

CURRICULUM VITAE

NORMA LÓPEZ

Nlopez12@luc.edu

EDUCATION

PhD	Loyola University Chicago, School of Education Higher Education Study Abroad: John Felice Rome Center	May 2020
EdM	Harvard University, Graduate School of Education Administration, Planning, and Social Policy	June 1999
BA	Williams College History Study Abroad: Universidad Autónoma de Guadalajara, Guadalajara, Mexico	June 1995

ACADEMIC APPOINTMENTS

Assistant Professor, Loyola University Chicago, Chicago, IL Department of Higher Education	2022 to Present
Full Member, Loyola University Chicago, Chicago, IL The Graduate School	2022 to Present
Faculty Fellow, Loyola University Chicago, Chicago, IL The Institute for Racial Justice (IRJ)	2023 to Present
Postdoctoral Scholar, Tufts University, Boston, MA The Institute for Democracy and Higher Education	2021 to 2022
Full-Time Instructor, Northern Illinois University, Dekalb, IL Department of Counseling and Higher Education	2020 to 2021

PUBLICATIONS (* DENOTES GRADUATE STUDENT)

Published (Refereed Journals)

López, N. (2023). "Hold up": Linking Collectivism to Critical Consciousness in the Academic Identity Development of Latinx/a/o College Students. *Journal of Latinos and Education*, 1-14. <https://www.tandfonline.com/doi/full/10.1080/15348431.2023.2173200>

*Okstad, J.J., *Callais, V.E., **López, N.**, *Ojikutu, F., Morgan, D.L., & *Ghaffar, A.A. (2023). It's in our DNA: Leadership Perspectives on Institutionalizing STEM Success in an Alliance. *Journal of Postsecondary Student Success* 2(2), 57-80. https://doi.org/10.33009/fsop_jpss131390

López, N., Morgan, D.L., Hutchings, Q., & Davis, K. (2022). Revisiting critical STEM interventions: A literature review of STEM organizational learning. *International Journal of STEM Education*, 9(39), 1-14. <https://doi.org/10.1186/s40594-022-00357-9>

López, N. & Morgan, D.L. (2021). Confronting the nameless-faceless: A duoethnography of navigating turnover and early career socialization. *Journal of Organizational Ethnography*, 10(3), 229-243. <https://doi.org/10.1108/JOE-03-2021-0012>

Morgan, D.L., Davis, K. & **López, N. (2020).** Engineering political fluency: Conceptualizing the political identity development of engineering majors. *Journal for Engineering Education*, 109(1), 107-124. <https://doi.org/10.1002/jee.20300>

Forthcoming

López, N., *Pizano, S., & *Padilla-Gaytan, C. (2025). Comunidad primero: Mapping community in Latinx/a/o academic identity development. *Journal of College Student Development*.

Under Review

Nyunt, G., Hutchings, Q., **López, N.**, *Santos, K, *Dominguez, N., & *Hernandez, D. “I feel stuck”: Navigating Racialized Higher Education Environments as BIPOC HESA Master’s Students (Revise and Resubmit: Journal of Diversity in Higher Education).

López, N. & *Beltrán, A., & *Paul, A. Stand-with vibes: The influence of institutional response to political events on student of color political learning (Revise and Resubmit: American Journal of Education).

López, N., *Chaidez, C., *Matamoros, D., *Parker, D., & Morgan, D.L. Cultivating comunidad: The role of collectivism in Latinx/a/o STEM identity (Journal of Postsecondary Student Success).

*Callais, V.E., **López, N.**, *Okstad, J.J., *Olsen, C., *Parker, D., & Morgan, D.L. Good energy: URM STEM student experience and transfer from 2-year to 4-year institutions (Community College Journal of Research and Practice).

López, N., Morgan, D.L., & *Surprise, S. Bridging cura: Faculty of color socialization at a Jesuit institution. (The Journal of Catholic Education).

In Development

López, N. Methodological mestizaje: Adapting three-dimensional narrative inquiry through a LatCrit paradigm. (Target Journal: International Journal of Qualitative Studies in Education. Submission Target Date: March 15, 2025).

