

Ting-Han Chang, Ph.D.
Assistant Professor, Educational Leadership and Professional Studies
College of Education
William Paterson University of New Jersey

Faculty Affiliate, Center for Education, Identity and Social Justice
Rossier School of Education
University of Southern California

Email: changt2@wpunj.edu

EDUCATION

- 2022 **Ph.D. in Higher Education**
Indiana University, Bloomington, IN
- *Minor: Inquiry Methodology*
 - *Dissertation Title: A Critical Study Examining How College Student Leaders of Color Conceptualize Social Justice Leadership*
- 2015 **M.Ed. in Higher Education Administration**
Vanderbilt University, Nashville, TN
- 2012 **B.B.A. in International Business**
National Taiwan University, Taipei, Taiwan
- Exchange Student, Pre-Business Administration, University of Oregon, Eugene, OR

RESEARCH SPECIALIZATIONS

Justice, Diversity, Equity, and Inclusion in Higher Education

- Equity-Based Institutional Research (Assessment, Evaluation, Survey Research)
- Postsecondary Organizational Change and Transformation toward Equity

Racial Equity in STEM Education

- Equity-Based Mentorship for Black, Indigenous, People of Color (BIPOC) Students in STEM
- BIPOC College Students and STEM Identity Development

Minoritized Student Development and Success

- College Students' Social Justice Leadership Development
- Minoritized and BIPOC Students' Learning and Identity Development

RESEARCH SKILLS AND KNOWLEDGE

Qualitative Methods: interviews, focus groups, observations, case study research, critical qualitative research, critical autoethnography, feminist methodologies

Quantitative Methods: survey research, institutional research and assessment, psychometric theory, regression analysis, multivariate statistics, structural equation modeling

Software: SPSS, Stata, NVivo, MAXQDA, Dedoose, Tableau, Qualtrics, Microsoft Office

PUBLICATIONS & MANUSCRIPTS

Peer-Reviewed Journal Articles

- Upcoming LePeau, L., Yi, V., & **Chang, T.** (accepted for publication). Making waves: An explanatory model of institutional change for racial equity. *Journal of Higher Education*
- 2023 **Chang, T.** (2023). Examining U.S. higher education's function in fostering social justice leadership development among college student leaders of color. *Education Sciences, 13*(8). <https://doi.org/10.3390/educsci13080820>
- 2023 **Chang, T.**, Acosta, D.N.O. (2023). How college student leaders of color engage in controversy with courage while enacting social justice leadership. *New Directions for Student Leadership, 2023*(177), 49-57. <https://doi.org/10.1002/yd.20541>
- 2022 Yi, V., LePeau, L., **Chang, T.**, Mathew, S., Saelua, N., Haywood, J., & Museus, S. (2022). Symbols contested: An analysis of how symbols advance and hinder diversity, equity, and inclusion. *Journal of Diversity in Higher Education, 1-14*. <http://dx.doi.org/10.1037/dhe0000435>
- 2021 Museus, S.D., & **Chang, T.** (2021). The impact of campus environments on first-generation college students' sense of belonging. *Journal of College Student Development, 62*(3), 367-372. <https://doi.org/10.1353/csd.2021.0039>
- 2020 Palmer, D., **Chang, T.**, Covington, M., Na, A. V., & Wang, A. (2020). (Re)negotiating and (re)envisioning our feminist journeys: A collaborative autoethnography of five women of color doctoral students. *Journal of Critical Scholarship on Higher Education and Student Affairs, 5*(3), 33-48.
- Manuscript In Progress **Chang, T.** (in progress). A critical qualitative study on college student leaders of color's conceptualization of social justice leadership.
- Manuscript In Progress **Chang, T.** (in progress). Students naming power: How student leaders of color perceive social justice leadership.
- Manuscript In Progress **Chang, T.**, Newman, C., & Cole, D. (in progress). An intergenerational, culturally responsive mentorship program's impact on undergraduate students of color's STEM identity.
- Manuscript In Progress **Chang, T.**, Newman, C., & Cole, D. (in progress). An intergenerational mentorship program's impact on STEM undergraduate students of color's community cultural wealth.

