



FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Educational Leadership & Policy Studies

Higher Education Program Faculty Achievements & Highlights

The faculty in Higher Education program and the Department of Educational Leadership and Policy Studies at Florida State produce cutting edge research in and outside of the field of higher education. Below are our recent accomplishments including honors, awards, nominations, publications, and grants and contracts funded since 2013.

HONORS, AWARDS, & NOMINATIONS

Tamara Bertrand Jones

Graduate Teaching Award (nominee), Florida State University College of Education (2017).
Exemplary Evaluator, American Evaluation Association, Multiethnic Issues in Evaluation Topical Interest Group (2015).
Profiles of Social Change, Florida State University Center for Leadership and Social Change (2015).
Supervisor/Mentor Award, Florida State University Higher Education Program (2015).
McKnight Junior Faculty Fellowship (2014-2015).
Transformation through Teaching, Florida State University (2013).
Guardian of the Flame Award, Burning Spear (2012).
Minority Serving Institution Evaluation Fellowship Program (2013–2014).

Brad Cox

Robert M. Gagne Outstanding Research Award (recipient), FSU's College of Education (2017).
Supervisor/Mentor Award, Hardee Center and the Higher Education Program, Florida State University (2016).
Outstanding Graduate Faculty Mentor Award (nominee), Florida State University (2016).
Outstanding Graduate Faculty Mentor Award (nominee), Florida State University (2015).
Transformation Through Teaching Award (nominee), Florida State University (2015).
Robert M. Gagne Outstanding Research Award, Florida State University College of Education (2014).
Emerging Scholar, ACPA: College Student Educators International (2013).
Transformation Through Teaching Award (nominee), Florida State University (2013).
Transformation through Teaching Award, Florida State University (2012).

Kathy Guthrie

Transformation through Teaching Award, Florida State University (2015).
College Teaching Award, College of Education, Florida State University (2014).
Emerging Scholar Award, American College Personnel Association (2012).
Supervisor/Mentor Award, Higher Education Program, Florida State University (2012).

Lara Perez-Felkner

Alternate, 2017-2018 American Postdoctoral Fellowship Program, American Association for University Women (2017).
Supervisor/Mentor Award, Hardee Center and the Higher Education Program, Florida State University (2016).
Finalist, Robert M. Gagne Research Award, Florida State University (2015).
Transformation Through Teaching Award, Florida State University (2014).
Pathways to Adulthood International Postdoctoral Fellowship Program (2010–2013).
Semi-finalist, NaED-Spencer Postdoctoral Fellowship Program (2012).

Robert Schwartz

Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member, NASPA, Student Affairs Administrators in Higher Education (2017).
Transformation Through Teaching Award, Florida State University (2016).
Faculty Fellow, NASPA- Student Affairs Administrators in Higher Education (2013).

PUBLICATIONS

Program Pillar: Leadership

- Bertrand Jones, T., Guthrie, K., & Osteen, L.** (2016). Critical Domains of Culturally Relevant Leadership Learning: A Call to Transform Leadership Programs. In Kathy L. Guthrie, Tamara Bertrand Jones, & Laura Osteen (Eds.), *Developing culturally relevant leadership learning* [Monograph]. *New Directions for Student Leadership*.
- Guthrie, K., & Badger, C.** (in press). Leader identity development: Empowering student-athletes academically. In M. Henderson & L. Mrozek (Ed.), *Contemporary Issues in Intercollegiate Athletics and Implications for College Student Development* (17 pages). ACPA Books and Media.
- Guthrie, K., Bertrand Jones, T., & Osteen, L.** (Eds.). (in press). Creating culturally relevant leadership learning [Monograph]. *New Directions for Student Leadership*, 150 pages.
- Guthrie, K. L., & Dieguez, T.** (in press). Creating emotionally intelligent global leaders. In Charles P. Gause (Ed.), *Leadership, Equity, and Social Justice in American Higher Education: A Reader* (12 pages). Peter Lang Publishing.
- Guthrie, K. L., & Jenkins, D.** (in press). *The role of leadership educators: Transforming learning*. Information Age Publishing.
- Fritz, M., & **Guthrie, K.** (2017). Values clarification: Essential for leadership learning. *Journal of Leadership Education*, 16(1), 47-63.

