

Curriculum Vitae

MICHAEL J. STEBLETON

**253 Burton Hall; 178 Pillsbury Ave S.E; Minneapolis, MN 55455
University of Minnesota-Twin Cities; steb0004@umn.edu**

Education

Degree	Institution	Date Degree Granted
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Ph.D.	University of Minnesota-Twin Cities Work, Community, Family Education Education/Comprehensive/Adult Educ. [Dr. Jane Plihal, faculty advisor.]	2004
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Dissertation Title: *Unfolding stories: African immigrant, adult students pursuing an undergraduate, 4-year degree: A hermeneutic approach to work*

M.A.	University of Minnesota-Twin Cities Educational Psychology; Counseling & Student Personnel Psychology (CSPP)	1994
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B.A.	University of Minnesota-Twin Cities Institute of Child Development	1992
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Academic Appointments

University of Minnesota-Twin Cities Associate Professor/CEHD; Tenured OLPD; Program in Higher Education	January 2016 - Present
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University of Minnesota-Twin Cities Associate Professor/CEHD; Tenured Postsecondary Teaching and Learning	August 2014 –January 2016
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University of Minnesota-Twin Cities Assistant Professor/ CEHD Postsecondary Teaching and Learning	August 2008-August 2014
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Other Professional Positions

Inver Hills Community College Counseling Faculty Member	January 2005-July 2008
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Metropolitan State University
Adviser/Adjunct Faculty Member

July 1999-December 2005

St. Mary's University
Graduate School/Adjunct Faculty

May 2005-August 2006

Current Membership in Professional Organizations

American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
National Association of Student Personnel Administrators (NASPA)
National Career Development Association (NCDA)
Minnesota Career Development Association (MCDA)

HONORS AND RECOGNITION

External Sources

- Merit Award, National Career Development Association (NCDA), 2017.

[This is an international, competitive award given to a career scholar who made significant contributions to the field based on research, service, and mentorship]

-Certificate of Recognition from the ACPA Commission for Global Dimensions of Student Development in recognition of presentation and outstanding service to the association. The program highlighted aspects of research on immigrant college students, 2012.

- Outstanding Recognition for Academic Advising award, Metropolitan State University, 2001.

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants, Contracts, Awards: External Sources

National Science Foundation (NSF): *North Star STEM Alliance: Building on the Legacy of Minnesota's LSAMP.*

Principal Investigator: Michael Goh; Rebecca Fabunmi

Team Members: Moin Syed; Michael Stebleton; Rashné Jehangir

Status: Ongoing

Sponsoring Organization: NSF

Award Dates: 2017 - 2022

Requested and awarded: \$3,748,263 (total grant; our amount is allocated to the qualitative components of the project; 5 years

Percent effort: 5-10%

-**Award:** NASPA Competitive Grant: *Immigrant College Students' Experience at 4-year Research Universities*

Principal Investigator: Michael Stebleton

Status: Complete
Sponsoring Organization: National Association of Student Personnel Administrators (NASPA) Foundation
Award dates: 2012-2013
Funded amount: \$4500
Direct amount: \$4500
Indirect amount: N/A
Percent effort: 5%

Other Grants, Awards, Gifts, or Endowment Earnings (Internal, University Sources)

Grand Challenges Award; Executive Office of VP and Provost: Developing Effective, Scalable Strategies to Address Hunger on Post Secondary Campuses: Hungry to Learn

Principal Investigator: Melissa Laska, PhD
Co-researchers: Carolyn Porta, PhD; Kathryn Lust, PhD; Mike Stebleton, PhD; Darin Erickson, PhD; Kath Lenk; Stacey Moe; Pamela Carr-Manthe

Status: Complete
Sponsoring Organization: University of Minnesota
Award Dates: 01/01/2019 to 12/31/2020
Funded Amount: \$324,878
Direct Amount: \$324,878
Indirect Amount: N/A
Percent Effort: 5%

Award: *Institute of Diversity, Equity, and Advocacy (IDEA) Faculty Grant: A Hunger Crisis: Food Insecurity in an Undergraduate Student Population.*

Team Members: Michael J Stebleton

Status: Complete
Sponsoring Organization: University of Minnesota-Twin Cities; Office of Equity & Diversity
Dates: 2017-2018
Percent Effort: 100
Funded Amount: \$4,000
Direct Amount: \$4,000
Indirect Amount: N/A

Award: First-Generation Student Institute Microgrant: *First-Generation Students and Disenfranchised Grief*

Team members: Jessica Thompson; Tabatha Cruz; Michael Stebleton

Status: Complete
Sponsoring Organization: University of Minnesota-Twin Cities
Award Dates: 2019-2020
Funded Amount: \$1300
Direct Amount: \$1,300
Indirect Amount: N/A

Awarded: CEHD Single Semester Research Leave; An exploration of immigrant college students' experiences at 4-year research universities; CEHD; competitive process; Spring 2013.

Award: Grant-in-Aid: *An exploration of immigrant college students' experiences at 4-year research universities.*

Principal Investigator: Michael Stebleton

Team Members: Marina Aleixo, graduate student

Status: Complete

Sponsoring Organization: University of Minnesota-Twin Cities

Award Dates: 2010-2011

Funded Amount: \$27,115.

Direct Amount: \$27,115

Indirect Amount: N/A

Award: IDEA Multicultural Research Award: *The lived experiences of minority immigrant college students attending research universities.*

Principal Investigator: Michael Stebleton

Team Members: Marina Aleixo

Status: Complete

Sponsoring Organization: University of Minnesota-Twin Cities; OED

Award Dates: 2010-2011

Funded Amount: \$6,824.00.

Direct Amount: \$6,824.00

Indirect Amount: N/A

Awarded: GPS Travel Grant; Learning Abroad Center; 2014-15, \$1,500. Preparation for Denmark study abroad program. [Developed new international program to Copenhagen, DK]

Awarded: GPS Travel Grant; Learning Abroad Center, 2017-18: \$5,000 requested; \$3,000 awarded. Preparation for Argentina study program. [Led workshops with colleague in Argentina, 2018]

Publications

Refereed Journal Articles. Note: An asterisk (*) indicates student author. Most recent publications listed first. Selected examples of contributions of effort from past five years of publications.

Refereed Journal Articles, (Accepted, In Press)

Stebleton, M. J., *Kaler, L. S., & Potts, C. (2021, in press). "Am I even going to be well-liked in person?" First year students' social media use, sense of belonging, and mental health. *Journal of College and Character.*

[I was lead author with one current student and one former advisee; I worked on major revisions of manuscript and contributed to literature review, discussion and implications; also I completed some of the initial interviews and contributed ideas to theoretical framework; 50% of effort; to be published in Aug 2022 issue]

Non-Refereed Journal Articles, (Accepted, Press)

Potts, C., & Stebleton, M. J. (2021, in press). Behind the digital mask: Examining social media and masculinity. *About Campus*.

[Served as co-author and mentor; Potts is former student and this manuscript is based on this doctoral dissertation; 20% of overall effort; I worked on literature review, discussion and strategies; and mentoring of review process]

Refereed Journal Articles (Accepted, Published)

*Kaler, L. S., Stebleton, M. J., & Potts, C. (2021). "I hate myself for it": First year students' experiences with cognitive dissonance using social media. *NASPA Journal in Technology and Higher Education: Emerging Practice*, 2(1), 1-18.

[I was co-author with one current student and one former advisee; I worked on revisions of manuscript and contributed to discussion and implications; also I completed several of the initial interviews and contributed ideas to theoretical framework; 40% of effort]

Laska, M. N., Fleischhacker, S., *Petsoulis, C., Bruening, M., & Stebleton, M. J. (2021). Food insecurity among college students: An analysis of US state legislation through 2020. *Journal of Nutrition Education and Behavior*, 53(3), 261-266.
<https://doi.org/10.1016/j.jneb.2020.11.010>

[I joined this team as co-PI, representing a higher education perspective. I played a supplemental role, contributing mostly to the discussion and recommendations sections, my role comprised 10-15%].

