

Abbreviated Curriculum Vitae

Ryan A. Miller, Ph.D.

Associate Professor of Higher Education
Bonnie E. Cone Early Career Professor in Teaching
Department of Educational Leadership
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EDUCATION

Ph.D.	2015	The University of Texas at Austin	Educational Administration (Higher Education Leadership); Portfolio in Disability Studies
Ed.M.	2009	Harvard Graduate School of Education	Higher Education
B.J.	2007	The University of Texas at Austin	Print Journalism, <i>cum laude</i> ; Concentration in U.S. Latino and Latin American Media Studies

PROFESSIONAL EXPERIENCE

2022-present	Associate Professor of Higher Education, Department of Educational Leadership
2016-2022	Assistant Professor of Higher Education, Department of Educational Leadership
2018-2022	Graduate Program Director, M.Ed. in Educational Leadership (Higher Education)
2019-2022	Coordinator, Ed.D. in Educational Leadership (Higher Education Concentration) The University of North Carolina at Charlotte
	Teach graduate courses in higher education and research methods. Engage in scholarly activities related to student development and diversity in higher education. Serve on dissertation and other institutional and professional committees. Recognized as the Bonnie E. Cone Early Career Professor in Teaching (2023-2026) and with the Cato College of Education Early Career Award (2019). Promoted with permanent tenure in 2022.
2015-2016	Director, Office for Inclusion and Equity The University of Texas at Austin
2014-2015	Director, Campus Climate and Student Engagement Coordinator, Longhorn Link Program (Federal TRIO Student Support Services) The University of Texas at Austin
2011-2014	Associate Director, Campus Diversity and Strategic Initiatives The University of Texas at Austin

- 2009-2011 Coordinator, Student Affairs (LGBT Resource Center Director)
 Adjunct Instructor, College of Education and Human Services (2010-2011)
 University of North Florida
- 2008-2009 Graduate Research Analyst, Institutional Research, Office of the Provost
 Massachusetts Institute of Technology
- 2008 Student Development Specialist, Division of Diversity and Community Engagement
 The University of Texas at Austin

SELECTED TEACHING

Courses Taught at The University of North Carolina at Charlotte

ADMN 6000/8000: Special Topics—Equity Issues in College Student Affairs
ADMN 6100: Fundamentals of Educational Leadership
ADMN 6171/8171: The American College Student
ADMN 6175/8175: Nontraditional Approaches to Higher Education
ADMN 6177/8177: Student Affairs in Higher Education
ADMN 6430: Internship and Professional Development in Higher Education
ADMN 8110: Organizational Theory and Behavior
ADMN 8160: Introduction to Educational Administration
ADMN 8489: Practicum in Staff Development
ADMN 8611: Dissertation Pre-Proposal Development
RSCH 6101: Educational Research Methods
RSCH 8890: Special Topics in Research—Higher Education Research

Advising and Student-Directed Scholarship

Served on 26 completed (chaired 7) doctoral dissertation committees
Serving on 17 in progress (chairing 9) doctoral dissertation committees
Served on 30 (chaired 20) doctoral qualifying examination committees
Served on 45 (chaired 37) master's portfolio committees
Advising load averaging 12 doctoral students and 12 master's students

SELECTED RESEARCH

My research agenda includes two interconnected strands:

- (1) *the experiences of minoritized social groups in higher education*, with emphases on disability, sexuality, and gender, as well as intersecting social identities; and,
- (2) *the institutionalization of diversity and equity initiatives within higher education*, in curricular, administrative, and student affairs contexts.

Through my research, I seek to understand how scholars, practitioners, educators, and policymakers can envision and create inclusive higher education environments. I primarily employ qualitative research methods informed by constructivist and critical approaches.

Publications

Edited Volumes and Journal Special Issues

*Duran, A., Miller, R. A., Jourian, T. J., & Cisneros, J. (Eds.) (2023). *Queerness as being in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*. Routledge. <https://doi.org/10.4324/9781003255253>

*Recipient of the 2023 *Outstanding Publication Award* from NASPA Student Affairs Administrators in Higher Education Faculty Council and Faculty Assembly.

*Cisneros, J., Jourian, T. J., Miller, R. A., & Duran, A. (Eds.) (2023). *Queerness as doing in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*. Routledge. <https://doi.org/10.4324/9781003255284>

*Recipient of the 2023 *Outstanding Publication Award* from NASPA Student Affairs Administrators in Higher Education Faculty Council and Faculty Assembly.

Vaccaro, A., Miller, R. A., & Lee, M. (Eds.) (2020). Special issue: Challenges and opportunities for assessing, evaluating, and researching disability in higher education. *Journal of Postsecondary Education and Disability*, 33(3).

