

AURORA CHANG, PH.D.

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EDUCATION

Doctor of Philosophy in Curriculum and Instruction (2010)

The University of Texas at Austin

Specialization: Cultural Studies in Education

Dissertation Title: Racial Queer: Multiracial College Students at the Intersection of Identity, Education and Agency, 492pp. •Dissertation Chair: Luis Urrieta

Master of Education (1996)

Stanford University

Specialization: Secondary Teaching of English as a Second Language Certification: Single Subject Professional Clear Teaching Credential in English and Cross-cultural, Language, and Academic Development (CLAD)

Bachelor of Arts (1995)

The University of California at Berkeley

Major: English Literature

Honors Thesis: Multiracial Identity within/without Latina/o Literary Narratives

ADMINISTRATIVE POSITIONS

George Mason University

2022- Director, Faculty Development and Career Advancement, Office of the Provost - Faculty Affairs

National Center for Faculty Diversity & Development (NCFDD)

2018- National Faculty Coach

Loyola University, School of Education

2020-2021 Co-Chair, Cultural and Educational Policy Studies Program

2019-2020 Chair, International Higher Education Program

2018-2020 Chair, Higher Education Program

2018-2020 University Liaison for the National Center for Faculty Diversity & Development, Office of Assistant Provost of Academic Diversity

Beloit College

2009-2012 Director, McNair Scholars Program

The University of Texas at Austin

2004-2007 Assistant Director, Academic Enrichment Services

The College Board

2002-2004 Associate Educational Manager

The University of California - Berkeley

2001-2002 Assistant Director for Academic Programs, Early Academic Outreach Program

1999-2001 Outreach Coordinator, Early Academic Outreach Program

FACULTY POSITIONS

2018-2022 Associate Professor, Higher Education Program, Loyola University

2014-2018 Assistant Professor, Teaching and Learning (Urban Schools) and Higher Education, Loyola University

2012-2014 Assistant Professor, Educational Studies, University of Wyoming

2009-2010 Academic Research Fellow, The University of Texas at Austin

2008-2009 Assistant Professor (adjunct) & Assistant Instructor (part-time)
Austin Community College

1996-1999 Teacher, Balboa High School, San Francisco Unified School District

SELF-EMPLOYMENT

2010-Present Founder, Academic Life Simplified – www.academiclivesimplified.com

AWARDS AND HONORS

Scholar in Residence (2021), Lytton Center for History and the Public Good,
Ohlone College

Excellence in Research Award (2021), School of Education, Loyola University

Faculty Fellow (2021), Gannon Center for Women and Leadership, Loyola University

Zenobia Hikes Memorial Award (2020), Honorable Mention

Critics' Choice Book Award (2020), AESA (*American Educational Studies Association*)
Nomination

Multiracial Network Research of the Year Award (2018), *ACPA (American College Personnel Association)*

Transformative Education Award (2017), Loyola University, *Department of Student Diversity & Multicultural Affairs*

Social Justice Research Fellowship (2017), Loyola Undergraduate Research Opportunities Program. *The American Dream Conundrum: Undocumented College Student Identity, Education and Agency.*

Fellow (2017), Loyola University, *Public Voices Thought Leadership Fellowship Program*,
<http://luc.edu/fcip/opedproject/>

NASPA [Student Affairs Administrators in Higher Education] (2016), *Region IV-East Outstanding Contribution to Higher Education Award.*

NPR Interview (2013), *College Bound Latinas Continue to Make Strides*,

<http://www.uwyo.edu/education/news/2013/college-bound%20latin.html>

University of Wyoming Feature Article (2013), *Chang part of long-term investment in College-Bound Latinas' academic success*, <http://www.uwyo.edu/education/news/2013/college-bound%20latin.html>

[bound%20latinas.html](#)

- Fellowship (2009, 2010), The University of Texas at Austin Continuing/Dissertation Fellowship (\$25,000)
- Award (2009), Recognizing Asian/Asian American Faculty and Staff for Instilling Strength and Excellence (RAISE), University of Texas at Austin’s Asian & Asian American Faculty Staff Association, Faculty Finalist
- Scholarship (2009), Graduate Student Grant Award: University of Texas at Austin’s Center for Asian American Studies
- Fellow (2008), The National Summer Institute at the University of Denver: Promoting Multicultural Excellence in the Academy
- Scholarship (2007), University of Texas at Austin’s Association of Professionals in Student Affairs Professional Development
- Scholarship (2007), University of Texas at Austin’s Academic Counseling Association Professional Development
- Scholarship and Award (2007), University of Texas at Austin’s Hispanic Faculty/Staff Association Professional Development
- Award (2007), Outstanding Faculty Advisor, Sigma Lambda Gamma Sorority, University of Texas at Austin
- Fellow (2006), University of Texas at Austin, Graduate Studies Preemptive Recruitment Program
- Award, (2000), Distinguished Service, UC Berkeley
- Award (1996, 1997), Outstanding Community Service, Seaview Elementary School
- Award (1997), Outstanding Service, Richmond Unified School District
- Mellon Fellow (1996), Stanford University

TEACHING EXPERIENCE

Loyola University

- 2020-2021 Advanced Critical Qualitative Research Methods
Fundamentals of College Teaching

- 2019-2020 Undocumented Students in Higher Education
Curriculum and Pedagogy in Higher Education
Social Justice in Higher Education
Critical Social Theories
Advanced Critical Qualitative Research Methods

- 2018-2019 Critical Issues in Higher Education
Advanced Critical Qualitative Research Methods
Curriculum in Higher Education
Social Justice in Higher Education
Critical Social Theories
Curricular Notions (John Felice Rome Center)

- 2017-2018 Curriculum in Higher Education
Multiculturalism for Social Justice in Higher Education

Urban Educational Policy
(Mis) Representation of Urban Education in Contemporary Films
Teaching, Learning and Leading in School Communities
Doctoral Seminar

2016-2017 School Improvement
Black Lives (Still) Matter (Freshman Seminar)
Teaching and Learning in Schools and Communities
Exploring Schools as Learning Environments and Communities, Culturally
Responsive Instruction and Leading for Social Justice

2015-2016 Chicana Feminism
Black Lives Matter (Freshman Seminar)
Teaching and Learning in Schools and Communities
Exploring Schools as Learning Environments and Communities, Culturally
Responsive Instruction and Leading for Social Justice

