

CURRICULUM VITAE

NAME: Krista M. Soria

DATE: January 8, 2024

RANK OR TITLE: Assistant Professor

DEPARTMENT: Leadership and Counseling

OFFICE LOCATION AND ZIP: CDA Harbor Center 125, 83814

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DATE OF FIRST EMPLOYMENT AT UI: August 16, 2021

DATE OF TENURE: Untenured

DATE OF PRESENT RANK OR TITLE: August 16, 2021

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D., University of Minnesota, Minneapolis, MN, May 2013, Educational Policy and Administration (Higher Education)

M.S., Kansas State University, Manhattan, KS, May 2008, Academic Advising

M.Ed., University of Alaska Anchorage, Anchorage, AK, May 2008, Adult Education

M.A., University of Alaska Anchorage, Anchorage, AK, August 2006, English

Graduate Certificate, University of Minnesota, Minneapolis, MN, February 2015, Multicultural Teaching and Learning

Graduate Certificate, Kansas State University, Manhattan, KS, May 2005, Academic Advising

B.A., Hamline University, St. Paul, MN, May 2002, English and Psychology

EXPERIENCE:

Teaching, Extension and Research Appointments:

Assistant Professor, Leadership & Counseling, University of Idaho, fall 2021 to present

Adjunct faculty, Bethel University, St. Paul, MN, summer 2017 to present

Adjunct faculty, Augsburg University, Minneapolis, MN, fall 2020 to present

Adjunct faculty, University of Minnesota, Minneapolis, MN, fall 2009 to spring 2022

Adjunct faculty, University of Wisconsin La Crosse, La Crosse, WI, spring 2019 to spring 2021

Associate Professor, Leadership, St. Mary's University of Minnesota, spring 2015 to spring 2021

Adjunct faculty, St. Cloud State University, St. Cloud, MN, fall 2014 to fall 2019

Adjunct faculty, Southern New Hampshire University, Manchester, NH, fall 2014 to fall 2020

Adjunct faculty, Hamline University, St. Paul, MN, fall 2014 to spring 2017

Adjunct faculty, University of Alaska Anchorage, Anchorage, AK, fall 2006 to spring 2014

Academic Administrative Appointments:

Senior Research Associate, National Center on College Students with Disabilities, Huntersville, NC, January 2021 to September 2021

Research Associate, Center for Studies in Higher Education, UC Berkeley, Berkeley CA, July 2020 to present

Director of Student Affairs Assessment, Office of Student Affairs, University of Minnesota, Minneapolis, MN, August 2018 to August 2021

Senior Analyst, Office of Institutional Research, University of Minnesota, Minneapolis, MN, January 2011 to August 2021

Assistant Director for Research and Strategic Partnerships, Student Experience in the Research University (SERU) Consortium, Minneapolis, MN, May 2019 to August 2021

Co-Lead Researcher, Minnesota Education Equity Partnership, Minneapolis, MN, April 2019 to June 2020

Evaluator, NorthStar STEM Alliance, University of Minnesota, Minneapolis, MN, August 2013 to May 2014

Research Assistant, Midwestern Higher Education Compact, Minneapolis, MN, August 2010 to January 2011

Research Intern, ACT, Inc., Iowa City, IA, June 2010 to August 2010

Research Assistant Intern, Minnesota Office of Higher Education, Saint Paul, MN, January 2010 to May 2010

Graduate Research Assistant, Postsecondary Education Research Institute, University of Minnesota, Minneapolis, MN, August 2009 to January 2011

Academic Advisor, University of Alaska, Anchorage, AK, September 2006 to August 2009

Educational Advisor, Educational Talent Search, Trio Programs, University of Alaska, Anchorage, AK, February 2006 to September 2006

Education Advisor/Outreach Specialist, Alaska Commission on Postsecondary Education, Anchorage, AK, June 2005 to February 2006

Admissions and Financial Aid Advisor, University of Alaska, Anchorage, AK, September 2002 to June 2005

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: adult education, higher education, college students, college student development theory, student affairs, academic advising, leadership development, organizational development, organizational leadership, research methods, quantitative methods, qualitative methods, technical writing

Courses Taught and/or Developed at the University of Idaho:

AOLL 502: Directed Study, Literature Review
 AOLL 504: College Student Development Theory
 AOLL 510: Human Resource Development
 AOLL 526: Instructional Design and Curriculum
 AOLL 528: Program Planning in Adult Education
 AOLL 570: Introduction to Research in Adult/Organizational Learning and Leadership
 AOLL 577: Organization Development
 AOLL 615: Research Apprenticeship
 ED 595: Survey Design for Social Science Research

Courses Taught and/or Developed at Other Higher Education Institutions:

St. Mary's University of Minnesota

EDD 811: Theories of Adult Learning
 EDD 818: Knowledge Development: Theory, Formats, and Applications

Augsburg University

MAT 163: Introductory Statistics

University of Wisconsin La Crosse

SAA 765: Assessment in Student Affairs

St. Cloud State University

HIED 808: Quantitative Research Methods
 HIED 664: Critical Issues in Higher Education

Bethel University

EDUC 837: Institutional Assessment in Higher Education
 EDUC 850: Doctorate Research III (I also redesigned this course)
 EDUC 845: Quantitative Research Methods (I also redesigned this course)
 EDUC 870: Doctorate Research IV (I also redesigned this course)
 PSYC/HUSE 400: Research Methods

University of Minnesota

LEAD 3302: Leadership, You, and Your Community
 LEAD 1961W: Personal Leadership in the University
 LEAD 4972: Directed Research in Leadership
 OLPD 5704: College Students Today (Teaching Assistant)
 OLPD 8702: Administration and Leadership in Higher Education
 CLA 1005: Introduction to Liberal Arts Learning
 CLA 2005: Introduction to Liberal Education and Responsible Citizenship

Southern New Hampshire University

HEA 560: Higher Education Policy

HEA 530: Data-Driven Decisions and Strategic Planning in Higher Education

HEA 510: History and Philosophy of Higher Education

Hamline University

ENGL 1800: Introduction to Professional Writing and Rhetoric

University of Alaska Anchorage

ENGL 212: Technical Writing

HNRS 209: Participatory Action Research

CTE 490/690: Advising for Career Pathways

CIOS 260: Business Communications

ENGL 111: Methods of Written Communication

ENGL 213: Writing in the Natural and Social Sciences

GUID 150: Survival Skills for College Students

Students Advised:

Graduate Students:

- Current master's advisees at the University of Idaho: 16
- Current doctorate advisees at the University of Idaho: 11

Advised to completion of degree: major professor at the University of Idaho

- Deanna Bakken, M.S., December 2023
- Alicia Mattera, M.S., December 2023
- Chance Garvin, M.S., December 2023
- Leanna Keleher, M.S., December 2023
- Spencer McKay, M.S., December 2023
- Sophie Becker, M.S., December 2023
- Trevor White, M.S., December 2023
- Jessie Snider, M.S., December 2023
- Ashley Silvers, M.S., December 2023
- Dillon Andrus, M.S., December 2023
- Jade Krauszer, M.S., August 2023
- Anjel Zamora, M.S., August 2023
- Stacey Vakanski, M.S., May 2023
- Braxton Herrick, M.S., May 2023
- Mary Tkach, M.S., May 2023
- Marissa Horton, M.S., December 2022
- Chris Gordon, M.S., December 2022

Served on graduate committee to completion of degree at the University of Idaho

- Heidi Scott, Ph.D., May 2022

Advised to completion of degree: dissertation chair at other institutions

- Dustin Julius, Ed.D., Bethel University, May 2023
- Jennifer Hargis, Ed.D., Bethel University, May 2023

- Thayer Trenheile, Ed.D., Bethel University, May 2023
- Asif Mehmood, Ed.D., Bethel University, December 2022
- Lauren Mael, Ed.D., Bethel University, December 2022
- Alicia Klein, Ed.D., Bethel University, December 2022
- Erin Wanat, Ed.D., Bethel University, May 2021
- Kim Friesen, Ed.D., Bethel University, August 2021
- Kelly Dietrich, Ed.D., Bethel University, December 2021

Served on graduate committee to completion of degree at other institutions

- Erica Johnson, Ph.D., Central Michigan University, December 2023
- Andrea Becker, Ed.D., Bethel University, August 2023
- Rebecca Carlson, Ed.D., Bethel University, May 2023
- Sarah Rothstein, Ed.D., Bethel University, May 2023
- Ann Rooney, Ed.D., Bethel University, December 2022
- Taylor Williams, Ed.D., Bethel University September 2022
- Derek Brown, Ed.D., Bethel University, October 2022
- Bill Adams, Ed.D., Bethel University, May 2021
- Constance Robinson, Ed.D., Bethel University, August 2021
- Peggy Rosell, Ed.D., Bethel University, May 2021
- Jenifer York, Ed.D., Bethel University, December 2020
- Theresa Anderson, Ed.D., Bethel University, May 2020
- Jaysen Anderson, Ed.D., Bethel University, December 2019
- Connie Frisch, Ed.D., St. Cloud State University, May 2019
- Christopher Caulkins, Ed.D., St. Cloud State University, December 2018
- Connie Norman, Ed.D., St. Cloud State University, May 2017
- Jessica Tye, Ed.D., St. Cloud State University, December 2016

