

## CURRICULUM VITAE

### **Penelope Espinoza**

The University of Texas at El Paso  
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### **Education**

Ph.D., 2003      University of Michigan  
Social Psychology

M.A., 2000      University of Michigan  
Social Psychology

B.A., 1998      Stanford University  
Psychology (with Honors)  
Minor in Anthropology

### **Experience**

#### **Academic Experience**

*Associate Professor*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2017-present.

*Director*, Ed.D. Program, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, Fall 2018-present.

*Assistant Professor*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2009-2017.

*Assistant Director*, Center for Research on Educational Reform, The University of Texas at El Paso, 2004-2014.

#### **Other Professional Experience**

*ETS Visiting Scholar*, Educational Testing Service, Princeton, NJ, Summer 2006.

*AIR National Data Policy Institute Fellow*, Association for Institutional Research (with NCES and NSF), Potomac, MD, Summer 2005.

*Christine Mirzayan Science & Technology Fellow*, National Academy of Sciences, Washington, DC, Summer 2001.

### **Research**

#### **Peer Reviewed Articles**

Espinoza, P. & Genna, G. M. (2018). Hi, I want to talk to you about your progress: A large course intervention for at-risk college students. *Journal of College Student Retention: Research, Theory & Practice*. Advance online publication. doi:10.1177/1521025118790054

Hsu, P.-L., & Espinoza, P. (2018). Cultivating constructivist science internships for high school students through a community of practice with cogenerative dialogues. *Learning Environments Research*, 21(2), 267-283. doi:10.1007/s10984-017-9253-x

Naumann, L.P., Benet-Martinez, V., & Espinoza, P. (2017). Correlates of political ideology among U.S.-born Mexican Americans: Cultural identification, acculturation attitudes, and socioeconomic status. *Social Psychological and Personality Science*, 8(1), 20-28. doi: 10.1177/1948550616662124

Espinoza, P., Fontes, A. B., & Arms-Chavez, C. J. (2014). Attributional Gender Bias: Teachers' ability and effort explanations for students' math performance. *Social Psychology of Education*, 17, 105-126. doi: 10.1007/s11218-013-9226-6

Espinoza, P., Quezada, S. A., Rincones, R., Strobach, E. N., & Gutierrez, M. A. E. (2012). Attributional Bias Instrument (ABI): Validation of a measure to assess ability and effort explanations for math performance. *Social Psychology of Education*, 15(4), 533-554. doi: 10.1007/s11218-012-9201-7

Espinoza, P. & Espinoza, C. (2012). Supporting the 7<sup>th</sup>-year undergraduate: Responsive leadership at a Hispanic-serving institution. *Journal of Cases in Educational Leadership*, 15, 32- 50. doi: 10.1177/1555458912440738

Sekaquaptewa, D. & Espinoza, P. (2004). Biased processing of stereotype-incongruity is greater for low than high status group targets. *Journal of Experimental Social Psychology*, 40, 128-135. doi: 10.1016/S0022-1031(03)00093-3

Sekaquaptewa, D., Espinoza, P., Thompson, M., Vargas, P., & von Hippel, W. (2003). Stereotypic Explanatory Bias: Implicit stereotyping as a predictor of discrimination. *Journal of Experimental Social Psychology*, 39, 75-82. doi: 10.1016/S0022-1031(02)00512-7

Pratto, F. & Espinoza, P. (2001). Gender, ethnicity, and power. *Journal of Social Issues*, 57, 763- 780. doi: 10.1111/0022-4537.00240

### Article in Edited Volume

Espinoza, P. (2020). Tenure with a termination letter. In Y. F. Niemann, G. Gutierrez y Muhs, & C. G. Gonzalez (Eds.), *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia*. Utah State University Press.

