

# KAYLA M. JOHNSON, PhD

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## APPOINTMENTS

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### **University of Kentucky**, *Department of Educational Policy Studies & Evaluation*

Assistant Professor (tenure-track)	August 2020-
Director, Graduate Certificate in International Education	January 2021-
Coordinator, EPE 301 Education in American Culture	July 2021-

### **Centro Educativo Pallata Ayllu/Pallata Community Education Center** (Cusco, Peru)

Co-Founder & Co-Director of educational non-profit	2016-
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### **University of Cincinnati**, *Educational Leadership & Policy Studies Program*

Visiting Assistant Professor of Higher Education	2019-20
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### **McGill University**, *Department of Integrated Studies in Education*

Postdoctoral Researcher	2018-19
Course Lecturer	2017-18

### **Pennsylvania State University**, *Department of Educational Policy Studies*

Instructor of Higher Education	2017-19
Affiliate Scholar in the Center for the Study of Higher Education	2017-18

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## EDUCATION

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<b>Ph.D.</b> 2017	<b>Pennsylvania State University</b> , <i>University Park, PA</i> Higher Education & Comparative and International Education (dual-title) Graduate Certificate in Online Teaching and Learning
<b>M.S.</b> 2014	<b>University of Kentucky</b> , <i>Lexington, KY</i> Higher Education Graduate Certificate in International Education
<b>B.A.</b> 2012	<b>Marshall University</b> , <i>Huntington, WV</i> Secondary Education, English, & French Special Honors: Summa Cum Laude, Presidential Leadership Award

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## PUBLISHED SCHOLARSHIP

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(\*student co-author)

### *Refereed Journal Articles—*

Johnson, K. M., & Levitan, J. (advance online publication, expected in-print 2022). Rural Indigenous students' experiences in Peruvian urban higher education: Interweaving ecological systems of coloniality, community, barriers, and opportunities. *Diaspora, Indigenous, & Minority Education*. Special Issue: Urban Indigenous Education

Johnson, K. M., & Levitan, J. (2021). Learning on the mountain: COVID-19, educational inequities, and community-informed policy in Peru. *NORRAG, Special Issue 06: States of Emergency: Education in the Time of Covid-19*, 22-25.

- Johnson, K. M., Caldwell, L., Malinsky, A.\*, Bates, S.\*, Distasio, N.\*, & Boricich, M.\* (2021). Respecting the game: Foreign tours as academic engagement opportunities for intercollegiate student-athletes. *Journal for the Study of Sports and Athletes in Education*.
- Johnson, K. M., & Levitan, J. (2021). Exploring the identities and experiences of rural first-generation Indigenous students using photo-cued interviewing. *SAGE Research Methods Cases*.
- Johnson, K. M. (2020). Hotdog as metaphor: (Co)Developing stories of learning through photo-cued interviewing. *Teachers College Record*, 122(9).
- Levitan, J., & Johnson, K. M. (2020). Salir adelante: Collaboratively developing culturally-grounded curriculum with marginalized communities. *American Journal of Education*, 126(2), 195-230.
- Johnson, K. M., & Levitan, J. (2020). Identity, culture, and iterative curriculum development: Collaborating with girls from Indigenous communities to improve education. *International Journal of Student Voice*, 7. Special Issue: Centering Girls' Voices in Education Policy and Practice (invited)
- Johnson, K. M. (2018). Deliberate (mis)representations: A case study of teacher influence on student authenticity and voice in study abroad assessment. *International Journal of Student Voice*, 3(4), 1-58.
- Johnson, K. M. (2018). "You learn how to experience yourself": A photo-cued analysis of student empowerment in study abroad. *Journal of Comparative and International Higher Education*, 10.
- Johnson, K. M., & Mansur, N. (2017). Embracing the international imperative at liberal arts institutions: A case study in internationalization. *Higher Education in Review, Special Vol. 2*.
- Johnson, K. M. (2016). Becoming 20 million strong: Prioritizing support for education abroad programming in the Higher Education Act. *Higher Education in Review, Special Issue*, 47-59.