Articles in Refereed Journals

Miller, R. A., Struve, L. E., Murray, M., & Tompkins, A. (in press). Navigating controversy and hot topics in required diversity courses. *Journal of the Scholarship of Teaching and Learning*.

Miller, R. A., Slane, L., Gilchrist, T., & Serrata, C. (2024). How social and relational identities shape community college transfer students' college pathways. *Journal of Student Affairs Research and Practice*. Advance online publication. <https://doi.org/10.1080/19496591.2023.2298912>

Forester, R., Miller, R. A., Friedensen, R., Vaccaro, A., & Kimball, E. W. (2024). White racial framing and white supremacy culture in STEM education: Experiences of students with minoritized identities of sexuality and/or gender. *International Journal of Education in Mathematics, Science, and Technology*, 12(3), 642-659. <https://doi.org/10.46328/ijemst.3402>

Forsythe, D., Jones, M. C., Friedensen, R., Vaccaro, A., Miller, R. A., Stephens, K., & Forester, R. (2024). Unpacking anti-femininity among masculine identifying STEM students with minoritized identities of sexuality and gender (MIOsG). *Journal of Women and Gender in Higher Education*. Advance online publication. <https://doi.org/10.1080/19496591.2023.2298912>

Forsythe, D., Jones, M. C., Vaccaro, A., Stephens-Peace, K., Friedensen, R. E., Miller, R. A., Forester, R. (2024). Troubling the complexity of student involvement in minoritized identity of sexuality and/or gender-based campus organizations. *Journal of Campus Activities Practice and Scholarship*, 6(1), 57-67. <https://doi.org/10.52499/2024006>

Vaccaro, A., Carvalho, O. D., Jones, M. C., Miller, R. A., Forsythe, D., & Friedensen, R. (2023). Identifying stressors inhibiting belonging, visibility, and peer inclusion for college students with MIOsG in STEM. *Journal of LGBT Youth*. Advance online publication. <https://doi.org/10.1080/19361653.2023.2297271>

- Miller, R. A., Howell, C. D., Oyarzun, S. B., Martin, F., Knight, S., & Frankovich, J. N. (2023). Faculty perspectives on inclusion, diversity, equity, and access in online teaching. *Online Learning Journal*, 27(3), 387-406. <https://doi.org/10.24059/olj.v27i3.3691>
- Miller, R. A., Slane, L., D'Amico, M. M., & Serrata, C. (2023). Student voices and transfer choices: Examining the transfer process of North Carolina transfer students. *North Carolina Community College Journal of Teaching Innovation*, 2(1), 27-36.
- Jones, M. C., Forsythe, D., Friedensen, R., Vaccaro, A., Miller, R. A., Kimball, E. W., & Forester, R. (2023). Disrupting cisheteronormativity in STEM through humanism. *Frontiers in Education*. <https://doi.org/10.3389/educ.2023.1154275>
- Forsythe, D., Vaccaro, A., Jones, M. C., Friedensen, R. E., Miller, R. A., Kimball, E., & Forester, R. (2023). Negotiated involvement in STEM organizations by students with minoritized identities of sexuality and gender (MIO SG). *Journal of Women and Minorities in Science and Engineering*, 29(1), 21-43. <https://doi.org/10.1615/JWomenMinorScienEng.2022037432>
- Miller, R. A., Howell, C. D., & Knight, S. (2022). "A coach and not a dictator": How faculty establish credibility within required undergraduate diversity courses. *Journal on Excellence in College Teaching*, 33(2), 61-85.
- Miller, R. A., Wynn, R. D., Stare, B. G., Williamson, J. N., & Guo, L. (2022). Mental health and resilience among LGBTQ+ college students with disabilities. *Currents: Journal of Diversity Scholarship for Social Change*, 2(1), 60-80. <https://doi.org/10.3998/ncidcurrents.1779>
- D'Amico, M. M., Dika, S. L., Wu, T., Holliday-Millard, P., Miller, R. A., & Atwell, A. (2022). Transfer student destinations: Mapping geographic diversity and equity patterns in vertical transfer. *Journal of Applied Research in the Community College*, 29(1), 21-33.
- Miller, R. A., & Holliday-Millard, P. (2021). Debating diversity and social justice curricular requirements: How organizational culture at a liberal arts college informed the change process. *The Journal of Higher Education*, 92(7), 1085-1108. <https://doi.org/10.1080/00221546.2021.1912553>
- Miller, R. A., & Smith, A. C. (2021). Microaggressions experienced by LGBTQ students with disabilities. *Journal of Student Affairs Research and Practice*, 58(5), 491-506. <https://doi.org/10.1080/19496591.2020.1835669>
- Miller, R. A., Vaccaro, A., Kimball, E., & Forester, R. (2021). "It's dude culture": Students with minoritized identities of sexuality and/or gender navigating STEM majors. *Journal of Diversity in Higher Education*, 14(3), 340-352. <https://doi.org/10.1037/dhe0000171>
- Vaccaro, A., Miller, R. A., Kimball, E. W., Forester, R., & Friedensen, R. (2021). Historicizing minoritized identities of sexuality and gender in science, technology, engineering, and mathematics (STEM) fields: A grounded theory model. *Journal of College Student Development*, 62(3), 293-309.
- Friedensen, R. E., Horii, C. V., Kimball, E., Lisi, B., Miller, R. A., Siddiqui, S., Thoma, H., Weaver, J. E., & Woodman, A. (2021). A systematic review of research on faculty with disabilities. *Journal of the Professoriate*, 12(2), 1-25.