Aguirre-Covarrubias, S., Arrellano, E., & Espinoza, P. (2015). "A pesar de todo" (Despite everything): The persistence of Latina graduate engineering students at a Hispanic-Serving Institution. *New Directions for Higher Education*, 2015(172), 49–57. doi: 10.1002/he.20152

### University Report

Espinoza, P., Santiago, I., Taboada, H. A., Rosales, N. V., & Canaba, K. (12-2019). *Survey on Experiences in Academia for UTEP Women Faculty & Professional Staff*. Report prepared for the UTEP Women's Advisory Council to the President. The University of Texas at El Paso.

### Manuscripts in Progress

Espinoza, P. & Genna, G. M. (2019-present). *Outcomes for undergraduate probationary and non-probationary students from a Title IX program at a majority Hispanic-Serving Institution*. Manuscript in preparation.

Leyser-Whalen, O., Deng, X., Espinoza, P., & Frankowski, S. (2019-present). *Fertility intent, contraceptive knowledge, and educational views among Hispanic college students*. Manuscript in preparation.

Espinoza, P., Santiago, I., & Canaba, K. (2019-present). *Supporting the advancement of women faculty and professional staff*. Manuscript in preparation.

### **Presentations**

Espinoza, P. & Santiago, I. (2020, May). Institutional reform for women in STEM and non-STEM fields at an HSI: From survey data to action steps. Presentation for the *NSF Includes Symposium for ADVANCING Latinas in STEM Academic Careers*, hosted by The University of Texas Rio Grande Valley, South Padre Island, TX.

Espinoza, P. & Santiago, I. (2020, March). Supporting the advancement of women faculty and professional staff: Data and reflections. Presentation for the *UTEP Women's and Gender History Month Conference*, El Paso, TX. (Conference postponed due to responses to the COVID-19 virus.)

Espinoza, P., Santiago, I., Taboada, H. A., & Rosales, N. V. (2019, May). Achieving institutional reform through Latinas' perspectives on advancement in STEM. Presentation at the *NSF Includes Symposium for ADVANCING Latinas in STEM Academic Careers*, hosted by The University of Texas Rio Grande Valley, South Padre Island, TX.

Espinoza, P. (2018, August). A workplace designed for mamá: What employers should know. Panel presentation at the annual *Mujeres Activas en Letras y Cambio Social (MALCS) Summer Institute*, El Paso, TX.

Hsu, P.-L., & Espinoza, P. (2016, April). Building a constructivist learning environment in a university science internship for high school students. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, Washington, D.C.

Aguirre-Covarrubias, S., Arrellano, E., & Espinoza, P. (2016, March). "*A pesar de todo*": The persistence of Latina graduate engineering students at a Hispanic-Serving Institution. Paper presented at the *Second Annual Raza Graduate Student Conference*, University of New Mexico, Albuquerque, NM.

Hsu, P.-L., & Espinoza, P. (2015, March). High school students' perceptions of a science learning environment at a university internship. Paper presented at the *International Sun Conference*, El Paso, TX.

Espinoza, P., Genna, G. M., & Boren, R. (2014, April). Assessing email intervention strategies: Phase II. Invited presentation for the *UTEP Large Class Seminar Series*, The University of Texas at El Paso.

Espinoza, P., & Genna, G. M. (2013, May). Risk and intervention in large classroom courses. Invited presentation for the *Department of Medical Education Scholarship and Research Seminar Series*, Paul L. Foster School of Medicine, Texas Tech University Health Sciences Center, El Paso, TX.

Espinoza, P. (2013, November). Attributional gender bias: Different explanations for girls' and boys' performance in math. Invited presentation for the *Department of Psychology Colloquium*, The University of Texas at El Paso.

Espinoza, P. (2011, October). Assessment of the attributional gender bias over time: Different explanations for girls' and boys' performance in math. Invited presentation for the *Combined Program on Psychology and Education (CPEP) Colloquium*, The University of Michigan, Ann Arbor, MI.