SCHOLARSHIP ACCOMPLISHMENTS:

**Underlined names are current or former students*

Refereed/Adjudicated:

Peer Reviewed/Evaluated:

1. **Soria, K. M., Kokenge, E., Heath, C., Standley, E. C., Wilson, S. J. F., Connley, J. R., & Agramon, A.** (in press). Looking inward: Academic advisors' mental health. *NACADA Journal*.
2. **Soria, K. M., Lake, S., White, T., & Arp, R.** (in press). Food insecurity among community college caregivers during the COVID-19 pandemic. *Community College Review*.
3. **Soria, K. M.** (2023). Community service and undergraduates' social capital development. *Michigan Journal of Community Service Learning*, 29(2), 185–206. <https://doi.org/10.3998/mjcs1.3643>

4. **Soria, K. M., Kokenge, E. M., & Dizor, C.** (in press). The effects of leadership education on college students' prosocial outcomes. *Journal of College and Character*.
5. **Soria, K. M., Kokenge, E., Wilson, S., Connley, J. R., Standley, E. C., Heath, C. A., & Agramon, A.** (in press). Factors associated with academic advisors' burnout. *NACADA Journal*.
6. Ajayi, A., Dupont, R., Varma, K., & **Soria, K. M.** (in press). Advancing equity and opportunities for STEM students from low-income backgrounds: Evaluating the impact of a collaborative support program on academic outcomes. *Journal of College Student Retention: Research, Theory, & Practice*.
7. Klein, A., Kayingo, G., Schrode, K. M., & **Soria, K. M.** (2023). Physician assistants/associates with doctoral degrees: Where are they now? *Journal of Physician Assistant Education*. Advanced Online Publication. <https://doi.org/10.1097/jpa.0000000000000549>
8. **Soria, K. M.** (2023). Basic needs insecurity among adult learners during the COVID-19 pandemic. *Adult Education Quarterly*, 73(4), 402–421. <https://doi.org/10.1177/07417136231192405>
9. **Soria, K. M.** (2023). Disparities in students' access to academic advising during the COVID-19 pandemic. *NACADA Journal*, 43(1), 17–30. <https://doi.org/10.12930/NACADA-22-27>
10. **Soria, K. M., & Cole, A.** (2023). Leadership education and first-generation students' social capital development. *Journal of First-Generation Student Success*, 3(1), 1–19. <https://doi.org/10.1080/26906015.2023.2171823>
11. **Soria, K. M.** (2023). Basic needs insecurity and college students' mental health during the COVID-19 pandemic. *Journal of Postsecondary Student Success*, 2(3), 23–51. doi: 10.33009/fsop_jpss130999
12. **Soria, K. M., Krueger, K., Kokenge, E., Aguilera-Gonzalez, D., & Natividad de Frausto, M.** (2023). Academic and student affairs professionals as mentors: Benefits for working-class, first-generation students. *Journal of Student Affairs Research and Practice*. Online First. <https://doi.org/10.1080/19496591.2022.2147012>
13. **Hufnagle, A. S., Soria, K. M., Wang, Y., Maruyama, G., & Furco, A.** (2023). Benefits of service-learning on students' achievement and degree attainment outcomes: An investigation of potential differential effects for low-income and first-generation students. *Journal of Higher Education Outreach and Engagement*, 27(2), 17–30. <https://openjournals.libs.uga.edu/jheoe/article/view/1542>
14. **Soria, K. M., Friel, P., Kokenge, E., Frausto de Natividad, M., & Agramon, A.** (2023). Housing insecurity among disabled college students during the COVID-19 pandemic. *Journal for Postsecondary Education and Disability*, 35(4), 303–318.

15. **Soria, K. M.** (2023). Basic needs insecurity among first-generation community college students with disabilities during the COVID-19 pandemic. *Journal of First-Generation Student Success*, 3(1), 33–48. <https://doi.org/10.1080/26906015.2023.2180786>
16. **Soria, K. M., & Coca, V.** (2023). Food insecurity among college students with disabilities during the COVID-19 pandemic. *Journal of College Student Development*, 64(1), 102–107. <https://doi.org/10.1353/csd.2023.0005>
17. **Soria, K. M., Horgos, B., & Shenouda, J. D.** (2023). Disparities in college students' financial hardships during the COVID-19 pandemic. *Journal of Student Affairs Research and Practice*, 60(1), 31–48. <https://doi.org/10.1080/19496591.2022.2046597>
18. **Soria, K. M., Mitchell, T. D., & Roberts, B. J.** (2023). Leading change to ensure a better world: College students' participation in community service. *Journal of Higher Education Outreach and Engagement*, 27(2), 145–160.
19. **Soria, K. M., Boettcher, B., & Hallahan, K.** (2022). The effects of participation in recreational activities on students' resilience and sense of belonging. *Recreational Sports Journal*, 46(2), 184–192. <https://doi.org/10.1177/15588661221125201>
20. **Soria, K. M.** (2022). More than a novel experience: Exploring the effects of common reading programs on first-year college students. *Journal of First-Year Students & Students in Transition*, 34(1), 47–64.
21. **Soria, K. M., Kelling, C., Mossinghoff, M., & Beahm, R.** (2022). First-generation college students' mental health during the COVID-19 pandemic. *Journal of First-Generation Student Success*, 2(2), 97–117. <https://doi.org/10.1080/26906015.2022.2070442>
22. **Soria, K. M., & Roberts, B. J.** (2023). The effect of serving as a resident assistant on undergraduates' prosocial behaviors. *Journal of Student Affairs Research and Practice*, 60(2), 236–249. <https://doi.org/10.1080/19496591.2022.2041427>
23. **Soria, K. M., & Roberts, B. J.** (2021). The benefits of living on campus for first-generation students' belonging, perceptions of campus climate, and resilience. *Journal of First-Generation Student Success*, 1(2), 111–126. <https://doi.org/10.1080/26906015.2021.1926373>
24. **Soria, K. M., Brazelton, G. B., & Roberts, B. J.** (2021). Resident assistants' leadership efficacy. *Journal of College and University Student Housing*, 48(1), 46–59.
25. **Soria, K. M., & Horgos, B.** (2021). Factors associated with college students' mental health during the COVID-19 pandemic. *Journal of College Student Development*, 62(2), 236–242. <https://doi.org/10.1353/csd.2021.0024>

26. Jones-White, D. R., **Soria, K. M.**, Tower, E. K. B., & Horner, O. G. (2021). Factors associated with anxiety and depression among U.S. doctoral students: Evidence from the gradSERU survey. *Journal of American College Health*. Online first. <https://doi.org/10.1080/07448481.2020.1865975>
27. Schultzenberg, A. J., Wang, Y-C., Hufnagle, A., **Soria, K. M.**, Maruyama, G., & Johnson, J. (2020). Improving outcomes of underrepresented college students through community-engaged employment. *International Journal of Research on Service-Learning and Community Engagement*, 8(1), Article 11. <https://doi.org/10.37333/001c.18719>
28. **Soria, K. M.**, Brazelton, G. B., Belrose, M. R., Blamo, M., Diekemper, K. M., & Kaste, K. (2020). Enriching college students' leadership efficacy. *Journal of Leadership Education*, 19(4), 87–97. doi: 10.12806/V19/I4/R7
29. **Soria, K. M.**, Hufnagle, A. S., Lopez, I., & Do, T. (2019). Exploring the differential effects of service-learning on students' sense of belonging: Does social class matter? *International Journal of Research on Service-Learning and Community Engagement*, 7(1), Article 8. <https://doi.org/10.37333/001c.11486>
30. Mitchell, T. D., schneider, f., & **Soria, K. M.** (2019). Community engagement experiences of college students with minoritized sexual and gender identities. *International Journal of Research on Service-Learning and Community Engagement*, 7(1), Article 7. <https://doi.org/10.37333/001c.11482>
31. **Soria, K. M.**, Werner, L., VeLure Roholt, C., & Capeder, A. (2019). Strengths-based approaches in co-curricular and curricular leadership: Opportunities to magnify students' thriving. *Journal of Leadership Education*, 18(1), 116–132. doi: 10.12806/V18/I1/R8
32. **Soria, K. M.**, Werner, L., Chandiramani, N., Day, M., & Asmundson, A. (2019). Co-curricular engagement as catalysts toward students' leadership development and multicultural competence. *Journal of Student Affairs Research and Practice*, 56(2), 207–220. <https://doi.org/10.1080/19496591.2018.1519439>
33. **Soria, K. M.**, Werner, L., & Nath, C. (2019). Leadership experiences and perspective taking among college students. *Journal of Student Affairs Research and Practice*, 56(2), 138–152. <https://doi.org/10.1080/19496591.2018.1490309>
34. Johnstone, C., **Soria, K. M.**, Bittencourt, T., & Adjei, M. (2018). The global and the local: Programs that predict critical thinking and cultural appreciation development in students. *International Journal of Research on Service-Learning and Community Engagement*, 6(1), Article 8. <https://doi.org/10.37333/001c.7001>
35. **Soria, K. M.**, & VeLure Roholt, C. (2018). Leadership experiences: Educating for diverse citizenship. *Journal of College and Character*, 19(4), 264–274. <https://doi.org/10.1080/2194587X.2018.1517650>

