

Tiffani A. Riggers-Piehl, Ph.D.

Assistant Professor of Higher Education, Educational Leadership, Policy, & Foundations
School of Education, University of Missouri Kansas City

Education

- 2013 Ph.D., Higher Education and Organizational Change
University of California, Los Angeles
Dissertation: *Enhancing Classrooms and Conversations: How Interactions with Faculty Predict Change in Students' Spirituality in College*. Chair: Linda J. Sax
- 2009 M.A., Higher Education and Organizational Change
University of California, Los Angeles
- 2008 M.S. Ed., Higher Education and Student Affairs
Baylor University, Waco, Texas
- 1996 B.S., Fashion Merchandising; Magna Cum Laude
Northern Arizona University, Flagstaff, Arizona

Research Interests

College student development; Campus climate; Spirituality and religion in college; Student-faculty interaction, pedagogy, and student success; Interfaith experiences in college; Gendered aspects of spiritual development in college; Conditional effects of gender.

Academic and Research Positions

Assistant Professor of Higher Education, August 2017 to present

Coordinator of Higher Education Programs, August 2019 to present

Educational Leadership, Policy, & Foundations, School of Education

University of Missouri Kansas City, Kansas City, MO

- Teach graduate level courses related to the topics of College Student Affairs, College Student Development Theory, History of Higher Education, and Assessment.
- Publish scholarly work related to college student development and research interests.
- Supervise and mentor master's and doctoral level students.
- Develop and implement recruitment and assessment strategies for the MA in Higher Education Administration and the Doctorate in Education: Higher Education Administration.

Adjunct Professor, August 2016 to June 2017

Baylor Interdisciplinary Core, Honors College

Educational Leadership, School of Education

Baylor University, Waco, TX

- Teach introductory freshman experience course in the Baylor Interdisciplinary Core.
- Teach graduate seminar in research and assessment in higher education course.

Assistant Director, August 2015 to December 2016

Academy for Teaching and Learning

Baylor University, Waco, TX

- Coordinate Seminars for Excellence in Teaching by recruiting faculty to present on compelling topics related to teaching, recruit participants, coordinate logistics.
- Teach programs as needed on topics related to informal and formal assessment, teaching, student development, and gender issues in higher education.
- Develop grant and conference proposals.
- Manage Graduate Fellows.

Postdoctoral Associate, September 2014 to August 2015

New York University Steinhardt, New York, NY

Interfaith Diversity Attitudes and Experiences Longitudinal Survey (IDEALS), Principal Investigators: Dr. Matthew Mayhew (NYU), Center for Research on Higher Education Outcomes and Dr. Alyssa Rockenbach (NCSU)

- Recruit a national set of institutions to participate in the study.
- Author and co-author papers from existing data.
- Develop grant and conference proposals.
- Manage day-to-day activities of the research project, including graduate research assistants, marketing, administration, and budget management.

Assessment and Research Analyst, August 2013 to August 2014

University of California, Los Angeles

Student Affairs Information and Research Office

- Improve capacity for assessment in division of student affairs, including identification of data, analysis, and reporting.
- Develop assessment skills of student affairs professionals across functional areas.
- Produce research briefs as needed for various stakeholders.
- Create and administer student affairs assessments as needed.

Research Consultant, May 2013 to May 2017

SKG Analysis, Burlingame, CA 94010

- Develop survey for 2500 participants of ACS Scholars Program, including survey design, pilot testing, and recruitment of participants. Prepare data for analysis.
- Clean, organize, and analyze data for a national study of Chemistry graduate students. Provide data interpretation, presentation, and writing support for final report.

Graduate Research Analyst and Postdoctoral Researcher, May 2011 to August 2013

University of California, Los Angeles

Trends in the Determinants of Gender Segregation across STEM Majors (1976-2006) project, Principal Investigator: Dr. Linda Sax (UCLA). Funded by the National Science Foundation (NSF)

- Co-author proposal for NSF-funded RFP.
- Coordinate budget, project planning, and status of various aspects of the overall project.
- Oversee quantitative analysis for project, manage graduate students.
- Co-author conference proposals, papers, and reporting for NSF.

