

LESLIE D. GONZALES, Ed.D.

Associate Professor
 Affiliate Faculty in Center for Gender in a Global Context
 Affiliate Faculty in Chicano Latino Studies
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 College of Education
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EDUCATION**Doctorate of Education (2010)**

Focus: Organizational Change, Faculty Work
 Department of Educational Leadership & Foundations
 University of Texas at El Paso—El Paso, TX
 Dissertation: *Faculty Inside a Changing University: Constructing Roles, Making Spaces*

Master of Arts, Political Science (2005)

Focus: Gender and Political Behavior
 University of Texas at El Paso—El Paso, TX
 Thesis: *Comparative Research on Political and Civic Engagement: Young Hispanic Women as Political Actors*

Bachelor of Arts, Political Science (2003)

Department of Political Science
 New Mexico Highlands University—Las Vegas, NM

ACADEMIC & PROFESSIONAL APPOINTMENTS

2017 – Present, Associate Professor of Higher, Adult, and Lifelong Learning
 2018 – Present, Coordinator of the HALE Master’s Online Program
 Department of Educational Administration, Michigan State University, East Lansing, MI

2015 – 2017, Assistant Professor of Higher, Adult, and Lifelong Learning
 Department of Educational Administration, Michigan State University, East Lansing, MI

2010 – 2015, Assistant Professor of Educational Leadership
 Department of Leadership, Counseling, & Human Development Clemson University,
 Clemson, S.C.

2006 – 2010, Adjunct Faculty Member of Political Science and Government
 Department of Government, El Paso Community College, El Paso, TX

2006 – 2010, Graduate Research Assistant,
 Center for Research on Educational Reform, College of Education,
 University of Texas at El Paso, El Paso, TX

RESEARCH AGENDA

Informed by theories that center cultural and relational manifestations of power, I examine how academics appraise one another in order to identify if and how such appraisals are detrimental to historically underrepresented scholars, to scholars whose work challenges conventional norms of knowledge production, and to scholars situated in historically marginalized disciplinary and organizational spaces within the academy.

PEER-REVIEWED ARTICLES¹

*Gonzales, L.D. & Saldivar, L. (forthcoming). A Critical analysis of the presence and positioning of Latina professors in social science and humanities literature. *Journal of Hispanic Higher Education*.

* Aguilar-Smith, S., & Gonzales, L. D. (2019). A Study of Community College Faculty Work Expectations: Generous Educators and Their Managed Generosity. *Community College Journal of Research and Practice*, 1-21.

Gonzales, L. D., & Terosky, A. L. (2019). On their own terms: Women's pathways into and through academe. *Journal of Diversity in Higher Education*. Advance online publication: <http://dx.doi.org.proxy2.cl.msu.edu/10.1037/dhe0000128>

Gonzales, L. D. (2018). Subverting and minding boundaries of knowledge production in academe: The intellectual work of women. *The Journal of Higher Education*, 89(3) 1-25.

Gonzales, L. D. & Ayers, D. (2018). The convergence of institutional logics and the normalization of emotional labor: A new theoretical approach for considering the expectations and experiences of community college faculty. *The Review of Higher Education*, 41(3), 1-30.

Gonzales, L. D., & Terosky, A. L. (2016). Collegueship in different types of post-secondary institutions: a lever for faculty vitality. *Studies in Higher Education*, 1-14.

Gonzales, L. D. & Terosky, A. L. (2016). From the faculty perspective: Defining, earning, and maintaining legitimacy across academia. *Teachers College Record*, 118(7), 1-44.

Terosky, A. L. & **Gonzales, L. D. (2016).** Re-envisioned contributions: Experiences of faculty employed at institutional types that differ from their original aspirations. *The Review of Higher Education*, 39(2), 269-297.

Terosky, A. L. & **Gonzales, L. D. (2015).** Scholarly learning as vocation: A study of community and broad access liberal arts college faculty. *Innovative Higher Education*, 41(2), 1-16.

¹ An asterisk (*) denotes work with a graduate student(s).

Gonzales, L. D. (2015). An *acción* approach to affirmative action: Hispanic-Serving institutions as spaces for fostering epistemic justice. *Association of Mexican American Educators Journal*, 9(1), 21-48.

Gonzales, L. D. (2015). Faculty agency in striving university contexts: Mundane yet powerful acts of agency. *British Educational Research Journal*, 41(2), 303-323

Gonzales, L. D. & Núñez, A. M. (2014). The ranking regime and the production of knowledge: Implications for academia. *Education Policy Analysis Archives*, 22(31), 1-24.

Gonzales, L. D. (2014). Framing faculty agency inside striving universities: An application of Bourdieu's theory of practice. *The Journal of Higher Education*, 85(2), 193-218.

*Gonzales, L. D. & Martinez, E. (2014). Possibilities and responsibilities: How faculty talk can (de)construct rankings and university striving. *Journal of Critical Thought and Praxis*, 2(2).

Gonzales, L. D., Murakami, E., & Núñez, A. (2013). Latina faculty in the labyrinth: Constructing and contesting legitimacy in Hispanic Serving Institutions. *The Journal of Educational Foundations*, 1(2), 65-88.

Gonzales, L. D. & Rincones, R. (2013). Exploring emotional labor: A counterpoint on higher education administration delivered through methodology. *The Qualitative Report*, 18(32). Retrieved from: <http://www.nova.edu/ssss/QR/QR18/gonzales64.pdf>.

*Gonzales, L. D., Martinez, E., & Ordu, C. (2013). Exploring faculty experiences in a striving university through the lens of academic capitalism, *Studies in Higher Education*, 39(7), 1097-1115.

Gonzales, L. D. (2013). Living in the gray zone: Faculty views on university striving and implications for practice. *Journal of Faculty Professional Development*, 27(3) 36-43.

Gonzales, L. D. (2013). Faculty sense-making and mission creep: Interrogating institutionalized ways of knowing and doing legitimacy. *Review of Higher Education*, 36(2), 179-209.

Gonzales, L. D. & Satterfield, J. (2013). A reflexive interrogation of scholarly life: Talking out loud to find spaces for the public good. *Journal of Higher Education Outreach and Engagement*, 17(4), 127-154.

Gonzales, L. D. (2012). Faculty responses to mission creep: Cosmopolitan views and actions. *Higher Education*, 64(3), 337-353.