López, N. & *Paul, A. Ask not what your university can do for you: Student of color political learning and engagement at minority-serving and emerging campuses. (Target Journal: The Journal of Higher Education. Submission Target Date: May 30, 2025).

López, N. & Matthews, C. Building critical consciousness: Exploring STEM spaces that empower Black and Latinx students. (Data Analysis).

López, N. & Matthews, C. Racialized realities: Investigating STEM space impact on the experiences of Latinx and Black college students. (Data Analysis).

López, N. & *Surprise, S. Staff perceptions of DEI and campus climate at minority-serving and emerging campuses. (Data Analysis)

Morgan, D.L., **López, N.**, & Davis, K. Teaching democracy: A critical faculty of color perspective on campus sociopolitical climate. (Data Collection).

López, N., Advising college students to a pathway in policy and governance engagement (Book Chapter: Stylus/Campus Compact).

Invited Publications, Reports, and Book Chapters

Morgan, D.L., & **López, N.** (2022). Intensifying cracks in the bedrock of academic culture: Examining faculty's connection to profession and community. *Promotion, Tenure, and Advancement through the Lens of 2020: Proceedings of a Workshop-in Brief*, 1–19. https://www.nap.edu/resource/26405/2_The_Impacts_of_2020_on_Faculty_Culture-Morgan_Lopez.pdf [Commissioned].

Thomas, N., **López, N.**, Morgan, D. L., Gismondi, A., & Callais, V. E. (2022). *Democracy Re/Designed: A conceptual framework for a more equitable, just, and inclusive future*. Institute for Democracy & Higher Education [White Paper].

PRESENTATIONS

Refereed Conference Presentations

López, N. & *Paul, A. (2025). Ask not what your university can do for you: Student of color political learning and engagement at minority-serving and emerging campuses. [Paper Presentation]. American Educational Research Association (AERA) conference in Denver, CO.

López, N. & Morgan, D. L., (2024). Bridging cura: Faculty of color socialization at a Jesuit institution. [Paper Presentation]. Association for the Study of Higher Education (ASHE) conference in Minneapolis, MN.

López, N., Chaidez, C., Parker, D., & Matamoros, D. (2024). Comunidad: The role of collectivism in Latinx/a/o STEM identity. [Roundtable Session]. American Educational Research Association (AERA) conference in Philadelphia, PA.

López, N., Pizano, S., & Padilla-Gaytan, C. (2024). Comunidad primero: Mapping community in Latinx/a/o academic identity development. College Student Educators International (ACPA) conference in Chicago, IL.

Azizova, Z. T., & **López, N.** (2023). Theory/ies, methodologies, and knowledge/s of college student agency in pluralistic contexts of development. [Symposium co-organizer]. Association for the Study of Higher Education (ASHE) conference in Minneapolis, MN.

Nyunt, G., Hutchings, Q., **López, N.** (2023) “I feel stuck”: Navigating Racialized Higher Education Environments as BIPOC HESA Master’s Students. [Paper Session]. Association for the Study of Higher Education (ASHE) conference in Minneapolis, MN.

Callais, V.E., **López, N.**, Okstad, J.J., Olsen, C., Parker, D., & Morgan, D.L. (2023) Good energy: URM STEM student experience and transfer from 2-year to 4-year institutions. [Paper Session]. Association for the Study of Higher Education (ASHE) conference in Minneapolis, MN.

Okstad, J.J., Callais, V.E., **López, N.**, & Morgan, D.L. (2023). Institutional Barriers: Leadership Perspectives on Institutionalizing STEM Success. [Lightening Session]. American Association of Colleges and Universities (AAC&U) Transforming STEM Higher Education conference in Arlington, VA.

Morgan, D. L., **López, N.**, Callais, V.E., Okstad, J.J., & Acevedo, M. (2023). The Future of Researcher Socialization: The Pursuit of Truth and the Role of Research Teams. [Symposium]. American Educational Research Association (AERA) conference in Chicago, IL.

Okstad, J.J., Callais, V.E., **López, N.**, Ojikutu, F., Ghaffar, A.A., & Morgan, D.L. (2021). Reciprocal negligence or untapped potential: Leadership perspectives on institutionalizing STEM success in an alliance. [Paper Session]. Association for the Study of Higher Education (ASHE) Annual Conference in San Juan, PR.