#### **Refereed Book Chapters—**

- Johnson, K. M. (accepted, 2022). Making meaning and planning change with students using photo-cued interviewing. In M. Brasof & J. Levitan (Eds.), *Handbook of Student Voice Research Methods*. Teachers College Press.

#### **Refereed Book Reviews—**

- Johnson, K. M. (2015). Review of "Aspiring Adults Adrift: Tentative Transitions of College Graduates". *American Journal of Education*, 121(4), 633–636.

#### **Manuscripts Under Review—**

- Incio Serra, N.\*, Levitan, J., Johnson, K. M., & Starr, L. (revise & resubmit). Peruvian Indigenous female students' lives: A daily exercise in resilience. *International Journal of Qualitative Studies in Education*.
- Johnson, K. M. (under review). Destination: Wokeness? Domestic educational travel as a conscientizing practice. *Frontiers: The Interdisciplinary Journal of Study Abroad*.

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**FUNDED RESEARCH**

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***Externally-Funded Research—***

\$25,000 CAD Co-PI. (2019-21). *Yachay Ayni: Building Culturally-Grounded E-Learning Opportunities with Indigenous Students in Peru*. Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grant. Ranked 10<sup>th</sup>.

\$24,984 CAD PI. (2018-20). *The Critical Issues Summit: Engaging and Empowering Students to be Global Change Agents*. SSHRC Partnership Engage Grant. Ranked 4<sup>th</sup>.

\$74,644 CAD Co-PI. (2018-20). *The Impact of Postsecondary Education on First-Generation Indigenous Student Identity in the Peruvian Andes*. SSHRC Insight Development Grant. Ranked 4<sup>th</sup>.

\$46,295 CAD Co-PI. (2018-19). *Gathering Community Knowledge, Practices, and Traditions to Inform Curriculum Development: A Symposium on Research for Indigenous Curriculum Design*. SSHRC Connections Grant, Indigenous Research Capacity and Reconciliation. Ranked 5<sup>th</sup>.

***Internally-Funded Research—***

\$7,000 USD PI. (2021). *Yachay Ayni 2.0: Reimagining Teaching and Learning in Rural Indigenous Communities in Peru in Response to COVID-19*. University of Kentucky Research and Creative Activities Award.

\$1,000 USD PI. (2016). *Penn State Comparative and International Education Department Summer Research Grant*. Penn State Department of Education Policy Studies.

\$2,500 USD Co-Applicant. (2016). *The Purposes and Future of Liberal Arts Institutions*. Penn State Department of Education Policy Studies.

\$1,000 USD PI. (2013). *Going Abroad for Graduate Admission: Assessing the Impact of Education Abroad on Graduate School Admissions Decisions*. University of Kentucky International Center Education Abroad Outcomes Research Grant.

***Under Review—***

\$366,120 CAD Collaborator. (2021, fall). *Salir Adelante Disrupted: Exploring the Impact of Covid-19 on Educational Trajectories of Rural Indigenous Youth in the Peruvian Andes*. SSHRC Insight Grant.

\$50,000 USD PI. (2021, summer). *Managing the Covid-19 Crisis with an Ethic of Care? A Mixed Methods Investigation of Institutional Supports and Students of Colors' Needs*. Spencer Foundation Small Research Grant.

***In Preparation—***

\$50,000 USD PI. (2022, spring). *Take Me Home, Country Roads? How Indigenous Graduates in Peru Negotiate Going Home Decisions*.

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**FUNDED FELLOWSHIPS & OTHER INITIATIVES**

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(\*under review)

2021\* *Fulbright Scholar Award: Seeking Solutions for Global Challenges: “Why (not) Finland: A Critical Research-to-Policy Study of International Student Mobility and Migration.”* Fulbright Finland Foundation. \$20,000 EUR stipend + travel and living.