Stebleton, M. J., Lee, C. K., & *Diamond, K. K. (2020). Understanding the food insecurity experiences of college students: A qualitative inquiry. *The Review of Higher Education*, 43(3), 727-752. <https://doi.org/10.1353/rhe.2020.0005>.

[I led this paper including all components of the project; my colleagues contributed by working on data analysis and findings. We worked as a research team throughout the process. My contribution consists of 60% of the effort.]

Stebleton, M.J., Diamond, K.K., & *Rost-Banik, C. (2020). Experiences of foreign-born immigrant, undergraduate women at U.S. institution and influences on career-life planning. *Journal of Career Development*, 47(1), 11-28.
<https://doi.org/10.1177/0894845318763924>

[The study on immigrant college students stemmed from my earlier work in this area. As a team, we collaborated on all aspects of this study and paper, contributing approximately 60% of the overall effort –including recommendations for career educators]

Stebleton, M. J., *Kaler, L. S., *Lee, C., & *Diamond, K. (2020). Examining career readiness in a liberal arts undergraduate career planning course. *Journal of Employment Counseling*, 57(1), 14-26. <https://doi.org/10.1002/joec.12135>

[This career project focused on planning courses that I designed and led; my contributions are approximately 60% with leadership over all aspects of manuscript; focus on analysis and implications for career development]

Franklin, M., & Stebleton, M. J. (2020). Another story to tell: Outcomes of a single session narrative approach, blended with technology. *Canadian Journal of Career Development*, 19(1), 39-45.

[I was a co-author on this paper. I contributed to all aspects of the manuscript and took a lead on the discussion and implications sections, approximately 30-40% of the effort]

*Kaler, L. S., & Stebleton, M. J. (2020). Graduate student mental health: Examining an overlooked concern. *Journal of Student Affairs* 29, 101-110.

[Served as second author. Focused on supporting literature review and providing examples to highlight; approximately 30-35%]

*Diamond, K. K., Stebleton, M. J., & delMas, R. C. (2020). Exploring the relationship between food insecurity and mental health in an undergraduate student population. *Journal of Student Affairs Research and Practice*, 57(5), 546-560. <https://doi.org/10.1080/19496591.2019.1679158>

[I led this initial project on food insecurity—and my GRA sought to do some further analysis on certain aspects of the data set. I was second author and contributed approximately 30%, adding to all components of the manuscript including data collection; analysis; findings; and implications for student affairs educators]

Laska, M. N., Lenk, K., Lust, K., McGuire, C. M., Porta, C. M., & Stebleton, M. (2020). Sociodemographic and health disparities among students screening positive for food insecurity: Findings from a large college health surveillance system. *Preventive Medicine Reports*, 21, 101297. <https://doi.org/10.1016/j.pmedr.2020.101297>

[I joined this team as co-PI, representing a higher education perspective. I played a supplemental role, contributing mostly to the discussion and recommendations sections, my role comprised 10-15%].

Laska, M. N., Fleischhacker, S., *Petsoulis, C., Bruening, M., & Stebleton, M. J. (2020). Addressing college food insecurity: An assessment of federal legislation before and during coronavirus disease-2019. *Journal of Nutrition Education and Behavior*, 52(10), 982-987. <https://doi.org/10.1016/j.jneb.2020.07.001>

[I provided a higher education perspective on this project focused on food insecurity. I played a supplemental role, contributing mostly to the discussion and recommendations sections, my role comprised 10-15%]

Stebleton, M. J., Franklin, M., *Lee, C., & *Kaler, L. S. (2019). Not just for undergraduates: Examining a university narrative-based management course for engineering graduate students. *The Canadian Journal of Career Development*, 18(2), 64-77.

[I took the primary lead role in the conceptualization of this manuscript, developing main arguments and providing evidence to support main points. I conducted all interviews; I was involved in all aspects of the writing process, contributing 60% of the overall effort]

*Diamond, K. K., & Stebleton, M. J. (2019). The science identity experiences of undergraduate, foreign-born immigrant women in STEM at U.S. institutions. *Journal of Women and Gender in Higher Education*, 12(2), 143-165. <https://doi.org/10.1080/19407882.2019.1568265>

[This was my initial project on immigrant college students –and my GRA sought to do some further analysis on certain STEM experiences. I was second author and contributed approximately 40%, adding to all components of the manuscript including data collection; analysis; findings; and implications for student affairs educators]

Stebleton, M. J., & *Diamond, K. K. (2018). Advocating for career development and exploration as a high-impact practice for first-year students. *Journal of College and Character*, 19(2), 160-166. <https://doi.org/10.1080/2194587X.2018.1445646>

[A piece that I designed and provided argument and examples; 75-80% of contributing effort]

Stebleton, M. J., *Rost-Banik, C., *Greene, E., & DeAngelo, L. (2017). "Trying to be accepted": Exploring foreign-born immigrants' interactions with faculty and practitioners. *Journal of Student Affairs Research and Practice*, 54(4), 357-370. <https://doi.org/10.1080/19496591.2017.1331444>

[The study on immigrant college students stemmed from my earlier work in this area. As a team, we collaborated on all aspects of this study and paper, contributing approximately 50% of the overall effort –including recommendations for educators]

Stebleton, M. J., & Aleixo, M. B. (2016). Black African immigrant college students' perceptions of belonging at a Predominately White institution. *Journal of the First-Year Experience & Students in Transition*, 28(1), 89-107. <https://www.ingentaconnect.com/content/fyesit/fyesit/2016/00000028/00000001/art00005>

Stebleton, M. J., & Jehangir, R. (2016). Creating communities of engaged learners: An analysis of a first-year inquiry seminar. *Learning Communities Research and Practice*, 4(2), Article 5. <http://washingtongcenter.evergreen.edu/lcrpjournal/vol4/iss2/5>.

DeAngelo, L., *Schuster, M. T., & Stebleton, M. J. (2016). California dreamers: Activism, identity, and empowerment among undocumented college students. *Journal of Diversity in Higher Education*, 9(3), 216-230. <https://doi.org/10.1037/dhe0000023>.

DuRose, L., & Stebleton, M. J. (2016). Lost in translation: Preparing students to articulate the meaning of a college degree. *Journal of College and Character*, 17(4), 271-277. <https://doi.org/10.1080/2194587X.2016.1230759>

Stebleton, M. J., & *Aleixo, M. B. (2015). Examining undocumented Latino/a student interactions with faculty and institutional agents. *Journal of Hispanic Higher Education*. 14(3), 256-273. <https://doi.org/10.1177/1538192715574097>

Stebleton, M. J., *Soria, K. M., & Huesman, R. L. (2014). Recent immigrant college students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development*, 55(2), 196-202. <https://doi.org/10.1353/csd.2014.0019>