Funded Research Activities

Collaborative Research: Practices and Research on Student Pathways in Education from Community College and Transfer Students in STEM (PROSPECT S-STEM)

(Award: 2138074)

Funder: National Science Foundation.

Date: April 2022 – March 2027

My role: Co-Principal Investigator (Michelle Maher, Ph.D. UMKC, PI)

Award: \$583, 172

Study: Conduct and disseminate research addressing the following: the nature of 2- & 4-year colleges' partnership and varied interventions used across S-STEM programs to support Scholars before and after the transition process, identify successful partnerships and design principles of S-STEM projects. The project will produce research based in

best practices in mentoring and broadening participate in STEM through 2- & 4-year college partnerships as a part of a multi-campus HUB team.

STEM and Belief in UK and US Higher Education

Funder: International Research Network for the Study of Science and Belief in Society.

Date: July 2022 – June 2023

My role: Co-Investigator (Lucy Peacock, Ph.D., Coventry University UK, PI)

Award: \$18,772 GBP

Study: To promote meaningful university STEM opportunities for underrepresented belief groups, this project will four research questions in a mixed-methods approach: 1) How do UK STEM students' lived experiences of belief intersect with their identities as scientists? 2) How do UK STEM students' attitudes and behaviours in relation to belief diversity change during one academic year in comparison to US STEM students? 3) How do different aspects of UK and US university life impact STEM students' interfaith learning and development? 4) What are the implications of our learning for fostering STEM university experiences inclusive of belief diversity?

ECR: BCSEER: Conference: Integrating STEM Education Research Collaboration for Regional Prosperity (Award: 2025270)

Funder: National Science Foundation.

Date: October 2020 – September 2022

My role: Co-Principal Investigator (Alexis Petri, Ed.D. UMKC, PI)

Award: \$100,000

Study: Support STEM workforce development in the Kansas City metro through interdisciplinary innovation. Funding supports a deconstructed conference experience and creation of networked improvement communities (NICs) focused on identifying pressing issues and solutions for expanding access to STEM and opportunities for workforce development in K-20 and beyond.

Website: <https://sites.google.com/umsystem.edu/integrating-stem/home>

Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University.

Funder: National Coalition for Girl's Schools

Date: August 2017-January 2019

My role: Principal Investigator

Award: \$43,000

Study: Update a 2009 study on women graduates of single sex high schools as they enter colleges. Study uses a multi-level approach to better understand the effect of participation in single-sex high schools at college entry.

The Role of College Experiences in the Development of Self-Authored Worldview Commitment for First-Year STEM Students.

Funder: This research was made possible through the generous support of The Andrew W. Mellon Foundation, Interfaith Youth Core, Dr. Matthew Mayhew, and Dr. Alyssa Rockenbach.

Date: October 2017-December 2018

My role: Co-Principal Investigator (in partnership with Dr. Kate Lehman, Co-Principal Investigator, UCLA, and Emily Sandval, M.S., Baylor University)

Award: \$7,500

Study: Examine how students within STEM develop a spiritual or worldview commitment and how their experiences within their major may foster or hinder the development of a spiritual commitment.

Grant Proposals Submitted

S-STEM: Integrating STEM+KC: Supporting the Region's NextSTEM Workforce
(under review)

Funder: National Science Foundation.

Submitted: January 2022

Dates of Proposal: January 2023 – December 2029

My role: Co-Principal Investigator (Majid Bani-Yaghoub, Ph.D. UMKC, PI)

S-STEM: Integrating STEM + KC Uplift Scholars Program (unfunded)

Submitted to: National Science Foundation.

Submitted: April 2021

My role: Co-Principal Investigator (Alexis Petri, Ed.D. UMKC, PI)

**NRT-FW-HTF: Creating an Equitable Future through Community-Driven
Technology Development** (unfunded)

Submitted to: National Science Foundation.