- Jones, M. C., Vaccaro, A., Miller, R. A., Forester, R., Friedensen, R., Kimball, E. W., & Forsythe, D. (2021). Embodied literacies of sexuality and gender of college students. *Journal of Language and Literacy Education, 17*(2), 1-25.
- Friedensen, R., Kimball, E. W., Vaccaro, A., Miller, R. A., & Forester, R. (2021). Queer science: Temporality and futurity for queer students in STEM. *Time & Society, 30*(3), 332-354. <https://doi.org/10.1177/0961463X211008138>
- Miller, R. A., Dika, S. L., Nguyen, D. J., Woodford, M., & Renn, K. A. (2021). LGBTQ+ college students with disabilities: Demographic profile and perceptions of well-being. *Journal of LGBT Youth, 18*(1), 60-77. <https://doi.org/10.1080/19361653.2019.1706686>
- Miller, R. A. (2020). Out of (queer/disabled) time: Temporal experiences of disability and LGBTQ+ identities in U.S. higher education. *Critical Education, 11*(16), 1-20. <https://doi.org/10.14288/ce.v11i16.186495>
- Miller, R.A., & Struve, L. E. (2020). "Heavy lifters of the university": Non-tenure track faculty teaching required diversity courses. *Innovative Higher Education, 45*(6), 437-455. <https://doi.org/10.1007/s10755-020-09517-7>
- Jones, V. A., & Miller, R. A. (2020). Unmasking power in the discourse of four-year graduation initiatives. *Journal for the Study of Postsecondary and Tertiary Education, 5*, 145-166. <https://doi.org/10.28945/4636>
- Miller, R. A., Lee, M., & Vaccaro, A. (2020). From the special issue editors: Challenges and opportunities for assessing, evaluating, and researching disability in higher education. *Journal of Postsecondary Education and Disability, 33*(3), 211-212.
- Miller, R. A., & Downey, M. (2020). Examining the STEM climate for queer students with disabilities. *Journal of Postsecondary Education and Disability, 33*(2), 169-181.
- Miller, R. A., Nachman, B. R., & Wynn, R. (2020). "I feel like they are all interconnected": Understanding the identity management narratives of autistic LGBTQ college students. *College Student Affairs Journal, 38*(1), 1-15. <https://doi.org/10.1353/csaj.2020.0000>
- Nachman, B. R., Miller, R. A., & Peña, E. V. (2020). Whose liability is it anyway?: Cultivating an inclusive college climate for autistic LGBTQ students. *Journal of Cases in Educational Leadership, 23*(2), 98-111. <https://doi.org/10.1177/1555458919897942>
- Bowling, J., Miller, R. A., & Mather, N. (2020). Making campus-based LGBTQ climate assessments matter. *Journal of Student Affairs Research and Practice, 57*(2), 197-211. <https://doi.org/10.1080/19496591.2019.1631837>
- Miller, R. A., Struve, L. E., & Howell, C. D. (2019). "Constantly, excessively, and all the time": The emotional labor of teaching diversity courses. *International Journal of Teaching and Learning in Higher Education, 31*(3), 491-502.
- Miller, R. A., Wynn, R. D., & Webb, K. W. (2019). "This really interesting juggling act": How university students manage disability/queer identity disclosure and visibility. *Journal of Diversity in Higher Education, 12*(4), 307-318. <https://doi.org/10.1037/dhe0000083>