2014-2015 Undocumented Students: Schooling, Teaching and Learning
Doctoral Seminar
Multicultural Education
Introduction to the Teaching Profession/Human Development

The University of Wyoming

2013-2014 Developing Learners
Introduction to Second Language Acquisition
Diversity and The Politics of Schooling

Beloit College

2012-2013 Identity, Agency and Education: Latina/o Issues in U.S. Educational Institutions
Separate But Equal? The Hidden History of Brown v. Board of Education

2010-2011 McNair Research Preparation Seminar – Developing a Research Proposal
McNair Introduction to Graduate School Application Process
Introduction to Special Populations in Education

The University of Texas at Austin

2008-2009 The Construction and Negotiation of Multiracial Identity

2007-2008 Introduction to the Teaching Profession
Equity and Access in Higher Education
Critical Thinking (Freshman Seminar)

2006-2007 Higher Education and the Law

Contra Costa Community College

2002-2003 Contemporary Latino Literature

ADMINISTRATIVE EXPERIENCE

Director, Faculty Development & Career Advancement in the Office of the Provost (2022 – Present)

The George Mason University Director of Faculty Development & Career Advancement role was newly created in July of 2022.

Major Duties & Accomplishments

- Revamped Faculty Mentoring Communities Program to Professional Learning Communities for first-year tenure track faculty
- Developed and led monthly Faculty Matter Workshop Series
- Led Faculty Writing Support Programs including weekly writing sprints and semesterly writing retreats
- Initiated professional development programs for term-faculty and adjunct faculty including Adjunct Faculty Success Program and New Faculty Orientation for Term Faculty
- Actively participated in Faculty Braintrust – a group of faculty leaders, including associate deans, to develop programming
- Work closely with DEI initiatives to create programming specific to marginalized faculty populations including affinity groups, writing retreats for faculty of color
- Developed and implemented NEXT program for newly tenured faculty – Navigating Your Career Post-Tenure
- Provided individual coaching to faculty at every stage and rank

National Coach - National Center for Faculty Development & Diversity (NCFDD) (2018 – Present)

Founded in 2010, the National Center for Faculty Development & Diversity is an independent professional development, training, and mentoring community for faculty members, postdocs, and graduate students. NCFDD is 100% dedicated to supporting academics in making successful transitions throughout their careers.

Major Duties & Accomplishments

- Lead Faculty Success Program (FSP) weekly accountability groups for faculty members at all ranks from higher education institutions all over the country each semester
- Communicate with and support faculty to encourage increased writing productivity and greater work-life balance
- Develop curriculum for, create, and host webinar on [*Addressing Academic Writer's Block*](#)

Loyola University Liaison for National Center for Faculty Development & Diversity (2018-2020)

The Loyola University NCFDD Liaison position was introduced in 2018 and I was the first to serve in this role.

Major Duties & Accomplishments

- Led development of campus-wide NCFDD faculty development program
- Communicate the benefits of NCFDD through newsletters, monthly webinars, and ongoing presentations
- Facilitated and developed faculty orientation workshops on microaggressions and effectively teaching diverse students
- Organized writing retreats and faculty writing groups for increased scholarly productivity
- Developed and delivered faculty professional development training series based on NCFDD curriculum
- Organized, developed, and led series of faculty roundtable discussions on the following topics:
 - Teaching Difficult Subjects: Insights and Strategies for Teaching about Race, Sexuality, and Gender
 - The Art of Saying No and the Struggles of Women of Color in Academia
 - How to Manage Stress, Rejection & the Haters in Your Midst
 - Educating for Justice, Wholeness, and Liberation Teaching through *Sentipensante* Pedagogy
 - White Fragility in the Academy: The Challenges of White Defensiveness
 - What is love? Cultivating a Self-Care Practice and Your Network of Mentors, Sponsors, & Collaborators

Graduate Program Co-Director, Cultural and Educational Policy Studies Program (2020-2021)

The Cultural and Educational Policy Studies (CEPS) degree programs in the School of Education at Loyola University Chicago share the distinctive focus of providing a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice. Faculty in the program are active researchers and committed teachers who work in and across our particular areas of specialization which include international comparative education, history of education, philosophy of education and sociology of education. Established as a department of education foundations when Loyola's School of Education was founded in 1969, the CEPS program has housed exceptional education researchers and has produced education researchers, policy makers and practitioners who have led illustrious careers in Chicago, greater Illinois and across the globe. CEPS collaborates with the Higher Ed program to jointly offer a M.Ed. degree in International Higher Education. Within the program we offer an undergraduate minor in Education Policy Studies as well as master's degrees (M.A. and M.Ed.) and a doctoral (Ph.D.) degree, and dual J.D.- M.A. and J.D.-M.Ed. degrees with the LUC Law School.

Major Duties & Accomplishments

- Led strategic planning process to address necessary program improvements including revising curricular offerings and course sequence during a college reorganization
- Assigned and managed diverse faculty and staff duties so that equitable workloads are distributed among department faculty

- 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
- Fostered professional growth and development of faculty and staff members within the department.
- Prevented, reduced, and resolved conflict matters within the department
- Monitored and evaluated faculty and staff performance
- Kept faculty and staff informed of department, college, and institutional plans, policies, activities, and expectations
- Developed and maintained enrollment targets
- Significantly increased outreach to alumni

Graduate Program Director, International Higher Education Program (2019-2020)

The IHE MEd program at Loyola's School of Education offers a rigorous curriculum rooted in social justice and critical thinking. Program highlights include: a highly accessible online/summer study abroad format which allows students to manage graduate study along a busy work schedule, rolling admissions up until 3 weeks prior to the beginning of the fall semester, two study abroad courses (Mexico and Rome) embedded in program requirements. Upon graduation with an MEd in international higher education from Loyola, you will possess the knowledge, skills, and professional values necessary to commence or advance work across the field of international higher education, including areas such as: higher education administration, student affairs (International student and study abroad offices, among others), policy analysis, private sector, and non-profit organizations focused on international education.

