

# Christa E. Winkler

175 President's Circle • Allen Hall 536 • Mississippi State, MS 39762

cwinkler@colled.msstate.edu

<https://orcid.org/0000-0002-1700-5444>

## Education

---

### **Ph.D. Educational Studies - Quantitative Research, Evaluation, and Measurement**

The Ohio State University May 2020

### **Master of Applied Data Science**

Mississippi State University In Progress

### **M.S.Ed. Higher Education and Student Affairs**

Baylor University May 2013

### **B.A. Psychology; B.S. Communication Studies**

The University of Texas at Austin May 2011

## Academic Appointments

---

### **Assistant Professor, Higher Education Leadership**

Mississippi State University August 2020-Present

## Professional and Administrative Appointments

---

### **Assistant Director, Student Conduct and Community Standards**

The University of Texas at San Antonio August 2014-July 2016

### **Coordinator, Student Conduct and Community Standards**

The University of Texas at San Antonio June 2013-July 2014

### **Outreach Coordinator, Counseling Center**

Baylor University August 2011-May 2013

### **Academic Coach, Learning and Career Center**

The University of Texas at Austin August 2009-May 2011

## Publications (\*Denotes Graduate Student)

---

### ***Published Refereed Articles***

Brumfield, M. \*, Mohammadi-Aragh, M. J., & Winkler, C. (2024). Summer bridge program characteristics and outcomes at institutions within the southeastern region of the United States. *Discover Education*. <https://doi.org/10.1007/s44217-024-00222-7>

- Mayhew, M., & **Winkler, C. E.** (2024). Impact without randomization: Lessons from a national, longitudinal evaluation. *Journal of Postsecondary Student Success*.  
[https://doi.org/10.33009/fsop\\_jpss135948](https://doi.org/10.33009/fsop_jpss135948)
- Selznick, B., Mayhew, M., **Winkler, C.**, Shaheen, M., & Rockenbach, A. N. (2024). Developing college students' Jewish appreciation: A four-year mixed-methods study. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-024-09723-7>
- Winkler, C. E.** (2024). Using surveys to assess students' political knowledge: Evidence of a gender gap or disparate response styles? *Survey Methods: Insights from the Field*.  
<https://doi.org/10.13094/SMIF-2024-00008>
- Winkler, C. E.**, & Wofford, A. M. (2024). Trends and motivations in critical quantitative educational research: A mixed-methods examination across higher education scholarship and author perspectives. *Research in Higher Education*, 65, 1368-1394.  
<https://doi.org/10.1007/s11162-024-09802-w>
- Shaheen, M., **Winkler, C.**, Mayhew, M. J., & Rockenbach, A. N. (2023). Latent growth modeling of appreciative attitudes toward Muslims: A mixed methods analysis. *The Journal of Higher Education*. <https://doi.org/10.1080/00221546.2023.2251868>
- Mayhew, M. J., **Winkler, C. E.**, Rockenbach, A., & Bowling, R. L. (2023). You don't get to say what I believe, I do: Provocative encounters as catalysts for self-authored worldview commitments during college. *The Journal of Higher Education*, 95(2), 227-255.  
<https://doi.org/10.1080/00221546.2023.2171207>
- Castro-Faix, M., Hengtgen, K., Morris, P. A., Rapp, K. E., **Winkler, C. E.**, & Xu, T. (2023). Virtues of academic exploration: Impact of major changes on degree completion. *Journal of College Orientation, Transition, and Retention*, 30(1), 1-20.  
<https://doi.org/10.24926/jcotr.v30i1.4904>
- Rodgers, E.M., D'Agostino, J.V., & Berenbon, R., Johnson, T., & **Winkler, C.** (2023). Scoring Running Records: Complexities and affordances. *Journal of Early Childhood Literacy*, 23(4), 665-694. <http://dx.doi.org/10.1177/14687984211027198>
- Wofford, A. M., & **Winkler, C. E.** (2022). Publication patterns of higher education research using quantitative criticalism and QuantCrit perspectives. *Innovative Higher Education*, 47, 967-988. <https://doi.org/10.1007/s10755-022-09628-3>
- Winkler, C. E.** (2022). Advanced skills in quantitative assessment. *New Directions for Student Services*, 2022, 133-148. <https://doi.org/10.1002/ss.20435>
- Mayhew, M. J., **Winkler, C. E.**, Staples, B. A., Singer, K., Shaheen, M., & Rockenbach, A. N. (2022). The evangelical puzzle partially explained: Privileged prejudice and the development of appreciative attitudes toward evangelical Christianity. *Frontiers in Education*, 6, 1-18. <https://doi.org/10.3389/educ.2021.775303>

