

LINDA DEANGELO

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ACADEMIC APPOINTMENTS

UNIVERSITY OF PITTSBURGH

SCHOOL OF EDUCATION

2018-present ASSOCIATE PROFESSOR, Educational Foundations, Organizations, and Policy
2016-2021 COORDINATOR, Higher Education Degree Programs
2014-2024 FACULTY FELLOW, Center for Urban Education
2013-2016 CO-COORDINATOR, Higher Education Degree Programs
2012-2018 ASSISTANT PROFESSOR, Administrative and Policy Studies

DIETRICH SCHOOL OF ARTS AND SCIENCES

2024-present INAUGURAL DIRECTOR OF GRADUATE STUDIES, Gender, Sexuality, and Women's Studies
2024-present SECONDARY FACULTY APPOINTMENT, Gender, Sexuality, and Women's Studies
2019-2024 AFFILIATED FACULTY, Gender, Sexuality, and Women's Studies

OFFICE OF THE PROVOST

2021-2022 INAUGURAL DIRECTOR, Diverse Career Pathways Micro-Internship Program

UNIVERSITY OF CALIFORNIA, LOS ANGELES

2008-2012 ASSISTANT DIRECTOR FOR RESEARCH, Higher Education Research Institute
2008 POSTDOCTORAL SCHOLAR, Center for Educational Assessment

SANTA MONICA COLLEGE

2004-2008 ADJUNCT FACULTY, Counseling Department

EDUCATION

UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

2008 DOCTOR OF PHILOSOPHY, HIGHER EDUCATION AND ORGANIZATIONAL CHANGE

UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

2000 MASTER OF ARTS, Higher Education and Organizational Change

UCLA COLLEGE OF LETTERS AND SCIENCE

1999 BACHELOR OF ARTS, American Literature and Culture, Minor: Education, Latin Honors: Cum Laude

AWARDS

2025 DEAN'S DISTINGUISHED RESEARCH AWARD, University of Pittsburgh
2024 BEST PAPER AWARD, American Society for Engineering Education
Education Research and Methods Division
Equitable engineering identity? Race / ethnicity and gender differences in predictors of engineering identity in first-year engineering

- 2024 BEST PAPER AWARD, American Society for Engineering Education Professional Interest Council II
Equitable engineering identity? Race/ethnicity and gender differences in predictors of engineering identity in first-year engineering
- 2023 PROVOST'S AWARD FOR DIVERSITY IN THE CURRICULUM, University of Pittsburgh
- 2023 PUBLICATION OF THE YEAR AWARD, American Educational Research Association SIG 168
The faculty role in grooming and gatekeeping students of color potential across the professoriate pipeline
- 2022 DEAN'S DISTINGUISHED MENTORING AWARD, University of Pittsburgh

PUBLICATIONS

(* INDICATES GRADUATE STUDENT AT TIME OF PUBLICATION OR GRADUATE ALUMNI/AE CO-AUTHOR, **INDICATES POSTDOCTORAL ASSOCIATE AT TIME OF PUBLICATION OR POSTDOCTORAL ASSOCIATE ALUMNI/AE CO-AUTHOR, ***INDICATES UNDERGRADUATE STUDENT AT TIME OF PUBLICATION OR UNDERGRADUATE ALUMNI/AE CO-AUTHOR)

BOOK (1)

Weidman, J. C. & **DeAngelo, L.** (Eds.) (2020). [Socialization in higher education and the early career: Theory, research, and practice](#). New York: Springer. DOI: 10.1007/978-3-030-33350-8.

PEER-REVIEWED JOURNAL ARTICLES (19)

DeAngelo, L., *Lewis, D. V., & *Snowadzky, M. (2025, In Press). Caught in a double bind: Toward an understanding of undergraduate women engineers' early experiences. *Review of Higher Education*.

Bahnson, M., **McChesney, E., *Cooper, C., *Dorvè-Lewis, G., Godwin, A., Binning, K., & **DeAngelo, L.** (2025, In Press). Gender and race/ethnicity differences in predictors of course grade in a first-year engineering course and continued enrollment in engineering. *Journal of Engineering Education*.

Bahnson, M., Godwin, A., Schunn, C., **McChesney, E. T., & **DeAngelo, L.** (2025). [Retention in engineering pathways: An ecological belonging intervention supports help-seeking and continued enrollment](#). *International Journal of STEM Education*, 12(1), 6. DOI: 10.1186/s40594-025-00530-w

DeAngelo, L., *Lewis, D., & McGreevy, E. (2024). [Belonging interrupted: Toward an understanding of how virtual learning impedes women students' belonging in engineering](#). *Innovative Higher Education* 49, 823-847. DOI: 10.1007/s10755-024-09711-x

Bahnson, M., **McChesney, E. T., **DeAngelo, L.**, & Godwin, A. (2024). [Changing classroom ecology to support continued engineering enrollment](#). *Trends in Higher Education*, 3, 423-436. DOI: 10.3390/higheredu3020025

Godwin, A., **Perkins, H., **DeAngelo, L.**, **McChesney, E., *Kaufman-Ortiz, K., *Dorvè-Lewis, G., & *Conrique, B. (2024). [Belonging in engineering for Black, Latinx, and Indigenous students: Promising results from an educational intervention in an introductory programming course](#). *IEEE Transactions on Education* 67(1), 56-64. DOI: 10.1109/TE.2023.3312628

DeAngelo, L., *Schuster, M., & *Lightner-Lachaud, Q. (2021). [The faculty role in grooming and gatekeeping students' of color potential along the professoriate pipeline](#). *Review of Higher Education* 44(4), 493-522. DOI: 10.1353/rhe.2021.0010

Stebelon, M. J., *Rost-Banik, C., *Greene, E. & **DeAngelo, L.** (2017). ["Trying to be accepted": Exploring foreign-born immigrant's interactions with faculty and practitioners](#). *Journal of Student Affairs Research and Practice*, 54(4), 357-370. DOI: <http://dx.doi.org/10.1080/19496591.2017.1331444>

DeAngelo, L., & *Franke, R. (2016). [Social mobility and reproduction for whom? College readiness and first year retention](#). *American Educational Research Journal*, 53(6), 1588-1625. DOI: 10.3102/0002831216674805.

Phelps-Ward, R., & **DeAngelo, L.** (2016). [Feeding the pipeline toward the doctorate: Examining the formal mentoring experiences of Black undergraduate students](#). *Western Journal of Black Studies*, 40(2), 109-123.