Book Chapters

- 2020 Museus, S., **Chang, T.**, & Zilvinskis, J. (2020). Merging cultural diversity and academic quality to (re)envision 21st century college campuses: The Promise and power of culturally relevant high-impact practices in promoting racial equity in higher education. In C.S. Platt (Ed.), *Multicultural Education in the 21st Century: Innovative Research and Practices*, (pp. 1-18). Information Age Publishing.

Other Publications

- 2016 Museus, S.D., Saelua, N., & **Chang, T.** (2016). The missing concept of culture in leadership discourse. In *The Annual Knowledge Community Conference Publication* (2016), NASPA–Student Affairs Administrators in Higher Education

SCHOLARLY PRESENTATIONS

Refereed National Presentations

- 2024 **Chang, T.** (Dec., 2024). *Supporting students of color’s social justice leadership development though explicitly naming power.* Leadership Educators Institute (LEI), Philadelphia, PA.
- 2024 **Chang, T.**, Newman, C., & Cole, D. (April 2024). *College students of color’s STEM identity development through participating in an intergenerational mentorship program,* American Educational Research Association (AERA), Philadelphia, PA.
- 2024 Cole, D., **Chang, T.**, & Newman, C. (April 2024). *Enhancing STEM identity for minoritized middle school students in a multicultural context: A quasi-experimental study,* American Educational Research Association (AERA), Philadelphia, PA.
- 2023 **Chang, T.** (Nov., 2023). *Students naming power: How student leaders of color perceive social justice leadership.* Association for the Study of Higher Education (ASHE), Minneapolis, MN.
- 2023 **Chang, T.**, Newman, C., & Cole, D. (Nov., 2023). *Examining an intergenerational mentorship program’s impact on STEM undergraduate students of color’s community cultural wealth.* Association for the Study of Higher Education (ASHE), Minneapolis, MN.
- 2023 **Chang, T.** (April, 2023). *A critical qualitative study of how college student leaders of color conceptualize social justice leadership.* American Educational Research Association (AERA), Chicago, IL.
- 2023 **Chang, T.**, Newman, C., & Cole, D. (April, 2023). *An intergenerational culturally responsive mentorship program’s impacts on undergraduate STEM students of color’s science identity.* American Educational Research Association (AERA), Chicago, IL.
- 2022 **Chang, T.** (Dec., 2022). *What social justice leadership means to college student leaders of color.* Leadership Educators Institute (LEI), New Orleans, LA.
- 2022 **Chang, T.**, Saelua, N., & LePeau, L. (April, 2022). *Examining the relationship of culturally engaging campus environments and intercultural competence among undergraduate students.* American Educational Research Association (AERA), virtual.
- 2021 **Chang, T.** (April, 2021). *Examining higher education’s function in fostering student leaders of color’s understanding of social justice leadership.* American Educational Research Association (AERA), virtual.
- 2020 **Chang, T.** (Nov., 2020). *A critical study examining college student leaders of color’s conceptualization of social justice leadership.* Association for the Study of Higher Education

(ASHE), virtual.