- Selznick, B., Mayhew, M., **Winkler, C.**, & McChesney, E. (2022). Developing innovators: A longitudinal analysis over four years of college. *Frontiers in Education*, 7, 1-12. <https://doi.org/10.3389/feduc.2022.854436>
- Kim, M., **Winkler, C.**, Peri, J., Uanhoro, J., & Lochman, J. (2022). Using a cross-classified multilevel mediation model (CC-M3) with longitudinal data with longitudinal data having changes in cluster membership. *Structural Equation Modeling: A Multidisciplinary Journal*, 29(2), 218-232. <https://doi.org/10.1080/10705511.2021.1965886>
- Rodgers, E., D'Agostino, J. V., Berenbon, R., Mikita, C., **Winkler, C.** & Wright, M. E. (2022). Teachers' beliefs and their students' progress in professional development. *Journal of Teacher Education*, 73(4), 381-396. <https://doi.org/10.1177/002248712211075275>
- Winkler, C. E.**, Mayhew, M., Rockenbach, A. (2021). Beyond the binary: Sophisticating diversity climate considerations and assessments. *Research in Higher Education*, 62(4), 556-568. <https://doi.org/10.1007/s11162-020-09607-7>
- D'Agostino, J. V., Rodgers, E. M., **Winkler, C.**, Johnson, T., & Berenbon, R. (2021). The generalizability of Running Record accuracy and self-correction scores. *Reading Psychology*, 42(2), 111-130. <http://dx.doi.org/10.1080/02702711.2021.1880177>
- Kim, M., **Winkler, C.**, & Talley, S. A. (2021). Binary item CFA of Behavior Problem Index (BPI) using Mplus: A step-by-step tutorial. *The Quantitative Methods for Psychology*, 17(2), 141-153. <http://dx.doi.org/10.20982/tqmp.17.2.p141>
- Winkler, C. E.**, & Berenbon, R. F. (2021). Validation of a survey for measuring scientists' attitudes toward data reuse. *Journal of the Association for Information Science and Technology*, 72(4), 449-453. <https://doi.org/10.1002/asi.24412>
- Mikita, C., Rodgers, E., Berenbon, R. & **Winkler, C.** (2019). Targeting prompts when scaffolding world solving during guided reading. *The Reading Teacher*, 72(6), 745-749. <http://dx.doi.org/10.1002/trtr.1778>
- Winkler, C.**, & Sriram, R. (2015). Development of a scale to measure academic capital in high-risk college students. *The Review of Higher Education*, 38, 565-587. <http://dx.doi.org/10.1353/rhe.2015.0032>
- Referred Articles Under Review**
- Wofford, A. M., **Winkler, C. E.**, & DeAngelo, L. (Revise & Resubmit). (Not) part of the plan: Disparate mediators in students' actualization of STEM graduate school plans. *Journal of Diversity in Higher Education*
- Mayhew, M. J., & **Winkler, C. E.** (Under review). Complicating student pathways through the interfaith learning and development framework. *Journal of College Student Development*.

McChesney, E. T., Weng, Y-H., **Winkler, C. E.**, Selznick, B., & Mayhew, M. J. (Under review). The effect of interdisciplinary training on cultivating graduate student innovation capacities. *Innovative Higher Education*.

### ***Manuscripts In Progress***

Dunlap, K.\*, & **Winkler, C. E.** (In progress). The impact of academic advising on persistence in nontraditional students completing a baccalaureate degree online.

Selznick, B., **Winkler, C. E.**, & Mayhew, M. J. (In progress). Measuring appreciative attitudes toward Jews among college students: A psychometric investigation.

Shelton, L. S.\*, & **Winkler, C. E.** (In progress). Increasing graduate school enrollment in a shrinking applicant pool: A look at factors influencing college choice.

**Winkler, C. E.**, Mayhew, M. J., Rockenbach, A. (In progress). Leveraging growth mixture modeling as a tool to advance critical quantitative scholarship in higher education.

**Winkler, C. E.**, Wofford, A. M., & DeAngelo, L. (In progress). Nuancing college student pathways using multiple-group SEM: An illustrative example from computing graduate education.

Wofford, A. M., **Winkler, C. E.**, Hayes, C., & Gutzwa, J. (In progress). To apply or not to apply: How psychosocial factors inequitably shape computing graduate students' graduate school application decisions.