López, N. & Morgan, D. L. (2021). Left Behind and Left Out in Academia: A Duoethnography of Navigating Turnover and Early Career Socialization. [Paper Session]. American Educational Research Association (AERA) Annual Conference in Orlando, FL (Virtual).

López, N. (2021). Cuentos, Consejos, and Testimonios: Nuancing LatCrit Methodological Approaches. [Roundtable Session]. American Educational Research Association (AERA) Annual Conference in Orlando, FL (Virtual).

Davis, K., Morgan, D. L., & **López, N.** (2020). *STEM Mentoring and Practitioner-Based Approaches to Underrepresented Minority (URM) Stem Production*. [Paper Session]. American Educational Research Association (AERA) Annual Conference in San Francisco, CA. <http://tinyurl.com/wtzucef> (Conference cancelled).

López, N. (2019), *The Shadow Beast: The Influence of Critical Consciousness on Resilience Narratives of Latinx/a/o College Students*. [Roundtable Session]. Association for the Study of Higher Education (ASHE) Annual Conference in Portland, OR.

Morgan, D. L., Davis, K., **López, N.**, & Hutchings, Q. (2019). *Organizational learning and revisiting critical STEM interventions*. [Paper Session]. Association for the Study of Higher Education (ASHE) Annual Conference in Portland, OR.

Morgan, D. L. & **López, N.** (2019). *Enhancing Teaching & Learning for All: Reconceptualizing the Teaching Assistant Experience*. Session presented at the Focus on Teaching and Learning (FOTL) at Loyola University Chicago.

Morgan, D. L., Davis, K. & **López, N.** (2017). Engineering political fluency: Conceptualizing the Political Identity Development of Engineering Majors. [Poster Session]. American Educational Research Association (AERA) Annual Conference in San Antonio, TX.

INVITED TALKS & PRESENTATIONS

López, N. (February 2025). Navigating the tenure track: For faculty of color who are grateful. [Keynote Speaker]. Annual Preparing Future Faculty of Color Conference (PPFOC). DeKalb, IL.

López, N. (February 2025). Comunidad Primero: Supporting Latina/x/o Identity Through HSI Servingness. [Platica Series Speaker]. NIU Hispanic Serving Institution Initiatives. DeKalb, IL.

López, N. (June 2024). Care & Community: How higher education can advance its civic mission and student-of-color outcomes. [Professional Development Training]. Higher Learning Commission (HLC). Chicago, IL.

López, N. (August 2024). Care & Community: How higher education can advance its civic mission and student-of-color outcomes. [Professional Development Training: Keynote Speaker]. Chicago City Colleges (CCC). Chicago, IL.

GRANTS AND SPONSORED RESEARCH ACTIVITY (FUNDED AS PI OR CO-PI \$130,000)

LUC INSPIRED Microgrant | \$2,000 2023-2024
Co-Principal Investigator (w/ Dr. Channing J. Matthews)
“Exploring STEM spaces that support critical consciousness development for Black and Latinx students”
Grant #2121654

Hank Center Fellowship | \$8,000 2023-2024
Co-Principal Investigator (w/ Dr. Demetri L. Morgan)
“Bridging Cura: Faculty of Color Socialization at a Jesuit Institution”

Lumina Foundation | \$120,000 2023-2024
Co-Principal Investigator (w/ Dr. Demetri L. Morgan)

“Faculty of color: A critical perspective on campus sociopolitical climate”

Lumina Foundation | \$105,000

2022-2023

Postdoctoral Scholar

“Democracy Re/Designed: Examining Higher Education’s Role in Educating for a Democracy in Question”

Mellon Foundation | \$500,000

2020-2022

Postdoctoral Scholar

“National Study of Learning, Voting, and Engagement”

National Science Foundation (NSF) | \$280,271

2019-2026

Research Associate

“Louis Stokes STEM Pathways and Research Alliances: The Illinois LSAMP STEM Pathway and Research Alliance (ILSPRA)”