Gonzales, L.D. & Pacheco, A. (2012). Leading change with slogans: Border University in transition. *Journal of Cases in Educational Leadership*, 15(1), 50–65.

Gonzales, L. D. (2012). Stories of success: Latinas redefining cultural capital. *The Journal of Latinos and Education*, 11(2), 124-138.

Gonzales, L. D. & Rincones, R. (2011). Interdisciplinary scholars: Negotiating legitimacy at the core and from the margins. *Journal of Further and Higher Education*, 36(4), 495-518.

Gonzales, L. D. & Rincones, R. (2011). University in transition: Faculty sense-making and responses. *Administrative Issues: Education, Research, and Practice – The Inaugural Issue*, 1(1), 65-79.

Satterfield, J., Gonzales, L. D., & Zelenak, S. (2009). The organization and administration of a deficit curriculum: The dominant operating core curriculum of a Hispanic serving educational system. *Academic Leadership Journal*, 7(3).

Gonzales, L. D. & Rincones, R. (2008). The role of faculty in global society: Carving out the public purpose of our work. *Teacher Education and Practice*, 21(4), 382-406.

ARTICLES IN REVISE & RESUBMIT

Kim, D., Byun, K., Jon, J. & Gonzales, L. D. (2019/revise and resubmit). Pursuing the idea of world-class universities in South Korea: Faculty and administrator perspectives. [Manuscript submitted for review, July 2017].

ARTICLES UNDER REVIEW

* Hall, K., Kanhai, D., Gonzales, L.D., Benton, A., (2019). Comfort before change: A case study of diversity work. [Manuscript sent for review, September 2018].

*Aguilar-Smith, S., Hall, K., Rosas, O., Pajaro, K., Sanchez, C., Martinez, E., Satterfield, J.S., Kiyama, J., Gonzales, L.D. (2019). An intergenerational and coalitional articulation of community cultural wealth—An open letter to Graduate Students of Color. [Manuscript sent for review, November 2019].

ARTICLES IN PREPARATION

Gonzales, L.D. (2019). Working on hope—an analysis of community college faculty labor expectations. [Manuscript to be submitted in June 2019].

*Gonzales, L.D. & Pasque, P., Baynes, P., Leal, D. (2019). Exploring conditions of knowledge production in graduate education—A review of literature and a call for epistemic justice. [Manuscript to be submitted in August 2019].

BOOKS

Murakami, E., Hernández, F., **Gonzales, L.D.** (Series Editors). (under contract). *Research and Latinos in Education Series*. New York, NY: Information Age Publishing.

Marion, R., & Gonzales, L. D. (2013). *Leadership in education: Organizational theory for the practitioner, (2nd edition)*. Long Grove, IL: Waveland Press.

BOOKCHAPTERS

Baker, V., **Gonzales, L. D.**, & Terosky, A. L. (2020). Innovative approaches to the practice of mentoring and supporting early career faculty learning and growth. In L. Searby & B. Irby (Eds.), *The Wiley-Blackwell international handbook of mentoring: Paradigms, practices, programs, and possibilities* (pp. TBD). Hoboken, NJ: Wiley-Blackwell.

Kiyama, J. & Gonzales, L.D. (2019). In academia, but not of it: Redefining what it means to serve. In P. Perez (Eds.) *In Our Own Words: Chicana and Latina Faculty Resisting and Persisting in the academy*, (pp. 31-43). New York, NY: Routledge.

***Gonzales, L.D.**, Kanhai, D., & Hall, K. (2018). Reimagining and retooling organizational theory—Critical organizational approaches in the study of higher education in M.B. Paulsen (Ed.). *Higher education: Handbook of theory and research*, (pp. 505-548). New York, NY: Springer Publishing.

*Carmona, J., Sansone, V., **Gonzales, L. D.**, & Núñez, A. M. (2018). *Promotoras y políticas* in the university: Creating culturally responsive higher education leaders. In C. Rodriguez, M. Martinez, & F. Villa (Eds.) *Latino educational leadership: Serving Latino communities and preparing Latina/o educational leaders across the P-20 pipeline* (pp. 135-158). Scottsdale, AZ: Information Age Publishing.

Gonzales, L. D. (2017). Revising the grounds for the study of grit: Critical qualitative inquiry in post-secondary education organizational research. In V. Lechuga & P. Pasque (Eds.) *Qualitative inquiry in higher education organization and policy research* (pp. 130-150). New York, NY: Routledge Publishers.

*Gonzales, L. D. & Waugaman, C. (2017). The evaluation of knowledge within global ranking systems: Embedded colonial power. In K. Frowning & A. Ganotice (Eds.) *World university rankings and the future of higher education* (pp. 180-195). Hershey, PA: IGI-Global Publishing.

Gonzales, L. D. & Terosky, A. (2016). Distinctive aspirations and inclinations among emerging and early career faculty: Seeing the possibilities. In A. Kezar & D. Maxey (Eds.) *The faculty for the 21st century: Moving to a mission-oriented and learner centered faculty model* (pp. 192-203). New Brunswick, NJ: Rutgers University Press.

Nunez, A. M., Murakami, E. T., & Gonzales, L. D. (2015). Weaving authenticity and legitimacy: Latina faculty peer mentoring. *Mentoring as transformative practice: Supporting student and faculty diversity: New Directions for Higher Education*, 171(87), 87-96.

Gonzales, L. D. (2015). A horizon of possibilities for Hispanic Serving Institutions: Using funds of knowledge scholarship to reshape the production and legitimization of knowledge within academia. In S. Hurtado, A.M. Núñez, & E. Calderon-Galdeano (Eds.) *Hispanic-Serving Institutions: Advancing research and transformative practice* (pp. 121-235). New York, NY: Routledge.

Hernández, S. & Gonzales, L. D. (2015). Testimonio for living and learning in academia: Caring for mind, body, and soul. In F. Hernandez, E. Murakami, & G. M. Rodriguez (Eds.) *Abriendo puertas, cerrando heridas—Opening doors, closing wound: Latina/os finding work-life balance in academia* (pp. 85-96). Charlotte, NC: Information Age Publishing.

*Martinez, E., & Gonzales, L. D. (2015). Bridging academic and student affairs: Working together to craft pathways that advance Latinos and Latinas in higher education. In J. P. Mendez, F. A. Bonner, J. Mendez Negrete, & R. T. Palmer (Eds.) *Hispanic-Serving Institutions in American higher education: Their origin, and present and future challenges* (pp. 68-91). Sterling, VA: Stylus.