### **Book Chapters**

---

Mayhew, M. J., Shaheen, M., & **Winkler, C.** (In press). Centering relationships: Belongingness in the context of religious, spiritual, and secular identities, perceptions, and experiences. In T. Strayhorn (Ed.), *Students' sense of belonging and involvement in college*. Rowman & Littlefield.

Mayhew, M. J., Shaheen, M., & **Winkler, C.** (2023). Religious, spiritual, both, or neither?: Summary of findings from a national study of college students. In M. Carter, J. W. Fraser, C. Garbell, & A. Wilson (Eds.), *A student's search for meaning. Reflections on the intersections of college chaplaincy, liberal arts and the university*. Ethics International Press.

### **Book Reviews (\*Denotes Graduate Student)**

---

Pineda, K.\*, & **Winkler, C. E.** (2022). Trends in assessment: Ideas, opportunities, and issues for higher education. *Journal of Student Affairs Research and Practice*, 59(4), 464-466. <https://doi.org/10.1080/19496591.2021.1990074>

## Published National Reports

---

Mayhew, M. J., Rockenbach, A. N., Shaheen, M., **Winkler, C.**, Dahl, L. S., & Associates (2023). *INSPIRES campus climate index technical report*. INSPIRES Index. [www.inspiresindex.org](http://www.inspiresindex.org)

Mayhew, M. J., Rockenbach, A. N., Shaheen, M., **Winkler, C.**, & Associates (2022). *INSPIRES campus climate index technical report*. INSPIRES Index. [www.inspiresindex.org](http://www.inspiresindex.org)

Rockenbach, A. N., Mayhew, M. J., Giess, M. E., Morin, S. M., Staples, B. A., Correia-Harker, B. P., & Associates. (2020). *IDEALS: Bridging religious divides through higher education*. Interfaith Youth Core. <https://wp.interfaithamerica.org/wp-content/uploads/2022/04/navigating-religious-diversity-9-27.pdf>

## Research Grants

---

IES Statistical and Research Methodology in Education Grant Program 2025  
 Institute of Education Sciences (IES)  
*Evaluating and reporting measurement reliability in educational research: Resources and recommendations from a reliability-as-data perspective*  
 Role: PI  
 Amount: \$328,594 (pending)

NSF Scholarships in STEM Network (S-STEM-Net) 2024  
 National Science Foundation (NSF)  
*Collaborative research: Rural low incomes students-STEM investigations network groups (RISING) research hub*  
 Role: Co-PI  
 Amount: \$2,230,149 (funded)

IES Statistical and Research Methodology in Education Grant Program 2024  
 Institute of Education Sciences (IES)  
*Evaluating and reporting measurement reliability in higher education research: Resources and recommendations from a reliability-as-data perspective*  
 Role: PI  
 Amount: \$309,554 (unfunded)

NSF Faculty Early Career Development Program (CAREER) 2023  
 National Science Foundation (NSF)  
*Preparing higher education for a data-driven world: Measuring and advancing quantitative competencies among college and university professionals*  
 Role: PI  
 Amount: \$250,000 (unfunded)

NCME Mission Fund Grant, National Council for Measurement in Education (NCME) <i>Disaggregation for equity: Prevalence and consequences of institutional reporting practices in higher education assessment</i> Role: PI Amount: \$20,000 (unfunded)	2022
Women in Measurement Research Fellowship, Women in Measurement, Inc. <i>Evaluating the psychometric properties of the Academic Capital Scale: An equity-minded tool to advance student opportunity in higher education</i> Role: PI Amount: \$1,500 (unfunded)	2021
Division D (Measurement & Research Methodologies) Research Grant, American Educational Research Association (AERA) <i>Uncovering the epistemological and methodological nuances of 'QuantCrit' Applications in higher education research</i> Role: PI Amount: \$5,000 (funded)	2021
Critical Difference for Women Grant, The Women's Place at The Ohio State University <i>Advancing multilevel structural equation modeling applications higher education</i> Role: PI Amount: \$1,000 (funded)	2019

### **Other Grants**

---

Office of Research and Economic Development (ORED) Travel Grant Mississippi State University Role: PI Amount: \$1,600 (funded)	2024
Graduate Recruitment Assistance Grant (GRAGS) Mississippi State University Graduate School Submitted on behalf of the Higher Education Leadership graduate programs Role: Co-PI Amount: \$20,000 (funded)	2024-2025
Graduate Recruitment Assistance Grant (GRAGS) Mississippi State University Graduate School Submitted on behalf of the Higher Education Leadership graduate programs Role: Co-PI Amount: \$35,000 (funded)	2023-2024

## Presentations

---

### *Peer Reviewed Presentations*

DeAngelo, L., **Winkler, C.**, Stone, B., Díaz, C. (2025, June). *A descriptive examination by race/ethnicity in how engineering faculty understand their efficacy and responsibility for engaging in equity-based initiatives for faculty of Color*. Paper accepted for presentation at the annual conference and exposition for the American Society for Engineering Education (ASEE), Montreal, Canada.