36. **Soria, K. M., & Werner, L.** (2018). Academic leadership courses: Catalysts for students' retention and graduation. *Journal of Leadership Education, 17*(3), 26–41. doi:10.12806/V17/I3/R2
37. **Soria, K. M.** (2018). Bridging the divide: Addressing social class disparities in higher education. *Diversity & Democracy, 21*(4).
38. **Soria, K. M., Morrow, D. J., & Jackson, R.** (2017). Parental divorce and college students' persistence and degree attainment. *Journal of Divorce and Remarriage, 59*(1), 25–36. <https://doi.org/10.1080/10502556.2017.1364599>
39. Johnson, M., Dugan, J. P., & **Soria, K. M.** (2017). Try to see it my way: What influences social perspective taking among college students? *Journal of College Student Development, 58*(7), 1035–1054. <https://doi.org/10.1353/csd.2017.0082>
40. **Soria, K. M., & Johnson, M.** (2017). High-impact educational practices and the development of college students' pluralistic outcomes. *College Student Affairs Journal, 35*(2), 100–116. doi: 10.1353/csj.2017.0016
41. **Soria, K. M., Peterson, K., Fransen, J., & Nackerud, S.** (2017). The impact of academic library resources on first-year students' learning outcomes. *Research Library Issues, 290*, 5–20. <https://doi.org/10.29242/rli.290.2>
42. **Soria, K. M., Fransen, J., & Nackerud, S.** (2017). The impact of academic library resources on undergraduates' degree completion. *College & Research Libraries, 78*(6), 812–823. <https://doi.org/10.5860/crl.78.6.812>
43. **Soria, K. M., Fransen, J., & Nackerud, S.** (2017). Beyond books: The extended academic benefits of library use for first-year college students. *College & Research Libraries, 78*(1), 8–22. <https://doi.org/10.5860/crl.78.1.8>
44. **Soria, K. M., Morrow, D. J., Laumer, N. L., & Marttinen, G.** (2017). Strengths-based advising approaches: Benefits for first-year undergraduates. *NACADA Journal, 37*(2), 55–65. doi:10.12930/NACADA-16-010
45. **Soria, K. M., & Taylor, Jr., L.** (2016). Strengths-based approaches in college and university student housing: Implications for first-year students' retention and engagement. *Journal of College and University Student Housing, 42*(2), 60–75.
46. **Soria, K. M., Hinz, K., Arnold, B., & Williams, J.** (2016). Strengths as a career compass: Helping undergraduate students navigate career development through strengths awareness and development. *Developments, 13*(4). <https://drive.google.com/file/d/0B2DpEzXFee2iZUI2SHJDR1A0bUk/view>
47. **Soria, K. M., & Mitchell, T. D.** (2015). Learning communities: Foundations for first-year students' development of pluralistic outcomes. *Learning Communities Research and Practice, 3*(2), 1–21.

48. **Soria, K. M.,** Nackerud, S., & Peterson, K. (2015). Socioeconomic indicators associated with first-year college students' use of academic libraries. *The Journal of Academic Librarianship*, 41(5), 636–643. <http://dx.doi.org/10.1016/j.acalib.2015.06.011>
49. **Soria, K. M.** (2015). Reading, learning, and growing: An examination of the benefits of common book reading programs for college students' development. *Journal of the First-Year Experience and Students in Transition*, 27(1), 29–47.
50. **Soria, K. M., Snyder, S., & Reinhard, A.** (2015). Strengthening college students' capacity for integrative leadership by building a foundation for civic engagement and multicultural competence. *Journal of Leadership Education*, 14(1), 55–71. doi: 10.12806/V14/I1/R4
51. **Bryant, K., & Soria, K. M.** (2015). College students' sexual orientation, gender identity, and participation in study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 25, 91–106. <https://doi.org/10.36366/frontiers.v25i1.347>
52. **Soria, K. M., & Alkire, D. B.** (2015). Elevating Native American college students' sense of belonging in higher education. *Developments Journal*, 13(3). <https://developments.myacpa.org/elevating-native-american-college-students-sense-of-belonging-in-higher-education/>
53. **Soria, K. M., Roberts, J., & Reinhard, A.** (2015). Undergraduate students' strengths awareness and leadership development. *Journal of Student Affairs Research and Practice*, 52(1), 89–103. <https://doi.org/10.1080/19496591.2015.996057>
54. **Soria, K. M., & Stubblefield, R.** (2015). Building a strengths-based campus to support student retention. *Journal of College Student Development*, 56(6), 626–631. <https://doi.org/10.1177%2F1521025115575914>
55. **Soria, K. M., & Stubblefield, R.** (2015). Knowing me, knowing you: Building strengths awareness and belonging in higher education. *Journal of College Student Retention: Research, Theory, and Practice*, 17(3), 351–372. doi: 10.1177/1521025115575914
56. **Soria, K. M., & Stubblefield, R.** (2015). Building first-year students' strengths and hope in transition. *College Student Affairs Journal*, 33(1), 1–10. doi: 10.1353/csaj.2015.0007
57. **Soria, K. M., & Stubblefield, R.** (2014). First-year college students' strengths awareness: Building a foundation for student engagement and academic excellence. *Journal of the First-Year Experience and Students in Transition*, 26(2), 69–88.
58. **Soria, K. M., & Bultmann, M.** (2014). Advising scholars from blue collar backgrounds: Supporting working-class students' success in higher education. *NACADA Journal*, 34(2), 51–62. <https://doi.org/10.12930/NACADA-13-017>
59. **Soria, K. M., Weiner, B., & Lu, E. C.** (2014). Examining financial decisions among undergraduate students from different social class backgrounds. *Journal of Student Financial Aid*, 44(1), 2–23. <https://doi.org/10.55504/0884-9153.1037>

60. Stebleton, M. J., **Soria, K. M.**, & Huesman, R. L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling, 17*(1), 6–20. <https://doi.org/10.1002/j.2161-1882.2014.00044.x>
61. **Soria, K. M.**, & Linder, S. (2014). Parental divorce and first-year college students' persistence and academic achievement. *Journal of Divorce and Remarriage, 55*(2), 103–116. <https://doi.org/10.1080/10502556.2013.871919>
62. **Soria, K. M.**, Fransen, J., & Nackerud, S. (2014). Stacks, serials, search engines, and students' success: First-year undergraduate students' library use, academic achievement, and retention. *The Journal of Academic Librarianship, 40*(1), 84–91. <https://doi.org/10.1016/j.acalib.2013.12.002>
63. **Soria, K. M.**, & Troisi, J. N. (2014). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies. *Journal of Studies in International Education, 18*(3), 260–279. <https://doi.org/10.1177%2F1028315313496572>
64. **Soria, K. M.**, & Thomas-Card, T. (2014). Relationships between motivations for community service participation and desire to continue service following college. *Michigan Journal of Community Service Learning, 20*(2), 53–64.
65. **Soria, K. M.**, Hussein, D., & Vue, C. (2014). Leadership for whom? Socioeconomic factors predicting undergraduate students' positional leadership participation. *Journal of Leadership Education, 13*(1), 14–30. doi: 10.12806/V13/I1/R2
66. Stebleton, M. J., **Soria, K. M.**, & Huesman, R. L. (2014). Recent immigrant students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development, 55*(2), 196–202. <https://doi.org/10.1353/csd.2014.0019>
67. **Soria, K. M.**, Lepkowski, C. L., & Weiner, B. (2013). Living in the margins: Examining the experiences of atheist undergraduates on campus. *Developments Journal, 11*(2).
68. **Soria, K. M.**, Stebleton, M. J., & Huesman, R. L. (2013-2014). Class counts: Exploring differences in academic and social integration between working-class and middle/upper-class students at large, public research universities. *Journal of College Student Retention: Research, Theory, and Practice, 15*(2), 215–242. <https://doi.org/10.2190%2FCS.15.2.e>
69. **Soria, K. M.**, & Stebleton, M. J. (2013). Social capital, academic engagement, and sense of belonging among working-class college students. *College Student Affairs Journal, 31*(2), 139–153.
70. **Soria, K. M.**, & Stebleton, M. J. (2013). Immigrant college students' academic obstacles. *The Learning Assistance Review, 18*(1), 7–24.

