Bradley E. Cox

Curriculum Vitae

bradcox@msu.edu

Associate Professor of Higher, Adult, and Lifelong Education (HALE): Michigan State University
Founder: College Autism Network (CAN)

HIGHLIGHTS

Research: My research uses quantitative and qualitative methods to examine factors that shape college experiences and outcomes for student populations often overlooked within higher education, including racially minoritized students, transfer students, adults, students facing difficult life events, and first-generation college students. My most recent scholarship focuses on the ways personal characteristics and institutional environments affect autistic college students.

Collectively, these research projects have earned more than $1.1 million in grant funding from varied sources including the National Science Foundation (NSF), NASPA Foundation, TG Public Benefit Program, and Spencer Foundation. My peer-reviewed articles have been published in many of the field's top journals, including *Educational Researcher, Journal of Higher Education, Journal of Autism and Developmental Disorders, Review of Higher Education, Journal of College Student Development,* and *AERA Open.*

Research Awards

- *Robert M. Gagne Outstanding Research Award* (2011, 2014, 2017, recipient) FSU College of Education
- *Emerging Scholar* (2013-14, recipient) ACPA: College Student Educators International
- *Best Paper Award* (2010, recipient) Inaugural symposium hosted by *Higher Education in Review*
- *AIR/NCES Fellowship for Institutional Research* (2009-2010, recipient)

Teaching and Mentoring: My instructional activities have included teaching twelve different courses, both in-person and online. These classes have focused on student development theories, organization theory and governance, overlooked and underserved student populations, and research methods. I have also contributed to curricular redesigns for both masters and doctoral students and overseen the development of two new courses.

Teaching and Mentoring Awards

- *Accessibility Champion Award* (2021, recipient) FSU's Office of Accessibility Services
- *Graduate Teaching Award* (2021, nominee) Florida State University's College of Education
- *Supervisor / Mentor Award* (2016, recipient) Hardee Center for Leadership & Ethics
- *Graduate Student Mentoring Award* (2015, 2016, nominee) Florida State University Graduate School
- *Transformation Through Teaching Award* (2012, recipient) (2013, 2015, nominee) Spiritual Life Project

Service: At the institutional level, I have coordinated master's and PhD degree programs, served as Chair of the Faculty Advisory Board, and led the Faculty Development and Merit Pay Committee; I have also been a member of the Faculty Senate and Strategic Planning Committee. Nationally, I have reviewed manuscripts for many of the field's top journals and have served as a member of the *Journal of College Student Development*'s Editorial Board. In 2016, I founded the College Autism Network (CAN), a non-profit organization using evidence-based advocacy to improve experiences and outcomes for students with autism.

EDUCATION

Pennsylvania State University, University Park
Ph.D. in Higher Education, Graduate Minor in Sociology, May 2010

Dissertation: *Life happens: How non-college life-events influence racial inequality in four-year graduation rates at selective colleges and universities.* Chair: Robert D. Reason; Advisor: Patrick T. Terenzini

The University of South Carolina, Columbia
Master of Education, Higher Education Administration & Student Affairs, August 2004

The University of North Carolina, Chapel Hill
Bachelor of Science in Business Administration, Minor in English, May 2002

Semester Study-Abroad in Maastricht, Netherlands

Additional Training Experiences

Mastering a Mediating or Moderating Effects Research Study (2021)
Six-week seminar led by William Bannon
The Magic of Pretest/Posttest & Longitudinal Data Analysis (2021)
Six-week seminar led by William Bannon
Advancing Qualitative and Mixed Methods Data Collection and Analysis with Visual Displays (2021)
AERA Professional Development Workshop led by Elizabeth Creamer
Online Course Enhancement Training Grant (2020)
Eight-session online seminar guided by the Quality Matters standards rubric.
National Coalition Building Institute (2020)
Workshop on Building Effective Relationships Across Group Lines
Autism Diagnostic Observation Schedule (ADOS-2) (2019)
Training workshop including observation and coding of Module 4 for adults.
Social Justice Training Institute (SJTI) (2016)
Competitive-entry workshop on race and racism in higher education
Social Justice Ally Training by FSU's Center for Leadership and Change (2016)
Training about becoming a change agent for equitable and inclusive environments
IES Workshop on Quasi-Experimental Design and Analysis in Education (2012)
Competitive-entry workshop led by Thomas Cook and William Shadish
Latent Variable Structural Equation Models (SEM) using Mplus (2012)
Structural equation, multi-level, and path models, with Bengt Muthén
Hierarchical Linear Modeling (HLM) (2008)
Multilevel linear and non-linear regression models, with Stephen Raudenbush and Anthony Bryk
AERA and NCES Institute on Statistical Analysis for Education Policy (2008)
Competitive-entry seminar on the use of the Educational Longitudinal Study of 2002/04.
ASHE Graduate Student Public Policy Seminar (2008)
Competitive-entry seminar on institutional, state, and national policy
AIR, NCES, & NSF Data Policy Institute (2006)
Competitive-entry week-long training on the use of national data sets to address educational policy
Missing Data Augmentation via Modern Methods (2007)
Maximum likelihood and multiple imputation techniques, with Paul Allison
Common Errors in Multivariate Statistics (2007)
ANOVA, discriminant analysis, and structural equation models

† Indicates work with students or postdocs

GRANT FUNDED RESEARCH PROJECTS

Facilitating Autistic Student Transitions (FAST)

$90,000 *Principal Investigator.* This project seeks to develop a comprehensive plan for research that creates systems-level changes to support autistic student transitions throughout their educational journeys. Specifically, the project seeks to align systems related to K-12 transition planning, higher education, employment, healthcare, and state/federal disability services like vocational rehabilitation.
Spencer Foundation – Vision Grant (2025-26)

Postsecondary Education: Autistic Collegians' Experiences of Success (PEACES)

$654,000 *Principal Investigator.* This two-phase participatory research project highlights autistic students' personal definitions of success and identify key factors affecting their ability to thrive while in college. With a special emphasis on students who have been frequently marginalized in educational practice and scholarly research (e.g., women, racially minoritized, LGBTQ+, and community college students), our study takes a holistic approach that examines intersections between multiple domains in these students' lives: personal, social, psychological, academic, and professional.
FAR Fund: $90,000 (awarded, 2022-24)
Vanderbilt's Frist Center for Autism and Innovation: $55,000 (awarded 2022-2024)
College Autism Network: $10,000 (awarded 2023-24)
Spencer Foundation: $499,501 (awarded; 2023-2025)

†Autism-Related Characteristics in College STEM Students: Prevalence, Performance, Mediation

$299,710 *Principal Investigator.* This project seeks to (1) determine the prevalence of autism-related characteristics among college students entering STEM fields; (2) assess the effect of autism-related characteristics on student performance in gateway STEM courses; and (3) evaluate the effect of formal disability accommodations on the classroom performance of STEM students with autism.
National Science Foundation (Award #1612090). (2016-21)