- DeAngelo, L.**, *Schuster, M., & Stebleton, M. (2016). [California dreamers: Activism, identity and empowerment among undocumented students](#). *Journal of Diversity in Higher Education*, 9(3), 216-230. DOI: 10.1037/dhe0000023.
- *Mann, J., & **DeAngelo, L.** (2016). [An examination of the transformative learning potential of alternative spring breaks](#). *Journal of Student Affairs Research and Practice*, 53(4), 416-428. DOI: 10.1080/19496591.2016.1202835.
- DeAngelo, L.**, *Mason, J., & *Winters, D. (2015). [Faculty engagement in mentoring undergraduate students: How institutional environments regulate and promote extra-role behavior](#). *Innovative Higher Education*, 41(4), 317-332. DOI:10.1007/s10755-015-9350-7.
- *Utter, M., & **DeAngelo, L.** (2015). Lateral transfer students: The role of housing in social integration and transition. *Journal of College and University Student Housing*, 42(1), 178-193.
- *Fuentes, M., *Ruiz, A., *Berdan, J., & **DeAngelo, L.** (2014). [Mentorship matters: Does early faculty contact lead to quality faculty interaction?](#) *Research in Higher Education*, 55, 288-307. DOI:10.1007/s11162-013-9307-6.
- *Sharkness, J., & **DeAngelo, L.** (2011). [Measuring student involvement: A comparison of classical test theory and item response theory in the construction of scales from student surveys](#). *Research in Higher Education*, 52, 480-507. DOI 10.1007/s11162-010-9202-3.
- DeAngelo, L.** (2010). Preparing for the PhD at a comprehensive institution: perceptions of the “barriers.” *Journal of the Professoriate*, 3(2), 17-49.
- DeAngelo, L.**, & Hasson, T. (2009). Quantifying success: Using control groups to measure program effectiveness. *Council on Undergraduate Research Quarterly*, 29(3) 39-45.
- Chang, M. J., & **DeAngelo, L.** (2002). Going greek: The effects of racial composition on white students' participation patterns. *Journal of College Student Development*, 43(6) 809-23.

PEER-REVIEWED JOURNAL ARTICLES (UNDER REVIEW) (8)

- **McChesney, E, Schunn, C., **DeAngelo, L.**, Godwin, A., *Dorvè-Lewis, G., (under review). The space-based nature of behavioral and cognitive engagement in undergraduate STEM learning.
- Bahnson, M., ** McChesney, E. T., Godwin, A., & **DeAngelo, L.** (under review). Team ability mindset disrupts the development of programming self-efficacy.
- *Lewis, D. V., *Dorvè-Lewis, G., & **DeAngelo, L.** (under review). “In terms of race and sex, I don’t think they really determine my success”: Racial and gender evasiveness in white men undergraduate engineers.
- Bahnson, M., Godwin, A., Schunn, C., & **DeAngelo, L.** (under review). Programming self-efficacy moderated by ecological intervention, race/ethnicity, and gender.
- **McChesney, E., Schunn, C., **DeAngelo, L.**, & McGreevy, E. (under second review). Where to act, when to think, and how to feel: The ABC+ model of learning engagement and its relationship to the components of academic performance.
- Wofford, A. M., Winkler, C. E., & **DeAngelo, L.** (under second review). Part of the plan? A critical quantitative examination of mentoring and psychosocial mediators shaping computing students’ graduate school applications.
- DeAngelo, L.**, & *Lewis, D. V. (under second review). A cloak of invisibility: Women engineers’ experience in virtual instruction.
- *Rhode, J., *Cooper, C., *Kaufman-Ortiz, K.J., Buswell, N. T., Godwin, A., & **DeAngelo, L.** (under second review). “It’s all my friends who know it. It’s not me.” Engineering students’ descriptions of challenges in a first-year programming course.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS (19)

- DeAngelo, L.**, Winkler, C., **Stone, B., *Díaz, C. (2025, In Press). A descriptive examination by race/ethnicity in how engineering faculty understand their efficacy and responsibility for engaging in equity-based initiatives for faculty of color. Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

DeAngelo, L. Godwin, A., Bahnson, M., *Lewis, D. V., Binning, K., Buswell, N., McGreevy, E., Schunn, C., **McChesney, E., **Stone, B., *Chen, L., *Cooper, C., *Currie, S., *Díaz, C., *Dorvè-Lewis, G., *Forester, R., *Kaufman-Ortiz, K. J., *Lepe, M., & Tatone, K. (2025, In Press). What do students remember and take away from an ecological belonging intervention designed to address equity gaps for women and Black, Latiné, and Indigenous Students in Engineering? Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

McChesney, E., **Stone, B., Tatone, K., *Díaz, C., *Dorvè-Lewis, G., & **DeAngelo, L. (2025, In Press). What do engineering faculty consider when choosing to adopt an equity-focused social belonging intervention in their courses? Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN. Note: McChesney, E. & **DeAngelo, L.** share co-first authorship.

Bahnson, M., **McChesney, E., Godwin, A., Schunn, C., & **DeAngelo, L.** (2025, In Press). Student perceptions of a belonging intervention. Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

*Cooper, C., *Clements III, H. R., *Kaufman-Ortiz, K. J., *Lewis, D. V., Bahnson, M., Godwin, A., & **DeAngelo, L.** (2025, In Press). “If I didn’t do engineering, I might be in a happier place”: A comparative longitudinal analysis of students who consider leaving engineering. Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

***Getz, K. S., Godwin, A., *Lewis, D. V., Bahnson, M., & **DeAngelo, L.** (2025, In Press). “But something’s off”: Belonging experiences with peers for transgender & gender non-conforming undergraduate engineering students. Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

*Lewis, D. V., *Dorvè-Lewis, G., & **DeAngelo, L.** (2025, In Press). “We just get stereotyped”: A comparative analysis of the experiences of undergraduate women of color and white women in engineering. Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

*Lepe, M., *Currie, S., *Kaufman-Ortiz, K. J., *Díaz, C., *Dorvè-Lewis, G., **DeAngelo, L.**, & Buswell, N. (2025, In Press). Unraveling intersecting Hispanic and Latiné engineering student identities to understand sense of belonging at a Hispanic Serving Institution. Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

Allan, A., Saporu, D., Wang, Y., **DeAngelo, L.**, Douglas, A., Felciai, N., Khan, N. Kovačević, J., Marks, S., Porter, L., Saunders, W., Schlesinger, E., *Díaz, C., Riedo, E., **Stone, B., Collins, P., & Walsh, K. (2025, In Press). Project ELEVATE: Utilizing our AGEP Alliance to Build Infrastructure for Change. Proceeding from the ASEE 2025 American Society for Engineering Education Annual Conference & Exposition, Montréal, CN.

Barry, M. M., **DeAngelo, L.**, ***Rossetti, C. R., *Weilgosz, S. E., *Pabst, D. M., & *Dosse, L. A. (2024). [Breaking barriers and building confidence: Unleashing the power of digital tools and gender-balanced teams in engineering education](#). Proceedings from 2024 IEEE Frontiers in Education (FIE) conference, Washington, D. C.

