

Xueli Wang, Ph.D.

Barbara and Glenn Thompson Endowed Professor in Educational Leadership
Professor, Educational Leadership and Policy Analysis
University of Wisconsin-Madison
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EDUCATION

The Ohio State University

Ph.D. in Higher Education (2008)
Cognate Area in Educational Psychology
M.A. in Higher Education and Student Affairs
Graduate Minor in Quantitative Research Methods

Beijing International Studies University, China

M.A. in Applied Linguistics
B.A. in English Language and Literature

POSITIONS HELD

2020–Present	Barbara and Glenn Thompson Endowed Professor in Educational Leadership, University of Wisconsin-Madison
2019–Present	Professor, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2016–2019	Associate Professor, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2010–2016	Assistant Professor, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2009–2010	Associate Director, Institutional Research and Assessment, Knox College
2008–2009	Senior Research Associate, Student Life Research and Assessment, The Ohio State University
1999–2004	Senior Lecturer, English Department, Beijing International Studies University

SELECTED HONORS AND AWARDS

2022	Exemplary Reviewer, <i>The Journal of Higher Education</i>
2021	Outstanding Publication Award for <i>On my own: The challenge and promise of building equitable STEM transfer pathways</i> (Harvard Education Press, 2020), American Educational Research Association Division J-Postsecondary Education
2021	2020 Outstanding Reviewer, American Educational Research Association and <i>Review of Educational Research</i>
2021	Transfer Champion–Catalyst Award, National Institute for the Study of Transfer Students
2020	Barbara Townsend Lecture, Association for the Study of Higher Education
2020	Faculty Distinguished Achievement Award, School of Education, University of Wisconsin-Madison
2019	2018-2019 Outstanding Teaching Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison

2019	Visiting Faculty Scholar of Color, Graduate School of Education, University of Pennsylvania
2017	2016-2017 Outstanding Teaching Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2016	2015-2016 Outstanding Teaching Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2015	Barbara K. Townsend Emerging Scholar Award, Council for the Study of Community Colleges
2015	Charles F. Elton Best Paper Award, Association for Institutional Research
2015	2014-2015 Outstanding Teaching Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2014	Charles F. Elton Best Paper Award, Association for Institutional Research
2014	2013-2014 Outstanding Teaching Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2013	Early Career Scholar (competitive selection), Committee on Scholars of Color in Education's (CSCE) Research-Mentoring Program, American Educational Research Association
2012	2011-2012 Outstanding Teaching Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison
2011 – 2012	Young Academic Fellow, Institute of Higher Education Policy and Lumina Foundation for Education
2010	Fellow, Early Career Faculty Teaching Workshop (by nomination), Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education
2007 – 2008	Dissertation Fellowship, Association for Institutional Research/National Center for Education Statistics/National Science Foundation

PUBLICATIONS

(Underlining indicates graduate student at the time of collaboration; # indicates non-student staff members on research projects; * indicates practitioner colleague.)

Books, Monograph, and Edited Volume

4. **Wang, X.** (Under Contract; Forthcoming 2024). *Delivering Promise: Equity-Driven Change and Innovation in Community and Technical Colleges*. Harvard Education Press.
3. **Wang, X.** (2020). *On my own: The challenge and promise of building equitable STEM transfer pathways*. Harvard Education Press. *Recipient of the 2021 Outstanding Publication Award by American Educational Research Association Division J-Postsecondary Education*.
2. **Wang, X.** (2017). Toward a holistic theoretical model of momentum for community college student success. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (pp 259-308). New York, NY: Springer.
1. **Wang, X.** (Ed.). (2017). Studying transfer in higher education: New approaches to enduring and emerging topics. *New Directions for Institutional Research*. Hoboken, NJ: John Wiley and Sons, Inc.

Peer-Reviewed Journal Articles, Published or Accepted for Publication

41. #Wickersham, K., Zheng, P., **Wang, X.**, & #Prevost, A. (Accepted). Reimagining community college math reform amid COVID-19. *Community College Review*.