Espinoza, P. (2011, August). Formulating research questions and designs for medical education research: A social science perspective. Invited presentation for the *Department of Medical Education Scholarship and Research Seminar Series*, Paul L. Foster School of Medicine, Texas Tech University Health Sciences Center, El Paso, TX.

Espinoza, P., Arms-Chavez, C. & Fontes, A. (2010, April). Attributional gender bias: How teachers explain girls' vs. boys' math performance. Paper presentation at the annual meeting of the *American Educational Research Association*, Denver, CO.

Espinoza, P. (2009, January). Teaching gender equity in math and science. Invited presentation to the *Math and Science Teachers Academy*, The University of Texas at El Paso.

Espinoza, P. (2006, October). Attributional gender bias: Investigating teachers' explanations for girls' and boys' performance in math. Invited presentation to Dr. Carol Dweck's psychology lab group, Stanford University, Palo Alto, CA.

Espinoza, P. & Mendez, Z. (2006, April). Teachers' perceptions of girls' achievement in mathematics and science. Paper presentation at the annual meeting of the *American Educational Research Association*, San Francisco, CA.

Steinke, J., Long, M., O'Shaughnessy, T., Espinoza, P., & Baylor, A. (2006, February). Overcoming gender stereotypes: Girls in science, engineering, and technology. Symposium presentation at the annual meeting of the *American Association for the Advancement of Science*, St. Louis, MO.

Espinoza, P. & Benet-Martinez, V. (2004, May). Mexican-American biculturals: Cultural negotiation and acculturation stress. Poster presented at the annual meeting of the *American Psychological Society*, Chicago, IL.

Garza, A. A., Espinoza, P., Ybarra, O., Lechuga, J. & Zárate, M. A. (2002, February). To be alike or different? Cultural differences in intergroup behavior. Poster presented at the annual meeting of the *Society for Personality and Social Psychology*, Savannah, GA.

Espinoza, P. & Sekaquaptewa, D. (2001, May). Perceiving racial outgroup members as "all the same" and "thinking all alike". Poster presented at the annual meeting of the *Midwestern Psychological Association*, Chicago, IL.

Espinoza, P. & Sekaquaptewa, D. (2000, May). Habitual biases in processing information about outgroup members. Poster presented at the annual meeting of the *Midwestern Psychological Association*, Chicago, IL.

Espinoza, P. & Sekaquaptewa, D. (1999, June). The role of biased processing in predicting prejudice. Paper presented at the annual meeting of the *American Psychological Society*, Denver, CO.

## **Grants**

### **Funded Research & Programs**

Research Consultant, *Transforming Students' Partnership with Scientists Through Cogenerative Dialogues*, PI: Pei-Ling Hsu, Ph.D., Co-PI: Elena Izquierdo, Ph.D.

National Science Foundation: Advancing Informal STEM learning (\$1,499,756). College of Education, The University of Texas at El Paso, 2013-2017.

Principal Investigator, *Attributional Gender Bias: Investigating Teachers' Explanations for Girls' vs. Boys' Performance in Math*, Co-PI: Arturo Pacheco, Ph.D.

National Science Foundation: Gender in Science & Engineering (\$478,166). Center for Research on Educational Reform, The University of Texas at El Paso, 2006-2010.

Project Director, *Teaching Gender Equity in Mathematics & Science*, PI: Susana Navarro, Ph.D. National Science Foundation: Gender in Science & Engineering - Math & Science Partnership (MSP) Supplemental Grant (\$140,064). Center for Research on Educational Reform, The University of Texas at El Paso, 2004-2008.

### **Grants Submitted, Not Funded**

Co-Principal Investigator, *The EXCEL Program*, PI: Richard Sorenson, Ed.D.

U.S. Department of Education: Office of Innovation and Improvement (\$3,967,595). College of Education, The University of Texas at El Paso, July 2013.