DeAngelo, L. Godwin, A., *Díaz, C., **McChesney, E., McGreevy, E., **Zounlome, N. O. O., *Kaufman-Ortiz, K. J., *Elie, K., *Dorvè-Lewis, G., *Bañuelos, M., Bahnson, M., Binning, K., Buswell, N., Schunn, C., *Conrique, B., *Chen, L., *Cooper, C., *Forster, R., *Lewis, D., & *Rohde, J. (2024). [Fidelity and transferability of an ecological intervention to transform engineering representation at scale](#). Proceedings from ASEE 2024: American Society for Engineering Education Annual Conference & Exposition, Portland, OR.

Bahnaon, M., **McChesney, E., *Cooper, C., Godwin, A., **DeAngelo, L.**, & Binning, K.R. (2024). [Equitable engineering identity? Race/ethnicity and gender differences in the predictors of engineering identity in the first-year engineering](#). Proceedings from ASEE 2024: American Society for Engineering Education Annual Conference & Exposition, Portland, OR.

***Nortz, K., Godwin, A., *Lewis, D., *Kaufman-Ortiz, K., *Cooper, C., & **DeAngelo, L.** (2024). [First-year women’s interpretations of self-efficacy after an ecological belonging intervention](#). Proceedings from ASEE 2024: American Society for Engineering Education Annual Conference & Exposition, Portland, OR.

Allan, A., Saporu, D., Riedo, E., Anna, S., **DeAngelo, L.**, Douglas, A., Felciai, N., Khan, N. Kovačević, J., Marks, S., Saunders, W., Schlesinger, E., Wang, Y., **Zounlome, N. O. O., & *Díaz, C. (2024). [Project ELEVATE: Promoting sustained & equitable change among Black, Latinx, and Indigenous engineering faculty](#). Proceedings from ASEE 2024: American Society for Engineering Education Annual Conference & Exposition, Portland, OR.

Godwin, A., **DeAngelo, L.**, McGreevy, E., **McChesney, E., Binning, K., *Díaz, C., *Dorvè-Lewis, G., *Elie, K., *Kaufman-Ortiz, K. J., & *Rohde, J. (2023). [Communicating for belonging in first-year engineering](#). Proceedings from the 2023 IEEE International Professional Communication Conference, Ithaca, NY.

DeAngelo, L. Godwin, A., McGreevy, E., **McChesney, E., Binning, K., Buswell, N., Schunn, C., *Díaz, C., *Dorvè-Lewis, G., *Kaufman-Ortiz, K. J., *Bañuelos, M., *Conrique, B., *Cooper, C., *Elie, K., *Forster, R., ***Gonzalez, B. J., *Lewis, D., **Perkins, H., & **Zounlome, N. O. O. (2023). [The process of building faculty buy-in for course-based adaptations of an ecological belonging intervention to transform engineering representation at scale](#). Proceedings from ASEE 2023: American Society for Engineering Education Annual Conference & Exposition, Baltimore, MD.

*Dorvè-Lewis, G., *Lewis, D., *Bañuelos, M., Buswell, N. & **DeAngelo, L.** (2023). [A narrative analysis of Black, Latino/a/x, and Indigenous students' sense of belonging in engineering at a predominantly white institution](#). Proceedings from ASEE 2023: American Society for Engineering Education Annual Conference & Exposition, Baltimore, MD.

Allan, A., Saporu, D., Riedo, E., Anna, S., **DeAngelo, L.**, Douglas, A., Felciai, N., Khan, N. Kovačević, J., Marks, S., Saunders, W., Schlesinger, E., Wang, Y., *Rohde, J., *Díaz, C., & **Zounlome, N. O. O. (2023). [Collaborative research: AGEF FC-PAM: Project ELEVATE \(Equity-focused Launch to Empower and Value AGEF Faculty to Thrive in Engineering\)](#). Proceedings from ASEE 2023: American Society for Engineering Education Annual Conference & Exposition, Baltimore, MD.

DeAngelo, L. Godwin, A., Binning, K., Buswell, N., Cribbs, J., McGreevy, E., Schunn, C., *Elie, K., *Kaufman-Ortiz, K. J., *Conrique, B., *Cooper, C., *Ji, Z.C., *Lewis, D., & *Rohde, J. (2022). [Course-based adaptations of an ecological belonging intervention to transform engineering representation at scale](#). Proceedings from ASEE 2022: American Society for Engineering Education Annual Conference & Exposition, Minneapolis, MN.

PEER-REVIEWED BOOK CHAPTERS (5)

Weidman, J. C., & **DeAngelo, L.** (2020). [Student socialization in higher education: An exploration](#). In J. C. Weidman & **DeAngelo, L.** (Eds). Socialization in higher education and the early career: Theory, research and practice (pp. 3-10). New York: Springer. DOI: 10.1007%2F978-3-030-33350-8

Weidman, J. C., & **DeAngelo, L.** (2020). [Toward a 21st century socialization model of higher education's impact on students](#). In J. C. Weidman & **DeAngelo, L.** (Eds). Socialization in higher education and the early career: Theory, research and practice (pp. 311-323). New York: Springer. DOI: 10.1007%2F978-3-030-33350-8

DeAngelo, L. (2014). [Programs and practices that retain students from the first to the second year: Results from a national study](#). In R.D. Padgett (Ed.), Emerging research and practice on first-year students. New Directions for Institutional Research, 160 (pp. 53-75). San Francisco, CA: Jossey-Bass. DOI: 10.1002/ir.20061.

Weidman, J. C., **DeAngelo, L.**, & *Bethea, K. A. (2014). [Understanding student identity development from a socialization perspective](#). In C. Hanson (Ed.), In search of self: Exploring student identity development. New Directions for Higher Education, 166 (pp. 42-51). San Francisco, Jossey-Bass. DOI: 10.1002/he.20094.

DeAngelo, L. (2009). Can I go? An exploration of the influences of attending a less selective institution on students' aspirations and preparation for the PhD. In M. F. Howard-Hamilton, C. L. Morelon-Quinanoo, S. D. Johnson, R. Winkle-Wagner, & L. Sintiaque (Eds), Standing on the Outside Looking In: Multiple Causes, Implications, and Potential Remedies to Address Underrepresentation among Minorities in Graduate Programs (pp. 25 – 44). Sterling, VA: Stylus Publishing, LLC.