KAYLA M. JOHNSON, PhD 3

- 2021\* “Improving Education around the World through Culturally-Grounded Educational Evaluation.” UK Women & Philanthropy Network. \$50,000 USD.
- 2020 *Virtual Speaker Series Grant*. University of Kentucky Confucius Institute. \$1,300 USD.
- 2015 *Foreign Language and Area Studies Graduate Fellowship*. U.S. Department of Education, to study Mandarin Chinese. \$15,000 USD stipend + tuition waiver.
- 2014-17 *Graduate Assistantship*. Penn State Department of Education Policy Studies. \$14,600 USD stipend + tuition waiver for 3 years.
- 2011 *FATITI Teaching Fellowship*. Fulbright Foundation and the Franco-American Teachers-in-Training Institute. \$9,600 EUR stipend + travel expenses.

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### **REFEREED CONFERENCE PAPER PRESENTATIONS**

(\*student co-author)

- Johnson, K. M., & Levitan, J. (2021). The ecologies of Indigenous students’ experiences in Peruvian institutos. ASHE. San Juan, PR.
- Johnson, K. M., & Levitan, J. (2021). Learning on the mountain: Illuminating educational inequities during Covid-19 to develop community-informed policy in Peru. UCEA. Columbus, OH.
- Johnson, K. M., Levitan, J., & Incio Serra, N. (2021). Rural Indigenous students’ access to and persistence in Peruvian higher education: Mapping an ecological systems understanding of oppression and resilience. CIES. Seattle, WA (virtual).
- Levitan, J., & Johnson, K. M. (2021). Yachay Ayni: Co-creating culturally grounded e-learning. CIES. Seattle, WA (virtual). Highlighted Session: “Indigenous Knowledge: For Resistance and Innovation.”
- Johnson, K. M., Levitan, J., & Incio Serra, N. (2020). Moneymaker, Maid, Malala, Mother: The shifting role identities of Indigenous postsecondary students in Peru. ASHE. New Orleans, LA (virtual).
- Johnson, K. M., Levitan, J., & Incio Serra, N. (2020). “It clashes”: The influence of higher education on Indigenous students’ personal identities. ASHE. New Orleans, LA (virtual).
- Levitan, J., Johnson, K. M., & Incio Serra, N. (2020). Comunidad, amistad, y pertenencia: Group identity of Indigenous students in Peru. ASHE. New Orleans, LA (virtual).
- Levitan, J., & Johnson, K. M. (2020). Yachay Ayni: (Re)building epistemological homes through grounding the schooling process in community knowledge. UCEA. San Juan, PR (virtual).
- Johnson, K. M., Levitan, J., & Incio Serra, N.\* (2020\*\*). The shifting and compounding roles of first-Generation Indigenous Students in Peru. vCIES. Miami, FL.
- Incio Serra, N.\*, Levitan, J., & Johnson, K. M. (2020\*\*). Personal identity development of first-generation Indigenous students in Peru. CIES. Miami, FL.
- Levitan, J., Johnson, K. M., & Incio Serra, N.\* (2020\*\*). Creating and re-connecting: Group identity of first-generation Indigenous students in Peru. CIES. Miami, FL.
- Johnson, K. M., Hashemi, N.\*, Stewart, A.\*, Lafrance, V.\*, Levitan, J., & Harvey, B. (2020\*\*). Innovate with empathy: A design thinking approach to international service-learning. ACPA. Nashville, TN.