Co-Principal Investigator, *Familial Factors Influencing Hispanic College Student Academic Resilience*, PI: Felipe Castro, Ph.D., Co-PIs: Lourdes Echegoyen, Ph.D., Osvaldo Morera, Ph.D. National Institutes of Health: Research Careers in the Biomedical and Behavioral Sciences (\$1,457,625). Campus Office of Undergraduate Research Initiatives, The University of Texas at El Paso, October 2012.

Principal Investigator, *The Role of Incremental Intelligence in STEM Retention and Success of Freshmen College Students*, Co-PI: Arturo Pacheco, Ph.D.

National Science Foundation: REESE (\$499,590), **Ranked in "Competitive" category**. Center for Research on Educational Reform, The University of Texas at El Paso, July 2012.

Principal Investigator, *The Role of Incremental Intelligence in Math & Science Retention and Success of Freshmen College Students*, Co-PI: Arturo Pacheco, Ph.D.

U.S. Department of Education: Institute of Educational Sciences (\$476,367). Center for Research on Educational Reform, The University of Texas at El Paso, September 2010.

Principal Investigator, *The Role of Incremental Intelligence in STEM Retention and Success of Freshmen College Students*, Co-PI: Arturo Pacheco, Ph.D.

National Science Foundation: REESE (\$677,535), **Ranked in "Highly Competitive" category**. Center for Research on Educational Reform, The University of Texas at El Paso, November 2009.

### **Previous Research Experience**

Dissertation: *Ingroup Stereotypic Explanatory Bias: Assessment and Enhancement of Ingroup Stereotyping*, Advisor: Denise Sekaquaptewa, Ph.D., University of Michigan, Department of Psychology, 1998-2003.

Graduate Research Assistant, Social-cognitive research on biculturalism and acculturation, Faculty Supervisor: Veronica Benet-Martinez, Ph.D., University of Michigan, Department of Psychology, 1999-2003.

Senior Thesis: *Priming the Self-Aspects of Different Ethnically-Identified Asian-Americans*, Advisor: Hazel Markus, Ph.D., Stanford University, Department of Psychology, 1997-1998.

Research Assistant, Social-psychological research on power, status, and Social Dominance Orientation Theory, Faculty Supervisor: Felicia Pratto, Ph.D., Stanford University, Department of Psychology, 1997, 2001.

### **Awards**

Faculty Marshal for the Graduate School, *Spring Commencement Honoree*, The University of Texas at El Paso, 2018.

College Marshal for Education, *Winter Commencement Honoree*, The University of Texas at El Paso, 2017.

*Ford Foundation Dissertation Fellow*, 2002-2003.

*Ford Foundation Predoctoral Fellow*, 1999-2002.

### **Teaching**

#### **Department of Educational Leadership & Foundations**

##### ***Doctoral-level courses***

*Introduction to the Doctorate in Educational Leadership* (EDAD 6300)

*Quantitative Research Methods & Statistics in Education, I & II* (EDRS 6318 & 6319)

*Educational Research Methods* (EDRS 6302)

*Educational Program Planning & Evaluation* (EDAD 6346)

##### ***Masters-level courses***

*Introduction to Educational Research Methods & Statistics* (EDRS 5305)

*Educational Program Planning & Evaluation* (EDAD 5346)

### **Previous Teaching Experience**

*Graduate Workshop in Education: Action Research for Teachers* (TED 5319). In conjunction with the El Paso Math & Science Partnership, The University of Texas at El Paso, 2004-2006.

*Introduction to Social Psychology*, Graduate Student Instructor, University of Michigan, Fall term, 2000, & Spring term, 2001.