DISSERTATION SUPPORT

STUDENT NAME	DEGREE	ROLE	GRAD TERM
Ashely Gisiger	EdD	Chair	Spring 2025
Stephanie Wilson	EdD	Chair	Spring 2025
Guadalupe Zarco	EdD	Chair	Winter 2025
Astrid Beltrán	PhD	Chair	Spring 2026
Tatianna Ingram	PhD	Committee Member	Spring 2025
Amy Kyhos	PhD	Committee Member	Spring 2026
Jennifer Kelly	PhD	Committee Member	Spring 2026
Mason Salazar	PhD	Committee Member	Spring 2026
Cynthia Chaidez	PhD	Chair	Spring 2024
Fabiola Rosiles-Duran	PhD	Chair	Spring 2024
Karina Castro-Pavón	PhD	Chair	Spring 2024
Victoria Callais	PhD	Committee Member	Spring 2024
Carlos Ballinas	PhD	Committee Member	Spring 2023
Sandra Pizano	EdD (NIU)	Committee Member	Spring 2023
Cynthia Padilla-Gaytan	EdD (NIU)	Committee Member	Fall 2022
Lisa Richardson	EdD (NIU)	Committee Member	Spring 2021

SERVICE AND PROFESSIONAL AFFILIATIONS

Field Service

Association for the Study of Higher Education (ASHE)

Conference Proposal Reviewer, Discussant, and CEP Volunteer (2022)

2019-Present

ASHE Council for the Advancement of Higher Education Programs (CAHEP)

Secretary

2024-2027

American Educational Research Association (AERA)

Conference Proposal Reviewer and Discussant (2021, 2022)
2019-Present

Bottom Line Chicago

Board Member
2022-Present

Higher Learning Commission (HLC)

Annual Conference Advisory Committee & Reviewer
2021-2023

Journal of College Student Development (JCSD)

Research in Brief Review Board
2022-Present

Referee

Journal of Latinos and Education, Journal for STEM Education Research
2021-Present

College Service

Loyola School of Education (SOE)

EdD Program Director
2023-Present

Loyola School of Education (SOE)

Dean's Search Committee
2022-2024

Loyola School of Education (SOE)

Grievance Committee
2023-Present

Professional Affiliations

Student Affairs Administrators in Higher Education (NASPA)

2018-Present

College Student Educators International (ACPA)

2022-Present

HONORS AND AWARDS

NASPA Emerging Faculty Leader Academy

2024

NASPA Now Professional

2018

In recognition of the NASPA core value of inquiry

NASPA Doctoral Seminar Participant

2018

RESEARCH EXPERIENCE

Tufts University, Boston, MA 2022 to Present

Affiliated Scholar, The Institute for Democracy and Higher Education

- Prepare a manuscript for publication on campus climate case studies, specifically related to how campuses closed equity gaps in voting, and on the influence of institutional response to public events on student of color political learning. Funded by the Mellon Foundation

Tufts University, Boston, MA 2021 to 2022

Postdoctoral Fellowship, The Institute for Democracy and Higher Education

- Create protocols and conduct data collection and analysis on campus climate case studies, specifically related to how campuses closed equity gaps in voting. Prepare a manuscript for publication. Funded by the Mellon Foundation
- Contribute to developing a conceptual framework for U.S. higher education that promotes an inclusive and strong democracy. Funded by the Lumina Foundation.

Stanford University, Stanford, CA 2022-2023

Research Fellow for Policy and Governance, Haas Center for Public Service

- Build a literature review matrix to track and organize the literature.
- Conduct a literature review on the pathways of public service, specifically related to policy and governance.

Loyola University Chicago, Chicago, IL 2020 to Present

Postdoctoral Research Associate, The Illinois LSAMP STEM Pathway and Research Alliance (ILSPRA)

National Science Foundation funded grant (#1911341)

- Complete the construction and publication of a publicly accessible version of documents and policy database containing searchable information for all 12 ILSAMP institutions.
- Provide the ILSPRA Research Team with high-level strategic and practical advice to advance the goals and purpose outlined in the Research Team's short and long-term plan.
- Assist in preparing research manuscripts and other written deliverables for dissemination.