Submitted: February 2021

My role: Co-Principal Investigator (Jacob Marszalek, Ph.D. UMKC, PI)

**College Student Sense of Belonging in a Global Pandemic: The Role of Student-
Faculty Interactions across a Changing Instructional Landscape** (unfunded)

Submitted to: Spencer Foundation

Submitted: November 2020

My role: Principal Investigator

**College Student Sense of Belonging in a Swift Move to Online Instruction in the
Face of Campus Closure** (unfunded)

Submitted to: Spencer Foundation

Submitted: June 2020

My role: Principal Investigator

**NRT-FW-HTF: Creating an Equitable Future through Community-Driven
Technology Development** (unfunded)

Submitted to: National Science Foundation.

Submitted: February 2020

My role: Co-Principal Investigator (Jacob Marszalek, Ph.D. UMKC, PI)

**Facilitating Faculty Success in Intentionally-Inclusive Engagement Practices
Across STEM Disciplines.** (unfunded)

Submitted to: National Science Foundation.

Submitted: December 2019

My role: Co-Principal Investigator (Dan MacIntosh, Ph.D., UMKC, PI)

The Role of Spirituality as a Source of Support for Collegiate STEM Majors
(unfunded)

Submitted to: Spencer Foundation

Submitted: January 2019

My role: Principal Investigator

**An Integrated STEM Ecosystem: A Role Model for Transforming the Higher-
Education Gateway.** (unfunded)

Submitted to: National Science Foundation.

Submitted: December 2018

My role: Co-Investigator (Dan MacIntosh, Ph.D., UMKC, PI)

Publications

Refereed Publications in Press (ordered by year, then alphabetical):

- Riggers-Piehl, T. A.**, Lucchi, A. King, K.L., & Lim, G. (2023). *Political Participation and Social Engagement at Girls' and Coeducational High Schools: A Comparative Study*. *Journal of Youth Studies*. <https://doi.org/10.1080/13676261.2023.2174006>
- Hovey, C.L., Lehman, K.J., & **Riggers-Piehl, T.A.** (2022). Departmental culture and pedagogical choices: Student centered teaching in introductory computing classes. In *SIGCSE '22: Proceedings of the 53rd ACM Technical Symposium on Computing Science Education*. Providence, RI: ACM.
- Soysal, D., Bani-Yaghoub, M., **Riggers-Piehl, T.A.** (2022). Anxiety, motivation, and confidence of STEM students during the COVID-19 pandemic. *International Journal of Mathematics Education*, 17(2). <https://doi.org/10.29333/iejme/11836>
- Soysal, D., Bani-Yaghoub, M., **Riggers-Piehl, T.A.** (2022). A machine learning approach to evaluate variables of math anxiety in STEM students. *Educational Studies in Math*, 7, em1025. <https://doi.org/10.29333/pr/11978>
- Riggers-Piehl, T.**, Dahl, L. S., Staples, B. A., Selznick, B. S., Mayhew, M. J., & Rockenbach, A. N. (2021). Being evangelical is complicated: How students' identities and experiences moderate their experiences of campus climate. *Review of Religious Research*. DOI: 10.1007/s13644-021-00472-z
- Blevins, B., LeCompte, K., **Riggers-Piehl, T.**, Scholten, N., Magill, K, (2020). IEngage: The Impact of an Action Civics Program on the Community and Political Engagement of Youth. *The Social Studies*. DOI: 10.1080/00377996.2020.1854163
- Riggers-Piehl, T.A.**, Lehman, K.L, & Sandvall, E. (2020). The role of college experiences in the development of self-authored worldview commitment for first-year STEM students. *Journal of First-Year Experiences and Students in Transition*, 32.2.
- Hovey, C.L., Lehman, K.J & **Riggers-Piehl, T.A.** (2020). Linking faculty attitudes to pedagogical choices: Student-centered teaching in introductory computing classes. In *SIGCSE '20: Proceedings of the 51st ACM Technical Symposium on Computing Science Education*. New York, NY: ACM.
- LeCompte, K., Blevins, B., & **Riggers-Piehl, T.A.** (2020). Developing civic competence through Action Civics: A longitudinal study. *Journal of Social Studies Research*, 44, 127-137. <https://doi.org/10.1016/j.jssr.2019.03.002>
- Mayhew, M. J., Bowman, N. A., Rockenbach, A. N., Selznick, B., & **Riggers-Piehl, T. A.** (2018). Appreciative attitudes toward Jews among non-Jewish U.S. college students. *Journal of College Student Development*, 59(1).
- Rockenbach, A. N., Bowman, N. A., **Riggers-Piehl, T. A.**, Mayhew, M. J., & Crandall, R. E. (2018). Respecting the LDS/Mormon Minority on Campus: College Students' Attitudes toward Latter-day Saints. *Journal for the Scientific Study of Religion*, 56(4): 798-819. DOI: 10.1111/jssr.12481
- Riggers-Piehl, T. A.** & Sax, L. J. (2018), Enhancing the Spirit: How Interactions with Faculty Influence Students' Meaning-Making and Spiritual Quest in College. *Journal of College and Character*, 19(2), 101-119. DOI: 10.1080/2194587X.2018.1445642