†Exploring Autism-Specific College Support Programs

$14,000 *Principal Investigator.* This study uses data from the US Census, IPEDS, and a researcher-developed survey to 1) document the structures and services of the nation's 74 autism-specific college support programs, and 2) assess these programs' use of evidence-guided practices.
FSU's Council on Research and Creativity. (2020)

Making Disability Visible in the Measurement of Post-Secondary Educational Quality

$49,998 *Co-Principal Investigator.* This grant supports development of a conference exploring 1) the current state of, and future opportunities for, higher education disability research, and 2) potential solutions for theoretical, empirical, and methodological challenges related to disability research in higher education.
Spencer Foundation. (2017-18)

†Identifying Bridges and Barriers to Postsecondary Success for Students with Autism

$5,000 *Principal Investigator.* This grant supports an extension and expansion of the 2014 study. Specifically, this grant provides funding for follow-up interviews with autistic college students and other important individuals (e.g., parents, teachers) to explore complex interplay of people and institutions that have influenced these students' postsecondary opportunities, experiences, and outcomes.
FSU's College of Education. (2015-16)

† Indicates work with students or postdocs

College Students with Autism: Bridges and Barriers to Postsecondary Success

$14,000 *Principal Investigator.* Drawing data from in-person interviews of adults with autism, the study sought to identify malleable factors that could become targets for subsequent development of interventions to improve postsecondary access, experiences, and outcomes for students with autism. *FSU's Council on Research and Creativity*. (2014-15)

†Self-Authorship Among Active Student Affairs Professionals

$4,993 *Principal Investigator.* This project explored whether and how student affairs professionals develop within the cognitive, interpersonal, and intrapersonal domains of self-authorship. *NASPA Foundation*. (2012-13)

†Linking Institutional Policies to Student Success (LIPSS)

$153,323 *Principal Investigator.* The *LIPSS* project sought to identify specific institution-wide policies that can be leveraged to increase college student engagement – a key predictor of student grades and persistence that is especially beneficial to underrepresented and academically under-prepared students. Data were collected from 57 institutions in Texas, Florida, Pennsylvania, California, and Iowa. *TG Public Benefit program*. (2011-13)

†Linking Institutional Policies to Student Success: Florida's Colleges and Universities

$31,000 *Principal Investigator.* This study focused on colleges and universities in Florida. *FSU's Center for Higher Education Research, Teaching, and Innovation*. (2011-13)

Linking Institutional Policies to Student Success: Background and Preparations

$17,000 *Principal Investigator*. This grant generated a "proof of concept" for the LIPSS research project. *FSU's Council for Research and Creativity*. (2011)

PUBLICATIONS

Refereed Journal Articles

†Nachman, B. R., Cox, B. E., Yarber, K., Raclaw, E., Gillespie-Lynch, K., Taylor, J. L., & Gelbar, N. W. (In Press). Faculty Members' Roles in Elevating Autistic College Student Success. *Journal of Postsecondary Education and Disability*.

Nachman, B. R., Cox, B. E., Gillespie-Lynch, K., Taylor, J. L., Gelbar, N. W., & Raclaw, E. (2025). "Enjoy your time and be confident": Honoring autistic community college students' multifaceted interpretations of success. *Journal of Diversity in Higher Education*. Advanced online publication. https://doi.org/10.1037/dhe0000671

Nachman, B. R., Coombs, E., Cox, B. E., Johnson, J., Muhammad, B., Peña, E., & Vincent, J. (2025) An Expert Discussion on Autism in Postsecondary Education and the "Empowering Engines" Who Do Good. *Autism in Adulthood*. https://doi.org/10.1089/aut.2025.0168

†Nachman, B. R., Isaacson, K. B., Cox, B. E., & McDermott, C. T. (2025). "I Always Ended Up Getting Close to Other People Who are Autistic": Autistic College Students' Friendship Development. *The Journal of Higher Education*, 1–26. https://doi.org/10.1080/00221546.2025.2497184

† Indicates work with students or postdocs

Brower, R. L., Nachman, B. R., & Cox, B. E. (In Press). "An important part of who I am": How autistic college students demonstrate advocacy. *Journal of College Student Development.*

Nachman, B. R., McDermott, C. T., & Cox, B. E. (2022). Autism-specific college support programs: Differences across geography and institutional type. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-021-04958-1

†Cox, B. E., Brogdon, B., Roy, A., & Edelstein, J. (2021). Navigating challenges to facilitate success for college students with autism. *92*(2), 252-278. *Journal of Higher Education.* https://doi.org/10.1080/00221546.2020.1798203

†Cox, B. E. & Nachman, B. R. (2020). Improving quantitative research and assessment about college students with disabilities. *Journal of Postsecondary Education and Disability, 33*(3), 239-246.

†Cox, B. E., Nachman, B. R., Thompson, K., Dawson, S., Edelstein, J., & Breeden, C. (2020). An exploration of actionable insights regarding college students with autism: A review of the literature. *Review of Higher Education, 43*(4), 935-966. https://doi.org/10.1353/rhe.2020.0026

Brower, R. L., Mokher, C., Bertrand Jones, T., Cox, B. E., & Hu, S. (2020). From grassroots to 'need to know': Distributed leadership and data cultures in Florida's community colleges. *AERA Open.* https://doi.org/10.1177/2332858419899065

†Smith, I., Cox, B. E., & White, S. (2019). Helping parents with the initial diagnosis of autism: Parent-informed guidance for clinicians. *Evidence-Based Practice in Child & Adolescent Mental Health*. https://doi.org/10.1080/23794925.2019.1626781

†Anderson, A., Cox, B. E., Edelstein, J., & Wolz, A. (2019). Support systems for students with autism spectrum disorder during their transition to higher education: A qualitative analysis of online discussions. *College Student Affairs Journal, 37*(1), 14-27. https://doi.org/10.1353/csj.2019.0001

Roehrig, A. D., Soper, D., Cox, B. E., & Colvin, G. P. (2018). Changing the default to support open access to education research. *Educational Researcher, 47*(7), 465-473. https://doi.org/10.3102/0013189X18782974

†Smith, I., Edelstein, J., Cox, B. E., & White, S. (2018). Parental disclosure of ASD diagnosis to the child: A systematic review. *Evidence-Based Practice in Child and Adolescent Mental Health*, *3*(2), 98-105. https://doi.org/10.1080/23794925.2018.1435319

†Tobolowsky, B. T., Cox, B. E., & Chunoo, V. (2017). Bridging the cultural gap: Relationships between programmatic offerings and first-generation student benchmarks. *Journal of College Student Retention: Research, Theory & Practice*. https://doi.org/10.1177/1521025117742377

†Cox, B. E., Reason, R. D., Tobolowsky, B. T., Brower, R. L., Patterson, S., Luczyk, S., and Roberts, K. L. (2017). Lip service or actionable insights? Linking student experiences to assessment, accountability, and data-driven decision making in higher education. *Journal of Higher Education, 88*(6), 835-862. https://doi.org/10.1080/00221546.2016.1272320

Canto, A. I., Swanbrow Becker, M., Cox, B. E., Hayden, S., Osborn, D. (2017). College students in crisis: Prevention, identification, and response options for campus housing professionals. *Journal of College and University Student Housing, 43*(2), 44-57.