- Osteen, L., **Guthrie, K.**, & **Bertrand Jones, T.** (2016). Leading to Transgress: Critical Questions for Transforming Leadership Learning. In Kathy L. Guthrie, Tamara Bertrand Jones, & Laura Osteen (Eds.), *Developing culturally relevant leadership learning [Monograph]. New Directions for Student Leadership*.
- Guthrie, K. L.**, & Callahan, K. (2016). Liberal Studies: Leadership Education in the 21st Century. In Kathy L. Guthrie, & Laura Osteen (Eds.), *Reclaiming higher education's purpose in leadership development [Monograph]. New Directions for Higher Education, 174*, 21-33.
- Guthrie, K.**, & Osteen, L. (Eds.). (2016). Reclaiming higher education's purpose in leadership development (*New Directions for Higher Education No. 174*). San Francisco, CA: Jossey-Bass.
- White, J., & **Guthrie, K.** (2016). Creating a Meaningful Learning Environment: Reflection in Leadership Education. *Journal of Leadership Education, 15*(1), 60-75.
- Jenkins, D., Endersby, L. & **Guthrie, K.** (2015). Leadership Education 2050: Changing the Spaces and Faces of Experience. In M. Sowick, A. Andenoro, M. McNutt, & S. E. Murphy (Eds.). *Leadership 2050: Critical challenges, key contexts, and emerging trends*. Emerald Group Publishing.
- Guthrie, K.**, **Bertrand Jones, T.**, Osteen, L., & **Hu, S.** (2013). *Cultivating leader identity and capacity in students from diverse backgrounds*. San Francisco, CA: Jossey-Bass.
- Guthrie, K.**, & **Bertrand Jones, T.** (2012). Teaching and learning: Using experiential learning and reflection for leadership education. In Guthrie, K. L. & Osteen, L. (Ed.), *Developing Students' Leadership Capacity [Monograph]. New Directions for Student Services, 140*, 53-63.
- Guthrie, K.** (2012). YouTube: Beyond lectures and papers in leadership education. In C. Cheal, J. Coughlin, & S. Moore (Eds.), *Transformation in Teaching: Social Media Strategies in Higher Education* (pp. 93-113). Santa Rosa, CA: Informing Science Press.
- Buschlen, E., & **Guthrie, K.** (2014). Seamless leadership learning in curricular and co-curricular facets of university life: A pragmatic approach to praxis. *Journal of Leadership Studies, 7*(4), 58-63.
- Guthrie, K.**, & Bovio, B. (2014). Undergraduate certificate in leadership studies: An opportunity for seamless learning. *Journal of College and Character, 15*(1), 25-31.
- Guthrie, K.**, & McCracken, H. (2014). Reflection: The importance of making meaning in e-service-learning courses. *Journal of Computing in Higher Education, 26*(3), 238-252.
- Guthrie, K.**, Shields, S., & Zernick, K. (2014). Mobile application: Situating leadership education. *Journal of Leadership Studies, 8*(2), 61-66.
- Hu, S.**, Henderson, C., & Iacino, J. (2013). Student governance and involvement in institutional leadership. In Schloss, P., & Cragg, K. (Eds.), *Administration and finance of postsecondary educational institutions* (pp. 66-79). New York, NY: Routledge.

Program Pillar: Social Justice

Students

- Wilder, J. A., **Bertrand Jones, T.**, & Osborne-Lampkin, L. (2013). A profile of Black women in the 21st century academy: Still learning from the "outsider-within". *Journal of Research Initiatives*, 1(1), 27-38.
- Tobolowsky, B. L., **Cox, B. E.**, & Chunoo, V. (in press). Bridging the Cultural Gap: Relationships Between Programmatic Offerings and First-Generation Student Benchmarks. *Journal of College Student Retention: Research, Theory & Practice*, 34 pages.
- Cox, B. E.**, Thompson, K., Anderson, A., Mintz, A., Locks, T. Morgan, L., Edelstein, J., & Wolz, A. (2016). College experiences for students with Autism Spectrum Disorder (ASD): Personal identity, public disclosure, and institutional support. *Journal of College Student Development*, 58(1), 71-87.
- White, J. V., & **Guthrie, K.** (In Press). Good for Whom? The Shifting Role of Higher Education, 19. In C. P. Gause (Ed.). *Leadership, Equity, and Social Justice in American Higher Education: A Reader*. New York: Peter Lang Publishing.
- Guthrie, K.**, & Hampton, A. E. (2017). So Just Make a Difference: A Unique Approach to Social Justice Education. *eJournal of Public Affairs*, 6(1), 60-75.
- Mei, H., Ren, Z., Wang, J., Yang, S., & **Hu, S.** (2017). Goal orientation, diversity experiences and individual innovative behaviors. *Fudan Education Forum*, 62-68.
- Flores, S. M., & **Park, T. J.** (2015). The effect of enrolling in a minority-serving institution for Black and Hispanic students in Texas. *Research in Higher Education*, 56(3), 247-276.
- Flores, S. M., & **Park, T. J.** (2013). Race, ethnicity, and college success: Examining the continued significance of the minority-serving institution. *Education Researcher*, 42(3), 115-128.
- Flores, S. M., & **Park, T. J.** (2013). *The impact of enrolling in a minority serving institution in Texas for Black and Hispanic students* (Monograph Series). University of Houston Law Center - Institute for Higher Education Law and Governance.
- Milesi, C., **Perez-Felkner, L.**, Brown, K., & Schneider, B. (2017). Engagement, persistence, and gender in computer science: Results of a smartphone ESM study. *Frontiers in Psychology*, 8, 1-9. doi:<https://doi.org/10.3389/fpsyg.2017.00602>
- Perez-Felkner, L.**, Nix, S., & Thomas, K. (2017). Gendered Pathways: How Mathematics Ability Beliefs Shape Course and Degree Choices from High School through College. *Frontiers in Psychology*, 8(386), 1-28. doi:10.3389/fpsyg.2017.00386
- Perez-Felkner, L. C.** (2015). Achievement Differences and Gender. In R. Gunstone (Ed.), *Springer Encyclopedia of Science Education* (p. 9-10). New York: Springer Publishing. Retrieved from http://dx.doi.org/10.1007/978-94-007-2150-0_349