- 2020 LePeau, L., **Chang, T.**, & Saelua, N. (Oct., 2020). *Using the Culturally Engaging Campus Environments (CECE) Survey to assess campus environments for diversity and inclusion*. Assessment Institute—Indianapolis, virtual.
- 2019 LePeau, L., Yi, V., **Chang, T.** (Nov., 2019). *An institutional change model for diversity and equity in higher education*. Association for the Study of Higher Education (ASHE), Portland, OR.
- 2019 **Chang, T.**, Museus, S.D., Saelua, N., Sarreal, A., & Priddie, C. (April, 2019). *Exploring how Asian American and Pacific Islander (AAPI) undergraduate students experience culturally engaging campus environments*. American Educational Research Association (AERA), Toronto, Canada.
- 2019 **Chang, T.**, Covington, M., Na, V. S., Palmer, D., & Wang, A. (April, 2019) *(Re)negotiating and (re)envisioning our feminist journeys: A collaborative autoethnography of doctoral Women of Color*. American Educational Research Association (AERA), Toronto, Canada.
- 2019 LePeau, L., Yi, V., **Chang, T.** (April, 2019). *A comprehensive conceptual model of institutional change in diversity and equity*. American Educational Research Association (AERA), Toronto, Canada.
- 2018 **Chang, T.**, Saelua, N., & Ribera, A. (April, 2018). *Emerging higher education scholarship on Asian American and Pacific Islander Student Activism*. Association for Asian American Studies (AAAS), San Francisco, CA.
- 2017 **Chang, T.** (Nov., 2017). *Examining international student experiences and racist nativism, racism, and White supremacy in American higher education*. Association for the Study of Higher Education (ASHE), Houston, TX.
- 2017 Yi, V., Museus, S., **Chang, T.**, Saelua, N., Mathew, S., & Haywood, J. (Nov., 2017). *Symbolic frame analysis of organizational change efforts in diversity and inclusion*. Association for the Study of Higher Education (ASHE), Houston, TX.
- 2017 Museus, S., **Chang, T.** (March, 2017). *Beyond campus climates: New tools to assess optimal campus environments*. American College Personnel Association (ACPA)- College Student Educators International, Columbus, OH.
- 2016 Museus, S., Saelua, N., **Chang, T.**, & Patrick, S. (Nov., 2016). *Analyzing the relationship between campus environments and sense of belonging among first-generation and non-first-generation college students*. Association for the Study of Higher Education (ASHE), Columbus, OH.
- 2016 Museus, S., Saelua, N., & **Chang, T.** (March, 2016). *Moving beyond climate in assessing campus environments: (Re)focusing on what works*. NASPA—Student Affairs Administrators in

Higher Education (NASPA), Indianapolis, IN.

- 2015 **Chang, T.** (May, 2015). *Charting change: Encouraging meaningful conversations among students to bring about impactful changes for an inclusive campus for all*. National Conference on Race & Ethnicity in American Higher Education (NCORE), Washington D.C.
- 2015 **Chang, T.** (May, 2015). *Does internationalization of higher education foster an inclusive curriculum? – A comparative review of institutional curricular practice in English-speaking destination countries*. Comparative and International Education Society (CIES), Washington D.C.
- 2015 **Chang, T.** (April, 2015). *Does diversity on college campuses ensure an inclusive environment and educational benefits for all? —A cross-sectional study on diversity development among racially/ethnically different student populations at a predominantly White institution*. Harvard Graduate School of Education (HGSE) Student Research Conference, Boston, MA.

Invited Presentations

- 2024 **Chang, T.,** Cole, D., & Newman, C. (March, 2024). *STEM Identity Among Minoritized Students*. Rossier Research Conference, Los Angeles, CA.
- 2023 Cole, D., Newman, C, & **Chang, T.** (Oct., 2023) *Student Engagement, Exploration, and Development in STEM (SEEDS) program*. Invited presenter at the City of Los Angeles Workforce Development Department Youth Council Meeting
- 2023 **Chang, T.,** Cole, D., & Newman, C. (March, 2023). *Culturally responsive, intergenerational mentorship in STEM: SEEDS Project*. Rossier Research Conference, Los Angeles, CA.
- 2021 **Chang, T.** (April, 2021). *College student leaders of color’s understanding of social justice leadership*. Invited panelist speaker at Hudson and Holland Scholars Program (HHSP) Wellness Cafe: Speaking Against Hate, Indiana University, virtual.
- 2020 **Chang, T.** (Oct., 2020). *Graduate school experiences as an international student*. Invited panelist at the International Scholars Workshop by the Council of International Higher Education, Association for the Study of Higher Education (ASHE), virtual.
- 2018 **Chang, T.,** & Miller, D. (July, 2018). *Creating culturally engaging learning environments for advancing justice*. Invited presentation given at the Association of College Unions International (ACUI) IPDS: New Professional Orientation, Indiana University, Bloomington, IN.

