

KC Culver

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EDUCATION

2019	PhD in Higher Education and Student Affairs, University of Iowa Presidential Graduate Research Fellow Certificate in College and University Teaching	GPA: 4.06
2003	MFA in Creative Writing, University of South Carolina Emphasis in Poetry with Creative Thesis	GPA: 4.00
2000	MA in English Literature, Auburn University Concentrations: Rhetoric and Composition, 20th Century British and American Literature	GPA: 3.75
1998	BA in English Literature, St. Mary's College of Maryland	GPA: 3.55

PROFESSIONAL SUMMARY

2022-present

Assistant Professor, University of Alabama

- Assistant Professor of Higher Education in the Educational Leadership, Policy, and Technology Studies department
- Serve as program coordinator for the university-wide College Teaching Certificate
- Teach graduate courses in online and face-to-face programs for students interested in higher education administration, leadership, and employment
- Develop and lead professional development community for graduate research assistants and graduate fellows in department
- Provide development of graduate research assistants through work on externally-funded projects

2023-present

Associate Director, The Delphi Project on the Changing Faculty and Student Success

2020-2022

Senior Postdoctoral Scholar

2019-2020

Postdoctoral Scholar, University of Southern California

- As Associate Director of the Delphi Project, develop and lead studies to enhance awareness about the changing faculty and to help create new faculty models to support higher education institutions to better support faculty off the tenure track
- As a postdoctoral scholar in the Pullias Center for Higher Education, designed and conducted mixed methods action research about policies and practices that support non-tenure-track faculty members through The Delphi Project on the Changing Faculty and Student Success; multiple funders including the National Science Foundation and TIAA Institute
- Conducted and disseminated longitudinal, mixed methods research about a multi-campus comprehensive college transition program for low-income, first generation, and racially minoritized students through the Promoting At-Promise Student Success (PASS) project
- Wrote scholarly manuscripts, reports, practice briefs, and case studies and develop presentations for funding agencies, project stakeholders, project partners, and practitioners as part of multiple research teams
- Promoted to senior postdoctoral scholar after one year
- Taught *Research Methods* and *Capstone* courses for Postsecondary Administration and Student Affairs program

2014-2015; 2017-2019

Presidential Graduate Research Fellow, University of Iowa

- Developed and engaged individually-developed research agenda

- Planned and engaged in learning and research activities related to virtual mobility for graduate students, a grant-funded partnership with University of Oslo related to international postsecondary contexts
- Developed and collected data for survey research through *UI Student Learning and Success Outcomes*, an institutionally-funded longitudinal study of students' academic experiences and individual beliefs related to teaching and learning
- Mentored newer doctoral students in quantitative research process with large, longitudinal datasets, from developing well-designed research questions to analyzing data using Stata and interpreting results
- Taught *Teaching and Learning in Higher Education* course for doctoral students enrolled in university-wide teaching certificate program

2015-2017

Graduate Research Assistant, University of Iowa

- Graduate research assistant for the Center for Research on Undergraduate Education
- Provided editorial feedback for *How College Affects Students: 21st Century Evidence that College Works* (Jossey-Bass, 2016)
- Primary graduate researcher working on study design, implementation, and data collection for study of pair programming in Computer Science funded by the National Science Foundation
- Co-principal investigator for a partially experimental study of a course in the College of Engineering exploring student experiences, behaviors, artifacts, and outcomes related to the use of innovative pedagogies
- Conducted quantitative research related to academic experiences in college and student outcomes using linear, logistic, and multinomial regression, mixed effects hierarchical models, propensity score models, structural equation modeling, and time series analysis

2009-2014

Senior Lecturer, English

2003-2009

Lecturer, English, University of Miami

- Taught 60 sections of different undergraduate courses in English; employed with 4/4 load
- Held several department-level administrative positions: Assistant Director, Writing Center; Assistant Director, English Composition; Teaching Circle Coordinator, English Composition
- Held several college-level administrative and advising positions: Assessment and Support Coordinator, Summer Institute for faculty; Curricular Developer, Summer Institute for faculty; Undergraduate Advisor (20 students per year)
- Instructor for Continuing Education programs: Osher Lifelong Learning Institute; Summer Scholars Program
- Promoted to senior lecturer in first year of eligibility

2008-2014

Online Instructor, English, Kaplan University

- Taught 12 online sections of different undergraduate courses with asynchronous and synchronous components

2005-2007

Contract Grant Writer, Camillus House

- Identified potential grant funders from databased of private foundations
- Wrote proposals and managed private and public grants for a nonprofit that aims to end homelessness in Miami and their sister agency, Camillus Health Concern, who provides primary health care to the poor and uninsured in Miami-Dade County

2000-2003

Graduate Teaching Assistant, English, University of South Carolina

- Instructor for 7 sections of different undergraduate courses
- Assistant director, Writing Center
- Research assistant, edited *Texts and Contexts: Writing about Literature with Critical Theory* (3rd ed.; Longman, 2004)

1998-2000

Graduate Teaching Assistant, English, Auburn University

- Tutor, Writing Center
- Instructor for 6 sections of courses in rhetoric and composition

PUBLICATIONS AND PRESENTATIONS

* indicates graduate or undergraduate student collaborator

Edited Monographs and Journals

Culver, K. C., & Trolan, T. L., Eds. (2020). *Effective instruction in college classrooms: Research-Based approaches to college and university teaching*. New Directions for Teaching and Learning, no. 168. Jossey-Bass. <https://doi.org/10.1002/tl.20355>

Peer-Reviewed Journal Articles/Conference Proceedings

28. Culver, K. C. & González Canché, M. (accepted). We sit side by side: How course peers shape the achievement and success of at-risk students. *The Review of Higher Education*.
27. Kitchen, J. A., Culver, K. C., Corwin, Z. B., & Rivera, G. J. (2025). Promoting low-income college student success through peer mentoring: A mixed methods examination. *Teachers College Record*. <https://doi.org/10.1177/01614681251334786>
26. Culver, K. C., Kezar, A., & Koren, E. R. (2025). Faculty, academic careers, and environments (FACE) framework: A guide to faculty work for research, practice, and policy. *The Journal of Higher Education*. Online first. <https://doi.org/10.1080/00221546.2025.2466421>
25. *Culver, K. C., & Katsumoto, S. (2024). Think for yourself: Centering racially minoritized students in the relationship between good teaching practices and lifelong learning in the first college year. *Journal of the First-Year Experience and Students in Transition*, 36(2), 75-96.
24. Culver, K. C., Bray, N. J., & Braxton, J. M. (2024). On my honor: A quasi-experimental analysis of honors students' perceptions of workload and cognitive challenge. *Research in Higher Education*, 65(4), 679-704. <https://doi.org/10.1007/s11162-024-09788-5>
23. Culver, K. C., Perez, R., Kitchen, J., & Cole, D. (2024). Fostering equitable engagement: a mixed-methods exploration of the engagement of racially diverse students in a comprehensive college transition program. *Journal of Diversity in Higher Education*, 17(2), 200–214. <https://doi.org/10.1037/dhe0000408>
22. Culver, K. C. (2023). All in all: Tearing down walls in the Scholarship of Teaching and Learning. *Innovative Higher Education*, 48(6), 971-976. <https://doi.org/10.1007/s10755-023-09684-3>
21. Culver, K. C., Kezar, A., & Koren, E. R. (2023). Improving access and inclusion for VITAL faculty in the Scholarship of Teaching and Learning through sustained professional development programs. *Innovative Higher Education*, 48(6), 1071-1094. <https://doi.org/10.1007/s10755-023-09672-7>
20. Jang, N., Culver, K. C., & Bowman, N. A. (2023). Measuring students' spirituality: A scale of authenticity. *Journal of College and Character*, 24(2), 79-99. <https://doi.org/10.1080/2194587X.2023.2190123>
19. Culver, K. C., Selznick, B. S., & Trolan, T. L. (2022). Rethinking critical thinking for social justice: Introducing a new measure of critical being that emphasizes thought, reflection, and action. *SN Social Sciences*, 2, 218 (2022). <https://doi.org/10.1007/s43545-022-00531-4>
18. *Culver, K. C., Harper, J., & Kezar, A. (2022). Engaging design thinking in professional bureaucracies: Improving equity for non-tenure track faculty in higher education. *Journal of Higher Education Policy and Leadership Studies*, 3(1), 68–89. <https://doi.org/10.52547/johepal.3.1.68>

