

**Abbreviated Curriculum Vitae**  
**Ryan A. Miller, Ph.D.**  
Department of Educational Leadership  
Cato College of Education  
The University of North Carolina at Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223  
RyanMiller@uncc.edu  
<http://edld.uncc.edu/directory/ryan-miller>

**EDUCATION**

Ph.D.	2015	The University of Texas at Austin	Educational Administration (Higher Education Leadership); Portfolio in Disability Studies
Ed.M.	2009	Harvard Graduate School of Education	Higher Education
B.J.	2007	The University of Texas at Austin	Print Journalism, <i>cum laude</i> ; Concentration in U.S. Latino and Latin American Media Studies

**PROFESSIONAL EXPERIENCE**

2016-present	Assistant Professor of Higher Education, Department of Educational Leadership
2018-present	Graduate Program Director, M.Ed. in Educational Leadership (Higher Education)
2019-present	Coordinator, Ed.D. in Educational Leadership (Higher Education Concentration) The University of North Carolina at Charlotte
	Teach graduate courses in higher education and research methods. Engage in scholarly activities related to student development and diversity in higher education. Serve on dissertation and other institutional and professional committees. Direct the higher education programs (Higher Education Concentration of the Ed.D. in Educational Leadership and M.Ed. in Educational Leadership). Recognized as the 2019 recipient of the Cato College of Education Early Career Award.
2015-2016	Director, Office for Inclusion and Equity The University of Texas at Austin
2014-2015	Director, Campus Climate and Student Engagement Coordinator, Longhorn Link Program (Federal TRIO Student Support Services) The University of Texas at Austin
2011-2014	Associate Director, Campus Diversity and Strategic Initiatives The University of Texas at Austin
2009-2011	Coordinator, Student Affairs (LGBT Resource Center Director) Adjunct Instructor, College of Education and Human Services (2010-2011) University of North Florida

- 2008-2009 Graduate Research Analyst, Institutional Research, Office of the Provost  
Massachusetts Institute of Technology
- 2008 Student Development Specialist, Division of Diversity and Community Engagement  
The University of Texas at Austin

## **SELECTED TEACHING**

### **Courses Taught at The University of North Carolina at Charlotte**

ADMN 6000/8000: Student Affairs in Higher Education  
ADMN 6000/8000: Equity Issues in College Student Affairs  
ADMN 6100: Fundamentals of Educational Leadership  
ADMN 6171/8171: The American College Student  
ADMN 6175/8175: Nontraditional Approaches to Higher Education  
ADMN 8160: Introduction to Educational Administration  
RSCH 6101: Educational Research Methods  
RSCH 8890: Special Topics in Research: Higher Education Research

### **Advising and Student-Directed Scholarship**

Served on 18 completed (chaired 4) doctoral dissertation committees  
Serving on 13 in progress (chairing 5) doctoral dissertation committees  
Served on 22 (chaired 14) doctoral qualifying examination committees  
Served on 26 (chaired 26) master's portfolio committees  
Advising load averaging 12 doctoral students and 12 master's students

## **SELECTED RESEARCH**

My research agenda includes two interconnected strands:

- (1) *the experiences of minoritized social groups in higher education*, with emphases on disability, sexuality, and gender, as well as intersecting social identities; and,
- (2) *the institutionalization of diversity and equity initiatives within higher education*, in curricular, administrative, and student affairs contexts.

Through my research, I seek to understand how scholars, practitioners, educators, and policymakers can envision and create inclusive higher education environments. I primarily employ qualitative research methods informed by constructivist and critical approaches.

### **Publications**

#### *Edited Volumes and Journal Special Issues*

Duran, A., Cisneros, J., **Miller, R. A.**, & Jourian, T. J. (edited volume under contract). *Queerness as being in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*. Routledge.

Duran, A., Cisneros, J., **Miller, R. A.**, & Jourian, T. J. (edited volume under contract). *Queerness as doing in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*. Routledge.

Vaccaro, A., Miller, R. A., & Lee, M. (Eds.) (2020). Special issue: Challenges and opportunities for assessing, evaluating, and researching disability in higher education. *Journal of Postsecondary Education and Disability*, 33(3).

*Articles in Refereed Journals*

Miller, R. A., Howell, C. D., & Knight, S. (in press). "A coach and not a dictator": How faculty establish credibility within required undergraduate diversity courses. *Journal on Excellence in College Teaching*.

