



Aurora Chang, Ph.D.

(she/her/hers)

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Skills

Project Management
DEI
Entrepreneurship
Active Listening
Problem-Solving
Critical Strategic Thinking
Collaboration
Writing & Collaboration
Curriculum Development
Facilitation
Presentation
Qualitative Research Skills
Accessible Data Translation
People Management & Leadership
Relationship Builder
Teamwork
Emotional Intelligence
Detail-Oriented
Bilingual in Spanish
Cultural Competency

Education

Ph.D., Curriculum & Instruction,
Cultural Studies
University of Texas at Austin
2006 - 2010

Master of Arts, English
Secondary Education
Stanford University
1995 - 1996

Bachelor of Arts, English
Literature and Writing
University of California, Berkeley
1991 - 1995

Honors & Awards

27 Honors & Awards received since 1996

Executive Summary

I am a dedicated educator, researcher, social entrepreneur, public storyteller, and professional editor. I have given invited talks at over 50 universities worldwide, taught and coached thousands of students, academics, and educators from all walks of life, and developed and taught anti-racist, socially just curricula in a plethora of settings over the span of 25 years. My research and teaching focus on the intersection of education, identity, and agency within traditionally marginalized communities with a focus on diverse perspectives and experiences. My work touches on the following questions: How do we create and promote learning and working cultures that are diverse, equitable, and inclusive? How can we take an asset-based approach to engaging with marginalized communities and their community cultural wealth? How do we amplify and support the voices and experiences of minoritized people?

Relevant Experience

Founder and President

September 2010 - Present

Academic Life Simplified (www.academiclivesimplified.com)

Chicago, IL

- Founder and President of Academic Life Simplified, a business that focuses on teaching academics how to acquire the academic, social, and cultural capital to succeed with an emphasis on faculty and graduate students of color.
- Coach individual clients to achieve optimal success.
- Edit high-stakes documents such as journal articles, book proposal, full-length books, tenure dossiers, and grants Develop and conduct workshops focused on first generation college and students of color.

Director, Faculty Development and Career Advancement

2022 - Present

George Mason University

Fairfax, VA

- Responsible for developing, implementing, and assessing a range of programs that support the professional development of individual faculty and academic leaders.
- Contributes to the implementation of institution-wide initiatives and administrative policies related to faculty.
- Collaborate with the Director of Faculty Diversity, Inclusion, and Wellbeing, faculty, and administrators, on the creation and delivery of new programs.
- Serve as one of the primary sources of faculty support within the Office of Faculty Affairs and Development.

Graduate Program Co-Director, Cultural and Educational Policy Studies Program

2020 - 2021

Loyola University Chicago

Chicago, IL

- Led strategic planning process to address necessary program improvements including revising curricular offerings and course sequence during a college reorganization.
- Responsible for the budgetary process including gathering recommendations from faculty, providing a rationale for expenditures and allocations, and coordinating the development of an annual budget.
- Oversaw graduate program planning and curriculum development, program reviews, and assessments.

Graduate Program Director, Higher Education Program

2018 - 2020

Loyola University Chicago

Chicago, IL

- Developed new Certificate Program in Curriculum and Pedagogy in Higher Education.
- Led strategic planning process to address necessary program improvements including revising curricular offerings and course sequence during a college reorganization.
- Kept faculty and staff informed of department, college, and institutional plans, policies, activities, and expectations.

National Faculty Coach and Curriculum Developer

June 2018 - Present

National Center for Faculty Development & Diversity

Detroit, MI

- Support, develop, and conduct DEI faculty professional development.
- Organize and deliver National Center for Faculty Development and Diversity (NCFDD) curriculum.
- Develop webinar on Overcoming Academic Writing Blocks for NCFDD with a viewership of 150,000+.
- Provide individual and group coaching to faculty at all levels with a specific focus on faculty from marginalized communities.

Associate Professor (Higher Education) and Director of Academic Programs

June 2014 - Present

Loyola University Chicago

Chicago, IL

- Experience in directly managing and influencing faculty, staff, and students in the following programs: Cultural & Educational Policy Studies, International Higher Education, & Higher Education.

Affiliations & Memberships

AERA American Educational Research Association
NASPA National Association of Student Affairs Professionals
NAES National Association for Ethnic Studies
AESA American Educational Studies Association
NAFSA Association of International Educators

Research Impact

3 Manuscript Publications
32 Peer Reviewed Articles, Chapters & Creative Pieces
3 Book Reviews & Encyclopedia Entries
2 Podcast Interviews
Professional Reviewer for 8 Scholarly Journals

Conference Presentations

101 National & International Conference Presentations since 1996

Grants & Monies Secured

7 grants or funding sources secured totaling \$381,600 in the last 10 years

Teaching Experience

47 unique courses as Instructor
Dissertation Chair Advisor for 11 scholars
Dissertation Committee Member for 8 scholars

Trainings & Certifications

Participant in 8 Institute and Professional Training courses
National Coach - National Center for Faculty Development and Diversity

- Develop & utilize metrics to measure effectiveness of DEI initiatives.
- Provide vision and leadership in developing and directing diversity and social justice education and training programs for faculty and staff.
- Develop and implement culturally relevant curriculum.
- Responsible for recruitment procedures, ensuring they are equitable and inclusive.