Major Duties & Accomplishments

- Led strategic planning process to address necessary program improvements including revising curricular offerings and course sequence during a college reorganization
- Streamlined recruitment, admissions, and retention processes
- Developed an online orientation program
- Assured that curriculum development and other planning accounted for updated policy and anticipated changes
- Developed academic policies and procedures, and monitored compliance of these.
- Reviewed and updated all pertinent web-based materials and published documents
- Make recommendations about scheduling and staffing of courses
- Developed and maintained cooperative and collaborative relationships, activities and communication with programs and departments campus-wide

Graduate Program Director, Higher Education Program (2018-2020)

The Higher Education Program at Loyola University offers both a master's and doctoral degree with the student goal of becoming a leading practitioner-scholar, promoting access, equity, and social justice within postsecondary contexts. Loyola's degrees in higher education offer a rare combination of content around student affairs and higher education administration rather than specializing in one or the other. Upon graduation with an M.Ed. or Ph.D. in higher education from Loyola University Chicago, students will possess knowledge, skills, and professional values necessary to work in various higher education contexts – e.g., student affairs, enrollment

management, academic affairs, equity, diversity and inclusion - or lead community based-organizations that support access, persistence, and completion.

Major Duties & Accomplishments

- 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
- Facilitated difficult conversations and came to consensus among faculty
- Directed marketing campaigns in collaboration with the graduate marketing director
- Significantly increased student enrollment
- Developed new process and coordinated departmental admissions and review processes of applicants
- Facilitated graduate program planning and resources
- Oversaw graduate program planning and curriculum development, program reviews, and assessments
- Planned and conducted new student orientation sessions
- Successfully managed program allocations and budget

Director, McNair Scholars Program (2009-2012)

The Beloit College Ronald E. McNair Post-baccalaureate Achievement Program recognizes that the diversity of researchers is an integral component of scholastic excellence. It seeks to produce a new generation of scholars and researchers that will more accurately reflect the growing diversity in intellectual perspectives, life experiences, and cultures represented in academia. Beloit College is one of the few private liberal arts institutions with this program. At Beloit, it is particularly significant because it serves a critical group of talented students who are groomed to become scholars and leaders. The program goals are: to increase the number of low-income, first-generation, and underrepresented minority students in Ph.D. programs; to produce a new generation of scholars that reflects diversity in intellectual perspectives, life experiences, and cultures; to create a scholarly community of rigor, engagement, and success; to serve as a model for the development of emerging socially progressive scholars, and to foster spaces for interdisciplinary scholarship, mentorship and knowledge exchange.

Major Duties & Accomplishments

- Successfully ensured the effective daily operations of the program
- Implemented innovative program activities
- Coordinated McNair Scholars Symposium
- Worked closely with faculty and staff to establish appropriate mentorship partnerships
- Provided professional development to faculty and staff around the academic needs of low-income, first generation, students of color
- Monitored budget expenditures by analyzing and reporting spending patterns
- Selected, coached, and supervised support staff
- Tracked student progress by maintaining project documentation to transit, on-line, annual performance report to Department of Education

Project Director, Division of Diversity and Community Engagement (2007-2008)

The University of Texas at Austin’s Division of Diversity and Community Engagement is a national model for integrating diversity and community engagement into the core mission of a university. It works with a broad range of student, faculty, staff, and community constituents to help The University of Texas at Austin connect its intellectual resources to communities across Texas and offer education to those who may face the greatest challenges in accessing it. The Division focuses on four core pillars: campus culture, community engagement, education pipeline, and research.

Assistant Director, Academic Enrichment Services (2004-2007)

The University of Texas at Austin’s Academic Enrichment Services is a student success department designed to facilitate and enhance students’ transition to and through college. We support our students to complete college successfully and become top-notch competitors in the global job market upon graduation. The department works closely with the Office of Freshman Admissions to identify freshmen across all colleges who have demonstrated exceptional motivation and potential in high school, with a focus on the following fields: fine arts, nursing, and social work. Academic goals, performance in academic courses, extracurricular involvement, leadership experiences, and demonstrated commitment to learning are all key factors in inviting a student to join AES.

Associate Educational Manager, The College Board (2002-2004)

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT, the Advanced Placement Program, and BigFuture. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

Assistant Director of Academic Programs, Early Academic Outreach Program (2001-2002)
Outreach Coordinator, Early Academic Outreach Program (1999-2001)

UC Berkeley

The UC Berkeley Early Academic Outreach Program is committed to closing the opportunity gap and increasing access to higher education for underserved students, families and communities. The Early Academic Outreach Program has partnered with schools, districts, community organizations and families in the Bay Area for over 30 years. EAOP serves over 3,000 students from schools in Alameda, Contra Costa, San Francisco and Solano counties. Our staff provides academic advising and course planning; college and financial aid information; scholarship application assistance; SAT Reasoning Test preparation; and academic enrichment opportunities for students and their families. Typically, students apply to EAOP in the spring of ninth grade. To be eligible, students must attend an EAOP partner school and be enrolled in, or have completed Algebra. Priority enrollment is given to students from low-income families and/or students who will be the first in their family to go to college. EAOP takes pride in its role in creating a community of young scholars. Ninety percent of EAOP students go onto higher education immediately following high school.

ADVISING

Dissertation Chair (Graduated)

1. Antonio Acevedo, Doctoral Dissertation Chair
2. Marlene Chavez, Doctoral Dissertation Chair
3. Alexandra Escobar, Doctoral Dissertation Chair
4. Sammie Burton, Doctoral Dissertation Chair
5. Paige Gardner, Doctoral Dissertation Chair
6. Cobretti Williams, Doctoral Dissertation Chair
7. Joliana Yee, Doctoral Dissertation Chair
8. Angela Dolezal, Doctoral Dissertation Chair
9. Emely Rodriguez, Doctoral Dissertation Chair

Dissertation Committee Member

1. Alex DeGuia, Doctoral Dissertation Member (UC Davis-graduated)
2. Ingrid Colon, Doctoral Dissertation Member (graduated)
3. Jennifer Pumphrey, Master's Thesis Member
4. Michael Hines, Doctoral Dissertation Member (graduated)
5. Adam Smeets, Doctoral Dissertation Member
6. Tina Garcia, Doctoral Dissertation Committee Member (graduated)
7. Mayra Gaona, Doctoral Dissertation Committee Member
8. Jacob DelDotto, Doctoral Dissertation Committee Member
9. Daniel Matamoros, Doctoral Dissertation Committee Member
10. Arli Mohammed, Doctoral Dissertation Committee Member
11. Anita Sagur, Doctoral Dissertation Committee Member

SCHOLARSHIP

Refereed Books – Published

1. **Chang, A.** (2021). *Racial Queer: Multiracial Students at the Intersection of Identity, Agency, and Education*. Lexington. (under contract)
2. **Chang, A.** (2017). *The Struggles of Identity, Education and Agency in Undocumented Students' Lives: The Burden of Hyperdocumentation*. Palgrave MacMillan.