- Stebleton, M. J., *Soria, K. M., & Huesman, R. L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling, 17*(1), 6-20. <https://doi.org/10.1002/j.2161-1882.2014.00044.x>
- Stebleton, M. J., *Soria, K. M., & *Cherney, B. T. (2013). The high impact of education abroad: College students' engagement in international experiences and the development of intercultural competencies. *Frontiers Journal: The Interdisciplinary Journal of Study Abroad, 22*, 1-24. <https://doi.org/10.36366/frontiers.v22i1.316>
- *Soria, K. M., & Stebleton, M. J. (2013-2014). Class counts: Exploring differences in academic and social integration between working-class and middle/upper class students at large, public research universities. *Journal of College Student Retention, 15*(2), 215-242. <https://doi.org/10.2190/CS.15.2.e>
- *Soria, K. M., & Stebleton, M. J. (2013). Major decisions: Motivations for choosing a major, satisfaction, and belonging. *NACADA Journal, 33*(2), 29-43. <https://doi.org/10.12930/NACADA-13-018>
- *Jackson, D., Stebleton, M. J., Laanan, F. S. (2013). The experience of community college faculty involved in a learning community program. *Community College Review, 41*(1), 1-17. <https://doi.org/10.1177/0091552112473145>.
- Laanan, F. S., *Jackson, D., & Stebleton, M. J. (2013). Comparative study of learning community and non-learning community students in a Midwestern community college. *Community College Journal of Research and Practice, 37*(4), 247-261. <https://doi.org/10.1080/10668920903505023>
- *Soria, K. M., & Stebleton, M. J. (2013). Immigrant college students' academic obstacles. *The Learning Assistance Review, 18*(1), 7-24. https://www.immigrationresearch.org/system/files/Immigrant_College_Students_Academic_Obstacles.pdf
- Stebleton, M. J. (2012). The meaning of work for Black African immigrant adult college students. *Journal of Career Development, 39*(1), 50-75. <https://doi.org/10.1177/0894845309358888>
- Stebleton, M. J., & *Soria, K. M. (2012). Breaking down barriers: Academic obstacles of first-generation students at research universities. *The Learning Assistance Review, 17*(2), 7-19. <https://files.eric.ed.gov/fulltext/EJ1002281.pdf>
- Stebleton, M. J., *Soria, K. M., *Aleixo, M. B., & Huesman, R. L., Jr. (2012). Student-faculty and peer interactions among immigrant college students attending 4-year research universities in the United States. *Multicultural Learning and Teaching, 7*(2), 1-21. <https://doi.org/10.1515/2161-2412.1122>
- Stebleton, M. J., *Soria, K. M., & Albecker, A. (2012). Integrating strength-based education into a first-year experience curriculum. *Journal of College and Character, 13*(2), 1-8. <https://doi.org/10.1515/jcc-2012-1877>

- *Soria, K. M., & Stebleton, M. J. (2012). First-generation students' academic engagement and retention at a large, public research university. *Teaching in Higher Education*, 17(6), 673-685. <http://dx.doi.org/10.1080/13562517.2012.666735>.
- *Soria, K. M., *Troisi, J. N., & Stebleton, M. J. (2012). Reaching out, connecting within: Community service and sense of belonging among college students. *Higher Education in Review*, 9, 65-68. <https://hdl.handle.net/11299/150026>
- Stebleton, M. J. (2011). Understanding immigrant college students: Applying a developmental ecology framework to the practice of academic advising. *NACADA Journal*, 31(1), 42-54.
- Stebleton, M. J., *Soria, K. M., & *Mixon, J. (2011). Facebook me: Applying The Social Network film to student development theory and practice. *Journal of Student Affairs Research and Practice*, 48(4), 505-521. <https://doi.org/10.2202/1949-6605.6343>
- Stebleton, M. J., & Nownes, N. (2011). Writing and the world of work: An integrative learning community model at a two-year institution. *Journal of College Reading and Learning*, 41(2), 76-86. <https://doi.org/10.1080/10790195.2011.10850343>
- Stebleton, M. J., & *Aleixo, M. B. (2011). Reflecting on the past; shaping the future of student affairs. *CSPA-NYS Journal of Student Affairs*, 11(2), 6-26. <https://journals.canisius.edu/index.php/CSPANY/article/view/183/257>
- Stebleton, M. J. (2010). Narrative-based career counseling perspectives in times of change: An analysis of strengths and limitations. *Journal of Employment Counseling*, 47(2), 64-78. <https://doi.org/10.1002/j.2161-1920.2010.tb00091.x>
- Stebleton, M. J., & Schmidt, L. (2010). Building bridges: Community college practitioners as retention leaders. *Journal of Student Affairs Research and Practice*, 47(1), 78-98. <https://doi.org/10.2202/1949-6605.6018>
- Stebleton, M. J., Jensen, M., & Peter, G. (2010). Enhancing student engagement in a multidisciplinary, first-year experience course. *College Teaching Methods & Styles Journal*, 6(1), 1-6. <https://doi.org/10.19030/ctms.v6i1.5514>
- Nownes, N., & Stebleton, M. J. (2010). Reflective writing and life-career planning: Extending the learning in a learning community model. *Teaching English in the Two-Year College*, 38(2), 118-131. <https://library.ncte.org/journals/tetyc/issues/v38-2/13313>
- Stebleton, M. J. (2007). Counseling African immigrant college students: Theoretical approaches and implications for practice. *The Career Development Quarterly*, 55(4), 290-312. <https://doi.org/10.1002/j.2161-0045.2007.tb00085.x>
- Stebleton, M. J. & Conlin Peterson, M. (2007). Unfolding stories: Integrating positive psychology into a career narrative approach. *Career Planning and Adult Development Journal*, 23, 9-24.
- Conlin Peterson, M. & Stebleton, M. J. (2007). Strategies to author positive life stories. *Career Planning and Adult Development Journal*, 23, 25-36.

Stebleton, M. J. & Rothenberger, J. H. (1993). Truth or consequences: Dishonesty in dating in a college-age population. *Journal of American College Health*, 42, 51-54. <https://doi.org/10.1080/07448481.1993.9940458>

Books and Edited Texts (Published/In Progress)

*Buford, M., Sharp, M., & Stebleton, M. J. (2021, under contract). *Mapping the future of undergraduate career education: Equitable career learning, development, and preparation for a new world of work*. (Eds). Routledge.

[This edited text is under contract to be published in June 2022; focus is on undergraduate career development issues]

Stebleton, M. J., & Henle, M. (2011). *Hired: The job hunting and career planning guide* (4th ed.). Pearson Prentice Hall. <Textbook>.

[Hired is a textbook that is used in career planning courses; I was a co-author on three of the four editions]

Monographs and Special Issues (Published)

Stebleton, M. J., & Jehangir, R. R. (2020). A call for career educators to recommit to serving first-generation and immigrant college students: Introduction to special issue. *Journal of Career Development*, 47(1), 3-10. <https://doi.org/10.1177/0894845319884126>

[Note: this is a special issue that Jehangir and I proposed and co-edited as lead editors for JCD; 50% effort. I had a feature article in this volume]

Jehangir, R. R., Stebleton, M. J., & *Deenanath, V. (2015). *An exploration of intersecting identities of first-generation, low-income college students* (Research Report No. 5). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Book Chapters (Published)

*Kaler, L. S., *Fulton, L. N., *Vang, Z., & Stebleton, M. J. (2021). “You should be home snuggling your baby”: Scholar-mothers navigating maternal microaggressions in the academy. In H. Oliha-Donaldson (Ed.), *Confronting critical equity and inclusion incidents on campus: Lessons learned and emerging practices* (pp. 59-78). Routledge.

Articles/Editor Reviewed in Scholarly Journals

Stebleton, M. J. (2021). Stories to craft: Applying narrative approaches to student affairs. *Journal of College and Character*, 22(2), 171-178. <https://doi.org/10.1080/2194587X.2021.1898985>

Stebleton, M. J., & *Kaler, L. S. (2020). Preparing college students for the end of work: The role of meaning. *Journal of College and Character*, 21(2), 132-139. <https://doi.org/10.1080/2194587X.2020.1741396>

Stebleton, M. J., & Stumne, J. (2020). First-generation college students, career development, and international education: Opportunities for study abroad educators to make an impact. *Career Integration: Reviewing the Impact of Experience Abroad on Employment*, vol. III.

Stebleton, M. J. (2019). Moving beyond passion: Why “do what you love” advice for college students needs reexamination. *Journal of College and Character*, 20(2), 163-171. <https://doi.org/10.1080/2194587X.2019.1591289>

Stebleton, M. J., & Eggerth, D. (2012). Returning to our roots: Immigrant populations at work. *Journal of Career Development*, 39(1), 3-12. (Special Issue; Introduction)

[Note: this is a special issue introduction for special issue on immigrant populations in JCD; served as editor]

Publications Submitted or in Progress

Stebleton, M. J., & Franklin, M. (2021, in press). Applying narrative approaches to support undergraduate career decision-making. In M. Buford, M. Sharp & M. J. Stebleton (Eds.), *Mapping the future of undergraduate career education: Equitable career learning, development, and preparation for a new world of work*. Routledge.

