

JOHN ZILVINSKIS

Assistant Professor, Binghamton University, State University of New York

EDUCATION

Indiana University (IU), Bloomington, IN

Ph.D. in Higher Education and Student Affairs, July 2017

- Dissertation title: “Measuring Quality in High-Impact Practices”, Chair: Dr. Gary Pike
- Minor: Inquiry Methodology (Quantitative Methods)
- Graduate Certificate in Institutional Research
- Virginia G. Piper Fellow

Michigan State University (MSU), East Lansing, MI

M.A. in Student Affairs Administration, May 2011

- Graduate Certificate in Community Engagement

State University of New York (SUNY), College of Geneseo, Geneseo, NY

B.A. in Physics, May 2005

PUBLICATIONS

(* = collaboration with students)

Edited Book

- 1) **Zilvinskis, J.**, & Borden, V. (Eds.). (2017). Learning analytics in higher education. *New Directions for Higher Education*. San Francisco, CA: Jossey-Bass.

Refereed Journal Articles

- 1) ***Zilvinskis, J.**, Taub, D., DeAngelis, B., Novi, A., & Wilson, K. (accepted). Disaggregating the engagement of students of color with disabilities. *The Journal of Postsecondary Education and Disability*.
- 2) **Zilvinskis, J.** (accepted). The mediating effects of student services on engagement among first-generation and transfer students who use disability services at community colleges. *Community College Review*.
- 3) ***Zilvinskis, J.**, Barber, R. E., Brozinsky, J. L., & Hochberg, S. R. (accepted). Measuring the differential effects of behaviors of academic advisors for students with disabilities. *NACADA Journal*.
- 4) *Simpson, A., Morales Collazo J. A., **Zilvinskis, J.**, & Maltese, A. (accepted). A landscape of how professionals identify themselves in STEM fields. *The Journal of Career Development*.
- 5) **Zilvinskis, J.**, Gillis J., & Smith, K. K. (2020). Unpaid vs. paid internships: Group membership makes the difference. *Journal of College Student Development*. 61(4), 510-516.
- 6) **Zilvinskis, J.**, Morgan, D. L., & Dugan, B. J. (2020). Measuring institutional effects on student activism. *Journal of College Student Development*, 61(3), 372-378.

- 7) **Zilvinskis, J.**, Borden V., & Severtis, R. (2020). Employing a quasi-experimental technique to measure the effects of conditional admissions. *Journal of College Student Retention: Research, Theory & Practice*, 22(1), 141-154. (First published online September 6, 2017).
- 8) **Zilvinskis, J.**, & McCormick, A. (2019). Do working students buy into HIPs? Working for pay and high-impact practice participation. *Journal of College Student Development*, 60(50), 543-562.
- 9) Morgan, D., **Zilvinskis, J.**, & Dugan, B. (2019). Opening the activism and postsecondary education black box: Relating high-impact practices and student identity with activist behavior. *Journal of Political Science Education*.
- 10) **Zilvinskis, J.** (2019). Measuring quality in high-impact practices. *Higher Education*, 78(4), 687-709.
- 11) **Zilvinskis, J.**, & Willis, III, J. (2019). Learning analytics in higher education: A reflection. *InSight: A Journal of Scholarly Teaching*. 14(1), 43-54.
- 12) Rocconi, L., Taylor, A., Heager, H., **Zilvinskis, J.**, & Christensen, C. (2019). Beyond the numbers: An examination of diverse interactions in law school. *Journal of Diversity in Higher Education*, 12(1), 27-37.
- 13) **Zilvinskis, J.**, & Dumford, A. (2018). The relationship between transfer student status, student engagement, and high-impact practice participation. *Community College Review*. 46(4), 368-387.
- 14) **Zilvinskis, J.**, & Rocconi, L. (2018). Revisiting the relationship between institutional rank and student engagement. *The Review of Higher Education*, 41(2), 253-280.
- 15) **Zilvinskis, J.**, Masseria, A. A., & Pike, G. R. (2017). Student engagement and student learning: Examining the convergent and discriminant validity of the revised national survey of student engagement. *Research in Higher Education*, 58(8), 880-903. **The Association for Institutional Research Charles F. Elton Best Paper.**
- 16) **Zilvinskis, J.**, & Michalski, G. (2016). Mining text data: Making sense of what students tell us. *Association for Institutional Research Professional File, Fall 2016*(2), 15-24. **The Association for Institutional Research Charles F. Elton Best Paper.**