Miller, R. A., Wynn, R. D., Stare, B. G., Williamson, J. N., & Guo, L. (in press). Mental health among disabled LGBTQ+ college students. *Currents*, 2(1). <https://doi.org/10.3998/ncidcurrents.1779>

Jones, M. C., Vaccaro, A., Miller, R. A., Forester, R., Friedensen, R., Kimball, E. W., & Forsythe, D. (in press). Embodied literacies of sexuality and gender of college students. *Journal of Language and Literacy Education*.

D'Amico, M. M., Dika, S. L., Wu, T., Holliday-Millard, P., Miller, R. A., & Atwell, A. (in press). Transfer student destinations: Mapping geographic diversity and equity patterns in vertical transfer. *Journal of Applied Research in Community Colleges*.

Friedensen, R. E., Lisi, B., Kimball, E., Thoma, H., Siddiqui, S., Miller, R. A., Weaver, J. E., Horii, C., & Woodman, A. (in press). A systematic review of research on faculty with disabilities. *Journal of the Professoriate*.

Miller, R. A., & Holliday-Millard, P. (2021). Debating diversity and social justice curricular requirements: How organizational culture at a liberal arts college informed the change process. *The Journal of Higher Education*, 92(7), 1085-1108. <https://doi.org/10.1080/00221546.2021.1912553>

Miller, R. A., & Smith, A. C. (2021). Microaggressions experienced by LGBTQ students with disabilities. *Journal of Student Affairs Research and Practice*, 58(5), 491-506. <https://doi.org/10.1080/19496591.2020.1835669>

Miller, R. A., Vaccaro, A., Kimball, E., & Forester, R. (2021). "It's dude culture": Students with minoritized identities of sexuality and/or gender navigating STEM majors. *Journal of Diversity in Higher Education*, 14(3), 340-352. <https://doi.org/10.1037/dhe0000171>

Vaccaro, A., Miller, R. A., Kimball, E. W., Forester, R., & Friedensen, R. (2021). Historicizing minoritized identities of sexuality and gender in science, technology, engineering, and mathematics (STEM) fields: A grounded theory model. *Journal of College Student Development*, 62(3), 293-309.

Friedensen, R., Kimball, E. W., Vaccaro, A., Miller, R. A., & Forester, R. (2021). Queer science: Temporality and futurity for queer students in STEM. *Time & Society*, 30(3), 332-354. <https://doi.org/10.1177/0961463X211008138>

Miller, R. A., Dika, S. L., Nguyen, D. J., Woodford, M., & Renn, K. A. (2021). LGBTQ+ college students with disabilities: Demographic profile and perceptions of well-being. *Journal of LGBT Youth*, 18(1), 60-77. <https://doi.org/10.1080/19361653.2019.1706686>