† Indicates work with students or postdocs

†Cox, B. E., Thompson, K., Anderson, A., Mintz, A., Locks, T. Morgan, L., Edelstein, J., & Wolz, A. (2017). College experiences for students with Autism Spectrum Disorder (ASD): Personal identity, public disclosure, and institutional support. *Journal of College Student Development, 58*(1), 71-87.

†Cox, B. E., Reason, R. D., Nix, S. & Schwab, M. (2016). Life happens (outside of college): Non-college life-events and students' likelihood of on-time graduation. *Research in Higher Education, 57*(7), 823-844. https://doi.org/10.1007/s11162-016-9409-z

†Brower, R. L., Cox, B. E., & Hampton, A. (2016). No adult left behind: Student affairs practices targeting adult undergraduates. *ACPA Developments*, *14*(2).

†Shetty, R., Chunoo, V. & Cox, B. E., (2016). Self-authorship in student affairs: A developmental paradox? *Journal of Student Affairs Research and Practice, 53*(2), 131-145. https://doi.org/10.1080/19496591.2016.1121147

†Cox, B. E., Dean, J. & Kowalski, R. (2015). Hidden trauma, quiet drama: The prominence and consequence of problematic grieving among college students. *Journal of College Student Development, 56*(3), 280-285.

Tobolowsky, B. T., McClellan, R., and Cox, B. E. (2014). Opposing forces: An organizational view of transfer policies and practices. *College Student Affairs Journal*, *32*(1), 67-80.

†Cox, B. E., McIntosh, K. L., Reason, R. D., and Terenzini, P. T. (2014). Working with missing data in higher education research: A primer and real-world example. *Review of Higher Education, 37*(3), 377-402. https://doi.org/10.1353/rhe.2014.0026.

Tobolowsky, B. T. & Cox, B. E. (2012). Rationalizing neglect: An institutional response to transfer students. *Journal of Higher Education*, *83(3)*, 389-410. https://doi.org/10.1353/jhe.2012.0021.

†Cox, B. E., McIntosh, K. L., Reason, R. D., & Terenzini, P. T. (2011). A culture of teaching: Policy, perception, and practice in higher education. *Research in Higher Education, 52*(8), 808-829. https://doi.org/10.1007/s11162-011-9223-6.

†Cox, B. E., McIntosh, K. L., Terenzini, P. T., Reason, R. D., & Lutovsky Quaye, B. R. (2010). Pedagogical signals of faculty approachability: Factors shaping faculty-student interaction outside the classroom. *Research in Higher Education, 51*(8), 767-788. https://doi.org/10.1007/s11162-010-9178-z.

†Reason, R. D., Cox, B. E., Lutovsky Quaye, B. R., & Terenzini, P. T. (2010). Faculty and institutional factors that promote student encounters with difference in first-year courses. *Review of Higher Education, 33*(3), 391-414. https://doi.org/10.1353/rhe.0.0137.

†Abel, M. J., Bice, A., & Cox, B. E. (2007). The importance of faculty involvement in orientation. *Journal of College Orientation and Transition*, *14*(2), 25-31.

†Cox, B. E. & Orehovec, E. (2007). Faculty-student interaction outside the classroom: A typology from a residential college. *Review of Higher Education, 30*(4), 343-362. https://doi.org/10.1353/rhe.2007.0033.

Monographs, Chapters, Reports, and Issue Briefs

†Cox, B. E., Kepple, C. R., Francis, C. B., & Griffing, O. M. (2020). Autism-Specific College Support Programs: National Report. College Autism Network.

† Indicates work with students or postdocs

Kimball, E., Vaccaro, A., Cox, B., Lee, M., Zilvinskis, J., Wessel, R., et al. (2018). Making disability visible in higher education research: A draft research agenda for quantitative, qualitative, and theoretical higher education disability scholarship. Report for the Spencer Foundation.

Vaccaro, A., Lee, M. Kimball, E., Cox, B., Abes, E., Banerjee, M., et al. (2018). Making disability visible in higher education research: Documenting qualitative, quantitative and theoretical issues and solutions. Report for the Spencer Foundation.

Cox, B. E. (2017). Autism Coming to College (Issue Brief). College Autism Network.

†Cox, B. E. & Beebe, C. W. (Eds.). (2016) Supporting Atheist Students: Report from the 2015 College Student Population doctoral seminar. Florida State University. Retrieved from https://www.researchgate.net/publication/336313234_Supporting_Atheist_Students

Cox, B. E. (2012). A developmental typology of faculty-student interaction outside of the classroom. In *Understanding College Student Experiences and Outcomes: A Typological Approach* (S. Hu and S. Li, Editors). New Directions for Institutional Research. (p., 49-66). https://doi.org/10.1002/ir.

†Cox, B. E., Reason, R. D., Tobolowksy, B. F., Underwood, R. B., Luczyk, S., Nix, S., Dean, J., & Wetherell, T. K. (2012). Linking institutional policies to student success: Initial results from a five-state pilot study. Tallahassee: FSU's Center for Higher Education Research, Teaching, and Innovation.

†Terenzini, P. T., Reason, R.D, Cox, B. E., & McIntosh, K. L (2009). *Comprehensive student dataset user's guide.* Reports from the Parsing the First Year of College Project. Center for the Study of Higher Education, the Pennsylvania State University.

†Terenzini, P. T., Reason, R.D, Cox, B. E., Lutovsky Quaye, B. R., & McIntosh, K. L (2009). *Survey of faculty activities and perceptions: Institutional report and user's guide.* Campus-Specific Reports from the Parsing the First Year of College Project. Center for the Study of Higher Education, the Pennsylvania State University.

†Reason, R.D., Terenzini, P. T., Cox, B. E., Lutovsky Quaye, B. R., & McIntosh, K. L (2009). *Chief academic officers survey: User's guide.* Report from the Parsing the First Year of College Project. Center for the Study of Higher Education, the Pennsylvania State University.

†Reason, R.D., Terenzini, P. T., Cox, B. E., Lutovsky Quaye, B. R., & McIntosh, K. L (2009). *Chief student affairs officers survey: User's guide.* Report from the Parsing the First Year of College Project. Center for the Study of Higher Education, the Pennsylvania State University.

Tobolowsky, B. T., & Cox, B. E. (Eds.) (2007). *Shedding light on sophomores: An exploration of the second college year*. (Monograph No. 47). Columbia: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Cox, B. E. (2005). Overview of survey responses. In B.F. Tobolowsky, *The 2003 national survey on first-year seminars: Continuing innovations in the collegiate curriculum* (Monograph No. 41) (pp. 47-92). Columbia: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

† Indicates work with students or postdocs

†Tobolowsky, B. F., Cox, B. E., & Wagner, M. T. (Eds.) (2005). *Exploring the evidence: Volume III: Reporting research on first-year seminars* (Monograph No. 42). Columbia: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Cox, B. E. (2006). A proven possibility: Faculty-student interaction outside the classroom. *E-Source for college transitions.* Columbia: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

PAPERS AND PRESENTATIONS

Featured Papers and Presentations at National/International Conferences

Nachman, B. R., Cox, B. E., & Isaacson, K. B. (2024, November). *"My friendships have been the most authentic they've ever been": Autistic students' friendship development. "*Featured Presentation" delivered at the Association for the Study of Higher Education (ASHE) Annual Conference, Minneapolis, Minnesota.