Invited Journal Articles

- 1) **Zilvinskis, J.** (2020). Using large survey data to understand the engagement of students with disabilities. *The Journal of Postsecondary Education and Disability*, 33(3), 255-261.
- 2) **Zilvinskis, J.**, Nelson Laird, T. F., & Graham, P. A. (2019). What do faculty say about rubrics? *Assessment Update*, 31(6), 1-2, 15-16.
- 3) **Zilvinskis, J.**, & Rocconi, L. (2017). Utilizing survey research and multilevel modeling to explore the relationship between institutional rank and student engagement. *SAGE Research Methods Cases*. SAGE Publications Ltd.
- 4) **Zilvinskis, J.** (2015). Using authentic assessment to reinforce student learning in high-impact practices. *Assessment Update*, 27(6), 7-13.

Book Chapters

- 1) **Zilvinskis, J.**, Rocconi, L., & McCormick, A. (in press). Does teaching count? The relationship between U.S. News faculty resource measures and students' experiences with faculty. In E. Hazelkorn (Ed.), *Research handbook on university rankings: History, methodology, influence and impact*. Edward Elgar Publishing.
- 2) Museus, S., Chang, T., & **Zilvinskis, J.** (2020). Merging cultural diversity and academic quality to (re) envision 21st century college campuses: The promise and power of culturally relevant high-impact practices in promoting racial equity in higher education. In C. S. Platt., A. A. Hilton, C. Newman, & B. N. Hinnant-Crawford (Eds.), *Multiculturalism in higher education: Increasing access and improving equity in the 21st century*. (pp. 1-18). Information Age Publishing, Inc.
- 3) Hoffmann-Longtin, K., Fassett, K., **Zilvinskis, J.**, & Palmer, M. (2019). Assessment of faculty development. In S. Hundley & S. Kahn. (Eds.), *Trends in assessment: Ideas, opportunities, and issues for higher education*. (pp. 124-136). Stylus Publishing.
- 4) **Zilvinskis, J.**, Willis, J., & Borden, V. M. (2017). An overview of learning analytics. *New Directions for Higher Education*, 2017(179), 9-17.

GRANT FUNDING

- 1) Institute for Justice and Well-Being, Binghamton University. (2019). *Improving Survey Items Measuring Disability Among College Students* (\$5,000).
- 2) NACADA - A Global Community for Academic Advising Research Grant. (2018). *Measuring the Academic Advising Experience for Students with Disabilities* (\$4,100).
- 3) American College Personnel Association Foundation Research Grant. (2018). *Understanding the Engagement of Students with Disabilities along Multiple Aspects of Identity and Institutional Contexts* (\$1,000).
- 4) Institute for Justice and Well-Being, Binghamton University. (2018). *Research on Students with Disability in Higher Education* (\$2,000).
- 5) The Paul P. Fidler Research Grant from the National Resource Center for The First-Year Experience and Students in Transition. (2018). *Examining the Transition Experiences of First-year and Senior Students with Disabilities in Higher Education* (\$5,000). **Unfunded.**
- 6) The AccessLex Institute/Association for Institutional Research Fellows Program Research Grant. (2018). *Using Text Mining to Improve Access and Affordability of Graduate Education*. (\$49,139). **Unfunded.**
- 7) The Paul P. Fidler Research Grant from the National Resource Center for The First-Year Experience and Students in Transition. (2019). *The Mediation Effects of Dual Enrollment on First-Year Engagement for First-Generation Students* (\$5,000). **Unfunded.**