40. Wang, X., Wang, Y. W., & Wagner, B. (2022). [Barely scrapes the surface: How scholarship receipt complicates holistic supports for community college STEM students from low-income backgrounds.](#) *Teacher College Record*.
39. Wang, X., Lee, Y., Zhu, X., & Okur, A. (2022). Exploring the relationship between community college students' exposure to math contextualization and educational outcomes. *Research in Higher Education*, 63(2), 309-336.
38. Wickersham, K., & Wang, X. (2022). Making sense to make change: Faculty perceptions of math contextualization toward student success in advanced technological education. *Community College Review* 50(1), 3-29.
37. Wang, X., Wickersham, K., Zhu, X., Zheng, P., Wagner, B., & Prevost, A. (2021). [Supporting community college students' mental health during and beyond COVID-19.](#) *Teachers College Record*.
36. Wagner, B., Zhu, X., & Wang, X. (2021). Tools in their toolbox: How community college faculty transfer industry experience into their teaching. *Community College Review*, 49(4), 483-505.
35. Wang, X., Lee, S., Nachman, B. R., & Zhu, X. (2021). It matters long before: The influence of early exposure to faculty and advisors at baccalaureate institutions on upward transfer. *Educational Researcher*, 50(2), 105-114.
34. Chan, H. -Y., & Wang, X. (2020). Reconciling intent with action: Factors associated with the intent-action (dis)connection among two-year college students in STEM. *Journal of Higher Education*, 91(7), 1087-1115.
33. Wang, X., Wickersham, K., Lee, S., Lor, N., Gaskew, A., & Prevost, A. (2020). The road to becoming a scientist: A mixed methods investigation of supports and barriers experienced by first-year community college students. *Teachers College Record*, 122(2), 1-50.
32. Wang, X., Lee, Y., & Wickersham, K. (2019). The role of community college attendance in shaping baccalaureate recipients' access to graduate and professional Education. *Educational Researcher*, 48(2), 84-100.
31. Wang, X., Lee, Y., & Wickersham, K. (2019). Exploring the relationship between longitudinal course-taking patterns and in-state transfer into STEM fields of study. *The Journal of Higher Education*, 90(2), 272-297.
30. Wang, X., & Lee, S. (2019). Investigating the psychometric properties of a new survey instrument measuring factors contributing to upward transfer in STEM fields. *The Review of Higher Education*, 42(2), 339-384.
29. Wang, X., Sun, N., Wagner, B., & Nachman, B. R. (2019). How do 2-year college students beginning in STEM view themselves as learners? *Teachers College Record*, 121(4), 1-44.
28. Chan, H. -Y., & Wang, X. (2018). Momentum through course-completion patterns among two-year college students beginning in STEM: Variations and contributing factors. *Research in Higher Education*. 59(6), 704-743.
27. Wang, X., Wickersham, K., Lee, Y., & Chan, H. (2018). Exploring sources and influences of social capital on community college students' first-year persistence: Does age make a difference? *Teachers College Record*, 120(10).
26. Wang, X., Sun, N., Lee, S., & Wagner, B. (2017). Does active learning contribute to transfer intent among two-year college students beginning in STEM? *The Journal of Higher Education*, 88(4), 593-618.