17. Culver, K. C., Youngerman, E. W., Jang, N., Bowman, N. A., & Just, C. L. (2022). Promoting equitable 6. achievement in STEM: Lab report writing and online peer review. *Journal of Experimental Education*, 90(1), 23–45. <https://doi.org/10.1080/00220973.2020.1799315>
16. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2021). The impact of pair programming on college students' interest, perceptions, and achievement in computer science. *ACM Transactions on Computing Education*, 21(3), 1–19. <https://doi.org/10.1145/3440759>
15. Culver, K. C., Swanson, E. S., Hallett, R. E., & Kezar, A. (2021). Identity-conscious strategies to engage low-income students in a learning community: Shared courses in a comprehensive college transition program. *Teachers College Record*, 123(8), 142–171. <https://doi.org/10.1177/01614681211048655>
14. Culver, K. C., Braxton, J. M., & Pascarella, E. T. (2021). What we talk about when we talk about rigor: Examining conceptions of academic rigor. *The Journal of Higher Education*, 92(7), 1140–1163. <https://doi.org/10.1080/00221546.2021.1920825>
13. Culver, K. C., Bowman, N. A., & Pascarella, E. T. (2021). How students' intellectual orientations and cognitive reasoning abilities may shape their perceptions of good teaching practices. *Research in Higher Education*, 62(6), 765–788. <https://doi.org/10.1007/s11162-021-09625-z>
12. Swanson, E. S., Culver, K. C., Cole, D., & Rivera, G. (2021). Promoting at-promise student success in four-year universities: Recommendations from the Thompson Scholars Learning Communities. *Journal of Diversity in Higher Education*, 14(4), 457–462. <https://doi.org/10.1037/dhe0000345>
11. Denson, N., Bowman, N. A., Culver, K. C., & Holmes J. M. (2021). Do diversity courses make a difference in student outcomes? A meta-analysis of 25 years of research. *Journal of Diversity in Higher Education*, 14(4), 544–556. <https://doi.org/10.1037/dhe0000189>
10. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2020). Pair programming in perspective: Effects on persistence, achievement, and equity in computer science. *Journal of Research on Educational Effectiveness*, 13(4), 731–758. <https://doi.org/10.1080/19345747.2020.1799464>
9. Culver, K. C., Young, R. L., & Barnhardt, C. L. (2020). Communicating support: Examining perceived organizational support among faculty with differing appointment types. *Innovative Higher Education*, 45(4), 299–315. <https://doi.org/10.1007/s10755-020-09503-z>
8. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. M. (2020). (Mis)match of students' country of origin and the impact of collaborative learning in computer science. *Proceedings of the 2020 ASEE Virtual Annual Conference, June 22-26, 2020*. <https://doi.org/10.18260/1-2--33974>
7. Culver, K. C., & Bowman, N. A. (2019). Is what glitters really gold? A quasi-experimental study of first-year seminars and college student success. *Research in Higher Education*, 61(2), 167–196. <https://doi.org/10.1007/s11162-019-09558-8>
6. Culver, K. C., Braxton, J. M., & Pascarella, E. T. (2019). Does teaching rigorously enhance undergraduates' intellectual development? The relationship of academic rigor with critical thinking skills and self-motivated learning. *Higher Education*, 78(4), 611–627. <https://doi.org/10.1007/s10734-019-00361-z>
5. Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. M. (2019). How prior programming experience affects students' pair programming experiences and outcomes. *Proceedings of the 24th Annual Conference on Innovation and Technology in Computer Science Education, July 12–17, 2019*. <https://doi.org/10.1145/3304221.3319781>
4. Jarratt, L., Bowman, N. A., Culver, K. C., & Segre, A. M. (2019). A large-scale experimental study of gender and pair composition in pair programming. *Proceedings of the 24th Annual Conference on Innovation and Technology in Computer Science Education, July 12–17, 2019*. <https://doi.org/10.1145/3304221.3319782>

3. Loes, C. N., Culver, K. C., & Trolan, T. L. (2018). How collaborative learning enhances students' openness to diversity. *The Journal of Higher Education*, 89(6), 935–960. <https://doi.org/10.1080/00221546.2018.1442638>
2. Bowman, N. A., & Culver, K. C. (2017). When do honors programs make the grade? Conditional effects on college satisfaction, achievement, retention, and graduation. *Research in Higher Education*, 59(3), 249–272. <https://doi.org/10.1007/s11162-017-9466-y>
1. Kilgo, C. A., Culver, K. C., Young, R. L., & Paulsen, M. B. (2017). The relationship between students' perceptions of “good practices for undergraduate education” and the paradigmatic development of disciplines in course-taking behavior. *Research in Higher Education*, 58(4), 430–448. <https://doi.org/10.1007/s11162-016-9433-z>

Chapters in Edited Books/Monographs

8. Kezar, A., & Culver, K. C. (accepted). Supporting VITAL faculty to be successful in creating equity and excellence. In Dandaneau, S., ed. *The Equity/Excellence Imperative in Action*. Johns Hopkins Press.
7. Youngerman, E. W., & Culver, K. C. (2024). Increasing equity through project-based learning in graduate and professional schools: Problems of practice, cases, and clinics. In E. T. Parker III & T. L. Trolan (Eds.) *Promoting Meaningful Student-Faculty Experiences in Graduate Education* (pp. 62-84). Routledge. <https://doi.org/10.4324/9781003296508-5>
6. Culver, K. C., & Bowman, N. A. (2023). Are you experienced? How college environments, programs, and interactions shape student retention and graduation. In R. D. Reason & J. M. Braxton (Eds.) *Improving College Student Retention: New Developments in Theory, Research, and Practice* (pp. 153-181). Stylus. <https://doi.org/10.4324/9781003445258-10>
5. Culver, K. C., & Kezar, A. (2022). The impacts of 2020 on advancement of non-tenure track and adjunct faculty. In Dahlberg, M., ed., *Promotion, Tenure, and Advancement through the Lens of 2020: The Next Normal*. National Academies of Science, Engineering, and Medicine. https://nap.nationalacademies.org/resource/26405/6_The_Impacts_of_2020_on_Advancement_of_Contingent_Faculty-Culver_Kezar.pdf
4. Culver, K. C. (2020). Cognitive dissonance. In M. E. David & M. J. Amey (Eds.) *The Sage Encyclopedia of Higher Education* (pp. 259–260). Sage Publications. <https://doi.org/10.4135/9781529714395.n101>
3. Trolan, T. L., & Culver, K. C. (2020). Advancing evidence-based instruction for the public good. In Culver, K. C., & Trolan, T. L. (Eds.), *Research-based practices for effective instruction* (New Directions for Teaching and Learning, no. 168, pp. 115–126). Jossey-Bass. <https://doi.org/10.1002/tl.20430>
2. Youngerman, E. W., & Culver, K. C. (2019). Problem-based learning (PBL): Real-world applications to foster (inter)disciplinary learning and integration. In T. L. Trolan & E. A. Jach (Eds.), *Applied learning in higher education: curricular and co-curricular experiences that improve student learning* (New Directions for Higher Education, no. 188, pp. 23–32). Jossey-Bass. <https://doi.org/10.1002/he.20342>
1. Bowman, N. A., & Culver, K. C. (2018). Promoting equity and student learning: Rigor in undergraduate academic experiences. In C. M. Campbell (Ed.), *Reframing notions of rigor: Building scaffolding for equity and student success*. (New Directions for Higher Education, no. 181, pp. 47–57). Jossey-Bass. <https://doi.org/10.1002/he.20270>