### **Mentoring**

#### **Chair of Dissertation Committee - Completed**

##### ***Department of Educational Leadership & Foundations***

1. Irene Carrillo Saucedo. (2015, November). Dissertation: *Health predictors and stress symptoms in university professors and their relationship with the process of obtaining a permanent position.*
2. Rueben Moreno. (2014, May). Dissertation: *An analysis of residential and commuter student engagement and success at a Hispanic-Serving Institution on the U.S.-Mexico border.*

#### **Member of Dissertation & Master's Thesis Committees - Completed**

##### ***Department of Educational Leadership & Foundations***

3. Lucas Endicott. (2019, November). Dissertation: *Innovation in higher education: Three sites in Haiti.*
4. Karina Canaba. (2019, March). Dissertation: *Theorizing the experiences of Chicana faculty on the tenure track at a Hispanic-Serving Institution.*
5. Eva Quintana. (2018, October). Dissertation: *A narrative inquiry of experiences of validation of graduate economics students.*
6. Ricardo Acevedo. (2018, July). Dissertation: *An examination of student self-regulation learning strategies in online courses at a Hispanic-Serving Institution.*

7. Robin Dankovich. (2016, November). Dissertation: *A mixed methods investigation of the faculty teaching role: Values, intention & practice.*
8. Carlos Castañón. (2016, November). Dissertation: *Collegiality among full-time professors in a Mexican university: Perceptions and challenges.*
9. Amber Archuleta-Lucero. (2015, November). Dissertation: *Faculty and student interactions at the community college: An examination of the interaction order.*
10. Marisa Pierce. (2015, April). Dissertation: *High school student experiences in college readiness programs: A phenomenological study.*
11. Ryan Holmes. (2014, April). Dissertation: *Cause for concern: A mixed-method study of campus safety and security practices in US – Mexico border institutions of higher education.*
12. Aurea L. Galindo. (2013, May). Dissertation: *School library acquisitions policy: How it impacts the delivery of library service to middle school English language learners.*
13. Catie McCorry-Andalis. (2013, May). Dissertation: *Academic and social adjustment of students transitioning from an early college high schools program to an institution of higher education.*
14. Denise Razo. (2013, April). Dissertation: *Historical overview of equity in higher education: A case study of the South Texas Border Initiative.*
15. Sandra Covarrubias. (2013, February). Dissertation: *Portraits of success: A mixed-method study of the enrollment, persistence, and success experiences of female graduate engineering students at a Hispanic Serving Institution.*
16. Andrew Peña. (2012, November). Dissertation: *When generational employees leave higher education, what do we lose, and what do they leave behind?*
17. Curtis Barnes. (2012, April). Dissertation: *Distortion, disparity, and dubious data: The impact of accountability on instructional practice.*
18. Lizely Madrigal. (2012, April). Dissertation: *Still “unfinished education:” Hispanic students forty years after the Mexican American Education Study.*
19. Neelam Agarwal. (2011, November). Dissertation: *Beyond accommodations: Perceptions of students with disabilities in a Hispanic-serving institution.*
20. Kathy Black. (2010, July). Dissertation: *Closing the achievement gap: Impact of Inclusion upon achievement rates of students with special needs.*
21. Edith Chavez Orozco. (2010, April). Dissertation: *A comparison of Career Technical Education-16 Career Pathway high school participants with non-participants on academic achievement, school engagement, and development of technical skills.*
22. Lisa Campos. (2009, May). Dissertation: *An investigation of cognitive and non-cognitive variables that affect student-athlete graduation and retention.*

#### **Department of Teacher Education**

23. Ashley Graboski-Bauer. (2019, April). Dissertation: *Psychologically satisfying: Exploring client experiences with dynamics of shared decision-making in care from prescribing psychologists.*
24. Gabriel Hayes. (2017, April). Thesis: *Measuring nature of science conceptual change in high school students in a long term authentic science research internship.*
25. Angel Marquez. (2016, April). Thesis: *Educational use of social media: Exploring science and engineering college students’ perceptions about utilizing Facebook to enhance their learning of physics.*
26. Cameron Wilson. (2014, December). Thesis: *Hispanic high school students’ perspective of the nature of science.*
27. Karla Singh. (2014, May). Thesis: *High school students’ and scientists’ perceptions of a student-scientist partnership.*