Refereed Articles – Published

1. Torres, B., Torrez, M., Ferguson, K., Bedford, A., Castillo-Lavergne, C.M., Robles, K., **Chang, A.** (2020). *Fuera de Lugar: Undocumented students, dislocation, and the search for belonging*. *Journal of Diversity in Higher Education*. <http://dx.doi.org/10.1037/dhe0000182>
2. **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.
3. **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

4. **Chang, A.**, Neugebauer, S., Ellis, A., Ensminger, D., Ryan, A., & Kennedy, A. (2016). Teacher Educator Identity in a Culture of Iterative Teacher Education Program Redesign: A Collaborative Self-Study. *Studying Teacher Education*. DOI:10.1080/17425964.2016.1192030
5. **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
6. **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.
7. **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
8. **Chang, A.** (2015). Papers – A Monologue. *Kaleidoscope – The Art of Defining*.
9. **Chang, A.** (2015). “Call me a little critical if you will”- Counterstories of Latinas studying abroad in Guatemala. *Journal of Hispanic Higher Education*. DOI:10.1177/1538192715614900
10. **Chang, A.** (2015). Privileged and Undocumented: Toward a borderland love ethic. *Association of Mexican American Educators*. 9(2), 6-17.
11. Martinez, M., **Chang, A.**, & Welton, A., (2015). Assistant Professors of Color Confront the Inequitable Terrain of Academia: A Community Cultural Wealth Perspective. *Race, Ethnicity and Education*. DOI: <http://dx.doi.org/10.1080/13613324.2016.1150826>
12. **Chang, A.**, Fonseca, V., Soto, L. & Cardona, D.S. (2015). Writing for Publication: Latina Faculty/Staff of Color's Perspectives on Scholarship Production. *MALCS (Mujeres Activas en Letras y Cambio Social/Women Active in Research and Social Change)*, 15(2), 124-149.
13. Martinez, M., Alsandor, D., Cortez, L., Welton, A., & **Chang, A.** (2015). Reflective Testimonios of Female Scholars of Color in a Research and Writing Collective. *Reflective Practice*, 16(1), pp. 85-95. DOI: 10.1080/14623943.2014.969698
14. **Chang, A.** (2014). Multiracial Matters – disrupting and reinforcing the racial rubric in educational discourses. *Race Ethnicity and Education*. DOI: 10.1080/13613324.2014.885427.
15. **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.
16. **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.
17. **Chang, A.** (2011). Undocumented to Hyperdocumented: A Jornada of Protection, Papers and PhD Status. *Harvard Educational Review*. 81(3), 508-520.
18. **Chang-Ross, A.** (2010). Reflections of a Racial Queer. *Journal of Multicultural Perspectives*. 12(2), 1-6.

Book Chapters – Published

1. **Chang, A.** (2020). What you reveal, you heal. In Teresa Talks.

2. Mendés, J. & **Chang, A.** (2019). Undocumented and Afraid: Expanding the Definition of Student Activism. In D. Morgan & C.H.F. Davis' *Student Activism, Politics, and Campus Climate in Higher Education*. New York, NY: Routledge.
3. 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.
4. Chang, A. & Gutierrez, N. (2018). Using Critical Narratives to Build Relationships with Undocumented Students. In. S. Wong's *Teachers as Allies: Transformative Practices for Teaching DREAMers and Undocumented Students*. (pp. 121-132). New York, NY: Teachers College Press.
5. **Chang, A.** (2017). The Hidden Curriculum of Canícula: Portraits of Critical Educational Lessons in Becoming a Mujer. In G. Gutierrez y Muhs' *Word Images: A Norma Elia Cantú Critical Reader*. (pp. 142-157). Tucson, AZ: University of Arizona Press.
6. Cortez, L., Martinez, M., Alsandor, D., **Chang, A.**, & Welton, A. (2015). *Nuestras Raíces* ground us: Reflecting *comunidad* and *cultura* in who we are as Latina/o faculty. In F. Hernandez', E. Murakami's & G. Rodriguez' *Abriendo Puertas, Cerrando Heridas: Latinas/os Finding Work-Life Balance in Academia*. (pp. 173-182). Charlotte, NC: Information Age Publishing.
7. **Chang, A.** (2014). Flatlands Charter School and the Common Core: A Love Story. In K. Sturges' *Reforming Schools in the Age of Neoliberalism* (pp. 267-291). Boston, MA: Sense Publishers.

Book Reviews and Encyclopedia Entries – Published

1. **Chang, A.**, Mendes, J., Salazar, C. (2019). In Oxford University Press Encyclopedia. *Qualitative Methodological Considerations for Studying Undocumented Students in the United States*.
2. **Chang, A.** (2013). In J. Ainsworth's *Sociology of Education – An A-Z Guide*. Encyclopedia Entries: Liberal Education, Critical Race Theory in Education, Migrant Students.
3. **Chang-Ross, A.** (2009). [Review of the book, *Theory and Educational Research: Toward Critical Social Explanation*]. *Anthropology and Education Quarterly*, 40, 2.

Refereed Books – In Progress

Chang, A. (2025). *This is How We Do It: Scholars of Color Deconstruct their Writing Processes*

Refereed Articles – In Progress

Chang, A. (2023). *Academic Pushouts: Faculty of Color Loudly Quitting*.

Chang, A., et al. (2023). *Freedom dreaming: Counterstories of Faculty Women of Color in the Academy (FWOCA) in Jesuit institutions*.

Chang, A., et al. (2023). *Healing the Mind/Body/Soul: Revolutionary Education for Liberation*.

Chang, A. (2023). *Service as Healing: A Female Faculty of Color's Testimonio*.

Refereed Articles – Under Review

Chang, A., Mendes, J., Castro, K. (2022). Undocumented Students and The Cycle of Hyperdocumentation. *Journal of College Student Development*.