25. Wang, X., Lee, S., & #Prevost, A. (2017). The role of aspirational experiences and behaviors in cultivating momentum for transfer access in STEM: Variations across gender and race. *Community College Review*, 45(4), 311-330.
24. Wang, X., #Jimenez, S., #Chan, H., & Nachman, B. R. (2017). A nuanced look at women in STEM fields at community colleges: Factors that shape female students' educational intent. *Frontiers in Psychology*, 8, 1-15.
23. Wang, X., Chuang, Y., & McCready, B. (2017). The effect of earning an associate degree on educational outcomes of community college transfer students at four-year institutions. *Teachers College Record*, 119(3), 1-30.
22. Wang, X., Sun, N., & Wickersham, K. (2017). Turning math remediation into "homeroom": Contextualization as a motivational environment for remedial math students at community colleges. *The Review of Higher Education*, 40(3), 427-464.
21. Wang, X., *Wang, Y., Wickersham, K., Sun, N., & #Chan, H. (2017). Math requirement fulfillment and educational success of community college students: A matter of when. *Community College Review*, 45(2), 99-118.
20. Wang, X. (2016). Transfer and selectivity: A multilevel analysis of community college students' transfer to four-year institutions of varying selectivity. *Teachers College Record*, 118 (12), 1-44.
19. Wang, X. (2016). Course-taking patterns of community college students beginning in STEM: Using data mining techniques to reveal viable STEM transfer pathways. *Research in Higher Education*, 57(5), 544-569. (Charles F. Elton Best Paper Award)
18. Wang, X. (2016). Educational expectations and progress of community college students: Does socialization matter? *Teachers College Record*, 118(5), 1-32.
17. Wickersham, K., & Wang, X. (2016). What's life got to do with it? The role of life experiences in shaping female community college students' educational aspirations and persistence in STEM fields of study. *Community College Journal of Research and Practice*, 40(12), 1001-1012.
16. Chan, H., & Wang, X. (2016). Interact for what? The relationship between interpersonal interaction based on motivation and educational outcomes among students in manufacturing programs at two-year technical colleges. *Community College Review*, 44(1), 26-48.
15. Wang, X. (2015). Pathway to a baccalaureate in STEM fields: Are community colleges a viable route and does early STEM momentum matter? *Educational Evaluation and Policy Analysis*, 37(3), 376-393.
14. Matheny, C., Chan, H., & Wang, X. (2015). Assembling a career: Labor market outcomes for manufacturing program students in two-year technical colleges. *Community College Review*, 43(4), 380-406.
13. Wang, X., Chan, H., #Phelps, A., & #Washbon, J. (2015). Fuel for success: Academic momentum as a mediator between dual enrollment and educational outcomes of two-year technical college students. *Community College Review*, 43(2), 165-190.
12. Wang, X., & Wickersham, K. (2014). Postsecondary co-enrollment and baccalaureate completion: A look at both beginning 4-year college students and baccalaureate aspirants beginning at community colleges. *Research in Higher Education*, 55(2), 166-195. (Charles F. Elton Best Paper Award)
11. Wang, X. (2013). Why students choose STEM majors: Motivation, high school learning, and postsecondary context of support. *American Educational Research Journal*, 50(5), 1081-1121.

10. Wang, X., & McCready, B. (2013). The effect of postsecondary co-enrollment on college success: Initial evidence and implications for policy and future research. *Educational Researcher*, 42(7), 392-402.
9. Wang, X. (2013). Baccalaureate expectations of community college students: Socio-demographic, motivational, and contextual influences. *Teachers College Record*, 115(4), 1-39.
8. Wang, X. (2013). Modeling entrance into STEM fields of study among students beginning at community colleges and four-year institutions. *Research in Higher Education*, 54(6), 664-692.
7. Wang, X., & *Kennedy-Phillips, L. (2013). Focusing on the sophomores: Characteristics associated with the academic and social involvement of second-year college students. *Journal of College Student Development*, 54(5), 541-548.
6. Wang, X. (2012). Academic performance of community college transfers: Psychological, sociodemographic, and educational correlates. *Community College Journal of Research and Practice*, 36(11), 872-883.
5. Wang, X. (2012). Factors contributing to the upward transfer of baccalaureate aspirants beginning at community colleges. *The Journal of Higher Education*, 83(6), 851-875.
4. Wang, X. (2012). Stability of educational expectations among baccalaureate aspirants beginning at community colleges. *Community College Review*, 40(4), 300-319.
3. Wang, X., & Hurley, S. (2012). Assessment as a scholarly activity? Faculty perceptions of and willingness to engage in student learning assessment. *Journal of General Education*, 61(1), 1-15.
2. Wang, X., & *Wharton, B. I. (2010). The differential patterns of college involvement between transfer and native students. *Journal of The First-Year Experience and Students in Transition*, 22(1), 49-66.
1. Wang, X. (2009). Baccalaureate attainment and college persistence of community college transfer students at four-year institutions. *Research in Higher Education*, 50(6), 570-588.