- Miller, R. A., & Pouraskari, N. (2019). "This is not normal": Talking Trump in undergraduate diversity courses. *Journal for the Study of Postsecondary and Tertiary Education*, 4, 103-121. <https://doi.org/10.28945/4430>
- Miller, R. A., Guida, T., Smith, S. L., Ferguson, S. K., & Medina, E. G. (2018). A balancing act: Whose interests do bias response teams serve? *The Review of Higher Education*, 42(1), 313-337. <https://doi.org/10.1353/rhe.2018.0031>
- Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. *Journal of College Student Development*, 59(3), 327-346. <https://doi.org/10.1353/csd.2018.0030>
- Reddick, R. J., Struve, L. E., Mayo, J. R., Miller, R. A., & Wang, J. L. (2018). "We don't leave engineering on the page": Civic engagement experiences of engineering graduate students. *Journal of Higher Education Outreach and Engagement*, 22(2), 127-156.
- Miller, R. A., Jones, V. A., Reddick, R. J., Lowe, T., Franks Flunder, B., Hogan, K., & Rosal, A. I. (2018). Educating through microaggressions: Self-care for diversity educators. *Journal of Student Affairs Research and Practice*, 55(1), 14-26. <https://doi.org/10.1080/19496591.2017.1358634>
- Miller, R. A., Guida, T., Smith, S. L., Ferguson, S. K., & Medina, E. G. (2018). Free speech tensions: Responding to bias on college and university campuses. *Journal of Student Affairs Research and Practice*, 55(1), 27-39. <https://doi.org/10.1080/19496591.2017.1363051>
- Rodriguez, S. L., Garbee, K., Miller, R. A., & Sáenz, V. B. (2018). How community colleges in Texas prioritize resources for Latino men. *Community College Journal of Research and Practice*, 42(4), 229-244. <https://doi.org/10.1080/10668926.2017.1281179>
- Miller, R. A. (2017). "My voice is definitely strongest in online communities": Students using social media for queer and disability identity-making. *Journal of College Student Development*, 58(4), 509-525. <https://doi.org/10.1353/csd.2017.0040>
- Miller, R. A. & Vaccaro, A. (2016). Queer student leaders of color: Leadership as authentic, collaborative, culturally competent. *Journal of Student Affairs Research and Practice*, 53(1), 39-50. <https://doi.org/10.1080/19496591.2016.1087858>
- Miller, R. A. (2015). "Sometimes you feel invisible": Performing queer/disabled in the university classroom. *The Educational Forum*, 79(4), 377-393. <https://doi.org/10.1080/00131725.2015.1068417>
- Sáenz, V. B., Mayo, J. R., Miller, R. A., & Rodriguez, S. L. (2015). (Re)defining masculinity through peer interactions: Latino men in Texas community colleges. *Journal of Student Affairs Research and Practice*, 52(2), 164-175. <https://doi.org/10.1080/19496591.2015.1018269>
- Miller, R. A. (2014). Overview of campus climate: Dimensions of diversity in higher education. *Texas Education Review*, 2(2), 184-190.

Book Chapters

- Stephens-Peace, K., Friedensen, R., Kimball, E., Forester, R., Miller, R. A., Vaccaro, A., Forsythe, D., & Jones, M. C. (2024). "You assumed that everybody was...": The hermeneutic injustice of assumed cisheteropatriarchy in STEM coursework. In A. Herridge & K. Prieto (Eds.), *Perspectives on Transforming Higher Education and the LGBTQIA Student Experience* (pp. 73-90). IGI Global. <https://doi.org/10.4018/978-1-6684-9914-6.ch005>
- Accapadi, M. M., & Miller, R. A. (2023). Freedom of expression and responding to bias: Public dialogues, academic freedom, and campus responses. In C. H. Livingston, T. C. Shandley, & C. Porter (Eds.), *Small and mighty: Student affairs at small colleges and universities* (pp. 89-106). NASPA.
- Duran, A., & Miller R. A. (2023). Introduction: Unpacking the insider/outsider paradox and the concept of queerness as being. In A. Duran, R. A. Miller, T. J. Jourian, & J. Cisneros (Eds.), *Queerness as being in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners* (pp. 1-15). Routledge. <https://doi.org/10.4324/9781003255253-1>
- Miller R. A., & Duran, A. (2023). Conclusion: Insights on the insider/outsider paradox as LGBTQ+ scholars and practitioners. In A. Duran, R. A. Miller, T. J. Jourian, & J. Cisneros (Eds.), *Queerness as being in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners* (pp. 172-183). Routledge. <https://doi.org/10.4324/9781003255253-16>
- Jones, M. C., Vaccaro, A., Friedensen, R., Forsythe, D., Forester, R., Miller, R. A., & Kimball, E. W. (2023). Who are we to do this research?: Duoethnographic reflections on the insider/outsider paradox in queer research. In J. Cisneros, T. J. Jourian, R. A. Miller & A. Duran (Eds.), *Queerness as doing in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners* (pp. 25-35). Routledge. <https://doi.org/10.4324/9781003255284-3>
- Simmons, R., Miller, R. A., & D'Amico, M. M. (2021). From the playing field to the executive office: How athletics influences the small, private college presidency. In M. T. Miller (Ed.), *Handbook of research on the changing role of college and university leadership* (pp. 85-101). IGI Global. <https://doi.org/10.4018/978-1-7998-6560-5.ch006>
- Miller, R. A., & Jones, A. P. (2019). Challenges conducting intersectional research with LGBTQ students: Reflecting on studies exploring spirituality and disability. In D. Mitchell, J. Marie, & T. Steele (Eds.), *Intersectionality and higher education: Theory, research, and praxis* (2nd ed.) (pp. 111-124). Peter Lang.
- Miller, R. A., Forester, R., Kendra-Dill, Z. N., Smith, S., Wheeler, E., & D'Amico, M. M. (2019). Expanding notions of student activism and advocacy in the community college. In M. T. Miller & D. V. Tolliver (Eds.), *Exploring the technological, societal, and institutional dimensions of college student activism* (pp. 75-102). IGI Global. <https://doi.org/10.4018/978-1-5225-7274-9.ch006>
- Miller, R. A., & Dika, S. L. (2018). Perceptions of campus climate at the intersections of disability and LGBTQ identities. In K. Soria (Ed.), *Evaluating campus climate at U.S. research universities: Opportunities for diversity and inclusion* (pp. 77-101). Palgrave Macmillan. https://doi.org/10.1007/978-3-319-94836-2_4