- Perez-Felkner, L. C.** (2015). Attitude Differences and Gender. In R. Gunstone (Ed.), *Encyclopedia of Science Education* (p. 93-94). New York: Springer Publishing. Retrieved from http://dx.doi.org/10.1007/978-94-007-2150-0_351
- Perez-Felkner, L. C.** (2015). Perceptions and Resilience in Underrepresented Students' Pathways to College. *Teachers College Record*, 117(8), 62. Retrieved from <http://www.tcrecord.org/content.asp?contentid=17996>
- Schneider, B., Milesi, C., **Perez-Felkner, L. C.**, Brown, K., & Gutin, I. (2015). Does the Gender Gap in STEM Majors Vary by Field and Institutional Selectivity? *Teachers College Record*, 20. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=17996>
- Nix, S., **Perez-Felkner, L. C.**, & Thomas, K. (2015). Perceived Mathematical Ability under Challenge: A Longitudinal Perspective on Sex Segregation among STEM Degree Fields. *Frontiers in Psychology*, 6(530), 1-19. Retrieved from <http://journal.frontiersin.org/article/10.3389/fpsyg.2015.00530/abstract>
doi:10.3389/fpsyg.2015.00530
- Perez-Felkner, L. C.**, McDonald, Sarah-Kathryn, & Schneider, B. (2014). What Happens to High-Achieving Females after High School? Gender and Persistence on the Postsecondary STEM Pipeline. In Ingrid Schoon, & Jacqueline S. Eccles (Eds.), *Gender Differences in Aspirations and Attainment: A life course perspective* (pp. 285-320). Cambridge: Cambridge University Press. Retrieved from <http://ebooks.cambridge.org/chapter.jsf?bid=CBO9781139128933&cid=CBO9781139128933A025&tabName=Chapter>
- Perez-Felkner, L. C.** (2013). Racial Inequality: Returns to Educational investments. In J. W. Ainsworth, & G. J. Golson (Eds.), *Sociology of Education*. Thousand Oaks, CA: Sage Publications.
- Perez-Felkner, L. C.**, McDonald, S. K., Schneider, B., & Grogan, E. (2012). Female and male adolescents' subjective orientations in mathematics and their influence on postsecondary majors. *Developmental Psychology*, 48(6), 1658-1673.
- Perez-Felkner, L. C.** (2012). Understanding social inequality in higher education and careers. *Pathfinder*, 4, 5-8.
- Brower, R., **Schwartz, R.**, & **Bertrand Jones, T.** (2017). Is it because I'm a woman? Gender-based ambiguity in higher education. *Gender and Education*, 1-19.

Mentoring & Advising

- Bertrand Jones, T.**, Osborne-Lampkin, L., & Wilder, J. A. (2016). Balancing the call to serve: The costs and benefits of leaving a legacy in the academy. In Marina, B.L.H., & Ross, S. N. (Eds.), *Beyond retention*. Information Age Publishing.
- Bertrand Jones, T.**, Osborne-Lampkin, L., Patterson, S. M., & Davis, D. J. (2015). Creating a "safe and supportive environment": Mentoring and professional development for recent Black women doctoral graduates. *International Journal of Doctoral Studies*, 10, 483-499.

Bertrand Jones, T., Wilder, J. A., & Osborne-Lampkin, L. (2015). Beyond sisterhood: Using shared identities to build peer mentor networks and secure social capital in the academy. In Brenda L.H. Marina (Ed.), *Mentoring away the glass ceiling in academia: A cultured critique* (pp. 143-159). Lexington Books.

Bertrand Jones, T., & Dufor, W. (2012). Direction along the path: Mentoring and Black female administrators. In Bertrand Jones, T., Scott Dawkins, L., McClinton, M., & Hayden Glover, M. (Eds.), *Pathways to Higher Education for African American Women* (pp. 27-36). Sterling, VA: Stylus.

Bertrand Jones, T., Wilder, J. A., & Osborne-Lampkin, L. (2013). Employing a Black feminist approach to doctoral advising: Preparing Black women for the professoriate. *Journal of Negro Education, 82*(3), 326-338.

Institutions & Administration

Bertrand Jones, T., Scott Dawkins, L., McClinton, M., & Hayden, M. (Eds.). (2012). *Pathways to Higher Education Administration for African American Women*. Sterling VA: Stylus.

Bertrand Jones, T., & Scott Dawkins, L. (2012). Connecting the paths: Guiding institutions and administrators into the future. In Bertrand Jones, T., Scott Dawkins, L., McClinton, M., & Hayden Glover, M. (Eds.), *Pathways to Higher Education Administration for African American Women*. Sterling, VA: Stylus.

Assessment & Evaluation

Bertrand Jones, T. (2014). Socializing new evaluators: The use of mentoring to develop evaluation competence. *New Directions for Evaluation 2014*(143), 83-96.

Frazier-Anderson, P., & **Bertrand Jones, T.** (in press). An analysis of Love My Children: Rose Butler Browne's contributions to culturally responsive evaluation. In S. Hood, R. Hopson, H. Frierson, K. Obeidat (Eds), *Continuing the journey to reposition culture and cultural context in evaluation theory and practice*. Charlotte, NC: Information Age Publishing.

Bertrand Jones, T., Özturgut, O., & Neubauer, L. (2012, July). Teaching culturally competent evaluation. *American Evaluation Association 365: Tip a Day for Evaluators*, 1.

Bertrand Jones, T. (2013, July). Cultural competence week: Tamara Bertrand Jones on essential tools for training culturally responsive evaluators. *American Evaluation Association 365: Tip a Day for Evaluators*, 1.

Özturgut, O., & **Bertrand Jones, T. (2012, July).** Integrating cultural competence into your AEA presentation. *American Evaluation Association 365: Tip a Day for Evaluators*, 1.