Articles, Reports, Case Studies, Toolkits, and Briefs

38. *Hitt, N., & Culver, K. C. (2025). *Designing professional development for advocacy and change supporting VITAL faculty at University of Georgia*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-professional-development-for-advocacy-and-change-supporting-vital-faculty-at-university-of-georgia/>

37. *Hitt, N., & Culver, K. C. (2025). *Designing professional development for mid-career VITAL faculty at the University of Denver*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-professional-development-for-mid-career-vital-faculty-at-the-university-of-denver/>
36. *Hitt, N., & Culver, K. C. (2025). *Designing a term faculty learning community for VITAL leadership development at Iowa State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-a-term-faculty-learning-community-for-vital-leadership-development-at-iowa-state-university/>
35. *Culver, K. C., & Jones, K. (2025). *Designing discipline-specific adjunct faculty learning communities at Boise State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-discipline-specific-adjunct-faculty-learning-communities-at-boise-state-university/>
34. *Culver, K. C., & Jones, K. (2025). *Designing a faculty learning community for course coordinators at Kennesaw State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/designing-a-faculty-learning-community-for-course-coordinators-at-kennesaw-state-university/>
33. Culver, K. C., Selznick, B. S., & Kezar, A. (2025). *Sustained professional development for VITAL faculty: Engagement and benefits*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/sustained-professional-development-for-vital-faculty-engagement-and-benefits/>
32. Kezar, A., & Culver, K. C. (2025). It is time to take stock of campus design for DEI, not move away [Editorial]. *Change: The Magazine of Higher Learning*, 57(1), 2-3. <https://doi.org/10.1080/00091383.2025.2442876>
31. Kezar, A., & Culver, K. C. (2024). *Exploring new horizons for designing sustained professional development for VITAL faculty*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/exploring-new-horizons-for-designing-sustained-professional-development/>
30. Culver, K. C., Kezar, A., Koren, E. R., & Curtis, J. W. (2024). *Faculty, Academic Careers, and Environments (FACE) conceptual framework report*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/face-conceptual-framework-report/>
29. Curtis, J. W., Koren, E. R., Kezar, A., Culver, K. C., Arbeit, C., & McDermott Tate, N. (2024). *Faculty, Academic Careers, and Environments (FACE) pilot study and field test report*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/face-pilot-study-and-field-test-report/>
28. Kezar, A., & Culver, K. C. (2024). *The role of academic affairs in supporting VITAL faculty on campus*. USC Pullias Center for Higher Education. https://pullias.usc.edu/wp-content/uploads/2024/07/Role-of-Academic-Affairs-in-Supporting-VITAL-Faculty-on-Campus_FINAL-2024.pdf
27. Koren, E. R., Curtis, J. W., Kezar, A., & Culver, K. C. (2024). *Faculty, Academic Careers, and Environments (FACE) institutional data providers focus groups report*. USC Pullias Center for Higher Education. https://pullias.usc.edu/wp-content/uploads/2024/01/USC_FACE-Focus-Groups-Report_FINAL_1-17-24.pdf
26. Kezar, A., & Culver, K. C. (2024). *Voices of expertise and experience brief: What is the employee value proposition for contingent/VITAL faculty?* TIAA Research Institute. <https://www.tiaa.org/content/dam/tiaa/institute/pdf/research-brief/2024-03/2024voee-kezar-03a.pdf>
25. *Vita, B., & Culver, K. C. (2024). *Charting pathways of intellectual leadership for VITAL Faculty at Michigan State University's College of Arts & Letters*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/charting-pathways-of-intellectual-leadership-for-vital-faculty-at-michigan-state-universitys-college-of-arts-letters/>

24. *Vita, B., & Culver, K. C. (2024). *San Jacinto College: Support and success for part-time faculty*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/san-jacinto-college-support-and-success-for-part-time-faculty/>
23. Culver, K. C. (2024). *The University of Delaware CT caucus: Grassroots collective to foster institutional change*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/the-university-of-delaware-delphi-finalist/>
22. Corwin, Z., Kitchen, J., Harvey, J., & Love, H., Culver, K. C., & Rivera, G. (2024). *Promoting at-promise college student success through peer mentoring* [Practice Guide]. USC Pullias Center for Higher Education. https://pass.pullias.usc.edu/wp-content/uploads/2024/02/PASS_Peer-Mentoring-Brief_FINAL.pdf
21. Kezar, A., & Culver, K. C. (2023). Leadership provocation: Silence is complicity [Editorial]. *Change: The Magazine of Higher Learning*, 55(3), 2-3. <https://doi.org/10.1080/00091383.2023.2195267>
20. *Culver, K. C., Kezar, A., & Yeh, J. (2022). *Toolkit for designing accessible and inclusive professional development for NTTF*. The Delphi Project on the Changing Faculty and Student Success. <https://pullias.usc.edu/download/designing-accessible-and-inclusive-professional-development-for-nttf-2022/?wpdmdl=24740&ind=1655230758919>.
19. Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Boise State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-boise-state-university/>
18. Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at the University of Michigan's College of Engineering*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-the-university-of-michigans-college-of-engineering/>
17. *Culver, K. C., Kezar, A., & Lee, M. (2021). *Professional development for non-tenure-track faculty in STEM at the Embry-Riddle Aeronautical University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-in-stem-at-the-embry-riddle-aeronautical-university/>
16. *Culver, K. C., Kezar, A., & Yeh, J. (2021). *Professional development for non-tenure-track faculty at California State University, San Bernardino*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-california-state-university-san-bernardino/>
15. Kezar, A., & Culver, K. C. (2021). *Professional development for non-tenure-track faculty at University of North Carolina, Charlotte*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-university-of-north-carolina-charlotte/>
14. *Culver, K. C., Lee, M., & Kezar, A. (2021). *Professional development for non-tenure-track faculty in STEM at the University of Colorado Boulder*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-in-stem-at-the-university-of-colorado-boulder/>
13. *Lee, M., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Sinclair Community College*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-sinclair-community-college/>
12. *Lee, M., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at The Ohio State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-the-ohio-state-university/>

11. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Indiana University—Purdue University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-indiana-university-purdue-university/>
10. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at San Francisco State University*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-san-francisco-state-university/>
9. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at the University of Georgia DeLTA Project in STEM*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-the-university-of-georgia-delta-project-in-stem/>
8. *Yeh, J., Culver, K. C., & Kezar, A. (2021). *Professional development for non-tenure-track faculty at Valencia College*. USC Pullias Center for Higher Education. <https://pullias.usc.edu/download/professional-development-for-non-tenure-track-faculty-at-valencia-college/>
7. Culver, K. C., & Kezar, A. (2021). *Designing accessible and inclusive professional development for NTTF*. The Delphi Project on the Changing Faculty and Student Success. <https://pullias.usc.edu/download/designing-accessible-and-inclusive-professional-development-for-nttf/>
6. *Culver, K. C., Harper, J., & Kezar, A. (2021). *Design for equity in higher education*. The Delphi Project on the Changing Faculty and Student Success. <https://pullias.usc.edu/download/design-for-equity-in-higher-education/>
5. *Culver, K. C., Harper, J., & Kezar, A. (2021). *Using “design for equity in higher education” for liberatory change: a guide for practice*. The Delphi Project on the Changing Faculty and Student Success. <https://pullias.usc.edu/download/using-design-for-equity-in-higher-education-for-liberatory-change-a-guide-for-practice/>
4. *Culver, K. C., Rivera, G.J., Acuna, A. A., Cole, D., Hallett, R., Kitchen, J. A., Perez, R. J., & Swanson, E. (2021). Engaging at-promise students for success through innovative practices: Proactive advising and shared academic courses. [Brief]. Pullias Center for Higher Education. https://pass.pullias.usc.edu/wp-content/uploads/2021/05/Brief_Engaging_At-Promise_Students_May21_final.pdf
3. Swanson, E., Bettencourt, G.M., Cole, D., Culver, K.C., Kitchen, J., & Rivera, G. J. (2021). Designing comprehensive college transition programs to support students’ long-term success [Brief]. USC Pullias Center for Higher Education. https://pass.pullias.usc.edu/wp-content/uploads/2021/08/Brief_Designing_Comprehensive_College_Aug21_final.pdf
2. Cole, D., Culver, K. C., Kitchen, J. A., Rivera, G. J., & Swanson, E. S. [alphabetical] (2020). How and why a comprehensive college transition program works: Promoting at-promise students’ success in the Thompson Scholars Learning Communities. Pullias Center for Higher Education. <https://pullias.usc.edu/wp-content/uploads/2020/10/Formative-TSLC-policy-brief-PUBLIC-FINAL.pdf>
1. Hallett, R. E., Kitchen, J. A., Perez, R. J., Culver, K. C., Swanson, E., Reason, R. D., & Toccoli, J. S. (2019, October). *Qualitative Campus Report: Thompson Scholar Learning Community—University of Nebraska Lincoln*. Los Angeles: Pullias Center for Higher Education.