- Miller, R. A. (2020). Out of (queer/disabled) time: Temporal experiences of disability and LGBTQ+ identities in U.S. higher education. *Critical Education*, 11(16), 1-20.  
<https://doi.org/10.14288/ce.v11i16.186495>
- Miller, R.A., & Struve, L. E. (2020). “Heavy lifters of the university”: Non-tenure track faculty teaching required diversity courses. *Innovative Higher Education*, 45(6), 437-455.  
<https://doi.org/10.1007/s10755-020-09517-7>
- Jones, V. A., & Miller, R. A. (2020). Unmasking power in the discourse of four-year graduation initiatives. *Journal for the Study of Postsecondary and Tertiary Education*, 5, 145-166.  
<https://doi.org/10.28945/4636>
- Miller, R. A., Lee, M., & Vaccaro, A. (2020). From the special issue editors: Challenges and opportunities for assessing, evaluating, and researching disability in higher education. *Journal of Postsecondary Education and Disability*, 33(3), 211-212.
- Miller, R. A., & Downey, M. (2020). Examining the STEM climate for queer students with disabilities. *Journal of Postsecondary Education and Disability*, 33(2), 169-181.
- Miller, R. A., Nachman, B. R., & Wynn, R. (2020). “I feel like they are all interconnected”: Understanding the identity management narratives of autistic LGBTQ college students. *College Student Affairs Journal*, 38(1), 1-15. <https://doi.org/10.1353/csaj.2020.0000>
- Nachman, B. R., Miller, R. A., & Peña, E. V. (2020). Whose liability is it anyway?: Cultivating an inclusive college climate for autistic LGBTQ students. *Journal of Cases in Educational Leadership*, 23(2), 98-111. <https://doi.org/10.1177/1555458919897942>
- Bowling, J., Miller, R. A., & Mather, N. (2020). Making campus-based LGBTQ climate assessments matter. *Journal of Student Affairs Research and Practice*, 57(2), 197-211.  
<https://doi.org/10.1080/19496591.2019.1631837>
- Miller, R. A., Struve, L. E., & Howell, C. D. (2019). “Constantly, excessively, and all the time”: The emotional labor of teaching diversity courses. *International Journal of Teaching and Learning in Higher Education*, 31(3), 491-502.
- Miller, R. A., Wynn, R. D., & Webb, K. W. (2019). “This really interesting juggling act”: How university students manage disability/queer identity disclosure and visibility. *Journal of Diversity in Higher Education*, 12(4), 307-318. <https://doi.org/10.1037/dhe0000083>
- Miller, R. A., & Pouraskari, N. (2019). “This is not normal”: Talking Trump in undergraduate diversity courses. *Journal for the Study of Postsecondary and Tertiary Education*, 4, 103-121.  
<https://doi.org/10.28945/4430>
- Miller, R. A., Guida, T., Smith, S. L., Ferguson, S. K., & Medina, E. G. (2018). A balancing act: Whose interests do bias response teams serve? *The Review of Higher Education*, 42(1), 313-337.  
<https://doi.org/10.1353/rhe.2018.0031>
- Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. *Journal of College Student Development*, 59(3), 327-346.  
<https://doi.org/10.1353/csd.2018.0030>

- Reddick, R. J., Struve, L. E., Mayo, J. R., Miller, R. A., & Wang, J. L. (2018). "We don't leave engineering on the page": Civic engagement experiences of engineering graduate students. *Journal of Higher Education Outreach and Engagement*, 22(2), 127-156.
- Miller, R. A., Jones, V. A., Reddick, R. J., Lowe, T., Franks Flunder, B., Hogan, K., & Rosal, A. I. (2018). Educating through microaggressions: Self-care for diversity educators. *Journal of Student Affairs Research and Practice*, 55(1), 14-26. <https://doi.org/10.1080/19496591.2017.1358634>
- Miller, R. A., Guida, T., Smith, S. L., Ferguson, S. K., & Medina, E. G. (2018). Free speech tensions: Responding to bias on college and university campuses. *Journal of Student Affairs Research and Practice*, 55(1), 27-39. <https://doi.org/10.1080/19496591.2017.1363051>
- Rodriguez, S. L., Garbee, K., Miller, R. A., & Sáenz, V. B. (2018). How community colleges in Texas prioritize resources for Latino men. *Community College Journal of Research and Practice*, 42(4), 229-244. <https://doi.org/10.1080/10668926.2017.1281179>
- Miller, R. A. (2017). "My voice is definitely strongest in online communities": Students using social media for queer and disability identity-making. *Journal of College Student Development*, 58(4), 509-525. <https://doi.org/10.1353/csd.2017.0040>
- Miller, R. A. & Vaccaro, A. (2016). Queer student leaders of color: Leadership as authentic, collaborative, culturally competent. *Journal of Student Affairs Research and Practice*, 53(1), 39-50. <https://doi.org/10.1080/19496591.2016.1087858>
- Miller, R. A. (2015). "Sometimes you feel invisible": Performing queer/disabled in the university classroom. *The Educational Forum*, 79(4), 377-393. <https://doi.org/10.1080/00131725.2015.1068417>
- Sáenz, V. B., Mayo, J. R., Miller, R. A., & Rodriguez, S. L. (2015). (Re)defining masculinity through peer interactions: Latino men in Texas community colleges. *Journal of Student Affairs Research and Practice*, 52(2), 164-175. <https://doi.org/10.1080/19496591.2015.1018269>
- Miller, R. A. (2014). Overview of campus climate: Dimensions of diversity in higher education. *Texas Education Review*, 2(2), 184-190.