NATIONAL POLICY BRIEFS (1)

DeAngelo, L. (2016). [Supporting students of color on the pathway to graduate education](#) (CGS Data Sources PLUS 16-02). Washington, DC: Council of Graduate Schools.
http://cgsnet.org/sites/default/files/2016.12_Data_Sources_PLUS_%28DeAngelo%29.pdf.

ACADEMIC & LEADERSHIP JOURNALS (2)

Hurtado, S., & **DeAngelo, L.** (2012). [Linking diversity and civic-minded practice with student outcomes: New evidence from CIRP national surveys](https://www.aacu.org/publications-research/periodicals/linking-diversity-and-civic-minded-practices-student-outcomes-new). *Liberal Education*, 98(2), (pp. 14-22). <https://www.aacu.org/publications-research/periodicals/linking-diversity-and-civic-minded-practices-student-outcomes-new>.

Hurtado, S., & **DeAngelo, L.** (2009). [Keeping senior women at your institution: Insights from a national survey of full time teaching faculty](https://www.aaup.org/article/keeping-senior-women-your-college#.WSb6rFPyuF8). *Academe*, September/October. <https://www.aaup.org/article/keeping-senior-women-your-college#.WSb6rFPyuF8>.

RESEARCH MONOGRAPHS (7)

Pryor, J. H., **DeAngelo, L.**, Palucki Blake, L., Hurtado, S., & Tran, S. (2011). [The American freshman: National norms for fall 2011](https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2011.pdf). Los Angeles: Higher Education Research Institute, UCLA. <https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2011.pdf>.

DeAngelo, L., & *Franke, R., Hurtado, S., Pryor, J. H., & Tran, S. (2011). [Completing college: Assessing graduation rates at four-year institutions](https://www.heri.ucla.edu/DARCU/CompletingCollege2011.pdf). Los Angeles: Higher Education Research Institute, UCLA. <https://www.heri.ucla.edu/DARCU/CompletingCollege2011.pdf>.

Pryor, J. H., Hurtado, S., **DeAngelo, L.**, Palucki Blake, L., & Tran, S. (2010). [The American freshman: National norms for fall 2010](https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2010.pdf). Los Angeles: Higher Education Research Institute, UCLA. <https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2010.pdf>.

*Sharkness, J., **DeAngelo, L.**, & Pryor, J. H. (2010). [CIRP constructs technical report](https://www.heri.ucla.edu/PDFs/constructs/technicalreport.pdf). Los Angeles: Higher Education Research Institute, UCLA. <https://www.heri.ucla.edu/PDFs/constructs/technicalreport.pdf>.

DeAngelo, L., Hurtado, S., Pryor, J. H., *Kelly, K. R., Santos, J. L., & Korn, W. K. (2009). [The American college teacher: National norms for the 2007-2008 HERI faculty survey](https://www.heri.ucla.edu/PDFs/pubs/FAC/Norms/Monographs/TheAmericanCollegeTeacher2007To2008.pdf). Los Angeles: Higher Education Research Institute, UCLA. <https://www.heri.ucla.edu/PDFs/pubs/FAC/Norms/Monographs/TheAmericanCollegeTeacher2007To2008.pdf>.

Pryor, J. H., Hurtado, S., **DeAngelo, L.**, Plaucki Blake, L. & Tran, S. (2009). [The American freshman: National norms for fall 2009](https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2009.pdf). Los Angeles: Higher Education Research Institute, UCLA. <https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2009.pdf>

Pryor, J. H., Hurtado, S., **DeAngelo, L.**, *Sharkness, J., Romero, L. C., Korn, W. K., & Tran, S. (2008). [The American freshman: National norms for fall 2008](https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2008.pdf). Los Angeles: Higher Education Research Institute, UCLA. <https://www.heri.ucla.edu/PDFs/pubs/TFS/Norms/Monographs/TheAmericanFreshman2008.pdf>.

EDITED READER AND GUEST EDITED JOURNAL (2)

Weidman, J. C., Yeager, J. L., Cohen, L., **DeAngelo, L.**, *DeLuca, K. M., Gunzenhauser, M. G., Jacob, W. J., McClure, M. W., & Sutin, S. E. (Eds.). (2014). *ASHE reader: Economics & Finance of Higher Education*. New York: Pearson.

Weidman, J. C. & **DeAngelo, L.** (2014). Introduction to Section II – Economic Outcomes of Higher Education.

Cole, D., & **DeAngelo, L.** (Eds.) (2010). *Journal of the Professoriate*, 3(2). Guest edited issue on student/faculty interaction.

BOOK REVIEW (1)

Review of *Students first: Equity, access and opportunity in higher education*, by Paul LeBlanc, **DeAngelo, L.**, & *Lewis, D. V. (2022, May 31), *Teachers College Record*, <https://www.tcrecord.org> ID Number: 24083.

RESEARCH AND EVALUATION REPORTS (9)

DeAngelo, L., & **Dao, N. (2024). Project ELEVATE: Faculty context and belonging survey report. Pittsburgh: HEAL, University of Pittsburgh.

Dao, N., & **DeAngelo, L. (2024). Project ELEVATE alliance team & mentor-mentee SWOT analysis report (2024). Pittsburgh: HEAL, University of Pittsburgh.

*Lewis, D. V., & **DeAngelo, L.** (2024). Accessible and inclusive biomedical informatics and data science (AIBIDS) year 2 evaluation report. Pittsburgh: HEAL, University of Pittsburgh.

- *Lewis, D. V., & **DeAngelo, L.** (2023). Accessible and inclusive biomedical informatics and data science (AIBIDS) year 1 evaluation report. Pittsburgh: HEAL, University of Pittsburgh.
- **Zounlome, N. O. O., & **DeAngelo, L.** (2023). Project ELEVATE alliance team & mentor-mentee SWOT analysis report (2023). Pittsburgh: HEAL, University of Pittsburgh.
- **Zounlome, N. O. O., *Díaz, C., & **DeAngelo, L.** (2023). Project ELEVATE year 1 self-study final report. Internal Evaluation Report for Project ELEVATE. Pittsburgh: HEAL, University of Pittsburgh.
- DeAngelo, L.**, *Díaz, C., & *Rhode, J. (2023). Baseline evaluation for AGEP faculty success: An analysis of institutional documents. Internal Evaluation Report for Project ELEVATE. Pittsburgh: HEAL, University of Pittsburgh.
- DeAngelo, L.** (2004). Promoting and preparing CSU students for graduate study: CSU faculty speak from experience. CSU Outreach Project Phase II Findings. Los Angeles: Graduate Division, UCLA.
- DeAngelo, L.** (2003). Opening up the pathway to graduate study: Lessons learned from California State University (CSU) students. CSU Outreach Project Phase I Findings. Los Angeles: Graduate Division, UCLA.