- Bowman, N. A., Rockenbach, A. N., Mayhew, M. J., **Riggers-Piehl, T. A.**, & Hudson, T. D. (2017). College students' appreciative attitudes toward atheists. *Research in Higher Education*, 58(1), 98-118.
- Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Lo, M. A., Starcke, M., & **Riggers-Piehl, T.**, & Crandall, R. E. (2017). Expanding perspectives on evangelicalism: How non-evangelical students appreciate Evangelical Christianity. *Review of Religious Research*, 59, 207-230. DOI: 10.1007/s13644-017-0283-8
- Rockenbach, A. N., Mayhew, M. J., Bowman, N. A., Morin, S. M., & **Riggers-Piehl, T. A.** (2017). An examination of non-Muslim college students' attitudes toward Muslims. *Journal of Higher Education*, 88(4), 479-504.
- Rockenbach, A. N., **Riggers-Piehl, T.**, Garvey, J., Lo, M., & Mayhew, M. J. (2016). The influence of campus climate and interfaith engagement on self-authored worldview commitment and pluralism orientation across sexual and gender identities. *Research in Higher Education*, 57(4), 497-517. DOI: 10.1007/s11162-015-9395-6
- Riggers-Piehl, T. A.**, & Lehman, K. (2016). Modeling the Relationship between Campus Spiritual Climate and the Sense of Belonging for Christian, Muslim, and Jewish Students. *Religion and Education*, 43(3), 247-270. DOI: 10.1080/15507394.2016.1175843
- Kanny, M.A., Sax, L. J., & **Riggers-Piehl, T.A.** (2014), Investigating forty years of STEM research: How explanations for the gender gap have evolved over time. *Journal of Women and Minorities in Engineering*, 20(2), 127-148. DOI: 10.1617/JWomenMinorScienEng.2014007246
- Sax, L. J., Kanny, M.A., **Riggers-Piehl, T. A.**, Whang, H., & Paulson, L. (2015). "But I'm not good at math": The changing salience of mathematical self-concept in shaping women's and men's stem aspirations. *Research in Higher Education*, 56(8): 813-842. DOI: 10.1007/s11162-015-9375-x.
- Sax, L. J., **Riggers, T. A.**, & Eagan, M. K. (2013). The role of single-sex education in academic engagement of college-bound women: A multilevel analysis. *Teachers College Record*, 115 (1).

Refereed Publications Under Review or Accepted:

Research Reports:

- Riggers-Piehl, T.A.**, Lim, G., & King, K. (2018). *Fostering academic and social engagement: An investigation into the effects of all-girls education in the transition to university*. Los Angeles, CA: Higher Education Research Institute.
- Riggers-Piehl, T.** (2017). *Data analysis and report: 2013-2016 iEngage Summer Civics Program*. Prepared for Dr. Brooke Blevins and Dr. Karon LeCompte, Principal Investigators, *iEngage Civics Program*, School of Education, Baylor University (Waco, TX).
- Riggers-Piehl, T.**, Jemison, R., & Hernandez, C. (2016). *Data analysis and report of 2016 ACS Scholars Program Current and Alumni Scholars Survey*. Prepared for the Educational Division of the American Chemical Society (Washington, D.C.).