### *Book Chapters*

- Accapadi, M. M., & Miller, R. A. (in press). Freedom of expression and responding to bias: Public dialogue, academic freedom, and campus responses. In C. H. Livingston & T. C. Shandley (Eds.), *Small and mighty: Student affairs at small colleges and universities*. NASPA.
- Simmons, R., Miller, R. A., & D'Amico, M. M. (2021). From the playing field to the executive office: How athletics influences the small, private college presidency. In M. T. Miller (Ed.), *Handbook of research on the changing role of college and university leadership* (pp. 85-101). IGI Global. <https://doi.org/10.4018/978-1-7998-6560-5.ch006>
- Miller, R. A., & Jones, A. P. (2019). Challenges conducting intersectional research with LGBTQ students: Reflecting on studies exploring spirituality and disability. In D. Mitchell, J. Marie, & T. Steele (Eds.), *Intersectionality and higher education: Theory, research, and praxis* (2<sup>nd</sup> ed.) (pp. 111-124). Peter Lang.

- Miller, R. A., Forester, R., Kendra-Dill, Z. N., Smith, S., Wheeler, E., & D'Amico, M. M. (2019). Expanding notions of student activism and advocacy in the community college. In M. T. Miller & D. V. Tolliver (Eds.), *Exploring the technological, societal, and institutional dimensions of college student activism* (pp. 75-102). IGI Global. <https://doi.org/10.4018/978-1-5225-7274-9.ch006>
- Miller, R. A., & Dika, S. L. (2018). Perceptions of campus climate at the intersections of disability and LGBTQ identities. In K. Soria (Ed.), *Evaluating campus climate at U.S. research universities: Opportunities for diversity and inclusion* (pp. 77-101). Palgrave Macmillan. [https://doi.org/10.1007/978-3-319-94836-2\\_4](https://doi.org/10.1007/978-3-319-94836-2_4)
- Miller, R. A., Wynn, R. D., & Webb, K. W. (2017). Complicating “coming out”: Disclosing disability, gender, and sexuality in higher education. In S. L. Kerschbaum, L. T. Eisenman, & J. M. Jones (Eds.), *Negotiating disability: Disclosure and higher education* (pp. 115-134). University of Michigan Press. <https://doi.org/10.3998/mpub.9426902>
- Vaccaro, A. & Miller, R. A. (2017). Experiences of queer student leaders of color: Expanding leadership paradigms in higher education. In J. M. Johnson & G. C. Javier (Eds.), *Queer people of color in higher education* (pp. 195-210). Information Age Publishing.
- Miller, R. A., Wynn, R. D., & Webb, K. W. (2017). Queering disability in higher education: Views from the intersections. In E. Kim & K. C. Aquino (Eds.), *Disability as diversity in higher education: Policies and practices to enhance student success* (pp. 33-46). Routledge.
- Taylor, B. J., Miller, R. A., & García-Louis, C. (2014). Utilizing intersectionality theory to engage dialogue in higher education. In D. Mitchell, C. Simmons, & L. Greyerbiehl (Eds.), *Intersectionality and higher education: Theory, research, and praxis* (pp. 229-239). Peter Lang.
- Miller, R. A. & Wynn, R. D. (2011). Lesbian, gay, bisexual, and transgender college student development: Research and practice. In A. Brooks, A. Vorreyer, & B. Gambino (Eds.), *Student affairs for all seasons and reasons: Leading by example* (pp. 124-133). The Administrator's Bookshelf.

### **Selected/Recent Conference Presentations**

- Forsythe, D., Vaccaro, A., Friedensen, R., Miller, R. A., Kimball, E., & Forester, R. (2022, April). *Unpacking masculinity among STEM students with minoritized identities of sexuality and gender*. Paper to be presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Stephens, K., Friedensen, R., Kimball, E., Forester, R., Miller, R. A., & Vaccaro, A. (2022, April). “*You assumed that everybody was...*”: *The epistemic injustice of assumed cisheteropatriarchy in STEM group work*. Paper to be presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Ardoin, S., Miller, R. A., Nguyen, D., Duran, A., Young, D. B., Hernandez, C., & Segar, T. (2022, March). *Preparing new practitioners: Reinventing collaboration between graduate program faculty and divisions of student affairs*. Session to be presented at NASPA Student Affairs Administrators in Higher Education Annual Conference, Baltimore, MD.