- Miller, R. A., Wynn, R. D., & Webb, K. W. (2017). Complicating “coming out”: Disclosing disability, gender, and sexuality in higher education. In S. L. Kerschbaum, L. T. Eisenman, & J. M. Jones (Eds.), *Negotiating disability: Disclosure and higher education* (pp. 115-134). University of Michigan Press. <https://doi.org/10.3998/mpub.9426902>
- Vaccaro, A. & Miller, R. A. (2017). Experiences of queer student leaders of color: Expanding leadership paradigms in higher education. In J. M. Johnson & G. C. Javier (Eds.), *Queer people of color in higher education* (pp. 195-210). Information Age Publishing.
- Miller, R. A., Wynn, R. D., & Webb, K. W. (2017). Queering disability in higher education: Views from the intersections. In E. Kim & K. C. Aquino (Eds.), *Disability as diversity in higher education: Policies and practices to enhance student success* (pp. 33-46). Routledge.
- Taylor, B. J., Miller, R. A., & García-Louis, C. (2014). Utilizing intersectionality theory to engage dialogue in higher education. In D. Mitchell, C. Simmons, & L. Greyerbiehl (Eds.), *Intersectionality and higher education: Theory, research, and praxis* (pp. 229-239). Peter Lang.
- Miller, R. A. & Wynn, R. D. (2011). Lesbian, gay, bisexual, and transgender college student development: Research and practice. In A. Brooks, A. Vorreyer, & B. Gambino (Eds.), *Student affairs for all seasons and reasons: Leading by example* (pp. 124-133). The Administrator’s Bookshelf.

Selected/Recent Conference Presentations

- Nachman, B. R., Miller, R. A., & Gilchrist, T. (2024, April). “*Education was always my ticket to something more*”: *Disabled transfer students’ educational pursuits across contexts*. Roundtable to be presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Kappus, A., Jovanovic, S., Garvin, L., Miller, R. A., & Niehaus, E. (2024, February). *Democracy under the microscope: Studying free expression and civic engagement*. Session presented at the Pathways to Achieving Civic Engagement (PACE) Conference, North Carolina Campus Engagement, Guilford College, Greensboro, NC.
- Miller, R. A., & Gilchrist, T. (2023, November). *Queering engineering education: LGBTQ+ engineering students developing queer cultural capital through reading groups*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Minneapolis, MN.
- Croom, N. N., Guilbeau, J. P., Miller, R. A., Friedensen, R., byrd, d., Davidson, C., Caradonna, C., Freeman, S., Smithers, L. E., Taylor, L. D., Posselt, J., Porter, C. J., Okello, W. K., Laderman, S. A., Pasque, P. A., Scott, C. A., & Phelps-Ward, R. (2023, November). *The state of higher education scholarship*. Invited session at the Association for the Study of Higher Education (ASHE) Annual Conference, Minneapolis, MN.
- Brais, S. J., & Miller, R. A. (2023, November). *The experience of belonging among first-generation college, second-generation immigrant students*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Minneapolis, MN.
- Serrata, C., Howell, C. D., Gilchrist, T., Dika, S. L., & Miller, R. A. (2023, November). *Can see you me? Can you hear me? Black and Latina women’s transfer advising experiences*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Minneapolis, MN.

