

# Natsumi Ueda

Rossier School of Education, University of Southern California  
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## EDUCATION

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University of Southern California, Los Angeles, CA

*Ph.D. in Urban Education Policy*, started in 2020 and expected to graduate in May 2024

University of Denver, Denver, CO

*Ph.D. in Research Methods and Statistics*, (did not complete and transferred to USC)

University of Michigan, Ann Arbor, MI

*M.A. in Higher Education, Institutional Research Concentration*, 2017

Soka University of America, Aliso Viejo, CA

*B.A. in Liberal Arts, Social and Behavioral Science, Psychology Concentration*, 2014

Universidad de Veracruzana, Xalapa, Mexico

*Study Abroad to Learn Spanish Language and Mexican Culture*, 2012 July - December

## RESEARCH INTEREST

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Diversity, equity, and inclusion in higher education; leadership and organizational change; intergroup relations and collaboration; Asian American and Asian international college student experiences

## PUBLICATIONS

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### *Peer-Reviewed Journals*

**Ueda, N.** & Kezar, A. (2024). A systematic literature review: Pedagogies and outcomes of formal leadership programs for college students. *Cogent Education*, *11*(1), 1-16.  
<https://doi.org/10.1080/2331186X.2024.2314718>

Kezar, A., Holcombe, E., Harper, J., & **Ueda, N.** (2023). Culture change requires personal and organizational changes: Lessons from the shared equity leadership model. *Change: The Magazine of Higher Learning*, *55*(1), 39-46.

Holcombe, E., Kezar, A., **Ueda, N.**, & Vigil, D. (2023). Shared equity leadership: working collectively to change campus cultures. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000536>

*Manuscripts Under Review*

**Ueda, N.**, Kezar, A., & Holcombe, E. (under review). Emotional labor in equity work: Institutional responsibilities and strategies. *AERA Open*.

**Ueda, N.**, Vigil, D., Kezar, A., & Holcombe, E. (under review). Personal journey toward critical consciousness: Institutional strategies to implement critical pedagogy. *Journal of Diversity in Higher Education*.

*Manuscripts in Preparation*

**Ueda, N.**, Majumder, M., Lee, D., Kennedy, A., & Tong, T. (work in progress). Racism and well-being: The mediating effects of critical consciousness and solidarity that buffer against the negative impacts of anti-Asian racism on mental health of Asian college students. *Cultural Diversity & Ethnic Minority Psychology*.

Majumder, M., **Ueda, N.**, Kennedy, A., Lee, D., & Tong, T. (work in progress). Perceived institutional support for the well-being of Asian college students: The benefits of participation in Asian student organizations. *Journal of Diversity in Higher Education*.

*Dissertation in Preparation*

**Ueda, N.** (work in progress). Student-led institutional change: Exploring the dynamic processes of intercultural collaboration across leaders of identity-based student organizations. Passed the proposal defense in July 2023.

*Book Chapter*

**Ueda, N.**, Kezar, A., & Holcombe, E. (2023). Shared equity leadership: A new model for making inclusion and equity part of organizational culture. In *Inclusive leadership: Equity and belonging in our communities*. International Leadership Associations Building Leadership Bridges Series. <https://www.emerald.com/insight/content/doi/10.1108/S2058-88012023000009001/full/html>

*Report*

**Ueda, N.**, & Kezar, A. (2023). Promoting a greater sense of inclusion and stability for non-tenure-track faculty through shared governance at Loyola Marymount University. Pullias Center for Higher Education. (Delphi Project for Adjunct Faculty)

**Ueda, N., & Kezar, A. (2023).** The Career-Track Faculty Model: Best practices in appointment, advancement, and retention of non-tenure track faculty. Pullias Center for Higher Education. (Delphi Project for Adjunct Faculty)

**Ueda, N., & Kezar, A. (2023).** The UMA Model: A comprehensive strategy for enhancing non-tenure track faculty work environments and student outcomes. Pullias Center for Higher Education. (Delphi Project for Adjunct Faculty)

Holcombe, E., Vigil, D., **Ueda, N., & Kezar, A. (2023).** *Emotional labor in shared equity leadership environments: Creating emotionally supportive spaces.* American Council on Education. <https://www.acenet.edu/Documents/Shared-Equity-Leadership-Emotions.pdf>

Holcombe, E., Harper, J., **Ueda, N., Kezar, A., Dizon, J. P. M., & Vigil, D. (2023).** *Capacity building for shared equity leadership: Approaches and considerations for the work.* American Council on Education. <https://www.acenet.edu/Documents/Shared-Equity-Leadership-Capacity.pdf>