- Johnson, K. M., Levitan, J., & Incio Serra, N.\* (2019). "Me rompió": Culture, higher education, and the breaking of first-generation Indigenous students. ASHE. Portland, OR.
- Johnson, K. M., Levitan, J., & Incio Serra, N.\* (2019). "Hay más que pueden hacer": Rural first-generation Indigenous students' reimagining of higher education. ASHE. Portland, OR.
- Johnson, K. M., Caldwell, L., Malinsky, A.\*, Bates, S.\*, Distasio, N.\*, & Boricich, M.\* (2019). Intercollegiate foreign tours and student-athlete academic engagement: An integrative learning case study. ASHE CIHE Pre-Conference. Portland, OR.
- Kuzio, A.\*, & Johnson, K. M. (2019). I-E-O international: Constructing an engagement model of study abroad. ASHE CIHE Pre-Conference. Portland, OR.
- Levitan, J., Brasof, M., Johnson, K. M., & Starr, L. (2019). Student voice research methods: From advocacy to robust approaches for engaging students in educational decision-making. UCEA. New Orleans, LA.
- Johnson, K. M., Levitan, J., & Incio Serra, N.\* (2019). "Porque todos llevan lo mismo:" Photo-based methods for exploring Indigenous student identity. CIES. San Francisco, CA.
- Incio Serra, N.\*, Levitan, J., & Johnson, K. M. (2019). "...Dónde yo vivo:" Using arts-based projects to explore Indigenous student identities. CIES. San Francisco, CA.
- Levitan, J., Johnson, K. M., & Incio Serra, N.\* (2019). Comparing methods: Understanding who we are through different research activities. CIES. San Francisco, CA.
- Levitan, J., Incio Serra, N.\*, & Johnson, K. M. (2019). "Aprendí a leer y comenzó a cambiar mi vida:" Exploring Indigenous student identity through interviews. CIES. San Francisco, CA.
- Muñoz Gonzalez, I., Johnson, K. M., Zapata Loyaza, M., & Levitan, J. (2019). International service-learning programs and social-emotional learning. CIES. San Francisco, CA.
- Johnson, K. M. (2019). "You learn how to experience yourself": A photo-cued investigation of student empowerment in study abroad. AERA. Toronto, ON.
- Levitan, J., Johnson, K. M., & Incio Serra, N.\* (2018). La influencia de la escuela rural en las identidades de los estudiantes: Aportes metodológicos a la investigación sobre identidad. Seminario Nacional de Investigación Educativa. Cusco, Peru.
- Johnson, K. M. (2018). The woke academy hits the road: A photo-cued investigation of the impact of educational travel on students' understandings of race issues in the US. ASHE. Tampa, FL.
- Levitan, J., & Johnson, K. M. (2018). Culturally responsive leadership from privileged positionalities: Grounding decisions in participant voice. UCEA. Houston, TX.
- Johnson, K. M., Incio Serra, N.\*, & Levitan, J. (2018). "El sol es la luz que nos alumbró nuestro camino:" Exploring the influence of culturally-grounded education on Indigenous identity through photos. CIES Northeast Regional Conference. Albany, NY.
- Johnson, K. M. (2018). "Picturing" intercultural competence: A photo-based approach to research in study abroad. Canadian Society for the Study of Education Conference. Regina, SK.
- Johnson, K. M., & Levitan, J. (2018). Understanding social-emotional learning in a travelling high school through self- and peer-assessment strategies. CIES. Mexico City, Mexico.
- Levitan, J., & Johnson, K. M. (2018). Social-emotional learning in international travel for high schoolers: A 2-year study. CIES. Mexico City, Mexico.

- Johnson, K. M. (2017). Focusing on the student lens: Photo-cued interviewing and “picturing” student learning abroad. UCEA. Denver, CO.
- Levitan, J., & Johnson, K. M. (2017). Salir adelante: Quechua students’ aspirations and the complexity of culturally responsive curriculum. UCEA. Denver, CO.
- Johnson, K. M. (2017). Using photo-cued reflective interviewing to examine incidental learning in short-term study abroad. AERA. San Antonio, TX.
- Johnson, K. M., & Levitan, J. (2017). “We had to check our dignity at the door:” Social-emotional learning in for-profit international travel. AERA. San Antonio, TX.
- Johnson, K. M., & Schreiber, C. (2017). Graduate student-run education journals: A mixed methods approach to understanding characteristics and challenges. AERA. San Antonio, TX.
- Johnson, K. M. (2017). “We curate what we think is beautiful:” Reflection, representation, and power in study abroad assessment. CIES. Atlanta, GA.
- Johnson, K. M., & Levitan, J. (2017). Getting the whole picture: Data triangulation and evidence comparison in international education learning assessment. CIES. Atlanta, GA.
- Johnson, K. M., & Mansur, N. (2017). Embracing the international imperative at liberal arts institutions: A case study. CIES. Atlanta, GA.
- Murphy, E., Johnson, K. M., & Levitan, J. (2016). Why we REALLY travel: Measuring non-cognitive learning outcomes of short-term study abroad programs for high school students. Harvard Graduate School of Education International Education Policy Alumni Conference. Cambridge, MA.
- Johnson, K. M. (2016). Accessing the world: How minorities participate in study abroad, how they don’t, and what we can do about it. CIES. Vancouver, BC.
- Johnson, K. M., & Barkauskas, N. (2015). “Education in American society is...:” Constructivist analysis of pre-service teacher perceptions of equity and equality in American public education. UCEA. San Diego, CA.
- Johnson, K. M. (2015). Going abroad for graduate admission: Assessing the impact of education abroad on graduate school admissions decisions. CIES. Washington, DC.