[this is a book chapter on narrative approaches for the text where I serve as co-editor, Routledge, 2022]

Stebleton, M. J., & *Kaler, L. S. (2020). “*In a dark place right now*”: *Mental health on campus and the evolving role of the academic adviser*. Department of Organizational, Leadership, Policy and Development, University of Minnesota-Twin Cities.

Jehangir, R., Stebleton, M. J., & *Collins, K. (2021). STEM stories: Fostering STEM persistence for underrepresented minority (URM) students attending predominantly White institutions. *Journal of Career Development*.

Other Peer-Reviewed Articles/Briefs; non-journals

Stebleton, M. J. (2010). *Lost men on campus*. [Peer-Reviewed Commentary on College Men and Masculinity in Higher Education]. Inside Higher Education Learning Briefs. ASHE. Retrieved December 29, 2010, from www.ashe.ws/images/Learning%20BriefLostMenonCampus.doc.

Stebleton, M. J., Huesman, R. L., Jr., & Kuzhabekova, A. (2010). Do I belong here? Exploring immigrant college student responses on the SERU survey Sense of Belonging/Satisfaction factor. *CSHE Research and Occasional Paper Series* 13.10. Berkeley, CA: University of California-Berkeley, Center for Studies in Higher Education. Retrieved October 13, 2010, from <http://cshe.berkeley.edu/publications/docs/ROPS.Stebleton%20et%20al.ImmigrantStudents.9.14.10.pdf>

Non-Refereed Articles, Scholarly Columns/Trade Publications, Editor Reviewed

- Stebleton, M. J. (2021, August). The future of work just got more uncertain. *Connexions, Journal of College and Character*, NASPA. <https://www.naspa.org/blog/the-future-of-work-just-got-more-uncertain-the-role-of-student-affairs-educators>
- Stebleton, M. J., & Oliha-Donaldson (2021, May). The quest for justice: Forging alliances to promote change. *Connexions, Journal of College and Character*. NASPA. <https://naspa.org/blog/the-quest-for-justice-forging-alliances-to-promote-change>
- Stebleton, M. J., & Higashi, L. (2021, February). New year, new relationships: Establishing meaningful partnerships between student affairs educators and faculty members. *Connexions Journal of College and Character*. NASPA. <https://www.naspa.org/blog/new-year-new-relationships-establishing-meaningful-partnerships-between-student-affairs-educators-and-faculty-members>
- *Kaler, L.S., Stebleton, M. J., & Potts, C. (2020). “It makes me feel even worse”: Empowering first-year women to reconsider social media’s impact on mental health. *About Campus*, 24(6), 10-17. <https://doi.org/10.1177/1086482219899650>
- *Kaler, L. S., & Stebleton, M. J. (2020). Student affairs educators supporting student activists. *JCC Connexions*. NASPA. <https://www.naspa.org/blog/student-affairs-educators-supporting-student-activists>
- Stebleton, M. J., & *Kaler, L. S. (2020). Exacerbated inequities: Food insecurity, COVID-19, and higher education. *The Gender Policy Report*. <https://genderpolicyreport.umn.edu/exacerbated-inequities-food-insecurity-covid-19-and-higher-education/>
- Stebleton, M. J. (2020). Food insecurity, Covid-19, and the role of student affairs educators. *JCC Connexions*. NASPA. <https://naspa.org/blog/food-insecurity-covid-19-and-role-of-student-affairs-educators>
- Stebleton, M. J., & *Kaler, L. S. (2020). Re-envisioning work in uncertain times: A focus on small victories. *JCC Connexions*. NASPA. <https://naspa.org/blog/re-envisioning-work-in-uncertain-times-a-focus-on-small-victories>
- Stebleton, M. J., & *Kaler, L. S. (2020). Promoting graduate student mental health: The role of student affairs professionals and faculty. *JCC Connexions*. NASPA. <https://naspa.org/blog/promoting-graduate-student-mental-health-the-role-of-student-affairs-professionals-and-faculty>
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- Stebleton, M. J. (2019). Uncertainty and the future of work: Challenging students to reflect on skills and values. *Connexions, Journal of College and Character*.
- Stebleton, M. J. (2018). Supporting first-year students around career development, *Connexions, Journal of College and Character*
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- Stebleton, M. J., & Diamond, K. (2016, Sept.). *Supporting immigrant college students towards career success*. Career Convergence. National Career Development Association. http://www.ncda.org/aws/NCDA/pt/sd/news_article/126351/_PARENT/CC_layout_details/false.

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Presentations, Posters, and Exhibits (*student; ^peer reviewed)

Contributed Papers and Presentations at Professional Meetings, Conferences

^Stebleton, M. J., Puertas, A., Croonquist, C., Hutchison, B., & Dipeolu, A. (2021, June 28). *Celebrate success in social justice, equity, and inclusion with NCDA Award recipients* [Conference session]. National Career Development Association Annual Conference.

Stebleton, M. J., Oliha-Donaldson, H., *Fulton, L., *Vang, Z. (2021, April 19). *Challenging racialized and gendered microaggressions on campus: Advocating for student success and support*. Institute for Diversity, Equity, and Advocacy, University of Minnesota-Twin Cities.

^Stebleton, M. J., *Kaler, L. S., & *Marcy, B. (2021, April 9-13). *Doctoral students in Humanities and Social Sciences: The role of advisers on stress and career* [Paper presentation]. AERA Annual Virtual Conference.

- ^Jehangir, R. J., Stebleton, M. J., & *Collins, K. (2021, March 17-26). *Coming in from the cold: Creating a climate of care and sense of belonging for underrepresented students in STEM* [Conference session]. NASPA Virtual Annual Conference.
- *Whitt, E., Stebleton, M. J., & *Proskin, J. (2021, March 4-5). *Promoting college student mental health through communities of care* [Conference session]. Tate Annual Conference. University of Minnesota-Twin Cities, Minneapolis, MN.
- ^*Shopbell, N., & Stebleton, M. J. (2021, February 15-19). *Advocating for career development as a high-impact practice for first-year students* [Conference session]. Annual Conference on the First-Year Experience Virtual.
- ^*Kaler, L. S., Stebleton, M. J., & Potts, C. (2020, November 9-21). "I hate myself for it." *First-year students' experiences with cognitive dissonance using social media* [Paper presentation]. ASHE Annual Virtual Conference.
- ^Jehangir, R., Stebleton, M. J., *Collins, K., & *Bartlett, M. (2020, November 9-21). *STEM stories: Underrepresented minority students attending predominantly White institutions* [Poster presentation]. ASHE Annual Virtual Conference.
- ^*Kaler, L. S., & Stebleton, M. J. (2020, June 30 –July 1). *Exploring the mental health crisis on campus and the role of the career educator* [Conference session]. National Career Development Association annual conference. Minneapolis, MN. (In-person conference canceled).
- ^Stebleton, M. J., & Dordel, R. (2020, June 30 –July 1). *Robot-Proof: How career educators can prepare students for changing workforce needs* [Conference session]. National Career Development Association annual conference. Minneapolis, MN. (*In person conference canceled).
- ^*Kaler, L. S., Stebleton, M. J., & Potts, C. (2020, April 17-21). *First-year college students' use of social media: Impacts on mental health and sense of belonging* [Paper presentation]. American Educational Research Association annual meeting. San Francisco, CA. (Conference canceled)
- ^*Kaler, L. S., Stebleton, M. J., & Potts, C. (2020, March 28- April 1). *First-year college students' experiences of cognitive dissonance using social media to cultivate relationships on campus* [Paper presentation]. NASPA Annual Conference. Austin, TX (cancelled)
- ^*Moock, K., Williams, T., Jehangir, R., & Stebleton, M. J. (2020, March 28- April 1). *Examining social class and career capital in first-generation undergraduate students* [Conference session]. NASPA Annual Conference (recorded session). Austin, TX.
- ^*Thompson, J., *Cruz, T., & Stebleton, M. J. (2020, March 28- April 1). *Examining first-generation students of color and disenfranchised grief: Tools for student affairs practitioners* [Conference session]. NASPA Annual Conference. Austin, TX (Cancelled)
- ^*Kaler, L. S., *Fulton, L., N., *Vang, Z., & Stebleton, M. J. (2020, March 19-21). *Combating maternal microaggressions: Exploring scholar-mother experiences* [Paper presentation].