Manuscripts in Progress

Culver, K. C. Faculty with disabilities: An exploratory study of patterns in their career characteristics and personal lives.

*Culver, K. C., & Mujahid, T. A critical quantitative study of faculty belonging and disability.

*Culver, K. C., Mujahid, T., & Robinson Boone, F. The role of disability in faculty's perceptions of work-life balance.

Culver, K. C., Kezar, A., & Selznick, B. Understanding and promoting academic leadership for VITAL faculty.

Media Mentions and Research Dissemination

Peer mentoring as a catalyst for low-income student success. (2025). *The Chronicle of Evidence-Based Mentoring*.
<https://www.evidencebasedmentoring.org/peer-mentoring-as-a-catalyst-for-low-income-student-success/>

Srinivas, A., & Lenhardt, D. (March 31, 2025). Officials must boost staff-student ratio to reduce burnout, improve student experience, experts say. *The George Washington University Hatchet*.
<https://gwhatchet.com/2025/03/31/officials-must-boost-staff-student-ratio-to-reduce-burnout-improve-student-experience-experts-say/>

Culver, K. C., & Kezar, A. (2024, January). Six strategies to support VITAL faculty in professional development. *Supporting Faculty*, 2(1), 2-3.

Kezar, A. & Culver, K. C. (2023). Leadership provocation: Silence is complicity [Editorial]. *Change: The Magazine of Higher Learning*, 55(3), 2-3. <https://doi.org/10.1080/00091383.2023.2195267>

*Kezar, A., Culver, K. C., & Harper, J. (2022, August 15). Designing our way to equity in unprecedented times. *Academic Leader*. <https://www.academic-leader.com/topics/diversity-equity-inclusion/designing-our-way-to-equity-in-unprecedented-times/>

Culver, K. C., & Kezar, A. (2022, January 3). Six strategies to support non-tenure-track faculty in professional development. *Academic Leader*. <https://www.academic-leader.com/topics/faculty-development/six-strategies-to-support-non-tenure-track-faculty-in-professional-development/>

Culver, K. C. (2021, July 28). Interview about learning in college. *Channel Q radio*.
<https://www.audacy.com/wearechannelq>

Culver, K. C. (2021, June 28). College can still be rigorous without a lot of homework. *The Conversation*.
<https://theconversation.com/college-can-still-be-rigorous-without-a-lot-of-homework-162225>

*Harper, J., Culver, K. C., & Kezar, A. (2021, June 28). Needed: New designs for decision making (opinion). *Inside Higher Education*. <https://www.insidehighered.com/views/2021/06/28/become-more-equitable-and-just-higher-ed-needs-new-approaches-decision-making>

Flaherty, C. (2021, June 23). A push to plan for adjuncts and equity. *Inside Higher Education*.
<https://www.insidehighered.com/news/2021/06/23/papers-urge-institutions-think-about-adjuncts-including-terms-retirement>

Invited Talks and Workshops

Finley, A., Kezar, A., Culver, K. C., Birdsall, K., Fritzsche, S., Healey, C., & Weinbaum, E. (2025). *The Delphi Project on the Changing Faculty and Student Success: 2024 Delphi Award winners*. Panel at the American Association of Colleges and Universities annual meeting 2025, Washington, DC. Sponsored by AAC&U.

Fritzsche, S., Culver, K. C., Hanson, K., & Rodak, M. (2025). *Beyond promotion: Creating holistic career pathways for contingent faculty members*. Invited to participate in panel at the 2025 MLA Annual Convention arranged by the MLA Office of Academic Program Services – Jason Rhody presiding.

- Culver, K. C. (2024). *Understanding & supporting the faculty in higher education*. Invited to lead session for TIAA's Emerging Leaders Network, Indianapolis, IN [summer institute for 75 rising human resources leaders in higher education]
- Culver, K. C. (2024). *Designing for equity in higher education: Capstone design sprint*. Invited to lead design sprint for the Faculty Advancement Network, Philadelphia, PA [Capstone of yearlong leadership development institute for 45 Mellon fellows, deans, department chairs, and faculty fellows from 13 Ivy+ institutions]
- Culver, K. C., Tocoli, J., & Cruz, L. (2024). *Contingent but significant: Co-creating a research agenda by, for, and about non-tenure track instructors*. Invited to co-lead a pre-conference workshop for the Faculty, Teaching, and Evaluation SIG at AERA, Philadelphia, PA [12 participants including professional development leaders, researchers, and contingent faculty].
- Culver, K. C. (2024). *Supporting equity and inclusion for faculty on your campus through evaluation of teaching*. Invited to lead workshop for Association of American Universities, STEM Department Demonstration Projects on Teaching Evaluation, Washington, DC [department teams from 5 AAU universities]
- Culver, K. C., (2023). *Nationally representative data on faculty*. Invited talk for CSTB's *Pathways to Doctoral Degrees in Computing* consensus study committee meeting, February 28, 2023. Virtual.
- *Culver, K. C., Harper, J., & Ross, K. (2022). *Design for equity in higher education: An adapted design thinking model for presidents*. Invited to co-lead workshop for the Council of Independent Colleges 2022 Presidents Institute, Marco Island, FL [20 participants]

Refereed Conference Presentations

- Culver, K. C., & Qi, W. (2025). *Unlocking the potential of faculty data on your campus*. Presented at the AIR Forum 2025, Orlando, FL.
- Felten, P., Artze-Vega, I., Kezar, A., & Culver, K. C. (2025). *Relationship-rich education in an adjunctified academy*. Presented at the American Association of Colleges and Universities annual meeting 2025, Washington, DC.
- *Culver, K. C., & Mujahid, T. (2024). *Disability and belongingness among faculty: A critical quantitative examination*. Presented at the Association for the Study of Higher Education Annual Meeting 2024, Minneapolis, MN.
- Culver, K. C., & Koren, E. R. (2024). *Faculty, academic careers, and environments (FACE) framework: A guide to faculty work for research, practice, and policy*. Presented at the Association for the Study of Higher Education Annual Meeting 2024, Minneapolis, MN.
- Culver, K. C., Kezar, A., & Selznick, B. S. (2024). *Understanding and promoting academic leadership for VITAL faculty*. Presented at the Association for the Study of Higher Education Annual Meeting 2024, Minneapolis, MN.
- Focarile, T., & Culver, K. C. (2024). *Designing accessible and inclusive professional development programs for VITAL faculty*. Presented at the 49th Annual POD Network Conference 2024, Chicago, IL.
- Culver, K. C. (2024). *Supporting faculty from different personal/professional backgrounds: The FACE framework*. Presented at the 49th Annual POD Network Conference 2024, Chicago, IL.
- Culver, K. C., & Bischel, J. (2024). *Making the most of faculty data for institutional effectiveness*. Presented at the CUPA-HR Annual Conference 2024, Orlando, FL.