PROFESSIONAL POSITIONS

Binghamton University - State University of New York (SUNY), Binghamton, NY

Assistant Professor, September 2017 – Present

- Middle States Commission on Higher Education working group member
- Community Engaged Teaching Fellow, Center for Civic Engagement
- Doctoral Faculty Fellow, College of Community and Public Affairs
- Curriculum Committee Member, College of Community and Public Affairs

Center for Community College Student Engagement, The University of Texas at Austin

Community College Survey of Student Engagement Research Affiliate, October 2020 – Present

National Survey of Student Engagement Institute, Center for Postsecondary Research, Indiana University, Bloomington, IN

Project Associate, August 2016 – June 2017

Center for Postsecondary Research, Indiana University, Bloomington, IN

Research Project Associate, August 2013 – July 2016

2015 Institute on High-Impact Practices and Student Success, Association of American Colleges & Universities, University of Wisconsin–Madison

Intern, June 2015

Residential Programs and Services, Indiana University

Residence Coordinator, July 2011 – July 2013

Center for Service-Learning and Civic Engagement, Michigan State University

Program Advisor, August 2009 – May 2011

TEACHING EXPERIENCE

Student Affairs Administration Department, Binghamton University

Assistant Professor for Graduate Courses

- Research Methods in Higher Education, SAA 515 (Fall 2017 – Present)
- Finance in Higher Education, SAA 580C (Fall 2017)
- Introduction to Student Personnel Services, SAA 510 (Fall 2018 – Fall 2019)
- Critical Quantitative Research, SAA 580Z (Spring 2019)
- Organization & Administration in Higher Education, SAA 513 (Fall 2019 – Present)
- Contemporary Challenges in Higher Education, SAA 581c (Fall 2020)

Higher Education & Student Affairs Program, Indiana University

Teaching Assistant for Graduate Courses

- Problems in Financing Higher Education, EDUC C670 (Spring 2017)
- Environmental Theory and Assessment in Higher Education, EDUC U549 (Fall 2016)
- Higher Education Organization and Administration, EDUC C664 (Spring 2016)

Instructor for Undergraduate Course

- Foundations for Residential Leadership, EDUC U450 (Spring 2012)

Guest Lecturer for Graduate Courses

- Seminar in Residence Life, EDUC U559 (Dr. Kelly Thacker; 2013-2015)
 - Presented information about assessment in residence life
- Environmental Theory and Assessment, EDUC U549 (Dr. Lucy LePeau, Fall 2014)
 - Mentored masters students on assessment projects

Department of Student Development, Lansing Community College

Assistant Instructor for Undergraduate Course

- First Year Experience, SDEV 101 (Spring 2011).

Higher, Adult, and Lifelong Education (HALE) program, Michigan State University

Instructor for Undergraduate Course

- Student Leadership Training, EAD 315 (Spring 2010)

Professional Webinars

Keyek-Franssen, D., **Zilvinskis, J.**, Finley, A., Jankowski, N. (2018, August). *HIPs in practice: Using data to answer new and emerging questions in the field*. HIPs in the States Preconference Webinar.

Gonyea, B., Ribera, A., & **Zilvinskis, J.** (2017, January). *Ask me anything – NSSE research analysts*. NSSE Institute for Effective Educational Practice.

Kinzie, J., & **Zilvinskis, J.** (2016, June). *Using NSSE data to assess and enhance high-impact practices*. NSSE Institute for Effective Educational Practice.

Wawrzynski, M., Heys, K., Straker-Barak, E., & **Zilvinskis, J.** (2012, September). *Recruiting great student leaders: NPES findings and how they will change your recruitment strategies*. BACCHUS Network.