**Winkler, C. E.**, Wofford, A. M., & DeAngelo, L. (2025, April). *Nuancing college student pathways using multiple-group SEM: An illustrative example from computing graduate education*. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA), Denver, CO.

McChesney, E. T., Weng, Y-H., **Winkler, C.**, Selznick, B., & Mayhew, M. J. (2024, November). *Unleashing innovation: The impact of interdisciplinary training on graduate team scientists' innovation capacities*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.

Mayhew, M. J., & **Winkler, C. E.** (2024, November). *Complicating student pathways through the interfaith learning and development framework*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.

Mayhew, M. J., & **Winkler, C. E.** (2024, August). *Impact without randomization: Lessons from a national, longitudinal evaluation*. Paper presented at the annual meeting for the European Higher Education Society (EAIR), Cork, Ireland.

Selznick, B. J., **Winkler, C. E.**, Mayhew, M. J., & Rockenbach, A. N. (2024, April). *Measuring appreciative attitudes toward Jews among college students: A psychometric investigation*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Mayhew, M. J., **Winkler, C. E.**, & Shaheen, M. (2023, November). *Garnering robust evidence of higher education effectiveness: Lessons from a national, longitudinal impact evaluation*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.

Mayhew, M. J., Shaheen, M., & **Winkler, C.** (2023, November). *Centering relationships: Belongingness in the context of religious, spiritual, and secular identities, perceptions, and experiences*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.

Wofford, A. M., **Winkler, C. E.**, & DeAngelo, L. T. (2023, April). *Mediators of planned behavior for computing graduate education: A multi-group examination of mentoring*

*and self-confidence*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

**Winkler, C. E., & Wofford, A. M.** (2022, November). *“A lot of moral responsibility”:  
Examining trends and motivations in critical quantitative higher education research*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Las Vegas, NV.

Maples, G., **Winkler, C.**, Rockenbach, A., & Mayhew, M. J. (2022, November). *College students’ appreciative attitudes toward atheists: A longitudinal examination*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Las Vegas, NV.

Shaheen, M., **Winkler, C.**, Mayhew, M. J., & Rockenbach, A. (2022, November). *Latent growth modeling of the attitudes of non-Muslims toward Muslims in college: A longitudinal analysis*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Las Vegas, NV.

Selznick, B., Mayhew, M. J., **Winkler, C.**, Shaheen, M., & Rockenbach, A. (2022, November). *Understanding the development of Jewish appreciation on campus: A longitudinal mixed-methods study*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Las Vegas, NV.

**Winkler, C. E., & Wofford, A. M.** (2022, April). *Uncovering the epistemological and methodological nuances of critical quantitative research in higher education*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Selznick, B., Mayhew, M. J., **Winkler, C.**, & McChesney, E. (2022, April). *Developing innovators during college: A longitudinal analysis*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

**Winkler, C. E., & Mayhew, M. J.** (2021, November). *Leveraging growth mixture modeling to advance person-centered quantitative research in higher education*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), San Juan, PR.

**Winkler, C.** (2021, April). *Assessing democratic outcomes of community college: Validating and refining measurement of students’ civic engagement behaviors*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Orlando, FL. [Remote]

**Winkler, C.** (2021, April). *To report, or not to report: NSSE engagement indicators as subscores in higher education assessment*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Orlando, FL. [Remote]