Faculty

Bertrand Jones, T. (2015). Me-search IS research: My socialization as an academic. In D.J.Davis, R.J. Brunn, & K. Venegas (Eds.), *Intersectionality of Research and Education* (pp. 252-260). Sterling, VA: Stylus.

Davis, D. J., Reynolds, R., & **Bertrand Jones, T.** (2012). Promoting the inclusion of tenure earning Black women in academe: Lessons for leaders in education. *Florida Journal of Educational Administration & Policy*, 5(1), 28-41.

Bertrand Jones, T., & Osborne-Lampkin, L. (2013). Black female faculty success and early career professional development. *Negro Educational Review*, 64(1-4), 59-75.

Park, T. J., Braxton, J. M., & Lyken-Segosebe, D. (2015). Types of Faculty Scholars in Community Colleges. In John M. Braxton (Ed.), *New Directions for Community Colleges: Community College Faculty Scholarship* (pp. 15-19). New York: Wiley.

Park, T. J., & Braxton, J. M. (2013). Scholarly identities of college and university faculty members. *Journal of Higher Education*, 84(3), 301-328.

Program Pillar: Student Success

Students

Davis-Maye, D., Davis, D. J., & **Bertrand Jones, T.** (2013). Who's got next: SOTA's KEMET Academy as a model to improve the community college to PhD pipeline. *Journal of Negro Education*, 82(3), 243-254.

Bertrand Jones, T., Tandberg, D., & Snead, S. M. (2015). Graduate school choice and summer research opportunities programs. In Virginia Stead (Ed.), *International Perspectives of Higher Education Admission Policy: A Reader*. NY: Peter Lang.

Bovio, R., Chunoo, V., & **Cox, B. E.** (2017). Self-authorship in student affairs: A developmental paradox? *Journal of Student Affairs Research and Practice*, 53(2), 131-145.

Brower, R. L., **Cox, B. E.**, & Hampton, A. (2017). No adult left behind: Student affairs practices targeting adult undergraduates. *Developments*, 14(2), 1-x.

Canto, A. I., Swanbrow Becker, M., **Cox, B. E.**, Hayden, S., Osborn, D. (2017). College students in crisis: Prevention, identification, and response options for campus housing professionals. *Journal of College and University Student Housing*, 43(2), 44-57.

Cox, B. E., Reason, R. D., Tobolowsky, B. T., Brower, R. L., Patterson, S., Luczyk, S., and Roberts, K. L. (2016). Lip service or actionable insights? Linking student experiences to assessment, accountability, and data-driven decision making in higher education. *Journal of Higher Education*, 88(6), 835-862.

Cox, B. E., Reason, R. D., Nix, S. & Schwab, M. (2016). Life happens (outside of college): Non-college life-events and students' likelihood of on-time graduation. *Research in Higher Education*, 57(7), 823-844. doi: 10.1007/s11162-016-9409-z

Cox, B. E., Dean, J., & Kowalski, R. (2015). Hidden trauma, quiet drama: The prominence and consequence of problematic grieving among college students. *Journal of College Student Development*, 56(3), 280-289. Retrieved from https://muse.jhu.edu/journals/journal_of_college_student_development/toc/csd.56.3.html

- Tobolowsky, B. T., & Cox, B. E. (2012). Rationalizing neglect: The transfer student experience. *Journal of Higher Education*, 83(3), 389-410.
- Cox, B. E., Reason, R. D., Tobolowsky, B. F., Underwood, R. B., Luczyk, S., Nix, S., Dean, J., & Wetherell, T. K. (2012). *Linking institutional policies to student success: Initial results from a five-state pilot study*. Tallahassee, FL: Florida State University's Center for Higher Education Research, Teaching, and Innovation. Retrieved from <http://cherti.fsu.edu/LIPSS/>
- Rettig, J., & Hu, S. (2016). College sport participation and student educational experiences and selected outcomes. *Journal of College Student Development*, 57, 428-446.
- Mei, H., Ren, Z., Feng, G., Yang, S., & Hu, S. (2015). Does innovation support change college students' innovative behavior? *Fudan Education Forum*, 13(6), 26-32.
- Hu, S. (2015). Forward: Making college impactful. In Rogers, S., & Galle, J. (Ed.), *How to be a "HIP" college campus* (pp. ix-x). Lanham, MD: Rowman and Littlefield.
- Hu, S., & Wolniak, G. (2013). College student engagement and early career earnings: Differences by gender, race/ethnicity, and academic preparation. *Review of Higher Education*, 36, 211-233.
- Hu, S., & McCormick, A. (2012). An engagement-based student typology and its relationship to college outcomes. *Research in Higher Education*, 53, 738-754.
- Hu, S., McCormick, A., & Gonyea, R. (2012). Examining the relationship between student learning and persistence. *Innovative Higher Education*, 37, 387-395.
- Lansing, J., Ahearn, C., Rosenbaum, J. E., Mokher, C. G., & Jacobson, L. (2017). Improving High School–College Alignment: A Sociological Reform and New Challenges. *The Educational Forum*, 81(3), 267-280.
- Akin, R., & Park, T. (in press). What community college students value: Delineating a normative structure for community college students. *Community College of Research and Practice*.
- Park, T., Woods, C., Hu, S., Bertrand Jones, T., Cig, O., & Tandberg, D. (in press). Gateway course accessibility and the racial/ethnic achievement gap: The case of student success following Florida's developmental education reform. *Teachers College Record*.
- Woods, C. S., Park, T. J., Hu, S., & Bertrand Jones, T. (in press). How high school coursework predicts college gateway course success. *Community College Review*.
- Woods, C. S., Park, T. J., Hu, S., & Bertrand Jones, T. (in press). How high school coursework predicts college gateway course success. *Community College Review*.
- Park, T. J. (2015). The impact of full time enrollment in the first semester on community college transfer rates: New evidence from Texas with pre-college determinants. *Teachers College Record*, 17(12), 1-34.
- Orozco, R., & Perez-Felkner, L. C. (2017). Ni De Aquí, Ni De Allá: Conceptualizing the Self-Authorship Experience of Gay Latino College Men Using Conocimiento. *Journal of Latinos and Education*, 16. doi:10.1080/15348431.2017.1371018