SERVICE

Academic Journals

Higher Education, *Reviewer, Fall 2018 – Present*

The Journal of Higher Education, *Reviewer, Summer 2018 – Present*

Community College Review, *Reviewer, Spring 2018 – Present*

The Review of Higher Education, *Reviewer, Summer 2017 – Present*

Professional Organizations

American Educational Research Association 2020 Annual Meeting, *Reviewer*

Council for the Advancement of Higher Education Programs, the Association for the Study of Higher Education, *Early Career Faculty Workshop Participant, Fall 2019*

Binghamton University

CCPA Inclusive Pedagogy Faculty Group, *Founder, Fall 2020–Present*

Faculty Senator, *Summer 2020–Present*

Accreditation Evaluation by Middle States Commission on Higher Education, Working Group V: Educational Effectiveness Assessment, *Member, Spring 2019–Present*

Student Affairs Graduate Association, *Faculty Advisor, Fall 2018–Spring 2020*

College of Community and Public Affairs Scholarship Committee, *Reviewer, Spring 2019*

College of Community and Public Affairs Curriculum Committee, *Member, Spring 2018–Fall 2019*

Center for Civic Engagement, *Reviewer Community-Based Learning Course Designation, Spring 2019*

Department of Student Affairs Administration Faculty Search Committee, *Member, Spring 2020*

Transfer Student Services, *Workshop Facilitator, Fall 2017*

Assessment Institute

Co-leader, Faculty Development Track, Fall 2014 – 2016

Higher Education and Student Affairs, Indiana University

Doctoral Recruitment Committee, Fall 2013 – 2016

Office of the Dean of Students, Indiana University

Incident Team Member (Racial and Religious Bias Team), August 2012 – Sept 2015

Residential Programs and Services, Indiana University

Convener, Research and Assessment Workgroup, August 2012 – July 2013

GRANT WORK AS RESEARCH ASSOCIATE

Integrating and Scaffolding Research into Undergraduate STEM Curricula: Probing Faculty, Student, Disciplinary, and Institutional Pathways to Transformational Change.

National Science Foundation.

Value Proposition of HBCUs Using NSSE Data.

The Andrew W. Mellon Foundation, United Negro College Fund.

21st Century Student Experience Project.

The Office for Learning and Teaching (OLT), Australian Government.

New Community College Initiative.

Bill & Melinda Gates Foundation, CUNY Guttman.

CONFERENCE PAPERS AND PRESENTATIONS

(* = collaboration with students)

Zilvinskis, J. (2021, April). *Effects of structural diversity and resource dependency on engagement of community college students with disabilities.* Presented at the American Educational Research Association 2021 Annual Meeting.

Zilvinskis, J. (2021, April). *Measuring convergent and discriminant relationships between HIP participation and student engagement among community college students.* Presented at the American Educational Research Association 2021 Annual Meeting.

Zilvinskis, J. (2020, March). *Using CCSSE data to understand students who use disabilities services.* Presented at the American College Personnel Association Annual Convention, Nashville, TN.
Sponsored session: Coalition for (Dis)Ability.

Boettcher, M., Ardoin, S., Foste, Z., Savarese, K., & **Zilvinskis, J.** (2020, March). *ACPA Foundation Grant Funded Research.* Presented at the American College Personnel Association Annual Convention, Nashville, TN.

Zilvinskis, J. (2019, November). *The mediating effects of student services on engagement among first-generation and transfer community college students with disabilities.* Presented at the 44th Annual Association for the Study of Higher Education Conference, Portland, OR.

***Zilvinskis, J.**, Barber, R. E., Brozinsky, J. L., Hochberg, S. R., & Weston, M. (2019, November). *The mediation effects of academic advising behaviors for first-year students with disabilities*. Presented at the 44th Annual Association for the Study of Higher Education Conference, Portland, OR.

Broido, E. Brown, K., Wells, R., & **Zilvinskis, J.** (2019, November). *Conceptualizing disability*. Presented at the 44th Annual Association for the Study of Higher Education Conference, Portland, OR.

Smith, N., & **Zilvinskis, J.** (2019, November). *Heterogeneity of engagement patterns within the military-affiliated student population*. Presented at the 44th Annual Association for the Study of Higher Education Conference, Portland, OR.

***Zilvinskis, J.**, Taub, D., DeAngelis, B., Novi, A., & Wilson, K. (2019, April). *Disaggregating the engagement of students of color with disabilities*. Presented at the American Educational Research Association 2019 Annual Meeting, Toronto, ON.