Association for American Colleges and Universities: Diversity, Equity, and Student Success Conference. New Orleans, LA. (Conference canceled)

- *Kaler, L. S., & Stebleton, M. J. (2020, March 4-5). *The mental health crisis on campus and the evolving role of academic advisers* [Conference session]. John Tate Advising Conference for Excellence. University of Minnesota-Twin Cities, Minneapolis, MN.
- Stebleton, M. J., Jehangir, R., *Collins, K., & *Bartlett, M. (2020, March 4-5). *STEM stories: Underrepresented minority students attending predominantly White institutions* [Poster presentation]. John Tate Advising Conference for Excellence. University of Minnesota-Twin Cities, Minneapolis, MN.
- ^Potts, C., *Kaler, L.S., & Stebleton, M. J. (2020, March 2-5). *Promoting first-year mental health on belonging: Impacts for social media* [Conference session]. American College Personnel Association. Nashville, TN.
- ^*Kaler, L. S., Potts, C., & Stebleton, M. J. (2020, February 21-23). *Belonging or just longing? Supporting social media era interpersonal relationships* [Conference session]. First-Year Experience and Students in Transition Annual Conference, Washington DC.
- ^Shopbell, N., Farrell, K., & Stebleton, M. J. (2020, February 21-23). *First year honors cohort: Engaging students in the first year* [Conference session]. First-Year Experience and Students in Transition Annual Conference, Washington DC.
- ^Stebleton, M. J. (2020, January 26-29). *Preparing college students for the end of work* [Conference session]. Cannexus Canadian Career Development Association. CERIC. Ottawa, CA
- Stebleton, M. J. (2019, November 18-21). *Participatory action research as a community-engaged method*. Chair of presentation at ASHE annual conference, Portland, OR.
- ^Stebleton, M. J. (2019, June 26-29). *Preparing college students for the end of work* [Conference session]. National Career Development Association annual conference. Houston, TX.
- ^Thompson, J., Cruz, T., & Stebleton, M. J. (2019, June 16-18). *Examining first-generation students of color and disenfranchised grief: Tools for student affairs practitioners* [Conference session]. NASPA First Gen Institute, Orlando, FL.
- Stebleton, M. J. (2019, April 26). *Preparing college students for the end of work* [Conference session]. Minnesota Career Development annual conference. Bloomington, MN.
- ^Stebleton, M. J. (2018, June 20-23). *In praise of indecision: Encouraging students to embrace career-life uncertainty* [Conference session]. National Career Development Association annual conference, Phoenix, AZ.
- ^Dordel, R, Stebleton, M. J., Heier, M, Stumne, J. (2018, June 20-23). *Examining career development courses across campus: A multidisciplinary approach* [Conference session]. National Career Development Association annual conference, Phoenix, AZ.

- ^Stebbleton, M. J., Wallace, M., & Dean, J. (2018, March 3-7). *Learning to work around my hunger: Addressing food insecurity for student success* [Conference session]. NASPA national conference, Philadelphia, PA.
- ^Potts, C., & Stebbleton, M. J. (2018, March 3-7). *Digital masculinity: Social media's influence on undergraduate college men* [Conference session]. NASPA national conference, Philadelphia, PA.
- ^Franklin, M., & Stebbleton, M. J. (2018, January 22-24). *Building evidence through single-session narrative practice, and career courses* [Conference session]. Cannexus Career Conference, Ottawa, CA.
- ^Stebbleton, M. J., & Diamond, K. K. (2017, November 8-11). *Examining the dynamics of food insecurity on campus: A mixed methods approach* [Roundtable session]. Association for the Study of Higher Education (ASHE) national conference, Houston, TX.
- ^Stebbleton, M. J., & Franklin, M. (2017, June 28-30). *Positive impact of career courses: International case studies to empower your teaching and practice* [Conference session]. National Career Development Association (NCDA) global conference, Orlando, FL.
- ^Stebbleton, M. J. (2017, June 28-30). *The reasonable adventurer approach to career-life planning* [Conference session]. National Career Development Association (NCDA) global conference, Orlando, FL.
- ^Stebbleton, M. J., Stumne, J., & Vu, B. (2017, June 28-30). *Fostering persistence and career development for first-generation students at US institutions* [Conference session]. National Career Development Association (NCDA) global conference, Orlando, FL.
- ^Diamond, K., & Stebbleton, M. J. (2016, November 9-12). *Finding a place in STEM: The experiences of undergraduate, foreign-born immigrant women* [Conference session]. ASHE Annual Conference, Columbus, Ohio.
- Stebbleton, M. J., DuRose, L. (2016, April 28-29). *Lost in translation: Preparing students to articulate the meaning of a college degree* [Conference session]. MN Career Development Association, Minneapolis, MN.
- ^Stebbleton, M.J., DeAngelo, L., Aleixo, M., & Schuster, M. (2015, March 21-25). *Facilitating belonging: Immigrant students and the impact of faculty and institutional agent interactions on sense of belonging* [Paper presentation]. NASPA annual meeting, New Orleans, LA.
- ^DeAngelo, L., Ramirez, J. J., Stebbleton, M., & Lightner, Q. (2014, November 19-22). *Building educational success: The influence of family and aspirational capital on the academic resiliency of foreign-born immigrant Latino/a college students*. [Poster session]. Association for the Study of Higher Education (ASHE), Washington, DC.
- ^Stebbleton, M. J., & DeAngelo, L. (2014, March). *In search of belonging: Exploring immigrant college students' experiences at large, 4-year universities* [Conference session]. NASPA National Conference, Baltimore, MD.

- Stebleton, M. J., & DeAngelo, L. (2014, February). *Meeting the needs and issues of immigrant college students* [Conference roundtable session] First-Year Experience National Conference, San Diego, CA.
- Stebleton, M.J., & Aleixo, M. B. (2013, November). *In search of belonging: Exploring immigrant college students' experiences at 4-year universities* [Conference session]. MCPA Regional Conference, Rochester, MN.
- Stebleton, M. J. & Aleixo, M. B. (2013, March). *Space matters: Immigrant college students' perceptions of belonging at Predominately White Institutions (PWIs)* [Conference session]. ACPA National Conference, Las Vegas, NV.
- Buturian, L., Stebleton, M. J. (2013, February). *The changing story: Engaging first-year students and fostering social change through digital storytelling* [Conference session]. The First-Year Experience National Conference, Orlando, FL.
- Stebleton, M. J. (2012, November). *Space matters: Immigrant college students' perceptions of belonging* [Conference session]. NASPA Regional Conference, Madison, WI.
- Stebleton, M. J., & Aleixo, M. B. (2012, October). *Immigrant students in college: Building bridges to engagement and success* [Conference session]. MCPA Regional Conference, Century College, White Bear Lake, MN.
- Stebleton, M. J. (2012, March). *Immigrant college students: Exploring experiences and strategies to promote success* [Conference session]. American College Personnel Association Conference, Louisville, KY.
- Soria, K. M., & Stebleton, M. J. (2012, March). *Major decisions: Implications for engagement, satisfaction, and belonging* [Conference session]. Tate Professional Development Conference, Minneapolis, MN.
- Soria, K.M., Stebleton, M.J., & Huesman, R.L., Jr. (2011, February). *Mapping the academic and social engagement of first-year undergraduate students at the University of Minnesota*. [Conference session] Focusing on the First Year Conference, Minneapolis, MN.
- Jensen, M., Stebleton, M.J., Johnson, B., & Mattheis, A. (2011, February). *Engaging students in the first year: A multidisciplinary approach* [Conference session]. Focusing on the First Year, Minneapolis, MN.
- Stebleton, M.J., & Huesman, R. L., Jr. (2011, March). *Belonging on campus: Immigrant students' satisfaction levels at research universities* [Paper presentation]. American College Personnel Association (ACPA) annual conference, Baltimore, MD.
- *Soria, K.M., Stebleton, M. J., & Huesman, R. L., Jr. (2011, April). *The relationship between campus climate, satisfaction, and sense of belonging for historically underrepresented student populations* [Paper presentation]. Student Experience in the Research University (SERU) Symposium, Chapel Hill, NC.
- Stebleton, M. J., Peter, G., & Jensen, M. (2010, February). *Food for thought...and action: A multidisciplinary approach to the first-year inquiry* [Conference session]. First-Year Experience and Students in Transition annual conference, Denver, CO.