Student Affairs

- Davis-Maye, D., Yarber-Allen, A., & **Bertrand Jones, T.** (2017). "Feeling Silly & White": The impact of participant and director characteristics on study abroad experiences. In An, H. (Ed.), *Efficacy and implementation of study abroad programs for K-12 teachers* (pp. 400-414). IGI Global.
- Schwartz, R. A.** (in press). How deans of women became men. In M. Coomes, & D. L. Stewart (Eds.), *ASHE Reader on the History and Foundations of Higher Education*. Pearson Publishing.
- Schwartz, R. A.** & Stewart, D-L. (in press). The Development of Student Affairs. In Schuh, J., & Jones, S. R. (2016). *Student services: A handbook for the profession* (6th ed.). San Francisco, CA: Jossey-Bass.
- Schwartz, R. A.**, & Stewart, D-L. (2017). *The History of Student Affairs*. In *Student Services: A Handbook for the Profession*. (Eds.) Schuh, J. H.; Jones, S. R.; & Torres, V. Jossey-Bass; a Wiley Brand, John Wiley & Sons.
- Biddix, J. P., & **Schwartz, R. A.** (2012). Walter Dill Scott and the student personnel movement. *Journal of Student Affairs Research and Practice*, 49(3), 285-298.

Policy in Higher Education

- Brower, R., **Bertrand Jones, T.**, Tandberg, D., **Hu, S.**, & **Park, T.** (in press). Comprehensive developmental education reform in Florida: A policy implementation typology. *Journal of Higher Education*.
- Brower, R., Woods, C., **Bertrand Jones, T.**, **Park, T.**, **Hu, S.**, Tandberg, D., Nix, A., Rahming, S., & Martindale, S. (in press). Scaffolding mathematics remediation for academically at-risk students following developmental education reform in Florida. *Community College Journal of Research and Practice*.
- Lacy, A., Fowler, J., Tandberg, D., & **Hu, S.** (2017). US state higher education appropriations: assessing the relationships between agency politicization, centralization, and volatility. *Policy and Society*, 36, 16-33.
- Gao, Y., & **Hu, S.** (2015). Research on performance funding of higher education in the USA—The case of Florida. *Fudan Education Forum*, 13(3), 84-89.
- Jin, M., & **Hu, S.** (2015). From data to institutional improvement: Review on the application of NSSE. *Comparative Education Review*, 37(8), 39-46.
- Hu, S.**, **Park, T.**, Tandberg, D., Hankerson, D., Collins, R., & Nix, A. (2014). *Florida developmental education reform: Responses from the leaders of Florida College System institutions*. Tallahassee, FL: The Center for Postsecondary Success.
- Hu, S.**, Tandberg, D., **Park, T.**, Nix, A., Collins, R., & Hankerson, D. (2014). *Florida developmental education reform: What do the Florida College System institutions plan to do?* Tallahassee, FL: The Center for Postsecondary Success.

- Hu, S.**, Trengove, M., & Zhang, L. (2012). Toward a greater understanding of the effects of state merit aid programs: Examining existing evidence and exploring future research direction. In Smart, J. C., & Paulsen, M. B. (Eds.), *Higher education: Handbook of theory and research* (pp. 291-334). New York, NY: Springer.
- Zhang, L., **Hu, S.**, Sun, L., & Pu, S. (2016). The effect of Florida's Bright Futures program on college choice: A regression discontinuity approach. *Journal of Higher Education*, *87*, 115-146.
- Zhang, L., **Hu, S.**, & Sensenig, V. (2013). The effect of Florida's Bright Futures Program on college enrollment and degree production: An aggregated-level analysis. *Research in Higher Education*, *54*, 746-764.
- Park, T. J.**, Tandberg, D., **Hu, S.**, & Hankerson, D. (in press). One policy, disparate reactions: Institutional responses in Florida's developmental education reform. *Community College Journal of Research and Practice*.
- Park, T.**, Tandberg, D., Shim, H., **Hu, S.**, & Herrington, C. (in press). Community college teacher education baccalaureate programs: Early evidence yields mixed results. *Educational Policy*.
- Park, T.**, Woods, C., Tandberg, D., Richard, K., Cig, O., **Hu, S.**, & **Bertrand Jones, T.** (in press). Examining student success following developmental education redesign in Florida. *Teachers College Record*.
- Woods, C., Richard, K., **Park, T.**, Tandberg, D., **Hu, S.**, & **Bertrand Jones, T.** (in press). Academic advising, remedial courses, and legislative mandates: An exploration of academic advising in Florida community colleges with optional developmental education. *Innovative Higher Education*.
- Park, T. J.**, Woods, C. S., Richard, K., Tandberg, D., **Hu, S.**, & **Bertrand Jones, T.** (2016). When developmental education is optional, what will students do? A preliminary analysis of survey data on student course enrollment decisions in an environment of increased choice. *Innovative Higher Education*, *41*, 221-236.
- Park, T.**, Woods, C., Tandberg, D., **Hu, S.**, **Bertrand Jones, T.**, & Richard, K. (2015). When developmental education is optional, what will students do? Analysis of survey data on student course enrollment decisions in an environment of increased choice. *Innovative Higher Education*, 1-16. doi:10.1007/s10755-015-9343-6
- Park, T.**, Woods, C., Tandberg, D., **Hu, S.**, **Bertrand Jones, T.**, & Richard, K. (2015). When developmental education is optional, what will students do? Student course-taking decisions in an environment of increased choice. *Innovative Higher Education*, *24*. doi:10.1007/s10755-015-9343-6