71. **Soria, K. M.** (2013). Social class reconsidered: Examining the role of class and privilege in fraternities and sororities. *Association of Fraternity and Sorority Advisors Essentials*, 1-4.
72. **Soria, K. M.** (2013). Factors predicting the importance of libraries and research activities for undergraduates. *The Journal of Academic Librarianship*, 39(6), 464–470. <http://dx.doi.org/10.1016%2Fj.acalib.2013.08.017>
73. **Soria, K. M.**, Fransen, J., & Nackerud, S. (2013). Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *portal: Libraries and the Academy*, 13(2), 147–164. <https://doi.org/10.1353/pla.2013.0010>
74. Stebleton, M. J., **Soria, K. M.**, & **Cherney, B.** (2013). The high impact of education abroad: College students' engagement in international experiences and the development of intercultural competencies. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 22, 1–24. <https://doi.org/10.36366/frontiers.v22i1.316>
75. **Soria, K. M.**, Lingren Clark, B., & Coffin Koch, L. (2013). Investigating the academic and social benefits of extended new student orientations for first-year students. *The Journal of College Orientation and Transition*, 20(2), 33–45.
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1. **Soria, K. M., Kokenge, E., Wilson, S., Connley, J. R., Standley, E. C., Heath, C. A., & Agramon, A.** (under review). Academic advisors' intentions to leave their positions, profession, or institutions.
2. Correia-Harker, B., **Soria, K. M., Johnson, M. R., & VanEnkevort, J., & Dugan, J.** (revise and resubmit). Comparing college students' capacities for resilience before and during the COVID-19 pandemic.
3. **Soria, K. M., & Vakanski, S. E.** (revise and resubmit). Rural college students' experiences during the pandemic: Implications for academic advisors.

Books and Edited Volumes

1. Johnson, M. R., & **Soria, K. M.** (Eds.). (2020). *New Directions for Student Leadership: No. 168. Evidence-based practices to strengthen leadership development*. Jossey-Bass. <https://doi.org/10.1002/yd.20414>
2. **Soria, K. M.** (Ed.). (2018). *Evaluating campus climate at U.S. research universities: Opportunities for diversity and inclusion*. Palgrave Macmillan. ISBN: 978-3-319-94836-2, <https://doi.org/10.1007/978-3-319-94836-2>
3. Mitchell, T. D., & **Soria, K. M.** (Eds.). (2017). *Educating for citizenship and social justice*. Palgrave Macmillan. ISBN: 978-3319629704, <https://doi.org/10.1007/978-3-319-62971-1>
4. **Soria, K. M.**, & Mitchell, T. D. (Eds.) (2016). *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-55312-6>
5. **Soria, K. M.** (2015). *Welcoming blue collar scholars into the ivory tower: Developing class-conscious strategies for students' success*. National Resource Center for the First-Year Experience and Students in Transition. ISBN: 978-1889271965
6. Mitchell, Jr., D. J., **Soria, K. M.**, Daniele, E., & Gipson, J. (Eds.) (2015). *Student involvement and academic outcomes: Implications for diverse student populations*. Peter Lang Publishing. ISBN: 978-1433126192

Book and Volume Chapters

1. **Soria, K. M.**, & Kliwer, B. (in press). Intentional emergence assessment and outcomes. *New Directions for Student Leadership*.
2. **Soria, K. M.**, & Smith, A. B. (in press). Food and housing insecurity among community college veterans. *New Directions for Community Colleges*.
3. **Soria, K. M.**, Standley, E., & Braun, J. (in press). College students' co-curricular involvement and sense of belonging. In T. Strayhorn (Ed.), *Students' sense of belonging and involvement in college*. Rowman & Littlefield.
4. **Soria, K. M.**, Mossingoff, M., Kelling, C., Kokenge, E., Beahm, R., & Natividad de Frausto, M. (2024). Faculty mentorship: Promising opportunities to promote students' sense of belonging in higher education. In E. T. Parker, III & T. Trolan (Eds.), *21st century student-faculty experiences: Fostering sustained student-faculty engagement in changing college environments* (pp. 63–80). Routledge.
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7. **Soria, K. M., Horgos, B., & Roberts, B. J.** (2022). The COVID-19 pandemic and students' mental health. In G. B. Brazelton, E. Hugus, M. Tkatchov, K. Hunter, & B. K. Becker (Eds.), *New Directions for Student Services, 176: Virtual delivery of student services – Post Covid* (pp. 37–45). Wiley. <https://doi.org/10.1002/ss.20404>
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10. **Soria, K. M., & Johnson, M. R.** (2020). Experiential components of co-curriculars: High-impact opportunities for social change and perspective taking within student organizations. In M. R. Johnson & K. M. Soria (Eds.), *New Directions for Student Leadership: No. 168. Evidence-based practices to strengthen leadership development* (pp. 43–52). Wiley. <https://doi.org/10.1002/yd.20407>
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23. Williams, J. L., **Soria, K. M.**, & Erickson, C. (2016). Community service and service-learning at large, public research universities. In K. M. Soria & T. D. Mitchell (Eds.), *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change, and responsible citizenship* (pp. 83–97). Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-55312-6>

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28. **Soria, K. M., Lueck, S. M., Morrow, D. J., & Hanson, R. E.** (2016). Service-learning abroad and undergraduates' development of pluralistic outcomes. In D. Velliaris (Ed.), *Handbook of research on study abroad programs and outbound mobility* (pp. 278–299). IGI Global. 10.4018/978-1-5225-0169-5.ch011
29. **Soria, K. M.** (2015). Elevating the academic success of low-income and working-class college students through high-impact educational practices. In D. J. Mitchell, Jr., K. M. Soria, E. Daniele, & J. Gipson (Eds.), *Student involvement and academic outcomes: Implications for diverse student populations* (pp. 41–56). Peter Lang Publishing.
30. **Soria, K. M.** (2015). First-generation students' leadership and academic outcomes. In D. J. Mitchell, Jr., K. M. Soria, E. Daniele, & J. Gipson (Eds.), *Student involvement and academic outcomes: Implications for diverse student populations* (pp. 107–120). Peter Lang Publishing.
31. **Soria, K. M.** (2015). Institutional and instructional techniques to promote undergraduates' intercultural development: Evidence from a multi-institutional student survey. In R. D. Williams & A. Lee (Eds.), *Internationalizing undergraduate education: Critical collaborations across the curriculum* (pp. 47–62). Springer. doi: 10.1007/978-94-6209-980-7_4

Book Reviews

1. **Soria, K. M.** (2023). [Review of the book; Martin, G., & Ardoin, S. (Eds.). *Social class supports: Programs and practices to serve and sustain poor and working-class students through higher education*. Stylus Publishing, Inc.]. *Journal of College Student Development, 64*(3), 385–388. <https://doi.org/10.1353/csd.2023.a901178>

2. **Soria, K. M.** (2012). [Review of the book; Jehangir, R. R. (2010). *Higher education and first-generation students: Cultivating community, voice, and place for the new majority*. Palgrave Macmillan.] *Urban Education*.
3. **Soria, K. M.** (2012). [Review of the book; Stuber, J. M. (2011). *Inside the college gates: How class and culture matter in higher education*. Lexington Books.] *NACADA Journal*, 32(1).
4. **Soria, K. M.** (2012). [Review of the book; Barratt, W. (2011). *Social class on campus: Theories and manifestations*. Stylus Publishing, Inc.] *College Student Affairs Journal*, 30(2).

Other Publications:

1. **Soria, K. M.** (2023). Demonstrate the value proposition of youth leadership development. In Dugan, J. P., Patterson, S., Skendall, K. C., & Associates.(2023). *Advancing youth leadership development research: Moving the field toward greater access and quality* (pp. 12–15). Aspen Institute
2. **Soria, K. M.** (2021). *Supporting undergraduate students with disabilities: A focus on campus climate and sense of belonging*. National Center for College Students with Disabilities.
3. **Soria, K. M.**, Kirby, C. S., & Xiong, S. (2021). *Graduate and professional students with disabilities: Financial hardships during the COVID-19 pandemic*. National Center for College Students with Disabilities.
4. **Soria, K. M.**, Horgos, B., & McAndrew, M. (2021). *Obstacles resulting in delayed degrees for graduate and professional students during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
5. **Soria, K. M.**, Horgos, B., & McAndrew, M. (2021). *Law students' mental health during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
6. Horgos, B., **Soria, K. M.**, Chirikov, I., & Jones-White, D. (2021). *The impact of the COVID-19 pandemic on undergraduate and graduate students with emotional or mental health concerns or conditions*. SERU Consortium, University of California - Berkeley and University of Minnesota.
7. **Soria, K. M.**, Roberts, B. J., Horgos, B., & Hallahan, K. (2021). *Undergraduates' experiences during the COVID-19 pandemic: Disparities by race and ethnicity*. SERU Consortium, University of California - Berkeley and University of Minnesota.
8. **Soria, K. M.**, Horgos, B., & Luu, K. (2021). *Undergraduates' mental health during the pandemic: New insights into links with financial hardships, academic obstacles, and support*. SERU Consortium, University of California - Berkeley and University of Minnesota.