PROFESSIONAL AND RESEARCH EXPERIENCE

- 2024— *Assistant Professor (Tenure-Track)*
Present **Dept of Educational Leadership and Professional Studies, College of Education
William Paterson University of New Jersey (WPUNJ), NJ**
- Teach graduate-level courses in the Higher Education Administration (M.A.), Educational Leadership (M.Ed.), and Leadership (Ed.D.) programs in online or hybrid modalities.

- Maintain an active research agenda focused on social justice, diversity, equity, and inclusion to advance scholarship and practices for better serving underserved and minoritized student populations.
- Provide services to the department, college, and the university through serving on committees and participating in activities and events to support program improvement and student learning/success.

2022—2024 *Postdoctoral Researcher*

**Center for Education, Identity and Social Justice, Rossier School of Education
University of Southern California, Los Angeles (LA), CA**

- Develop and execute a longitudinal, quasi-experimental, multiple methods research project: Student Engagement, Exploration, and Development in STEM (SEEDS) Project in collaboration with the Project principal investigators Dr. Darnell Cole and Dr. Christopher Newman.
- Establish and expand partnerships with 90 internal and external constituents from the city agency and local schools to secure at least \$500,000 funding and resources for implementing the SEEDS Project’s intergenerational mentorship program.
- Recruit, interview, train, and supervise 100 college students of color in STEM from 18 postsecondary institutions in LA to serve as mentors to middle school students.
- Design the research plans for both the quantitative study and qualitative study, conduct data collection in survey administration with 3,500 pre-test and post-test data responses (with 1,500 middle schooler participants) and 65 research interviews (with 60 college student participants).
- Manage complex data including cleaning, coding, and analysis using multiple software (Qualtrics, Excel, SPSS, NVivo, MAXQDA).
- Prepare and draft various proposals, reports, presentations, and policy briefs to share with project partners and national conferences (e.g., AERA, ASHE).
- Generate scholarship by producing journal articles with the study’s findings.
- Collaborate with faculty members on external grant proposals, including the National Science Foundation and Spencer Foundation Research Grants.
- Mentor and supervise five Center graduate assistants in supporting various Center research projects and programs.

2019–2021 *Research Assistant for Research and Assessment*

**Faculty Affairs, Professional Development & Diversity, School of Medicine
Indiana University Purdue University Indianapolis, Indianapolis IN**

- Conducted a 5-year longitudinal data analysis to compare Indiana University School of Medicine (IUSM) to the national average among medical student, resident, and faculty populations to inform IUSM hiring, recruitment, and retention efforts in advancing a diversity and inclusion agenda.
- Helped analyze, generate, and deliver the 2018 IUSM diversity applicant pool annual report using SPSS and Excel.
- Reviewed and revised the 2019 IUSM State of Faculty report.
- Generated reports from IUSM new provider and faculty orientation surveys.
- Conducted a literature search on the specific use of logistic regression to generate

institution assessment reports.

- Gathered information from other institutions on using evaluation in the institutional diversity hiring process to make recommendations for IUSM hiring practices.

2017–2021 *Assistant Director of Research and Assessment*

**National Institute for Transformation and Equity (NITE), Center for Postsecondary Research
Indiana University, Bloomington, IN**

- Developed and implemented the Culturally Engaging Campus Environments (CECE) survey projects with the project team.
- Designed and maintained the CECE survey registration system using Qualtrics.
- Managed the 2017-2019 CECE survey administration with 20 universities and colleges, including survey registration, survey administration, monitoring the electronic survey administration process, and reporting the survey response rates.
- Supported the production of over two dozen survey reports using Excel and SPSS, including data management with more than 20,000 data responses, data analysis, cross-checks, codebook preparation, and report drafting.
- Conducted two in-person campus visits to CECE-participating institutions with the project team to give presentations on their survey reports and facilitate conversations with leaders, administrators, and faculty on applying data to practices toward fostering a more inclusive and equitable campus environment.
- Created, amended, and maintained all the NITE research project IRB protocols.
- Led a cross-institution research project with six colleagues to conduct a systematic literature review on college student leadership.
- Collaborated with faculty members on external grant proposal writing projects, including Spencer Foundation Research Grants on Education and Spencer Foundation Conference Grants.
- Presented NITE research projects at professional and academic conferences.