- Kim, M., **Winkler, C.**, Peri, J., Uanhero, J., & Lochman, J. (2021, April). *Using a cross-classified multilevel mediation model (CC-M3) with longitudinal data*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Orlando, FL. [Remote]
- Rodgers, E. M., D'Agostino, J. V., Berenbon, R., Mikita, C., **Winkler, C.**, & Wright, M. (2020, December). *Teacher beliefs and their students' achievement*. Paper presented at the annual conference of the Literacy Research Association (LRA). [Remote]
- D'Agostino, J. V., Rodgers, E. M., Berenbon, R., **Winkler, C.**, & Johnson, T. (2020, December). *The reliability of 114 teachers quantifying and interpreting a running record*. Paper presented at the annual conference of the Literacy Research Association (LRA). [Remote]
- Winkler, C.** (2020, November). *One size does not fit all: Using individual reliability for aggregate measures in higher education assessment*. Poster presented at the annual meeting of the Association for the Study of Higher Education (ASHE), New Orleans, LA. [Remote] <https://s3.amazonaws.com/playbackashe.com/ASHE2001/posters/ASHE2001-P115/ASHE2001-P115.pdf>
- Mayhew, M. J., Staples, B. A., **Winkler, C.**, Morin, S. M., Rockenbach, A. N. & Singer, K. (2020, November). *The Evangelical puzzle partially explained: Privileged silencing and the development of appreciative attitudes toward Evangelical Christianity*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), New Orleans, LA. [Remote]
- Mayhew, M. J., **Winkler, C.**, & Rockenbach, A. N. (2020, November). *You don't get to say what I believe, I do: A mixed methods study of four-year self-authored worldview development*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), New Orleans, LA. [Remote]
- McChesney, E.T., **Winkler, C.**, Selznick, B.S., & Mayhew, M. J. (2020, August 15-17). *Innovative environments work: The development characteristics of innovation capacities in undergraduates*. Paper presented at the annual meeting of the European Higher Education Society (EAIR), Cork, Ireland. [Conference Canceled Due to the COVID-19 Pandemic]
- McChesney, E.T., **Winkler, C.** & Mayhew, M. J. (2020, February). *Innovative environments work: The development characteristics of innovation capacities in undergraduates*. Poster presented at the annual OSU College of Education and Human Ecology Research Forum, Columbus, OH.
- Rodgers, E. M., D'Agostino, J. V., Berenbon, R., **Winkler, C.** (2020, February). *The accuracy of 114 teachers quantifying and interpreting a running record*. Poster presented at the annual OSU College of Education and Human Ecology Research Forum, Columbus, OH.

Rodgers, E. M., D'Agostino, J. V., Berenbon, R. F. & **Winkler, C.** (2020, April) *Examining the relationship between teacher beliefs and student outcomes*. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference Canceled Due to the COVID-19 Pandemic]

**Winkler, C.** (2020, April) *Examining the gender gap in high school students' political knowledge: An IRTree application*. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference Canceled Due to the COVID-19 Pandemic]

**Winkler, C.** (2020, April) *Evaluating the psychometric properties of the Academic Capital Scale: A Rasch modeling application*. Paper accepted for presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. [Conference Canceled Due to the COVID-19 Pandemic]

**Winkler, C.**, Mayhew, M., Rockenbach, A. (2019, November). *Examining a higher-order factor structure of the Interfaith Diversity Experiences and Attitudes Longitudinal Survey*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Portland, OR.

**Winkler, C.** (2019, November). *Patterns of civic engagement behavior in community college students: A latent class analysis*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Portland, OR.

**Winkler, C.**, & Berenbon, R. (2019, February). *So much data, so little time: Validation of a scale that measures researchers' data reuse behaviors*. Paper presented at the annual OSU College of Education and Human Ecology Research Forum, Columbus, OH.

Rodgers, E. M., D'Agostino, J. V., Berenbon, R., Iaconelli, R., **Winkler, C.** (2018, April). *Developing an effective literacy instructional format for young students with individualized education programs*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.

Rodgers, E. M., Berenbon, R. **Winkler, C.** (2017, December). *Teacher perspectives about change: Tracing evolving beliefs, attitudes, and knowledge About literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association (LRA), Tampa, FL.

Peck, A., & **Winkler, C.** (2013, October). *Why emotions matter: Helping students develop non-cognitive skills that lead to success*. Paper presented at the annual meeting of the Texas Association of College and University Student Personnel Administrators (TACUSPA), Houston, TX.

Rothaus, K., **Winkler, C.**, & Scales, T. L. (2013, March). *Women in the Academy: Promoting leadership in graduate school and beyond*. Paper presented at the annual meeting of the National Association of Student Personnel Administrators (NASPA), Orlando, FL.