RESEARCH GRANTS

EXTERNAL GRANTS (\$5,356,297)

- Collaborative Research: Creating a culture for equity in gender and race/ethnicity educational outcomes in chemical engineering. National Science Foundation, (under review), *January 2025 – December 2029*
PI: Linda DeAngelo, Co-PIs Taryn Bayles, & Allison Godwin. Amount: \$2,000,000.
- R25 REU: Building accessible and inclusive paths for students in biomedical informatics and data science (AIBIDS). National Institutes of Health, *September 2022 – August 2027*
PI Richard Boyce. Amount \$2,079,269, Consultant Linda DeAngelo subaward \$54,315.
- Collaborative Research: Project ELEVATE (equity focused launch to empower and value AGEP faculty to thrive in engineering). National Science Foundation, *June 2022 – June 2027*
PI: Alaine Allen Amount. \$3,000,000, Co-I Linda DeAngelo subaward \$299,982.
- Collaborative Research: Course-based adaptations of an ecological belonging intervention to transform engineering representation at scale. National Science Foundation, *September 2021 – August 2026*
PI: Linda DeAngelo, Co-PIs Kevin Binning, & Allison Godwin. Amount: \$3,000,000.
- Developing a context-integrated mindset/belonging intervention to eliminate demographic-based underperformance in challenging large lecture undergraduate courses. Institute of Education Sciences, *August 2021 – August 2025*
PI: Kevin Binning, Co-PI Linda DeAngelo. Amount: \$2,000,000.
- Understanding the expectations and transitions of for-profit transfer students to four- year institutions, NASPA Channing Briggs Small Grant, *January 2015 – December 2015*
Co-PIs Linda DeAngelo & *Molly McClelland. Amount: \$2,000.
- Howard Hughes medical institute grant to transform undergraduate STEM education. PI Judy Smith, Vice Provost Undergraduate Education, UCLA. Role on Grant: Grant Administration and Program Evaluator through position in Center for Educational Assessment. *September 2005 – March 2007, January 2008 – July 2008*

INTERNAL GRANTS (\$132,655)

- Determining change agents: Understanding and enhancing the environment for BIPOC (Black, Indigenous, and People of Color) in Engineering. University of Pittsburgh.
Momentum Grant Initiative (Priming Grant), *May 2024 – April 2025*
PI: Linda DeAngelo. Amount \$25,000.
- Developing university infrastructure to foster equity and inclusion in college classrooms. University of Pittsburgh Momentum Grant Initiative, *May 2020 – April 2021*
PI: Kevin Binning, Co-PIs Linda DeAngelo, Lorna Kearns, Christian Schunn, & Erica McGreevy. Amount \$50,000.

Pathways for civic growth: Implementing a model for civic mentoring II. University of Pittsburgh Provost Personalized Education Grant, *March 2019 – April 2020* PI: Linda DeAngelo. Amount: \$26,155.

Gender performativity in the persistence of women in engineering: An examination of simple interventions, social interaction, and self-efficacy. University of Pittsburgh School of Education Student-Faculty Research Grant, *January 2019 – December 2019*

Co-PIs: *Sarah Kurz & Linda DeAngelo. Amount: \$3,000.

Using simple interventions to improve outcomes for first-year women engineering students. University of Pittsburgh Office of Diversity and Inclusion mini-grant, *December 2018 – April 2019*

Co-PIs: Linda DeAngelo, Kevin Binning, & *Sarah Kurz. Amount \$2,000.

Pathways for civic growth: Implementing a model for civic mentoring. University of Pittsburgh Provost Personalized Education Grant, *February 2018 – June 2019*

PI: Lina Dostilio. Role on Grant: Project Director Assessment. Amount: \$21,000.

Self-efficacy in the first college year for women students in engineering, University of Pittsburgh Year of Diversity Small Grant, *July 1, 2017 – June 30, 2018*

PI Linda DeAngelo, Co-PI Chandraleksha Singh. Amount: \$4,000.

Assessing the benefits of alternative spring break programs on college students. University of Pittsburgh School of Education Student-Faculty Research Grant, *April 2013 – December 2014*

Co-PIs *Jessica Mann & Linda DeAngelo. Amount: \$1,500.

UNFUNDED GRANT PROPOSALS (\$12,337,360)

Collaborative Research: Developing a Contextualized Disciplinary Change Model for Belonging in Chemical Engineering. National Science Foundation

Submitted in October 2023 for August 2024 – July 2029

PI Allison Godwin, \$2,500,000, Co-I Linda DeAngelo award \$707,360 (not funded).

Building an Engineering Education Change Network. Spencer Foundation (Vision Grant)

Submitted in September 2023 for July 2024 – June 2025

PI Allison Godwin, Co-I Linda DeAngelo. Amount \$75,000 (not funded).

Collaborative Research: Transforming the Chemical Engineering Environment to Address Gender and Race/Ethnicity Inequities in Educational Outcomes. National Science Foundation

Submitted in July 2023 for July 2024 – June 2028

PI Linda DeAngelo, Co-PIs Taryn Bayles & Allison Godwin. Amount \$2,000,000 (not funded).

NRT-QISE: Practice of quantum computing & quantum information in science and engineering. National Science Foundation

Submitted in September 2022 for March 2023 – February 2028

PI Peyman Givi Amount: \$3,000,000, Co-I Linda DeAngelo subaward \$123,154. (not funded).

Scaling an ecological intervention to foster belonging and equity for women in engineering. Spencer Foundation

Submitted in June 2020 for August 2020 – August 2023

Co-PIs: Linda DeAngelo & Kevin Binning. Amount: \$500,000. (not funded).

Collaborative Research: Using an ecological belonging intervention to enhance the benefits of small group collaboration for women in engineering. National Science Foundation

Submitted in December 2019 for August 2020 – August 2025

PI: Linda DeAngelo, Co-PIs Kevin Binning, & Allison Godwin. Amount: \$4,000,000 (not funded).

Enhancing social interaction in the classroom: Employing an intervention to increase the benefits of small group collaboration for women in engineering. National Science Foundation,

Submitted in December 2018 for August 2019 – August 2024

Co-PIs: Linda DeAngelo & Kevin Binning. Amount \$2,000,000. (not funded).

Using simple interventions to improve outcome for first-year women engineering students. University of Pittsburgh Social Science Research Initiative, *Submitted in October 2018 for April 2019 – April 2020*

Co PIs: Linda DeAngelo & Kevin Binning. Amount: \$50,000. (not funded).

Self-efficacy in the transition into and through the first college year for women engineering students. Paul P Fidler Research Grant, *Submitted in July 2017 for October 2017 – April 2018*

PI Linda DeAngelo. Amount \$5,000. (Award Finalist, not funded).