Book Chapters:

- Riggers-Piehl, T. A.** (2016), Finding Meaning and Purpose in Loss: Insights into Spiritual Aspects of the Grieving Process of College Students. In Terence Hicks (Ed.),

Spirituality Research Studies in Higher Education. Lanham, MD: University Press of America, Inc.

Riggers, T. A. and Sax, L.J. (2011). College Student Development. In Barbara J. Bank (Ed.), *Gender and Higher Education*. Baltimore, MD: Johns Hopkins University Press.

Publications in Progress:

Parker, L. & **Riggers-Piehl, T. A.** (2021). *A foul smelling rose? History and impact of oppressive place names on American higher education campuses; strategies for confrontation and change*. (In progress, Spring 2023).

Riggers-Piehl, T. A., & Maher, M. *Seeing red: Making sense of university budget processes in the wake of COVID-19*. (In progress, Spring 2023).

Riggers-Piehl, T. A., King, K.L., & Lim, G. *Investigating the role of all-girls schooling in academic engagement and college readiness: A multilevel analysis*. (In progress, Spring 2023).

Scholarly Presentations

Refereed Presentations: (By date)

Riggers-Piehl, T.A. & Young, R. (2023). "You gotta be a part of the ecosystem.:" The Role of Academic Advisor Belonging in Role Efficacy. Poster Presentation at the 2023 NACADA 7 Regional Conference, Oklahoma City, OK. February, 2023.

Hovey, C.L., Lehman, K.J & **Riggers-Piehl, T.A.** (2022). Departmental culture and pedagogical choices: Student centered teaching in introductory computing classes. Presentation at the 53rd ACM Technical Symposium on Computing Science Education. Providence, RI. March 2022

Riggers-Piehl, T. & Maher, M. (2021). Seeing Red: Making Sense of University Budget Processes in the Wake of COVID-19. Presentation at the 2021 Association for the Study of Higher Education Annual Meeting, San Juan, Puerto Rico. November 2021.

Parker, L. & **Riggers-Piehl, T. A.** (2021). A foul smelling rose? History and impact of oppressive place names on American higher education campuses; strategies for confrontation and change. Presentation at the 2021 Annual Meeting, Organization of Educational Historians, Virtual.

Riggers-Piehl, T. A., Lucchi, A. King, K.L., & Lim, G. (2020). Political participation and social engagement at girls' and coeducational high schools: A comparative study. Presentation at the 2020 Annual Meeting, Association for the Study of Higher Education, Virtual.

Hovey, C.L. & **Riggers-Piehl, T.A.** (2020). Linking faculty attitudes to pedagogical choices: Student-centered teaching in introductory computing classes. BRAID Research Symposium, Virtual.

Riggers-Piehl, T.A., Dahl, L.S., Staples, B.A., Mayhew, M.J., Rockenbach, A. (2019). Understanding evangelical students' perceptions of campus climate through a cultural congruity lens. Roundtable conducted at the 2019 Annual Meeting, Association for the Study of Higher Education, Portland, OR.

Riggers-Piehl, T.A., King, K., & Lim, G. (2019). Investigating the role of all-girls schooling in academic achievement and college readiness: A multilevel analysis. Presentation at the 2019 Annual Meeting, Association for the Study of Higher Education, Portland, OR

Riggers-Piehl, T.A. (2019). Team teaching in higher education history: Using graduate students' interests and developing expertise to engage them in learning. Presentation at the Organization of Educational Historians annual meeting, Kansas City, MO.

LeCompte, K., **Riggers-Piehl, T.A.,** Blevins, B., Scholten, N. (2019, April) Transforming Youth as Civic Participants: Educating for Community and Political Engagement. Paper Presentation at the 2019 Annual Meeting, American Educational Research Association, Toronto, Ontario (CAN).