Peer-Reviewed Chapters in Edited Books and Volumes

11. Okur, A., Contreras-Garcia, N., Widmer, M., & Wang, X. (Forthcoming 2024). Together and toward equity: Experiences and insights of faculty in a transfer partnership. In R. L. Wagoner & S. T. Kater (Eds.), *Community college faculty: The institution's heart and soul. New Directions for Community Colleges*. John Wiley & Sons, Inc.
10. Wang, Y., Wang, X., #Wagner, B., & Romero-Reyes, J. (Forthcoming 2023). Meeting the Promise and Challenges of "Free College": Research and Practical Insights from a Community College STEM Scholarship Program. *New Directions for Community Colleges*. Wiley Periodicals, Inc.
9. *Sansing-Helton, B., *Schreve, A., #Prevost, A., & Wang, X. (2021). Contextualize to learn: How two-year college faculty navigate professional development and curricular reform around math teaching and learning. In M. Hora (Ed.), *Classroom teaching in two-year and community colleges*. Issue 195 of *New Directions for Community Colleges* (pp. 175-184). Wiley Periodicals, Inc.
8. Chan, H. -Y., & Wang, X. (2019). Utilizing NCES survey data for the study of postsecondary pathways to success: Challenges and future directions. In J. Pretlow (Ed.), *National postsecondary data: Lessons learned from collecting and using available data to support decision making and policy formation*. Issue 181 of *New Directions for Institutional Research* (pp. 91-102). Wiley Periodicals, Inc.
7. Wang, X., & #Wickersham, K. (2019). Women, community colleges, and STEM careers. In L. Perez-Felkner & J. Gaston Gayles (Eds.), *Advancing higher education research on undergraduate women in STEM* (pp. 71-88). Issue 179 of *New Directions for Institutional Research*. Wiley Periodicals, Inc.

6. Wang, X., Winkle-Wagner, R., Sun, N., Gaskew, A. (2018). Cultivating aspirational capital among Black men in community colleges. In T.N. Ingram & Coaxum, J. (Ed), *Engaging African American men in community college* (pp. 21-38). Information Age Publishing.
5. Wang, X., #Prevost, A., & *Wang, Y. (2017). A researcher-practitioner partnership on remedial math contextualization in career and technical education programs. In Jackson Smith, D. & Starobin, S. (Eds.), *Preparing a STEM workforce through career-technical education* (pp. 23-34). Issue 178 of *New Directions for Community Colleges*. Wiley Periodicals, Inc.
4. Wang, X. (2016). Upward transfer in STEM fields of study: A new conceptual framework and survey instrument for institutional research. In Wang, X. (Ed.), *Studying transfer in higher education: New approaches to enduring and emerging topics* (pp. 49-60). Issue 170 of *New Directions for Institutional Research*. Wiley Periodicals, Inc.
3. Wang, X., Wickersham, K., & Sun, N. (2016). The evolving landscape of transfer research: Reconciling what we know in preparation for a new era of heightened promise and complexity. In Wang, X. (Ed.), *Studying transfer in higher education: New approaches to enduring and emerging topics* (pp. 115-121). Issue 170 of *New Directions for Institutional Research*. Wiley Periodicals, Inc.
2. Wang, X., & Wickersham, K. (2015). Advanced placement and international baccalaureate. *Oxford Bibliography*. Oxford University Press.
1. Wang, X. (2013). Community colleges and underrepresented racial and ethnic minorities in STEM education: A national picture. In Wood, J. L. & Palmer, R. T. (Eds.), *Community colleges and STEM: Examining underrepresented racial and ethnic minorities* (pp. 3-16). Routledge.