Zilvinskis, J., Mattson, J. G., & Smith, K. K. (2019, April). *Unpaid vs. paid internships: Group membership makes the difference*. Presented at the American Educational Research Association 2019 Annual Meeting, Toronto, ON.

Zilvinskis, J., Morgan, D. L., & Dugan, B. J. (2019, April). *Measuring institutional effects on student activism*. Presented at the American Educational Research Association 2019 Annual Meeting, Toronto, ON.

Bergom, I., Ro, H. K., Kinzie, J., & **Zilvinskis, J.** (2019, April). *Exploring the link between institutional voting rates and diversity experiences*. Presented at the American Educational Research Association 2019 Annual Meeting, Toronto, ON.

*Morales Collazo J. A., Simpson, A., **Zilvinskis, J.**, & Maltese, A. (2019, April). *A landscape of how professionals identify themselves in STEM fields*. Presented at the American Educational Research Association 2019 Annual Meeting, Toronto, ON.

Zilvinskis, J. (2019, February). *Students with disabilities in high-impact practices*. Presented at High-Impact Practices in the States, Western Kentucky University, Bowling Green, KY.

***Zilvinskis, J.**, Taub, D., DeAngelis, B., Novi, A., & Wilson, K. (2018, November). *The mediation effects of engagement on desired outcomes for students with disabilities*. Presented at the 43rd Annual Association for the Study of Higher Education Conference, Tampa, FL.

Morgan, D., **Zilvinskis, J.**, & Dugan, B. (2018, November). *A time for action: Relating student identity and experiences with activist behaviors*. Presented at the 43rd Annual Association for the Study of Higher Education Conference, Tampa, FL.

Zilvinskis, J. & Fatima, N. (2018, November). *Combining NSSE and institutional data to understand applied learning*. Presented at the 2018 Applied Learning Conference, Tarrytown, NY.

Zilvinskis, J. (2018, April). *Measuring quality in high-impact practices*. Presented at the American Educational Research Association 2018 Annual Meeting, New York, NY.

Einbinder, S. & **Zilvinskis, J.** (2018, February). *Faculty role in high-impact practices*. Presented at High-Impact Practices in the States, California State University, Dominguez Hills.

Museus, S., **Zilvinskis, J.**, Saelua, N., Kilgo, C., & Primero, E. (2017, November). *High-impact practices: A Critical interrogation meets an opportunity for cultural engagement*. Presented at the 42nd Annual Association for the Study of Higher Education Conference, Houston, TX.

Kinzie, J., **Zilvinskis, J.**, & Prewitt-Freilino, P. (2017, June). *NSSE data visualization to inspire action on results*. Presented at the Association for Institutional Research 2017 Annual Forum, Washington D.C.

Yuhas, B., BrckaLorenz, A., & **Zilvinskis, J.** (2017, June). *Using write-in responses to improve survey measures*. Presented at the Association for Institutional Research 2017 Annual Forum, Washington D.C.

Zilvinskis, J. (2016, November). *Thinking critically about high-impact practices*. Presented at the 41st Annual Association for the Study of Higher Education Conference, Columbus, OH.

Fosnacht, K., & **Zilvinskis, J.** (2016, November). *Employing quasi-experimental methods to relate first-year student participation in research with faculty to desired outcomes*. Presented at the 41st Annual Association for the Study of Higher Education Conference, Columbus, OH.

Kinzie, J., & **Zilvinskis, J.** (2016, October). *Using NSSE results to inform campus plans to expand high-impact practices and assess impact*. Presented at the Assessment Institute, Indianapolis, IN.

Nelson Laird, T. F., **Zilvinskis, J.**, & Graham, P. (2016, October). *Faculty use of rubrics: An examination across multiple institutions*. Presented at the Assessment Institute, Indianapolis, IN.

Zilvinskis, J., & McCormick, A. (2016, June). *Working for pay and high-impact practice participation*. Presented at the Association for Institutional Research 2016 Annual Forum, New Orleans, LA. (One of the thirty selected Recorded Sessions from over 300 sessions presented at the conference).