Riggers-Piehl, T. A., (2018, November). In K. J. Lehman (Chair), *Catching the spirit: A discussion on the role of spirituality and diversity in the experience of STEM students*. Symposium conducted at the 2018 Annual Meeting, Association for the Study of Higher Education, Tampa, FL.

Riggers-Piehl, T. A., Lehman, K.J. & Sandvall, E.S. (2018, September). The role of college experiences in the development of self-authored worldview commitment for first-year stem students. Paper Presentation at the IDEALS Symposium: Building Research and Practice, Atlanta, GA.

Blevins, B., LeCompte, K., & **Riggers-Piehl, T.A.** (2018, April). Developing civic competence through action civics: a longitudinal look at the data. Paper Presentation at the 2018 Annual Meeting, American Educational Research Association, New York, NY.

Lehman, K.J. & **Riggers-Piehl, T.A.** (2017, April) STEM students' soft skills: Differences in men's and women's views on leadership, politics, and spirituality. Paper Presentation at the 2017 Annual Meeting, American Educational Research Association, San Antonio, TX.

Invited Presentations or Guest Speaker/Teacher:

Riggers-Piehl, T. A. (2021, April), *Women in Leadership: STEM and Beyond*, ECS1111: Women in Leadership, Baylor University, Waco, TX.

Riggers-Piehl, T. A. (2020, March), *Women in Leadership: STEM and Beyond*, ECS1111: Women in Leadership, Baylor University, Waco, TX.

Riggers-Piehl, T.A. (2019, June). "*Fostering academic and social engagement: An investigation into the effects of all-girls education in the transition to the university.*" Research presented at the National Coalition of Girls' Schools Annual Conference, Los Angeles, CA.

Riggers-Piehl, T. A. (2019, March), *Women in STEM: What We Know Now*, ECS1111: Women in Leadership, Baylor University, Waco, TX.

Riggers-Piehl, T.A. (2018, October). "*The role of single-sex education for college-bound women, revisited: A multilevel analysis.*" Research presented at the Educating Girls' Symposium, hosted by the National Coalition for Girls' Schools, Cleveland, OH.

Riggers-Piehl, T.A. (2018, June). "*The role of single-sex education for college-bound women, revisited: A multilevel analysis.*" Research presented at the Global Forum

on Girls' Education II, hosted by the National Coalition for Girls' Schools, Washington, D.C.

Riggers-Piehl, T. A. (2017, October), *Women in STEM: What We Know Now*, ECS1111: Women in Leadership, Baylor University, Waco, TX.

Riggers-Piehl, T.A. (2017, September), *On Becoming a Scholar*, Doctoral Women's Pro-Seminar Luncheon, School of Education, University of Missouri, Kansas City.

Teaching and Advising Experience:

Courses Taught:

University of Missouri, Kansas City (2017 to present)

- Introduction to Doctoral Research Methods (EDRP 5608)
- Student Affairs Administration (EDUL 5551)
- The College Student (EDUL 5556)
- Advanced Student Development Theory (EDUL 5558)
- History of Higher Education (EDUL 5564)
- Higher Education Capstone (EDUL 5567)
- Higher Education Internship (EDUL 5571)
- Introduction to Doctoral Study (EDUL 5604)
- Assessment and Evaluation in Higher Education Research and Practice (Special Topics; EDUL 5635)
- Problems and Issues in Higher Education (EDUL 5685)

Baylor University, Waco, TX (2016-2017)

- The Examined Life (Baylor Interdisciplinary Core)
- Research Applications in Higher Education

Doctoral Advising Experience:

Dissertations (Completed):

- Chaired:
 - Begley, Laura. (May, 2018), Doctor of Education (UMKC)
 - Chelladurai, Cary (June, 2018), Doctor of Education (UMKC)
 - Wyatt, Sybil. (May 2019), Doctor of Education (UMKC)
 - Hemmings, Roland (May, 2021), Doctor of Education (UMKC)
- Primary Methodologist
 - Derrit, Shawn (May, 2018), Doctor of Education (UMKC)
 - Haws, Andrew (May, 2020), Doctor of Education (UMKC)
 - Soberon, April (May, 2022), Doctor of Education (UMKC)
 - Wallace, Deyrle (May, 2021), Doctor of Education (UMKC)