9. **Soria, K. M., Horgos, B.,** Chirikov, I., & Jones-White, D. (2020). *The experiences of undergraduate students with physical, learning, neurodevelopmental, and cognitive disabilities during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
10. **Soria, K. M., Horgos, B.,** Jones-White, D., & Chirikov, I. (2020). *Undergraduate and graduate students' food insecurity during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
11. **Soria, K. M., McAndrew, M., Horgos, B.,** Chirikov, I., & Jones-White, D. (2020). *Undergraduate student caregivers' experiences during the COVID-19 pandemic: Financial hardships, food and housing insecurity, mental health, and academic obstacles*. SERU Consortium, University of California - Berkeley and University of Minnesota.
12. **Soria, K. M., & Horgos, B.** (2020). *Social class differences in students' experiences during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
13. **Soria, K. M.** (2020). *Graduate and professional students' financial hardships during the COVID-19 pandemic: Evidence from the gradSERU COVID-19 survey*. SERU Consortium, University of California - Berkeley and University of Minnesota.
14. **Soria, K. M., Horgos, B.,** Chirikov, I., & Jones-White, D. (2020). *First-generation students' experiences during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
15. Chirikov, I., **Soria, K. M., Horgos, B.,** & Jones-White, D. (2020). *Undergraduate and graduate students' mental health during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
16. **Soria, K. M.** (2020). *Adapting to online instruction: Disparities among graduate and professional students*. SERU Consortium, University of California - Berkeley and University of Minnesota.
17. Chirikov, I., & **Soria, K. M.** (2020). *International students' experiences and concerns during the pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.
18. **Soria, K. M.,** Chirikov, I., & Jones-White, D. (2020). *The obstacles to remote learning for undergraduate, graduate, and professional students*. SERU Consortium, University of California - Berkeley and University of Minnesota.
19. **Soria, K. M.** (2020). *Graduate and professional students' fall 2020 re-enrollment plans: Evidence from the gradSERU COVID-19 survey*. SERU Consortium, University of California - Berkeley and University of Minnesota.

20. **Soria, K. M.**, & Duenes, M. (2019). *Reducing educational attainment gaps in Minnesota: Recommendations for state financial aid policies*. Minnesota Education Equity Partnership: Minneapolis, MN.
21. Fergus, M., FitzGibbon, M., & **Soria, K. M.** (2011). *Increasing student awareness of the FAFSA*. St. Paul, MN: Minnesota Office of Higher Education.
22. Dodds, G., Fergus, M., & **Soria, K. M.** (2011). *Evaluation of the summer transition grant program: Report to the 2011 legislature*. St. Paul, MN: Minnesota Office of Higher Education.
23. Kremers, K. L., **Soria, K. M.**, & Akey, L. D. (2009). *Minnesota tuning project: Biology and graphic design survey results*. St. Paul, MN: Minnesota Office of Higher Education.

Presentations and Other Creative Activities:

1. Mitchell, T. M., Johnson, M. R., **Soria, K. M.**, & Parker, E. T. (2023, November). *The power of identity-based and multicultural student organizations in college students' prosocial leadership development*. Association for the Study of Higher Education, Minneapolis, MN.
2. **Soria, K. M.**, & Vakanski, S. (2023, October). *Disparities in college students' access to academic advising during the COVID-19 pandemic*. NACADA, Orlando, FL.
3. **Soria, K. M.**, Standley, E., Connley, J., & Vakanski, S. (2023, October). *Academic advisors' intentions to leave their job, the advising procession, and their institutions*. NACADA, Orlando, FL.
4. **Soria, K. M.** (2023, April 14). *Use of campus basic needs resources among disabled college students who are experiencing food insecurity*. American Educational Research Association, Chicago, IL. <https://doi.org/10.3102/2011200>
5. **Soria, K. M.** (2023, April 4). *The effects of basic needs insecurity on college students' mental health during the COVID-19 pandemic*. American Educational Research Association, Chicago, IL. <https://doi.org/10.3102/2010296>
6. **Soria, K. M.** (2023, May 5). *Basic needs insecurity among adult learners during the COVID-19 pandemic*. American Educational Research Association, Chicago, IL. <https://doi.org/10.3102/2010219>
7. **Soria, K. M.**, & Kokenge, E. (2022, December). *Leadership education, leadership training, and college students' prosocial behaviors*. Leadership Education Institute, New Orleans, LA.
8. **Soria, K. M.**, & Cole, A. (2022, December). *Leadership education, leadership training, and college students' social capital development*. Leadership Education Institute, New Orleans, LA.

9. Owen, J., Komives, S., **Soria, K. M.**, Turman, N., & Yamanaka, A. (2022, December). *A research agenda for leadership learning and development through higher education*. Leadership Education Institute, New Orleans, LA.
10. Maia, A., Correia-Harker, B., & **Soria, K. M.** (2022, December). *Catalyzing your campus's leadership data: Case studies and examples using MSL data*. Leadership Education Institute, New Orleans, LA.
11. Parker III, E. T., & **Soria, K. M.** (2022, November). *The influence of basic needs insecurity on belonging and campus climate perceptions in college students*. Association for the Study of Higher Education (ASHE), Las Vegas, NV.
12. **Soria, K. M.** (2021, November). *College students' financial hardships during the COVID-19 pandemic*. Association for the Study of Higher Education, San Juan, Puerto Rico.
13. **Soria, K. M.**, & Horgos, B. (2021, April 10). *Factors associated with undergraduates' mental health during the COVID-19 pandemic*. American Educational Research Association. Online. <https://doi.org/10.3102/1689076>
14. **Soria, K. M.** (2021, March). *Factors associated with undergraduates' mental health during the COVID-19 pandemic*. NASPA. Online.
15. **Soria, K. M.**, & Horgos, B. (2021, April). *Underrepresented and marginalized students' experiences during the COVID-19 pandemic*. NASPA. Online.
16. **Soria, K. M.** (2020, November). *The role of financial factors in graduate, professional, and law students' mental health, time to degree, and career interests*. AccessLex Institute.
17. **Soria, K. M.** (2020, October). *Students' experiences during the COVID-19 pandemic: Evidence from the SERU/gradSERU COVID-19 surveys*. Association for Institutional Research Upper Midwest. Online.
18. **Soria, K. M.**, Horner, O., Jones-White, D., & Tower, E. (2019, November). *Graduate students' mental health*. Association for the Study of Higher Education (ASHE), Portland, OR.
19. Yenney, K., & **Soria, K. M.** (2018, November). *Examining the impact of leadership experiences on sense of belonging for first-generation and non-first-generation students*. Association for the Study of Higher Education (ASHE), Tampa, FL.
20. **Soria, K. M.**, Werner, L., & VeLure Roholt, C. (2018, March). *Educating for diverse citizenship*. American College Personnel Association (ACPA), Houston, TX.
21. **Soria, K. M.**, Werner, L., & VeLure Roholt, C. (2018, March). *Cultivating perspective taking through leadership experiences*. American College Personnel Association (ACPA), Houston, TX.

22. **Soria, K. M.** (2018, March). *Strengths, leadership, and thriving*. American College Personnel Association (ACPA), Houston, TX.
23. **Soria, K. M., & Werner, L.** (2018, March). *Academic leadership courses: Catalysts for students' retention and graduation*. NASPA Student Affairs Administrators in Higher Education, Philadelphia, PA.
24. **Soria, K. M., & Werner, L.** (2018, March). *Leadership and thriving*. NASPA Student Affairs Administrators in Higher Education, Philadelphia, PA.
25. **Soria, K. M., & Johnson, M.** (2017, November). *Co-curriculars as cultural and social capital: Empowering students' engagement in social change and perspective taking*. Association for the Study of Higher Education, Houston, TX.
26. **Soria, K. M., & Brazleton, G. B.** (2017, November). *The impact of academic library resources on underrepresented and economically-challenged students' success*. Association for the Study of Higher Education, Houston, TX.
27. Mitchell, T. D., schneider, f. j., & **Soria, K. M.** (2017, November). *Queer and trans* in community engagement: Understanding LGBTQ participation in service*. Association for the Study of Higher Education, Houston, TX.
28. **Soria, K. M., & Lydell, L.** (2017, May). *Factors associated with first-year students' outcomes*. Association for Institutional Research, Washington, DC.
29. **Soria, K. M., Brazelton, B., & Penny, C.** (2017, April 30). *Pedagogical and practice: The faculty role in developing students' diversity awareness* American Educational Research Association, San Antonio, TX. <https://doi.org/10.3102/1176392>
30. **Soria, K. M.** (2016, November). *Financial decisions among undergraduate students from low-income and working-class backgrounds*. Federal Reserve Board, Washington, DC.
31. Fransen, J., Peterson, K., Mastel, K. L., Nackerud, S. A., & **Soria, K. M.** (2016, November). *Graduate in four years? Yes, the library can help with that*. Library Assessment Conference, Arlington, VA.
32. **Soria, K. M., Werner, L., & Hellstrom, D.** (2016, November). *Developing inclusive leaders: The impact of a leadership minor program*. International Leadership Association, Atlanta, GA.
33. **Soria, K. M., Werner, L., & Hellstrom, D.** (2016, November). *Academic leadership courses: Catalysts for students' retention and graduation success*. International Leadership Association, Atlanta, GA.
34. **Soria, K. M.** (2016, November). *Inclusive leadership: Evidence from curricular courses*. International Leadership Association, Atlanta, GA.