#### **Department of Mathematics**

28. Angelica Monarrez. (2012, June). Thesis: *Analysis of differential item functioning on measures of center and variation for ELL and non-ELL students.*

**Department of Psychology**

29. Jessica Bray. (2019, November). Thesis: *The influence (or lack thereof) of stereotypes on spontaneous trait inferences.*
30. Scott D. Frankowski. (2017, November). Dissertation: *Effects of gender stereotypes on judgments of career tracks.*
31. Luke R. Enge. (2016, July). Dissertation: *Philanthropy and hazing: Time-dependent memory consolidation and the generalization of positive and negative group traits to the self.*
32. Julia R. LaBianca. (2016, June). Dissertation: *Is torture ever justified? The influence of group membership, interrogation approach, and success on attributions of interrogator behavior and perceived acceptability of torture.*
33. Ciara Kidder. (2016, April). Dissertation: *Defining moral attitudes: An examination of the structure and consequences of moral attitudes.*
34. Scott Frankowski. (2014, October). Thesis: *Development and validation of an implicit measure of moral foundation accessibility.*
35. Jessica Shenberger. (2014, May). Dissertation: *The effects of religious references on identity salience and social behaviors.*
36. Stephanie A. Quezada. (2013, July). Dissertation: *Changing the face of American culture: A new perspective on immigration.*
37. Julia R. LaBianca. (2013, July). Thesis: *Motivations for a source to resist an interrogation: Consequences to the self versus consequences to an other.*
38. Stephen W. Michael. (2013, May). Dissertation: *Strategic approaches to lying: Understanding their impact on psychological processes, cues to deception, and perceptions of observers.*
39. Jessica Shenberger. (2013, April). Thesis: *The effect of religious imagery on following suggestions for risk-taking.*
40. Katherine R. G. White. (2012, June). Dissertation: *Identifying the antecedents of moral conviction.*
41. Stephanie Quezada. (2010, December). Thesis: *Two sides of the same coin: Biculturalism, cultural ideologies, and perceptions of cultural change.*
42. Moira Shaw. (2010, April). Dissertation: *Prejudice with a conscience: How a strong moral identity relates to greater prejudice.*
43. Clarissa Arms-Chavez. (2009, July). Dissertation: *Getting to know you: The effects of memory and time on social perception.*

**Chair of Dissertation Committee - Proposal defended**

**Department of Educational Leadership & Foundations**

44. Pablo Reyes. (2014, November). Proposal for dissertation: *Student factors associated with Student Support Service Program outcomes in a higher education setting: A causal comparative research study.*

**Member of Dissertation & Master's Thesis Committees - Proposal defended**

**Department of Educational Leadership & Foundations**

45. Rocio Alvarenga. (2019, December). Proposal for dissertation: *How is faculty stress related to student learning perceptions?*
46. Olympia Caudillo. (2019, August). Proposal for dissertation: *A mixed methods study of imposter phenomenon among Ph.D. and Ed.D. students enrolled in a Hispanic Serving Institution.*
47. Christian Corrales. (2019, August). Proposal for dissertation: *Brokering social capital: A qualitative case study on how a four-year Hispanic Serving Institution brokers social capital for first-generation Latinx, on-campus employees.*
48. Jaime Mendez. (2019, June). Proposal for dissertation: *Familia first! A qualitative study on the impact of Latinx first-generation college students' degree completion on their family in a U.S./Mexico border community.*



49. Jesse A. Sepulveda. (2011, May). Proposal for dissertation: *A discursive institutional analysis of English language learner policy formation in a West Texas school district: 1980-2005.*

**Department of Teacher Education**

50. Angela Owens. (2019, July). Proposal for dissertation: *Caregiver experiences with the dyslexia identification process in a borderland community in Texas.*

**Department of Kinesiology**

51. Sephonnie Elliss. (2019, September). Proposal for thesis: *The effect of curriculum- and classroom-based physical activity breaks on academic performance in elementary school children in southern New Mexico.*