Holcombe, E., Kezar, A., Dizon, J. P. M., Vigil, D., & **Ueda, N. (2022).** *Organizing shared equity leadership: Four approaches to structuring the work.* American Council on Education. <https://www.acenet.edu/Documents/Shared-Equity-Leadership-Structures.pdf>

**Ueda, N., Harper, J., & Kezar, A. (2022).** “Moving toward one faculty” at the University of Texas at San Antonio. Pullias Center for Higher Education. <https://pullias.usc.edu/delphi/all-resources/#Case-Studies>

Harper, J. & **Ueda, N. (2022).** Greater stability and inclusion for part-time and full-time faculty at Dominican University of California. Pullias Center for Higher Education. <https://pullias.usc.edu/delphi/all-resources/#Case-Studies>

#### *Online Blogs and Articles*

Harper, J., **Ueda, N., & Holcombe, E. (January, 2023).** Capacity building for shared equity leadership. American Council on Education. <https://www.higheredtoday.org/2023/01/09/capacity-building-for-shared-equity-leadershi/>

**Ueda, N., Holcombe, E., & Kezar, A. (October, 2022).** Shared equity leadership: Four approaches to structuring the work. *Academic Leader.* <https://www.academic-leader.com/topics/diversity-equity-inclusion/shared-equity-leadership-four-approaches-to-structuring-the-work/>

Kim, H., Oster, M., **Ueda, N., & DesJardins, S. (October, 2017).** Predicting law school enrollment: the strategic use of financial aid to craft a class. *Social Science Research Network.*

## CONFERENCE PRESENTATION

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- Ueda, N.** (April, 2024). Racism and well-being: What attenuates the negative effects of racism on Asian undergraduates' mental health? Paper accepted to the annual AERA meeting.
- Vigil, D., **Ueda, N.**, Holcombe, E., Harper, J., & Kezar, A. (April, 2024). Institutional strategies to facilitate equity leaders' personal journey toward critical consciousness. Paper accepted to the annual AERA meeting.
- Majumder, M., **Ueda, N.**, Lee, D., Kennedy, A., & Tong, T. (April, 2024). Perceived institutional support for the well-being of Asian college students: The benefits of participation in Asian groups on campus. Paper accepted to the annual AERA meeting.
- Ueda, N.**, Kezar, A., Holcombe, E., & Vigil, D. (November, 2023). Mitigating emotional labor in equity work: institutional responsibilities and strategies. Paper presented at the annual ASHE conference.
- Holcombe, E., Kezar, A., & **Ueda, N.** (May, 2022). Shared equity leadership: working collectively to change campus cultures. Paper presented at the annual AERA meeting.
- Ueda, N.** (May, 2022). Literature review: Formal leadership development programs and pedagogical practices. Poster presented at the annual AERA meeting.  
<http://doi.org/10.3102/IP.22.1890819>
- Ueda, N.**, & Kezar, A. (October, 2021). Coalition building: A case study of student activism against anti-black racism. Poster presented at the annual ASHE conference.
- Kim, E., & **Ueda, N.** (March, 2017). The role of occupational certainty in college enrollment decisions. Poster presented at the annual meeting for the Association for Education Finance and Policy.

## FUNDED RESEARCH ACTIVITIES

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- 2022-2023     **Principle Investigator**, *Anti-Asian Racism and Well-Being: The Mediating Effects of Critical Consciousness and Solidarity for Asian College Students* (\$1500). Awarded from Rossier School of Education. Responsibilities: Direct the entire process of a research project, delegate responsibilities to research team members, and oversee each of all components of the research, including literature review, IRB submission, data collection and analysis, writing conference proposals, and writing journal articles.
- 2021-2023     **Research Assistant**, *Shared Equity Leadership*. Awarded from Alfred P. Sloan

Foundation. Responsibilities: Analyze qualitative interview data, write reports, blogs, conference proposals, and journal articles, and present at a conference.

2019 **Research Assistant**, *Cultivating Inclusive Identities of Engineers and Computer Scientists: Expanding Efforts to Infuse Inclusive Excellence in Undergraduate Curricula*. Awarded from the National Science Foundation. Responsibilities: Literature review.