BOOK CHAPTERS IN PREPARATION

Gonzales, L.D. & Ayers, D. (2020). Mid-level Leaders and Emotional Labor in M. Amey & R. Garza-Mitchell (Eds). *New Directions for Community Colleges*.

ENCYCLOPEDIA ENTRIES

*Gonzales, L.D. & Kanhai, D. (2018). Professors and the Professoriate in *The SAGE Encyclopedia of Higher Education*, 5v, pp. TBD. Thousand Oaks, CA: Sage Publishing.

PEER-REVIEWED SCHOLARLY PRESENTATIONS

*Baynes, P., Leal, D., Gonzales, L.D., & Pasque, P. (2019). Epistemic in/justice in graduate education — A systematic review of literature. Presented at the Association for the Study of Higher Education, Tampa, MA.

*Gonzales, L. D., Kiyama, J., Martinez, E., Satterfield, J., Boss, G., Pajaro, K., Flores, A., Hall, K., Lambaren-Sanchez, C. (2018). Intergenerational sharing of knowledge among Scholars of Color: A Plática for our future. Presented at the Association for the Study of Higher Education, Tampa, MA.

Pasque, P. A., Leal, D. & Gonzales, L. (2018). Interrogating epistemic in/justice in graduate education through data collection. Presented at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Gonzales, L.D. & Pasque, P. (2017). Interventions in higher education research and practice: Confronting epistemic oppression. Presented at the Association for the Study of Higher Education, Houston, TX.

*Gonzales, L.D., Kanhai, D., Hall, K., Rhoades, G., Salazar, K., Núñez, A.M., Sansone, V. (2017). Critical approaches to organizational theories, research, and practice: An imperative for just higher education. Presented at the Association for the Study of Higher Education, Houston, TX.

*Posselt, J., Liera, R., Villareal, C., **Gonzales, L.D., Espinoza, B., Aguilar-Smith, S., Kelly, B., Porter, K., Gardner, P.** (2017). Emotional labor: Examining implications for justice, wellbeing, and development for minoritized students and faculty. Presented at the Association for the Study of Higher Education, Houston, TX.

*Gonzales, L. D. & Saldivar, G. (2017). The presence and positioning of Latina-identified writers: An analysis of social science research from years 2000-2015. Presented at the American Education Research Association, San Antonio, TX.

Kezar, A., **Gonzales, L. D.,** Rice, G., Plater, B. (2017). Distinctive aspirations and inclinations among emerging and early career faculty: Seeing the possibilities. Presented at the American Association of Universities and Colleges, San Francisco, CA.

Gonzales, L. D. & Terosky, A. L. (2016). Women and women of color claiming and constructing knowledge projects in academia. Presented at the Association for the Study of Higher Education, Columbus, OH.

Gonzales, L. D. & Pasque, P. (accepted/withdrawn due to medical reasons). Decolonizing minds and methods: A scholarly paper concerning institutional research & educational practices within higher education. Presented at the Association for the Study of Higher Education, Columbus, OH.

Terosky, A. L. & **Gonzales, L. D.** (2016). The role of relationships in women and women of color scholars' scholarly learning and knowledge projects. Presented at the Association for the Study of Higher Education, Columbus, OH.

Gonzales, L. D. & Ayers, D. (2015). Emotional labor—A new theoretical framework for studying the work of community college faculty. Presented at the Association for the Study of Higher Education, Denver, CO.

Terosky, A. L. & **Gonzales, L. D.** (2015). Scholarship unbound: Perspectives on scholarship by community college and liberal arts faculty. Presented at the American Educational Research Association, Chicago, IL.

***Gonzales, L.D.** & Terosky, A. L., Halter, J., Harris, J. (2015). Relationships in academia: Sources of learning and sustenance for faculty. Presented at the American Educational Research Association, Chicago, IL.

Posselet, J., Bensimon, E., Rhoades, G., Pasque, P., **Gonzales, L.D.**, Jackson, J., Reyes, K., Reyes, K., Slay, K. (2014). Equity-minded organizational scholarship in higher education: conversations to advance theory, methodology, & praxis. Presented at the Association for the Study of Higher Education, Washington, D.C.

Martinez, M., Rodriguez, C., Burciaga, R. M., Lopez, G., **Gonzales, L.D.**, Núñez, A.M., Villalpando, O., Cabrera, N., Rodriguez, M., Niño, J., & Byrne-Jimenez, M. (2014). Latino educational leadership throughout the pipeline: For Latino communities and Latina/o leaders. Presented at the Association for the Study of Higher Education, Washington, D.C.

Valles, B., Villalpando, O., Ledesma, M., Garces, L., Fuentes, M., **Gonzales, L. D.**, & Chao Romero, R. (2014). The utility of Affirmative Action for Chican@s/Latin@s: Toward a new policy and acción model. Presented at the Association for the Study of Higher Education, Washington, D.C.

Gonzales, L. D. & Terosky, A. (2014). From the faculty perspective: A multi-site study of legitimacy in academia. Presented at the American Educational Research Association, Philadelphia, PA.

Núñez, A.M., Murakami, E. T., **Gonzales, L.D.**, Grant, C., Jones, B. Santamaria, L., & Turner, C.S. (2014). Intersectionality of applied critical leadership: Toward inclusivity in higher education. Presented at the American Educational Research Association, Philadelphia, PA.

Gonzales, L. D. & Martinez, E. (2013). Pressing pause and interrogating excellence at striving universities. Presented at the American Educational Research Association, San Francisco, CA.

Gonzales, L. D. & Terosky, A. L. (2013). Points of convergence: Studying logics to assert the role of faculty in contemporary society. Research paper presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.

Terosky, A. L. & **Gonzales, L. D.** (2013). (Re)configuring worlds, rethinking purpose, unlearning things graduate school taught me: Faculty in unexpected places. Presented at the Association for the Study of Higher Education, St. Louis, MO.

Gonzales, L. D. (2012). Disrupting dominant conceptions of legitimacy in academia: Advancing agency. Presented at a **Presidential Session** at the annual meeting of Association for the Study of Higher Education, Las Vegas, NV.

Gonzales, L. D. (2012). Interrogating mission drift from a critical perspective: A conversation about knowledge production and legitimacy. Presented at the Association for the Study of Higher Education, Las Vegas, NV.