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## **INVITED SPEAKING ENGAGEMENTS**

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### *Talks—*

- 2021 “Community-Based Research Methods”. Universidad de Anáhuac. Mexico (virtual).
- 2020 “Conducting Collaborative Visual Research with Indigenous Students in Peru: Strategies, Ethics Enacted, and Lessons Learned”. University of Kentucky Community of Applied Research and Evaluation.
- 2020 “El Impacto de la Educación Superior en al Bienestar y el Desarrollo de la Identidad de los Estudiantes Indígenas”. Grupo de Análisis para el Desarrollo (GRADE). Lima, Peru.
- 2019 “Doing Good Research Well: Socially-Just Approaches for Collaborating with Marginalized Communities as an Outsider”. UCEA Graduate Student Development Webinar.

### ***Panels & Workshops—***

- 2021 “Bringing it Home: Frameworks for Applying International Lessons Locally”. University of Florida & Belarus Pedagogical State University.
- 2020 Education Abroad & Global Citizenship: “Visual Representation and Meaning Making”. Penn State Global Programs.
- 2020 Continuing the Diversity, Equity, & Inclusion Discussion: Gender & Equity: “From the Ohio River Valley to the Sacred Valley: Outsider-Insider Experiences in International Higher Education”. University of Kentucky College of Education.
- 2019 Issues in International Higher Education Research Roundtables: “International Community-Engaged Research”. ASHE CIHE Pre-Conference. Portland, OR.
- 2019 Mentoring Roundtables: “Navigating the Faculty Job Market in International Higher Education”. ASHE CIHE Pre-Conference. Portland, OR.
- 2019 “Whose Perspectives Matter? Disrupting Subaltern Forms of Leadership Through Student Voice”. UCEA Critical Conversations Session. New Orleans, LA.
- 2018 Graduate Student Workshop: “The Peer Review Process and Academic Publishing”. Penn State University Department of Education Policy Studies.
- 2016 “Creating and Sustaining Student-Run Publications: An AERA Pre-Conference Graduate Student Working Group Session”. (Workshop Co-Chair). AERA. Washington, DC.

### ***Guest Lectures—***

- 2021 “Leadership in International Educational Organizations.” SEM 610: Teacher Leadership in STEM Education (Instructor: Dr. Sahar Alameh). University of Kentucky.
- 2021 “Collaborating to Improve Education in the Peruvian Andes.” FYE 100: First-Year Composition: Global Indigenous Knowledge (Instructor: Dr. Jana Clinton). Juniata College.
- 2021 “Staying Grounded: Positioning and Growth in the De/Postcolonial Education Project.” EPA 691: Global Postcolonial Perspectives in Education (Instructor: Dr. Meseret Hailu). Arizona State University.
- 2020 “Collaborating as an Outsider-Insider: Developing Culturally-Grounded Curriculum with Marginalized Students and Communities”. EPE 663: Field Studies in Educational Institutions (Instructor: Dr. Beth Goldstein). University of Kentucky.
- 2020 “Addressing Opportunity Debt through Culturally-Grounded Curriculum and Photo-Cued Interviewing”. HIED 846: College Students and Their Success (Instructor: Dr. Kevin Kinser). Pennsylvania State University.
- 2020 “The Feminist Underpinnings of Photo-Cued Interviewing”. ECAR 8034: Feminist Qualitative Methodologies (Instructor: Dr. Miriam Raider-Roth). University of Cincinnati.
- 2019 “Making Meaning with Participants: Photo-Cued Interviewing, Indigenous Young Women, and Education Reform”. EPE 663: Field Studies in Educational Institutions (Instructor: Dr. Beth Goldstein). University of Kentucky.
- 2018 “Collaborative Monitoring & Evaluation between Education Leaders and Communities”. EDM 610: Leadership & Policy in Schools (Instructor: Dr. Blane Harvey). McGill University.