- Culver, K. C., & Kezar, A. (2024). *Supporting equity and inclusion for faculty on your campus: Working conditions and faculty data*. Presented at the American Association of Colleges and Universities annual meeting 2024, Washington, DC.
- Culver, K. C. (2023). *Who are faculty with disabilities in the U.S.? Examining identity characteristics, living situations, and faculty role*. Presented at the Association for the Study of Higher Education Annual Meeting 2023, Minneapolis, MN.
- Culver, K. C., Kezar, A., & Koren, E. R. (2023). *Supporting non-tenure track instructors as scholars of teaching and learning through sustained professional development*. Presented at the Association for the Study of Higher Education Annual Meeting 2023, Minneapolis, MN.
- Culver, K. C., & Kezar, A. (2023). Improving access and inclusion for non-tenure track faculty in sustained professional development programs. Presented at the AERA Annual Meeting 2023, Chicago, IL.
- Kitchen, J. A., Culver, K. C., Rivera, G., & Corwin, Z. B. (2023). *Promoting low-income college student success through peer mentoring: A mixed-methods examination*. Presented at the AERA Annual Meeting 2023, Chicago, IL.
- Culver, K. C., Bray, N. J., & Braxton, J.M. (2022). *Are honors programs more rigorous? Examining students' perceptions of workload and cognitive challenge*. Presented at the Association for the Study of Higher Education Annual Meeting 2022, Las Vegas, NV.
- *Harper, J., Culver, K. C., & Kezar, A. (2022). *Humanizing change: Adapting design thinking in higher education to increase equity for non-tenure-track faculty*. Presented at the Association for the Study of Higher Education Annual Meeting 2022, Las Vegas, NV.
- Culver, K. C., & Arbeit, C. (2022). *Defining, counting and understanding faculty in the United States: Strengths and limitations of current higher education data*. Presented at the Federal Committee on Statistical Methodology 2022 Research and Policy Conference, Washington, DC.
- Culver, K. C. & González Canché, M. (2021). *The role of course peers in the achievement and success of at-promise students*. Presented at the Association for the Study of Higher Education Annual Meeting 2021, San Juan, PR.
- Culver, K. C., & Kezar, A. (2021). *The impacts of 2020 on advancement of non-tenure track and adjunct faculty*. Presented at the National Academies of Science, Engineering, and Medicine, The Next Normal webinar series., virtual.
- Culver, K. C., Perez, R., Kitchen, J. A., & Cole, D. (2021). Promoting equitable engagement for students of color: Mixed methods exploration of a comprehensive transition program. Presented at the AERA Annual Meeting 2021, virtual.
- Culver, K. C., Swanson, E., Hallett, R. E., & Kezar, A. (2021). Identity-conscious design: The learning community within a comprehensive college transition program for low-income students. Presented at the AERA Annual Meeting 2021, virtual.
- Trolan, T. L., Selznick, B. S., & Culver, K. C. (2020). *Doing as learning: The relationship between applied experiences and critical being*. Presented at the Association for the Study of Higher Education Annual Meeting 2020, virtual.
- Culver, K. C. (2020). *Teaching for critical being: instructors' curricular intentions, perceptions of students, and classroom practices*. Presented at the Association for the Study of Higher Education Annual Meeting 2020, virtual.

- Culver, K. C., Hallett, R. E., Harvey, J., & King, K. (2020). *Equitable engagement for underrepresented students: A comprehensive college transition program*. Presented at the Annual Conference on The First-Year Experience, Washington, D.C.
- Culver, K.C., Swanson, E., Hallett, R. E., & Kezar, A. (2020). Engaging low-income and first-generation students in the classroom: The importance of shared academic courses within a comprehensive college transition program. Presented at the 18th Annual Hawaii International Conference on Education, Waikiki, HI.
- Culver, K. C., Trolan, T. L., & Holmes, J. M. (2019). Making academic challenge explicit: Examining instructional practices and students' criticality among three racially minoritized groups. Presented at the Association for the Study of Higher Education Annual Meeting, Portland, OR.
- Holmes, J. M., & Culver, K. C. (2019). *Reimagining propensity score modeling: Equitable for all?* Presented at the Association for the Study of Higher Education Annual Meeting, Portland, OR.
- Katsumoto, S., & Culver, K. C. (2019). Reimagining pedagogical practice: Centering the multiple identities of minoritized racial/ethnic groups for developing students' lifelong learning mindsets. Presented at the Association for the Study of Higher Education Annual Meeting, Portland, OR.
- Culver, K. C., Youngerman, E. W., Jang, N., Bowman, N. A., & Just, C. L. (2019). *Crossing disciplinary borders: Increasing equity in engineering assessment using online peer review*. Presented at the International Society for the Scholarship of Teaching and Learning Annual Meeting, Atlanta, GA.
- Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2019). *How prior programming experience affects students' pair programming experiences and outcomes*. Presented at the 24th Annual Conference on Innovation and Technology in Computer Science Education, Aberdeen, UK.
- Jarratt, L., Bowman, N. A., Culver, K. C., & Segre, A. (2019). *A large-scale experimental study of gender and pair composition in pair programming*. Presented at the 24th Annual Conference on Innovation and Technology in Computer Science Education, Aberdeen, UK.
- Culver, K. C., Jang, N. & Bowman, N. A. (2019). *Quality or quantity: The relationship between students' studying approaches and development of the authentic self*. Presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- Bowman, N. A., Jarratt, L., Culver, K. C., & Segre, A. (2019). *The impact of pair programming on interest, perceptions, and achievement in computer science*. Presented at the American Educational Research Association Annual Meeting, Toronto, ON.
- Jarratt, L., Bowman, N. A., Culver, K. C., & Segre, A. (2019). A collaborative learning approach to bolster academic achievement, persistence, and gender equity in computer science coursework. Presented at the Association for Education Finance and Policy 44th Annual Conference, Kansas City, MO.
- Selznick, B. S., Culver, K. C., & Trolan, T. L. (2018). *Teaching, learning, and assessing critical ~~thinking~~ being*. Presented at the Association for the Study of Higher Education Annual Meeting, Tampa, FL.
- Jang, N., Culver, K. C., & Bowman, N. A. (2018). *A new approach for measuring spirituality: Creating an authenticity scale*. Presented at the Association for the Study of Higher Education Annual Meeting, Tampa, FL.
- Culver, K. C., Youngerman, E. W., & Jang, N. (2018). *Engineering equity through writing: An experimental study of calibrated peer review*. Presented at the American Educational Research Association Annual Meeting, New York, NY.