CONFERENCE PRESENTATIONS

National/International Presentations and Papers – Refereed

- Chang, A. (2022). *Freedom Dreaming: Counterstories of Faculty Women of Color in the Academy at Research Institutions*. American Educational Studies Association. Pittsburgh, PA.
- Chang, A. (2019). *Testimonios as Official Knowledge*. Faculty Women of Color in the Academy Conference. Virginia Tech University. (Virtual)
- Chang, A. (2018). *Book Talk: The Struggles of Identity, Agency and Education in the Lives of Undocumented Students – The Burden of Hyperdocumentation*
- Chang, A. (2017). *The American Dream Conundrum*. American Educational Research Association.
- Chang, A. (2016). *Undocumented College Students: An Examination of Identity, Education and Agency*. University of Seville, Spain.
- Chang, A. (2016). *Undocumented Students: Epistemological Violence and the Utility of Agency*. (Roundtable Session). American Educational Studies Association.
- Chang, A. (2015). *Love in the Time of Ferguson: Critical incidents around Power and Difference for Teacher Educators*. (Session). American Educational Studies Association.
- Chang, A. (2015). *Privileged and Undocumented: Toward a Borderland Love Ethic*. (Session). American Educational Studies Association.
- Chang, A. (2015). *Critical Interventions and Practices of Educators in Undocumented Latina/o Students' Lives*. (Session). National Conference on Race & Ethnicity. Washington, D.C.
- Chang, A. (2015). "Call me a little critical if you will"- *Counterstories of Latinas studying abroad in Guatemala*. (Paper Presentation). American Educational Research Association. Chicago, IL.
- Fonseca, V., Soto, L., Aragon, C., Chang, A. (2014). *When the Conversation Hasn't Even Arrived: The Mythology of Post-Racism in Wyoming*. (Panel Presentation) National Association of Chicano/Chicana Studies. Salt Lake City, UT.
- Chang, A. (2014). "Picture the Middle of Nowhere": *Latina High School Students' Educational Experiences in Rural Wyoming*. (Paper Presentation) American Educational Research Association. Philadelphia, PA.
- Chang, A. (2014). *The Hidden Curriculum of Canicula: Critical Lessons in Becoming a Mujer*. (Invited Panel Presentation) American Literature Association Symposium: The Latina/o Literary Landscape. San Antonio, TX.
- Chang, A. (2013). *Blurring the line between the researcher/researched: Co-authoring knowledges*. (Paper Presentation) National Association of Educational Studies. Baltimore, MD.
- Chang, A. (2013). *Be Careful What You Wish For: Practicing Liberal Arts through an Ethnic Studies Course at a Private Liberal Arts College*. (Paper Presentation) National Association of Ethnic Studies. Fort Collins, CO.
- Chang, A. (2013). *Becoming Academicians: Figured Worlds of Pre-Tenure Female Faculty of Color*. (Paper Presentation) American Educational Research Association. San Francisco,

CA.

- Chang, A. (2012). *White Counter-Stories? A Digital Story Exercise in Re-Storying White Student Narratives as Experienced by a Teacher Educator of Color*. American Educational Studies Association. Seattle, WA.
- Chang, A. (2012). “*The epitome of privilege and exclusivity*”: *How assistant professors of Color draw upon various forms of capital to navigate the academy*. (Paper Presentation) Association of the Study of Higher Education, Seattle, WA.
- Chang, A. (2011). *Reflections of a Racial Queer: Examining Multiraciality in an Educational Context*. (Roundtable Paper Presentation) American Educational Research Association, New Orleans, LA.
- Chang, A. (2009). *Exploring Multiracial Identity in Research, Theory, and Practice*. (Interactive Symposium, Chair). American Educational Research Association, San Diego, CA.
- Chang, A. (2009). *The Racially Ambiguous Student – Interrupting Notions of Identity Politics*. National Conference on Race and Ethnicity, Orlando, FL.
- Chang, A. (2008). *Fostering Change on College Campuses through Diversity Initiatives*. National Conference on Race and Ethnicity, Orlando, Florida.
- Chang, A. (2008). *The Multiracial College Student*, American College Personnel Association, St. Louis, Missouri.
- Chang, A. (2007) *First Generation College Students in the 2006 SAT Cohort in Texas – Successful Intervention and Programs at the College Level*. The College Board Southwest Regional Forum & Texas Association of Chicanos in Higher Education. Albuquerque, New Mexico.
- Chang, A. (2007) *First Generation College Students in the 2006 SAT Cohort in Texas – Successful Intervention and Programs at the College Level*. The College Board Southwest Regional Forum & Texas Association of Chicanos in Higher Education, Dallas, TX.

National/International Presentations and Papers Invited/Non-refereed

- Chang, A. (2020). Presenter, Book Talk, University of Washington Tacoma (Virtual)
- Chang, A. (2020). Presenter, *McNair Scholars Bootcamp*, San Jose State University, San Jose, CA (Virtual)
- Chang, A. (2020). Lewis Clark Valley Resilience Coalition. *The Intersection of Diversity and Chronic Trauma*. Lewisville, Idaho
- Chang, A. (2020). *Preparing Marginalized Students for Graduate School*. California State University, Monterey Bay.
- Chang, A. (2020). *Migration Studies Initiative: An Interdisciplinary Conversation on Migration Research in Theory and Practice*. Brown University. (Cancelled due to COVID)
- Chang, A. (2020). Keynote, DREAMfund Fundraiser. Chicago, IL. (Cancelled due to COVID)
- Chang, A. (2019). Keynote, Latinx Heritage Month: NOW is the time! Elgin Community College – Elgin, IL
- Chang, A. (2019). Panelist, Pursuits and Persistence: Undocumented Students in Higher Education. Georgetown University, Washington D.C.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. California State University – Monterey Bay.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of*

- Undocumented Students: The Burden of Hyperdocumentation*. Stanford University.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. Drake University.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. Northeastern Illinois University.
- Chang, A. (2018). *Keynote for the Women's Conference: What You Reveal You Heal*. Loyola University.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. The University of Nebraska-Lincoln.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. Blackacademics.
<http://www.klru.org/blog/tag/blackacademics/>
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. The University of Texas at Austin.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. Texas State University.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. Loyola University.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. Illinois State University.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. University of Illinois – Urbana Champaign.
- Chang, A. (2018). *Book Talk-The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*. Purdue University.
- Chang, A. (2017). “I can’t be a pessimist because I am alive” – *Intersectional Counter-Storytelling, Educational Agency and Mindful Resistance Under a U.S. Autocracy*. Campus Keynote Speaker. University of Toledo, Ohio.
- Chang, A. (2016). *Undocumented College Students’ Identity, Agency and Education*. Invited Visiting Faculty Member. Universidad de Sevilla, Spain.
- Chang, A. (2016). *Microaggressions’ Impact on Student Development and Health*. Invited Plenary Speaker.
- Chang, A. (2016). *The American Dream Conundrum: Undocumented College Student Agency, Identity and Education*.
- Chang, A. (2015). *Understanding, Ushering and Underwriting Undocumented Students*. Invited Guest Lecturer. Howard University. Washington D.C.
- Chang, A. (2015). *Supporting the Emotional Wellness of Undocumented Students*. Invited Keynote Presentation. National Conference of the Association for the Coordination of Counseling Center Clinical Services. Chicago, IL
- Chang, A. (2015). *Undocumented to Hyperdocumented – Lessons in Leveraging Language*. Language Matters Conference: Supporting the Whole Child: Language development at home and school. Loyola University. Chicago, IL.
- Chang, A. (2013). *Coming Full Circle*. Invited Presentation at The Cesar Chavez Student

