

# GREGORY C. WOLNIAK, PHD

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## EDUCATION

Ph.D. University of Iowa, Social Foundations of Education (2004)  
M.A. University of Illinois at Chicago, Economics (2000)  
B.S. Iowa State University, Economics (1997)

## PROFESSIONAL EXPERIENCE

<b>UNIVERSITY OF GEORGIA, MCBEE INSTITUTE OF HIGHER EDUCATION, ATHENS GA</b> Professor of Higher Education ( <i>August 2023-present</i> ) Associate Professor of Higher Education ( <i>2018-2023</i> )	<i>2018–present</i>
<b>NEW YORK UNIVERSITY, STEINHARDT SCHOOL, NEW YORK NY</b> Director & Clinical Associate Professor, Center for Research on Higher Education Outcomes	<i>2013–2018</i>
<b>NORC AT THE UNIVERSITY OF CHICAGO, CHICAGO IL</b> Senior Research Scientist ( <i>2012-2013</i> ) Research Scientist ( <i>2007-2012</i> )	<i>2007–2013</i>
<b>HUMAN CAPITAL RESEARCH CORPORATION, EVANSTON IL</b> Senior Research Analyst	<i>2006–2007</i>
<b>UNIVERSITY OF IOWA, IOWA CITY IA</b> Postdoctoral Research Scholar, Education Policy and Leadership Studies	<i>2005–2006</i>

## GRANTS

**\$300,000** (2023-2025, co-Investigator): *Empowering the Next Generation of Global Women Leaders in Universities around the World*. Funder: Roberta Buffett Institute for Global Affairs, Northwestern University. Principal Investigators: Jennifer Tackett & Haoqi Zhang, Northwestern University.

**\$499,477** (2017-2023, Principal Investigator): *Downriver: Tracking The Educational & Career Pathways of the 2017 Scholars Cohort During and Beyond Four Years of College*. Funder: Horatio Alger Association Scholarship Program. Co-investigator: Jennifer L. Tackett, Northwestern University.

**\$350,000** (2018-2021, Co-PI with City University of New York): *Evaluating the Prisoner Reentry Institute's College Initiative*. Funder: The John Jay College Institute for Justice and Opportunity (formerly The Prisoner Reentry Institute).

**\$393,487** (2018-2020, Co-PI with Charles Knapp & Jeffery Humphreys, University of Georgia): *College Completion and the Georgia Workforce*. Funder: Bill and Melinda Gates Foundation.

**\$5,000** (2020, Co-PI with Amy Whitaker, New York University): *Identifying Predictors for Artists' Post-Graduation Financial and Job Satisfaction Outcomes*. Funder: Strategic National Arts Alumni Project (SNAAP).

**\$3,700** (2019-2020, Lead Principal Investigator): *Enhancing Students' Financial and Educational Success Through a Virtual Reality Experience: A prototype development and pilot study*. Funder: University of Georgia, Division of Student Affairs.

**\$49,862** (2017-2018, Lead Principal Investigator): *Strengthening the Graduate Education Pipeline through Diversity: Examining Factors that Influence Aspirations, Enrollment, and Completion*. Funder: AccessLex Institute / Association for Institutional Research.

**\$49,766** (2016-2017, Lead Principal Investigator): *Improving Transparency in College Costs: Examining College Attendance in the Era of Differential Tuition Practices*. Funder: Spencer Foundation.

**\$108,242** (2015-2016, Principal Investigator): *The State of Our Nation's Youth 2016 & Portraits of Contrast*. Funder: Horatio Alger Association.

**\$160,000** (2015-2016, Principal Investigator): *Inspirational Teaching and Learning and the Development of Preservice Teachers: A multi-institutional study of non-cognitive factors*. Funder: Sanford Education Center, National University.

**\$18,501** (2012-2013, Principal Investigator): *Examining the STEM Pipeline among Underrepresented and Disadvantaged College Students*. Funder: Center for Excellence in Survey Research, NORC at the University of Chicago.

**\$117,040** (2011-2012, Principal Investigator): *The State of Our Nation's Youth 2012*. Funder: Horatio Alger Association.

**\$330,000** (2010-2012, Principal Investigator): *Understanding Educational Resilience and Factors Associated with College and Career Success among Scholarship Recipients*. Funder: Horatio Alger Association Scholarship Program.

**\$39,000** (2010-2011, Co-PI with Mark E. Engberg): *Access to Postsecondary Education: The interrelationship among high school contexts and socioeconomic status*. Funder: Association for Institutional Research, NSF, & NPEC Research Grant (Award number: RG10-144).

**\$18,707** (2009-2010, Principal Investigator): *High School Contexts and Postsecondary Outcomes: A Multilevel Analysis of ELS:2002*. Funder: Center for Excellence in Survey Research, NORC at the University of Chicago.

**\$49,600** (2005-2007, Data Sharing Consortium – Lead Analyst): *Improving Teaching and Learning in the Liberal Arts*. Funder: Teagle Foundation, Higher Education Grants Program.

## CONTRACTED RESEARCH

**NSF Research Traineeship (NRT) - *Convergent Graduate Training and EmPOWERment for a Sustainable Energy Future*.** External Evaluator. 2019–2023. The external evaluation consists of systematic review of project materials (e.g., surveys, focus group protocol, analysis files, report drafts), bi-monthly meetings with the core project team, and annual visits to research sites at The Ohio State University. Formative and summative evaluation reports will be produced for the leadership team, including recommendations on how to address any weaknesses or other concerns revealed in evaluation surveys with students.

**Evaluation of NSF's Graduate Research Fellowship Program.** Assistant Project Director and Research Scientist. 2008–2013. The NSF-GRF program seeks to promote and maintain advanced training in Science, Technology, Engineering, and Mathematics (STEM) fields by annually awarding roughly 1,000 fellowships to graduate students in research-based programs. The evaluation focused on the influence of the GRF experience on the educational experiences of the fellows and on their professional careers, using comparative, quasi-experimental, and qualitative analyses.

**Analysis Support for the Federal TRIO Programs.** Research Scientist. 2007–2012. The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. The project included working with data from seven different TRIO programs, and produce reports on data quality, grantee performance, and a number of different program goals and outcomes across all seven TRIO programs.

**Gates Millennium Scholars Tracking and Longitudinal Study.** Research Scientist. Primary Author, Main Findings Reports, 2007–2009. The study, funded by the Bill and Melinda Gates Foundation, contributed to basic research on the postsecondary education experience of GMS program participants and supported evaluations of the GMS program itself and numerous scholarly presentations and publications.

**Washington State Achievers Study.** Research Scientist. Primary Author, Main Findings Reports, 2007–2009. The Washington State Achievers Program, sponsored and supported by the Bill and Melinda Gates Foundation, facilitates the redesign of 16 high schools in Washington State to raise academic achievement for all students and seeks to remove barriers to higher education. The study assessed the educational attainment and life outcomes of participating students and the effect of scholarship receipt.

## REFEREED PUBLICATIONS (\*current or former student)

**Wolniak, G.C.,** Chen-Bendle, E.C.\*, & Tackett, J.L. (2023). Exploring Gender Differences in Leadership Aspirations: A Four-Year Longitudinal Study of College Students from Adverse Backgrounds. *AERA Open*, 9(1), 1-18. <https://doi.org/10.1177/23328584231183665>.