Institutions & Administration

- Tobolowsky, B. T., McClellan, R., & **Cox, B. E.** (2014). Opposing forces: An organizational view of transfer policies and practices. *College Student Affairs Journal*, *32*(1), 67-80.

- Guthrie, K. L.** (2012). Coordinating services to seamless learning: Evolution of institutional partnerships. In Kate M. Boyle, John W. Lowery, & John A. Mueller (Eds.), *Reflections on the 75th Anniversary of The Student Personnel Point of View* (pp. 57-61). Washington, D.C.: ACPA.
- Ma, Y., Kulich, J., & **Hu, S.** (2015). Burden in the eye of the beholder: Why should administration care? In K. Powers, & A. E. Henderson (Eds.), *Burden or benefit: External data reporting* (pp. 35-46). San Francisco: Jossey Bass.
- Hu, S.**, & Mei, H. (2015). Challenges in the US Higher Education in the 21st Century. *Xinjiang Normal University Journal*, 36(2), 124-132.
- Mei, H., Zhu, Z., & **Hu, S.** (2014). Value and implementation approaches in collaborative innovations in institutions of higher education. *Journal of Xi'an Jiaotong University*, 34(3), 63-68.
- Mokher, C. G.**, Cavalluzzo, L., & Henderson, S. (in press). Examining teacher's instructional practices as they progress through the National Board Certification process. In Polly, D., Good, A., Petty, T., & Putnam, M. (Eds.), *Handbook of Research on Professional Development for Quality Teaching and Learning* (1-35 pages). Hershey, PA: IGI Global.
- Park, T. J.** (in press). The impact of full time enrollment in the first semester on community college transfer rates: New evidence from Texas with pre-college determinants. *Teachers College Record*.
- Park, T. J.**, Tandberg, D., Hu, S., & Hankerson, D. (2016). One policy, disparate reactions: Institutional responses in Florida's developmental education reform. *Community College Journal of Research and Practice*, 40(1), 824-837.

Assessment & Evaluation

- Bertrand Jones, T.** (2013, June). Creating an assessment culture: Tamara Bertrand Jones on creating an assessment culture. *American Evaluation Association 365: Tip a Day for Evaluators*, 1.
- Ma, Y., **Hu, S.**, & Cui, L. (2012). The focus of institutional effectiveness assessment in contemporary American higher education: Student learning outcomes assessment. *Fudan Education Forum*, 10(4), 78-84.

Research Methods

- Mokher, C. G.**, & Pearson, J. (2018). The complexities of recruiting participants for a statewide education survey. *Survey Practice*, 10(4), 1-35. Retrieved from http://www.surveypractice.org/index.php/SurveyPractice/article/view/362/html_102
- Cox, B. E.**, McIntosh, K. L., Reason, R. D., & Terenzini, P. T. (2014). Working with missing data in higher education research: A primer and real-world example. *Review of Higher Education*, 34.

Associated Fields

- Perez-Felkner, L. C.** (2013). Occupational aspirations/expectations. In W. Ainsworth, & G. J. Golson (Eds.), *Sociology of Education*. Thousand Oaks, CA: Sage Publications.
- Perez-Felkner, L. C.** (2013). Socialization in childhood and adolescence. In J. DeLamater, & A. Ward (Eds.), *Handbook of Social Psychology, 2nd edition* (pp. 119-149). New York, NY: Springer Publishing.