ACADEMIC WORKSHOPS DEVELOPED

UBelong Three-Part Faculty Workshop: Why the Ecological Belonging Intervention Works (asynchronous), How to Run the Ecological Belonging Intervention in Your Classroom: A Step-by-Step Guide (asynchronous), and Navigating the Pressure Points of the Ecological Belonging Intervention (synchronous)

Designed by: **DeAngelo, L.**, Godwin, A., **McChesney, E., McGreevy, E., *Díaz, C., and *Dorvè-Lewis, G.

Presented:

January 2023 to Engineering Faculty at Purdue University and University of California, Irvine.

August 2023 to Engineering Faculty at Purdue University and University of Pittsburgh

August 2023 to Biology Faculty and Teaching Assistants at University of Pittsburgh

January 2024 to Biology Faculty and Teaching Assistants at University of Pittsburgh

January 2024 to Engineering Faculty at Purdue University

January 2024 to Engineering Faculty at University of Pittsburgh

August 2024 to Biology Faculty and Teaching Assistants and Engineering Faculty at University of Pittsburgh

January 2025 to Biology Faculty and Teaching Assistants and Engineering Faculty at University of Pittsburgh

INVITED PRESENTATIONS

NATIONAL/INTERNATIONAL (23)

WORKSHOPS THROUGH THE INCLUSIVE GRADUATE EDUCATION NETWORK (IGEN):

DeAngelo, L., & Pelz, J. (2024, February). Equity in Graduation Admissions. Two-day workshop for STEM faculty at Michigan State University, East Lansing, MI via Zoom.

DeAngelo, L., & Pelz, J. (2023, April). Equity in Graduation Admissions. Two-day workshop for STEM faculty at the SUNY Stony Brook, Stony Brook, NY via Zoom.

DeAngelo, L., & Pelz, J. (2022, December). Equity in Graduation Admissions. Two-day workshop for STEM faculty at the University of Maryland, College Park, MD via Zoom.

DeAngelo, L., & Pelz, J. (2021, November). Equity in Graduation Admissions. Two-day workshop for STEM faculty at Princeton University, Princeton, NJ via Zoom.

DeAngelo, L., & Pelz, J. (2021, June). Equity in Graduation Admissions. Two-day workshop for STEM faculty at the University of Chicago, Chicago, IL via Zoom.

DeAngelo, L., & Pelz, J. (2021, March). Equity in Graduation Admissions. Two-day workshop for Engineering faculty at Carnegie Mellon University, Pittsburgh, PA via Zoom.

DeAngelo, L., & Pelz, J. (2020, October). Equity in Graduation Admissions. Two-day workshop for STEM faculty at the Colorado State University, Fort Collins, CO via Zoom.

DeAngelo, L., & Pelz, J. (2020, September). Equity in Graduation Admissions. Two-day workshop for STEM faculty at the University of Wisconsin, Madison via Zoom.

WORKSHOPS THROUGH THE EQUITY IN GRADUATE EDUCATION CONSORTIUM (EGE):

DeAngelo, L., & Venkatesh, M. (2025, March). Fostering Wellbeing in Racialized Mentoring Environments. Workshop for faculty Georgia Tech, Atlanta, GA, University of Illinois Urbana-Champaign, Champaign, IL, and University of South Carolina, Columbia, SC via Zoom.

- DeAngelo, L., & Venkatesh, M.** (2025, February). Introduction to Equity-Minded Mentoring. Workshop for faculty at the Georgia Tech, Atlanta, GA, University of Illinois Urbana-Champaign, Champaign, IL, and University of South Carolina, Columbia, SC via Zoom.
- DeAngelo, L., & Vasquez, J.** (2024, September). Fostering Wellbeing in Racialized Mentoring Environments. Workshop for faculty at Virginia Tech, Blacksburg, VA and University of Wisconsin, Madison, WI via Zoom.
- DeAngelo, L., & Miller, C.** (2024, May). Equity in Graduation Admissions. Two-part workshop for graduate faculty at the Ohio State University, OH and Purdue University, IN via Zoom.
- DeAngelo, L., & Vasquez, J.** (2024, April). Fostering Wellbeing in Racialized Mentoring Environments. Workshop for faculty at the University of California, Santa Barbara, CA via Zoom.
- Wofford, A. & DeAngelo, L.** (2024, February). Introduction to Equity-Minded Mentoring. Workshop for faculty at the University of California, Santa Barbara, CA via Zoom.
- DeAngelo, L., & Pelz, J.** (2023, December). Equity in Graduation Admissions. Two-day workshop for graduate faculty at the University of Pittsburgh, PA via Zoom.
- DeAngelo, L., & Pelz, J.** (2023, November). Equity in Graduation Admissions. Two-day workshop for STEM faculty at the University of Pittsburgh, PA in person.
- DeAngelo, L., & Montpetit, B.** (2022, December). Fostering Wellbeing in Racialized Mentoring Environments. Workshop for STEM faculty at the University of California, San Diego, CA and Georgia Tech, Atlanta, CA via Zoom.
- DeAngelo, L., & Montpetit, B.** (2022, November). Fostering Wellbeing in Racialized Mentoring Environments. Workshop for STEM faculty at Northwestern, Evanston, IL and the University of Rochester, Rochester, NY via Zoom.
- DeAngelo, L.** (2023, May). Mentorship matters: Understanding and supporting students of color in flourishing. Invited presentation for the Postsecondary Education Research & Implementation Institute (PERI²), University of California, Irvine, CA.
- Weidman, J. C., DeAngelo, L., Guo, F., & Hottenrott, H.** (2022, April). Socialization in Higher Education and the Early Career. Invited Book Launch Session at the Higher Education Research Association (HERA) Annual Conference, Tokyo, Japan via Zoom.
- DeAngelo, L.** (2021, October). Towards Equity and Justice in Mentoring. Invited keynote address for University of West Virginia, Diversity Week. Morgantown, WV.
- DeAngelo, L.** (2019, December). Increasing the participation of students of color in graduate education: It is about faculty mentorship. Invited plenary address for the Council of Graduate Schools National Fall Meeting. Nashville, TN.
- DeAngelo, L.** (2016, May). Supporting students of color on the pathway to graduate education: Barriers and supports to mentoring. Invited presentation for the Council of Graduate Schools Spring Research and Policy Forum. Washington, D. C.
- DeAngelo, L.** (2012, May). Understanding and meeting today's 1st year student where they are. Invited presentation to the learning community faculty summer workshop at the University of La Verne, CA.
- Pryor, J. H., DeAngelo, L., & Palucki Blake, L.** (2010, June). Using longitudinal CIRP data to study the impact of college: A hands-on workshop. Invited pre-conference workshop at the Higher Education Data Sharing (HEDS) Consortium conference, Pasadena, CA.
- DeAngelo, L.** (2010, April). A glimpse at HERI's new retention studies. Invited session at the National Association of Independent Colleges and Universities (NAICU) Spring Board Meeting, San Bernardino, CA.