***Gonzales, L. D. & Martinez, E.** (2012). Faculty as Agents—Faculty responses at a striving university. Paper presented at the annual meeting of the American Educational Research Association, British Columbia, Canada.

Gonzales, L. D. (2012). Crossing borders: exploring and expressing emotional labor in academia. Presented at the American Educational Research Association, British Columbia, Canada.

Gonzales, L. D. (2012). Exploring individual & organizational influences and employment intentions of Underrepresented Faculty in research universities. Presented at Clemson's College of Health, Education, and Human Development's Coffee and Research Roundtables, Clemson, SC.

Gonzales, L. D. (2012). *Tenure-track faculty negotiating mission change*. Research poster presented at Clemson University's E.T. Moore School of Education Spring Research Meeting. Clemson University, Clemson, S.C.

Gonzales, L. D. (2011). An administrative push for research prominence: A faculty divided but not defeated. Presented at the American Association of University Professors, Washington, D.C.

Gonzales, L. D. & Pacheco, A. (2011). The power and risks of text and talk: Choosing slogans to create university change. Presented at the American Educational Research Association, Division A, New Orleans, LA.

Gonzales, L. D. & Satterfield, J. (2011). Living on the intellectual continuum: A reflexive interrogation of scholarly life. Presented at the American Educational Research Association, New Orleans, LA.

Gonzales, L. D. (2010). When a university creeps: A framework for exploring faculty responses to mission transformation. Working paper presented at the annual College of Health and Human Development Faculty Research Forum, Clemson University, S.C.

Gonzales, L. D. & Rincones, R. (2010). Always negotiating: University faculty who do interdisciplinary work. Presented at the University Council for Educational Administration, New Orleans, LA.

Gonzales, L. D. & Rincones, R. (2010). Cross-discipline work: Negotiating legitimacy from the center and at the margins. Presented at the American Educational Research Association, Denver, CO.

Gonzales, L. D. & Rincones, R. (2009). University in transition: Faculty perspectives. Presented at the American Educational Research Association, San Diego, CA.

Gonzales, L. D. (2009). Making change at the university: A view from the faculty seat. Presented at the Southwestern Social Science Association, Albuquerque, N.M.

Gonzales, L. D. (2008). Making meaning: Faculty life in global society. Presented at the American Education Research Association, New York, N.Y.

Gonzales, L. D. (2008). *Latinas in higher education: Un-packing, re-thinking cultural capital*. Research paper presented at the Critical Perspectives on Education Colloquia, El Paso, TX.

Satterfield, J., Gonzales, L. D., Zelenak, S. (2007). The organization and administration of a deficit curriculum: the dominant operating core curriculum of a Hispanic serving educational system. Presented at the American Education Research Association, Chicago, IL.

Gonzales, L. D. (2007). Capacity building: Towards Latina leadership in higher education. Presented at the bi-annual meeting of the American Association of University Women, Phoenix, AZ.

Gonzales, L. D. (2002). Why school vouchers are the wrong answer. Presented at the Southwestern Social Science Association, Dallas, TX.

Gonzales, L. D. (2001). A take on American criminal justice from Bentham and Beccaria's perspective. Presented at the Southwestern Social Science Association Conference, New Orleans, LA.

INVITED TALKS

Gonzales, L.D. (2020). Embodying radical love in and outside of the academy.

- ◆ I am one of three invited panelists for AERA's Division G – Graduate Student Mentoring Session.

Gonzales, L.D. & Saldivar, G. (2019). A Critical analysis of the presence and positioning of Latina professors in social science and humanities literature

- ◆ This paper, co-written with a graduate student, was one of four commissioned papers invited to the American Association of Hispanics in Higher Education.

Gonzales, L.D. (2019). Taking a hard look: How evaluative practices and epistemic policing (re)produce racialized and classed notions of legitimacy in academia and higher education.

- ◆ I was invited to give the annual Leadership in Higher Education Talk at University of Denver, Denver, CO.

Gonzales, L.D. (2018). Insights about the production, evaluation, and valuation of knowledge within academia: Readyng our organizations for epistemic diversity and justice.

- ◆ I was invited to give a talk at University of Michigan’s Interdisciplinary Committee on Organizational Studies (ICOS) in Ann Arbor, MI.

Gonzales, L.D. (2017). Holding space for solidarity — A talk about epistemic justice and inclusion among graduate students.

- ◆ In this talk, I spoke to an auditorium of graduate students at the University of Michigan about lessons I have learned throughout my academic career, and how those lessons can be applied towards solidarity, particularly among students who belong to varied and multiple marginalized or minoritized groups.

SCHOLARLY OUTREACH (Guest Lectures, Webinars, Workshops)

Gonzales, L.D. (2019). Staying authentic —Scholarly identity.

- ◆ In this AERA Latinx SIG-sponsored webinar, I plan to address questions about authenticity, and how to maintain “true” to one’s self in an academy that valorizes hyper-productivity and performative behaviors.

Gonzales, L.D. (2019). Faculty and Governance in Higher Education.

- ◆ I was invited to give a web-based guest lecture to Dr. Felicia Commodore’s governance class. In this talk, I spoke about faculty roles and faculty relationships with administration.

Gonzales, L.D. (2019). Power, Critical Epistemologies, and Higher Education Research.

- ◆ I was invited to give a web-based guest lecture to Dr. Judy Kiyama’s organization and governance course.

Gonzales, L.D. (2019). Diversity is the lever; Inclusion is the process; Equity is the goal. Thinking seriously about faculty evaluation.

- ◆ In this workshop, I spoke with the Granger College faculty about how to foster equity in various faculty evaluation practices.

Gonzales, L.D. (2019). Working through writing fears.

- ◆ I was invited to facilitate a 2-day writing retreat, which included a series of mini workshops and one-on-one consults with 15 tenure-track faculty members at California State University - San Bernardino.

Gonzales, L.D. (2018). Creating a cohesive research agenda.

- ◆ I was invited to give a talk and workshop to 20 tenure-track faculty members in Missouri State University’s College of Education.