### ***Invited Presentations***

- Castro-Faix, M., Hengtgen, K., Morris, P. A., Rapp, K. E., **Winkler, C. E.**, & Xu, T. (2021, June). *Impact of academic major changes on six-year graduation*. Presented at the National Center for Educational Statistics (NCES) Data Institute, Washington, D.C.. [Remote]
- Winkler, C.** (2021, September). *Leveraging the potential of growth mixture modeling to advance critical quantitative scholarship*. Presented at the MSU Department of Psychology Brown Bag Series, Starkville, MS.
- Winkler, C.** (2021, September). *Fostering holistic learning through veterinary education and training*. Presented at the American College of Veterinary Ophthalmologists (ACVO) Conference, Indianapolis, IA.
- Winkler, C.** (2019, May). *High impact practices: Students' self-reported experiences from the National Survey of Student Engagement and Gallup-Purdue Alumni Well-Being surveys*. Presented at the Lamborn-Hughes Institute, Columbus, OH.
- Jimenez, A. L., **Winkler, C.**, Calucci, T., Price, K., & Baez, T. (2015, March). *Understanding the Behavioral Intervention Team (BIT)*. Presented at the UTSA Student Affairs Annual Conference, San Antonio, TX.
- Winkler, C.** (2014, March). *Reconsidering student success: A look at the non-cognitive factors that impact college students*. Presented at the UTSA Student Affairs Annual Conference, San Antonio, TX.
- Rothaus, K., **Winkler, C.**, & Scales, T. L. (2013, March). *Perspectives on women in the academy*. Presented at the Academy for Teaching and Learning, Waco, TX.

### **Public Research Dissemination**

---

- Shaheen, M., Mayhew, M. J., **Winkler, C.**, & Rockenbach, A. (2023, September 28). How college can be a pathway to making Muslims more welcome. *Religion News Service*, <https://religionnews.com/2023/09/28/how-college-can-be-a-pathway-to-making-muslims-more-welcome/>
- Mayhew, M. J., **Winkler, C.**, & Shaheen, M. (2022, October 14). Evangelical students often feel misunderstood – what helps boost understanding between students of all faiths? *The Conversation*. <https://theconversation.com/evangelical-college-students-often-feel-misunderstood-what-helps-boost-understanding-between-students-of-all-faiths-180306>
- Shaheen, M., **Winkler, C.**, Hooten, Z., & Mayhew, M. J. (2021, June 3). Students at Catholic colleges leave with less positive attitudes toward gay people than their peers – but that's not the whole story. *The Conversation*. <https://theconversation.com/students-at-catholic->

[colleges-leave-with-less-positive-attitudes-toward-gay-people-than-their-peers-but-thats-not-the-whole-story-160333](#)

Mayhew, M. J., Selznick, B. S., McChesney, E. T., **Winkler, C. E.**, and Shaheen, M. (2021, June 2). Want to hire an innovative college graduate? Choose a transfer student. *EdSurge*. <https://www.edsurge.com/news/2021-06-02-want-to-hire-an-innovative-college-graduate-choose-a-transfer-student>

Mayhew, M. J., **Winkler, C.**, Singer, K., & Shaheen, M. (2020, September 23). Want the youth vote? Some college students are still up for grabs in November. *The Conversation*. <https://theconversation.com/want-the-youth-vote-some-college-students-are-still-up-for-grabs-in-november-146072>

### **Teaching Experience (\*Denotes New Course Developed)**

---

#### **Academic Scholarship in Higher Education**

Fall 2020, Fall 2021, Fall 2022, Fall 2023, Fall 2024 (Doctoral)

#### **Applied Assessment in Student Affairs and Higher Education**

Fall 2020, Fall 2021, Fall 2022, Fall 2023, Fall 2024 (Master's)

#### **Assessment Strategy in Student Affairs and Higher Education**

Spring 2021, Spring 2022 (Master's)

#### **College Student Success**

Spring 2021, Spring 2023 (Doctoral)

#### **Directed Individual Study: Advanced Applied Data Analysis\***

Spring 2022 (Doctoral)

#### **Directed Individual Study: Advanced Survey Data Analysis\***

Fall 2021 (Doctoral)

#### **Directed Individual Study: Data Analysis in Online Teaching\***

Fall 2021 (Doctoral)

#### **Directed Individual Study: Single-Subject Research in Higher Education Contexts\***

Summer 2021 (Doctoral)

#### **Directed Individual Study: Teaching Quantitative Research Methods in Educational Leadership\***

Fall 2021 (Doctoral)

#### **Dissertation Seminar**

Summer 2024, Spring 2025 (Doctoral)

**Intermediate Applications of Quantitative Methods in Educational Leadership\***

Summer 2022 (Doctoral)

**Introduction to Quantitative Methods in Educational Leadership\***

Summer 2021, Spring 2022, Spring 2023, Spring 2024, Spring 2025 (Doctoral)

**Introduction to Research Methods in Educational Leadership**

Spring 2023, Spring 2024, Spring 2025 (Doctoral)

