**Jillian Kinzie, PhD**

Biography

Jillian Kinzie is associate director at the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute at Indiana University Bloomington School of Education. She conducts research and leads project activities on effective use of student engagement data to improve educational quality, and serves as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project.

She is co-author of Assessment in Student Affairs (2016), Using Evidence of Student Learning to Improve Higher Education (2015), Student Success in College (2005/2010), and One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice (2008/2014). She is co-editor of *New Directions in Higher Education*, on the editorial board of the *Innovative Higher Education*, and on the boards of the Washington Internship Institute, and the Gardner Institute for Excellence in Undergraduate Education. She was honored with a Student Choice Award for Outstanding Faculty at IU (2001), received the Robert J. Menges Honored Presentation by the Professional Organizational Development (POD) Network in 2005 and 2011, and in 2014 was named Senior Scholar by the American College Personnel Association (ACPA).

Kinzie earned her PhD from Indiana University in higher education with a minor in women’s studies. Prior to this, she served on the faculty of Indiana University and coordinated the master’s program in higher education and student affairs. She also worked as a researcher and administrator in academic and student affairs at Miami University and Case Western Reserve University.

Her scholarly interests include the assessment of student engagement, how colleges use data to improve, student and academic affairs partnerships and the impact of programs and practices to support student success, as well as first-year student development, teaching and learning in college, access and equity, and women in underrepresented fields. She has consulted with hundreds of institutions and higher education member organizations to increase the use of assessment results to inform improvements in undergraduate education and to enhance conditions for student success.