**Wolniak, G.C.,** Gregory, M.M.\*, & Muskens, M. (2023). The Relative Influence of Subjective and Objective Socioeconomic Status on the Noncognitive Development of First-Year College Students. *Review of Higher Education*, 46(3), 311-42. <https://doi.org/10.1353/rhe.2023.0001>.

**Wolniak, G.C.,** & Burman, S.C.\* (2022). COVID-19 Disruptions: Early Evidence on the Effects of Campus Closure on Academic Self-Efficacy and Motivation. *Journal of College Student Development*, 63(4), 455-460. <http://doi.org/10.1353/csd.2022.0038>.

Mitic, R.R.\*, & **Wolniak, G.C.** (2022). Examining the Associations Between Financial Conditions and Study Abroad in Diverse, Low-Income College Students. *Journal of Student Financial Aid*, 51(3), Article 2. <https://doi.org/10.55504/0884-9153.1800>.

- Bowman, N.A., **Wolniak, G.C.**, Seifert, T.A., Blach, C.F., & Wise, K. (2022). The Long-Term Role of Undergraduate Experiences: Predicting Intellectual and Civic Outcomes. *Research in Higher Education*, 64, 379–401. <https://doi.org/10.1007/s11162-022-09708-5>.
- Whitaker, A., & **Wolniak, G.C.** (2022). Social Exclusion in the Arts: The Dynamics of Social and Economic Mobility Across Three Decades of Undergraduate Arts Alumni in the United States. *Review of Research in Education*, 46(1), 198-228. <https://doi.org/10.3102/0091732X221089947>.
- Wolniak, G.C.**, & Muskens, M. (2021). Undermatching and Affective Development during the First Year of College: A longitudinal study of college students in the Netherlands. *Research in Higher Education*, 62(6), 855-884. <https://doi.org/10.1007/s11162-020-09620-w>.
- Wolniak, G.C.**, Mitic, R.R.\*, & Engberg, M.E. (2020). Diverse pathways to graduate education attainment. *Journal of Diversity in Higher Education*, 13(4), 368–383. <https://doi.org/10.1037/dhe0000141>
- Davis, L.D.\*, **Wolniak, G.C.**, George, C.E., & Nelson, G. (2019). Demystifying Tuition? Building a framework for informational quality and accessibility. *AERA Open*, 5(3), 1–27. <https://doi.org/10.1177/2332858419867650>.
- Wolniak, G.C.**, & Engberg, M.E. (2019). Do "High-Impact" College Experiences Affect Early Career Outcomes? *Review of Higher Education*, 42(3), 825-858. <https://doi.org/10.1353/rhe.2019.0021>.
- Allen, D.\*, & **Wolniak, G.C.** (2019). Exploring the Effects of Tuition Increases on Racial/Ethnic Diversity at Public Colleges and Universities. *Research in Higher Education*, 60(1), 18-43. <https://doi.org/10.1007/s11162-018-9502-6>.
- Seifert, T.A., Bowman, N.A., **Wolniak, G.C.**, Rockenbach, A.N., & Mayhew, M.J. (2017). Ten Challenges and Recommendations for Advancing Research on the Effects of College on Students. *AERA Open*, 3(2), 1-12. <https://doi.org/10.1177/2332858417701683>.
- Wolniak, G.C.** (2016). Examining STEM bachelor's degree completion for students with differing propensities at college entry. *Journal of College Student Retention: Research, Theory, and Practice*, 18(3), 287-309. <https://doi.org/10.1177/1521025115622782>.
- Wolniak, G.C.**, Wells, R.C., Engberg, M.E., & Manly, C.A. (2016). College enhancement strategies and socioeconomic inequality. *Research in Higher Education*, 57(3), 310-334. <https://doi.org/10.1007/s11162-015-9389-4>.
- Wolniak, G.C.**, & Rekoutis, P.A. (2016). Factors associated with college coping among high achieving scholarship recipients from adverse backgrounds. *Teachers College Record*, 118(1), 1-31.
- Wells, R.C., **Wolniak, G.C.**, Engberg, M.E., & Manly, C.A. (2016). Socioeconomic disparities in the use of college admission-enhancing strategies among high school seniors from the 1990s to 2000s. *Teachers College Record*, 118(9), 1-36.
- Engberg, M.E., & **Wolniak, G.C.** (2014). An examination of the moderating effects of the high school socioeconomic context on college enrollment. *The High School Journal*, 97, 240-263.
- Hu, S., & **Wolniak, G.C.** (2013). College student engagement and early career earnings: Differences by gender, race/ethnicity, and academic preparation. *Review of Higher Education*, 36, 211-233.

- Reprinted in 2014 in J.C. Weidman (Ed.), *ASHE Reader Series: Economics and Finance of Higher Education*, pp.215-229, Boston: Pearson Education.

Engberg, M.E., & **Wolniak, G.C.** (2013). College student pathways to the STEM disciplines. *Teachers College Record*, 115, 1-27.

**Wolniak, G.C.**, Mayhew, M.J., & Engberg, M.E. (2012). Learning's *weak* link to persistence. *Journal of Higher Education*, 83, 795-823.

Melguizo, T., & **Wolniak, G.C.** (2012). The earnings benefits of majoring in STEM fields among high achieving minority students. *Research in Higher Education*, 53, 383-405.

Hu, S., & **Wolniak, G.C.** (2010). Initial evidence on the influence of college student engagement on early career earnings. *Research in Higher Education*, 52, 750-766.

**Wolniak, G. C.**, & Engberg, M. E. (2010). Academic achievement in the first year of college: Evidence of the pervasive effects of the high school context. *Research in Higher Education*, 51, 451-467.

Engberg, M.E., & **Wolniak, G.C.** (2010). Examining the effects of high school contexts on postsecondary enrollment. *Research in Higher Education*, 51, 132-153.

Engberg, M. E., & **Wolniak, G. C.** (2009). Navigating disparate pathways to college: Examining the conditional effects of race on enrollment decisions. *Teachers College Record*, 111, 2255-79.

**Wolniak, G. C.**, Seifert, T. A., Reed, E. J., & Pascarella, E. T. (2008). College majors and social mobility. *Research in Social Stratification and Mobility*, 26, 123-139.

Mayhew, M. J., **Wolniak, G. C.**, & Pascarella, E. T. (2008). How educational practices affect the development of life-long learning orientations in traditionally-aged undergraduate students. *Research in Higher Education*, 49, 337-356.

Seifert, T. A., Goodman, K. M., Lindsay, N., Jorgensen, J., **Wolniak, G. C.**, Pascarella, E. T., & Blaich, C. (2008). The effects of liberal arts experiences on liberal arts outcomes. *Research in Higher Education*, 49, 107-125.

**Wolniak, G. C.**, & Engberg, M. E. (2007). The effects of high school feeder networks on college enrollment. *Review of Higher Education*, 31, 27-53.

**Wolniak, G. C.**, & Pascarella, E. T. (2007). Initial evidence on the long-term impacts of Work Colleges. *Research in Higher Education*, 48, 39-71.

Cruce, T. M., **Wolniak, G. C.**, Seifert, T. A., & Pascarella, E. T. (2006). Impacts of good practices on cognitive development, learning orientations, and graduate degree plans during the first year of college. *Journal of College Student Development*, 47, 365-383.