- Gonzales, L. D. (2018). Rethinking organizational theory in higher education research.
- ◆ I was asked to give a talk to Dr. Deryl Hatch's doctoral class about innovative applications of organizational theory in higher education scholarship. University of Nebraska, Lincoln, NE.
- Gonzales, L. D. (2018). Rethinking organizational theory in higher education research.
- ◆ I was asked to give a talk to Dr. Cecilia Orphan's doctoral class about innovative applications of organizational theory in higher education scholarship.
- Gonzales, L. D. (2018). Rethinking organizational theory in higher education research.
- ◆ I was asked to give a talk to Dr. Edna Martinez's doctoral class about innovative applications of organizational theory in higher education scholarship. California State University at San Bernardino, San Bernardino, CA.
- Gonzales, L.D. (2017). Diversity matters, but equity matters most! How Engineering faculty can work towards diversity, inclusion and equity in their everyday work.
- ◆ In this workshop, I spoke with 30 engineering faculty and advisors at the Swanson School of Engineering at the University of Pittsburg, Pennsylvania.
- Gonzales, L.D. (2017). Storying your academic career—A talk for NASPA's Emerging Faculty Leader Academy.
- ◆ In this webinar talk, I spoke with seven early career women about career development and planning.
- Gonzales, L.D. (2017). Consejos and conversation with University of Southern California's College of Education Latinx doctoral student group.
- ◆ In this webinar talk, I spoke with eight Latinx current doctoral students about graduate school, research and publishing, and the academic job market.
- Gonzales, L.D. (2017). Social justice in STEM faculty careers.
- ◆ In this role, I moderated a panel at the SUCCESS Pipeline, an NSF-AGEP event through the University of Maryland system. I facilitated a discussion with three STEM faculty members, whose careers have focused not only on the exploration of scientific questions, but on the advancement of social justice.
- Gonzales, L.D. (2017). Applied critical leadership in the context of STEM spaces.
- ◆ In this NSF-project sponsored webinar, I spoke with several STEM faculty and STEM-education leaders about fostering social justice in the context of STEM spaces through an applied critical leadership approach.
- Gonzales, L. D. (2017). Applying intersectionality theory in higher education research.
- ◆ I was asked to give a talk to Dr. Anne-Marie Núñez's doctoral class about the use of intersectionality in higher education scholarship.

Gonzales, L.D. (2017). Understanding legitimacy in faculty careers.

- ◆ I delivered this talk at the Interdisciplinary Research Forum at Michigan State University.

Gonzales, L. D. (2016). Supporting contingent faculty colleagues: Practical tips for allyship for tenure-line faculty.

- ◆ I delivered comments delivered at the bi-annual The Ewigleben Lecture, Michigan State University, East Lansing, MI.

Gonzales, L. D. (2016). Theory in educational research.

- ◆ Along with Drs. Terah Venzant-Chambers and Brendan Cantwell, I was asked to deliver comments concerning the role of theory in education research at a Graduate Student Professional Development coordinated by the College of Education's EAD Graduate Student Professional Development Committee at Michigan State University.

Gonzales, L. D. (2016). Applying organizational theory in higher education research.

- ◆ I was asked to give a talk to Dr. Anne-Marie Núñez's doctoral class about the use of organizational theory in higher education scholarship. University of Texas at San Antonio, San Antonio, TX.

Gonzales, L. D. (2015). Merging organizational and critical theory.

- ◆ Along with Dr. Julie Posselt, I was asked to give a talk about blending organizational and critical theory perspectives for AERA Division J's Graduate Student Group via Google chat.

Gonzales, L. D. (2015). *Interrogating legitimacy and talking about organizational theory*.

- ◆ Dr. Brendan Cantwell, Michigan State University, invited me to give a talk to his class about legitimacy in higher education.

Gonzales, L. D. (2015). The ranking regime: Tracing its effects on faculty, faculty work habits, and faculty evaluation.

- ◆ Dr. KerryAnn O'Meara, University of Maryland, invited me to give a talk to her class concerning the emergence of the ranking regime described in the Gonzales and Núñez (2014) paper.

Gonzales, L.D. (2014). Why pursue a PhD? Using knowledge to make a difference.

- ◆ In this talk, spoke with prospective doctoral students of color at the annual Palmetto PhD Summer Experience, Charles Houston Center, Clemson University, Clemson, SC.

Gonzales, L.D. (2014). The ranking regime and the evaluation of faculty work.

- ◆ Dr. Barrett Taylor, University of North Texas, invited me to guest lecture in his Organization, Administration and Higher Education Governance course.

Gonzales, L.D. (2013). Faculty roles, mission creep, and organizational change.

- ◆ Dr. Ryan Gildersleeve, University of Denver, invited me to discuss faculty agency in his Current Higher Education Issues course.

Gonzales, L. D. (2012). To go or not to go – Seeking a doctoral degree in the field of education.

- ◆ I was invited talk delivered to racial and ethnic minority individuals contemplating application to an education doctoral program. The Charles Houston Center, Clemson University, Clemson, S.C.

Gonzales, L. D. (2012). Writing your letter of application.

- ◆ I was part of a panel for rising Latino scholars at the American Association for Hispanics in Higher Education, Costa Mesa, CA.

Gonzales, L. D. (2012). Exploring individual and organizational influences on the employment intentions of underrepresented faculty across different types of research universities.

- ◆ I was invited to give a talk at the College of Health, Education, and Human Development, Coffee and Research Roundtable, Clemson University, Clemson, S.C.

Gonzales, L. D. (2011). Writing out of your dissertation and other strategies in the transition from graduate student to faculty member.

- ◆ I was invited talk at the American Educational Research Association Annual Meeting, Division J's Emerging Scholars Workshop, New Orleans, LA.

Gonzales, L. D. (2010). Valuing the assets in Latino communities: A funds of knowledge perspective.

- ◆ I was invited talk at the Advancing Latino Achievement in Society (ALAS) Conference, Clemson University, S.C.

Gonzales, L. D. (2010). When a university creeps: A framework for exploring faculty responses to mission transformation.

- ◆ I was invited to give a talk at the College of Health, Education, and Human Development Faculty Research Forum, Clemson University, S.C.

WEB-BASED SCHOLARSHIP

Gonzales, L. D. (2016). Transcending macro to micro: Lines of research that can assist in understanding the manifestation of neoliberalism in the lives of faculty. Blog entry for the American Educational Research Association Division J Community of Scholars. Retrieved from: <http://aeradivisionj.blogspot.com/2016/02/transcending-macro-to-micro-lines-of.html>

Gonzales, L. D. (2016). The importance of place in defining a Hispanic-Serving Mission. Blog entry for *Excelencia in Education*. Retrieved from: <http://www.edexcelencia.org/hsi-cp2/your-voice/importance-place-defining-hispanic-serving-mission>.