- Learning Center, The University of California at Berkeley, Berkeley, CA.
- Chang, A. (2013). *Undocumented to Hyperdocumented: A Neighborhood Girl's Journey of Protection, Papers and PhD Status*. Invited Presentation at Annual Latino Issues Conference, Beloit College, Beloit, WI.
- Chang, A. (2011). *Social Identities: A Preface to the Intercultural Literacy Requirement*. College-wide Diversity and Inclusion Initiative for Beloit College, Beloit, WI.
- Chang, A. (2011). *LIHF Cultural Competency Assessment: Determining Cultural Competence among the Beloit Collaborative for the Fight Against High Infant Mortality among the African American Community*. 3-month cultural competency assessment, final report and community-wide presentation at Beloit Merrill Community Center for the Life Initiatives for Healthy Families, Beloit, WI.
- Chang, A. (2011). *Undocumented Students in Private Liberal Arts College: A Case for Advocacy and Action*. Faculty Presentation for Beloit College, Beloit, WI.
- Chang, A. (2008). *The Diversity Shuffle*. Asian American Campus Fusion Leadership Retreat. Staff and Student Presentation for The University of Texas at Austin.
- Chang, A. (2008). *Telling Your Story: Autobiography of Empowerment*. Paper and Training for Academic Counselors Association for The University of Texas at Austin.
- Chang, A. (2008). *Hapa Identity in the Asian American Community*. Student Training for Asian American Launch Event at The University of Texas at Austin, Austin, TX.
- Chang, A. (2008). *Annual Assessment Report*. Presented to Diversity Education Institute, Division of Diversity and Community Engagement, The University of Texas at Austin, Austin, TX.
- Chang, A. (2008). *The New Beige-Multiracial College Students & Identity Production: Meaning Making through the Construction and Negotiation of the Racial Self*. Presentation of Pilot Study to Graduate Student Conference at The University of Texas at Austin, Austin, TX.
- Chang, A. (2008). *Diversity Education Initiatives on the University of Texas at Austin Campus*. Presented to Student and Academic Affairs Staff at the Diversity Education Institute at The University of Texas at Austin, Austin, TX.
- Chang, A. (2007). *The Unmistakable Presence of the Racially Ambiguous College Student—Higher Education and the [R]Evolution of Multiraciality on Campus*. Paper Presentation and Staff Training for Student Services Professional Development Conference for The University of Austin at Texas, Austin, TX.
- Chang, A. (2007). *Shaping Diversity Education: Coming Together to Foster Change*. Paper Presentation and Staff Training for Academic Counselors Association for The University of Texas at Austin, Austin, TX.
- Chang, A. (2007). *Culture, Diversity, in Academics and Student Life*. Power Point Presentation at Latino Leadership Summit for University of Texas at Austin, Austin, TX.
- Chang, A. (2007). *The Power Shuffle-Similarities and Differences: Dialogues that can help the effectiveness of Student Organizations*. Student Leadership Training for Latino Leadership Retreat at The University of Texas at Austin, Austin, TX.
- Chang, A. (2006). *Who are we? Why should we care? – Community Building in an Office Environment*. Power Point Presentation for Academic Enrichment Services at The University of Texas at Austin, Austin, TX.
- Chang, A. (2004, 2005, 2006). *Annual Assessment Report for the Preview Program*. Presented to Academic Enrichment Services, Office of the Dean of Students, The University of Texas at Austin, Austin, TX.

- Chang, A. (2003). *Advanced Placement (AP): Closing the Achievement Gap for Underrepresented Student Populations*. Teacher Professional Development on behalf of The College Board, Los Angeles, CA.
- Chang, A. (2003). *Understanding your Child's Transition to College Life*. Parent Workshop on behalf of The College Board, San Marcos, CA.
- Chang, A. (2002). *The SAT: Changes and Implications for Second Language Learners*. Teacher Presentation on behalf of The College Board for The Puente Program, San Jose, CA.
- Chang, A. (2002). *Mastering Habits of Mind: Study Skills for College Freshmen*. Teacher Presentation on behalf of The College Board, Chicago, IL.
- Chang, A. (2002). *Equity and Access Initiatives: Networking with Professionals of Color to Help Students of Color*. Staff Development Presentation for AP High School teachers, Santa Ana, CA.
- Chang, A. (2002). *The SAT II: English – How to Best Prepare High School Students for Success*. Teacher Presentation on behalf of The College Board, Missoula, MT.
- Chang, A. (2000). *Assessing the Engagement of Traditionally Underrepresented Students Transitioning from High School to College*. High School Teacher/Counselor Training for Early Academic Outreach Program at The University of California at Berkeley, Berkeley, CA.
- Chang, A. (1996). *Second Language Learning and Effective Teaching Practices*. Paper Presentation at Stanford Teacher Education Program at Stanford University, Stanford, CA.