35. Furco, A., Maruyama, G., **Soria, K. M.**, Song, W., & Lopez, I. (2016, March). *Using propensity score matching to draw causal inferences in observational studies of service-learning*. International Association for Research on Service- Learning and Community Engagement, New Orleans, LA.
36. Lopez, I., Song, W., Furco A., Maruyama G., Soria, K., & Hirt., L. (2016, March). *Engaging communities to improve college student retention and completion: Community Engagement Scholars Program*. Fulbright Education Seminar, Washington, DC.
37. **Soria, K. M.**, & Mitchell, T. D. (2016, November). *Internationalization at home activities and students' developmental outcomes*. Association for the Study of Higher Education, Columbus, OH.
38. Johnstone, C., **Soria, K. M.**, Bittencourt, T., & Adjei, M. (2016, November). *Intercultural, experiential, and examining "international" as a variable of student development outcomes*. Association for the Study of Higher Education, Columbus, OH.
39. Johnson, M. R., Dugan, J. R., & **Soria, K. M.** (2015, March). *Try to see it my way: What predicts social perspective taking among college students?* Paper presented at the annual meeting of American College Personnel Administrators (ACPA), Tampa, FL.
40. **Soria, K. M.**, & Johnson, M. (2015, November). *Pedagogical practices to encourage perspective taking and social action: Equitable opportunities for growth and development?* Association for the Study of Higher Education, Denver, CO.
41. **Soria, K. M.** (2015, November). *"Like a rainbow in the dark:" The experiences of metacognitive in higher education*. Association for the Study of Higher Education, Denver, CO.
42. **Soria, K. M.**, Hurst, A. L., & Warnock, D. (2015, November). *Research, practice, and reform to reduce social class-based inequality in higher education*. Association for the Study of Higher Education, Denver, CO.
43. Goldfine, L., **Soria, K. M.**, & Jang, S. T. (2015, May). *Frankendata: Stitching together results from disparate sources*. Association for Institutional Research, Denver, CO.
44. **Soria, K. M.**, & Johnson, M. (2015, April 20). *The role of high-impact educational practices in the development of college students' pluralistic outcomes*. American Educational Research Association, Chicago, IL.
45. **Soria, K. M.** (2014, November). *First-generation college students' leadership: Voices from the margin*. International Leadership Association, San Diego, CA.
46. **Soria, K. M.**, & Reinhard, A. P. (2014, November). *Developing college students' leadership through strengths awareness*. International Leadership Association, San Diego, CA.

47. **Soria, K. M., Reinhard, A. P., & Taylor, L. D., Jr.** (2014, November). *Using strengths in leadership development among undergraduate students*. International Leadership Association, San Diego, CA.
48. **Soria, K. M., & Reinhard, A. P.** (2014, November). *High-impact practices and college students' development of pluralistic outcomes*. International Leadership Association, San Diego, CA.
49. **Soria, K. M., & Yefanova, D.** (2014, November). *Internationalization at home activities and college students' development of pluralistic outcomes*. Association for Institutional Research Upper Midwest, Bloomington, MN.
50. **Soria, K. M., & Fransen, J.** (2014, November). *Factors associated with first-year students' use of academic libraries*. Association for Institutional Research Upper Midwest, Bloomington, MN.
51. **Soria, K. M., & Johnson, M.** (2013, November). *Preparing future citizens and leaders by developing college students' multicultural competence*. Association for the Study of Higher Education, St. Louis, MO.
52. **Soria, K. M., & Lepkowski, C.** (2013, November). *STEMming the tide? Examining the outcomes of research participation for undergraduate women in STEM*. Association for the Study of Higher Education, St. Louis, MO.
53. **Soria, K. M., & Gorny, L., Frost, S., & Granquist, A.** (2013, November). *Student learning outcomes: Interpretations, development, and validity*. Association for Institutional Research Upper Midwest, Bloomington, MN.
54. **Soria, K. M., & Linder, S.** (2013, November). *Parental divorce and college students' success*. Association for Institutional Research Upper Midwest, Bloomington, MN.
55. **Soria, K. M., & Nackerud, S.** (2013, May). *Libraries data and student success*. Association for Institutional Research, Long Beach, CA.
56. **Soria, K. M., & Weiner, B.** (2013, April). *Examining financial decisions and behaviors among undergraduate students from different social class backgrounds*. American Educational Research Association, San Francisco, CA.
57. **Soria, K. M., & Martin, G. L.** (2013, March). *Exploring "invisible" social class in fraternities and sororities*. NASPA Student Affairs Administrators in Higher Education, Orlando, FL.
58. **Soria, K. M., Stubblefield, R., Anderson, G., Melin, L., Lingren Clark, B., & Newberg, S.** (2013, March). *Creating a strengths-based experience: Development to assessment*. NASPA Student Affairs Administrators in Higher Education, Orlando, FL.

59. **Soria, K. M.** (2013, February). *High-impact practices: Implications for transfer students' intellectual and interpersonal development*. National Institute for the Study of Transfer Students, Dallas, TX.
60. **Soria, K. M., & Nobbe, J.** (2012, December). *Assessing the benefits of undergraduate leadership at research-intensive universities. Evidence from the SERU survey*. Leadership Educators Institute (NASPA/ACPA), Columbus, OH.
61. **Soria, K. M., & Troisi, J. N.** (2012, November). *Alternatives to study abroad: Implications for students' intercultural, global, and international competencies*. Association for the Study of Higher Education, Las Vegas, NV.
62. **Soria, K. M., & Lepkowski, C. C.** (2012, November). *Undergraduate student leadership and social change*. Association for the Study of Higher Education, Las Vegas, NV.
63. **Soria, K. M., & Nackerud, S.** (2012, November). *Using what you collect: Library data and student success*. Association for Institutional Research Upper Midwest, Minneapolis, MN.
64. **Soria, K. M.** (2012, November). *Developing an integrative, inclusive framework for undergraduate assessment: Supporting data managers and decision-makers at a decentralized university*. American Evaluation Association, Minneapolis, MN.
65. **Soria, K. M., & Hinz, K.** (2012, October). *Strengths at the U: Creating a Strengths-based undergraduate experience*. Minnesota College Personnel Association, White Bear Lake, MN.
66. **Soria, K. M., & Svoboda, V.** (2012, October). *Class(ism) in the co-curriculars? Investigating low-income and working-class students' participation in co-curricular activities*. Minnesota College Personnel Association, White Bear Lake, MN.
67. **Soria, K.M., & Bultmann, M.** (2012, October). *Advising scholars with blue collars: Supporting working-class students' integration in higher education*. National Academic Advising Association, Nashville, TN.
68. **Soria, K. M., & Gorny, L.** (2012, June). *Defining first-generation students by degrees: Implications for research, policy, and practice*. Association for Institutional Research, New Orleans, LA.
69. **Soria, K. M., & Barratt, W.** (2012, June). *Examining class in the classroom: Social class data in institutional/academic research*. Association for Institutional Research, New Orleans, LA.
70. **Soria, K. M., & Huesman, R. L.** (2012, June). *A holistic assessment of a campus-wide initiative to build strengths: From building a conceptual framework to reporting results*. Association for Institutional Research, New Orleans, LA.

71. **Soria, K. M.** (2012, March). *Working-class college students: Engagement, belonging, and social capital*. American College Personnel Association (ACPA), Louisville, KY.
72. **Soria, K. M.**, Newberg, S., & Hall, B. (2012, March). *Career development courses and social capital*. American College Personnel Association (ACPA), Louisville, KY.
73. **Soria, K. M.**, & Gbolo, S. (2012, March). *High impact practices and graduate school aspirations among underrepresented minority STEM students*. American College Personnel Association (ACPA), Louisville, KY.
74. **Soria, K. M.** (2012, February). *Advising satisfaction: Implications for first-year students' sense of belonging and retention*. 31st Annual Conference on the First-Year Experience, San Antonio, TX.
75. **Soria, K. M.**, Lingren-Clark, B., & Coffin-Koch, L. (2012, February). *Extended orientations: Enhancing the sense of belonging of first-year students*. 31st Annual Conference on the First-Year Experience, San Antonio, TX.
76. **Soria, K. M.**, & Weiner, B. (2011, November). *A virtual fieldtrip: Service learning in distance education courses*. Association for the Study of Higher Education, Charlotte, NC.
77. **Soria, K. M.**, Nobbe, J., & Huesman, R. L. (2011, October). *Community service for leadership and social change*. Association for Institutional Research Upper Midwest, Minneapolis, MN.
78. **Soria, K. M.**, & Huesman, R. L. (2011, May). *The academic and social engagement of first-generation students in large, public research universities*. Association for Institutional Research, Toronto, Ontario, Canada.
79. Rasmussen, C., Lepkowski, C., & **Soria, K. M.** (2010, November). *Difficult dialogues, rewarding solutions: Results of an initiative to engage stakeholder groups in solving the U.S. human capital challenge*. Association for the Study of Higher Education, Indianapolis, IN.