2015–2016 *Research Assistant for the CECE Project*

**Center for Postsecondary Research
Indiana University, Bloomington, IN**

- Worked with the Project Director to revise the CECE undergraduate and graduate surveys and independently created the electronic surveys using Qualtrics.
- Managed the 2015-2016 CECE survey administration with three institutions, including supporting the data analysis and report production of six CECE surveys.
- Executed an institutional assessment project, including collecting institutional documents, conducting a four-day campus visit and 19 one-on-one or focus group interviews, analyzing the data, and writing the final report.

2014–2015 *Graduate Assistant/ Program Evaluator*

**Bishop Johnson Black Cultural Center
Vanderbilt University, Nashville, TN**

- Designed and developed three surveys on cultural programs, educational programs, and social programs for the Center to assess participant satisfaction and learning outcomes.

- Applied the electronic Baseline assessment platform for program improvement, outcome evaluation, and reporting to the Office of the Dean of Students.
- Designed and delivered diversity workshop presentations on difficult conversations about race using relevant higher education theories and literature.

2014

Graduate Summer Intern

The Office of Residential Life/Learning Communities

The College at Brockport- State University of New York, Brockport, NY

- Developed a social-justice-oriented training program on diversity for Resident Assistants (RAs) and Resident Directors (RDs).
- Designed 15 educational programs for 15 respective Living Learning Communities (LLCs) with the learning goals on fostering student development and belonging.
- Conducted research and developed a report on re-entry procedures for students returning from suspension to the Office of Student Conduct.
- Collaborated with departments across campus for developing residential programs.

2014

Research Assistant

Department of Leadership, Policy, and Organizations

Peabody College, Vanderbilt University, Nashville, TN

- Collaborated on a research project that examined the effect of the Seamless Alignment and Integrated Learning Support program on Tennessee high school students' math learning, self-efficacy, and college-going attitude.
- Conducted literature review on remedial education, self-efficacy, math learning, and computer-based learning.
- Contributed to survey development using literature and developed survey items on constructs of self-efficacy, math learning, and computer-based learning.
- Assisted in working with district and school administrators to disseminate the survey to hundreds of high school students in 10+ high schools across Tennessee.
- Managed data for 170 survey responses in data entry, cleaning, and recoding in SPSS.

2012–2013

Study Abroad Programs Manager

Office of International Affairs

National Taiwan University (NTU), Taipei, Taiwan

- Managed the Incoming Visiting Student Program, including student advising, application, admission, and related administrative process.
- Assigned and trained over 400 local student volunteers to acquaint incoming international students with transitioning to school life at NTU.
- Coordinated summer study abroad programs with overseas partner universities in Japan, England, and the U.S.

TEACHING EXPERIENCE

Graduate-Level Courses

2021

Teaching Assistant, Foundations of Institutional Research (EDUC-C661)

Indiana University, Bloomington, IN

- Delivered the course in the online format using video conferencing, synchronous and asynchronous learning platforms.
- Assisted in planning weekly lessons with the instructor for a class of 15 master and

doctoral students in the Higher Education & Student Affairs (HESA) program.

- Facilitated discussions and activities in the class with a focus on bringing critical perspectives on advancing diversity, inclusion, and equity through institutional research practices.

2018

**Teaching Assistant, Diverse Students on The College Campus (EDUC-U546)
Indiana University, Bloomington, IN**

- Co-planned weekly lessons with the instructor and one teaching assistant for a class of 22 master students in the Higher Education & Student Affairs (HESA) program.
- Used theories and frameworks, including the Critical Race Theory and the Culturally Engaging Campus Environments (CECE) model to help students understand the role of power, privilege, and oppression in connection to diverse student populations and historical context, sociopolitical climate, and institutional environments in contemporary higher education.
- Co-facilitated discussions and activities in the classroom to encourage students' critical thinking with a focus on personal reflections and small group discussions.
- Fostered students' teamwork skills through in-class activities and group projects while encouraging them to apply collaboration in their graduate assistantship and professional career as student affairs professionals.
- Reviewed and provided constructive feedback to students' papers from class assignments and group projects for the professor to incorporate in the final grading.