Gonzales, L.D. (2015). Commentary re: faculty retention and diversity in Huntsman, B. (2015, October 15). At least 130 professors have left NMSU in 13 years. *New Mexico State University Roundup Newspaper*.

SELECT TECHNICAL & EVALUATION REPORTS

Gonzales, L. D. (2010). El Paso Collaborative for Academic Excellence Project T-STEM End of Year Evaluation Report. University of Texas at El Paso, El Paso, TX.

Gonzales, L. D. (2010). La Fe Preparatory School parent engagement program. First annual evaluation report: Parent & administrator perspectives. Recommendations for future planning. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2010). La Fe Preparatory School adult education self-assessment report and end of year program implementation report. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2010). La Fe Preparatory Afterschool enrichment end of year program planning and development report. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2010). La Fe Preparatory afterschool enrichment program: Reporting on student experiences. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). La Fe Preparatory afterschool enrichment program developmental evaluation report: Teacher needs and perspectives. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). La Fe Preparatory School adult education self-assessment and other baseline data. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). La Fe Preparatory School parental outlooks. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). El Paso Collaborative for Academic Excellence Project T-STEM evaluation report. University of Texas at El Paso, El Paso, TX.

Gonzales, L. D., Méndez, Z., Rincones, R., & Pacheco, A. (2009). El Paso Collaborative for Academic Excellence Math Science Partnership final evaluation report: Year six. University of Texas at El Paso, El Paso, TX.

GRANT & CONTRACT ACTIVITY

FUNDED GRANTS & CONTRACT WORK

Mathieu, R., Gobstein, H., Flores, B., Ogilvie, C., **Gonzales, L.D.**, & Griffin, K. (2018). National alliance for a diverse and inclusive STEM faculty. This collaborative grant includes partners from Center for Integration on Research, Teaching, and Learning (CIRTL), the Association of Public Land Grant Universities (APLU) and several research universities, community colleges, and disciplinary societies. I am one of two social science research leads and manage a team of four people (2 faculty, 2 post-doctoral research associates, and 1 graduate student). Submitted to The National Science Foundation. Amount requested: \$999,999; Amount allocated to MSU, \$320,000. Role: Co-Principal Investigator, Research Team Leader.

Mathieu, R., Flores, B., Ogilvie, C., **Gonzales, L.D.**, & Sacre-Besterfield, M. (2016). CIRTL INCLUDES - Toward an alliance to prepare a national STEM faculty for broadening success of all undergraduate students. I am the lead social scientist on this grant and led a small research study concerning cross-sector diversity work. Grant submitted to National Science Foundation. Amount requested: \$299,999; Amount allocated to MSU, \$7,000. Role: Co-Principal Investigator, Research Team Leader.

Gonzales, L. D. (2014). A Partnership for Hispanic Heritage Month: Clemson Latino Task Force, Hispanic Alliance of Greenville & Spartanburg, Wofford College, & Furman University. I organized and led a week-long event focused on Latino education in South Carolina. Grant submitted to Clemson University Diversity Inclusiveness & Excellence Fund. Amount requested: \$3,975.00, fully funded. Role: Lead Planner & Grant Writer.

Gonzales, L. D. (2011). Studying faculty careers in a striving land-grant university. Grant submitted to Eugene T. Moore School of Education Summer Research Opportunity. Amount requested: \$2,000.00, fully funded. Role: Principal Investigator.

Gonzales, L. D. (2009). La Fe Preparatory School's adult education & workforce development. Grant submitted to El Paso, Texas Empowerment Zone. Amount requested: \$100,000.00, fully funded. Role: Grant Writer & Consultant.

Gonzales, L. D. (2005). National Crime Victim's Rights Week Community Grant. Grant submitted to Federal Office for Victims of Crime. Amount requested: \$5,000, fully funded. Role: Principal Investigator.

UNFUNDED GRANTS

Peeples, T., Pritchett, A.R., & **Gonzales, L.D.** (2019). Sustaining aerospace gender equity (SAGE): A national initiative in aerospace faculty. This collaborative grant, if funded, will provide support for two distinct interventions in aerospace engineering. As the sole social scientist on the grant, I will implement a formative and summative evaluation to guide the intervention efforts. Amount requested: \$999,999; Amount to be allocated to MSU, \$350,000. Role: Co-Principal Investigator, Evaluation and Research Leader.

Torres, V., Rodriguez, A., Marin, P., Serna, G., Albrica, E., **Gonzales, L.D.**, Perez II, D., Núñez, A-M., Martinez, S. (2019). Midwestern network of Latinx higher education scholars: Informing and investigating the growth and experiences of Latinx college students in the midwest. This collaborative project grant aims to bring together Latinx identifying faculty and graduate students situated in the mid-west to form a Latinx – mid-west centered research agenda. I will co-lead research focused on organizational and faculty matters. National Center for Institutional Diversity (NCID) at University of Michigan Grant Competition. Amount requested: \$15,000; Role: Team Member.

***Gonzales, L. D.** & Pasque, P. (2018). Studying knowledge production norms in graduate school. Grant to be submitted to the Spencer Foundation. Amount requested: \$50,000.00. Role: Principal Investigator.

***Gonzales, L. D.**, Espinoza, B., & Aguilar-Smith, S. (2017). Studying the implicit and explicit labor expectations for community college faculty. Grant submitted to the Spencer Foundation. Amount requested: \$50,000.00. Role: *Principal Investigator*.

Gonzales, L. D. & Venzant Chambers, T. (2016). The racial opportunity costs of underrepresentation in academia: Understanding for organizational learning. Grant submitted to the Spencer Foundation. Amount requested: \$50,000.00. Role: *Principal Investigator*.

Gonzales, L. D., Núñez, A. M., Turner, C.S., & Winslow, S. (2015). Barriers and opportunities, capital and strategy: Tracing the career progression of STEM faculty within the comprehensive university sector. Grant submitted to the National Science Foundation. Amount requested: \$299, 990, unfunded. Role: *Principal Investigator*.

***Gonzales, L. D.**, Taylor, J. & Blakley, J. (2014). Examining faculty views of non-traditionally aged, vocational education students. Grant submitted to Spencer Foundation. Amount requested: \$50,000, unfunded. Role: *Principal Investigator*.