†Cox, B. E., Nachman, B. R., & Lei, J. (2020, July). *Education Beyond School - Transition to College and University for Autistic Students.* Lead presenter at the International Society for Autism Research (INSAR) Summer Institute.

†Cox, B. E., Nachman, B. R., & Lei, J. (2019, May). *Adapting & Advancing Postsecondary Education for Autistic Students.* Chair, facilitator, and opening presenter for Special Interest Group at the Annual Meeting of the International Society for Autism Research (INSAR), Montreal, Canada.

Cox, B. E. (2018, November). *A Tale of Many Tensions Affecting College (Programs for) Students with ASD.* Opening keynote address at the Annual College Inclusion Summit, Burlington, VT.

Cox, B. E. (2015, January). *From Evolution to Revolution: Rethinking the Foundational Principles of College Success Models*. HEDs Up (in the spirit of TED talks) presentation at Centennial Meeting of the American Association of Colleges and Universities, Washington, D. C.

Research at Refereed Conferences

†Cox, B. E., Jiang, Y., Isaacson, K. B., & Nachman, B. R. (May 2025). Battle of the bots in autistic college student survey research. Poster presented at the International Society for Autism Research Annual Meeting, Seattle, United States.

Nachman, B. R., & Cox, B. E. (May 2025). Elevating resilience among autistic post-transfer college students. Poster presented at the International Society for Autism Research Annual Meeting, Seattle, United States.

Gillespie- Lynch, K., Nachman, B. R., & Cox, B. (May 2025). Is learning you are autistic earlier in development associated with success in college for autistic students? Poster presented at the International Society for Autism Research Annual Meeting, Seattle, United States.

†Jiang, Y., Isaacson, K. B., Cox, B. E., & Nachman, B. R. (April 2025). Navigating autistic college students' identity formation in their journey of career development. Paper presented at the American Educational Research Association (AERA) Annual Conference, Denver. Colorado.

† Indicates work with students or postdocs

†Isaacson, K. B., Jiang, Y., Cox, B. E., & Nachman, B. R. (April 2025). Navigating support challenges of autism and co-occurring disabilities in college. Paper presented at the American Educational Research Association (AERA) Annual Conference, Denver. Colorado.

†Cox, B. E., Nachman, B. R., & Jiang, Y. *Battling bots and combating fraud in online educational research*. (2024, November). Presentation delivered at the Association for the Study of Higher Education (ASHE) Annual Conference, Minneapolis, Minnesota.

Brower, R., Nachman, B. R., & Cox, B. E. *"If you don't self-advocate… no one's gonna do it." Autism advocacy in higher education.* (2024, November). Presentation delivered at the Association for the Study of Higher Education (ASHE) Virtual Conference.

Nachman, B. R. & Cox, B. E. (2024, October). *Project PEACES: Wave 2 findings from a national study of autistic college student success.* Presentation delivered at the College Autism Summit Conference, Columbus, Ohio.

Cox, B. E., & Nachman, B. R. (2023, November). "Finding other people whose minds work similarly to mine": Factors supporting autistic college student success. Paper presented at the Association for the Study of Higher Education (ASHE) Conference, Minneapolis, Minnesota.

Nachman, B. R. & Cox, B. E. (2023, November). *"Being successful isn't something any one metric can determine": How autistic college students define success.* Paper presented at the Association for the Study of Higher Education (ASHE) Conference, Minneapolis, Minnesota.

Nachman, B. R. & Cox, B. E. (2023, October). Project PEACES: Wave 1 data findings. Presentation delivered at the College Autism Summit Conference, Nashville, Tennessee. Cox, B. E., Nachman, B. R., Gillespie-Lynch, K., Taylor, J. L., Gelbar, N., & Raclaw, E. (2023, May). *How Autistic Students Define Success: Getting Beyond Grades and Graduation*. Presentation at the Annual Meeting of the International Society for Autism Research.

Cox, B. E., Nachman, B. R., Taylor, J. L., Gillespie-Lynch, K., Gelbar, N., & Raclaw, E. (2023, May). *Ensuring Data Integrity Against Bots and Frauds in Online Surveys of Autistic Students*. Presentation at the Annual Meeting of the International Society for Autism Research.

†Cox, B. E., Kepple, C. R., & Francis, C. B. (2022, November). *Persistence in STEM Majors for Students with Autism-Related Characteristics*. Presentation at the Annual Meeting of the Association for the Study of Higher Education.

†Kepple, C. R., Cox, B. E., & Francis, C. B. (2022, November). *A National Portrait of Autism-Specific College Support Programs*. Presentation at the Annual Meeting of the Association for the Study of Higher Education.

†Cox, B. E., Kepple, C. R., & Francis, C. B., (2021, November). *College Persistence and Graduation for Students with Autism Related Characteristics*. Presentation at the Annual Meeting of the Association for the Study of Higher Education.

†Kepple, C. R., Francis, C. B., & Cox, B. E. (2021, May). *Estimating the Prevalence of Autism Among Postsecondary Students in the United States*. Presentation at the Annual Meeting of the International Society for Autism Research.

† Indicates work with students or postdocs

†Kepple, C.R., Francis, C. B., & Cox, B. E. (2021, May). *A National Portrait of Autism-Specific College Support Programs in the United States*. Presentation at the Annual Meeting of the International Society for Autism Research.

†Francis, C. B., & Kepple, C. R., Cox, B. E. (2021, April). *Examining equity of access at postsecondary institutions hosting Autism-specific college support programs*. Paper presentation at the Annual Meeting of the American Educational Research Association.

†Ford, J. R., Brewster, B., Cox, B. E., Fluker, C., Francis, C. Spencer, D., & Edwards, O. (2020, November). *#TheorySoWhite: A Rethinking of Black Student Development Theories in Higher Education.* Symposium presented at Annual Meeting of the Association for the Study of Higher Education.

†Clay, A. J. & Cox, B. E. (2020, November). *Reframing Smith's Atheist Identity Development Model: Atheism as a Fluid Belief System.* Paper presented at Annual Meeting of the Association for the Study of Higher Education.

†Francis, C. B., Kepple, C. R., Cox, B. E., & Fulcher, C. G. (2020, October). *Are they equitable? Critically analyzing institutions with Autism-specific college support programs*. Presentation at the annual College Autism Summit.

†Kepple, C.R., Francis, C.B., Cox, B. E., & Fulcher, C.G. (2020, October). *Autism-specific college support programs: Where they are, what they do, and how much they cost*. Presentation at the annual College Autism Summit.

†Cox, B. E., Kepple, C., & Francis, C.B. (2020, June). *Estimating the Prevalence of Autism Among Postsecondary Students in the United States*. Poster at the Annual Meeting of the International Society for Autism Research. (Accepted but not presented because of COVID-19).

