

CURRICULUM VITAE

**NORMA LÓPEZ**

Nlopez12@luc.edu

**EDUCATION**

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

**ACADEMIC APPOINTMENTS**

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

**PUBLICATIONS** (\* DENOTES GRADUATE STUDENT)

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**Published (Refereed Journals)**

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

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

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

**López, N., \*Pizano, S., & \*Padilla-Gaytan, C.** (2025). Comunidad primero: Mapping community in Latinx/a/o academic identity development. *Journal of College Student Development*. 66(2), 174-190.

Nyunt, G., Hutchings, Q., **López, N.**, Dominguez, N., Hernandez, D. I., Santos, K., & Kpodo, F. (2025). "I'm stuck and not sure what the solution is": Navigating higher education environments as racially minoritized higher education and student affairs master's students. *Journal of Diversity in Higher Education*.

**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](https://doi.org/10.33009/fsop_jpss131390)

**López, N., Morgan, D. L., Hutchings, Q. R., & Davis, K.** (2022). Revisiting critical STEM interventions: A literature review of STEM organizational learning. *International Journal of STEM Education*, 9(1), 39. <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>

### **Under Review**

**\*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. & \*Paul, A.** Ask not what your university can do for you: Student of color political learning and engagement at minority-serving and emerging campuses. (The Journal of Higher 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: September 15, 2025).

**López, N. & \*Surprise, S.** Staff experience and perceptions of political climate at minority-serving and emerging campuses. (Target Journal: Journal of Student Affairs Research and Practice. Target Date: September 15, 2025).

**López, N., Morgan, D.L., & \*Surprise, S.** Teaching democracy: A critical faculty of color perspective on campus sociopolitical climate. (Target Journal: The Review of Higher Education. Target Date: December 15, 2025).

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

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

**Cho, K.S. & López, N.** Cura for whom: The impact of a care mission on Jesuit campus staff of color. (Data Collection).

#### **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](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**

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##### **Refereed Conference Presentations**

**López, N. & Morgan, D. L.** (2025). Bridging cura: Insights and practical approaches to supporting faculty of color at a Jesuit institution. Session presented at the Focus on Teaching and Learning (FOTL) at Loyola University Chicago.

**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 Session]. 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 Session]. 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.

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#### GRANTS AND SPONSORED RESEARCH ACTIVITY (FUNDED AS PI OR CO-PI \$138,923)

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**LUC Research Support Grant | \$4,923.60** 2025-2026

Principal Investigator

“Teaching democracy: A critical faculty of color perspective on campus sociopolitical climate”

**Hank Center Fellowship | \$4,000** 2025-2026

Co-Principal Investigator (w/ Dr. Katherine S. Cho)

“Cura for whom: The impact of a care mission on Jesuit campus staff of color”

**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”

<b>Lumina Foundation   \$105,000</b> Postdoctoral Scholar “Democracy Re/Designed: Examining Higher Education’s Role in Educating for a Democracy in Question”	2022-2023
<b>Mellon Foundation   \$500,000</b> Postdoctoral Scholar “National Study of Learning, Voting, and Engagement”	2020-2022
<b>National Science Foundation (NSF)   \$280,271</b> Research Associate “Louis Stokes STEM Pathways and Research Alliances: The Illinois LSAMP STEM Pathway and Research Alliance (ILSPRA)”	2019-2026

#### INVITED TALKS & PRESENTATIONS

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**López, N.** (October 2025). Utilizing Pláticas in Practice and Research. Raices Series. [Series Speaker]. College Student Educators International (ACPA) Latinx Network. Virtual.

**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: Contextualizing Latinx Identity Development within a Servingness Framework [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.