Gonzales, L. D., Núñez, A., Murakami, E. & Sotelo, C.V. (2012). Studying the experience of Latina faculty members across Hispanic Serving Institutions: Critical incidents, supports, and challenges. Grant submitted to National Science Foundation—ADVANCE. Amount requested: \$750,000, unfunded. Role: *Principal Investigator*.

Gonzales, L. D. & Satterfield, J. (2011). A multi-site investigation on the impact of institutional transformation on faculty work life and employment intentions. Grant submitted to the Southern Education Foundation. Amount Requested: \$10,000, funding discontinued before review. Role: *Principal Investigator*.

Gonzales, L. D., Winslow, S., & Satterfield, J. (2011). A multi-site investigation on the impact of institutional transformation on faculty work life and employment intentions. Grant submitted to the College of Health, Education and Human Development Interdisciplinary Grant Competition. Amount Requested: \$48,000, unfunded. Role: *Principal Investigator*.

TEACHING HISTORY

Michigan State University

Course No. Course Name

EAD 870	Foundations of Post-Secondary Education
EAD 801	Organizational and Leadership Development
EAD 871	Collegiate Contexts of Teaching and Learning
EAD 955B	Qualitative Field Research Methods (co-taught w/Dr. T. V-Chambers)
EAD 960	Pro-seminar, Higher, Adult, Life-long Education (HALE) PhD Program

Clemson University

Course No. Course Name

EDC 8110	Multicultural Counseling
EDL 8390	Educational Research Design & Methods
EDL 8850	Globalization and Higher Education (Designed course)
EDL 9000	Principles of Leadership
EDL 9050	Leadership Theory
EDL 9100	Introductory Doctoral Seminar
EDL 9150	Educational Planning and Program Evaluation
EDL 9200	Sociological Theory for Higher Education (Designed course)
EDL 9290	The Academic Profession (Designed course)
EDL 9550	The Two-Year College
EDL 9750	Foundations of Higher Education
EDL 9760	External Relations and Effectiveness in Higher Education

El Paso Community College

Course No. Course Name

GOV 2325	American Government
GOV 2128	Texas State and Local Politics

GRADUATE STUDENT ADVISING

DOCTORAL ADVISEES

1. Amber Benton (dissertation)
2. Naseeb Bhangal (1st year, 2019-20)
3. Benjamin Espinoza (dissertation)
4. Nestor Espinoza (2nd year, 2019-20)
5. Amanda Flores (comps, spring 2019)
6. Kayon A. Hall (dissertation)
7. Dana Kanhai (dissertation)
8. Danielle Lopez (dissertation)
9. Kevin Miller (dissertation writing)
10. Jesenia Rosales (1st year, 2019-20)
11. Erin L. Sonneveld (comps, spring 2019)
12. Kristen Surla (2nd year, 2019-20)
13. Jill M. Thomas-Little (2nd year, 2019-20)
14. Regina Gong (2nd year, 2019-20)
15. S. Haynes, C. Cotton, E. L. Guerrero, & E. Sorroche (dissertation)

DOCTORAL COMMITTEE MEMBERSHIP

1. Jeyran Aghayeva (completed, 2019)
2. Stephanie Aguilar-Smith (pre-proposal)
3. Megan Akehi (proposal writing)
4. Aliya Beavers (proposal writing)
5. Emiko Blalock (completed, 2019)
6. Bob Cermack (guidance committee)
7. Annabelle Estera (dissertation)
8. Chastity Gathier (dissertation)
9. Joy Hannibal (dissertation)
10. Rob Hill (completed, 2019)
11. Wayne Hutchison (completed, 2019)
12. Patricia Jaimes, geology (dissertation)
13. Courtney Mauldin (dissertation)
14. Lauren McKenzie (guidance committee)
15. Terrance Range (proposal writing)
16. Heather Shea (completed, 2019)
17. Trina Van Schyndel (dissertation)
18. Shauna Williams (pre-proposal)
19. Paul Bylsma (2nd year, 2019-2020)
20. William Sartore (2nd year, 2019-2020)

OUTSIDE UNIVERSITY DOCTORAL COMMITTEE MEMBERSHIP

1. Josie Carmona, Member (Colorado State University)
2. Lauren Kosrow, Member (National Louis University)
3. Raquel Garcia, Member (National Louis University)

MICHIGAN STATE UNIVERSITY MASTER ADVISEES

- I. Dreux Baker, HALE MA
2. Christi Cameron, HALE MA
3. Carlie Coughlin, HALE MA
4. Danielle Harris, HALE MA
5. Brendan Pompey, HALE MA
6. Maxwell Oliviera, HALE MA
7. Earsker Hawkins, HALE MA
8. Becky Chipchase-Vanetta, MA
9. Venetia St. Vilus, HALE MA
10. Ashley Murray, HALE MA
11. Michael Goldberg, HALE MA

DOCTORAL & MASTERS GRADUATES

1. Jackie Taylor, Dissertation Co-Chair (Clemson University, graduated, 2017)
2. Anthony Abidime, Dissertation Co-Chair, (Clemson University, graduated, 2014)
3. Jackie Blakeley, Committee Member, (Clemson University, graduated, 2016)
4. Stacey Garrett, Committee Member (Clemson University, graduated, 2016)
5. Qiana Green, Committee Member (Michigan State University, graduated, 2017)
6. Jennifer March, Committee Member (Michigan State University, graduated 2018)
7. Edna Martinez, Chair (Clemson University, graduated, 2014)
8. Julie Rojewski, Committee Member (Michigan State University, graduated 2018)
9. Jeffrey Tabone, Committee Member (Michigan State University, graduated 2018)
10. Lisa Tran, Committee Member (Michigan State University, K-12, graduated, 2016)
11. James West, Committee member (Michigan State University, graduated 2018)
12. Katie Woodlief-Smith, Chair (Clemson University, graduated, 2015)
13. Mary Von Kaenel, Dissertation Co-Chair (Clemson University, graduated, 2015)
14. Jose Rivera, SAA (graduated, 2019)
15. Kendall Wright, SAA (graduated, 2019)
16. Leydi Eagan, HALE (graduated, 2017)
17. Laura Essig, HALE (graduated, 2019)
18. Kristin Heinrich, HALE (graduated, 2019)
19. Deb Jaruzel, HALE (graduated, 2019)
20. Cristian Lambaren-Sanchez, SAA (graduated, 2018)
21. Alexa Lynch, HALE (graduated, 2019)
22. Nick Palmer, HALE (graduated, 2019)