†Nachman, B. R., McDermott, K., & Cox, B. E. (2020, June). *Mapping out College Autism-Specific Support Programs in the United States*. Poster at the Annual Meeting of the International Society for Autism Research. (Accepted but not presented because of COVID-19).

Cox, B. E. (2019, November). *Autism, STEM, and GPA: Are they connected*? Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Portland, OR.

Cox, B. E. (2019, May). *Postsecondary Students with Autism-Related Characteristics: STEM Fields and GPA*. Poster presentation at the Annual Meeting of the International Society for Autism Research, Montreal, Canada.

Brower, R. L., You, J., Wu, J., Brower, R. & Cox, B. E. (2019, April). *What the Network Research Tradition Can Tell Us About Higher Education.* Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Brower, R. L., Mokher, C., Bertrand Jones, T., Cox, B. E., & Hu, S. (2019, April). *From Grassroots to 'Need to Know': Distributed Leadership and Data Cultures in Florida's Community Colleges.* Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Cox, B. E. (2018, May). *Peer responses to autism-related behaviors in a postsecondary class*. Poster Presentation at the Annual Meeting of the International Society for Autism Research (INSAR), Rotterdam, the Netherlands.

† Indicates work with students or postdocs

†Cox, B. E., Nachman, B. R., Thompson, K., Dawson, S., Edelstein, J., Breeden, C. (2017, November). *Actionable insights regarding college students with autism: A systematic literature review*. Paper presented at Annual Meeting of the Association for the Study of Higher Education, Houston, TX.

†Cox, B. E., Brogdon, B., Edelstein, J. & Roy, A. (2016, November). *A spectrum of student success: Identifying factors affecting access, experiences, and outcomes for students on the autism spectrum*. Paper presented at Annual Meeting of Association for the Study of Higher Education, Columbus, OH.
*** Recipient of the Robert M. Gagne Outstanding Research Prize from FSU's COE Council on Research in Education***

†Anderson, A., Cox, B. E., Wolz, A., & Edelstein, J. (2016, May). *Support Systems for Students with Autism Spectrum Disorder during the Transition to Higher Education: A Qualitative Analysis of Online Discussions.* Poster Presentation at the Annual International Meeting For Autism Research (IMFAR), Baltimore, MD.

†Edelstein, J., Wolz, A., Cox, B. E., & Anderson, A. (2016, May). *Identifying and Addressing the Concerns of College Students with Autism.* Poster Presentation at the Annual International Meeting For Autism Research (IMFAR), Baltimore, MD.

†Wolz, A., Cox, B. E., Anderson, A., & Edelstein, J. (2016, May). *Seeking Safe Spaces: Autistic Students Finding Places to be Themselves on College Campuses.* Poster Presentation at the Annual International Meeting For Autism Research (IMFAR), Baltimore, *MD*.

†Cox, B. E., Anderson, A., Edelstein, J., & Wolz, A. (2016, May*). College Experiences for Students with Autism Spectrum Disorder (ASD): Identity, Disclosure, and Accommodations.* Poster Presentation at the Annual International Meeting For Autism Research (IMFAR), Baltimore, MD.

†Brower, R. L., Schwartz, R. A., Cox, B. E., & Brower, R. A. (2016, April). *The Dean's dilemma: Using information to solve problems in higher education administration.* Paper presented at Annual Meeting of the American Educational Research Association, Washington D.C.

†Cox, B. E., Mintz, A., Locks, T. Thompson, K., Anderson, A., Morgan, L., Edelstein, J., & Wolz, A. (2015, April). *College students with autism: Bridges and barriers to postsecondary success*. Paper presented at Annual Meeting of the American Educational Research Association, Chicago, IL.

†Winland, C. & Cox, B. E. (2014, November). *Institutional policies: Supporting Hispanic student success.* Paper presented at Annual Meeting of Association for the Study of Higher Education, Washington D.C.

†Walters, G. & Cox, B. E. (2014, November). *Connecting the academy and athletics: An evidence-based model of first-year student-athlete integration*. Paper presented at Annual Meeting of the Association for the Study of Higher Education, Washington D.C.

† Cox, B. E., Reason, R. D., Tobolowsky, B. T., Brower, R. L., Patterson, S., & Luczyk, S. (2014, April). *Lip service or actionable insights? Linking student experiences to assessment, accountability, and data-driven decision-making in higher education. (Listed in AERA Conference Program as: Linking Institutional Policies to Student Success: Evidence From 57 Institutions)* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
*** Recipient of the Robert M. Gagne Outstanding Research Prize from FSU's COE Council on Research in Education***

† Indicates work with students or postdocs

†Brower, R. L. & Cox, B. E. (2014, April). *No adult left behind: The prevalence of student affairs practices offering social support to adult undergraduates*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

†Roberts, K. L. & Cox, B. E. (2013, November). *Student-faculty interaction in the first year of college: Exploring the effects of policy on student engagement*. Paper presented at Annual Meeting of the Association for the Study of Higher Education, St. Louis, MO.

†Cox, B. E., Reason, R. D., Underwood, R. L., & Tobolowsky, B. T. (2013, January). *From research findings to institutional policies: How 57 institutions implement research-supported policies and practices facilitating first-year student success*. Paper presented at Annual Meeting of the American Association of Colleges and Universities, Atlanta, GA.

Reason, R. D., & Cox, B. E. (2012, November). *More than a patchwork of piecemeal initiatives: The compound benefits of an institution-wide commitment to first-year student retention*. Paper presented at Annual Meeting of the Association for the Study of Higher Education, Las Vegas, NV.

†Underwood, R. L., Cox, B. E., & Luczyk, S. (2012, November). *Diversity policies in academic affairs and student affairs divisions: Does collaboration matter?* Paper presented at Annual Meeting of the Association for the Study of Higher Education, Las Vegas, NV.

Tobolowsky, B. F., McClellan, & Cox, B. E. (2011, November). *The segmented assimilation of transfer students: An organizational view.* Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Charlotte, NC.

†Cox, B. E., McIntosh, K.L., Reason, R.D., Terenzini, P.T., & Brower, R. (2011, May). *More than a patchwork of piecemeal initiatives: The compound benefits of an institution-wide commitment to first-year student success*. Paper presented at the Annual Meeting of the Association for Institutional Research. Toronto, Ontario, Canada.

†McIntosh, K.L., Cox, B. E., Reason, R.D., & Terenzini, P.T. (2011, May). *Effects of college experiences on the critical thinking skills of first-generation first-year students.* Paper presented at the Annual Meeting of the Association for Institutional Research. Toronto, Ontario, Canada.