Honors and Awards:

University of Idaho 2023 Alumni Award for Excellence Inspirational Mentor
 Aspen Institute Index Fellow, June 2022 to present
 Hope Center for College, Community, and Justice Scholar, fall 2021 to spring 2023
 Multi-Institutional Study of Leadership Research Associate, fall 2021 to present
 Sage Most Publishable Leadership Education Paper Award, International Leadership Association, 2016
 Association for Institutional Research Upper Midwest: Best Regional Paper Award, 2012

Grants and Contracts Awarded

Principal Investigator: **Krista Soria** and Laura Holyoke
Developing a Graduate Certificate and Master's Degree Pathway: Organizational Leadership for Wellbeing, Resilience, and Trauma-Informed Practices
University of Idaho College of Education, Health, and Human Sciences
2023 to 2024, \$18,547

Principal Investigator: **Krista Soria**
Assessing Rural Education Assets and Strengths (AREAS) Consortium
Ascendium
2023 to 2026, \$499,844

Principal Investigator: **Krista Soria**
The Effects of Participation in Campus Activities on College Students' Outcomes
National Association for Campus Activities (NACA)
2023 to 2023, \$1,250

Principal Investigator: **Krista Soria**
Disparities in Students' Experiences During the COVID-19 Pandemic: Implications and Recommendations for Academic Advisors
National Academic Advising Association (NACADA)
2022 to 2023, \$4,973

Principal Investigators: Wendy Harbour, Brian Aberly, Renata Ticha
Research Consultant: **Krista Soria**
National Center for Information and Technical Support for Postsecondary Students with Disabilities, U.S. Department of Education
2022 to 2027, \$1,980,000 (applied); \$495,000 (received); \$12,000 (allocated for the research consultant position)

Principal Investigator: **Krista Soria**
The Role of Financial Factors in Graduate, Professional, and Law Students' Mental Health, Time to Degree, and Career Interests
Association for Institutional Research (AIR) and AccessLex
2020 to 2021, \$50,000

Principal Investigator: **Krista Soria**
Exploring the Multidimensional Outcomes of Living, Learning, and Leading in Residence Life for Socioeconomically Disadvantaged Students
Association for College and University Housing Officers-International (ACUHO-I)
2020 to 2021, \$9,950

Principal Investigators: Geoff Maruyama, Andy Furco, and **Krista Soria**
Moving the Dial on Inequality Challenges: Broadening Student Access and Success and Transforming Institutions through Campus-Community Engagement
First in the World Program (FIPSE, U.S. Department of Education)
2014 to 2020, \$2,828,912 for a multi-site program

Principal Investigators: **Krista Soria** and Blue Brazelton
 Investigating Students' Leadership Development
 C. Charles Jackson Foundation
 2015-2016, \$10,500

Principal Investigator: **Krista Soria**
 Undergraduate Research Opportunities Program, University of Minnesota
 2014-2015, \$1,500 for one undergraduate research assistant

Principal Investigator: **Krista Soria**
 Undergraduate Research Opportunities Program, University of Minnesota
 2013-2014, \$4,500 for three undergraduate research assistants

Principal Investigator: **Krista Soria**
 Exploring Strengths-Based Academic Advising
 University of Minnesota College of Education Research Grant
 2012, \$250

Grants and Contracts Applied (Unfunded)

Principal Investigator: **Krista Soria**
 The Career Outcomes of STEM College Graduates with Disabilities
 American Education Research Association (AERA) & National Science Foundation (NSF)
 2021, \$45,000, unfunded

SERVICE:

Major Committee Assignments:

University of Idaho: Step-Up Completion: Collaboration, Evidence, Synergies, & Support (SUCCESS) Team, fall 2023 to present
 University of Idaho: Ubuntu, fall 2021 to spring 2023
 University of Idaho: University Advising Committee, fall 2022 to spring 2023
 University of Idaho: Food Security Coalition, fall 2022 to present
 University of Idaho, College of Education, Health, and Human Sciences, Graduate Research Policy Committee, fall 2021 to present (Chair, 2023-2024)

Short-Term Committee Assignments:

University of Idaho: Adult, Organizational Learning, and Leadership Faculty Hiring Search Committee Chair, summer 2023
 University of Idaho: Curriculum & Instruction Faculty Hiring Committee, fall 2022
 University of Idaho: Marketing and Communications Hiring Committee, spring 2022
 University of Idaho: Third Year Promotion and Tenure Committee, spring 2022

Professional and Scholarly Organizations:

ACPA Commission on Assessment and Evaluation, Directorate Board, fall 2021 to spring 2023
 National Rural Education Association (NREA)
 Association of Higher Education and Disability (AHEAD)
 Association for the Study of Higher Education (ASHE)
 American College Personnel Association (ACPA)
 Association for Institutional Research (AIR)
 Student Affairs Administrators in Higher Education (NASPA)
 American Educational Research Association (AERA)
 International Leadership Association (ILA)
 National Academic Advising Association (NACADA)

Co-Editor of Special Issues or Volumes:

Journal of Student Affairs Research and Practice: Civic Engagement in Student Affairs (2019)
New Directions in Student Leadership: Evidence-Based Practices to Strengthen Leadership Development (Vol. 168, 2020)

Publication Reviewer:

Research and Occasional Paper Series, UC Berkeley, 2021 to present
Journal of First-Generation Student Success, 2021 to present, Editorial Board
Journal of Postsecondary Student Success, 2022 to present
Review of Higher Education, 2022 to present (ad hoc)
American Educational Research Journal (AERJ), 2022 to present (ad hoc)
Journal of First-Year Students and Students in Transition, 2015 to present, Editorial Board
Journal of Student Affairs Research and Practice, 2015 to present, Editorial Board
Journal of College Student Development, 2015 to present, Editorial Board
Journal of Campus Activities Practice and Scholarship, 2020 to present, Editorial Board
Journal of College and Character, 2013 to present
Journal of Leadership Education, 2013 to present
Developments Journal, 2011 to 2016

Proposal Reviewer:

International Leadership Association (ILA)
 American College Personnel Association (ACPA)
 Student Affairs Administrators in Higher Education (NASPA)
 American Educational Research Association (AERA)
 Association for the Study of Higher Education (ASHE)
 Association for Institutional Research (AIR)

Managing Editor and Copy Editor:

Utopian Studies Journal: 2005 to 2008
Developments (ACPA): 2011 to 2013

Outreach Service:**Invited Workshops, Webinars, Keynotes, or Trainings Delivered**

1. **Soria, K. M.** (2023, September 19). *Purdue University academic advisors' burnout*. Purdue University.
2. **Soria, K. M.**, Harris, S., Berry, M., & Denmark, D. (2023, July 26). *A closer look at supporting basic needs across student populations*. Hope Center for College, Community, and Justice.
3. **Soria, K. M.** (2023, June 1). *Building evidence to increase rural learners' success*. Association for the Study of Higher Education and Ascendium.
4. **Soria, K. M.**, Boren, S., & Spears, B. (2022, June). *Growing assessment capacity and development assessment competencies*. ACPA Student Affairs Assessment Institute, Baltimore, MD. (volunteer faculty)
5. **Soria, K. M.** (2022, June). *Sharing and using data*. ACPA Student Affairs Assessment Institute, Baltimore, MD. (volunteer faculty)
6. **Soria, K. M.** (2022, June). *Data analytics bootcamp*. ACPA Student Affairs Assessment Institute, Baltimore, MD. (volunteer faculty)
7. **Soria, K. M.** (2022, February). *Strengths-based approaches in student affairs*. University of Idaho Student Affairs Units.
8. **Soria, K. M.**, & Elkins, B. (2021, September 20). *Social class identity in higher education*. ETSU Equity and Inclusion Conference at East Tennessee State University.
9. **Soria, K. M.** (2021, September 10). *Impacts of the COVID-19 pandemic on college students*. UNESCO.
10. **Soria, K. M.**, & Chirikov, I. (2020, October 6). *The effects of the COVID-19 pandemic on marginalized and underrepresented college students*. ACPA2GO Virtual Webinar Series.
11. **Soria, K. M.**, Chirikov, I., & Horgos, B. (2020, October 1). *First-generation students' experiences during the COVID-19 pandemic*. NASPA and National Center for First-Generation Student Success.
12. **Soria, K. M.**, & Chirikov, I. (2020, June 18). *Students' experiences during the pandemic*. Center for Studies in Higher Education, UC Berkeley.
13. Tower, E., Zehner, A., **Soria, K. M.**, Chirikov, I., & Horner, H. (2019). *SERU response rates: Trends, challenges, and recommendations*. Center for Studies in Higher Education, UC Berkeley.