GRANTS & CONTRACTS

- Roehrig, A. D., **Bertrand Jones, T.**, Turner, J., & Auman, P. (Jul 2017–Jun 2022). *Partners United for Research Pathways Oriented to Social Justice in Education*. Funded by Institute of Education Sciences. (R305B170017). Total award \$1,020,800.
- Bertrand Jones, T.** (2017–2017). *Research BootCamp: Innovative Professional Development for Community College Leaders and Researchers*. Funded by Florida State University Center for Higher Education Research, Teaching, & Innovation. Total award \$10,000.
- Bertrand Jones, T.**, & Sisters of the Academy Institute. (Aug 2016–Sep 2017). *Using Results Based Accountability for Teaching, Learning, & Program Administration*. Funded by Annie E. Casey Foundation. Total award \$58,400.
- Bertrand Jones, T.** (Apr 2016–Apr 2016). *Florida State University Council on Research in Education*. Funded by Florida State University, Office of the Provost. Total award \$750.
- Bertrand Jones, T.** (Nov 2015–Nov 2015). *Faculty Travel Grant- Association for the Study of Higher Education*. Funded by Florida State University, Office of the Provost. Total award \$750.
- Bertrand Jones, T.**, & Sisters of the Academy Institute. (Aug 2015–Sep 2016). *Using Results Based Accountability for Teaching, Learning, & Program Administration*. Funded by Annie E. Casey Foundation. Total award \$50,000.
- Bertrand Jones, T.** (Nov 2014–Nov 2014). *Faculty Travel Grant- Association for the Study of Higher Education*. Funded by Florida State University, Office of the Provost. Total award \$750.
- Bertrand Jones, T.** (Nov 2014–Aug 2015). *Research BootCamp: Innovative Professional Development for Community College Leaders and Researchers*. Funded by Florida State University Center for Higher Education Research, Teaching, & Innovation. Total award \$10,000.
- Bertrand Jones, T.** (Sep 2014–Apr 2015). *Socialization in the Early Career Professional Development of Black Female Scholars*. Funded by McKnight Foundation. Total award \$15,000.
- Bertrand Jones, T.** (Apr 2014–Apr 2014). *Faculty Travel Grant- American Educational Research Association*. Funded by Florida State University, Office of the Provost. Total award \$1,000.

- Bertrand Jones, T.,** Patterson, S. M., & Hernandez, E. (Jan 2014–Jan 2014). *Black/Lat Fems, Robes, and Tams: A Critical Narrative of Black and Latina Women in Academe*. Funded by Council on Research in Education. Total award \$800.
- Bertrand Jones, T., & Schrader, L.** (Sep 2013–Feb 2014). *Supporting Students' Qualitative Research*. Funded by College of Education. Total award \$6,920.
- Bertrand Jones, T.** (Jul 2013–Aug 2013). *Research BootCamp: A Model for Black Female Faculty Socialization*. Funded by Text and Academic Authors Association. Total award \$1,000.
- Bertrand Jones, T.** (Jul 2013–Aug 2013). *Research BootCamp: A Model for Black Female Faculty Socialization*. Funded by New Connections Program- Robert Wood Johnson Foundation. Total award \$2,500.
- Bertrand Jones, T.** (Apr 2013–Apr 2013). *Faculty Travel Grant- Center for Culturally Responsive Evaluation and Assessment*. Funded by Florida State University, Office of the Provost. Total award \$450.
- Bertrand Jones, T.** (Jan 2013–Jun 2013). *Early Career Professional Development: Implications for Black Female Faculty*. Funded by Florida State University, Council on Research & Creativity. Total award \$3,000.
- Bertrand Jones, T.** (Dec 2012–Dec 2013). *Research BootCamp: Early Career Professional Development for Black Females*. Funded by Robert Wood Johnson Foundation President's Award. Total award \$25,000.
- Bertrand Jones, T.** (Dec 2012–Dec 2013). *Enhancing Student's Research Capacity Through the Use of iPads in the Organization and Management of Research Resources*. Funded by College of Education. Total award \$12,770.
- Vaccaro, A., Kimball, E., & **Cox, B. E.** (2017–2018). *Making Disability Visible in Higher Education Research: Addressing Quantitative, Qualitative, and Theoretical Limitations*. Funded by Spencer Foundation for Education. (201800047). Total award \$50,000.
- Cox, B. E.** (Sept 2016-Aug 2019). *Autism-Related Characteristics in College STEM Students: Prevalence, Performance, and Mediation*. Funded by National Science Foundation. Total award \$299,710.
- Cox, B. E.** (Jan 2015–Dec 2015). *Identifying Bridges and Barriers to Postsecondary Success for Students with Autism*. Funded by COE. Total award \$5,000.
- Cox, B. E.** (PI). (May 2014–Aug 2014). *COFRS: College Students with Autism: Bridges and Barriers to Postsecondary Success*. Funded by FSU CRC. Total award \$14,000.
- Cox, B. E.** (PI). (Nov 2012–Aug 2014). *Self-Authorship Among Active Student Affairs Professionals*. Funded by NASPA Foundation. Total award \$4,993.
- Cox, B. E.** (PI). (Oct 2011–Aug 2014). *Linking Institutional Policy To Student Success: A Pilot Study*. Funded by TG - Texas Guaranteed Student Loan Corporation. Total award \$153,323.