Cox, B. E. (2011, April). *Racial equality in graduation rates at selective institutions: Accounting for pre-college differences.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
*** Recipient of the Robert M. Gagne Outstanding Research Prize from FSU's COE Council on Research in Education***

Cox, B. E. & Reason, R. D. (2011, April). *Life Happens (Outside of College): How challenging non-college life-events affect students' likelihood of graduation.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
***Featured by the Chronicle of Higher Education on April 6, 2011. Referenced and quoted in an article for the Daily Texan. Highlighted in radio interview with the Oklahoma State Regents for Higher Education. ***

†McIntosh, K.L., Cox, B. E., Reason, R.D., & Terenzini, P.T. (2011, April). *Individual and institutional factors influencing active and collaborative learning among first-year college students.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

† Indicates work with students or postdocs

†Terenzini, P.T., Reason, R.D., Cox, B. E., & McIntosh, K.L. (2011, January). *Parsing the first year of college: Findings from a comprehensive study.* Paper presented at the Annual Meeting of the Association of American Colleges and Universities, San Francisco.
Quoted by insidehighered.com in an article describing the presentation

†Cox, B. E., McIntosh, K. L., Reason, R.D. & Terenzini, P.T. (2010, November). *When doing the "right" thing feels wrong: A primer and example of missing data imputation.* Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Indianapolis, IN.

†Reason, R.D., Cox, B. E., McIntosh, K.L., & Terenzini, P.T. (2010, November). *Promoting openness to diversity and challenge in the first year of college: A civic imperative.* Paper at the Annual Meeting of the Association for the Study of Higher Education. Indianapolis, IN.

†Reason, R.D., Cox, B. E., McIntosh, K.L., & Terenzini, P.T. (2010, June). *A student culture of DEEP learning: Its causes and consequences.* Paper presented at the Annual Meeting of the Association for Institutional Research, Chicago, IL.

†McIntosh, K. L., Cox, B. E., Reason, R.D., & Terenzini, P.T. (2010, June). *Quality, quantity, or content: What about faculty-student interaction actually affects student outcomes?* Paper presented at the Annual Meeting of the Association for Institutional Research, Chicago, IL.

†McIntosh, K. L., Terenzini, P.T., Cox, B. E., & Reason, R.D. (2010, March). *Evaluating institutional policies as a support to faculty high-impact practices.* Paper presented at AAC&U's Conference on Faculty Roles in High-Impact Practices, Philadelphia, PA.

†Reason, R.D., Cox, B. E., McIntosh, K.L., & Terenzini, P.T. (2010, June). *A student culture of DEEP learning: Its causes and consequences.* Paper presented at the Annual Meeting of the Association for Institutional Research, Chicago, IL.

†McIntosh, K. L., Cox, B. E., Reason, R.D., & Terenzini, P.T. (2010, June). *Quality, quantity, or content: What about faculty-student interaction actually affects student outcomes?* Paper presented at the Annual Meeting of the Association for Institutional Research, Chicago, IL.

†Reason, R. D., Cox, B. E., McIntosh, K. L., & Terenzini, P. T. (2010, June). *Creating DEEP learning environments: Organizational influences on first-year students*. Concurrent session presented at the Annual First-Year Experience International Conference, Maui, HI.

†McIntosh, K. L., Terenzini, P.T., Cox, B. E., & Reason, R.D. (2010, March). *Evaluating institutional policies as a support to faculty high-impact practices.* Paper presented at AAC&U's Conference on Faculty Roles in High-Impact Practices, Philadelphia, PA.

†Cox, B. E., McIntosh, K. L., Terenzini, P.T., & Reason, R.D. (2009, June). *A culture of teaching: Its causes and consequences.* Paper presented at the Annual Meeting of the Association for Institutional Research, Atlanta, GA.

†Cox, B. E., McIntosh, K. L., Terenzini, P.T., Reason, R.D., & Lutovsky Quaye, B.L. (2009, April). *Factors shaping faculty-student contact outside of the classroom: Institutional, demographic, and pedagogical influences.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

† Indicates work with students or postdocs

Cox, B. E. (2009, April). *Learning to be real: Cultural developments in a student-run academic journal.* Paper presented at the Annual Meeting of the American Educational Research Association. San Diego.

†Reason, R.D, Cox, B. E., Lutovsky Quaye, B.L., & Terenzini (2008, November). *Faculty and institutional factors that promote student encounters with difference in first-year courses.* Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Jacksonville, FL.
[Listed in program as: *Promoting encounters with difference in first-year courses: A multilevel analysis of faculty practice.*]

Cox, B. E. & Tobolowsky, B. F. (2007, April). *Addressing transfer students' perceived needs: An institutional perspective*. Paper discussion at Annual Meeting of the American Educational Research Association. Chicago, IL.

†Cox, B. E., Serven, S., & Tobolowsky, B.F. (2007, April). *Sophomore-year initiatives: A national overview and institutional examples.* Concurrent session presented at the joint meeting of ACPA and NASPA. Orlando, FL.

Gansemer-Topf, A., Flanagan, B., Stern, J., Cox., B. E., Stockenberg, J., Tobolowsky, B.T., & Schaller, M. (2007, April). *The second-year experience: Examining theory, research, and best practices.* All-day pre-conference workshop presented at the joint meeting of ACPA and NASPA. Orlando, FL.

†Cox, B. E., Tobolowsky, B. F., & Serven, S. (2006, November). *Serving sophomores: A national study of initiatives for second-year college students*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Orange County, CA.
Highlighted in radio interview with College Connection, from the Oklahoma State Regents for Higher Education.

†Orehovec, E, & Cox, B. E. (2006, March). *Increasing faculty-student interaction: Eight contributing factors*. Concurrent session presented at the Annual Meeting of the American College Personnel Association. Indianapolis, IN.

Swing, R. L. & Cox, B. E. (2006, February). *Moving from an assessment paradigm to an improvement paradigm*. Focused dialogue (roundtable) discussion at the Annual Conference on The First-Year Experience. Atlanta, GA.

Cox, B. E. & Swing, R. L. (2006, February). *A dozen ideas about first-year assessment.* Concurrent session presented at 25th Annual Conference on The First-Year Experience. Atlanta, GA.

Swing, R. L. & Cox, B. E. (2006, February). *Making sense of first-year assessment*. Four-hour pre-conference workshop presented at 25th Annual Conference on The First-Year Experience. Atlanta, GA.

Swing, R. L. & Cox, B. E. (2006, February). *Assessing first-year seminars and learning communities: Measuring success and planning improvement.* Three-hour pre-conference workshop presented at 25th Annual Conference on The First-Year Experience. Atlanta, GA.

†Cox, B. E. & Orehovec, E. (2005, November). *An interactive experience: A new model of faculty-student interaction.* Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Philadelphia, PA.

Swing, R. L. & Cox, B. E. (2005, October). *The first year of college – A dozen ideas for IR professionals.* Concurrent session presented at the Annual Meeting of the Southern Association for Institutional Research. Charleston, SC.

† Indicates work with students or postdocs

Swing, R. L. & Cox, B. E. (2005, February). *Making sense of first-year assessment*. Three-hour pre-conference workshop presented at Annual Conference on The First-Year Experience. Phoenix, AZ.

Tobolowsky, B. F. & Cox, B. E. (2005, February). *Results of the 2003 national survey on first-year seminars.* Concurrent session presented at Annual Conference on The First-Year Experience. Phoenix, AZ.

Cox, B. E. (2004, November). *A powerful combination: First-year seminars and residential learning communities.* Concurrent session presented at the Annual Conference on Living-Learning Programs and Residential Colleges. Bloomington, IN.