- Johnson, D., Squire, D., Miller, R. A., & Morgan, D. (2023, March). *Emerging scholars: Racial justice and decolonization in research*. Session presented at ACPA College Student Educators International Annual Convention, New Orleans, LA.
- Duran, A., Miller, R. A., McNamee, T., Pulido, G., Prieto, K., Lamb, C., & Oliveira, K. (2023, March). *Both insiders and outsiders: Perspectives from LGBTQ+ scholars and practitioners*. Session presented at ACPA College Student Educators International Annual Convention, New Orleans, LA.
- Duran, A., & Miller, R. A. (2023, March). *Foundation research grants showcase*. Session presented at ACPA College Student Educators International Annual Convention, New Orleans, LA.
- Oyarzun, B., Howell, C. D., & Miller, R. A. (2023, February). *Faculty perspectives on inclusion, diversity, equity, and access (IEA) in online teaching*. Session presented at Quality Matters Online Research Conference, virtual conference.
- Miller, R. A. (2022, November). *Beyond bias response teams: How external pressures shape emerging approaches to bias response*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.
- Serrata, C., Miller, R. A., D'Amico, M. M., Howell, C. D., & Dika, S. L. (2022, November). *Credit efficiency vs. time to explore: Transfer students' major and career exploration in community colleges*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.
- Dika, S. L., Wang, Y., D'Amico, M. M., Miller, R. A., Bohlig, E. M., & Serrata, C. (2022, November). *A quant crit exploration of determinants of intent to transfer among community college students*. Roundtable presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.
- Miller, R. A., Ardoin, S., McClure, K., Nguyen, D. J., & Smith, E. (2022, November). *Recognizing and responding to realities: How faculty can shape the future of graduate preparation programs*. Invited session presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.
- Forsythe, D., Vaccaro, A., Friedensen, R., Miller, R. A., Kimball, E., & Forester, R. (2022, April). *Unpacking masculinity among STEM students with minoritized identities of sexuality and gender*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Stephens, K., Friedensen, R., Kimball, E., Forester, R., Miller, R. A., & Vaccaro, A. (2022, April). *"You assumed that everybody was...": The epistemic injustice of assumed cisheteropatriarchy in STEM group work*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Serrata, C., Miller, R. A., Slane, L., D'Amico, M. M., & Gilchrist, T. (2022, April). *Student voices and transfer choices: Examining the transfer process and social identities of North Carolina transfer students*. Paper presented at the Council for the Study of Community Colleges Annual Meeting, Tempe, AZ.

- Stewart, T. J., Zamani-Gallaher, E., Ardoin, S., & Miller, R. A. (2022, March). *Critical conversations: ACPA scholars panel*. Plenary session presented at ACPA College Student Educators International Annual Convention, St. Louis, MO.
- Miller, R. A., Slane, L., & Gilchrist, T. (2022, March). *How social identities shape community college transfer students' pathways*. Paper presented at ACPA College Student Educators International Annual Convention, St. Louis, MO.
- Miller, R. A., Ardoin, S., McCloud, L., Morgan, D., Cunningham, P., Perillo, P., & Shivers, M. (2022, March). *Preparing new practitioners: Connecting program faculty and student affairs divisions*. Session presented at ACPA College Student Educators International Annual Convention, St. Louis, MO.
- Taylor, L., Miller, R. A., Morgan, D., Garcia, C., Mobley, S., & Slaughter, K. (2022, March). *(Re)emerging issues from emerging scholars: Interrogating and advancing student affairs practice*. Session presented at ACPA College Student Educators International Annual Convention, St. Louis, MO.
- Duran, A., & Miller, R. A. (2022, March). *Foundation research grants showcase*. Session presented at ACPA College Student Educators International Annual Convention, St. Louis, MO.
- D'Amico, M. M., Dika, S. L., Miller, R. A., & Wang, Y. (2022, February). *Destination, integration, and navigation: How students engage in transfer mobility in North Carolina*. Session presented at National Institute for the Study of Transfer Students Annual Conference, St. Louis, MO, and virtual.
- Miller, R. A. (2021, December). *Bias response teams: Current strategies and emerging alternatives*. Session presented at the NASPA Student Affairs Law and Policy Conference, virtual.
- Boettcher, M., Kniess, D., Varga, M. A., & Miller, R. A. (2021, November). *Opportunities for publication and practice with the College Student Affairs Journal*. Session presented at the Southern Association for College Student Affairs (SACSA) Annual Conference, Norfolk, VA.
- Miller, R. A., Howell, C. D., Oyarzun, S. B., Martin, F., Haag, E., & Knight, S. (2021, November). *Faculty perspectives on inclusion, diversity, equity, and access in online teaching*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, San Juan, PR.
- Marine, S. B., Ardoin, S., Phelps-Ward, R., Williams, B. M., & Miller, R. A. (2021, November). *Preparing new practitioners: What are our ethical responsibilities and challenges?* Presidential session presented at the Association for the Study of Higher Education (ASHE) Annual Conference, San Juan, PR.
- Miller, R. A., Howell, C. D., & Knight, S. (2021, March). *"A coach and not a dictator": How faculty establish credibility within required undergraduate diversity courses*. Paper presented at the North Carolina Association for Research in Education (NCARE) Annual Meeting and Conference, Charlotte, NC (virtual conference due to COVID-19 pandemic).
- Atwell, A., D'Amico, M. M., Miller, R. A., & Dika, S. L. (2021, February). *Amplifying transfer student voices*. Roundtable presented at the North Carolina Community College System Conference (virtual conference due to COVID-19 pandemic).