- Laanan, F. S., Jackson, D., & Stebleton, M. J. (2010, April). *Teaching in a learning community: Experiences of community college faculty* [Paper presentation]. Annual Meeting Council for the Study of Community Colleges, Seattle, WA.
- Stebleton, M. J., & Huesman, R. (2010, May). *Do I belong here? Exploring immigrant student responses on the Satisfaction Factor, 2009 SERU Results* [Paper presentation]. SERU Symposium, Berkeley, CA.
- Stebleton, M.J. (2010, July). *Strength identification and career self-efficacy in a first-year inquiry course* [Conference session]. National Career Development Global Conference, San Francisco, CA.
- Schmidt, L. S., & Stebleton, M. J. (2010, November). *Building bridges: Community college practitioners as retention leaders* [Conference session]. NASPA Regional Conference, Minneapolis, MN.
- Stebleton, M. J., & Huesman, R. (2010, Nov.). *Do I belong here? Exploring immigrant student responses on the Satisfaction Factor; 2009 SERU Results* [Conference paper]. NASPA Regional Conference, Minneapolis, MN.
- Stebleton, M. J., Laanan, F. S., & Jackson, D. (2009, March). *Connected and engaged: An evaluation of a learning community Model at Inver Hills Community College* [Paper presentation]. National Association of Student Personnel Administrators (NASPA), Seattle, WA.
- Stebleton, M. J., & Croonquist, C. (2009, January). *On the brink: Exploring the mental health crisis on college campuses and the role of the career development professional*. [Conference session] WI Careers Conference, Eau Claire, WI.
- Hodne, Jehangir, & Stebleton (2008, October). *Good design for all* [Conference session]. First-Year Experience Conference, University of Minnesota-TC, Minneapolis, MN.
- Stebleton, M. J., & Croonquist, C. (2008, July). *On the brink: Exploring the mental health crisis on college campuses and the role of the career development professional* [Pre-conference session]. National Career Development annual meeting, Washington DC.
- Stebleton, M. J. (2008, April). *Career microtrends: Why small forces will matter more*. [Conference session]. Minnesota Career Development Association (MCDA), St. Paul, MN.
- Stebleton, M. J. (2007, July). *Lights, camera, career: How the media, popular culture and Curious George inform us about life-career planning* [Conference session]. National Career Development Association (NCDA), Seattle, WA.
- Stebleton, M. J. (2006, May). *Do you have a story to tell? Using work narratives to help clients create their way* [Conference session]. National Career Development Association, Chicago, IL.

Invited Presentations at Professional Meetings, Conferences, Speeches, & Panels

- Boyd, D., Stebleton, M. J., Ho, C., Ullah, H., & Borgen, R. (2021, January 25-February 4.). *Publishing your work and research in 2021* [Conference session]. Cannexus 21st Annual Virtual Career Conference. Ottawa, CA. {Invited panelist}
- Franklin, M., Stebleton, M. J., & Breen, A. (2020, January 26-29). Narrative career management reflection: Today's on-campus tools [Conference session]. *Cannexus Canadian Career Development Association*. CERIC. Ottawa, CA. {Invited panelist}
- Stebleton, M. J., & Higashi, L. (2021, March 10). *Career development and social justice*. British Columbia Career Development Association, BCCDA. {Invited **co-keynote speaker** to spring conference event, Canada}
- Stebleton, M. J., Cisco, S., et al. (2021). OLPD Student Research Conference Faculty session: *Conducting research during Covid-19*. (Invited participant on faculty panel)
- Singh, V., Stebleton, M. J., Krietzner, M. J., & Asojo, A. (2020, December). "Well-being, mental health, resilience, and DEI." *Diversity Deep Dive Webinar*. Office for Equity and Diversity. University of Minnesota-Twin Cities. {Invited panelist}
- Potts, C., & Stebleton, M. J. (2020, April 13). *Promoting first year mental health and belonging: Impacts of social media*. ACPA Webinar Series. American College Personnel Association. {Featured series; co-speaker}
- Stebleton, M. J., & Higashi, L. (2020, October 28). *Act up: Nudging career practitioners toward good trouble*. Minnesota Career Development Association. {Invited **keynote** presentation at Fall MCDA conference}
- Stebleton, M. J., Patterson, J., Chan, C., Cox, A., & Makela, J. P. (2020, June 30 –July 1). *Be inspired! Get ready to explore innovation and social justice with past NCDA award winners* [Conference session]. National Career Development Association virtual annual conference. Minneapolis, MN (recorded session).
- Sylvestre, S., Stebleton, M. J., Earnhardt, M., Kamal, A. M., & Puertas, A. (2019, June 26-29). *Celebrate success in diversity, equity and inclusion with NCDA award recipients*. [Conference panel presentation]. National Career Development Association annual conference. Houston, TX.
- Stebleton, M. J., Jehangir, R., & Collins, K. (2019). Office of Equity and Diversity (OED) Diversity Breakfast Poster Presentation; UMTC. *Coming Out of the Cold: North Start STEM grant* research project. {Featured co-presenter}
- Stebleton, M. J., & Anderson, L. (2019, October). *Reflection Before, During, and After Education Abroad*. CEPA International Study Abroad Webinar. {Featured speaker}
- Stebleton, M. J., & Stumne, J. (2018). Presenter at First Gen Proud Institute Event. (2018, November 2,). *Supporting FG students and career development*. [Speaker]
- Stebleton, M. J. (2018). Keynote Presenter at Career Development Network (CDN) Meeting, UMTC. *Reasonable Adventurer Approach to Life-Career Planning*.