State/Local Presentations and Papers Invited/ Non-Refereed

- Chang, A. (2016). *Undocumented Students' Educational Experiences and Socio-emotional Health*. The Chicago School of Professional Psychology.
- Chang, A. (2015). *The Multiracial Student: Identity Development and the Politics of Race*. The Chicago School of Professional Psychology.
- Chang, A. (2015). *Critical Interventions and Practices of Educators in Undocumented Latina/o Students' Lives*. Share the Dream Conference, Joliet, IL.
- Chang, A. (2013). *An Introduction to Queer Theory*. Guest Lecturer for Dr. Edward Janak, MSLI Course, The University of Wyoming, Laramie WY.
- Chang, A. (2013). *Beauty and Body Image for Women of Color*. Invited Panelist for Multicultural Advocates for Women's Empowerment Group, The University of Wyoming, Laramie, WY.
- Chang, A. (2013). *Teaching through Counterstory – Undocumented to Hyperdocumented: A Jornada of Papers, Protection and PhD Status*. Invited Panelist for Martin Luther King Jr. Days of Dialogue, The University of Wyoming, Laramie, WY.
- Chang, A. (2011). *The Personal is Academic-Incorporating the Personal Into the Academic*. Guest Presentation for Dr. Beatrice McKenzie, Immigration History Seminar, Beloit College, Beloit, WI.
- Chang, A. (2011). *Navigating College as a First Generation College Student*. Guest presentation for Admissions Recruitment Event, Beloit College, Beloit, WI.
- Chang, A. (2011). *Networking: Then, Now and Tomorrow*. Guest Panelist for Chris Johnson, Undergraduate Advising Practicum, Beloit, WI.
- Chang, A. (2011). *Undocumented to Hyperdocumented: An Open Discussion*. Guest Presentation for Dr. Jennifer Esperanza, Senior Seminar: Anthropology in Practice,

- Beloit College, Beloit, WI.
- Chang, A. (2011). *The Hispanic Dilemma: A Case of Identity Crisis for the U.S. Federal Census*. Guest Presentation for Beloit College Hispanic Heritage Month, Beloit, WI.
- Chang, A. (2011). *Engaging Social Identities: A Preface to Intercultural Literacy*. Guest Presentation/Training for Orientation Leaders, Beloit College, Beloit, WI.
- Chang, A. (2011). *Undocumented Immigrant Student Experiences: Deconstructing Wetback Myths*. Guest research presentation for Dr. Rene Antrop-Gonzalez, University of Wisconsin, Milwaukee, Milwaukee, WI.
- Chang, A. (2011). *Developing and Sustaining Advocacy Support Networks for Undocumented Undergraduates*. Guest presentation for WAICO staff development conference, St. Norbert College, De Pere, WI.
- Chang, A. (2011). *First Year Initiative: A Preface to the Beloit College Intercultural Requirement*. Guest presentation for faculty and staff, Beloit College, Beloit, WI.
- Chang, A. (2011). *Racial Queerness in a “Post-Racial World*. Guest Presentation for Dr. Beatrice McKenzie, Beloit College, Beloit, WI.
- Chang, A. (2011). *Multiraciality in the Media*. Guest Presentation for Dr. Christina Eddington, Beloit College, Beloit, WI.
- Chang, A. (2011). *Know your Place, Know Your Epistemology*. Guest Presentation for Summer Research Fellows Institute, Beloit College, Beloit, WI.
- Chang, A. (2010). *Social Identities and Positionality in Research: Considering Epistemology in Undergraduate Research*. Guest Presentation for Sustainability Fellows, Sanger Scholars and McNair Scholar, Beloit College, Beloit, WI.
- Chang, A. (2010). *Undocumented to Hyperdocumented: A Case Study*. Guest Presentation, “America Unites on Immigration” Diversity Symposium, Blackhawk Tech College, Janesville, WI.
- Chang, A. (2006). *Multiracial Students and the Admissions Boxes*. Guest on National Public Radio (NPR), “Day to Day” Show: <http://www.npr.org/templates/story/story.php?storyId=5703587>.
- Chang, A. (2006). *Leading Latino/a Youth*. Honorable Guest Speaker, Bravo Awards, University of Texas at Austin, Austin, TX.
- Chang, A. (2004, 2005, 2006). *Neighborhood Girl Turned Doctor: Academic Preparedness Meeting Opportunity*. Guest Speaker, “Dinner with the President” of the University of Texas at Austin, Austin, TX.
- Chang, A. (1996). *A True Educación: It’s Not Fancy Gowns and Hats*. Commencement Speaker, Stanford University, Stanford, CA.

PODCASTS

- Democracy’s College – Episode 17: *Undocumented Students’ Identity and Hyperdocumentation*, University of Illinois at Urbana Champaign
- Ohio Habla! *Testimonios as Official Knowledge*, The Ohio State University

FUNDING ACTIVITY

- Chang, A. (2020). *Summer Research Stipend*. Racial Queer: Multiracial Students at the Intersection of Education, Identity, and Agency, \$7000
- Chang, A. (2018). *Summer Research Stipend*. Undocumented Students Research. Loyola University, \$7000.
- Chang, A. (2016). *Russell Sage Foundation*. The American Dream Conundrum: Undocumented College Student Identity, Education and Agency. \$160,000. (applied, not funded)
- Chang, A. (2014). *Summer Research Stipend*. Undocumented Students Research. Loyola University, \$7000.
- Chang, A. (2013). *International Travel Grant*. International Programs, University of Wyoming, \$2000.
- Chang, A. (2013). *Identity, Agency and Education in Guatemala*. Office of Summer Session and Winter Courses, Innovative Course Proposal, University of Wyoming, \$5000.
- Chang, A. (2013). *A Critical Ethnographic Analysis of Rural Latinas' Educational Experiences*, Social Justice Research Center, University of Wyoming, \$3600.
- Chang, A. (2012). McNair Scholars Department of Education Grant. Beloit College, \$350,000.

PROFESSIONAL AFFILIATIONS

POD (The Professional and Organizational Development Network in Higher Education)
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)

PROFESSIONAL DEVELOPMENT

Participant (2020), Teaching Online Training, Loyola University
Participant (2018, 2019), Coaching Training, National Center for Faculty Diversity and Development
Participant (2014, 2017), Faculty Success Program, National Center for Faculty Diversity and Development
Participant (2013), National Network of Educational Renewal (NNER) Summer Symposium, Seattle, WA
Participant (2013), Blended Learning Summer Institute, The University of Wyoming.
Participant (2013), Engaged Faculty Institute (Service Learning), Loveland, CO.