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**CONSULTANCY & OTHER RESEARCH REPORTS**

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(\*team project)

- 2019 \**Gathering community knowledge, practices, traditions, and values for future generations: Supporting Indigenous Education Authorities to conduct research for Indigenous curriculum design.* Report prepared for SSHRC. 22 pages.
- 2019 *Fellows Impact Report: 2018-2019.* Report prepared for Global Citizen Year. 108 pages.
- 2018 *2017 Student Impact Report.* Report prepared for Rustic Pathways, Inc. 96 pages.
- 2018 *Fellows Impact Report: 2017-2018.* Report prepared for Global Citizen Year. 114 pages.
- 2018 *Student Impact Report: 2017-2018.* Report prepared for Think Global School. 113 pages.
- 2017 \**2016 Student Impact Report.* Report prepared for Rustic Pathways, Inc. 126 pages.

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**PUBLIC SCHOLARSHIP & OUTREACH**

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- Levitan, J., & Johnson, K. M. (2020). Collaboratively developing culturally-grounded curriculum to foster social justice. *American Journal of Education (AJE) Forum.*
- Johnson, K. M. (2017). On the Rio Grande Community College levy defeat and the importance of higher education access in Appalachia. *Gallipolis Daily Tribune.*
- Johnson, K. M. (2016). Disrupting traditional post-secondary models: Reflections on *The Economist's* Higher Education Forum. *AJE Forum.*
- Johnson, K. M. (2016). From River Valley to the Sacred Valley: Local woman's work in education development in Peru. *Gallipolis Daily Tribune.*
- Johnson, K. M. (2015). Podcast: College for all. *AJE Forum.*
- Johnson, K. M. (2015). Analyzing the "college for all" argument: Dr. Stephen Brint's commentary on the effects of enrollment growth in higher education. *AJE Forum.*
- Johnson, K. M. (2015). Digging through the trash: Using garbage can decision making to promote curriculum integration. *AJE Forum.*

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**CREATIVE SCHOLARSHIP/ACTIVITIES**

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(\*team project)

- (2020, March). \**Transiciones.* A photography and student-voice exhibit that depicted the experiences of rural first-generation Indigenous students in Peru. Cusco, Peru.

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**TEACHING & COURSE DEVELOPMENT**

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**Graduate Teaching—**University of Kentucky (USA)

Advanced Field Studies (Qual 2)

Community-Based Participatory Action Research

Comparative Higher Ed

Diversity in Higher Ed

Intro to Field Studies in Education (Qual 1)

University of Cincinnati (USA)

Governance &amp; Policymaking in Higher Ed

Leadership for Social Justice

Introduction to Higher Ed

Master's Project/Thesis in Ed Studies



Pennsylvania State University (USA)  
College Students and Their Success  
Teaching and Learning in Higher Ed  
Leadership in Higher Ed  
Assessment & Evaluation in Higher Ed

McGill University (Canada)  
Issues in Educational Leadership  
Curriculum Development & Implementation

L'Institut Universitaire de Formation des Maîtres d'Amiens (France)  
Graduate Seminar in American Pedagogy

***Undergraduate Teaching—***

University of Kentucky  
Study Smarter Seminar  
Study Smarter Workshops

McGill University  
Communication in Education

Pennsylvania State University  
Special Topics: Qualitative Analysis of Student-Athlete Experiences in Cuba  
Education in American Society

***K-12 Teaching—***

Lycée Eduoard Gand, Amiens, France  
English as a Foreign Language I-IV

Piedmont Elementary School, Charleston, WV  
Elementary French  
5th Grade English Language Arts