Wang, L., **Zilvinskis, J.**, & Ribera, A. (2016, June). *Involving online students in high-impact practices*. Presented at the Association for Institutional Research 2016 Annual Forum, New Orleans, LA.

Gonyea, B., & **Zilvinskis, J.** (2016, March). *Putting the HIP back in leadership: Examining student leadership as a high-impact practice*. Presented at the American College Personnel Association National Convention, Montréal, Québec, CA.

Zilvinskis, J., & Gonyea, B. (2016, March). *Are student leadership programs high-impact practices?* Presented at the National Association of Student Personnel Administrators National Conference, Indianapolis, IN.

Zilvinskis, J., & Borden, V. (2015, November). *Assessing student experience using student and learning analytics*. Presented at the Association for the Study of Higher Education Conference, Denver, CO.

Banta, T., Cogswell, C., Sackley, J., & **Zilvinskis, J.** (2015, October). *Students in the spotlight*. Presented at the Assessment Institute, Indianapolis, IN.

Gonyea, B., & **Zilvinskis, J.** (2015, October). *Examining student leadership as a high-impact practice*. Presented at the Assessment Institute, Indianapolis, IN.

Kinzie, J., **Zilvinskis, J.**, & Ribera, A. (2015, October). *Using NSSE reports to measure HIP participation*. Presented at the Assessment Institute, Indianapolis, IN.

Zilvinskis, J. (2015, May). *Mining text data for useful information*. Presented at the Association for Institutional Research 2015 Annual Forum, Denver, CO. Featured Session (One of the ten selected Featured Sessions from over 300 sessions presented at the conference).

Zilvinskis, J. (2015, May). *Predictability of students' plans to participate in undergraduate research*. Presented at the Association for Institutional Research 2015 Annual Forum, Denver, CO.

Zilvinskis, J., Masseria, A., & Pike, G. (2015, May). *Canonical correlation analysis to examine student engagement and learning*. Presented at the Association for Institutional Research 2015 Annual Forum, Denver, CO.

Zilvinskis, J., Wang, R., Dumford, A. (2015, May). *Latino STEM student participation in undergraduate research*. Presented at the Association for Institutional Research 2015 Annual Forum, Denver, CO.

Zilvinskis, J., & Rocconi, L. (2015, April). *Revisiting the relationship between institutional rank and student engagement*. Presented at the American Educational Research Association 2015 Annual Meeting, Chicago, IL.

Nelson Laird, T. F., BrckaLorenz, A., **Zilvinskis, J.,** & Lambert, A. (2014, November). *Exploring the effects of a HIP culture on campus: Measuring the relationship between the importance faculty place on high-impact practices and student participation in those practices*. Presented at the Association for the Study of Higher Education Conference, Washington DC.

Shaker, G., Palmer, M., Hoffmann-Longtin, K., Holley, M., & **Zilvinskis, J.** (2014, November). *Crafting effective online graduate seminar classes*. Presented at the Association for the Study of Higher Education Conference, Washington DC.

BrckaLorenz, A., Fernandez, S., Peck, L., Wang, L., & **Zilvinskis, J.** (2014, November). *What matters most to course success: Student and faculty perspectives*. Presented at the 39th Annual Professional and Organizational Development Network Conference, Dallas, TX.

Borden, V., Guan, K., & **Zilvinskis, J.** (2014, May). *Learning analytics, IR, and assessment: Living together in the same house*. Presented at the Association for Institutional Research 2014 Annual Forum, Orlando, FL.

BrckaLorenz, A., Haeger, H., & **Zilvinskis J.** (2014, May). *Categorizing identities: Race, gender, disability, and sexual orientation*. Presented at the Association for Institutional Research 2014 Annual Forum, Orlando, FL.

Haeger, H., Rocconi, L., **Zilvinskis, J.,** & Christensen, C. (2014, April). *Beyond the numbers: How to create a diverse environment in law school*. Presented at the American Educational Research Association 2014 Annual Meeting, Philadelphia, PA.