PROFESSIONAL SCHOLARLY SERVICE

Reviewer, Discussant (2022), American Educational Studies Association
Reviewer, Discussant, Chair-Conference (2020) American Educational Studies Association (AESA)
Reviewer (2020-Present), Journal of Educational Controversy
Reviewer, (2016-Present), AERJ (American Educational Research Journal)
Reviewer (2013-Present), Review of Educational Research

Reviewer (2013-Present), American Educational Research Journal – Teaching, Learning and Human Development

Reviewer (2012-Present), American Educational Studies Association

Reviewer (2011-Present), The Urban Review

Reviewer (2009-Present), Journal of Multicultural Perspectives

UNIVERSITY, SCHOOL, AND PROGRAM SERVICE

Chair, (2020-2022), Faculty Development and Mentoring Committee, School of Education

Mentor, (2021), Achieving College Excellence (3 students)

Member (2020-2021), Core Curriculum Committee, Board of Undergraduate Studies (BUS) Core Subcommittee, Loyola University

Presenter (2020), Summer Planning in the Time of COVID – Loyola University: Assistant Provost for Academic Diversity (Virtual Format)

Presenter (2020), Virtual Writing Retreat for Graduate Students, Navigating Common Barriers to Finishing Your Dissertation in a Supportive Community – Loyola University: The Graduate School

Chair (2020- 2021), Loyola University School of Education Faculty Development and Mentoring Committee

Coach (2020-), National Center for Faculty Development & Diversity

Presenter (2020), Summer Planning in the Time of COVID (online workshop)

Coach (2020), Loyola University Future Scholar Ed Talks

Member (2020), Loyola University Attoh Diversity Fellowship Selection Committee

Member, (2020-), American Educational Studies Association (AESA) 2020 Critics Choice Book Award Selection Committee

Member (2020), Loyola University Search Committee for School Psychology Assistant Professor

Member (2020), Loyola University Search Committee for Director of Student Diversity and Multicultural Affairs Office

Member (2019-), Loyola University School of Education Faculty Evaluation Committee

Member, (2019), Loyola University Search Committee for Vice Provost of Research

Presenter, (2018), Loyola University New Faculty Orientation – Engaging with Diverse Classrooms

Member (2018), School of Education Search Committee for Dean

Invited Member (2017), UNIV 101 Course Review Committee

Presenter, (2017), Arrupe College New Faculty Orientation

Emcee (2017), Loyola University School of Education Commencement

Member (2016), Loyola University LALSP (Latin American and Latino Studies Program) Steering Committee

Facilitator (2016), Loyola University Division of Student Services Fall Retreat

Panelist, (2016) Arrupe College New Faculty Orientation

Presenter, (2016), Loyola University New Faculty Orientation – Microaggressions in the Academy

Panelist, (2016), Loyola University New Faculty Orientation

Chair, (2016), SOE Technology Committee

Mentor, (2016), McNair Scholar Mentee, Loyola University (Mentee: Cristina Rodriguez)

Presenter, (2016), SDMI High School Conference, Loyola University
 Moderator, (2016), Loyola University #blacklivesmatter Panel
 Mentor, (2015), Achieving College Excellence (3 students)
 Professional Development Leader, (2015), Loyola University Advising Initiative on Diversity Training
 Co-Chair, (2015), Arrupe College Research Team
 Member, (2015), Graduate Admissions Committee
 Member, (2015), Teaching and Learning Outreach and Recruitment Committee
 Faculty Guest Lecturer, (2015), Qualitative Research Methods, Loyola University
 Member, (2015), John Wozniack Lecture Series Committee, Undocumented Students and Education, Loyola University, School of Education
 Lead, (2015), DREAMer SubCommittee: Research Component for Promoting Dignity Through Education, Loyola University
 Presenter (2015), Arrupe College Faculty Workshop – “The Power of Storytelling”
 Interviewer (2015), Arrupe College Student Admissions
 Advisory Committee Member (2015), DREAMer Committee: Promoting Dignity Through Education, Loyola University
 Advisory Board Member (2015), United We Dream, Dream Educational Empowerment Program
 Faculty Guest Lecturer (2015), Immigration and Education, Loyola University
 Faculty Guest (2014), Leadership in Higher Education, Loyola University
 Actor (2014), Monologue, The Child Migrant, Loyola University
 Presenter (2014), The Basics of APA Style Workshop, Loyola University
 Speaker (2014), Graduate Women of Color Mixer, Loyola University
 Member (2014), Steering Committee Member, The Child Migrant, Loyola University

Previous Roles

Facilitator (2014), Film Screening, *Voces Latinas: A Documentary*, University of Wyoming
 Facilitator (2014), Book Discussion for Faculty & Staff: *Just Like Us: The True Story of Four Mexican Girls Coming of Age in America*, University of Wyoming
 Facilitator and Instructor (2013-Present), College Bound Latinas Intensive Writing Retreat, Jackson, WY.
 Member (2013-Present), KOCA Radio Board of Directors. Laramie, WY.
 Organizer & Presenter (2013), *Bless Me Ultima* Movie Premiere in Laramie, WY
 Member, Advisory Board (2013-Present), Queer Studies Advisory Group, University of Wyoming
 Faculty Mentor (2013), Multicultural Student Leadership Initiative, University of Wyoming
 Chair (2013), American Educational Research Association National Conference, *Unpacking Dimensions of School Climate and Culture*
 Chair (2013), American Educational Research Association National Conference, *Social Justice Matters: Challenges and Responses to Institutional Action and Social Change*.
 Discussant (2012), American Educational Studies Association Conference
 Faculty Mentor (2011), Beloit College Duffy Partnership (Mentee: Emily Summers), Project: Fresh Start Program: Options for Alternative Education.
 Mentor (2011), McNair Scholars Undergraduate Program for First Generation Students and Students of Color (Mentee: Vanessa Orellana), Project: Latina Participation in Gang Lifestyles.

Mentor (2010), McNair Scholars Undergraduate Program for First Generation Students and Students of Color (Mentee: Gina Jacobson) Project: Black Women In Middle School History Texts.

Member (2010), Leadership Advisory Task Force, Member, Beloit College

Member (2010), Diversity and Inclusion Committee, Beloit College

Curriculum Development Consultant (2009), Austin Community College, STEM

Reviewer (2008), Anthropology and Education Quarterly, University of Texas at Austin Internal Review Team

Advisory Group Member (2005, 2006), Gender and Sexuality Center, University of Texas at Austin

SAT Essay Scorer (2005), The College Board, 2005

Undergraduate Application Reader (2003,2004), University of California, Berkeley

Curriculum Consultant (2001, 2002), San Francisco Museum of Modern Art

Website Designer (2007), Asian/ Asian American Faculty /Staff Association, The University of Texas at Austin

Executive Board Officer (2005), Hispanic/Faculty/Staff Association (HFSA), , University of Texas at Austin

Officer (2005), Association of Professional Student Administrators (APSA), University of Texas at Austin

Member (2005, 2006), Board of Directors, Literacy Austin

Member (2003), UC Santa Cruz, Admissions Institute for College Admissions Counselors

Vice-Chair (1998, 1999), School Site Council, Balboa High School