Pascarella, E. T., Cruce, T., Umbach, P. D., **Wolniak, G. C.**, Kuh, G. D., Carini, R. M., Hayek, J. C., Gonyea, R. M., & Zhao, C. (2006). Institutional selectivity and good practices in undergraduate education: How strong is the link? *Journal of Higher Education*, 77, 251-285.

**Wolniak, G. C.**, & Pascarella, E. T. (2005). The effects of college major and job field congruence on job satisfaction. *Journal of Vocational Behavior*, 67, 233-251.

Reed, E. J., & **Wolniak, G. C.** (2005). Diagnosis or determination? Assessment explained by human capital and aptitude theories. *Electronic Journal of Sociology*.

Pascarella, E. T., Pierson, C. T., **Wolniak, G. C.**, & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *Journal of Higher Education*, 75, 249-284.

Pascarella, E. T., **Wolniak, G. C.**, Cruce, T. M., & Blaich, C. F. (2004). Do liberal arts colleges really foster good practices in undergraduate education? *Journal of College Student Development*, 45, 57-74.

Pascarella, E. T., **Wolniak, G. C.**, Flowers, L. A., & Pierson, C. T. (2004). The role of race in the development of plans for a graduate degree. *Review of Higher Education*, 27, 299-320.

Pascarella, E. T., & **Wolniak, G. C.** (2004). Change or not to change – Is there a question? A response to Pike. *Journal of College Student Development*, 45, 353-355.

Pascarella, E. T., **Wolniak, G. C.**, & Pierson, C. T. (2003). Influences on community college students' educational plans. *Research in Higher Education*, 44, 301-314.

Pascarella, E. T., **Wolniak, G. C.**, Pierson, C. T., & Terenzini, P. T. (2003). Experiences and outcomes of first-generation students in community colleges: A research note. *Journal of College Student Development*, 44, 420-429.

Pascarella, E. T., **Wolniak, G. C.**, & Pierson, C. T. (2003). Explaining student growth in college when you don't think you are. *Journal of College Student Development*, 44, 122-125.

Pierson, C. T., **Wolniak, G. C.**, Pascarella, E. T., & Flowers, L. A. (2003). Impacts of two-year and four-year college attendance on learning orientations. *Review of Higher Education*, 26, 299-321.

**Wolniak, G.C.**, Pierson, C.T., & Pascarella, E.T. (2001). Effects of intercollegiate athletic participation on male orientations toward learning. *Journal of College Student Development*, 42, 604 – 624.

### **BOOKS, MONOGRAPHS, AND CHAPTERS** (\*current or former student)

Muskens, M., **Wolniak, G.C.**, & Borghans, L. (2020). The Long-Term Consequences of College Undermatching on Career and Personal Well-Being After College. In B. Broucker, V. Borden, T. Kallenberg, & C. Milsom (Eds.), *Responsibility of Higher Education Systems: What? Why? How?* (pp. 51-73). Rotterdam, Netherlands: Brill. [https://doi.org/10.1163/9789004436558\\_004](https://doi.org/10.1163/9789004436558_004).

Williams, T.M.\* & **Wolniak, G.C.** (2020). Unpacking the “Female Advantage” in the Career and Economic Impacts of College. In N. Niemi & M. Weaver-Hightower (Eds.), *The Wiley Handbook of Gender Equity in Higher Education*. (pp. 7-28). Wiley-Blackwell. ISBN: 978-1-119-25758-5.

**Wolniak, G.C.**, George, C.E., & Nelson, G.R. (2019). The Emerging Differential Tuition Era Among U.S. Public Universities. In P. Teixeira, et al. (Eds.), *Under Pressure? Higher Education Institutions Coping with Multiple Challenges* (pp. 191-214). Rotterdam, Netherlands: Brill. [https://doi.org/10.1163/9789004398481\\_012](https://doi.org/10.1163/9789004398481_012).

**Wolniak G.**, Ballerini V.\* (2019). Peer Effects, Higher Education. In P. Teixeira & J. Shin (Eds.), *Encyclopedia of International Higher Education Systems and Institutions*. Dodrecht, Netherlands: Springer. [https://doi.org/10.1007/978-94-017-9553-1\\_84-1](https://doi.org/10.1007/978-94-017-9553-1_84-1).

Mayhew, M. J., Rockenbach, A.B., Bowman, N.A., Seifert, T.A., & **Wolniak, G.C.** (2016). *How College Affects Students: 21<sup>st</sup> Century Evidence that Higher Education Works*. San Francisco: Jossey-Bass. ISBN: 978-1-118-46268-3.

Hu, S., & **Wolniak, G.C.** (2014). College student engagement and early career earnings: Differences by gender, race/ethnicity, and academic preparation. In J.C. Weidman (Ed.), *ASHE Reader Series: Economics and Finance of Higher Education*, pp.215-229, Boston: Pearson Education. (reprinted article)

Pascarella, E.T., **Wolniak, G.C.**, Cruce, T.M., Seifert, T.A., & Blaich, C.F. (2005). Liberal arts colleges and liberal arts education: New evidence of impacts. *ASHE Higher Education Report*, 31(3). ISBN: 0-7879-8123-0.

### **COMMISSIONED REPORTS AND NON-REFEREED PUBLICATIONS** (\*current or former student)

Whitaker, A., & **Wolniak, G. C.** (2022). Socioeconomic & Racial/Ethnic Exclusion in the Arts. *DataBrief*, 10(1). Strategic National Arts Alumni Project (SNAAP).

<https://snaaparts.org/findings/databriefs/socioeconomic-racial-ethnic-exclusion-in-the-arts>.

Chen-Bendle, E. C.\* & **Wolniak, G. C.** (2022). Book Review. [Review of “The Price You Pay for College: An Entirely New Roadmap for the Biggest Financial Decision Your Family Will Ever Make”, by R. Lieber]. *Review of Higher Education*, 45(2), 267-70.

**Wolniak, G. C.**, & Chen-Bendle, E. C.\* & Tackett, J. L. (2022, February). *How Can the Undergraduate Experience Expand the Leadership Pipeline for Today’s College Students?* A contribution to the *Investment in America’s Future* series. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G. C.**, Shirley, M.\* & Covello, G. V.\* & Burman, S. C.\* (2021, December). *The Attitudes and Education of Individuals in Transition from the Criminal Legal System to Higher Education: An Outcomes Report for the Institute for Justice and Opportunity’s College Initiative*. New York, NY: John Jay Institute for Justice and Opportunity, City University of New York.

**Wolniak, G.**, & Chen-Bendle, E.\* (2021, November). *Challenges and Opportunities for Higher Education in the Post-Pandemic World*. A contribution to the *Investment in America’s Future* series. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

Tackett, J., **Wolniak, G.**, & Chen-Bendle, E.\* (2021, October). *How to Cultivate Entrepreneurial Tendencies in Today’s College Students*. A contribution to the *Investment in America’s Future* series. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.**, & Chen-Bendle, E.\* & Tackett, J. (2021, August). *College Student Mental Health and COVID-19: Challenges and Solutions*. A contribution to the *Investment in America’s Future* series. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.**, & Chen-Bendle, E.\* (2021, March). *Growth from Adverse Childhood Experiences and College Student Success*. A contribution to the *Investment in America’s Future* series. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.**, & Burman, S.\* (2020, December). *Pathways to Achievement: The 2017 Scholars through Three Years of College*. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

Burman, S.\*, Gregory, M.\*, & **Wolniak, G.C.** (2020). Book Review. [Review of “The Years that Matter Most: How College Makes or Breaks Us” by P. Tough]. *Teachers College Record*.  
<http://www.tcrecord.org/Content.asp?ContentID=23538>.