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**ADVISING & SUPERVISION**

(completion dates in parentheses)

***University of Kentucky—***

Dissertation Co-Chair:

- Kathryn Mattingly Flynn, PhD in Studies in Higher Education
- Britt Frye, PhD in Studies in Higher Education
- Kayla Gill, PhD in Studies in Higher Education
- Ely Harris-Medina, PhD in Studies in Higher Education
- Maria Richie, PhD in Studies in Higher Education

Master's Committee Member:

- Caiti Griffiths, MS in Educational Psychology (2021)
- Andrew Hally, MS in Research Methods in Education
- Christina Lopez Valencia, MS in Research Methods in Education (2021)
- Odunayo Omotilewa, MS in Research Methods in Education

Dissertation Committee Member:

- Beth Austin, PhD in Studies in Higher Education
- Brian Hamilton, EdD in Educational Leadership
- Melanie Miller, PhD in Counseling Psychology
- Jasmin Perry, PhD in Curriculum & Instruction
- Kayla Powell, PhD in Studies in Higher Education

- La'Quida Smith, PhD in Educational Psychology

Program Advisor:

- Elizabeth Leibach, PhD in Education Sciences – Strand: Educational Evaluation and Policy
- Liliana Gomez, PhD in Studies in Higher Education – Specialization: DEI
- TaChae Sowell, PhD in Studies in Higher Education – Specialization: DEI
- Terri Berkley, PhD in Studies in Higher Education – Specialization: DEI

**External Committee Work (since UK appointment in 2020)—**

Dissertation Committee Member:

- Ryan Deuel, McGill University, PhD in Integrated Studies in Education (2021)
- David Yisrael HaLevi, University at Albany, PhD in Educational Administration and Public Policy

**University of Cincinnati (previous appointment, pre-2020)—**

Master's Project Supervisor (MA in Educational Studies—Higher Education Administration)

- Alexandra Van Fossen (2020)
- Arunkumar Muthasamy (2020)
- Ashley Corbett (2020)
- Eleanor Graham (2020)
- Mark Hunter (2020)
- Matthew Nguyen (2020)

Master's Project Committee Member (MA in Educational Studies—Higher Education Administration):

- Andrea Davis (2019)

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## **OTHER PROFESSIONAL EXPERIENCE**

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<b>Student Impact Evaluator</b> <i>Rustic Pathways, Inc., Chardon, OH</i>	2015-19
<b>Independent Research Consultant</b> <i>Global Citizen Year, Oakland, CA</i>	2017-19
<b>Assessment Consultant</b> <i>THINK Global School, New York, NY</i>	2017-18
<b>Embedded Programs Specialist</b> <i>Penn State Global Programs, Office of Study Abroad</i>	2015-16
<b>Assistant Mentor Coordinator</b> <i>Penn State Learning Edge Academic Program</i>	2015
<b>Retention Specialist &amp; Adviser</b> <i>University of Kentucky International Student &amp; Scholar Services</i>	2013-14
<b>Faculty-Led Programs Assistant</b> <i>Education Abroad at the University of Kentucky</i>	2013

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**SERVICE TO THE PROFESSION**

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***Journal Leadership—***

American Journal of Education

Senior Associate Editor (2020-24)

Managing Editor (2015-17)

Co-Editor of AJE Forum (2014-17)

Higher Education in Review

Associate Editor (2014-17)

Journal of International Students

Assistant Editor (2020-22)

Journal for the Study of Postsecondary and Tertiary Education

Associate Reviewer (2019)

***Journal Reviewer (Non-Leadership)—***

Diaspora, Indigenous, and Minority Education; Journal of Comparative and International Higher Education; Journal for the Study of Sports and Athletes in Education; McGill Journal of Education; SAGE Open; Teachers College Record

***Professional Organization Involvement—***

American Educational Research Association

Proposal reviewer (2017, 2018, 2019, 2020)

Session chair (2018, 2019)

Association for the Study of Higher Education

Program Co-Chair, International Higher Education section (2021-22)

Council for International Higher Education (CIHE) Board Member-At-Large (2018-20)