2016

**Co-Instructor, College Student Development (EDUC-U548)
Indiana University, Bloomington, IN**

- Co-constructed the course for 26 master students in the HESA program.
- Suggested course readings to enhance students' understanding of college student development from a critical perspective that acknowledges systems of oppression, power and privilege, intersectionality of identities, and culture.
- Co-designed course assignments and projects to develop students' practical skills in professional writing, oral presentation, and teamworking.
- Applied various materials (e.g., news articles, videos) to engage active learning and constructive discussions on college student learning, experience, and identity development.
- Facilitated difficult conversations on power, privilege, and oppression while ensuring to foster a space for vulnerability, trust-building, and critical reflections.

Undergraduate-Level Courses

2018

Instructor, College Student Leadership & Activism for Social Justice (EDUC-U212)

Indiana University, Bloomington, IN

- Delivered the 8-week course in the online format using synchronous and asynchronous learning platforms for 18 undergraduate students to introduce students to social justice leadership development and practice.
- Developed the course curriculum to account for students' backgrounds by collecting information from students (e.g., their prior knowledge about the course topic, personal expectations for the class) prior to the course using an intake survey.

- Maximized a meaningful learning experience for all students in an online class environment by utilizing creative methods to encourage student interactions and engagement, such as team projects with group meetings over Zoom and interactive collaboration using Google Excel spreadsheets.
- Enhanced students' knowledge about social justice leadership by facilitating learning on personal identities and backgrounds, systems of oppression, and personal role in working with their communities and marginalized groups.

2016 **Co-Instructor, Today's College Students (EDUC-U320)
Indiana University, Bloomington, IN**

- Planned and taught the course collaboratively with the co-instructor to prepare undergraduate students as future student affairs professionals in learning the characteristics of today's college students on U.S. campuses.
- Guided students to reflect their personal identities, backgrounds, and experiences as college students and make connections to contemporary U.S. higher education.
- Utilized various methods (e.g., guest speaker talks, news articles, documentaries) to engage thought-provoking discussions on each week's topic.
- Introduced relevant resources and reputable data source, such as the Integrated Postsecondary Education Data System (IPEDS) or College Navigator, to encourage the use of reliable information in research or practitioner work.
- Created class assignments for students to learn about conducting research, including conducting the research, analyzing the data, and interpreting the results.
- Facilitated in-depth and constructive conversations on current trends in higher education and their implications on today's college students.

Guest Lectures

- 2022–2024 *Seminar series on topics covering diversity, equity, and inclusion in STEM, STEM identity, applying the CECE model to the context of providing culturally responsive mentorship.* Facilitator at the Student Engagement, Exploration, and Development in STEM (SEEDS) mentorship program, Spring 2022, Fall 2022, Spring 2023, Fall 2023, & Spring 2024, University of Southern California, virtual.
- 2021 *A critical qualitative study examining college student leaders of color's conceptualization of social justice leadership.* Invited guest lecturer at the Critical Qualitative Inquiry (EDL580T) class, California State University, Fresno, virtual.
- 2017 *Culturally Engaging Campus Environments model framework and surveys.* Invited guest lecturer at the Methodological Approach to Educational Inquiry (EDUC-Y521) class, Indiana University, Bloomington, IN.