**Wolniak, G.**, & Covello, G.\* (2020, July). *Basic Needs Insecurity on College Campuses*. A contribution to the *Investment in America’s Future* series. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.**, & Gregory, M.\* (2020, July). *Online Higher Education: Learning Together from Afar*. A contribution to the *Investment in America’s Future* series. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.**, Davis, L.\*, & Mitic, R.\* (2019, September). *Understanding and Enhancing Career Development Among Horatio Alger Association Scholars through the First Years of College*. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.C.** (2019, March). *Educational Debt among Horatio Alger Scholars: A contribution to the Investment in America’s Future series*. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.**, Madhani, N.\*, & Davis, L.\* (2018, January). *The Distinctive Characteristics of the Horatio Alger Association Scholars and Their “Generation Z” Peers Nationwide*. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

**Wolniak, G.C.**, & Maes, K.\* (2017). Book Review. [Review of “Beyond the Skills Gap: Preparing College Students for Life and Work”]. *Teachers College Record*.  
<http://www.tcrecord.org/content.asp?contentid=21883>

**Wolniak, G.**, Flores, S., & Kemple, J. (2016, September). *How Can We Improve College Success for Underserved Students? Through early, sustained, and multifaceted support*. New York, NY: Education Solutions Initiative, NYU Steinhardt.  
<http://steinhardt.nyu.edu/e/i2/edsolutions/201609/6CollegeAccessFinal.pdf>

**Wolniak, G.**, Davis, L., Williams, T.\*, & Casano, K.\* (2016, August). *The State of Our Nation’s Youth: 2016*. Alexandria, VA: Horatio Alger Association of Distinguished Americans. <https://www.horatioalger.org/wp-content/uploads/2016/09/HA-2016-SONY-FINAL.pdf>.

Bartolone, J., Halverson, M.L., Hoffer, T.B., **Wolniak, G.C.**, et al. (2014). *Evaluation of the National Science Foundation’s Graduate Research Fellowship Program*. Chicago, IL: NORC.  
[http://www.nsf.gov/ehrpubs/GRFP\\_Final\\_Eval\\_Report\\_2014.pdf](http://www.nsf.gov/ehrpubs/GRFP_Final_Eval_Report_2014.pdf)

**Wolniak, G.C.**, Neishi, K.M., Rude, J.D., & Gebhardt, Z. (2012). *The State of Our Nation’s Youth: 2012–2013*. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.  
<http://www.horatioalger.org/publications/2012SONYFinal.pdf>

**Wolniak, G.C.**, & Gebhardt, Z. (2012). *Factors Associated with College and Career Success among Horatio Alger Association Scholarship Recipients*. Chicago, IL: NORC at the University of Chicago.

**Wolniak, G.C.** (2012). Book Review. [Review of “College Choice and Access to College: Moving Policy, Research, and Practice to the 21<sup>st</sup> Century”]. *Review of Higher Education*, 35, 669-671.



**Wolniak, G.C.**, Rude, J.D., Gebhardt, Z., & Hoffer, T.B. (2011). *Understanding Educational Resilience: Evidence from Phase One of the Success Study of the Horatio Alger Association Scholarship Program*. Chicago, IL: NORC at the University of Chicago.

Engberg, M.E., & **Wolniak, G.C.** (2011). Access to postsecondary education: The interrelationships among high school contexts and socioeconomic status. Final Report to the Association for Institutional Research. Award No. RG 19-144.

**Wolniak, G.C.**, Weaver, E. (2009). *The Third Cohort of Washington State Achievers Three Years After High School: A comparative analysis of the educational characteristics and college outcomes of the entering freshman class of 2003*. Chicago, IL: National Opinion Research Center. ISBN: 978-0-932132-71-0.

Seifert, T.A., & **Wolniak, G.C.**, (2008). Is majoring in the traditional arts and sciences preparing students for the new economy? *Liberal Arts Online*, 8(2). Available at: <http://www.liberalarts.wabash.edu/lao-8-2-arts-sciences-economy/>

**Wolniak, G.C.**, Zimowski, M.F., & Schacht, S. (2007). *The Inaugural Cohort of Gates Millennium Scholars Six Years After High School*. Chicago, IL: National Opinion Research Center. ISBN: 978-0-932132-65-9.

**Wolniak, G.C.**, Zimowski, M.F., & Schacht, S. (2007). *The Second Cohort of Gates Millennium Scholars Five Years After High School*. Chicago, IL: National Opinion Research Center. ISBN: 978-0-932132-64-2.

**Wolniak, G.C.**, Seifert, T.A., & Blaich, C.F. (2004). A liberal arts education changes lives: Why everyone can and should have this experience. *Liberal Arts Online*, 4(3). Available at <http://www.liberalarts.wabash.edu/lao-4-3-liberal-art-experience/>

Pascarella, E.T., **Wolniak, G.C.**, Pierson, C., & Terenzini, P.T. (2002). *In The Shadow Of The Mountains: Effects Of Private Liberal Arts Colleges In Central Appalachia*. Summary Report to the Mellon and Spencer Foundations.

#### **PUBLICATIONS IN PROGRESS** (\*current or former student)

Simpfenderfer, A.D., **Wolniak, G.C.**, Wise, K., & Blaich, C. (under review). Exploring the Associations among Major Field of Study, Pre-professional Activities, and Post-College Job Quality in Alumnx of Liberal Arts Colleges. *Journal of Vocational Behavior*.

**Wolniak, G.C.**, Chen-Bendle, E.C.\*, & Kunzman, T.E.\* (in preparation). *Sense of Campus Belonging over Four Years of College: Additional Evidence on How the System is Failing First-Generation Students*.

**Wolniak, G.C.**, Mayhew, M.J., & Gregory, M.M.\* (In preparation). *Information Lost versus Information Gained: Why Effect Coding Leads to Better System-Wide Comparisons*.

**Wolniak, G.C.**, Gregory, M.M.\*, & Kim, J.\* (in preparation). *Does Having Instructors Who Display "Growth Mindset" Drive Noncognitive Development in First-Year College Students?*

**Wolniak, G.C.**, Chen-Bendle, E.C.\*, & Tackett, J.L. (in preparation). *Prior Exposure to Adverse Events and the Development of Academic and Career Orientations Among College Students*.

**Wolniak, G.C.** (In preparation). *From Adversity in Childhood to the Desire for Careers Working for Social Change: A Longitudinal Study over Four Years of College*.

Gregory, M.M.\*, **Wolniak, G.C.**, Blaich, C., & Wies, K. (In preparation). *What Drives Alumni Satisfaction? Evidence from a Multi-institutional Study of Alumni Attitudes*

Vendelannote, I., Shirley, M.\*, **Wolniak, G.**, & Demanet, J. (under review). *Break every rule: Does behavioral disengagement explain ethnic composition effects on higher education enrollment? A comparative study of Belgium and U.S. contexts.*

Mitic, R.\*, **Wolniak, G.C.**, Engberg, M.E., & (In preparation). *Cultivating Graduate School Aspirations.*

George, C.E., **Wolniak, G.C.**, & Nelson, G. (In preparation). *The Bottom-Line Up Front: Results from a Randomized Experiment on Interpreting College Tuition Information.*

### **SELECT MEDIA COVERAGE, OP-EDS, AND BLOGS** (\*current or former student)

WalletHub (2022, October 17). *2023's College & University Rankings - "Ask the Experts"*. <https://wallethub.com/edu/e/college-rankings/40750>. By Adam McCann.