DeAngelo, L. (2009, July). Using data to respond to the needs of first-generation college students. Plenary session at the Institute for Higher Education Policy (IHEP) Summer Institute, Fort Lauderdale, FL.

LOCAL (15)

DeAngelo, L. (2024, February). A refresher on equity based holistic graduate admissions: Reflection, collaboration, and discussion. Invited session at the Sloan Grantees Winter Retreat, University of Pittsburgh, Pittsburgh, PA.

WORKSHOPS FOR THE CIMER MENTORING WORKSHOP SERIES CENTER FOR TEACHING AND LEARNING UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA

Invited Workshop Facilitator (2024, January). Equity and Inclusion in Mentoring

Invited Workshop Facilitator (2023, November). Equity and Inclusion in Mentoring

Invited Workshop Facilitator (2023, March). Equity and Inclusion in Mentoring

Invited Workshop Facilitator (2022, October). Equity and Inclusion in Mentoring.

Invited Workshop Facilitator (2021, October). Equity and Inclusion in Mentoring.

Invited Workshop Facilitator (2021, March). Equity and Inclusion in Mentoring.

Invited Workshop Facilitator (2020, May). Equity and Inclusion in Mentoring.

Invited Workshop Facilitator (2020, April). Equity and Inclusion in Mentoring.

Invited Panelist (2021, March). Pandemic pivots and power moves: Planning for the new normal. Office of the Provost's Women's History Month Event. University of Pittsburgh, Pittsburgh, PA.

DeAngelo, L. (2020, January). Creating an inclusive mentoring practice that serves undergraduate students of color. Invited session at the Annual Teaching and Assessment Conference. University of Pittsburgh, Pittsburgh, PA.

DeAngelo, L. (2019, October). Holistic review: What does the GRE have to do with it? Invited Plenary session for the School of Public Health Annual Fall Retreat. University of Pittsburgh, Pittsburgh, PA.

Invited Panelist (2016, September). Black, white & blue: Addressing race and police shootings in classroom talk. Responding to Reality Series Center for Urban Education University of Pittsburgh, Pittsburgh, PA.

DeAngelo, L. (2013, September). College readiness, retention, and degree completion: Creating conditions for success. Invited Presentation for the African American Student Retention Symposium. Dietrich School of Arts and Sciences. University of Pittsburgh, Pittsburgh, PA.

DeAngelo, L. (2013, April). Retaining students to the sophomore year: Toward an understanding of the curricular and co-curricular environments that support student success. Invited presentation to the executive academic and student affairs staff at Point Park University, Pittsburgh, PA.

PODCASTS AND BLOGS (2)

Godwin, A., **DeAngelo, L.**, Binning, K., Schunn, C., & Buswell, N. T. (2022, April 28), It's not just you. Purdue S2L Well Being Tip of the Week [blog post] <https://www.purdue.edu/stepstoleaps/explore/well-being-tips/index.php>.

Utter, M., & **DeAngelo, L.** (David Nguyen, Host). (2017, March 21). On-campus and off-campus transfer students [audio podcast]. <http://ccpath.libsyn.com/>.

PEER REVIEWED PAPER AND SYMPOSIA PRESENTATIONS (49 TOTAL, 25 SINCE 2012 LISTED)

Winkler, C., **DeAngelo, L.**, Wofford, A., (2024, April). Nuancing college student pathways with multiple-group SEM: An illustrative example from computing graduate education. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

*Díaz, C., **DeAngelo, L.**, **Zounlome, N. O. O., & *Rohde, J. (2024, April). Disciplining documents: Uncovering the hidden curriculum of earning tenure at private engineering schools. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Godwin, A., **Perkins, H., **DeAngelo, L.**, **McChesney, E., *Kaufman-Ortiz, K., *Dorvè-Lewis, G., *Lewis, D., & *Conrique, B. (2023, April). Belonging in engineering for Black, Latinx, and Indigenous students: Promising results from an educational intervention in an introductory programming course. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- DeAngelo, L.**, & *Lewis, D., (2022, April). "Hey dude": How first year women engineering students experience gendered faculty interactions. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- DeAngelo, L.**, *Lewis, D., *Conrique, B., & ***Khondaker, A. (2022, April). A cloak of invisibility: Women engineers' experiences in virtual classes during COVID-19. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- DeAngelo, L.**, Binning, K., & *Kurz, S. (2021, April). Two years later: Understanding the continued benefits of a social belonging intervention for first-year women in engineering. Paper presented at the annual meeting of the American Educational Research Association, Virtual.
- *Kurz, S., & **DeAngelo, L.** (2020, November). The underlying discourse: Women engineers' gendered understanding of career values and aspirations. Paper presented at the annual meeting of the Association for the Study of Higher Education, Virtual.
- DeAngelo, L.**, Binning, K., & *Kurz, S. (2020, April). Self-efficacy, sense of belonging, and academic outcomes for first-year women in engineering. Paper accepted to the annual meeting of the American Educational Research Association, San Francisco, CA. (conference cancelled).
- DeAngelo, L.**, & *Kurz, S. (2020, April). (2020, April). Toward an understanding of how first-year women experience gender in undergraduate engineering classrooms. Paper accepted to the annual meeting of the American Educational Research Association, San Francisco, CA. (conference cancelled).
- DeAngelo, L.**, *Kurz, S., *Snowadzky, M., & *Yin, S. (2019, April). Entering engineering: Toward a deeper understanding of the gendered and raced experience of first-year women engineers. Paper presented at the annual meeting of the American Educational Research Association, Toronto, CN.
- *Franke, R., & **DeAngelo, L.** (2018, April). Degree attainment for Black students at PWIs and HBCUs: A Propensity Score Matching Approach. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- *Franke, R., & **DeAngelo, L.** (2017, November). The power of HBCUs: A propensity score matching approach examining persistence and degree completion for Black students at PWIs and HBCUs. Paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- *Kengor, K., **DeAngelo, L.**, & Kelly, S. (2017, November). The high cost of low SES: Extracurricular deficits of low-income students. Paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- *McClelland, M., & **DeAngelo, L.** (2017, November). Understanding the educational and life experiences of students who have attended for-profit institutions. Paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- DeAngelo, L.**, Kangala, V., & *Schuster, M. (2017, April) Examining the educational experiences of immigrant Latinx students through a ventajas y conocimientos framework. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- *McClelland, M., & **DeAngelo, L.** (2017, April) Understanding the educational choices of students who have attended for-profit institutions. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- DeAngelo, L.**, & *Mason, J. (2105, November). Grooming and gatekeeping potential for the PhD: An examination of the cognitive frames that influence faculty interaction with students. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.