Peer-Reviewed Journal Articles, Under Revision or Review

- Wang, X., Okur, A., Zhu, X., & Lee, Y. (revise and resubmit). Stated value, renewed commitment? Community and technical colleges' response to racial (in)equities during COVID-19.
- Zhu, X., Zheng, P., & Wang, X. (revised and resubmit). Using text mining to illuminate how community and technical colleges adapt during COVID-19.
- Wang, X., Contreras-Garcia, N., & #Wickersham, K. (under review). Take a page out of the community college playbook: How a community college education prepared students to meet pandemic challenges.
- Wang, X., #Wickersham, K., & Lee, Y. (under review). Innovating amid disruption: Patterns of change and priorities in technical education during COVID-19.
- Zhu, X., & Wang, X. (Under review). Rising to the occasion—How community college faculty adjust instructional approaches and student supports amid the COVID-19 pandemic.

Selected Public-Facing Writings Based on Research

8. Crisis as Catalyst for Change and Innovation Research Team (Lead Author). (2022). *"Navigating that changing and uneven landscape"—how technical college educators grapple with pandemic-impacted teaching, learning, and student support* (Research Brief). Wisconsin Center for Education Research.
7. Crisis as Catalyst for Change and Innovation Research Team (Lead Author). (2021). *Built for the moment: A descriptive account of how Wisconsin's technical colleges respond and adapt during COVID-19* (Research Brief). Wisconsin Center for Education Research.
6. Wang, X., Felten, P., Gooden, L., Iuzzini, J., & Kittrell, E. (2021). *Supporting transfer student success: Five key faculty practices*. National Institute for the Study of Transfer Students.

5. Wang, X. (2021). *Main barriers transfer (-intending) students experience & overcome*. National Institute for the Study of Transfer Students.
4. Wang, X. (2020, November 18). Pandemic lessons from community colleges. *Inside Higher Ed*.
3. Wang, X. (2020, October 14). Doing this one thing helps community college students transfer to a 4-year university. *The Conversation*.
2. Wang, X. (2020, April 23). Colleges should cultivate more equitable transfer pathways. *Inside Higher Ed*.
1. Wang, X. (2020, April 30). *Unraveling mechanisms of upward transfer in STEM: A new survey tool and equity implications*. Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Invited Non-Empirical Publications

2. Wang, X. (2015). Living the "Wisconsin Idea": Synopsis and reflections of research on two-year colleges at the Wisconsin Center for Education Research. Special Issue of *Community College Journal of Research and Practice*, 39(10), 954-958.
- 1.*Wharton, B. I., Wang, X., & *Whitworth, P. E. (2007). Evaluating the effectiveness of student affairs services: A central measure with multiple applications for program assessment. *Assessment Update*, 19(4), 9-11.

Invited Book Reviews

2. Wang, X. (2015). [Review of the book *Working with students in community colleges: Contemporary strategies for bridging theory, research, and practice* by Lisa S. Kelsay, & Eboni M. Zamani-Gallaher (Eds.)]. *Community College Review*, 1-3.
1. Wang, X. (2015). [Review of the book *The American Community College* by Arther M. Cohen, Florence B. Brawer, & Carrie B. Kisker (review)]. *Journal of College Student Development*, 56(2), 203-205.