Psychology Today (2021, July 30). *Hope in the Face of Adversity: Evidence of adversarial growth in a national sample of college students.* <https://www.psychologytoday.com/us/blog/the-game-changers/202107/hope-in-the-face-adversity>. By Chen-Bendle, E. C.\*, Wolniak, G. C., & Tackett, J. L.

Times Higher Education (2020, December 18). *Covid prompts vacation resort concept for online studying Creators suggest long-term value, but critics see failure to understand campus communities.* <https://www.timeshighereducation.com/news/covid-prompts-vacation-resort-concept-online-studying>. By Paul Basken.

Atlanta Journal Constitution (2020, May 27). *Opinion: Five ways to get low-income students back to college during COVID-19.* <https://www.ajc.com/blog/get-schooled/five-ways-get-low-income-students-back-college-during-covid/b6VLHHPm17ZgKh1sNQPj0N/>. By Mayhew & **Wolniak**, *Get Schooled Blog*, guest columnists.

Atlanta Journal Constitution (2020, May 14). *Opinion: Colleges ought to furlough administration, not teaching. Quality instruction and student learning should be protected at all costs, say three researchers.* <https://www.ajc.com/blog/get-schooled/opinion-colleges-ought-furlough-administration-not-teaching/v1qWce9N1ssR58N3tyfp5H/>. By Mayhew & **Wolniak**, *Get Schooled Blog*, guest columnists.

Chronicle of Higher Education (2019, November 14). *3 Key Findings From a New Study on What Graduates Get Out of College.* <https://www.chronicle.com/article/3-Key-Findings-From-a-New/247546/>. By Beckie Supiano.

The Hechinger Report. (2019, October 3). *The students disappearing fastest from American campuses? Middle-class ones: Anxious about diversity and their bottom lines, more schools offer money to the middle.* <https://hechingerreport.org/the-students-disappearing-fastest-from-american-campuses-middle-class-ones/>. By Jon Marcus.

Chronicle of Higher Education (2018, July 3). *How Much Is Tuition? At the U. of Illinois, Like Many Research Universities, It's Complicated.* <https://www.chronicle.com/article/How-Much-Is-Tuition-At-the-U/243837>. By Eric Kelderman.

The Conversation. (2018, April 26). *When college tuition goes up, campus diversity goes down.* <https://theconversation.com/when-college-tuition-goes-up-campus-diversity-goes-down-94091>. By Allen & **Wolniak**.

*Inside Higher Education*. (2018, March 27). Tuition Hikes Hurt Diversity: New study examines impact of tuition increases. <https://www.insidehighered.com/news/2018/03/27/increases-college-tuition-drive-down-diversity-public-colleges-study-says>. By Rick Seltzer.

*Chronicle of Higher Education*. (2017, May 25). Lawmakers Show Sympathy for Trump Plan to Squeeze Research Costs. <http://chroni.cl/2rYCQfG>. By Paul Basken.

*Inside Higher Education* (2017, May 10). What Policies for Improving Graduation Rates Actually Work? <https://www.insidehighered.com/views/2017/05/10/determining-which-retention-and-graduation-strategies-are-truly-effective-essay>. By Bowman, Seifert, **Wolniak**, Rockenbach, & Mayhew.

*MarketWatch* (2017, May 3). Why you should look at the fine print when it comes to college costs. <http://www.marketwatch.com/story/why-you-should-look-at-the-fine-print-when-it-comes-to-college-costs-2017-05-03>. By Jillian Berman.

*The Atlantic*. (2017, January 24). The Most Predictive Factors of Post-Graduation Wages: How much do internships, majors, and institutions really matter for lifetime earnings? <https://www.theatlantic.com/education/archive/2017/01/the-most-predictive-factor-of-post-graduation-wages/514286/>. By Mikhail Zinshteyn.

*Education Writers Association* (2017, January 24). 10 Things You Should Know About Earnings After College. <http://www.ewa.org/blog-higher-ed-beat/10-things-you-should-know-about-earnings-after-college>. By Mikail Zinshteyn.

*Chronicle of Higher Education*. (2016, December 16). Where Even Experts Can't Figure Out Tuition Costs. <http://www.chronicle.com/article/Where-Even-Experts-Can-t/238704>. By Peter Schmidt.

*The Atlantic*. (2016, September 13). College Is Still the Promised Land for High School Students: Once they get on campus, though, it's a whole different story. <http://www.theatlantic.com/education/archive/2016/09/college-is-still-the-promised-land-for-high-school-students/499865/>. By Hayley Glatter.

*The Washington Free Beacon*. (2016, September 13). Poll: American Youth Somehow Optimistic About Future: Nearly two-thirds 'hopeful' about years to come. <http://freebeacon.com/politics/poll-american-youth-somehow-optimistic-future/>. By Natalie Johnson.

*Chronicle of Higher Education*. (2015, May 15). Colleges Strive to Meet Demand for a More Hands-On Education. <http://chronicle.com/article/Colleges-Strive-to-Meet-Demand/230189/?key=Gm0il1dgYXINYikxZ20VNThQbHU70BtxMSdOan50bIFVEg>. By Maddy Berner.

*CBS News MoneyWatch*. (2015, April 23). The real keys to success for college grads. <http://www.cbsnews.com/news/the-real-keys-to-success-for-college-grads/>. By Lynn O'Shaughnessy.

*Hechinger Report*. (2015, April 18). Rising tuition means falling diversity on campus. <http://hechingerreport.org/tuition-rising-diversity-falling-at-universities/>. By Jon Marcus.

*Los Angeles Times*. (2013, December 27). College recruiters give low-income public campuses fewer visits. <http://articles.latimes.com/2013/dec/27/local/la-me-college-visits-20131228>. By Larry Gordon.

*Forbes*. (2013, May 3). The Power of Resilience: Study Shows How Horatio Alger Association Scholarships Make A Difference. <http://www.forbes.com/sites/brucerogers/2013/05/03/the-power-of-resilience-study-shows-how-horatio-alger-association-scholarships-make-a-difference/>. By Bruce Rogers.

*Inside Higher Education* (2012, April 10). Backwards on Racial Understanding. <http://www.insidehighered.com/news/2012/04/10/study-suggests-students-grow-less-interested-promoting-racial-understanding>. By Scott Jaschik.

*The Huffington Post*. (2012, August 17). STEM Majors Prove Especially Profitable For Minority Students: Study. [http://www.huffingtonpost.com/2012/08/15/stem-majors-profitable-minority-students\\_n\\_1785021.html](http://www.huffingtonpost.com/2012/08/15/stem-majors-profitable-minority-students_n_1785021.html). By Patrice Peck.

## PRESENTATIONS

### REFEREED

*Social Class and the Development of Sense of Campus Belonging in Students from Adverse Backgrounds* (2023, April). Presented at the meeting of the American Education Research Association, Chicago, IL.

*The Impact of Pre-Professional Activities on Alumnx Job Quality: An Examination Using Structural Equation Modeling* (2023, April). Presented at the meeting of the American Education Research Association, Chicago, IL.

*To What Extent Does Academic Challenge Lead to Positive Career Outcomes?* (2023, April). Presented at the meeting of the American Education Research Association, Chicago, IL.