CIHE Awards Committee Chairperson (2019-20)

CIHE Mentoring Committee Chairperson (2019-20)

CIHE Mentoring Roundtables Organizer (2019, 2020)

CIHE Elections Committee Chairperson (2019)

Proposal reviewer (2017, 2018, 2019, 2020)

Session chair (2018, 2019)

Discussant (2020)

Association of Black Sociologists

Session chair (2021)

Comparative and International Education Society

Higher Education SIG Program Co-Chair (2019-22)

Conference Planning Committee (2019)

Proposal reviewer (2015, 2016, 2017, 2018)

Session chair (2017, 2018, 2019)

Discussant (2021)

University Council for Educational Administration  
Proposal reviewer (2017, 2018, 2019, 2020)

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**SERVICE TO THE INSTITUTION, COLLEGE, & DEPARTMENT**

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University of Kentucky  
DE&I Project 10, member 2021-

University of Kentucky College of Education  
DEI Internationalization Team 2021-  
Committee on Undergraduate Recruitment, Retention, & Student Success 2020-  
Dean's 2030 Visioning Task Force 2020-21  
EPE 654 Diversity Speaker Series organizer 2020

University of Kentucky Department of Educational Policy Studies and Evaluation  
Application Reviewer 2021-  
MS in Higher Education Exam Reader 2020-  
EPE 301 TA Search Committee Co-Chair 2021

University of Cincinnati School of Education  
MA Curriculum Re-Design 2020  
Admissions Reader (GC, MA, PhD) 2019-20  
Program Recruitment (Internal at UC and External) 2019-20  
Online Course Development 2019-20  
Social Media Engagement and Outreach 2019-20  
MA Project/Thesis Re-Design 2019-20

McGill University Department of Integrated Studies in Education  
Co-Develop Graduate Certificate in Higher Education Leadership 2018-19  
Informal Working Group on Student Affairs 2017-18

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**AWARDS, SCHOLARSHIPS, & SPECIAL RECOGNITIONS**

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2021 Distinguished Service Award, *Journal of International Students*  
2020-22 STAR Fellow, *STAR Scholars Network*  
2019 CIES Higher Education SIG Best Dissertation Award (Nominated)  
2018 ASHE Early Career Faculty Workshop Invitee & Participant  
AERA Division J Outstanding Dissertation Award (Nominated)  
2016 Martorana Award for Achievement in Higher Education, *PSU College of Ed.*: \$1,600  
2014-17 Education Policy Studies Graduate Assistantship, *PSU*: full tuition + \$12,000 annually  
2014-16 Graham Endowed Fellowship, *PSU Graduate School*: \$900 annually  
2012 President's Outstanding Leadership Award, *Marshall University*  
Outstanding Undergraduate in Secondary Education, *Marshall University*  
Outstanding Undergraduate in English, *Marshall University*  
2011 WV Intercollegiate Forensics (Speech & Debate) League State Champion  
2010 WV Intercollegiate Forensics (Speech & Debate) League State Champion  
2009-12 Keys Scholar for Education Excellence, *Marshall University*: \$750 annually  
2008-12 John Marshall Scholar, *Marshall University*: \$16,000 annually  
2008-11 Robert C. Byrd Scholar of Excellence, *U.S. Department of Education*: \$1,500 annually  
2008 Maude Sellards Educator's Scholarship, *Gallia Co. Retired Teachers Assoc.*: \$350

Gallipolis River Recreation Scholarship, *Gallia Co. Chamber of Commerce*: \$750  
Masonic Lodge Scholarship, *Athens Masonic Lodge*: \$500  
Rotary Scholarship, *Gallipolis Rotary Club*: \$500

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## **MEDIA COVERAGE**

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- 2020 News coverage of *Transiciones* photo exhibit in Cusco, Peru. [Qorillaqta](#). *Impecable TV*.
- 2017 “Research project helps Peruvian communities.” [Living in Peru](#).
- 2017 “Research changes lives in remote communities in Peru.” [Penn State News](#).
- 2017 “RVHS grad inspiring international education.” [Gallipolis Daily Tribune](#).