RESEARCH FUNDING

(\$ 3,961,292 AS SOLO PRINCIPAL INVESTIGATOR; \$1,199,016 AS CO-PI; \$300,000 AS SENIOR PERSONNEL)

The Spencer Foundation

\$50,000 (Funded)

Principal Investigator

10/2022–09/2024

A Transformative Mixed Methods Study of and With Community College Students Navigating Mental Health Issues

National Science Foundation

\$799,773 (Funded)

06/2021 – 05/2024

Principal Investigator

Crisis as Catalyst for Change and Innovation—Targeted Research on Institutional Response and Enduring Impacts on Advanced Technological Education

National Science Foundation

\$958,525 (Funded)

06/2017 – 05/2022

Principal Investigator

Contextualize to Learn: Preparing Faculty Toward Math Contextualization for Student Success in Advanced Technological Education

Graduate School Research Committee, UW-Madison
\$41,610 (Funded) 06/2019 – 05/2020
Principal Investigator
Unpacking the Post-Transfer Experiences and Outcomes of STEM Students in Wisconsin and Beyond

National Science Foundation
\$ 1,766,708 (Funded) 09/2014 – 08/2020
Principal Investigator
Expanding STEM Talent Through Upward Transfer: Factors Influencing Transfer in STEM Fields of Study from Two-Year to Four-Year Institutions

AccessLex Institute/Association for Institutional Research
\$49,999 (Funded) 03/2017 – 02/2018
Principal Investigator
The Role of Community College Attendance in Shaping Baccalaureate Recipients' Access to Graduate and Professional Education

Graduate School Research Committee, UW-Madison
\$33,345 (Funded) 06/2015 – 06/2016
Principal Investigator
Course-Taking and Institutional Transfer Among Community College Students

Graduate School Research Committee, UW-Madison
\$36,580 (Funded) 08/2014 – 07/2015
Principal Investigator
Factors Contributing to Upward Transfer in STEM Fields in Wisconsin

Association for Institutional Research/National Center for Education Statistics/National Science Foundation/National Postsecondary Education Cooperative
\$38,793 (Funded) 06/2013 – 05/2015
Principal Investigator
Toward Viable STEM Pathways from Community Colleges to 4-Year Institutions: Course-Taking Patterns of Community College STEM Transfers

National Science Foundation
\$1,199,016 (Funded) 09/2011 – 08/2015
Co-Principal Investigator and Research Director; PI: L. Allen Phelps
Improving Educational Outcomes in Manufacturing Engineering Technologist and Technician Education (METTE) Programs

Graduate School Research Committee, University of Wisconsin-Madison
\$26,944 (Funded) 06/2013 – 05/2014
Principal Investigator
Transfer Access to Selective Four-Year Institutions Among Community College Students: A Multilevel Analysis of Student and Institutional Characteristics

American Educational Research Association
\$30,000 (Funded) 06/2013 – 01/2015
Principal Investigator
Pathway to a Baccalaureate in STEM Fields: Are Community Colleges a Viable Route?

Graduate School Research Committee, University of Wisconsin-Madison
\$39,637 (Funded)

06/2012 – 05/2013

Principal Investigator

Investigating the Effect of Postsecondary Co-Enrollment on College Student Success: A Longitudinal Quasi-Experimental Study

Association for Institutional Research/National Center for Education Statistics/ National Science Foundation/National Postsecondary Education Cooperative
\$39,378 (Funded)

06/2011 – 05/2012

Principal Investigator

Modeling Student Choice of STEM Fields of Study at Community Colleges and Four-Year Institutions: Towards a Theoretical Framework of Motivation, High School Learning, and Postsecondary Context of Support

Association for Institutional Research/National Center for Education Statistics/National Science Foundation/National Postsecondary Education Cooperative
\$15,000 (Funded)

Principal Investigator

06/2007 – 05/2008

From Access to Success: Factors Predicting the Educational Pathways and Attainment of Baccalaureate Aspirants Beginning at Community Colleges

National Science Foundation
\$300,000 (Funded) 09/2016 – 08/2018

Senior Personnel; PI: Robert Mathieu

CIRTL INCLUDES – Toward an Alliance to Prepare a National Faculty for Broadening Success of Underrepresented 2-Year and 4-Year STEM Students