- Culver, K. C., Jarratt, L. A., & Bowman, N. A. (2018). *Race in context: Structural diversity in high school and college predicting students' intercultural orientations*. Presented at the American Educational Research Association Annual Meeting, New York, NY.
- Holmes, J. M., Culver, K. C., & Trolan, T. L. (2018). *Social class, academic achievement, and effective teaching: What works for underrepresented students?*. Presented at the American Educational Research Association Annual Meeting, New York, NY.
- Culver, K. C., Trolan, T. L., & Selznick, B. S. (2017). *Challenging critical thinking: A measure of critical being in an era of accountability*. Presented at the Association for the Study of Higher Education Annual Meeting, Houston, TX.
- Holmes, J. M., Culver, K. C., & Pascarella, E. T. (2017). *Sweat it out: The benefits of exercise on students' psychological wellbeing*. Presented at the Association for the Study of Higher Education Annual Meeting, Houston, TX.
- Denson N., Ovenden, G., Culver, K. C., Holmes J. M., & Bowman, N. A. (2017). *Do diversity courses make a difference in student outcomes? A meta-analysis of 25 years of research*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Loes, C. N., Culver, K. C., & Trolan, T.L. (2017). *How collaborative learning enhances students' openness to diversity*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Bowman, N. A. & Culver, K. C. (2017). *Is what glitters really gold? A quasi-experimental study of first-year seminars and college student success*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Trolan, T. L. & Culver, K. C. (2017). *Predicting student-faculty interaction in college: The influence of students' precollege and college experiences*. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Bowman, N. A. & Culver, K. C. (2016). *Do honors programs get a gold star? A multilevel propensity score analysis of student success*. Presented at the Association for the Study of Higher Education Annual Meeting, Columbus, OH.
- Culver, K. C., Holmes, J. M., Trolan, T. L., & Paulsen, M. B. (2016). *Is effective teaching inclusive? How race and sex moderate the effects of instruction on students' cognitive skills and orientations*. Presented at the Association for the Study of Higher Education Annual Meeting, Columbus, OH.
- Culver, K. C., Young, R. L., & Barnhardt, C. L. (2016). *Building faculty commitment through perceived organizational support*. Presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- Culver, K. C., Trolan, T. L., & Paulsen, M. B. (2015). *Considering the influence of classroom instructional practices on fourth-year cognitive outcomes*. Presented at the Association for the Study of Higher Education Annual Meeting, Denver, CO.
- Culver, K. C., Kilgo, C. A., & Pascarella, E. T. (2015). *How students' cognitive abilities and intellectual orientation affect their perceptions of good teaching practices*. Presented at the Association for the Study of Higher Education Annual Meeting, Denver, CO.
- Kilgo, C. A., Young, R. L., Culver, K. C., & Paulsen, M. B. (2015). *Students' perceptions of "good practices for undergraduate education" by academic discipline*. Presented at the American Educational Research Association Annual Meeting, Chicago, IL.

- Culver, K. C., Hickman, Z. C., & Mann, A. D. (2013). *Where theory meets practice: Tutoring ELL without ELL training*. Presented at the Southeastern Writing Centers Association conference, Fort Lauderdale, FL.
- Culver, K. C., Glaser, M. S., Sotto, T. A., & McLellan, J. (2011). *Lucille's gifts: A tribute to Lucille Clifton, poet and teacher*. Presented at the Associated Writers and Writing Programs conference, Washington, D.C.
- Culver, K. C., Hickman, Z. C., & Lauren, B. (2010). *2 believers and a skeptic talk: Using technology to compose*. Presented at the Computers and Writing conference, West Lafayette, IN.
- Culver, K. C., Morris, C.*, Craigo, K., Tarvin, Z. *, Murphy, P. C., & Larson, H*. (2010). *Students who build things: The literary magazine as teaching tool for students*. Presented at the Associated Writers and Writing Programs conference, Denver, CO.
- Collins, C. C., Culver, K. C., & Hickman, Z. C. (2008) *Student learning outcomes as a roadmap to writing in the disciplines*. Presented at the Conference on College Composition and Communication, New Orleans, LA.
- Maranto, G. L., Connor, T., & Culver, K. C. (2007). *Podcasting: Virtual spaces, real work*. Presented at the Computers and Writing conference, Detroit, MI.
- Maranto, G. L., Culver, K. C., & Nobleman, B. (2006). *Pushing transparency: Exposing student writing and pedagogy through wiki, zines, and podcasting*. Presented at the Computers and Writing conference, Lubbock, TX.
- Murphy, P. C., Culver, K. C., Beatty, S., Hickman, Z. C., & Van Maximilian Werner, J. (2006) *MFA as a "terminal degree": Tips for keeping a writing career alive while teaching composition*. Presented at the Associated Writers and Writing Programs conference, Austin, TX.
- Culver, K. C., Sanchez-Garcia, A., & Collins, C. C. (2005). *'Realizing' audience in business writing assignments*. Presented at the Conference on College Composition and Communication, San Francisco, CA.
- Friend, C. L., Culver, K. C., & McManus, R. A. (2003). *Composing poetry: The poetry workshop and process*. Presented at the Conference on College Composition and Communication, New York, NY.
- Culver, K. C. & Traywick, D. L. (2003). *Standing appointments and learning plateaus*. Presented at the Southeastern Writing Centers Association conference, Greenville, SC.

GRANTS AND FELLOWSHIPS

Research/Practice

- 2025-2028 (proposal to National Science Foundation, \$2.5 million; unfunded): **National Faculty Survey of Undergraduate-Focused Institutions: The Faculty, Academic Careers, and Environments (FACE) Project**: Co-principal investigator on proposal to EHR Core Research program to conduct research at undergraduate-focused institutions as part of the FACE Project, which aims to conduct a nationally representative study of faculty in the United States. This proposal focuses on understanding faculty's career characteristics, working conditions, and professional experiences at institutions that award primarily associates degrees, bachelors degrees, and masters degrees, in order to identify patterns within and across institutions and institutional sectors that together employ about half of the academic workforce in the United States (Subaward to University of Alabama: \$102,826).
- 2025-2028 (proposal to National Science Foundation, \$2.5 million; unfunded): **National Faculty Survey of Doctoral Institutions: The Faculty, Academic Careers, and Environments (FACE) Project**: Co-principal investigator on proposal to EHR Core Research program to conduct research at doctoral institutions as part of the FACE Project, which aims to conduct a nationally representative study of faculty in the United States. This proposal focuses on understanding faculty's career characteristics, working conditions, and professional

experiences at institutions that award doctoral-granting universities, in order to identify patterns within and across institutions in this sector that employs about half of the academic workforce in the United States (Subaward to University of Alabama: \$229,884).

- 2024-2027 (proposal to National Science Foundation, \$2.5 million; unfunded): Institutional Data in Service of Equity and Faculty Support: the National Faculty, Academic Careers and Environments (FACE) Project: Co-principal investigator on proposal to EHR Core Research program to conduct institution-level data collection for the full-scale FACE Project, a nationally representative study of faculty in the United States. The institution-level research focuses on understanding the demographic characteristics and distribution of faculty across career tracks and disciplines, as well as the institutional benefits and supports available to faculty in different roles, in order to identify patterns within and across institutions.
- 2024-2027 (proposal to National Science Foundation, \$2.5 million; unfunded): National Survey of Faculty's Activities and Working Environments in Service of Equity: The Faculty, Academic Careers and Environments (FACE) Project: Co-principal investigator on proposal to EHR Core Research program to conduct faculty-level data collection for the full-scale FACE Project, a nationally representative study of faculty in the United States. The faculty-level research focuses on understanding faculty's career characteristics, working conditions, and professional experiences.
- 2024-2025 (National Science Foundation; \$200,000): Supplemental funding for **Understanding Faculty, Academic Careers, and Environments in Service of Equity**: Co-principal investigator on supplemental funding to conduct analysis of pilot data, revise faculty survey instrument, and conduct cognitive testing of revised items, in order to better prepare project for conducting data collection at scale (Subaward to University of Alabama: \$45,500).
- 2022-2024 (National Science Foundation; \$1.5 million): **Understanding Faculty, Academic Careers, and Environments in Service of Equity**: Co-principal investigator on project to design and field test the survey research methods for a nationally representative survey of faculty that will provide needed information on the composition of the academic workforce and efforts to diversify it, the institutional environments that influence faculty's opportunity to perform, and the work experiences that shape outcomes for faculty, students, and higher education overall (Subaward to University of Alabama: \$248,538).
- 2019-2024: **Scaling Support for Non-tenure-track Faculty (NTTF) in STEM through Learning Communities and Design Teams** (National Science Foundation; \$3 million): Postdoctoral scholar and consultant on study to learn about the use of design thinking to improve support for non-tenure track faculty (NTTF) and how campuses have modified sustained professional development programs like faculty learning communities for NTTF, using that learning to engage in action research with campus teams to design or revise programs to improve access and inclusion among NTTF and learn about NTTF perspectives about engaging in such programs.
- 2015-2020: **TSLC Scholars: A Mixed Methods Examination Of A Comprehensive College Transition And Success Program For Low-Income Students** (The Susan T. Buffett Foundation; \$6.2 million): Postdoctoral scholar on study to conduct a longitudinal mixed-methods study to better understand the role of the Thompson Scholars Learning Community experience on select students' college trajectory.
- 2016-2020: **Joint Learning Environment for Stimulating Internationalisation at Home** (Norwegian Center for International Cooperation in Education [SIU]; \$189,000): Graduate researcher on grant to create a joint Norwegian-US learning environment based on virtual mobility of students and staff (graduate assistant)
- 2016-2019: **Pair Programming as a Pedagogical Approach for Promoting Success and Equity in Computer Science Coursework** (National Science Foundation; \$299,904): Graduate researcher on grant to conduct a cluster randomized trial of collaborative learning pedagogy (graduate assistant)
- 2014-2019: **Presidential Research Graduate Fellowship** (University of Iowa; \$117,500): Fellowship awarded to exceptional graduate students for five years of graduate study