*Does Having Instructors Who Display "Growth Mindset" Drive Noncognitive Development in First-Year College Students?* (2022, November). Presented at the meeting of the Association for the Study of Higher Education, Las Vegas, NV.

*Information Lost versus Information Gained: Why Effect Coding Can Lead to Better System-Wide Comparisons* (2022, November). Presented at the meeting of the Association for the Study of Higher Education, Las Vegas, NV.

*Investigating Racial/Ethnic Differences in Leadership Aspirations among Resilient College Students* (2022, July). Society for Personality and Social Psychology (SPSP) Summer Psychology Forum, Minneapolis, MN, United States. [Poster Presentation, Bates, C.M., Chen-Bendle, E.C., Wolniak, G.C., Tackett, J.L.]

*Unpacking Gender Differences in Leadership Aspirations among College Students with Adverse Backgrounds* (2022, April). Presented at the meeting of the American Education Research Association, San Diego, CA.

*Social Skill Development and Short-Term Career Outcomes among Graduates of Private Universities* (2022, April). Presented at the meeting of the American Education Research Association, San Diego, CA.

*Prior Exposure to Adverse Events and the Development of Academic and Career Orientations among College Students* (2021, November). Presented at the meeting of the Association for the Study of Higher Education, San Juan, PR.

*The Dynamics of Social Exclusion and Economic Mobility across Three Decades of Undergraduate Arts Alumni* (2021, October). Presented at the Strategic National Arts Alumni Project (SNAAP) Research Symposium. Indiana University, Bloomington IN.

*COVID-19 Disruptions: Early Evidence on the Effects of Campus Closure on Academic Orientations* (2021, April). Presented at the meeting of the American Education Research Association, virtual.

*What Drives Alumni Satisfaction? Evidence from a Multi-Institutional Study of Alumni Attitudes* (2021, April). Presented at the meeting of the American Education Research Association, virtual.

*College Access Programs for Formerly Justice-Involved Populations* (2021, April). Presented at the meeting of the American Education Research Association, virtual.

*Inclusivity? Causality? Reasonable Compromises in Quantitative Research Practice.* (2020, November). Symposium presentation at the meeting of the Association for the Study of Higher Education, virtual.

*The Role of Prior Adversity in Academic and Career Development: A Mixed-Methods Study Into and Through Three Years of College* (2020, November). Presented at the meeting of the Association for the Study of Higher Education, virtual.

*The Long-Term Consequences of College Undermatching on Career and Personal Well-Being* (2020, April). Presented at the annual meeting the American Education Research Association, San Francisco, CA. (Conference Canceled, <http://tinyurl.com/s2vj8jb>)

*The Post-Collegiate Influence of Higher Education: Intellectual, Civic, and Psychological Outcomes* (2019, November). Presented at the meeting of the Association for the Study of Higher Education, Portland, OR.

*Improving College Communication Strategies: Advancing Research and Policymaking for Greater Information Transparency* (2019, November). Symposium presentation at the meeting of the Association for the Study of Higher Education, Portland, OR.

*Undermatching and Socioeconomic Background: Long-term Consequences for Work Engagement and Life Satisfaction* (2019, August). Presented at the annual meeting the European Higher Education Society (EAIR) Forum, Leiden, Netherlands.

*Empirically Substantiating Claims about "High-Impact" Practices in Teaching and Learning* (2019, August). Presented at the annual meeting the European Higher Education Society (EAIR) Forum, Leiden, Netherlands.

*Coping with Misinformation and Lack of Tuition Transparency in Today's Complex Higher Education Environment* (2019, August). Presented at the annual meeting the European Higher Education Society (EAIR) Forum, Leiden, Netherlands.

*Undermatching and Affective Development During the First Year of College: A Longitudinal Study of College Students in the Netherlands* (2019, April). Presented at the annual meeting the American Education Research Association, Toronto, Ontario CA.

*Cultivating Graduate Education Aspirations* (2019, April). Presented at the annual meeting the American Education Research Association, Toronto, Ontario CA.

*Upwardly Mobile and Global: Predicting Study Abroad Participation Among Scholarship Recipients From Adverse Backgrounds* (2019, April). Presented at the annual meeting the American Education Research Association, Toronto, Ontario CA.

*Institutional Policy and the Struggle to Maintain Tuition Transparency in Increasingly Complex Environments* (2019, January). Presented at the annual meeting the Association of American Colleges and Universities, Atlanta, GA.

*Reclaiming the Narrative: Empirical Need for Substantiating Claims about “High-Impact” Practices in Teaching and Learning* (2019, January). Presented at the annual meeting the Association of American Colleges and Universities, Atlanta, GA.

*Demystifying Tuition: Building a framework for informational quality and accessibility* (2018, April). Presented at the meeting of the American Education Research Association, New York, NY.

*The Bottom Line Up Front: Results From a Randomized Experiment on Interpreting College Tuition Information* (2018, April). Presented at the meeting of the American Education Research Association, New York, NY.

*Examining Sex and Ethnoracial Differences in Graduate School Enrollment* (2017, November). Presented at the meeting of the Association for the Study of Higher Education, Houston, TX.

*Navigating the complexities associated with financial aid and tuition policies* (2017, November). Presented at the meeting of the Association for the Study of Higher Education, Houston, TX.

*How College Affects Students: Lessons Learned from Recent Evidence* (2017, September). Presented at the annual meeting the European Higher Education Society (EAIR) Forum, Porto, Portugal.

*Unmasking College Costs: Challenges in the Era of Differential Tuition Practices* (2017, September). Presented at the annual meeting the European Higher Education Society (EAIR) Forum, Porto, Portugal.

*Trends in Participation in Work-Related Education in the United States: 1991-2005* (2017, April). Presented at the spring meeting of Research Committee 28 (RC28) on Social Stratification and Mobility, Cologne, Germany.

*How College Affects Students: Lessons Learned from Recent Evidence* (2017, January). Presented at the annual meeting the Association of American Colleges and Universities, San Francisco, CA.

*The Moderating Influence of College Major on Graduate Degree Attainment* (2016, November). Presented at the meeting of the Association for the Study of Higher Education, Columbus, OH.

*Improving Transparency in College Costs in the Era of Differential Tuition Practices* (2016, November). Presented at the meeting of the Association for the Study of Higher Education, Columbus, OH.

*Postsecondary Differential Tuition Practices: Challenges to Researching College Affordability* (2016, April). Presented at the meeting of the American Education Research Association, Washington, DC.

*The Moderating Influence of College Major on Economic Attainment Following College* (2016, April). Presented at the meeting of the American Education Research Association, Washington, DC.

*The Effects of Tuition and State Higher Education Spending on Racial/Ethnic and Socioeconomic Enrollments at Two- and Four-Year Colleges* (2015, November). Presented at the meeting of the Association for the Study of Higher Education, Denver, CO.

*How College Affects Students: Findings from Volume 3* (2015, November). Presented at the meeting of the Association for the Study of Higher Education, Denver, CO.

*The Influence of “High-Impact” College Experiences on Early Career Outcomes* (2015, April). Presented at the meeting of the American Education Research Association, Chicago, IL.

*Exploring the Effects of Tuition Increases on Racial/Ethnic Diversity at Public Colleges and Universities* (2015, April). Presented at the meeting of the American Education Research Association, Chicago, IL.