TEACHING

Principal Areas and Experience

- ELPA 878: The American Community College (Fall 2011, 2012, 2013, 2014, 2015, 2016, 2018, 2020, 2021, 2022)
- ELPA 940: Introduction to Mixed Methods Research in Education (Fall 2018, 2020, 2021, 2022)
- ELPA 888: Assessment in Higher Education (Spring 2012, 2013, 2014, 2015, 2016, 2017, 2019, 2020)
- ELPA 725: Research Methods and Procedures (Spring 2011, 2012)
- ELPA 875: Theory and Practice of Educational Planning (Spring 2011)

Advising and Mentoring

- Postdoctoral Mentoring (3 postdoctoral mentees since 2015)
- Dissertation Committees Chaired (31 since 2010; graduated 15 PhDs and currently advising 16)
- Dissertation Committee Member: (75 doctoral students since 2010)

SERVICE

Selected Service to the Profession

- Spencer Foundation Large Grant Program Review Committee 2020 – present
- AERA Annual Meeting (2020) Division J-Postsecondary Education Program Chair 2019 – 2020
- Principal Member of the Education Systems and Broad Reform Education Research Scientific Review Panel, Institute of Education Sciences, U.S. Department of Education 2015 – present
- Expert Review Panel Member, National Science Foundation 2013 – present
- Invited Panelist, Technical Review Panel for the 2019-20 National Postsecondary Student Aid Study (NPSAS:20) 2019, 2020

- Invited Panelist, Convening on Community College Student Success and Completion, American Council on Education 2018
- Invited Panelist, Poynter Institute Training Seminar for Journalists 2018
- Invited Panelist, AAC&U STEM Central Knowledge Exchange, National Science Foundation 2018
- Invited Panelist, AAC&U STEM Central Knowledge Exchange, National Science Foundation 2016
- Expert Reviewer, National Academies of Science, Engineering, and Medicine's Board on Testing and Assessment Report on Assessing Intrapersonal and Interpersonal Competencies 2016
- Invited Panelist, Transfer Research Agenda, Bill & Melinda Gates Foundation 2016
- Expert Review Panel Member, Research Networks Focused on Critical Problems of Education Policy and Practice, Institute of Education Sciences, U.S. Department of Education 2015, 2016
- Invited Panelist, Symposium on Assessing Hard to Measure Cognitive, Intrapersonal, and Interpersonal Competencies, National Academies of Sciences, Engineering, and Medicine 2015
- Invited Panelist, Working Meeting on A Research Agenda on Gender Equity in Engineering and Computing, The American Association of University Women 2015
- One of the Five Wisconsin Welcoming Dignitaries, Visiting Chinese Higher Education Delegation, National Committee on U.S.-China Relations 2015
- Technical Review Panel for Research, Midwestern Higher Education Compact 2014 – present
- Expert Review Panel Member, Institute of Education Sciences' National Center on Developmental Education Assessment and Instruction Competition, U.S. Department of Education 2014
- Expert Reviewer, Institute of Education Sciences Research, Evaluation, and Statistics Reports, U.S. Department of Education 2013

Editorship, Editorial Boards, and Service as a Peer Reviewer

- Associate Editor, *Community College Review* 2018 – present
- Editorial Board, *Review of Educational Research* 2019 – present
- Editorial Board, *The Review of Higher Education* 2017 – present
- Editorial Board, *The Journal of Higher Education* 2016 – present
- Editorial Board, *Research in Higher Education* 2015 – present
- Editorial Board, *New Directions for Institutional Research* 2018 – present
- Editorial Board, *Journal of The First-Year Experience and Students in Transition* 2012 – 2018
- Editorial Board, *Community College Review* 2015 – 2018
- Research Manuscript Reviewer: *American Educational Research Journal*; *Asia Pacific Education Review*; *Canadian Journal of Higher Education*; *Community College Journal of Research and Practice*; *Educational Evaluation and Policy Analysis*; *Educational Researcher*; *Education Finance and Policy*; *Educational Policy*; *Higher Education*; *International Journal of Vocational and Technical Education*; *Journal of Diversity in Higher Education*; *Journal of Engineering Education*; *NASPA Journal About Women in Higher Education*; *Professional File of Association for Institutional Research*; *SAGE Open*; *Review of Educational Research*; *Science Education*