- Stebleton, M. J. (2017, April). *Reasonable Adventurers in a Global Context*. CEPA International Study Abroad Webinar. {Keynote speaker}
- Stebleton, M. J. (2015, 2019). International Forum on Active Learning Classrooms, Center for Educational Innovation, Scandinavian contingent cohort {Invited speaker}
- Stebleton, M. J., & Eliason, M. A. (2016). *Exploring careers in child psychology*. UMTC, Institute of Child Development. {Invited panelist}
- Bultmann, M., Stebleton, M. J., Rajput H., & Chrismon, S. (2016). *College student mental health panel*. Advisor training workshop. UMTC. {Invited panelist}
- Stebleton, M. J., & Eliason, M. A. (2016). Academic Advising Network (AAN): *Exploring career paths "in and around" advising*. UMTC. {Invited panelist}
- Stebleton, M. J. (2014-2020). *Supporting immigrants in career development*. OLPD 5033: Foundations of Individual Career Development. UMTC. {Guest speaker}
- Stebleton, M. J. (2011, May) *Engagement for all*, Inver Hills Community College, Learning Community Institute, **Keynote** Presentation, Inver Grove Heights, MN.
- Stebleton, M. J. (2012, August). *Engaging students using the NYT as a Pedagogical Tool*, Freshman Seminar Training, University of Minnesota, MN. [Invited Speaker].
- Stebleton, M. J., & Albecker, A. (2010-2015). McNair facilitator. *Express yourself: Using StrengthsQuest as a tool of discovery*. {Invited instructor for McNair summer cohort}
- Stebleton, M. J. & Buturian, L. (2013). PsTL Symposium. *Using digital narratives in the First-Year Inquiry*, UMTC {Invited co-speaker}
- Stebleton, M. J. & Oliha, H. (2012). *Serving the historically underserved: Multidisciplinary approaches to cultivating student engagement and success*. ACPA.
- [Note: This invited webinar was reviewed and accepted to be included in the Future Webinar Series "Basic Level" Professional Competencies for Students Interested in Student Affairs. 10 proposals were accepted out of 45 submitted].
- Stebleton, M. J. (2012). *From first course to first job: Developing and rewarding excellence in graduate student advising*. Graduate and Professional Education Assembly.
- [Led session on the topic of: How should faculty advise graduate students in thinking about and preparing for a career – especially in a non-academic career?]
- Stebleton, M. J., Huesman, R., & Wambach, C. (2011). PsTL Research Symposium, *Immigrant students come to college*. UMTC
- Stebleton, M. J. (2010). *CEHD Saturday Scholars Event. First Year Experience Overview—Food for Thought...and Action*. UMTC.

TEACHING

Scheduled Teaching (Current in OLPD/Higher Education)

OLPD 5709: Critical Issues in Higher Education, Spring 2019 – Present. (Taught each spring).

[This course focuses on most current issues influencing higher education. Most recently, I included concepts and issues related to global pandemic and social justice issues of 2020-21, including student activism]

OLPD 5080/5703: College Student Mental Health and Wellness, Spring 2018; Fall 2020. [This course I developed for OLPD/Higher Education. The course examines the mental health situation on college campuses and the role of higher education and student affairs professionals; I added emphasis recently on disparities and access to mental health for marginalized students.]

OLPD 5033: Foundations of Individual and Organizational Career Development, Spring 2021

[A graduate level course that explores career development theory and application across disciplines, including higher education, HRD, and Human Resources]

OLPD 2811: Societies of the Future: The Changing Workplace, Fall 2018 - Present

[An undergraduate level class that prepares students in OLPD for the future of work, examining the role of technology and ethics and the meaning of work]

Instructional Activity

University of Minnesota-Twin Cities

In past semesters (2008-2015), taught EDHD 1525W: First-Year Inquiry. Taught courses in PsTL including 1525 W (FYI-Multidisciplinary Ways of Thinking); 1204 (Ways of Knowing in the Social Sciences); 5212 (Multicultural Theories of College Student Development Applied to Teaching and Learning). Member of graduate program faculty.

Regular guest speaker in *OLPD 5033* (Career Development) and undergraduate career planning/internship classes for HRD/BME students

CURRICULUM DEVELOPMENT

Curriculum Development Activities

- Developed and led four study abroad experiences to Denmark and Sweden (2015; 2017; 2019; 2020). Course titled: *OLPD 5080: Examining the Good Life in Denmark*; embedded seminar. Course explores happiness and factors that contribute to the “good life.” Led 17-22 participants each experience. Partnered with local collaborators. Authored narrative piece on experience that appeared in *About Campus* (2016): Reasonable Adventurers.
- Co-developed section of FYI, Food for Thought...and Action. Co-taught it four times (Fall 2008-Fall 2011). Taught new section of FYI Fall 2012: *Living the Dream* theme. This was a multi-disciplinary course, which included multicultural themes. Developed FYI honors seminar for CEHD students.

- Participated in learning community program, PsTL (Spring 2009-Spring 2014). Focus on place and identity with PsTL 1204 and 1312. I taught section on ways of knowing in the social sciences and it was paired with arts and humanities course.

PROFESSIONAL AND FACULTY DEVELOPMENT

- Participated in Center on Teaching and Learning (CTL) activities (Fall 2008-Spring 2009)
{Attended training sessions; volunteered; guest speaker}
- Participated in Hunker Down week-long faculty development writing workshop (June, 2010).
- Participated in U-Lead Program (CEHD and Learning Abroad Center); Aug. 2012.
{This led to the development of the Denmark study abroad course and program}
- Participated in TREKS technology training, CEHD, June, 2012; Aug. 2016; Aug. 2017; 2021).

ADVISING AND MENTORING

Undergraduate Student Advising Activities

- Led first-generation university-wide student honors seminar, faculty facilitator, Fall 2019.
{Note: led a discussion group of 10 FG honors students across different majors; 6 times over term}
- Taught FYI honors seminar (EDHD 1525 V) for CEHD first year students, Fall 2017-2019.
{Note: this was a supplemental section of the First-Year Inquiry class for CEHD honors students}

Graduate Student Activities

Advisees: PhD Students (past and present). [Note: I started to take on PhD students in 2016 after starting in OLPD; I have advised or co-advised three graduates through 2021

Completed PhD Graduates (advised/co-advised)

Diamond, Kathleen, 2019 (w/ Rebecca Ropers)

First-generation Students' Experiences of the Classroom Climate in a Redesigned Gateway Math Course: A Mixed Methods Case Study

Current Position: Data scientist, Minneapolis Public Schools

Yenney-Henderson, Caolfionn (Keelin), 2019

"A Boulder Being Lifted": A Post-Intentional Phenomenological Exploration of Sense Of Belonging For Rural Students At A Large, Urban University

Current Position: Asst. to Vice President and Dean of Undergraduate Education, UMTC

Potts, Lawrence, 2017 (w/ Darwin Hendel)

The Influence of Social Media Use on Male College Students' Gender Identity and Gendered Performance

Current Position: Assistant Vice President for Student Life, Gustavus Adolphus College, MN

Buford, Melanie. Org Lead Pol and Dev Ph D. September 24, 2020 - Present
Braunstein, Megan. Org Lead Pol and Dev Ph D. May 12, 2020 - Present
Bartlett, Morgan. Org Lead Pol and Dev Ph D. June 17, 2019 - Present
Witt, Evan. Org Lead Pol and Dev Ph D. June 17, 2019 - Present
Marcy, Benjamin. Org Lead Pol and Dev Ph D. May 23, 2019 - Present
Shoppell, Nicole. Org Lead Pol and Dev Ph D. July 17, 2018 - Present
Skjervem, Marcus. Org Lead Pol and Dev Ph D. July 17, 2018 - Present
Bartlett, Julia. Org Lead Pol and Dev Ph D. January 17, 2018 - Present
Lee, Crystal. Org Lead Pol and Dev Ph D. July 19, 2017 - Present
Lewis, Jesse. Org Lead Pol and Dev Ph D. August 2, 2018 - May 15, 2019
Bock, Kim. Org Lead Pol and Dev Ph D. July 17, 2017 - January 22, 2019
Massaglia, Victor. Org Lead Pol and Dev Ph D. July 14, 2016 - January 16, 2018

MA Students (past and present)

Completed MA Students:

Alison Kennedy, Org Ldrship Policy Dev M A. (2018 - 2020) Degree Completion Date: October 30, 2020.
Daniel Garrison, Org Ldrship Policy Dev M A. (2018 - 2020) Degree Completion Date: May 29, 2020.
Marlin Farley, Mult-Cult Tchng & Lrning M A. (2018 - 2020) Degree Completion Date: February 28, 2020.
Devin Johnston, Mult-Cult Tchng & Lrning M A. (2017 - 2019) Degree Completion Date: November 27, 2019.
Mary Hahne, Org Ldrship Policy Dev M A. (2016 - 2019).
Caitlin Duff, Mult-Cult Tchng & Lrning M A. (2016 - 2018) Degree Completion Date: December 31, 2018.
Joseph Zerka, Mult-Cult Tchng & Lrning M A. (2016 - 2018) Degree Completion Date: June 29, 2018.
Phillip Reid, Org Ldrship Policy Dev M A. (2016 - 2017) Degree Completion Date: July 31, 2017.
Eskender Yousuf, Mult-Cult Tchng & Lrning M A. (2014 - 2016) Degree Completion Date: June 30, 2016.
Wuyi Zhang, Mult-Cult Tchng & Lrning M A. (2013 - 2015) Degree Completion Date: May 29, 2015.
Lara Christley, Mult-Cult Tchng & Lrning M A. (2012 - 2013) Degree Completion Date: August 30, 2013.
Elizabeth Reich, Mult-Cult Tchng & Lrning M A. (2011 - 2012) Degree Completion Date: December 31, 2012.