- Miller, R. A., Slane, L., & Gilchrist, T. (2022, March). *How social identities shape community college transfer students' pathways*. Paper to be presented at ACPA College Student Educators International Annual Convention, St. Louis, MO.
- D'Amico, M. M, Dika, S. L., Miller, R. A., & Wang, Y. (2022, February). *Destination, integration, and navigation: How students engage in transfer mobility in North Carolina*. Session to be presented at National Institute for the Study of Transfer Students Annual Conference, St. Louis, MO, and virtual.
- Miller, R. A. (2021, December). *Bias response teams: Current strategies and emerging alternatives*. Session to be presented at the NASPA Student Affairs Law and Policy Conference, virtual.
- Boettcher, M., Kniess, D., Varga, M. A., & Miller, R. A. (2021, November). *Opportunities for publication and practice with the College Student Affairs Journal*. Session presented at the Southern Association for College Student Affairs (SACSA) Annual Conference, Norfolk, VA.
- Miller, R. A., Howell, C. D., Oyarzun, S. B., Martin, F., Haag, E., & Knight, S. (2021, November). *Faculty perspectives on inclusion, diversity, equity, and access in online teaching*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, San Juan, PR.
- Marine, S. B., Ardoin, S., Phelps-Ward, R., Williams, B. M., & Miller, R. A. (2021, November). *Preparing new practitioners: What are our ethical responsibilities and challenges?* Presidential session presented at the Association for the Study of Higher Education (ASHE) Annual Conference, San Juan, PR.
- Miller, R. A., Howell, C. D., & Knight, S. (2021, March). *"A coach and not a dictator": How faculty establish credibility within required undergraduate diversity courses*. Paper presented at the North Carolina Association for Research in Education (NCARE) Annual Meeting and Conference, Charlotte, NC (virtual conference due to COVID-19 pandemic).
- Atwell, A., D'Amico, M. M., Miller, R. A., & Dika, S. L. (2021, February). *Amplifying transfer student voices*. Roundtable presented at the North Carolina Community College System Conference (virtual conference due to COVID-19 pandemic).
- Miller, R. A., Struve, L. E., Murray, M., & Tompkins, A. (2020, November). *Navigating controversy and hot topics in required diversity courses*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, New Orleans, LA (virtual conference due to COVID-19 pandemic).
- Nachman, B., Renn, K., Miller, R. A., Jourian, T. J., Duran, A., Cisneros, J., & Vaccaro, A. (2020, November). *Theorizing the insider-outsider binary: Reflections of higher education professionals with minoritized sexual and gender identities*. Symposium presented at the Association for the Study of Higher Education (ASHE) Annual Conference, New Orleans, LA (virtual conference due to COVID-19 pandemic).
- D'Amico, M., Dika, S., Wu, T., Holliday-Millard, P., & Miller, R. A. (2020, November). *Transfer student destinations: Mapping geographic diversity and equity patterns in virtual transfer*. Poster presented at the Association for the Study of Higher Education (ASHE) Annual Conference, New Orleans, LA (virtual conference due to COVID-19 pandemic).

- Miller, R. A., & Holliday-Millard, P. (2019, November). *Reimagining diversity and social justice curricular requirements: Deep learning vs. "checking the box."* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Portland, OR.
- Miller, R. A., & Struve, L. E. (2019, November). *"Heavy lifters of the university": Non-tenure track instructors teaching required diversity courses.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Portland, OR.
- Friedensen, R., Kimball, E. W., Vaccaro, A., Miller, R. A., & Forester, R. (2019, November). *Queer science: Temporality, futurity, and performativity for queer students in STEM.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Portland, OR.
- Miller, R. A., Forester, R., Frantzreb, D., Vaccaro, A., Kimball, E. W., & Friedensen, R. (2019, October). *Students with minoritized identities of sexuality and gender (MIO SG) navigating STEM majors and classrooms.* Session presented at the International Society for Exploring Teaching and Learning (ISETL) Conference on Innovative Higher Education Pedagogy, Charlotte, NC.
- Miller, R. A., Struve, L. E., Howell, C. D., & Holliday-Millard, P. (2019, October). *Freedom vs. structure in teaching diversity courses: Implications of low and high course standardization.* Session presented at the International Society for Exploring Teaching and Learning (ISETL) Conference on Innovative Higher Education Pedagogy, Charlotte, NC.
- Miller, R. A., Dika, S. L. (2019, March). *LGBTQIA+ college students with disabilities: Demographics, risk and protective factors, and academic success.* Paper presented at the North Carolina Association for Research in Education (NCARE) Annual Meeting and Conference, Charlotte, NC.
- Jones, V. A., & Miller, R. A. (2018, November). *Nothing is neutral: Unmasking power in the discourse of four-year graduation initiatives.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.
- Miller, R. A., Struve, L. E., & Howell, C. D. (2018, November). *"Constantly, excessively, and all the time": The emotional labor of teaching diversity courses.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.
- Miller, R. A., Kimball, E., Vaccaro, A., & Forester, R. (2018, November). *"It's dude culture": Students with minoritized sexual/gender identities navigating STEM majors.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.
- Miller, R. A., Nachman, B. R., & Wynn, R. (2018, November). *"I feel like they are all interconnected": How college students experience autism and queer/trans\* identities.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.