**Chair of Capstone Committee - In progress**

**Department of Educational Leadership & Foundations**

52. Yvette Huerta. (2019-present).

53. Myra Ortega. (2019-present).

**Graduate Research Assistants**

**Funded by NSF-GSE research grant**, 2006-2012: Clarissa Arms-Chavez, Kimberly Carrillo, & Ana Beatriz da Luz Fontes

**Funded by UTEP Incentive Return Program** for externally supported research, 2009-2013: Yvette Aguilar, & Li-Hao Yeh

**Funded by faculty start-up funds**, 2009-2010: Natalia Strobach

**Volunteer graduate research assistants**: Scott Frankowski, 2015-2016; Nazanin Heydarian, 2015-2016; Stephanie Quezada, 2009-2013

**Service**

**National**

Member, *Diversity Scholars Network*. National Center for Institutional Diversity at the University of Michigan, 2017-present.

Ad hoc Reviewer, *Child Development* (The Society for Research in Child Development, Wiley Journal Publications), 2017-present.

Ad hoc Reviewer, *Cultural Diversity and Ethnic Minority Psychology* (APA Journal), 2009-present.

Teacher Performance Assessments (TPA) Bias Review Committee, *The Evaluation Systems Group of Pearson*, Palo Alto, CA, November 2011.

NSF Review Panelist, *HRD: Research on Gender in Science and Engineering Review Panel* (full proposals), National Science Foundation, Arlington, VA, 2007.

**Community**

Judge: *Educators Rising Competition* for the Texas Association for Future Educators (TAFE), held at The University of Texas at El Paso, November 2016, 2017, 2018.

**University**

Member: *Women's Advisory Committee to the President*, The University of Texas at El Paso, 2019-present.

Member: *Faculty Welfare Committee*, The University of Texas at El Paso, 2019-present.

Hearing Officer: *Office of Student Conduct and Conflict Resolution*, The University of Texas at El Paso, 2019-present.

Member: *Academic Policy Committee*, The University of Texas at El Paso, 2016-2019.

Panel Discussant: *Integrating Cognitive Diversity and Inclusion for Innovation*, Center for Faculty Leadership and Development, The University of Texas at El Paso, November 2017.

Judge: *Graduate Student Research Expo*, The University of Texas at El Paso, 2012, 2013.

Reviewer: *Outstanding Thesis and Dissertation Awards*, The University of Texas at El Paso, 2012.

Participant: *Research Colloquium on Student Success*, Center for Research on Educational Reform, The University of Texas at El Paso, 2010-2013.

Participant: *JumpStart Your Research Program*, Office of Research and Sponsored Projects, The University of Texas at El Paso, Fall 2011.

Participant: *Collaborative Faculty Mentoring Program*, The University of Texas at El Paso, 2009-2010.

### **College**

Member: *College Curriculum Committee*, College of Education, The University of Texas at El Paso, 2019-present.

Member: *College Bylaws Committee*, College of Education, The University of Texas at El Paso, 2017-2018.

Member: *Cross-listing of Methods Courses Committee*, College of Education, The University of Texas at El Paso, 2016.

Reviewer: *Faculty Incentives Competition*, College of Education, The University of Texas at El Paso, 2013.

Member: *Technology Planning & EdWeb Committee*, College of Education, The University of Texas at El Paso, 2010-2011.

### **Department**

Member: *Higher Education Faculty Search Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2019-2020.

Member: *Tenure & Promotion Review Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2019-2020.

Chair: *K-12 Principal Leadership Faculty Search Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2018-2019.

Member: *Workload Policy Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2018-present.

Member: *Ed.D. Program Revisions Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2016-2018.

Chair: *Tenure & Promotion Review Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2018.

Member: *Tenure & Promotion Review Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2017.

Member: *Higher Education Faculty Search Committee*, Department of Educational Leadership & Foundations, College of Education, The University of Texas at El Paso, 2016.