Current MA Students:

Britannia Gillanders, Org Ldrship Policy Dev M A. (2020 - Present).
Kiara O'Reilly, Org Ldrship Policy Dev M A. (2020 - Present).
Elma Garvais, Org Ldrship Policy Dev M A. (2019 - Present).

Shelby Lafreniere, Org Ldrship Policy Dev M A. (2019 - Present).
Patricia Tucker, Org Ldrship Policy Dev M A. (2019 - Present).
Kari Mellerup, Org Ldrship Policy Dev M A. (2018 - Present).

SERVICE

Service to the Discipline/Profession/Interdisciplinary Area(s): Student Affairs/Higher Education

-Contributing Editor, *Journal of College and Character* (2018 – Present).

{Author of four scholarly blogs per year for column, “New Spaces and Roles for Student Affairs” in *Connexions*; distributed to over 9,000 student affairs NASPA professionals, national and international audiences; author of feature piece each year for *Careers and Callings* section in *Journal of College & Character* (three feature published articles, 2019-2021)

-Board Member, National Career Development Association (NCDA) awards committee (2019-present). Applied for national NCDA board positions the last two annual cycles.

-Reviewer, NCDA career counseling credential exams and licensing (2021- present)

-Consultant; led webinars for CEPA International. *Reasonable Adventurers in a Global Context*, April, 2017 and second webinar in Oct. 2019 (*Reflection Before, During, and After Education Abroad*)

Editorship/Journal Reviewer Experience

-Editorial Board Member, *Journal of First-Year Experience and Students in Transition*, Jan. 2016-Present. (elected two consecutive terms)

-Editorial Board Member, *Journal of Student Affairs Research and Practice*, Dec. 2018 – Present

-Ad Hoc Reviewer, *The Career Development Quarterly*, 2018 - Present

-Ad Hoc Reviewer for *Review of Higher Education*, Jan. 2016-Present.

-Reviewer for *Journal of Career Development* articles, 2012 – Present

-Ad Hoc Reviewer for *The Career Development Quarterly*, 2018 – Present

-Ad Hoc Reviewer for *Future Review Journal*, 2019 – Present

-Ad Hoc Reviewer for *Journal for Specialists in Group Work*, 2020 - Present

-Ad Hoc Reviewer for *Innovative Higher Education*, 2020 – Present

Program Review & Conference Experiences

-ASHE program reviewer for 2011; 2016-Present, annual conference

-ASHE presenter, discussant, and chair at annual conferences (2016 – 2020)

-AERA presenter (2021), discussant and chair (2021-22, pending)

-NASPA program reviewer, 2015 – 2020

Service to the University

University of Minnesota-Twin Cities

University-wide

- Faculty Liaison: all University Senate Committee on Student Affairs (2011-2017); two terms
- Faculty Board Member: University Honors Program (UHP), UMTC (2019 – present).
- Faculty CEHD representative: to Undergraduate Honors Program (2016-2018)
- Faculty Member: to Leadership Development Minor Program Steering Committee (2018-2020)
- Member: Joint Task Force on Mental Health, Faculty Group, Fall 2016-March 2017.

Service to College & Department

- Coordinator, OLPD Higher Education program, (Fall 2019 – present). Coordinate graduate programs in Higher Education
- Co-coordinator, OLPD Higher Education program, (2018-2019)
- Member: OLPD Leadership Team (DLT), (2018 – Present)
- Faculty advisor: Graduate Student *Thrive Mental Health Initiative*, 2019 - Present
- Team Lead: First-Year Experience, Spring 2016 – May 2018
{This was a leadership role in the first-year experience program for the college}
- Member: First-Year Experience Advisory Board, Fall 2016 – May 2018
{Served as a faculty leader to the FYE program for CEHD}
- Faculty adviser to PsTL 1993: Support for ESL/ELL/International students (2013-2014)
{Served as faculty on independent working with assigned ELL students}
- Member: GAC (graduate advisory committee); Fall 2010-Spring 2011.

Other Department/Unit Service: Volunteer Activities

- Committee member FYI, Welcome Week, College Day (2009-2010)
- Member of campus-wide NSSE and survey planning committee (2010-2011)
- Volunteer: speaker at CEHD Saturday Scholars Event, Nov. 2010, *FYE Overview—Food for Thought...and Action.*

- Volunteer: Attended New CEHD Student Admissions Day, Faculty Panel, each March, 2009-2013.
- Coordinator and Panelist: *Faculty Voices: Engaging in Scholarly Activities*, April 17, 2019
{OLPD event for graduate students}
- Faculty Lead: Facilitated First-Year Inquiry all-college Common Book author event, Oct. 2011 (with selected common book author, Warren St. John).
{Interviewed author on stage for all first-year inquiry author event}
- Member: Graduate program sub-committee planning (2011-2017).

Service-Related Workshops and Webinars: (Invited/Non-Invited)

- Stebleton, M. J., Oliha-Donaldson, H., *Fulton, L., *Vang, Z. (2021, April 19). *Challenging racialized and gendered microaggressions on campus: Advocating for student success and support*. Institute for Diversity, Equity, and Advocacy, University of Minnesota-Twin Cities. (Lead coordinator and panelist)
- Singh, V., Stebleton, M. J., Krietzler, M. J., & Asojo, A. (2020, December). *Well-being, mental health, resilience, and DEI. Diversity Deep Dive Webinar*. Office for Equity and Diversity. University of Minnesota-Twin Cities. (Invited)
- Miksch, K., Stebleton, M. J., & Varvus, F. (2020, October 26). *APA writing*; OLPD workshop.
{Co-Facilitator for graduate student event; all OLPD programs}
- Brown, K., & Stebleton, M. J. (2021, April 12). *Careers in Higher Education*, OLPD webinar.
{Co-Facilitator for graduate student event; targeted towards HED students}
- Stebleton, M. J., & Bidegain, L. (2018, August). *Integrating transferrable skills with legal studies*. Universidad de San Andrés. Buenos Aires, Argentina

Public and Other Service

- Facilitator: Writers Workshop on Immigrants and ELL issues, June, 2011, Minneapolis, MN.
- Guest reviewer, Gilman Scholars, approximately 10 hours spent per year. (January 1, 2015 - January 30, 2015).

Media/Apearances

- Interviewed and cited by reporter Holly Ramer regarding the integration of career planning into the first-year experience. The story, about Franklin Pierce University's plans to locate their career services offices in the residence halls on campus as well as infuse career planning into a freshman seminar, was filed under *USA Today News* on March 17, 2012. Discussed CEHD's first-year inquiry course and the value of implementing career decision-making into the first-year experience.

-Quoted in *MN Daily* (Sept. 5, 2018) on “Top Journal Suspends admissions, hurts UMN academia.”
Interviewed by writer Austen Macalus. Focus on *Review of Higher Education* journal status.

Faculty Page Links

<https://www.cehd.umn.edu/olpd/people/steb0004/>

http://works.bepress.com/michael_stebleton/