### **Selected/Recent Grants and Contracts**

- Clayton, P. [Principal Investigator], Miller, R. A., & Borrego, M. [Co-Principal Investigators]. (2021-2025). *Empowering engineering scholar-activists through community-driven research experiences.* National Science Foundation, Broadening Participation in Engineering. Funded: \$473,913.
- D'Amico, M. M. [Principal Investigator], Miller, R. A., & Dika, S. L. [Co-Principal Investigators]. (2021-2023). *Understanding experiences of vertical transfer students in North Carolina.* John M. Belk Endowment. Funded: \$456,788.



Miller, R. A. [Principal Investigator]. (2021-2022). *Bias response teams revisited: Navigating free speech, equity, and inclusion*. University of California National Center for Free Speech and Civic Engagement. Funded: \$25,000.

Miller, R. A. [Principal Investigator]. (2021-2023). *LGBTQ identities in STEM: A qualitative analysis of postsecondary learning environments*. ACPA College Student Educators International – Emerging Scholars Program. Funded: \$3,000.

Miller, R. A. [Principal Investigator], Stare, B., & Wynn, R. (2020). *Mental health and resilience among LGBTQ+ college students with disabilities*. National Center for Institutional Diversity – Research and Scholarship Grants, University of Michigan. Funded: \$2,000.

### SELECTED SERVICE TO THE PROFESSION

2022-present Editor, *College Student Affairs Journal*  
 2021-present Scholar-in-Residence, Coalition for (Dis)ability, ACPA College Student Educators International  
 2021-2024 Research Grants Co-Coordinator, ACPA College Student Educators International  
 2021-2024 Bobby Wright Dissertation of the Year Committee, Association for the Study of Higher Education  
 2020-2021 Associate Editor, *College Student Affairs Journal*  
 2020-2023 Program/Pre-Conference Chair, Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education  
 2020 Program Committee, Association for the Study of Higher Education Annual Conference (New Orleans, LA; virtual conference due to COVID-19 pandemic)  
 2019 Program Chair, North Carolina College Personnel Association Annual Conference  
 2019-present Editorial Board, *Journal of College Student Development*  
 2016-2020 Editorial Board, *College Student Affairs Journal*  
 2016-2018 Occasional Reviewer, *Journal of College Student Development*  
 2015-2020 Editorial Board, *Journal of Student Affairs Research and Practice*  
 2013-2015 Editor, *Texas Education Review*

### SELECTED HONORS AND AWARDS

2021-2023 Emerging Scholar-Designee, ACPA College Student Educators International  
 2021-2022 Fellow, University of California National Center for Free Speech and Civic Engagement  
 2020 Distinguished Lecturer, Department of Educational Leadership and Policy, The University of Texas at Austin  
 2019 Early Career Award, University of North Carolina at Charlotte Cato College of Education  
 2019 Intersectionality Award, ACPA College Student Educators International, Coalition for (Dis)ability  
 2018 Invited Participant, “Making Disability Visible in the Measurement of Post-Secondary Educational Quality,” Spencer Foundation Conference Grant for Advancing Education Research  
 2016 Early Career Faculty Workshop, Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education

- 2016 Melvene D. Hardee Dissertation of the Year Award, NASPA Student Affairs Administrators in Higher Education (*Intersections of disability, gender, and sexuality in higher education: Exploring students' social identities and campus experiences*; chair: Richard J. Reddick)
- 2016 Leadership Circle Award, The University of Texas at Austin
- 2016 Lavender Spirit Award, Lavender Graduation, The University of Texas at Austin
- 2015 Emerging Scholars Workshop, Division J, American Educational Research Association
- 2014 Dr. Enrique Romo Staff Excellence Award, The University of Texas at Austin
- 2013 National Panel of Leaders in Intergroup Dialogue Education, University of Michigan