- Miller, R. A., Struve, L. E., Murray, M., & Tompkins, A. (2020, November). *Navigating controversy and hot topics in required diversity courses*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, New Orleans, LA (virtual conference due to COVID-19 pandemic).
- Nachman, B., Renn, K., Miller, R. A., Jourian, T. J., Duran, A., Cisneros, J., & Vaccaro, A. (2020, November). *Theorizing the insider-outsider binary: Reflections of higher education professionals with minoritized sexual and gender identities*. Symposium presented at the Association for the Study of Higher Education (ASHE) Annual Conference, New Orleans, LA (virtual conference due to COVID-19 pandemic).
- D'Amico, M., Dika, S., Wu, T., Holliday-Millard, P., & Miller, R. A. (2020, November). *Transfer student destinations: Mapping geographic diversity and equity patterns in virtual transfer*. Poster presented at the Association for the Study of Higher Education (ASHE) Annual Conference, New Orleans, LA (virtual conference due to COVID-19 pandemic).
- Miller, R. A., & Holliday-Millard, P. (2019, November). *Reimagining diversity and social justice curricular requirements: Deep learning vs. "checking the box."* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Portland, OR.
- Miller, R. A., & Struve, L. E. (2019, November). *"Heavy lifters of the university": Non-tenure track instructors teaching required diversity courses*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Portland, OR.
- Friedensen, R., Kimball, E. W., Vaccaro, A., Miller, R. A., & Forester, R. (2019, November). *Queer science: Temporality, futurity, and performativity for queer students in STEM*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Portland, OR.
- Miller, R. A., Forester, R., Frantzreb, D., Vaccaro, A., Kimball, E. W., & Friedensen, R. (2019, October). *Students with minoritized identities of sexuality and gender (MIO SG) navigating STEM majors and classrooms*. Session presented at the International Society for Exploring Teaching and Learning (ISETL) Conference on Innovative Higher Education Pedagogy, Charlotte, NC.
- Miller, R. A., Struve, L. E., Howell, C. D., & Holliday-Millard, P. (2019, October). *Freedom vs. structure in teaching diversity courses: Implications of low and high course standardization*. Session presented at the International Society for Exploring Teaching and Learning (ISETL) Conference on Innovative Higher Education Pedagogy, Charlotte, NC.
- Miller, R. A., Dika, S. L. (2019, March). *LGBTQIA+ college students with disabilities: Demographics, risk and protective factors, and academic success*. Paper presented at the North Carolina Association for Research in Education (NCARE) Annual Meeting and Conference, Charlotte, NC.
- Jones, V. A., & Miller, R. A. (2018, November). *Nothing is neutral: Unmasking power in the discourse of four-year graduation initiatives*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.
- Miller, R. A., Struve, L. E., & Howell, C. D. (2018, November). *"Constantly, excessively, and all the time": The emotional labor of teaching diversity courses*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.

Miller, R. A., Kimball, E., Vaccaro, A., & Forester, R. (2018, November). *“It’s dude culture”*: Students with minoritized sexual/gender identities navigating STEM majors. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.

Miller, R. A., Nachman, B. R., & Wynn, R. (2018, November). *“I feel like they are all interconnected”*: How college students experience autism and queer/trans* identities. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Tampa, FL.

Selected/Recent Grants and Contracts

Smith, W. [Principal Investigator], Gallagher, E., Miller, R. A., & Voigt, M. [Co-Principal Investigators]. (2022-2023). *Human subjects research ethics for marginalized communities*. National Science Foundation, Ethical and Responsible Research (ER2). Funded: \$49,998. [Working title: *Propagating research ethics around sexual marginalization and transgender issues conference (PRISMATIC)*.]

