Natsumi Ueda

Rossier School of Education, University of Southern California
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EDUCATION

University of Southern California, Los Angeles, CA
Ph.D. in Urban Education Policy (dissertation defended in August 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 (July 2012 – December 2012)

RESEARCH INTEREST

Diversity, equity, and inclusion in higher education; leadership and institutional change; intergroup relations and collaboration for change; student activism; Asian American and Asian international student experiences

PUBLICATIONS

Peer-Reviewed Journals

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

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

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

Three-Paper Dissertation Defended

Bridging cultures: A case study of intercultural collaboration among diverse student advocacy leaders. Defended and passed in August 2024.

Paper 1: A case study of intercultural communication strategies among diverse student advocacy leaders.

Paper 2: Personal and relational conditions that facilitate intercultural collaboration for advocacy among diverse student advocacy leaders.

Paper 3: Institutional and student government structural barriers and support for collaborative advocacy for institutional change.

Manuscripts in Preparation

Ueda, N., Lee, D., Majumder, M., 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.

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.

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/S2058-880120230000009001/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

Ueda, N. (November, 2024). Bridging differences: Exploring the facilitators of intercultural collaboration among undergraduate student leaders. Paper accepted to the annual ASHE conference.

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.

Ueda, N., Vigil, D., Holcombe, E., Harper, J., & Kezar, A. (April, 2024). Humanizing shared equity leadership: growth and development on the personal journey toward critical consciousness. Paper presented 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 presented to the annual AERA meeting.

Ueda, N. (March, 2024). Bridging boundaries: Exploring the dynamic processes of intercultural collaboration in student-led institutional change. Presented at the USC Rossier Research Conference.

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

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

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

Lecturer, USC Summer Bridge Program   June 2024 - July 2024
Course: Student Learning and Motivation: Succeeding in College
University of Southern California, Los Angeles, CA

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 Assistant   May 2023 - July 2023
Course: 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

Academic Service

Peer Reviewer
American Educational Research Association Conference (2025)
American Educational Research Association Conference (2024)
Journal of Leadership Studies (2023)
Association of Studies for Higher Education Conference (2023)

Chair
American Educational Research Association Conference (2025)
American Educational Research Association Conference (2024)
Association of Studies for Higher Education Conference (2023)

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

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

Languages
English (fluent)
Japanese (native)
Spanish (intermediate)

Programming
STATA, SPSS, Dedoose

PROFESSIONAL AFFILIATIONS

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

Adrianna Kezar, Ph.D.
Professor of Education
Rossier School of Education
University of Southern California
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Julie Posselt, Ph.D.
Professor of Education
Rossier School of Education
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Assistant Professor of American Studies and Ethnicity
Dornsife College of Letters, Arts, and Sciences
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