**Practicum in Student Affairs and Higher Education**

Spring 2024 (Master's)

**Religion, Spirituality, and Interfaith Engagement in Higher Education\***

Summer 2024 (Doctoral)

**Survey Research Methods in Educational Leadership\***

Summer 2021, Summer 2023 (Doctoral)

**Supervision of Doctoral Dissertations (\*Denotes Chair)**

---

***Completed Dissertations*****Lian (Lilli) Harris\***

Dissertation Defense Scheduled Spring 2025

Ph.D. Higher Education Leadership

*How do tuition benefits affect university staff retention, social connection, and institutional commitment?***Grant Nerren\***

Dissertation Defense Scheduled Spring 2025

Ph.D. Higher Education Leadership

*Investing in your own: How university leaders should aim to invest to retain quality staff in undergraduate recruitment offices***Alina Nigmatullina\***

Graduated Fall 2024

Ph.D. Higher Education Leadership

*The impact of diversity, equity, and inclusion trainings and study/work abroad experiences on the ability of staff and faculty to build systems of support for international students***Amanda Baine**

Graduated Fall 2024

Ph.D. Educational Leadership, Higher Education Leadership

*Perceptions of organizational belonging of staff members in higher education: A quantitative analysis***Malia Schimminger**

Graduated Summer 2024

Ph.D. Educational Leadership, Higher Education Leadership

*International student-athletes' agency, authorship, and voice at U.S. higher education institutions*

**Kali Dunlap\*** Graduated Spring 2024  
 Ph.D. Educational Leadership, Higher Education Leadership  
*The impact of academic advising on persistence in nontraditional students completing a baccalaureate degree online*

**Marcus Brumfield** Graduated Spring 2024  
 Ph.D. Engineering, Engineering Education  
*The impact of a summer bridge program at a public land-grant university in the southeastern region on the retention of first-time Black students*

**Kenna Vowell\*** Graduated Fall 2023  
 Ph.D. Educational Leadership, Higher Education Leadership  
*Contextual factors influencing the development of technological pedagogical content knowledge in higher education and its impact on online teaching efficacy*

**Kayla Pineda\*** Graduated Fall 2023  
 Ph.D. Educational Leadership, Higher Education Leadership  
*Taking care of what matters: How sense of belonging for first year and senior students is impacted by involvement and institutional factors*

**Lindsey Storey Shelton\*** Graduated Fall 2023  
 Ph.D. Educational Leadership, Higher Education Leadership  
*Increasing Graduate School Enrollment in a Shrinking Applicant Pool: A Look at Factors Influencing College Choice*

**Kimberly (Loren) Reynolds** Graduated Fall 2023  
 Ph.D. Educational Leadership, Higher Education Leadership  
*Examining the shifting factors predictive of health service utilization on college campuses using the ABM theoretical model*

**Jordan Spencer\*** Graduated Fall 2022  
 Ph.D. Educational Leadership, Higher Education Leadership  
*The use of single-subject research design for assessment, evaluation, and research in higher education*

### ***Dissertations In Progress***

**Laura Dunn** In Progress  
 Ph.D. Educational Leadership, Higher Education Leadership

**Tracey DuBard** In Progress  
 Ph.D. Educational Leadership, Higher Education Leadership

**Joshualyn (Jaye) West\*** In Progress  
 Ph.D. Higher Education Leadership

<b>Jacob Torres</b> Ph.D. Educational Leadership, Higher Education Leadership	In Progress
<b>Matt Monroe</b> Ph.D. Higher Education Leadership	In Progress
<b>Renata Roberts</b> Ph.D. Higher Education Leadership	In Progress
<b>George Dunn</b> Ph.D. Higher Education Leadership	In Progress
<b>Cheryl Bowen*</b> Ph.D. Higher Education Leadership	In Progress
<b>Jamila Taylor*</b> Ph.D. Educational Leadership, Higher Education Leadership	In Progress
<b>Christine Jackson</b> Ph.D. Higher Education Leadership	In Progress
<b>Heather Woodall*</b> Ph.D. Higher Education Leadership	In Progress
<b>Abigail Kukay</b> Ph.D. Clinical Psychology	In Progress
<b>William (Jacob) Tschume*</b> Ph.D. Higher Education Leadership	In Progress
<b>Kathy Jones</b> Ph.D. Higher Education Leadership	In Progress
<b>Kevin Merideth</b> Ph.D. Clinical Mental Health Counseling	In Progress