Clayton, P. [Principal Investigator], Miller, R. A., & Borrego, M. [Co-Principal Investigators]. (2021-2025). *Empowering engineering scholar-activists through community-driven research experiences*. National Science Foundation, Broadening Participation in Engineering. Funded: \$473,913.

D’Amico, M. M. [Principal Investigator], Miller, R. A., & Dika, S. L. [Co-Principal Investigators]. (2021-2023). *Understanding experiences of vertical transfer students in North Carolina*. John M. Belk Endowment. Funded: \$456,788.

Miller, R. A. [Principal Investigator]. (2021-2022). *Bias response teams revisited: Navigating free speech, equity, and inclusion*. University of California National Center for Free Speech and Civic Engagement. Funded: \$25,000.

Miller, R. A. [Principal Investigator]. (2021-2023). *LGBTQ identities in STEM: A qualitative analysis of postsecondary learning environments*. ACPA College Student Educators International – Emerging Scholars Program. Funded: \$3,000.

Miller, R. A. [Principal Investigator], Stare, B., & Wynn, R. (2020). *Mental health and resilience among LGBTQ+ college students with disabilities*. National Center for Institutional Diversity – Research and Scholarship Grants, University of Michigan. Funded: \$2,000.

SELECTED SERVICE TO THE PROFESSION

2024-present	Associate Editor, <i>College Student Affairs Journal</i>
2023-present	Co-Chair, Strategic Workgroup on the State of Higher Education Scholarship, Association for the Study of Higher Education
2022-2025	Vice Chair, Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education
2022-2023	Editor, <i>College Student Affairs Journal</i>
2021-2023	Scholar-in-Residence, Coalition for (Dis)ability, ACPA College Student Educators International
2021-2024	Research Grants Co-Coordinator, ACPA College Student Educators International
2021-2024	Bobby Wright Dissertation of the Year Committee, Association for the Study of Higher Education
2020-2021	Associate Editor, <i>College Student Affairs Journal</i>

- 2020-2022 Program/Pre-Conference Chair, Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education
- 2020 Program Committee, Association for the Study of Higher Education Annual Conference (New Orleans, LA; virtual conference due to COVID-19 pandemic)
- 2019 Program Chair, North Carolina College Personnel Association Annual Conference
- 2019-2023 Editorial Board, *Journal of College Student Development*
- 2016-2020 Editorial Board, *College Student Affairs Journal*
- 2016-2018 Occasional Reviewer, *Journal of College Student Development*
- 2015-2020 Editorial Board, *Journal of Student Affairs Research and Practice*
- 2013-2015 Editor, *Texas Education Review*

SELECTED HONORS AND AWARDS

- 2023-2026 Bonnie E. Cone Early Career Professorship in Teaching, UNC Charlotte
- 2023 Award for Excellence in Teaching, UNC Charlotte Cato College of Education
- 2023 Outstanding Publication Award, NASPA Student Affairs Administrators in Higher Education Faculty Council and Faculty Assembly (for two edited volumes: *Queerness as being in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*; and *Queerness as doing in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*; co-editors Antonio Duran, Jesus Cisneros, T.J. Jourian)
- 2021-2023 Emerging Scholar, ACPA College Student Educators International
- 2021-2022 Fellow, University of California National Center for Free Speech and Civic Engagement
- 2020 Distinguished Lecturer, Department of Educational Leadership and Policy, The University of Texas at Austin
- 2019 Early Career Award, University of North Carolina at Charlotte Cato College of Education
- 2019 Intersectionality Award, ACPA College Student Educators International, Coalition for (Dis)ability
- 2018 Invited Participant, "Making Disability Visible in the Measurement of Post-Secondary Educational Quality," Spencer Foundation Conference Grant for Advancing Education Research
- 2016 Early Career Faculty Workshop, Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education
- 2016 Melvane D. Hardee Dissertation of the Year Award, NASPA Student Affairs Administrators in Higher Education (*Intersections of disability, gender, and sexuality in higher education: Exploring students' social identities and campus experiences*; chair: Richard J. Reddick)
- 2016 Leadership Circle Award, The University of Texas at Austin
- 2016 Lavender Spirit Award, Lavender Graduation, The University of Texas at Austin
- 2015 Emerging Scholars Workshop, Division J, American Educational Research Association
- 2014 Dr. Enrique Romo Staff Excellence Award, The University of Texas at Austin
- 2013 National Panel of Leaders in Intergroup Dialogue Education, University of Michigan