#### DISSERTATION SUPPORT

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**Guadalupe Zarco, EdD Student, Loyola University Chicago**  
**Chair**

**Carl Cacades, EdD Student, Loyola University Chicago**  
**Chair**

**Annettee Alvarez, EdD Student, Loyola University Chicago**  
**Chair**

**Astrid Beltrán, PhD Student, Loyola University Chicago  
Chair**

**Amy Kyhos, PhD Student, Loyola University Chicago  
Committee Member, August 2025**

**Stephanie Wilson, EdD Student, Loyola University Chicago  
Chair, May 2025**

**Alicia Figueroa, EdD Student, Loyola University Chicago  
Committee Member, May 2025**

**Ashley Gisiger, EdD Student, Loyola University Chicago  
Chair, May 2025**

**Tatianna Ingram, PhD Student, Loyola University Chicago  
Committee Member, May 2025**

**Mason Salazar, PhD Student, Loyola University Chicago  
Committee Member, May 2025**

**Cynthia Chaidez, PhD, Loyola University Chicago  
Chair, May 2024**

**Title:** The DACA initiative: Transformative organizational change at a school of medicine.

**Current Position:** Assistant Professor of Medical Education and Assistant Director of Master of Health Professions Education

**Fabiola Rosiles-Duran, PhD, Loyola University Chicago  
Chair, May 2024**

**Title:** Latinx parents' community cultural wealth and the influence on first-generation Latina student success.

**Current Position:** Program Supervisor at Youth Guidance

**Karina Castro-Pavón, PhD, Loyola University Chicago  
Chair, May 2024**

**Title:** The undocu-competence of college and university websites: A Lonestar state analysis.

**Current Position:** Researcher at the American Institutes for Research

**Victoria Callais, PhD, Loyola University Chicago,  
Committee Member, May 2024**

**Title:** The augmented reality of campus ecology: A critical phenomenological approach to understanding racialized digital spaces.

**Current Position:** Duke University Postdoctoral Scholar

**Carlos Ballinas, PhD, Loyola University Chicago**

**Committee Member**, May 2023

**Title:** An ethnic studies introduction to conscientização: Latinx Studies and its impact on Latino identity development.

**Current Position:** Business Administrator at Northwestern University

**Sandra Pizano, EdD**, Northern Illinois University

**Committee Member**, May 2023

**Title:** ¡Puedo hacerlo! Latina community college students with aspirations to transfer.

**Current Position:** Lead Academic Success Advisor at College of Lake County

**Cynthia Padilla-Gaytan, EdD**, Northern Illinois University

**Committee Member**, December 2022

**Title:** A Narrative Inquiry on the Leadership of Latina Women Practitioners in Community Colleges

**Current Position:** Director of Student Success at College of Lake County

**Lisa Richardson, EdD**, Northern Illinois University

**Committee Member**, May 2021

**Title:** Can a coach be a college success game-changer? A qualitative case study on the Connect4Success Program at Waubensee Community College.

**Current Position:** Executive Dean for Student Success and Retention at Waubensee Community College

## **SERVICE AND PROFESSIONAL AFFILIATIONS**

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### **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

#### **Journal of College Student Development (JCSJ)**

Research in Brief Review Board  
2022-Present

### **Referee**

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



**Bottom Line Chicago**

Board Member  
2022-2025

**Higher Learning Commission (HLC)**

Annual Conference Advisory Committee & Reviewer  
2021-2023

**Chicago Scholars**

Mentor  
2025-2027

**College Service**

**Loyola School of Education (SOE)**

EdD Program Director  
2023-2025

**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**

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<b>NASPA Emerging Faculty Leader Academy</b>	2024
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<b>NASPA Now Professional</b>	2018
In recognition of the NASPA core value of inquiry	

<b>NASPA Doctoral Seminar Participant</b>	2018
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**RESEARCH EXPERIENCE**

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<b>AAC&amp;U</b> , Washington, DC	2022 to Present
<b>Affiliated Scholar</b> , The Institute for Democracy and Higher Education	

- Prepare manuscripts 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

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**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.

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## PROFESSIONAL EXPERIENCE

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**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.

**The University of Chicago, Chicago, IL** 2008 to 2011

**Resident Head**, Undergraduate Student Housing

- 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  
**Associate Director**, College Admissions

2004 to 2006

- 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  
**Assistant Dean**, Dean of Students

2001 to 2004

- 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  
**Assistant Director**, Student Activities

1999 to 2001

**Williams College**, Williamstown, MA  
**Assistant Director**, Office of Admission

1995 to 1998

## **SKILLS**

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

**Programs:** Dedoose, Nvivo, Adobe, Slate