*Socioeconomic Differences in the Use and Influence of College Enhancement Strategies* (2014, November). Presented at the meeting of the Association for the Study of Higher Education, Washington, DC.

*Expressions of Resilience and Promoting Success among At-risk College Students* (2013, November). Presented at the meeting of the Association for the Study of Higher Education, St. Louis, MO.

*Problems with the Pipeline: The choices and contexts affecting STEM baccalaureate completion* (2013, April). Presented at the meeting of the American Education Research Association, San Francisco, CA.

*Factors Associated with College Coping Among At-Risk Students* (2012, November). Presented at the meeting of the Association for the Study of Higher Education, Las Vegas, NV.

*Fault Lines in Postsecondary Educational Opportunity: A Mixed-Methods Examination of At-risk Students* (2012, April). Presented at the meeting of the American Education Research Association, Vancouver, BC, Canada.

*Racial Attitude Change during the College Years* (2012, April). Presented at the meeting of the American Education Research Association, Vancouver, BC, Canada.

*Moral Reasoning and Persistence in Higher Education* (2012, April). Presented at the meeting of the American Education Research Association, Vancouver, BC, Canada.

*The Interrelationships Among High School Contexts and Socioeconomic Status* (2011, May). Presented at the Annual Forum of the Association for Institutional Research, Toronto, ON, Canada.

*Socioeconomic Disparities in College-Linking Resources and the Impact on Postsecondary Access* (2011, April). Presented at the meeting of the American Education Research Association, New Orleans, LA.

*High School Social Networks and Postsecondary Enrollment: A multi-level analysis of parent, peer and college-linking resources* (2010, June). Presented at the Annual Forum of the Association for Institutional Research, Chicago, IL.

*Socioeconomic Outcomes of GMS Participants in the Years Immediately Following College* (2010, May). Presented at the meeting of the American Education Research Association, Denver, CO.

*An Examination of the Moderating Effects of the High School Socioeconomic Context on College Enrollment* (2010, May). Presented at the meeting of the American Education Research Association, Denver, CO.

*Learning's Weak Link to Persistence* (2009, November). Presented at the meeting of the Association for the Study of Higher Education, Vancouver, BC, Canada.

*Examining the Effects of High School Contexts on Postsecondary Enrollment* (2009, June). Presented at the Annual Forum of the Association for Institutional Research, Atlanta, GA.

*Student Engagement in College and Early Career Earnings: Is There a Linkage?* (2009, April). Presented at the meeting of the American Education Research Association, San Diego, CA.

*Academic Achievement in the First Year of College: Evidence of the pervasive effects of the high school context* (2008, November). Presented at the meeting of the Association for the Study of Higher Education, Jacksonville, FL.

*Majors matter: Estimates of the effects of major field of study on the early-career earnings of minorities.* (2008, November). Presented at the meeting of the Association for the Study of Higher Education, Jacksonville, FL.

*Initial Evidence on the Socioeconomic Impacts of the Gates Millennium Scholars Program.* (2008, March). Presented at the meeting of the American Education Research Association, New York, NY.

*Academic Quality of High Schools and Student Academic Achievement in the First Year of College.* (2007, November). Presented at the meeting of the Association for the Study of Higher Education, Louisville, KY.

*Navigating Disparate Pathways to College.* (2007, April). Presented at the meeting of the American Educational Research Association, Chicago, IL.

*The effects of high school feeder networks on college enrollment.* (2006, November). Presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.

*Competencies for the new knowledge economy, public benefits of higher education, and the impacts of college majors.* (2006, April). Presented at the meeting of the American Educational Research Association, San Francisco, CA.

*Higher education, earnings, and the role of college major.* (2005, August). Presented at the meeting of the American Sociological Association, Philadelphia, PA.

*The effects of college major and job field congruence on alumni job satisfaction.* (2004, November). Presented at the meeting of the Association for the Study of Higher Education, Kansas City, MO.

*The effects of student work as an institutional characteristic: A preliminary report on college and employment outcomes of work college graduates.* (2004, November). Presented at the meeting of the Association for the Study of Higher Education, Kansas City, MO.

*Do liberal arts colleges really foster good practices in undergraduate education?* (2003, November). Presented at the meeting of the Association for the Study of Higher Education, Portland, OR.

*Interpreting educational assessments.* (2003, April). Presented at the meeting of the Midwest Sociological Society, Chicago, IL.

*First-generation college students: Additional evidence on college experiences and outcomes.* (2002, November). Presented at the meeting of the Association for the Study of Higher Education, Sacramento, CA.

*Defining and testing sorting hypotheses of schooling.* (2002, August). Presented at the meeting of the American Sociological Association, Chicago, IL.

## **INVITED**

*Differential Tuition Policies: Trends, Evidence, and Recommendations* (2019, October). Presented at the "Monitoring Emerging Issues in Higher Education" IPEDS Technical Review Panel Meeting #60. U.S. Department of Education. Washington, DC.



*Understanding Differential Tuition Practices, Past and Present* (2019, July). Presented at the July 31, 2019 Meeting of the Business Affairs and Human Resources Committee, Idaho State Board of Education. Boise, ID.

*Insights about Alumni: The Lasting Influence of the Horatio Alger Association on College, Careers, and Attitudes.* (2018, October). Presented at the 2018 Horatio Alger Association Board of Directors Meeting and Alumni Summit. Washington, DC.

*How College Affects Students.* (2018, April). Presented at the Karlsberger Scholarly Colloquium. The Ohio State University, Department of Educational Studies, Higher Education & Student Affairs Program, and the Higher Education Student Personnel Association. Columbus, OH.  
<https://livestream.com/WOSU/HowCollegeAffectsStudents>.

*How College Affects Students: A conversation with the authors of the third volume.* (2018, April). Student Affairs Live, ACPA. <http://higheredlive.com/how-college-affects-students/>

*New Insights on the Career and Economic Impacts of College.* (2016, December). Presented at the City University of New York (CUNY) Higher Education Policy Seminar Series. CUNY Graduate Center, New York, NY.

*Findings from the 2016 State of Our Nation's Youth.* (2016, September). Presented at the State of Our Nation's Youth Press Conference on behalf of the Horatio Alger Association. The Newseum, Washington DC. Press conference highlights: <https://www.youtube.com/watch?v=tQYi65nN6PQ&feature=youtu.be>. Full Press conference: <https://www.youtube.com/watch?v=rkso9ZuwF4&feature=youtu.be>.

*Examining the Career Returns to College.* (2016, February). Presented as part of the Montana State University, Department of Education's Brown Bag Series. Montana State University, Bozeman, MT.

*How College Affects Students: Implications for Assessment.* (2015, September). Presented as part of the Annual NYU Assessment Symposium. New York University, New York, NY.

*Competitive College Admissions: A mechanism for mobility or reproducing inequality?* (2014, November). Presented as part of the NYU Steinhardt IES-PIRT Proseminar Speaker Series. Institute of Human Development and Social Change, New York University, New York, NY.

*Examining the Relationships between Digital Learning Environments and College Student Development* (2014, September). Presented at the conference "Beyond the Year of the MOOC: Beginning a conversation about technology-enhanced education at NYU," New York University, New York, NY. View online [here](#).

*Dealing with the Continuing Spector of Adversity* (2014, August). Presented at the Horatio Alger Association Alumni Summit, Chicago, IL.