- 2018: **Graduate Student Research Award** (College of Education, UI; \$500): Graduate researcher grant to support research costs; used to access data from Indiana University Center for Postsecondary Research
- 2012: **Provost's Award for Faculty** (University of Miami; \$2,000): Faculty grant to implement instructional technology in innovative ways
- 2012: **Artist Residency** (St. Mary's College of Maryland; \$500 and housing): Artist grant and housing for artists to engage with students and faculty on creative projects
- 2011: **Literary Seminar Fellowship** (Key West Literary Seminar; \$500, tuition, and housing): Aartist grant to participate in two-week poetry workshop with Billy Collins
- 2006: **Campus Technology Innovator Award in Podcasting** (University of Miami; \$600): Faculty grant to implement podcasting in the classroom

Professional Development

- 2025-2026: **College of Education Grant Writing Fellowship** (University of Alabama, course release): grant to participate in grant writing learning community to develop competitive funding proposals
- 2018: **Educational Policy and Leadership Studies Financial Award** (University of Iowa; \$125): grant to participate in Early Career Faculty Workshop at 2018 ASHE Annual Meeting in Tampa, FL
- 2018: **Dr. Eunice Schuytema Beam WiSE Travel Grant** (Women in Stem and Engineering, UI; \$500): grant to present research supporting women in STEM fields at AERA Conference in New York City, NY
- 2015-2018: **Office of the Dean Graduate Student Travel Award** (College of Education, UI; \$300): 5 awards to present research at national conferences
- 2015-2018: **Audrey Qualls Travel Award** (College of Education, UI; \$300): 4 awards to present research at national conferences
- 2015-2018: **Graduate & Professional Student Government Grant** (University of Iowa; \$300–500): 4 awards to present research at national conferences
- 2015-2018: **Graduate Student Senate Grant** (University of Iowa; \$500-\$750): 3 awards to present research at national conferences
- 2016-2018: **HESA Student Financial Award** (Higher Education and Student Affairs, UI; \$150–\$300): 3 awards to present research at national conferences
- 2016: **ASHE Graduate Student Travel Award** (Association for the Study of Higher Education; \$400): grant to present research at ASHE conference in Columbus, OH
- 2003-2014: **Professional Development Award** (University of Miami; \$600): 10 awards to participate in national conferences

TEACHING

^ taught mostly or entirely online

Courses

2022-present

Assistant Professor, University of Alabama

College Students in the United States (4 sections; MA/PhD) ^

College Students in the United States (2 sections; Executive EdD)

Seminar in Academic Program Development and Evaluation (2 sections: MA/PhD) ^

Mentored Research

- 2020-2022 **Instructor, University of Southern California**
 Postsecondary Administration and Student Affairs Capstone (1 section; MA) ^
 Introduction to Research Methods (1 section; MA) ^
- 2018 **Instructor, University of Iowa**
 Teaching and Learning in Higher Education (1 section; PhD)
- 2017 **Graduate Teaching Assistant, University of Iowa**
 Teaching and Learning in Higher Education (1 section; PhD)
 Research Process and Design (1 section; PhD, MA)
- 2003-2014 **Senior Lecturer, University of Miami**
 Composition I (Writing through Inquiry) (10 sections; UG)
 Composition II (Writing through Research) (14 sections; UG)
 Composition II (Writing through Research in the Sciences) (2 sections; UG)
 Advanced Business Communication (18 sections, including honors and accelerated; UG)
 Advanced Composition (3 sections; UG)
 Introduction to Creative Writing (3 sections; UG)
 Creative Writing and Publishing (1 section; Summer Scholars Program for high school students)
 Literature (9 sections; Osher Lifelong Learning Institute)
- 2008-2014 **Adjunct Instructor, Kaplan University**
 Composition I (8 sections; UG) ^
 Technical Writing (3 sections; UG) ^
 Advanced Technical Writing (1 section; UG) ^
- 2000-2003 **Graduate Instructor of Record, University of South Carolina**
 Composition and Literature (3 sections; UG)
 Composition (2 sections; UG)
 Introduction to Creative Writing (1 section; UG)
 Advanced Poetry Workshop (1 section; UG)
- 1998-2000 **Graduate Instructor of Record, Auburn University**
 English Composition (6 sections; UG)
- 1998 **Undergraduate Teaching Assistant, St. Mary's College of Maryland**
 Introduction to Creative Writing (1 section; UG)

DISSERTATIONS, ADVISING, AND STUDENT SUPPORT

Dissertations

Nicole Hitt (chair, 2024-present)
 Aniya Bryant (chair, 2024-present)
 Jeremy Reed (committee member, 2023-2025)

Capstone Project (MA Thesis)

Jessica Doss (chair, 2025)

Advising

Ming Li (2025-present; PhD)
 Chidinma Nwafor (2025-present; PhD)
 Barielnen Vita (2024-present; PhD)
 Faith Robinson-Boone (2024-present; PhD)
 Taheerah Mujahid (2023-present; PhD)
 Nicole Hitt (2023-present; PhD)

Mentored Research and Mentored Summer Research

Barielnen Vita (summer 2025)
 Taheerah Mujahid (summer 2024; fall 2024; summer 2025)
 Faith Robinson-Boone (fall 2024)
 Nicole Hitt (spring 2023)

ADMINISTRATIVE AND ASSESSMENT

2007-2008, 2012-2014

Assessment/Support Coordinator; Curricular Developer, Summer Writing Institute for Faculty, College of Arts and Sciences, University of Miami

- Designed faculty learning community curriculum for disciplinary writing as a way of learning, thinking, and communicating knowledge in content-heavy courses
- Designed and implemented assessment practices for program, including teaching portfolios, observations, and surveys for faculty fellows and surveys for students in reimagined courses

2007-2014

Assistant Director, Writing Center, University of Miami

- Designed and conducted tutor training, including orientation, biweekly training meetings, and training materials, especially focused on features of writing across the curriculum
- Oversaw 30 faculty and graduate student tutors; reported to English department chair on accomplishments, usage, and needs
- Designed and presented workshops to faculty, graduate students, and undergraduate students across the curriculum, including online courses for disciplinary graduate programs about writing expectations
- Coordinated specialized writing and conversation groups, including Dissertation Writing Group, Faculty Writing Group, Creative Writing Salons, and Canes' Conversations for non-native speakers

2007-2014

Assistant Director, English Composition, University of Miami

- Designed learning outcomes and common curriculum for required undergraduate courses
- Designed and executed assessment practices for SACS accreditation