- Cox, B. E.** (2011–2013). *Linking Institutional Policies to Student Success in Florida's Colleges and Universities*. Funded by Center for Higher Education Research, Teaching, and Innovation. Total award \$31,000.
- Guthrie, K.** Academic Engagement and Innovation Grant: LDR 4105. Funded by Center for Undergraduate Research & Academic Engagement, Florida State University. (January-August 2015). Total award (\$1,000).
- Guthrie, K.** Academic Engagement and Innovation Grant: LDR 2162. Funded by Center for Undergraduate Research & Academic Engagement, Florida State University. (August-December 2014). Total award (\$1,000).
- Guthrie, K. L.** (Jun 2012–Jun 2013). *Leadership Mobile Application: LEAD (Lead Engage Apply Develop)*. Funded by FSU Technology Fee. Total award \$42,064.
- Hu, S., Park, T., Bertrand Jones, T., & Perez-Felkner, L.** (Nov 2016–Nov 2019). *Center for Postsecondary Success measurement and evaluation partnership*. Funded by The Bill & Melinda Gates Foundation. Total award \$1,100,000.
- Hu, S., Tandberg, D., Park, T., & Bertrand Jones, T., Mokher, C. G.** (Jul 2016–Jun 2021). *Evaluation of Florida's Developmental Education Redesign*. Funded by Institute of Education Sciences, US Department of Education. Total award \$3,285,000.
- Hu, S., Tandberg, D. T., Park, T., & Bertrand Jones, T.** (Jul 2015–Feb 2017). *Florida Developmental Education Redesign- Research Support*. Funded by Bill and Melinda Gates Foundation. Total award \$660,490.
- Hu, S., Tandberg, D. T., Park, T., & Bertrand Jones, T.** (Sep 2014–Jun 2015). *Supplemental Study for the Florida Developmental Education Redesign Research Project*. Funded by Bill and Melinda Gates Foundation. Total award \$165,120.
- Hu, S.** (May 2015–Jun 2015). *Pathway to Completion Initiatives at State Colleges In Florida*. Funded by Florida College System Foundation. Total award \$7,200.
- Hu, S., Tandberg, D., & Park, T.** (Jun 2014–Dec 2016). *Developmental education options and student success in the Florida College System*. Funded by Institute of Education Sciences (IES) (with subcontract to the Regional Educational Laboratory-Southeast (REL-SE)). Total award \$240,000.
- Hu, S., Tandberg, D., & Park, T.** (Jan 2014–Jun 2015). *Florida developmental education redesign research project*. Funded by The Bill & Melinda Gates Foundation. Total award \$293,000.
- Hu, S., & Zhang, L.** (Jul 2011–Jun 2014). *State Merit Aid Program and Student College Choice and Success*. Funded by U. S. Department of Education. Total award \$780,000.
- Park, T.J., & Perez-Felkner, L.** (Aug 2014). *The Engines of Latino Higher Education: Examining the Influence of the Hispanic Serving Institution*. Submitted to IES.
- Park, T. J.** (2013–2013). *College Remediation and Postsecondary Attainment: New Evidence from Florida in the Presence of Community Colleges Offering Four-Year Degrees*. Funded by Florida State University, First Year Assistant Professor Grant. Total award \$20,000.

- Perez-Felkner, L. C.** (PI). (Sep 2017–Aug 2022). *CREST Center for Complex Materials Design (CoManD) for Multidimensional Additive Processing*. Funded by Florida A & M University. (C-4967). Total award \$37,434.
- Perez-Felkner, L. C.** (2017–2018). *Seed Grant*. Funded by Center for Higher Education Research, Teaching, and Innovation (CHERTI). Total award \$17,000.
- Perez-Felkner, L. C.** (PI). (Dec 2016–Dec 2019). *Broadening Participation Evaluation Study: RISE: High-Performance Manufacturing of Composite Structures via Development of Reconfigurable Cyber-Physical Robotic (CPR) Systems*. Funded by Florida A & M University (subaward); National Science Foundation. Total award \$44,999.
- Perez-Felkner, L. C.** (2015–2015). *Faculty Travel Grant - Association for the Study of Higher Education*. Funded by FSU Office of the Provost. Total award \$1,000.
- Perez-Felkner, L. C.** (2015–2015). *Faculty Travel Award: Are Two-Year Colleges the Key to Expanding the Scientific Labor Force? Unpacking Gender and Racial-Ethnic Gaps in Undergraduate STEM Degrees*. Funded by Florida State University College of Education Council on Research in Education (CORE). Total award \$750.
- Perez-Felkner, L. C.** (2015–2016). *Materials Grant: Pathways to College and Career*. Funded by Florida State University, Undergraduate Research Opportunity Program. Total award \$1,000.
- Perez-Felkner, L. C.** (2015–2015). *Faculty Travel Award: Is the Gender Gap in STEM Culturally-Specific? Choosing Scientific and Other Career Fields in Cambodia*. Funded by Florida State University College of Education Council on Research in Education (CORE). Total award \$620.
- Perez-Felkner, L. C.** (2014–2014). *Is the Gender Gap in STEM Culturally-Specific? Choosing Scientific and Other Career Fields in Cambodia*. Funded by Florida State University College of Education Council on Research in Education (CORE) Travel Award. Total award \$620.
- Perez-Felkner, L. C.** (May 2013–Jul 2013). *Comparing Gendered Differences in U.S. and Cambodian Students' Participation in STEM Career Fields*. Funded by FSU Center for Research and Creativity. (Proposal #2162). Total award \$20,000.
- Perez-Felkner, L. C.** (2013–2015). *Seed Grant*. Funded by Center for Higher Education Research, Teaching, and Innovation (CHERTI). Total award \$15,700.
- Perez-Felkner, L. C.** (2013–2014). *Provost's Faculty Travel Grant*. Funded by Florida State University. Total award \$1,000.

Perez-Felkner, L. C. (Sep 2012–Aug 2014). *GSE/RES: Enhancing the Rigor of Evidence on Gendered Dif.* Funded by NORC at the University of Chicago. (5849-FSU). Total award \$34,088.

Schneider, B., & **Perez-Felkner, L. C.** (2012–2015). *NSF GSE/RES: Enhancing the Rigor of Evidence on Gendered Differences in STEM Persistence: Female and Male College Students' Subjective Experiences in Engineering and Computer Science.* Funded by National Science Foundation. (1232139). Total award \$523,333.

Perez-Felkner, L. C. (2011–2013). *AERA Research Grant: The Role of Perceived Regard on the College Persistence of Underrepresented Minorities.* Funded by American Educational Research Association. Total award \$32,665.