*Fostering Resilience Among College Students: Results from the Horatio Alger Association Scholarship Program* (2013, October). Presented at the meeting of the National Scholarship Providers Association, Portland, OR.

*Closing the Interview and Landing the Job: Navigating Today's Academic Market* (2013, April). Invited panel presentation at the meeting of the American Education Research Association, San Francisco, CA.

*The Socioeconomic Impacts of College: What we know and what we can do about it* (2011, April). Invited presentation at the Education Policy Seminar Series, University of Georgia Institute of Higher Education, Athens, GA.

*Socioeconomic Outcomes of GMS Participants in the Years Immediately Following College* (2010, May). Invited roundtable presentation at the meeting of the American Education Research Association, Denver, CO.

*High school feeder networks on college enrollment: Implications and applications.* (2008, September). Invited presented at the meeting of the National Association for College Admissions Counseling, Seattle, WA.

*The effects of liberal arts colleges from the National Study of Student Learning and Appalachian Region Alumni Outcomes Survey: Student outcomes during and after college.* (2003, August). Invited presentation at the Center of Inquiry in the Liberal Arts, Wabash College, Crawfordsville, IN.

*The effects of liberal arts colleges from the National Study of Student Learning: Student characteristics and experiences.* (2003, March). Invited presentation at the Center of Inquiry in the Liberal Arts, Wabash College, Crawfordsville, IN.

## **PROFESSIONAL AFFILIATION**

American Educational Research Association (AERA)

Association for the Study of Higher Education (ASHE)

European Higher Education Society (EAIR)

International Sociology Society - Research Committee on Social Stratification and Mobility (RC28)

## **PROFESSIONAL SERVICE**

### **EDITORIAL SERVICE**

#### **Associate Editor**

- *Journal of Higher Education, 2020 (May) – 2022 (July)*

#### **Editorial Review Board**

- *Journal of Student Financial Aid, Rising Scholar/Senior Scholar board, 2020 – present*
- *Teachers College Record, 2017 – present*
- *Journal of Higher Education, 2013 – 2020, 2022-present*
- *Research in Higher Education, 2007 – 2020*
- *Sociology of Education, 2016 – 2018*

#### **Manuscript Reviewer, Ad Hoc (partial list)**

- *American Educational Research Journal*
- *Educational Evaluation and Policy Analysis*
- *Frontiers in Sociology*
- *Journal of Student Financial Aid*
- *Research in the Sociology of Work*
- *Review of Educational Research*
- *Review of Higher Education*
- *Review of Research in Education*

- *Scientific Reports - Nature*

### Technical Review Panel

- U.S. Department of Education, NCES: IPEDS Technical Review Panel - *Monitoring Emerging Issues in Higher Education: Cost of Attendance and Differential Tuition*, 2019, October

### External Reviewer

- U.S. Department of Education, Institute of Education Sciences, 2013 – present
- National Resource Center, Paul P. Fidler Research Grant, 2022
- Association for Institutional Research, 2010

### Other

- Research Advisory Committee, Horatio Alger Association Scholarship Program, 2014 – present
- Rising Scholars Mentor, *Journal of Student Financial Aid*, 2021 – present
- Dissertation of The Year Committee, Association for the Study of Higher Education, 2019 – 2021
- Search Committee: Editor-in-Chief for *Research in Higher Education*, 2019-2020
- Evaluation Committee, Association for the Study of Higher Education, 2015-2017

## TEACHING

### UNIVERSITY OF GEORGIA, INSTITUTE OF HIGHER EDUCATION

2018-present

- *College Choice, Access, and Success*
- *Introduction to Research in Higher Education*
- *Finance of Higher Education*
- *Quantitative Methods in Higher Education II (with lab)*
- *Who Are You and What Are You Doing Here? How Research on College Impacts Can Aid Students' Self-Understanding and Growth (First Year Odyssey Program)*

### NEW YORK UNIVERSITY, STEINHARDT SCHOOL

2013–2018

- *Economics and Finance in Higher Education*
- *Enrollment Management and Retention Programs in Higher Education*
- *IES-Predocdoctoral Interdisciplinary Training (IES-PIRT) Seminar on Causal Inference in Education*
- *Research Approaches and Techniques in Postsecondary Education*
- *The Impact of College on Students*

### LOYOLA UNIVERSITY CHICAGO, GRADUATE SCHOOL OF EDUCATION

2007– 2011

- *Enrollment Management in Higher Education*
- *Budgeting and Finance in Higher Education*

### UNIVERSITY OF ILLINOIS AT CHICAGO, VISITING LECTURER

1998–2000

- *Economic Decisions for Consumers and Families*
- *Principles of Economics for Business*

## SUPERVISION

	<u>Completed</u>	<u>In Progress</u>
UNIVERSITY OF GEORGIA		
▪ Doctoral Thesis Supervision	3	7
▪ Doctoral Committee Membership	8	5

- |                     |   |   |
|---------------------|---|---|
| ▪ Doctoral Advisees | 3 | 6 |
|---------------------|---|---|

**NEW YORK UNIVERSITY**

- |                                 |    |     |
|---------------------------------|----|-----|
| ▪ Doctoral Thesis Supervision   | 5  | N/A |
| ▪ Doctoral Committee Membership | 8  | N/A |
| ▪ Doctoral Advisees             | 3  | N/A |
| ▪ Master's Advisees             | 24 | N/A |

**COMMITTEE PARTICIPATION****UNIVERSITY OF GEORGIA**

- Research and Outreach Liaison to the University System of Georgia's Division and Policy Analysis, McBee Institute of Higher Education, *2018-present*
- Graduate Studies Committee, McBee Institute of Higher Education, *2018-present*
- Outreach and Engagement Committee - McBee Institute of Higher Education, *2021-present*
- Faculty Affairs Committee, McBee Institute of Higher Education, *2023-present*
- Search Committee – McBee Professorship, McBee Institute of Higher Education, *2023*
- Search Committee - Public Relations Specialist, McBee Institute of Higher Education, *2022*
- Search Committee - Postdoctoral Research and Teaching Associate, McBee Institute of Higher Education, *2019 & 2023*

**NEW YORK UNIVERSITY**

- Faculty Senate and Faculty Council, Steinhardt School, *2015-18*.
- Undergraduate Academic Affairs, University-level committee on Global Learning Outcomes, *2016-18*.
- Personnel Committee, Department of Administration, Leadership, and Technology, *2014-18*.
- Curriculum Committee, Department of Administration, Leadership, and Technology, *2013-18*.
- Admissions Committee, Higher Education Program, *2013-18*.
- Undergraduate Academic Affairs, University-level committee on Student Course Evaluations, *2015*.
- Advisory Group on Technology-Enhanced Education, Steinhardt School, *2014–17*.
- Committee on Course Evaluations, Steinhardt School, *2015-18*.
- Journal of Student Affairs, Faculty Advisor, Higher Education Program, *2013-16*.
- Learning Analytics Committee, University-level committee, *2013–2015*.
- Search Committee, Department of Humanities and Social Sciences in the Professions, Steinhardt School, *2013-2014*.

**NORC AT THE UNIVERSITY OF CHICAGO**

- Education Reading Group - Chair and Founding Member, Department of Education and Child Development, *2009–2012*.
- Professional Development Committee, Department of Education and Child Development, *2009–2013*.
- Strategic Five-Year Plan Development Committee, Department of Education and Child Development, *2007–2009*.