### **Awards and Distinctions**

---

IMMERSE Fellow Institute on mixture modeling for equity-oriented researchers, scholars, & educators (IMMERSE) Institute of Education Sciences (IES)	May 2023-May 2024
NCES Data Institute Participant Using federal datasets to support research on postsecondary education	January-June 2021

National Center for Educational Statistics (NCES) & Association for Institutional Research (AIR)

## Service

---

### ***Professional Service: Scholarship Review***

#### Editorial Board Member

*Research in Higher Education*

November 2023-Present

*Journal of College Student Development*

January 2025-Present

#### Manuscript Reviewer (Ad Hoc)

*Educational Studies*

2023 (2)

*Innovative Higher Education*

2024 (4)

*Journal of College Student Retention*

2021 (2), 2022 (1), 2023 (1), 2024 (2)

*Journal of Higher Education*

2022 (1)

*Research in Higher Education*

2021 (2), 2022 (3), 2023 (3), 2024 (8)

*Educational Measurement: Issues and Practice*

2021 (1)

*Educational Sciences*

2021 (1)

*Journal of Education for Students Placed at Risk*

2019 (2)

*Journal of Postsecondary Student Success*

2024 (1)

#### Conference Proposal Reviewer

ASHE Annual Meeting

2020, 2021, 2022, 2023, 2024

AERA Annual Meeting

2019, 2020, 2021, 2022, 2023, 2024, 2025

### ***Professional Service: Leadership (\*Denotes Elected Position)***

#### American Educational Research Association (AERA)

Measurement & Assessment in Higher Education SIG, Secretary/Treasurer\*

2022-2025

#### Association for the Study of Higher Education (ASHE)

Conference Program Committee, Research Methods Section Chair

2022-2023

#### Southern Association for College Student Affairs (SACSA)

Research & Assessment Committee, Committee Member

2022-2024

#### Texas Association of College and University Student Personnel Administrators (TACUSPA)

Coordinator for Communities of Practice

2013-2014

### ***University Service: Mississippi State University***

MSU student evaluation of teaching committee (university)

January-May 2021

College of Education data science committee (college)

2022-present

College of Education research committee (college)

2022-present

College of Education wellness committee (college)

2022-2024



College of Education diversity committee (college)	2021-2022
Student Affairs Graduate Association (SAGA) advisor (departmental)	2020-present
Faculty search committee chair (departmental)	April-June 2023

### **Professional Affiliations**

---

American Educational Research Association (AERA)  
 Association for the Study of Higher Education (ASHE)  
 National Council on Measurement in Education (NCME)

### **Training and Skills**

---

#### ***Specialized Training – Research***

Machine Learning for the Social Sciences, Center for Latent Variable Research	May 2024
Quantitative Methods to Advance Equity, Diversity, and Inclusion, ICPSR	Summer 2021
Introduction to Finite Mixture Modeling, Center for Latent Variable Research	April 2021
Analysis of Complex Survey Data, Center for Latent Variable Research	December 2020
Quantitative Criticalism and Social Identity Items in Survey Design, ASHE	October 2020
Reimagining Survey Design for Underrepresented Communities, ASHE	November 2019
Multilevel Structural Equation Modeling (MSEM) Seminar, Statistical Horizons	July 2019
SAS Macro Language 1 and 2 Certification, SAS Institute	October 2018
SAS Programming 1 and 2 Certification, SAS Institute	September 2018

#### ***Specialized Training – Teaching & Practice***

Early Career Faculty Workshop, ASHE	September 2020
New Faculty Teaching Academy, MSU Center for Teaching & Learning	August 2020
Instructor for Program Facilitators, <i>Bringing in the Bystander</i> ©	November 2015
Professional Practice Institute, Gehring Academy for Student Conduct Administration	July 2014
Instructor, <i>QPR Gatekeeper Training for Suicide Prevention</i>	August 2011
Advanced Level Mentor Certification, College Reading and Learning Association	May 2011

#### ***Specialized Software***

*Latent Variable Modeling*  
 Mplus, R (Lavaan)

*Multilevel (Mixed) Modeling*  
 Mplus, HLM, MLWin, SPSS Mixed, Stata, R (lme4)

*Finite Mixture Modeling*  
 Mplus, R (MplusAutomation)

*Item Response Theory*  
 FlexMIRT, Winsteps, Facets, R (irtoys, mirt)

*Generalizability Theory*

GENOVA, mGENOVA, R (gtheory)

*Qualitative Analysis*

NVivo, Dedoose

*Data Science*

Python, R, Tableau

*General Programs*

Mplus, SPSS, R, SAS, Stata, MS Office