Loyola University Chicago, Chicago, IL 2019 to 2020

Research Associate, The Illinois LSAMP STEM Pathway and Research Alliance (ILSPRA)

National Science Foundation funded grant (#1911341)

- Conduct literature reviews on organizational learning in STEM interventions and mentoring STEM students.

- Create interview protocols, informed consent forms, and recruiting materials for research conducted on ILSPRA participating programs.
- Participate in ILSPRA conferences to collaborate with program coordinators and collect data.

Loyola University Chicago, Chicago, IL

2016 to 2019

Graduate Research Assistant, Dr. Demetri L. Morgan

- Participated in the design, administration, and monitoring of research studies, including, but not limited to, conducting literature reviews, collecting and analyzing data, recruiting and/or interviewing subjects, and preparing and maintaining website materials.

TEACHING EXPERIENCE

Loyola University Chicago, Chicago, IL

September 2022-Present

Assistant Professor, School of Education, Higher Education Program

Program Director, EdD Higher Education

Academic Year 2024- 2025

- RMTD 520 Research Capstone for Doctoral Students
- RMTS 420 Educational Research I: Qualitative Methods
- ELPS 620 Dissertation Research (*new prep*)
- ELPS 459 Proseminar in Higher Education

Academic Year 2023- 2024

- RMTD 520 Research Capstone for Doctoral Students (*new prep*)
- ELPS 530 Organization and Governance in Higher Education
- RMTS 420 Educational Research I: Qualitative Methods (*new prep*)
- ELPS 459 Proseminar in Higher Education

Academic Year 2022- 2023

- ELPS 530 Organization and Governance in Higher Education
- ELPS 430 Curriculum and Pedagogy in Higher Education (*new prep*)
- ELPS 459 Proseminar in Higher Education (*new prep*)
- ELPS 433 Student Development in Higher Education (*new prep*)

Seattle University, Seattle, WA

January-March 2022

Adjunct Instructor, College of Education, Student Development Administration

- SDAD 5760 Leadership and Governance in Postsecondary Education
 - Synchronous online master's course exploring aspects of organizational theory and academic governance that influence the ways in which colleges and universities operate.

University of Illinois at Chicago, Chicago, IL

May-June 2021

Adjunct Instructor, College of Education, Department of Educational Policy Studies

- EDPS 519 Student Transitions to College
 - Synchronous online master's course in the Urban Higher Education Program that examines how students make the transition to college.

Northern Illinois University, DeKalb, IL January 2020 to May 2021
Full-Time Instructor, College of Education, Department of Counseling and Higher Education

Spring 2021:

- SCL 100 Foundations of Social Change Leadership
 - Asynchronous online undergraduate course introducing students to the theoretical and philosophical foundations of social change leadership.
- HESA 703 Postsecondary Access in Higher Education
 - Hybrid (synchronous and asynchronous) doctoral course investigating postsecondary access from a holistic perspective.
- HESA 501 Student Affairs Administration and Practice
 - Synchronous online master's course studying the organization, history, and practice of student affairs administration.
- HESA 710 Evaluating Higher Education Programs
 - Hybrid (synchronous and asynchronous) doctoral course focusing on basic concepts, approaches, and procedures in the assessment methods of educational programs of higher education.

Fall 2020:

- SCL 100 Foundations of Social Change Leadership
 - Asynchronous online undergraduate course introducing students to the theoretical and philosophical foundations of social change leadership.
- HESA 704 Strategic Marketing and Enrollment Management
 - Hybrid (synchronous and asynchronous) doctoral course focusing on recruiting, enrolling, and graduating college students within higher education.
- HESA 771 Legal Aspects in Higher Education
 - Hybrid (synchronous and asynchronous) doctoral course on legal principles, legislation, and court rulings in such areas as employment, dismissal, contracts, tenure, civil rights, due process, student rights, and other issues of concern to higher education administrators.
- HESA 798 Research Seminar in Higher Education
 - Hybrid (synchronous and asynchronous) doctoral course designed for advanced doctoral students interested in planning and conducting research studies in higher education.

