, May 2021 |
| 13. Stephanie Zobac | PhD awarded, May 2021 |

14. Rachel Gresk	PhD awarded, December 2020
15. Matt Nelson	PhD awarded, December 2020
16. Honora Buell	EdD awarded, May 2020 (in Community College Leadership, at Oregon State University, Advisor: Dr. Gloria Crisp)
17. Bohdan Christian	PhD awarded, May 2020
18. Michael Jolley	PhD awarded, May 2020
19. Jeannette Passmore	PhD awarded, December 2019
20. Luann Larsen	PhD awarded, December 2018 (in Educational Psychology, Advisor: Dr. Roger Bruning)
21. Markeya Peteranetz	PhD awarded, May 2018 (in Educational Psychology, Advisor: Dr. Tony Albano)
22. Minerva Tuliao	PhD awarded, May 2018
23. Troy Nordman	EdD awarded, December 2017
24. Crystal E. Garcia	PhD awarded, May 2017
25. Jeff Beavers	EdD awarded, December 2016
26. Shirley Davenport	PhD awarded, May 2016
27. Allison Kinney-Walker	EdD awarded, May 2015
28. Jamie Stech	EdD awarded, December 2014
29. David Hamilton	EdD awarded, August 2014

In progress:

30. Alex Zatizabal Boryca	PhD candidate
31. Rande Daykin	PhD candidate
32. Jordan Gonzales	PhD candidate
33. Jon Kerrigan	PhD candidate
34. Ashley Light	PhD candidate
35. Ruth Oliver Andrew	PhD candidate
36. Le Racha Simon	PhD candidate

Doctoral Student Advisory Committees – Member

1. Darius Adams	PhD student
2. Clarisa Almazán	PhD student
3. Jonathan Acosta	PhD student
4. Kamryn Buchanan	PhD student (in Counseling Psychology, Advisor: Dr. Neeta Katamneni)
5. Kari Eller	PhD student (in Teaching, Learning, Teacher Education, Advisor: Dr. Janelle Reeves)
6. Korrin Fagenstrom	PhD student
7. Alan Galvez	PhD student
8. Chelsy Harris	PhD student
9. Joanna Hergenreder	EdD student (in Teaching, Learning, Teacher Education, Advisor: Dr. Ted Hamann)
10. Christopher Hill	PhD student
11. Sheri Hink-Wagner	EdD student
12. Andrew Hopp	PhD student (in Teaching, Learning, Teacher Education, Advisor: Dr. Justin Olmanson)
13. Ana Lopez Shalla	PhD student

14. Jaime Mastera	PhD student
15. Therese Nelson	PhD student
16. Samella Koroma	PhD student

Masters Advising

Master's Degree Programs Supervised

Completed:

1. Emily Madsen	MA awarded, May 2023
2. Hector Martinez Capellan	MA awarded, May 2023
3. Carly Mendoza	MA awarded, May 2023
4. Mya Felder	MA awarded, December 2022
5. MJ Morgan	MA awarded, December 2022
6. Alyssa Olvera	MA awarded, December 2022
7. Michael Elsener	MA awarded, May 2022
8. CJ Kracl	MA awarded, May 2022
9. Trista Lefler	MA awarded, May 2022
10. Chase Wolinski	MA awarded, May 2022
11. Joshua Gruber	MA awarded, August 2021
12. Sarah Simon	MA awarded, August 2021
13. Alan Wilkins	MA awarded, August 2021
14. Derrick McKenzie	MA awarded, August 2020
15. Alyssa Enger	MA awarded, May 2020
16. Sarah Frankel	MA awarded, May 2020
17. Caitlin Nelson	MA awarded, May 2020
18. Mollie Rappl	MA awarded, December, 2019
19. Michael Singer	MA awarded, December, 2019
20. Lizzette Green	MA awarded, May 2019
21. Lucas Kratzer	MA awarded, May 2019
22. Nathan Lamberty	MA awarded, May 2019
23. Dillon Ellis	MA awarded, December 2017
24. Tyler Thomas	MA awarded, December 2017
25. Shannon Hair	MA awarded, May 2017
26. Brett Ducker	MA awarded, December 2016

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

SERVICE

Professional Editorial Service

Associate Editor:

Journal of Diversity in Higher Education (2020–2024)

Appointed to launch and lead a new section of the journal dedicated to Practice Briefs. Provided editorial leadership through all stages—vision, call for papers, review processes, author development, and evaluation systems. Oversaw 150+ submissions, implemented custom processes and criteria, and curated published briefs that center actionable, practitioner-informed scholarship advancing institutional transformation and inclusive excellence.

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 (2019–2025)

Including: Invited to join as Advisory Council Member for the journal's new special section on Liberatory Possibilities and Praxis (2025–present)

Journal of Diversity in Higher Education (2025–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 (2022–2025)

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 Applied Research in Community Colleges (2015–2017)
Journal of Higher Education (2015–2017, 2024, 2025)
Journal of Latino/Latin American Studies (2024)
Research in Higher Education (2021, 2022)
Review of Educational Research (2024)
Sustainable Development (2025)
Texas Education Review (2013)

Invited peer reviewer for a proposed update of a book in the Routledge (Taylor & Francis Group) *Series in Critical Narrative*. (2024)

Professional Association and Funding Agency Service

National Science Foundation (NSF)
 Grant Review Panelist for the Division of Undergraduate Education (DUE) and Division of Equity for Excellence in STEM (EES) (2025)

Association for the Advancement of Sustainability in Higher Education (AASHE)
 Advisory Council Member (2022-2026)

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

National Association of Diversity Officers in Higher Education (NADOHE) and the American Psychological Association (APA)
 Search Committee Member for the 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 CC leadership programs (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

2025–2028	Member, UNL Faculty Senate Committee on Committees
2024-2025	Member, Executive Vice Chancellor’s search advisory committee for Dean of the College of Education and Human Sciences. Successful hire: Jeff Reese, PhD, Professor and Dean
2023–ongoing	Member, UNL Chancellor's Environment, Sustainability, and Resilience (ESR) Commission
2021–ongoing	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

2024–2025	CEHS Lead for Scholarship and Creative Activity
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- Member of the CEHS Leadership Team, charged to support new faculty through onboarding, developing career-spanning faculty success initiatives, advance strategic priorities for scholarship and creative activity, and address gaps between administrative roles and faculty support structures.
- Serve as chair of the CEHS Research Committee
- Represent CEHS at university-wide meetings of Associate Deans of Research
- Consulted with chairs and faculty on equitable workload and evaluation reform

- Helped plan and facilitate discussions on threats to academic freedom and challenges from changes to diversity, equity, and inclusion regimes

2023–2024	UNL College of Education and Human Sciences, Special Advisor to the Dean on Academic Work
2023-2025	Member of the CEHS Promotion and Tenure Committee
2017–ongoing	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

2021-2023	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
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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

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. http://www.teens-act.org

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)