Practitioner-Focused Presentations at Refereed Conferences

Cox, B. E. & Nachman, B. R. (2022, October). *Determining Autistic College Student Success: A Look Into Project PEACES*. Presentation at the annual College Autism Summit.

Burdette-Williams, L. & Cox, B. E. (2022, March). *Disability, Difference or (Neuro)Diversity: Supporting Students Across the Entire Spectrum*. Presentation at the 2022 Annual Meeting of the National Association of Student Personnel Administrators (NASPA).

†Francis, C.B., Kepple, C.R., & Cox, B. E. (2021, March). *Recognizing Neurodiversity in the age of inclusion: A focus on supporting students with Autism on college campuses*. Presentation at the 2021 Annual Meeting of the National Association of Student Personnel Administrators (NASPA).

Cox, B. E. (2019, March). *Facilitating Success for Students with Autism*. Presentation at the 2019 Gateway Course Experience Conference. Atlanta, GA.

Cox, B. E. (2018, October). *Going to college with autism: Facilitating access and success.* Presentation at the Annual Conference of the Florida Council for Exceptional Children (FCEC). Pointe Verde, FL.

Burdette Williams, L., & Cox, B. E. (2018, February). *Autism and the student conduct process: Support begins with understanding.* Presentation at the Annual Meeting of the Association of Student Conduct Administrators (ASCA). Jacksonville, FL.

Cox, B. E. (2018, February). *A spectrum of college success: Preparing students with autism for the transition to postsecondary education.* Poster Presentation at the Annual Convention of the Council for Exceptional Children (CEC). Tampa, FL.

†Cox, B. E., & Breeden, C. (2017, March). *Students with Autism: Peer Perspectives and Helpful Strategies*. Presentation at the Annual Meeting of ACPA. Columbus, OH.

Cox, B. E. (2017, February). *Supporting First-Year Students with Autism: Inclusion Begins with Understanding.* Presentation at the Annual Conference on The First-Year Experience. Atlanta, GA.

†Cox, B. E., Nix, S. R., & Peters, A. (2016, February). *College Student Atheists*. Jon C. Dalton Institute on College Student Values. Tallahassee, FL.

†Cox, B. E., Nix, S. R., & Peters, A. (2016, January). *Atheist College Students*. Multicultural Leadership Summit, Center for Leadership and Social Change. Tallahassee, FL.

† Indicates work with students or postdocs

†Mintz, A., Locks, T., Cox, B. E., & Warner, D. (2016, April) *Autism in Higher Education: Barriers and Bridges in a Changing Landscape.* Presentation at the Annual NASPA Conference, Indianapolis, IN. (Session competitively selected for sponsorship by the NASPA Disability Knowledge Community).

†Anderson, A., Cox, B. E., & Edelstein, J. (2015, May) *Students with High Functioning Autism and Communication Through Online Forums.* Presentation at the Annual Conference of the Florida Association of Speech-Language Pathologists and Audiologists. Fort Lauderdale, FL
** *Recipient of the Award for the best poster presentation at the conference.* **

Reason, R. D. & Cox, B. E. (2013, June). *From Research Findings to Institutional Policies: How 57 Institutions Implement Research-Supported Policies and Practices Facilitating First-Year Student Success*. Concurrent session presented at the International Conference on the First-Year Experience, Hawaii.

†Luczyk, S., Underwood, R. L., & Cox, B. E. (2013, May). *Assessment, Planning, and Evaluation: What's Actually Happening?* Concurrent session presented at the Annual Forum of the Association for Institutional Research, Long Beach, CA.

Cox, B. E. (2013, February). *Research-supported policies and practices facilitating first-year student success at 57 institutions*. Concurrent session presented at the Annual Meeting of The National Resource Center for the First-Year Experience and Students in Transition, Orlando.

†Streit, M, & Cox, B. E. (2012, March). *A Question With Many Answers: Who is the American College Student?* Concurrent session presented at the NASPA Annual Conference, Phoenix, AZ.

†McIntosh, K. L., Terenzini, P. T., Cox, B. E., & Reason, R. D. (2010, June). *Delivering the First Year of College: A Profile of How It Is Done on 45 Campuses*. Concurrent session presented at the First-Year Experience International Conference, Maui, HI.

†Cox, B. E., McIntosh, K. L., Reason, R. D., & Terenzini, P. T. (2010, June). *Action, Reaction, Interaction: Institutional Efforts to Enhance Faculty-Student Interaction*. Concurrent session presented at the First-Year Experience International Conference, Maui, HI.

†Reason, R. D., Cox, B. E., McIntosh, K. L., & Terenzini, P. T. (2010, June). *Creating DEEP learning environments: Organizational influences on first-year students*. Concurrent session presented at the First-Year Experience International Conference, Maui, HI.

† Indicates work with students or postdocs

KEYNOTE ADDRESSES, MEDIA MENTIONS, AND OP-EDS

Op-Ed in *Diverse Issues in Higher Education* (July 27, 2025)
Autistic Students are Building Community: Colleges Just Need to Listen

Featured Guest (November 22, 2024)
Autism Weekly Podcast

Quoted in *Inside Higher Ed* (June 6, 2023)
Recognizing an 'Untapped Resource'.

Featured in episode 21 of *The Most Interesting People in Higher Ed* podcast (March 15, 2023)

College Autism Network cited in *Chronicle of Higher Education* (January 31, 2023)
Learning the 'Unspoken Rules': A boot camp gets autistic students ready for the work force.

Quoted in *Chronicle of Higher Education* (October 12, 2022)
Making a Home for Students With Autism: New programs meet a range of academic, social, and emotional needs for people on the spectrum.

Keynote Speaker (February, 2019)
Grabbing Hold & Letting Go: Proactive Approaches to Promote Achievement for College Students with Autism
Bridging High School to College: Autism Transition Workshop
Clemson University

Opening Keynote (November, 2018)
A Tale of Many Tensions Affecting College (Programs for) Students with ASD
2nd Annual College Inclusion Summit

Keynote Address (September, 2018)
Supporting College Students with Autism: A Professional Networking Event
Fairleigh Dickinson University

COURSE DEVELOPMENT, REVISION, AND TEACHING

New Course Development

College Student Populations

I proposed, developed, and implemented this new course explicitly devoted to helping current graduate students become effective advocates for specific student populations that have been largely overlooked or underserved in higher education. Each new semester, students collectively identify different underserved population to study and produce collaborative reports, stakeholder-specific primers, and a variety of non-traditional evidence-based advocacy products (e.g., website, posters, podcast, videos).
Required course for Ph.D. and Ed.D. students (typically 10-14 students)

Research on College Students

I initially proposed and have subsequently taught this online course that helps doctoral students identify and address common challenges affecting research about college students. Topics have included sampling bias, missing data analyses, mediating and moderating variables, and researcher positionality.
Required course for Ph.D. and Ed.D. students (typically 10-14 students)