Other Teaching/Mentoring Experience

- 2021 *Lead Instructor for Language Summer Camp at the International School of Indiana (secondary education students)*
Indiana University Language Workshop, Indiana University, IN
- 2019 *Lecturer for Mandarin Chinese Language Classes (high school students)*

2017 Business is Global: Summer Language Program, Indiana University, IN

2018 *Graduate Student Mentor (masters program students)*

2017 Environmental Theory and Assessment Class (EDUC-U549), Indiana University, IN

HONORS AND AWARDS

Research Funding

2024–2025 LEVER Evaluation Grant (\$50,000)

J-PAL North America| MIT, MA

(Partnership with USC & City of Los Angeles)

2024 Rossier School of Education Research Grant (\$1,500)

University of Southern California, Los Angeles, CA

2021–2022 *Taiwanese Overseas Pioneers Grants (TOP Grants) for PhD Candidates (\$32,500)*

Ministry of Science and Technology, Taipei, Taiwan

2019–2020 *Trudy Banta Dissertation Progress Award (\$7,000)*

Indiana University, Bloomington, IN

Other Awards

2023 *Postdoctoral Scholar Travel Support Grant (\$500)*

University of Southern California, Los Angeles, CA

2019 *Center for Research on Race and Ethnicity in Society Graduate Travel Grant (\$500)*

Indiana University, Bloomington, IN

2019 *Charlie and Jeanetta Nelms Graduate Student Professional Development Fund (\$500)*

Indiana University, Bloomington, IN

2017 –2018 *August and Ann Eberle Fellowship Award (\$5,000)*

Indiana University, Bloomington, IN

2013 –2015 *Peabody College Promising Leader Award (\$2,000)*

Vanderbilt University, Nashville, TN

SERVICES TO THE PROFESSION, UNIVERSITY, AND COMMUNITY

National Service to the Profession

American Educational Research Association (AREA)

2025 *Peer-Reviewer*

2024 *Peer-Reviewer*

2023 *Peer-Reviewer*

2022 *Graduate Student Reviewer*

2021 *Graduate Student Reviewer*

2020 *Graduate Student Reviewer*

Association for the Study of Higher Education (ASHE)

- 2023 *Peer-Reviewer & Conference Chair*
2022 *Conference Chair*
2020 *Graduate Student Reviewer & Conference Chair*

NASPA–Student Affairs Administrators in Higher Education (NASPA)

- 2024 *LEI Proposal Reviewer*
2022 *Program Reviewer*
2020 *Program Reviewer*

The Journal of the Student Personnel Association at Indiana University

- 2020 *Reviewer*

Service to the University

- 2024–2025 *Committee Member*
Diversity, Equity, and Inclusion Committee Member, College of Education, WPUNJ, NJ
2022–2024 *Committee Member*
Asian Pacific Islander Faculty and Staff Association, USC, CA
2020 *Graduate representative to School of Education, Graduate Worker Coalition, IU, IN*
2016–2018 *Graduate Student Representative, Faculty Development Committee,*
School of Education, IU, IN
2016–2018 *Student Trip Leader, Indiana University Outdoor Adventures, IU, IN*
2016–2018 *Diversity Committee Member, Graduate and Professional Student Government, IU, IN*
2016–2017 *Mandarin Tutor for Undergraduate Students, Chinese Flagship Program, IU, IN*
2014–2015 *Crucial Conversations Peer Mentor Program Developer*
Student Advocacy Organization on Race Culture, VU, TN
2014–2015 *Student Trip Leader, Outdoor Adventures, VU, TN*
2014 *International Student Orientation Leader*
International Scholar and Student Services, VU, TN

Local Community Services

- 2024 *Volunteer Lead*
L.A. Works, Los Angeles, LA
2022–2023 *Reading Volunteer*
Reading to Kids, Los Angeles, LA
2020–2021 *Mandarin Translation Volunteer*
Black Lives Matter, Bloomington, IN
2017–2020 *Pantry Volunteer & Nutrition Program Volunteer*
Mother Hubbard’s Cupboard, Bloomington, IN

PROFESSIONAL AFFILIATIONS

- American College Personnel Association (ACPA) – College Student Educators International
American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
Leadership Educators Institute (LEI)
NASPA–Student Affairs Administrators in Higher Education (NASPA)
National Center for Institutional Diversity (NCID)

National Institute for Transformation and Equity (NITE)
National Postdoctoral Association (NPA)
The Assessment Institute