Summer 2020:

- HESA 740 Pedagogical Innovations and Student Learning (*new prep*)
 - Hybrid (synchronous and asynchronous) doctoral course designed to learn about pedagogical theories and practices in higher education settings.
- HESA 700 Cross-Cultural Leadership and Supervision (*new prep*)
 - Hybrid (synchronous and asynchronous) doctoral course investigating global and cultural influences on the manifestations of leadership, specifically focused on identity-conscious supervision.

Spring 2020:

- SCL 100 Social Change Leadership

- Asynchronous online undergraduate course introducing students to the theoretical and philosophical foundations of social change leadership.
- SCL 200 Applied Social Change Leadership
 - Asynchronous online undergraduate course focused on social change leadership styles and strategies through the analysis of case studies and social movements.
- HESA 562 Helping Skills for Student Affairs Professionals
 - In-person master's course developing skills in current approaches to interviewing and counseling for student affairs professionals.
- HESA 703 Postsecondary Access in Higher Education
 - Hybrid (synchronous and asynchronous) doctoral course investigating postsecondary access from a holistic perspective.

Loyola University Chicago, Chicago, IL

2018-2019

Instructor of Record, School of Education and College of Arts and Sciences

- ELPS 459 Organization and Governance in Higher Education.
 - In-person master's course exploring aspects of organizational theory and academic governance that influence the ways in which colleges and universities operate.
- UNIV 112 Strategies for Learning.
 - In-person undergraduate course helping students assess their academic skills and become strong, effective learners in college.

Loyola University Chicago, Chicago, IL

2018-2019

Teaching Assistant, School of Education

- ELPS 454 Budget and Finance in Higher Education, Dr. Demetri L. Morgan.
- ELPS 527 Internship in Higher Education, Dr. Demetri L. Morgan.
- ELPS 459 Organization and Governance in Higher Education, Dr. Demetri L. Morgan.

PROFESSIONAL EXPERIENCE

Schuler Scholar Program, Chicago, IL

2012 to 2016

School Director, RTC Medical Prep and Collins High School

- Trained and managed school staff in the delivery of programming to prepare first-generation-to-college students to attend selective, private colleges and universities.
- Collected and analyzed data while considering trends in scholar selection and retention.

The University of Chicago, Chicago, IL

2006 to 2012

Academic Adviser, Dean of Students

- Advised over 250 undergraduate students on academic and personal issues and provided foundational career advising; completed detailed notes on all meetings and correspondence and updated degree-program progress.
- Offered extended support to first-year, commuter, transfer, first-generation to college, and ethnic minority students in dealing with transitional issues.

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| The University of Chicago, Chicago, IL | 2008 to 2011 |
| Resident Head, Undergraduate Student Housing | |
| <ul style="list-style-type: none">• Resided with and mentored 104 undergraduate students, as well as provided information about campus resources.• Responded to students in crisis and referred them to appropriate offices for support and follow-up. | |
| The University of Chicago, Chicago, IL | 2004 to 2006 |
| Associate Director, College Admissions | |
| <ul style="list-style-type: none">• Trained full-time professional staff in reading and evaluating applications; Read and evaluated over 900 applications; Made final decisions on over 500 applications.• Directed the recruitment of underrepresented minorities, resulting in a 20% increase in the number of matriculating students in a two-year time period; Coordinated the invitation and travel arrangements of admitted students of color, including managing a budget of \$65k. | |
| Williams College, Williamstown, MA | 2001 to 2004 |
| Assistant Dean, Dean of Students | |
| <ul style="list-style-type: none">• Served as 24-hour dean-on-call 7-10 weeks during the year and conferred with the security department and health center personnel as necessary.• Collaborated with various offices to plan the orientation schedule, including managing a budget of over \$70k, and arrival of the first-year class. | |
| Massachusetts Institute of Technology, Cambridge, MA | 1999 to 2001 |
| Assistant Director, Student Activities | |
| Williams College, Williamstown, MA | 1995 to 1998 |
| Assistant Director, Office of Admission | |

SKILLS

Language: Spanish - Heritage Speaker, Advanced Level Reading and Writing

Programs: Dedoose, Nvivo, Adobe, Slate