Major Course Revisions

Student Development Theories

In response to students' dismissal of canonical theories as too old or too complex to be useful in practice, I made 3 major revisions. 1) Guided explicitly by Bloom's Taxonomy, I "flipped" the classroom; 2) I used Dugan's "tools of deconstruction and reconstruction" to introduce critical perspectives on theory; and 3) I had students take Harvard's Implicit Association tests to assess, reflect, and discuss the manner in which their own implicit theories reflect unrecognized personal biases.
Required course for master's degree students (typically 28-32 students)

Applied Education Policy Analysis

Increasingly, students have introduced themselves during this required quantitative methods class by saying they are "not a stats/numbers person," effectively undermining their own potential for growth. Therefore, I redesigned this regression-focused course to foreground conceptual material, reordered topics to build early confidence, and increased feedback while better scaffolding assignments.
Required course for Ph.D. students (typically 10-14 students)

Courses Taught

Methods of Educational Research
Research on College Students
Organization and Governance of Higher Education
Seminar in Student Development Theories
Student Development Theories for College Student Personnel Work
The American College Student
Capstone in Student Affairs
College Student Populations
Internship in College Teaching
Education Research Lab of Practice (Prospectus Development)
Applied Educational Policy Analysis
Directed Independent Study

PREVIOUS EMPLOYMENT

Associate Professor with Tenure (2016 – 2023); **Assistant Professor** (2010-2016)
Higher Education Program, Department of Educational Leadership and Policy Studies
FLORIDA STATE UNIVERSITY

- Taught twelve distinct graduate courses, both online and in-person, in PhD, EdD, and MS programs
- Served as program coordinator for PhD and MS programs during Covid-19 pandemic
- Chaired or was lead faculty representative on several advisory board and strategic planning committees

Graduate Research Assistant (2006 – 2010)
Center for the Study of Higher Education
PENNSYLVANIA STATE UNIVERSITY

- Coordinated campus-level data collection for the National Survey of Student Engagement (NSSE) and the Collegiate Assessment of Academic Progress (CAAP) assessment instruments
- Developed items for surveys of faculty, students, and Chief Academic and Chief Student Affairs Officers
- Managed data sets from multiple sources: IPEDS, ACT, NSSE, CAAP, Supplemental Student Surveys, Faculty Surveys, and surveys of the Chief Student Affairs and Chief Academic Affairs Officers.
- Ran statistical analysis including OLS, SEM, HLM, factor analysis, ex-post-facto weighting, and imputation using the EM algorithm

Coordinator of Research and Public Information (2004 – 2006)
National Resource Center for The First-Year Experience and Students in Transition
UNIVERSITY OF SOUTH CAROLINA

- Coordinated the Center's national and local studies on first-year, sophomore, and transfer students
- Initiated and administered Center's $5,000+ competitive research grant
- Facilitated the Center's first-ever strategic planning initiative

Instructor, University 101 (2004 – 2006)
UNIVERSITY OF SOUTH CAROLINA

- Led student-centered, technology enhanced first-year seminars
- Facilitated out-of-classroom learning through cultural activities and internet-based discussions

Assistant Manager for Research and Planning (2003 –2004)
Preston Residential College
UNIVERSITY OF SOUTH CAROLINA

- Managed daily administrative, financial, and academic operations
- Coordinated strategic planning program including 40+ participants & 10+ departments
- Led design and publication of student handbook, newsletter, brochure, and admission application
- Developed integrated marketing campaign centered around four foundational principles: *Passion, Community, Responsibility,* and *Knowledge*

English Teacher & Head Varsity Soccer Coach (2002 –2003)
ANSON HIGH SCHOOL, Wadesboro, NC

- Taught World and American Literature and Language Arts in a racially diverse rural community
- Coordinated educational field trip to UNC for black male teen mentoring program
- Analyzed honors student achievement for Morehead Scholarship Selection Committee
- Counseled students regarding college applications, as well as personal and family issues
- Initiated first boys' and girls' varsity High School and community soccer teams in Anson County

SERVICE TO THE COMMUNITY, PROFESSION, AND INSTITUTION

Service to the Community and Profession

College Autism Network

Founder. Formerly Executive Director, Board Member, and Senior Advisor
Established a national non-profit organization dedicated to using evidence-based advocacy to improve experiences and outcomes for college students with autism
www.CollegeAutismNetwork.org

Advisory Council

ASD-STEM
USDOE funded doctoral leadership grant from Office of Special Education Programs.

Improving Post-Secondary Education Outcomes for Hispanic/Latino Youth with Autism
Project funded by the Florida Developmental Disabilities Council

External Reviewer – Tenure and Promotion

Dr. Hyejung Kim
Binghampton University

Journal Editorial Board

Higher Education in Review
Co-Editor; Associate Editor, previously

Journal of College Student Development
Editorial Board Member, previously

Journal Manuscript Reviewer

AERA Open
American Educational Research Journal
Autism: The International Journal of Research and Practice
Autism in Adulthood
Educational Researcher
Journal of Autism and Developmental Disorders
Journal of College Student Development
Journal of Diversity in Higher Education
Review of Higher Education
Research in Higher Education

Research Grant Reviewer

Spencer Foundation
Large Research Grant Program Proposal Reviewer

National Science Foundation (NSF)
Division of Undergraduate Education (DUE), Advanced Technological Education (ATE)

National Resource Center for the First-Year Experience and Students in Transition
Paul P. Fidler Research Grant

Conference Proposal Reviewer
International Society for Autism Research (INSAR)
American Educational Research Association (AERA) Annual Meeting
Association for Institutional Research (AIR) Annual Forum
Association for the Study of Higher Education (ASHE) Annual Meeting
ACPA Annual Convention

Service to the Institution – Florida State University and Michigan State University

Department

Department Awards Committee
Coordinator, Higher Education Master's and PhD Programs
Tenure and Promotion Committee
Departmental Advisory Committee
Faculty Development and Merit Pay Committee
Online Ed.D. Admissions Committee
Ph.D., Ed.D., and M.S. Face-to-Face Admissions Committee
Institutional Effectiveness Portal Goals Committee
Masters Curriculum Redevelopment Committee
Doctoral Curriculum Redevelopment Committee
Diagnostic Exam Coordinator
Preliminary Exam Coordinator
Search Committee for Online EdD Associate Director

College

Faculty Equity and Inclusion Committee
Office of Research Administration Advisory Board
Tenure and Promotion Committee
Strategic Planning and Implementation Teams
Search Committee for Assistant Professor in Statistics and Measurement
Search Committee for Grants Manager in Office of Research
Student Technology Fee Advisory Committee
Review Committee for the COE Planning Grant and Multidisciplinary Grant
Review Committee for the COE Research Grant
Faculty Advisory Board to the Dean

University

Presenter for STEM Teaching and Learning Webinar
Faculty Senator
Liaison to SACS QEP Committee
College Liaison to FSU's Critical Thinking Initiative
Panelist, Inclusive Programming in Student Affairs
Academic Honor Code Hearing Officer
University Grievance Committee

Professional Affiliations

American Educational Research Association
Association for Institutional Research
Association for the Study of Higher Education
ACPA: College Student Educators International
International Society for Autism Research (INSAR)
NASPA: Student Affairs Administrators in Higher Education