Dissertation Committees as Chair or Primary Methodologist (In Progress):

- Chair:
 - Lucchi, Addison (expected May, 2023) Interdisciplinary Ph.D. (UMKC)
 - Miller, Kimberley (expected December, 2022), Doctor of Education (UMKC)
 - McCullough, LaDonna (expected May, 2023) Interdisciplinary Ph.D. (UMKC)
 - Woolston, Wendy (expected May, 2022), Doctor of Education (UMKC)
- Primary Methodologist:
 - Haferkamp McQuinn, Sarah (exp. Dec., 2023), Doctor of Education (UMKC)

Related Student Affairs Experience:

Total Membership Education Advisor, Alpha Delta Pi Sorority, August 2006 to present
Baylor University, Waco, Texas: 2006 – 2008, 2015 - 2017
University of California, Los Angeles, 2011 – 2016

- Oversee membership education including new member education, continuing member training, leadership programming, scholarship program, and academic advancement initiatives.
- Advise the chapter Membership Education Vice-President, chapter President and chapter executive board as needed.
- Provide expertise to national organization through area-wide training sessions for advisors and students.

Greek Life Liaison, Graduate Assistant, August 2006 to May 2008
Baylor University, Waco, Texas
Office of Spiritual Life,

- Supported student organizations and taught workshops on student involvement, self-care and grief counseling
- Advised student chaplains of Greek organizations
- Participated in administrative and search committees

Coordinator of Football Operations, July 2003 to June 2005

Fitness Center Director, June 2005 to July 2006

Greenville College, Greenville, Illinois
Greenville College Athletic Department

- Managed daily operation of football program, including overseeing student staff, organizing meetings, coordinating team travel and home game operations
- Managed daily operation of fitness center, including overseeing staff, budget, facility and memberships

Awards and Honors

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|-------------|---|
| 2022 | 2021-2022 Chancellor's Early Career Award for Excellence in Teaching
University of Missouri - Kansas City |
| 2019 | Contributing Scholar
Selected by the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) team to lead the development and publication of a paper from their data. |
| 2017 | Most Influential Educators
One of 150 faculty or staff to be recognized by freshman as the most influential person to their success in Fall 2016, New Student Experience. |
| 2014 | Dissertation of the Year <ul style="list-style-type: none">- Religion and Education SIG, American Educational Research Assoc.- Dalton Institute for College Student Values
Florida State University |

Professional Involvement and Service

Memberships:

Association for the Study of Higher Education

- Conference Program Committee (Section Chair): 2022
- Conference Proposal Reviewer: 2010 to present
- Session Chair: 2012
- Discussant: 2017, 2020
- Member, ASHE at 50 Professional Development Workgroup
- Member, Dissertation of the Year Committee (2017-2020)

American Educational Research Association

- Conference Proposal Reviewer: 2014, 2018 to present
- Member, Religion and Education Special Interest Group (SIG): 2013-present
- Secretary/Treasurer, Religion and Education SIG: 2018-2020
- Chair, Dissertation of the Year Committee, Religion and Education SIG: 2019-2020

Society for the Study of Religion

NASPA: Student Affairs Administrators in Higher Education

- Conference proposal reviewer: 2011, 2012

Additional Service:

2017 – present

Associate Editor

2014 - 2017

Column Editor (Spirituality on Campus Column)
Journal of College and Character (De Gruyter)

2020 – present

Faculty Peer Review Corps, UMKC representative, UM System
The FPRC are faculty members with extensive experience in online teaching, learning, and course design who have been trained to review and assess online course designs to ensure that they meet the UM System-wide quality standards.

2010 – present

Editorial Reviewer

Death Studies (Routledge), 2010 - present
Journal of Higher Education (Ohio State University Press), 2012 - present
Journal of College and Character (De Gruyter), 2012 – present
Religion and Education (Taylor and Francis), 2015 - present
Research in Higher Education (Springer), 2015 – present

2014 – present

Grant Application Reviewer, Paul P. Fidler Research Grant