2005-2007

Teaching Circle Coordinator, English Composition, University of Miami

- Led professional development of program instructors, including feedback and guidance on assignments and teaching methods

2002-2003

Assistant Director, Writing Center, University of South Carolina

- Conducted tutor training and development
- Oversaw assistants, including observations and approving conference summaries

SERVICE

Editorial Service and Leadership

- 2023-present **Editorial Review Board, *Research in Higher Education***
Read and provide feedback on manuscripts; identify potential topics of interest and solicit articles
- 2021-present **Associate Editor, *Change: The Magazine of Higher Learning***
Manage submission reviews and communications; prepare six issues per year for publication; read and provide feedback on manuscripts; identify potential topics of interest and solicit articles
- 2021-present **Editorial Review Board, *Innovative Higher Education***
Read and provide feedback on manuscripts; identify potential topics of interest and solicit articles
- 2016-present **Peer Reviewer, various journals**
Read and provide feedback on manuscripts for peer-reviewed publications including National Academies of Sciences, Engineering, and Medicine reports, *Higher Education*, *The Journal of Higher Education*, *Learning and Individual Differences*
- 2016-2021 **RIB Editorial Board, *Journal of College Student Development***
Read and provided feedback on submissions to Feature Articles, Research in Brief, and About Campus sections
- 2011-2014 **Faculty Advisor, Mangrove, University of Miami**
2007-2011 **Managing Editor, Mangrove, University of Miami**
Redesigned journal, including mission, audience, infrastructure, staff, and publishing schedule; oversaw 20 undergraduate and graduate staff members to produce both print and online issues; created and maintained online submission and publication environment using open source software
- 2005-2007 **Faculty Advisor, UTurn Webzine, University of Miami**
Created and advised new student organization dedicated to publishing creative nonfiction online
- 2001-2003 **Editorial Staff, Yemassee, University of South Carolina**
Poetry Editor, 2002-2003; Poetry Reader, 2001-2002; Copy Editor, 2001

Disciplinary Service and Leadership

- 2024-present **Research Methods Section Chair, ASHE 2025 Program Committee**
Craft the peer-reviewed portion of the program for the annual conference by soliciting proposal submissions, facilitating the peer review process including soliciting and selecting volunteers, and reviewing and selecting peer-reviewed proposals for the research methods section of the conference.
- 2019-present **Conference Proposal Reviewer, AERA**
Review and provide feedback on paper and session proposals for annual meetings for Division J – Postsecondary Education and the Faculty Teaching, Evaluation, and Development SIG
- 2018-present **Annual Meeting Proposal Reviewer, ASHE**
Review and provide feedback on paper and session proposals for annual meetings
- 2018-present **Session Chair, ASHE Annual Meeting**
Chaired research paper sessions at annual meetings in Tampa, FL; Portland, OR; virtual; San Jose, PR, Las Vegas, NV; Minneapolis, MN

2022-2023 **Discussant, ASHE Annual Meeting**
Present synthesis and feedback on 4-5 papers presented within a session at annual meetings in Las Vegas, NV; Minneapolis, MN

2006-2013 **Research Paper Session Chair, Conference on College Composition and Communication**
Chaired research paper sessions at 2006, 2007, 2009, 2012, and 2013 annual meetings

National and International Service and Leadership

2025 **Instructional development for trainers, Kivu Hills Academy (Rwanda)**
Developed and led instructional development for trainers in technical education school to integrate technology in effective and innovative ways to support student learning.

2024 **Coordinating Nominator, Pullias Center for Higher Education, USC**
Led the winning nomination of the Pullias Center for Higher Education for the 2024 ASHE Special Merit Award, which is presented to a person, group, or organization in recognition of distinctive support for the purposes and goals of the study of higher education; in the last 35 years, this award has only been given 21 times.

2023-present **Advisory Board Member, InFORM**
Advisory board member for InFORM: Including Faculty on Religious, Secular, and Spiritual Mattering, a national study of study of the religious, secular, and spiritual identities of faculty and how these identities shape teaching, research, and service funded by the Templeton Religion Trust.

2022 **Presenter, Preparing Future Faculty and Scholars**
Participated on panel discussion of the application process for pursuing faculty positions as part of Graduate School course for professional development of graduate students at the University of Alabama

2021-2022 **Instructional development for trainers, Kivu Hills Academy (Rwanda)**
Developed and led instructional development for trainers in technical education school to implement evidence-based practices to support inclusive student learning, including synchronous and asynchronous activities online paired with intensive 2-day institute

2005; 2008 **Presenter, Teacher Talk, University of Miami**
Led professional development workshops for university faculty interested in scholarly teaching

Departmental, College, and University Service and Leadership

2023-present **Information Technology Committee, University of Alabama**
Member of University Standing Committee to develop information technology vision, facilitate communication among stakeholders, provide feedback on information technology initiatives, and make recommendations to institutional leaders related to the information technology needs of campus stakeholder groups (three-year term)

2023-present **ELPTS Graduate Assistants and Fellows Community, University of Alabama**
Founding member of department committee to plan and lead professional development and networking activities for graduate assistants and fellows in the Educational Leadership, Policy, and Technology Studies department; plan and lead monthly learning community meetings; meet with students individually to support their development

2025 **Faculty Search Committee Member, University of Alabama**
Member of assistant faculty position search committee for Higher Education Administration program

- 2024-2025 **Faculty Search Committee Member, University of Alabama**
Member of associate/full faculty position search committee for Higher Education Administration program
- 2024-2025 **Course Enrollment Subcommittee Member, University of Alabama**
Member of departmental committee to develop a report with recommendations for course enrollment capacity based on existing scholarship and practices of UA and peer institutions
- 2024-2025 **Honors College Minor Subcommittee Member, University of Alabama**
Member of departmental committee to redesign curriculum for existing minor focused on Educational Leadership and Administration offered through the Honors College
- 2023-2024 **Faculty Search Committee Member, University of Alabama**
Member of clinical assistant professor faculty search committee for Higher Education Administration program
- 2022-2023 **Faculty Search Committee Member, University of Alabama**
Member of tenure-track assistant professor faculty search committee for Higher Education Administration program
- 2018-2019 **Presidential Charter Committee: Council on Teaching, University of Iowa**
Graduate student member. The Council advises with respect to the policies, priorities, and procedures on evaluation of teaching and learning, the Center for Teaching, funding proposals, and University-wide teaching awards
- 2017 **College of Education Committee for President & Provost's Teaching Award, University of Iowa**
Departmental representative for review and recommendation of college-wide faculty nominations for university-level teaching award
- 2015-2017 **Doctoral Representative, Graduate Organization for HESA, University of Iowa**
Planned and executed activities for graduate student organization; elected representative for doctoral students' interests and concerns to the department
- 2015-2017 **HESA Campus Visit Days Committee, University of Iowa**
Provided mentoring for accepted doctoral students; assisted with planning and execution of campus visit days for MA and PhD students
- 2015 **HESA Climate Committee, University of Iowa**
Worked to establish guidelines and activities in support of an inclusive program environment for graduate students, faculty, staff, and alumni
- 2003-2005 **Chair, Business Writing Committee, University of Miami**
Led professional development and curriculum changes among faculty who taught Advanced Business Communication
- 2001 **Literary Festival Assistant, University of South Carolina**
Managed logistics of 4-day writing conference, including books sales, signings, receptions; created and distributed press releases to arts councils, writers' groups, etc.
- 1997 **Literary Festival Assistant, St. Mary's College of Maryland**
Participated in planning of 9-day event; assisted with registration; managed logistics for participating authors

PROFESSIONAL MEMBERSHIPS

American Association of University Professors

American Educational Research Association

Division J – Postsecondary Education

Faculty Teaching, Evaluation, and Development SIG

Association for the Study of Higher Education

POD Network (Professional and Organizational Development)