SERVICE

NATIONAL SERVICE/PROFESSIONAL SERVICE

2019: Associate Editor, *Review of Higher Education*
 2018-2019: Program Conference Chair for the annual meeting of the *Association for the Study of Higher Education* under Dr. Kris Renn's Presidential Leadership.
 2019: Panel Reviewer for University of Texas San Antonio Department of Education Grants
 2016-2019: Appointed Committee Member, AERA's Committee on Scholars of Color
 2016-2017: Co-Chair, AERA Division J Planning Committee, Org., Mgmt., & Leadership Section
 2016: Panel Reviewer, National Science Foundation
 2014-2016: Chair/Co-chair, AERA Division J Emerging Scholars Pre-Conference Program
 2018-present: Editorial Board Member, *Journal of Diversity in Higher Education*
 2016-2019: Editorial Board Member, *Community College Review*
 2015-present: Editorial Board Member, *Journal of Higher Education*
 2012-2019: Editorial Board Member, *Review of Higher Education*
 2015-present: Reviewer, *Excellence & Equity*
 2015-present: Reviewer, *International Journal for Researcher Development*
 2014: Reviewer, *Sociological Spectrum*
 2013-present: Reviewer, *Teacher's College Record Press*
 2012-present: Reviewer, *Journal of Further and Higher Education*
 2012-2015: Reviewer, *Journal for Higher Education Engagement & Outreach*
 2011-2013: Reviewer, *Higher Education*
 2013-2016: Committee Member, AERA Division J Dissertation of the Year
 2014-2015: Section Chair, ASHE Organization, Administration, & Leadership Section
 2014: Advisory Board Member, Dr. K. O'Meara's NSF-ADVANCE University of Maryland
 2012-2013: Advisory Board Member, Dr. Grineski's NSF-Student Success Grant, UTEP
 2013-2014: Section Chair, Faculty Section for ASHE's national conference planning
 2008-present: Proposal Reviewer, AERA Divisions A & J
 2010-present: Proposal Reviewer, ASHE Organization, Faculty, & Social Context Sections
 2012-2014: Faculty Coordinator, American Association of Hispanics in Higher Education
 2013-2014: Chair-Elect, AERA's Organizational Theory SIG Best Paper Competition Committee
 2010-2012: Member, AERA's Organizational Theory SIG
 2011: Invited Scholar, National Latino Education Research, Policy & Practice Meeting, San Antonio, TX

INSTITUTIONAL SERVICE AT MICHIGAN STATE UNIVERSITY

2019-Present: Member, EAD Department Chair Search Committee
 2019-Present: Member, EAD Annual Evaluation sub-committee
 2019: Member, University-wide Fellowship Review Committee

2018-2021: Program Coordinator, HALE Master Program
 2018: Member, HALE-SAA Coordinator Search Committee
 2016, 2017: Member, HALE PhD Admissions
 2017-present: Board member, Womxn of Color Initiative
 2017-2019: Member, College of Education's Diversity & Equity, Committee
 2017-2018: Chair, Departmental Committee on Academic Programs
 2017: Chair, HALE-EAD Tenure-track Search Committee
 2017: Member, Departmental Committee on Academic Programs (DCAP)
 2017-2019: Leader, HALE Methodology Curriculum Task Force
 2017: Consultant, Faculty Dashboard System, Office of Planning & Budget
 2017: Member, SAA-EAD Faculty Search Committee
 2016, Member, HALE Doctoral Admissions Committee
 2015-2016, Member, Department Committee Faculty Annual Evaluation
 2016: HALE Doctoral Admissions Committee
 2015-2016: Member, Department Committee for Faculty Annual Evaluation

INSTITUTIONAL SERVICE AT CLEMSON UNIVERSITY

2014: Appointed Member, Clemson University Research Task Force
 2014: Invited Discussant, University Diversity Discussion Panel
 2013-2014: Research Grants Committee
 2012-2014: Consultant, University's Tenure and Promotion Best Practices Sub-committee
 2012-2014: Member, University Climate Task Force
 2012-2013: Elected as Faculty Senate Alternate
 2012-2013: HESA External Board Meeting Coordinator
 2011-2013: Co-Chair, Clemson University Latino Task Force
 2012-2013: Member, E. T. Moore School of Education LCH Faculty Search
 2011-2014: Program Secretary, HESA Program
 2011-2012: Member, E.T. Moore School of Education Teacher Ed. Faculty Search
 2012: Member, E. T. Moore School of Education LCH Department Chair Search
 2010-2014: Member, Clemson University Doctoral Admissions Committee
 2010- 2015: Member, Clemson University Latino Task Force

COMMUNITY SERVICE

2013-2015: Elected, Education Team Chair, Greenville Hispanic Alliance
 2013-2014: Transition Coach at Legacy High School, Greenville, SC
 2010-2013: Parent -Teacher Association, Lake Forest Elementary, Greenville, S.C.
 2007-2010: Evaluation Consultant, *La Fe* Inc., El Paso, TX

HONORS AND AWARDS

- 2018: The Maria Zavala Award, An award made to a Latina in the Michigan State University community to denote service to Latinx students.
- 2017: Salute to Latinas: *Fuerza de la Mujer*, University-wide Faculty Award, Delta Tau Lambda Sorority, Inc., Michigan State University
- 2015: *Amigo* Award, Hispanic Alliance of Greenville, SC
- 2015: Selected Fellow, Diversity Leadership Institute, Furman University, Greenville, SC
- 2015: Nominated, Faculty Research Award, American Association of Hispanics in Higher Education
- 2014: Excellence in Research Award, Clemson University
- 2013: Nominated, Excellence in Graduate Student Advising, Clemson University
- 2010: Dissertation of the Year, University of Texas at El Paso, College of Education
- 2007-2010: Graduate Research Cotton Memorial Grant, University of Texas at El Paso
- 2005: Fellow, American Political Science Association Minority Fellowship

COMMUNITY SERVICE

- 2013-2015: Elected, Education Team Chair, Greenville Hispanic Alliance
- 2010-2013: Parent -Teacher Association, Lake Forest Elementary, Greenville, S.C.
- 2007-2010: Evaluation Consultant, *La Fe*, Inc. and La Fe Preparatory Charter School, El Paso, TX