Evaluation

Partnership Pathways to Improve the Professional Preparation of Low-Income Students in Science, Technology, Engineering and Mathematics in Minnesota. NSF Award 2030638. Augsburg University, Minneapolis, MN, 2021 to fall 2023.

Bezos Scholar Foundation, Aspen Institute, 2021-2022

Reviewer

Reviewed the “Student Voice” survey administered by *Inside Higher Ed.* and provided recommendations for improvements.

Mentions or Interviews in Popular Press

1. Coeur d’Alene Press. (2023, October 21). *U of I Coeur d’Alene professor published in youth leadership development reports.* <https://cdapress.com/news/2023/oct/21/movers-shakers/>
2. Flaherty, C. (2023, August 31). *Students’ insights on orientation.* Inside Higher Ed. <https://www.insidehighered.com/news/student-success/college-experience/2023/08/31/survey-what-college-students-want-orientation>
3. Langin, K. (2022, October 19). *Pandemic led to historic drop in U.S. STEM Ph.D. graduates, new data suggest.* Science. <https://www.science.org/content/article/pandemic-led-historic-drop-u-s-stem-ph-d-graduates-new-data-suggest>
4. Schoonover, J. (2022, August 4). *After making sacrifices, Bethel student pursues his calling to serve schools and students.* Bethel University. <https://www.bethel.edu/news/articles/2022/august/asif-mehmood-edd-program>
5. Hope, J. (2022, August 1). Review research, recommendations on student mental health effects of the pandemic. *Disability Compliance for Higher Education*, 28(2), 9–9. <https://doi.org/10.1002/dhe.31353>
6. Herder, L. (2021, June 24). *Online instruction did not make things easier for disabled students.* Diverse Issues in Higher Education. <https://diverseeducation.com/article/218303/>
7. Heit, S. (2021, May 25). *Most students work during college, but what are their best employment options?* The Front. <https://www.westernfrontonline.com/article/2021/05/opinion-most-students-work-during-college-but-what-are-their-best-employment-options/>
8. Anderson, G. (2021, February 26). *A racial trust deficit in higher education.* Inside Higher Ed. <https://www.insidehighered.com/news/2021/02/26/black-students-trust-college-leadership-less-white-peers>

9. Taila, E., & Sairam, A. (2021, February 22). *UC Berkeley study reveals obstacles for graduate students amid COVID-19 pandemic*. *Daily Cal*.
<https://www.dailycal.org/2021/02/21/uc-berkeley-study-reveals-obstacles-for-graduate-students-amid-covid-19-pandemic/>
10. Anderson, G. (2020, October 28). *Students with disabilities face more pandemic hardships*. *Inside Higher Ed*.
<https://www.insidehighered.com/quicktakes/2020/10/28/report-students-disabilities-face-more-pandemic-hardships>
11. Dong, D. (2020, October 28). *Survey finds students with disabilities disproportionately affected by the pandemic*. *Daily Cal*. <https://www.dailycal.org/2020/10/28/survey-finds-students-with-disabilities-disproportionately-affected-by-pandemic/>
12. Anderson, G. (2020, September 16). *More pandemic consequences for underrepresented students*. *Inside Higher Ed*. <https://www.insidehighered.com/news/2020/09/16/low-income-and-students-color-greatest-need-pandemic-relief>
13. Ramos, A. M. (2020, September 14). *One in five students experienced food insecurity during COVID-19*. *Higher Education Today*. (American Council on Education).
<https://www.higheredtoday.org/2020/09/14/one-five-students-experienced-food-insecurity-covid-19/>
14. Anderson, G. (2020, September 11). *Mental health needs rise with pandemic*. *Inside Higher Ed*. <https://www.insidehighered.com/news/2020/09/11/students-great-need-mental-health-support-during-pandemic>
15. Young, M. (2020, September 9). *Study finds higher rates of student food insecurity during COVID-19*. *The Daily Californian*. <https://www.dailycal.org/2020/09/09/study-finds-higher-rates-of-student-food-insecurity-during-covid-19/>
16. Langin, K. (2020, September 4). *As the pandemic erodes grad student mental health, academics sound the alarm*. *Science*. <https://www.science.org/content/article/pandemic-erodes-grad-student-mental-health-academics-sound-alarm>
17. Camero, K. (2020, August 20). *Mental health disorders surge among college students returning to campus, survey finds*. *The Sacramento Bee*.
<https://www.sacbee.com/news/coronavirus/article245111930.html>
18. Rao, A. (2020, August 20). *Survey reports depression, anxiety in college students amid COVID-19 pandemic*. *The Daily Californian*.
<https://www.dailycal.org/2020/08/20/survey-reports-depression-anxiety-in-college-students-amid-covid-19-pandemic/>
19. Lempinen, E. (2020, August 18). *Student depression, anxiety soaring during the pandemic, new survey finds*. *Berkeley News*.
https://news.berkeley.edu/story_jump/student-depression-anxiety-soaring-during-pandemic-new-survey-finds/

20. Bothwell, E. (2020, August 18). *Share of U.S. postgraduates with depression doubles amid pandemic*. Times Higher Education. <https://www.timeshighereducation.com/news/share-us-postgraduates-depression-doubles-amid-pandemic>
21. Woolston, C. (2020, August 18). *Signs of depression and anxiety soar among U.S. graduate students during pandemic*. Nature Briefing. <https://www.nature.com/articles/d41586-020-02439-6>
22. Vue, K. (2020, July 18). *Graduate and professional students facing greater disparities due to COVID-19*. Minnesota Daily. <https://mndaily.com/247459/news/acovid19gradseru/>
23. Daly, C. (2020, July 2). *International students face uncertainties, concerns for fall 2020, study shows*. The Daily Californian. <https://www.dailycal.org/2020/07/02/international-student-issues-prevalent-for-fall-semester-planning/>
24. Marklein, M. B. (2020, July 2). *International students face intimidation, hostility*. University World News. <https://www.universityworldnews.com/post.php?story=20200701113329510>
25. No Author. (2020, July 2). *COVID-19 survey reports: Impact on international students*. ACEI-Global. <https://acei-global.blog/2020/07/02/covid-19-survey-reports-impact-on-international-students/>
26. Baskin, P. (2020, July 1). *Foreign students in U.S. coping with online shift better than locals*. Times Higher Education. <https://www.timeshighereducation.com/news/foreign-students-us-coping-online-shift-better-locals>
27. Kennedy, K. (2020, July 1). *U.S.: Health and safety a bigger worry than remote instruction - survey*. Professionals in International Education. <https://thepienews.com/news/us-health-safety-a-bigger-worry-than-remote-instruction-for-international-students/>
28. Redden, E. (2020, July 1). *International students' worries during the pandemic*. Inside Higher Ed. <https://www.insidehighered.com/news/2020/07/01/survey-international-students-main-concerns-center-issues-health-safety-and>
29. Ferguson, H. T. (2020, June 18). *New survey finds 90% of students likely to continue education this fall*. NASFAA. https://www.nasfaa.org/news-item/22303/New_Survey_Finds_90_of_Students_Likely_to_Continue_Education_This_Fall
30. Jaschik, S. (2020, June 18). *Survey: 90% of students will return to research universities*. Inside Higher Ed. <https://insidehighered.com/quicktakes/2020/06/18/survey-90-students-will-return-research-universities>

31. Coomey, N. (2020, April 23). *Graduate school advising programs make improvements based on gradSERU data*. Minnesota Daily. <https://mndaily.com/220880/news/adgradadvising/>
32. No Author. (2018, November). Krista Soria is leading scholar on civic leadership and diverse citizenship. *Journal of College and Character Connexions*, 4(4). https://www.naspa.org/images/uploads/events/November_2018_connexions_newsletter.pdf
33. Coomey, N. (2018, November 2). *Faculty committee looks to gather data about grad students with disabilities*. Minnesota Daily. <https://mndaily.com/209286/news/adisabilityseru/>
34. Busche, K. (2018, April 30). *Tracking the student experience: UMN analyst uses data to make a difference*. Minnesota Daily. <https://www.mndaily.com/article/2018/04/adkrista>

PROFESSIONAL DEVELOPMENT:

Teaching

Quality Matters: Applying the QM Rubric, 2013
Strengths Mentoring (Gallup), 2014

Scholarship

AERA Emerging Scholars Workshop, 2013
Association for the Study of Higher Education Graduate Policy Institute, 2014

Grants

AtKisson Training Group (ATG) Research Leadership Training Workshop, University of Idaho, 2023
Proposal Development Academy, University of Idaho, 2022

Administration/Management

Association for Institutional Research: Foundations Institute, 2011
Association for Institutional Research: Assessment Pre-Conference for AIR Forum, 2011
Association for Institutional Research: National Data Policy Institute, 2014
American College Personnel Association: Student Affairs Assessment Institute, 2011