2017 **Research Assistant**, *Predicting Law School Enrollment: The Strategic Use of Financial Aid to Craft a Class*. Awarded from the Association of Institutional Research. Responsibilities: Analyze admission data and write a report and research paper. Available at SSRN: <https://ssrn.com/abstract=3032784> or <http://dx.doi.org/10.2139/ssrn.3032784>

## PROFESSIONAL EXPERIENCE

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**Graduate Research Assistant**, Pullias Center for Higher Education Jan. 2021 - present  
*University of Southern California*

- Assist in the [Shared Equity Leadership project](#)
- Assist in the [Delphi Project](#)
- Conduct data collection and analysis for qualitative research
- Write reports, conference proposals, and journal articles
- Conduct literature reviews
- Develop tools for higher education practitioners based on research findings

**Research Assistant**, Office of Teaching and Learning Sept. 2019 - Aug. 2020  
*University of Denver*

- Conducted literature reviews on the topics including: institutional accreditation and assessment, assessment of diversity learning in postsecondary institutions, and faculty diversity.
- Developed a repository of resources on the university's website

**Graduate Research Assistant**, Accreditation and Assessment Office Sept. 2018 - June 2020  
*University of Denver, Morgridge College of Education*

- Conducted survey data analysis and write reports
- Developed surveys to assess student outcomes of a Teacher Education Program
- Assisted various tasks related to program evaluation and accreditation

**Research Associate**, UM ADVANCE Sept. 2016 - Aug. 2017  
*University of Michigan*

- Assisted in conducting campus-wide climate surveys
- Assisted in evaluating educational program outcomes
- Wrote reports of climate surveys and educational program evaluation.
- Conducted database development
- Conducted quantitative data proofing
- Conducted quantitative and qualitative data analysis
- Visualized quantitative data
- Conducted a literature review on gender discrimination in leadership and critical mass

**Research Assistant**, School of Education Sept. 2015 - Apr. 2017  
*University of Michigan*

- Conducted a literature review on college choice, admission, and enrollment
- Conducted quantitative data analysis
- Wrote an internal report and research paper

**Research Assistant**, University of Michigan Library Nov. 2015 - June 2016  
*University of Michigan*

- Developed data collection tools: surveys, interview protocols, observation protocols
- Assisted in data collection: interview, focus group, observation, survey
- Analyzed qualitative data
- Conducted a literature review on classroom observation
- Wrote a report

## TEACHING EXPERIENCE

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**Future Faculty Teaching Institute**, Center for Excellence in Teaching Aug. 2023 - Dec. 2023  
 A semester-long teaching training program for graduate students  
*University of Southern California, Los Angeles, CA*

**Teaching Assistance** May 2023 - July 2023  
 Qualitative Research Methods 3 (data analysis)  
*University of Southern California, Los Angeles, CA*

**English Language Teacher**, WAO Corporation, Osaka, Japan July 2014 - July 2015

## SERVICE

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### Academic Service

*Peer Reviewer*

Journal of Leadership Studies (2023)

Association of Studies for Higher Education Conference (2023)

### ***Chair***

Association of Studies for Higher Education Conference (2023)

American Educational Research Association Conference (2024)

### **Institutional Service**

#### ***University of Michigan***

Vice President, SGI Nichiren Buddhist Campus Club

Sept. 2015 - April 2017

Officer, Interfaith Conference Committee

Mar. 2017

### **Community Service**

#### ***Soka Gakkai International-USA (SGI-USA)***

Young Women's Chapter Leader, Los Angeles, CA

Aug. 2023 - Present

Young Women's District Leader, Los Angeles, CA

April 2022 - July 2023

Young Women's Region Leader, Denver, CO

Nov. 2018 - June 2020

Young Women's Chapter Leader, Ann Arbor, MI

Mar. 2017 - Aug. 2018

Young Women's District Leader, Ann Arbor, MI

Mar. 2016 - Feb. 2017

## **HONORS AND AWARDS**

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USC Dean's Scholarship, 2020-present

ASHE Graduate Student Travel Scholarships, 2023

Rossier Internal Research Fund, 2023

Rossier Internal Research Fund, 2022

CSHPE Master's Fellowship, 2017

Soka Merit Scholarship, 2014

## **SKILLS & COMPETENCIES**

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### **Languages**

English (fluent)

Japanese (native)

Spanish (intermediate)

### **Programming**

STATA, SPSS, Dedoose

## PROFESSIONAL AFFILIATIONS

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American Educational Research Association (AERA), Division J, Member since 2020  
Association for the Study of Higher Education (ASHE), Member since 2020  
ASHE, the Council on International Higher Education (CIHE), active participation since 2022

## REFERENCES

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### **Adrianna Kezar, Ph.D.**

Professor of Education  
Rossier School of Education  
University of Southern California  
[kezar@rossier.usc.edu](mailto:kezar@rossier.usc.edu)

### **Julie Posselt, Ph.D.**

Professor of Education  
Rossier School of Education  
University of Southern California  
[posselt@usc.edu](mailto:posselt@usc.edu)

### **Adrian De Leon, Ph.D.**

Assistant Professor of American Studies and Ethnicity  
Dornsife College of Letters, Arts, and Sciences  
University of Southern California  
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### **Elizabeth Holcombe, Ph.D.**

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Pullias Center for Higher Education  
University of Southern California  
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### **Adrian Huerta, Ph.D.**

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