Service to Professional Associations

Association for the Study of Higher Education

- Research Methods Workshop Facilitator, Association for the Study of Higher Education 2021
- International Scholars Workshop Panelist, Association for the Study of Higher Education 2021

- Early Career Faculty Workshop Panelist, Association for the Study of Higher Education 2021
- Panelist, Office Hours: Conversations with Advanced Scholars and Practitioners, ASHE 2018 Graduate Student Session
- Committee Member, Dissertation of the Year Award Committee 2013 – 2016
- Committee Member, Council on Ethnic Participation (CEP) Awards Committee 2012
- Annual Conference Proposal Reviewer, Session Discussant, and/or Chair since 2010

American Educational Research Association

- Program Chair, AERA Annual Meeting Division J-Postsecondary Education (2019 – 2020)
- Co-Chair, AERA Annual Conference Program Division J—Postsecondary Education’ Student Success Section, (2018 – 2019)
- Annual Conference Proposal Reviewer, Session Discussant, and/or Chair (since 2010)

Council for the Study of Community Colleges

- Member, Awards Committee (2021– 2022)
- Member, Council Board Nomination Committee (2020 – 2021)
- Council Board Member (2016 – 2019)
- Chair, Ad Hoc Committee on CSCC Research Dissemination (2018 – 2019)
- Conference Program Committee Co-Chair on Students Strand (2018 – 2019)
- Conference Program Committee Co-Chair on Students Strand (2015 – 2016)
- Served as Mentor for First-time Conference Attendees (2016, 2017, 2021)
- Proposal Reviewer (since 2012)

Selected Service to the University of Wisconsin—Madison

University

- Social Studies Divisional Representative, University Academic Planning Council, University of Wisconsin-Madison 2020 – present
- Member, Dean of School of Education Five-Year Review Committee 2019 – 2020
- Member, Director of the Wisconsin Center for Education Research Search Committee 2019
- Member, Steering Committee for the University of Wisconsin Survey Center 2019 – present
- Member of Review Committee for UW-Madison’s Contemporary Social Problems Initiative Funded by the Wisconsin Alumni Research Foundation 2019
- Member of Dean of Students Search and Screen Committee 2018 – 2019
- Assessment, Evaluation, and Research Panel, NASPA Undergraduate Fellow Program, University of Wisconsin-Madison 2015

School of Education

- Wisconsin Center for Education Research Director’s Advisory Council 2021 – present
- Wisconsin Center for Education Research Strategic Planning Team 2021
- Programs Committee 2019 – present
- Wisconsin Center for Education Research Business Office Director Search Committee 2018-2019
- Task Force on Climate Assessment for Faculty and Staff 2016 – 2017

- Committee Member, Global Education Committee 2010 – 2017
- Inaugural Steering Committee Member, Wisconsin Ideas in Education Series 2014 – 2015
- Department of Educational Leadership and Policy Analysis***
- Chair, Dr. Christopher Saldaña Tenure and Promotion Mentoring Committee 2022 – present
- Chair, Dr. Brian Burt Tenure and Promotion Mentoring Committee 2022 – present
- Chair, Faculty Search Committee, Higher Education Teaching and Learning 2022
- Chair, Program Committee 2019 – present
- Faculty Search Committee Member, International Higher Education 2021 - 2022
- Coordinator, Higher Education Program 2019 – 2020
- Co-Chair, Human Resources Committee 2016 – 2017
- Assessment Working Group 2016 – present
- Committee Member, Admissions Committee 2013 – 2016
- Department Review Planning Committee 2014
- Committee Member, Program Committee 2011 – 2013
- Committee Member, Human Resources Committee 2010 – 2011