Morgan, D., & **Zilvinskis, J.** (2013, March). *Making a positive contribution as a new professional: Using a mix method approach and practical practices to create a culture of assessment within a student affairs department*. Presented at the National Association of Student Personnel Administrators National Conference, Orlando, FL.

Zilvinskis, J. (2012, March). *The influence of motivation on learning among peer educators*. Presented at American College Personnel Association National Conference, Louisville, KY.

Wawrzynski, M., Casey, K., & **Zilvinskis, J.** (2011, March). *Intentionally creating and assessing learning outcomes for peer educators*. Presented at the American College Personnel Association National Conference, Baltimore, MD.

Zilvinskis, J., & Thornton E. (2011, March). *One in 16,144: Orienting students for service-learning*. Presented at the American College Personnel Association National Conference, Baltimore, MD.

REPORTS

Multivariate Report: First-Year Retention and GPA, Binghamton University (report author).

Lessons from the Field—Volume 4: Digging Deeper to Focus and Extend Data Use, National Survey of Student Engagement (report author).

New Anthropology for Higher Education, Innovative Perspectives and Approaches for Enhancing the Student Experience, The Office for Learning and Teaching (OLT), Australian Government (contributor).

Student Experience Enhancement Framework. The Office for Learning and Teaching (OLT), Australian Government (report author).

Bringing the Institution into Focus, NSSE Annual Results 2014 (contributor).

CUNY Guttman Text Analytics Report, Text Analytics Enrollment Management Project, Guttman Community College (lead author).

A Fresh Look at Student Engagement, NSSE Annual Results 2013 (contributor).

MEDIA CITATIONS

John Zilvinskis, assistant professor of student affairs administration; Jennifer Gillis, professor of psychology; and Kelli Smith, assistant vice president for student success were featured in *The Conversation*, *Houston Chronicle*, *Science Daily*, *MSN.com* and other publications, for an article on how paid internships are elusive for women and Asian college students. TOTAL CIRCULATION: Over 47.1 million.

BingUNews. (2020, July 07). *Colleges that emphasize activism have more civically engaged student, new research shows*.

Chongwang, J. (2018, January 25). Highest ranked schools do not always work better. *SciDev.Net*

EurekaAlert! (2018, January 10). *Higher-ranked colleges don't necessarily provide a better educational experience*.

Ross, J. (2018, January 24). University ranking is no guide to quality of student experience. *The Australian*.

Jaschik, S. (2018, January 15). Do college rankings miss student engagement? *Inside Higher Ed*.

Science Daily. (2018, January 10). *Higher-ranked colleges don't necessarily provide a better educational experience*.

The Chronicle of Higher Education. (2015, April 17). *A College's High Ranking Often Means Less Time with Professors.*

Elliott, M. (2015, May 5). Why You Should Never Rely on College Rankings. *The Cheat Sheet.*

Nelson, L. (2015, April 23). A high US News ranking doesn't mean a college is actually good. *Vox.*

Krisnauli, K., & Osler, C. (2015, April 22). College ranking and student-faculty interaction negatively related, paper finds. *The Daily Free Press.*

AWARDS

Recognition Honoree, Binghamton University Services for Students with Disabilities, May 2020.

Career Champion, Binghamton University Fleishman Center for Career and Professional Development, November 2019.

Charles F. Elton Best Paper, The Association for Institutional Research, December 2017.

Charles F. Elton Best Paper, The Association for Institutional Research, January 2017.

Virginia G. Piper Charitable Trust Fellowship, Higher Education and Student Affairs Awards Committee, Indiana University, 2016 – 2017

Dr. Martin Luther King Jr. Building Bridges Award, Indiana University, January 2012

Louis C. Stamatakos Award, Outstanding Master's Student in Student Affairs, Michigan State University, May 2011

AFFILIATIONS

American College Personnel Association (ACPA), 2010 – present

American Educational Research Association (AERA), 2014 – present

Association for Institutional Research (AIR), 2014 – present

Association for the Study of Higher Education (ASHE), 2014 – present

National Association of Student Personnel Administrators (NASPA), 2013 – present

Society for Learning Analytics Research (SOLAR), 2013 – present