Assistant Professor (Educational Studies)

University of Wyoming

July 2012 - May 2014

Laramie, WY

- Teach undergraduate and graduate courses in social justice in education.

Director, McNair Scholars Program

Beloit College

May 2009 - May 2012

Beloit, WI

- Direct federally-funded program to prepare eligible participants for doctoral studies through involvement in research and other scholarly activities. Participants are from marginalized backgrounds and have demonstrated strong academic potential.

Project Director, Diversity and Community Engagement

University of Texas at Austin

August 2007 - August 2008

Austin, TX

- Promote and deliver programs and services that enhance diverse student and staff success, achievement, and retention.
- Establish and maintain liaisons with business and community representatives as participants in the planning, development and modification of diversity services and programs.
- Conduct research around diversity education and campus climate under the supervision of the Assistant Vice President for Diversity and Community Engagement.

Assistant Director, Academic Enrichment Services

University of Texas at Austin

July 2004 - August 2007

Austin, TX

- Responsible for the overall design, organization, delivery, supervision, evaluation, and fiscal management of academic enrichment programs across campus.

Awards & Recognition

BOOKS

Chang, A. (2021). *Racial Queer: Multiracial Students at the Intersection of Identity, Agency, and Education*. Lexington.

Chang, A. (2017). *The Struggles of Identity, Education and Agency in Undocumented Students' Lives: The Burden of Hyperdocumentation*. Palgrave MacMillan.

ARTICLES & CHAPTERS

Torres, B., Torrez, M., Castillo, C., Ferguson, K., Chang, A. (2020). *Fuera de Lugar: Undocumented students, dislocation, and the search for belonging*. *Journal of Diversity in Higher Education*.

Chang, A., Neugebauer, S., Birmingham, D. (2018). A Critical Race Theory Analysis of Post-Ferguson Critical Incidents Across Ecological Levels of Academia. *Journal of Educational Controversy* 12(1), pp. 1-21.

Chang, A., Torrez, M., Ferguson, K. & Sagar, A. (2017). Figured worlds & American dreams: an exploration of agency and identity among Latinx undocumented students. *Urban Review*. DOI 10.1007/s11256-017-0397-x

Chang, A. (2016). Undocumented Intelligence: Laying Low by Achieving High as a Good Noncitizen Citizen. *Race, Ethnicity and Education*. DOI:10.1080/13613324.2016.1168539

Chang, A. (2016). Resisting the Orthodox Smart Label: High School Latinas and the Redefinition of Smartness on the Western Frontier. *Journal of Latinos and Education*. DOI:10.1080/15348431.2016.1179187.

Chang, A. (2015). Un-American: Latina high school students' testimonios of American and White conflation in the middle of nowhere. *Race Ethnicity and Education*. DOI:10.1080/13613324.2015.1110337

Chang, A. (2014). Multiracial Matters - disrupting and reinforcing the racial rubric in educational discourses. *Race Ethnicity and Education*. DOI: 10.1080/13613324.2014.885427.

Chang, A. (2013). Identity Production in Figured Worlds: How Some Multiracial Students Become Racial Atravesados. *The Urban Review*. DOI 10.1007/s11256-013-0247-4.

Chang, A., Welton, A., Martinez, M., & Cortez, L. (2013). Becoming Academicians: A Critical Ethnographic Analysis of the Figured Worlds of Racially Underrepresented Female Faculty. *Negro Educational Review*. 64(1-4), 97-117.

Chang, A. (2011). Undocumented to Hyperdocumented: A Jornada of Protection, Papers and PhD Status. *Harvard Educational Review*. 81(3), 508-520.

Chang-Ross, A. (2010). Reflections of a Racial Queer. *Journal of Multicultural Perspectives*. 12(2), 1-6.

Bettez, S., Chang, A., & Edwards, K. (2018). Multiracial Youth Identity Meta-Ethnography: Moving from Themes of Fluidity, Exclusion and Space to Uncovering Paradigmatic Impact and Dangers of Whiteblindness. In G. Noblit & L. Urrieta's *Cultural Constructions of Identity: Meta Ethnography and Theory*. (pp. 74-100). New York, NY: Oxford University Press.