- DeAngelo, L.**, & *Franke, R. (2015, November). An exploration of 1st year system attrition: differences by stayers, transfers, and system leavers. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.
- Stebbleton, M. J., **DeAngelo, L.**, & *Schuster, M. T. (2015, March). Facilitating belonging: Immigrant students and the impact of faculty and institutional agent interactions on sense of belonging. Paper presented at the annual meeting of the Student Affairs Administrators in Higher Education (NASPA) conference, New Orleans, LA.
- DeAngelo, L.**, Weidman, J. C. & *McIntyre, A. J. (2014, April). The college experience, academic major, and early career earnings: A test of the Weidman model. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Weidman, J. C., **DeAngelo, L.**, & *Bethea, K. A. (2014, April). The Weidman model of undergraduate socialization: Continuity and change. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- *Franke, R., & **DeAngelo, L.** (2013, November). Targeting first-year persistence: A multilevel approach to determine how individual characteristics, financial resources for college, and campus characteristics affect low-income and lower-middle-income students. Paper presented at the annual meeting of the Association for the Study of Higher Education annual meeting, St. Louis, MO.
- DeAngelo, L.**, & *Winters, D. (2013, May). Faculty mentors and good practice in undergraduate education. Paper presented at the annual meeting of the Association for Institutional Research, Long Beach, CA.
- *Fuentes, M., *Berdan, J., *Ruiz, A., & **DeAngelo, L.** (2012, May). Mentorship matters: Does early faculty contact lead to quality faculty interaction? Paper presented at the annual meeting of the Association for Institutional Research, New Orleans, LA.
- *Franke, R., & **DeAngelo, L.** (2012, April). Revisiting the role of the institution: A multilevel approach to understand how structural characteristics and institutional climate affect persistence for first-year students. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

PEER REVIEWED POSTERS AND ROUNDTABLES (16 TOTAL, 12 SINCE 2012 LISTED)

- DeAngelo, L.**, *Díaz, C., *Elie, K., **McChesney, E., Binning, K., & **Zounlome, N. O. O. (2024, April). Pathways of persistence: A mixed-methods analysis of a social belonging intervention for first-year women in engineering two years larger. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- *Lewis, D., **DeAngelo, L.**, & *Dorvè-Lewis, G. (2024, April). "I'm a straight white guy; I can sort of do whatever I want": A critical whiteness examination of the experiences of white men engineering students. Roundtable session at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- *Kaufman-Ortiz, K., *Díaz, C., *Banuelos, M., *Cooper, C. L., ***Gonzalez, B., *Dorvè-Lewis, G., **McChesney, E., Conrique, B., & **DeAngelo, L.** (2024, April). Belonging in both worlds: International Latino/x/e men students encountering bias and belonging in engineering. Roundtable session at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- DeAngelo, L.**, *Lewis, D. V., & McGreevy, E. (2023, April). Belonging interrupted: Toward an understanding of how virtual learning impedes women students' experiences in engineering. Roundtable session at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Wofford, A. M., **DeAngelo, L.**, & Winkler, C. E. (2023, April). Mediators of planned behavior for computing graduate education: A multigroup examination of mentoring and self-confidence. Roundtable session at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- *Conrique, B., *Elie, K., *Dorvè-Lewis, *Forester, R., **DeAngelo, L.**, & Binning, K. (2023, February). An intervention to promote belonging amongst stereotyped racial minority macroeconomics students. Poster presented at annual meeting of the Society for Personality and Social Psychology Pre-Conference Intervention Science, Atlanta, GA.

- DeAngelo, L.** & *Kurz, S. (2021, April). Exploring the contribution of facilitated civic engagement experiences on civic life and values. Roundtable session at the annual meeting of the American Educational Research Association, Virtual.
- *Franke, R. & **DeAngelo, L.** (2019, April). The power of intentionality: Examining retention and degree completion at minority serving institutions. Roundtable session at the annual meeting to the American Educational Research Association, Toronto, CN.
- DeAngelo, L.**, & *Schuster, M. (2016, April). California dreamers: Activism, identity, and empowerment among undocumented college students. Roundtable session at the annual meeting of the American Educational Research Association, Washington, DC.
- DeAngelo, L.**, *Ramirez, J. J., Stebleton, M., & *Lightner, Q. (2014, November). Building educational success: The influence of family and aspirational capital on the academic resiliency of foreign-born immigrant Latino/a college students. Poster presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- *Mann, J., & **DeAngelo, L.** (2013, May). Assessing alternative spring breaks as transformative experiences. Roundtable session at the annual meeting of the Association for Institutional Research, Long Beach, CA.
- *Bernard, L., **DeAngelo, L.**, & Chang, M. (2013, April). Tiger parents: Does parental involvement affect Asian American students' college adjustment? Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

PEER REVIEWED CONFERENCE SESSIONS (NON-PAPER) (30 TOTAL, 8 SINCE 2012 LISTED)

- DeAngelo, L.** Godwin, A., Binning, K., Buswell, N., McGreevy, E., Schunn, C., **McChesney, E., Bahnson, M., *Bañuelos, M., *Chen, L., *Conrique, B., *Cooper, C. L., *Díaz, C., *Dorvè-Lewis, G., *Elie, K., *Forster, R., *Kaufman-Ortiz, K. J., & *Lewis, D. V. (2024, June). Closing equity gaps: Identifying how an ecological belonging intervention in engineering affects students. Poster presented at the American Association for the Advancement of Science (AAAS) – IUUSE Summit, Washington D. C.
- Godwin, A., & **DeAngelo, L.**, McGreevy, E., **McChesney, E., Binning, K., *Díaz, C., *Dorvè-Lewis, G., *Elie, K., *Kaufman-Ortiz, K. J., *Rohde, J., & **Perkins, H. (2024, February). An ecological belonging intervention for equity: Impacts to date and promising directions. Session presented at the Collaborative Network for Engineering & Computing Diversity (CoNECD) annual conference, Crystal City, VA.
- DeAngelo, L.** Binning, K., Buswell, N., Godwin, A., McGreevy, E., Schunn, C., *Elie, K., *Kaufman-Ortiz, K. *Conrique, B., *Cooper, C., *Lewis, D., *Ji, Z.C., & *Rhode, J. (2022, June). Focus on methods: Developing stories for an ecological belonging intervention in engineering. Poster presented at the American Association for the Advancement of Science (AAAS) – IUUSE Summit, Washington, D. C.
- DeAngelo, L.**, *Kurz, S., & Dostilio, L. (2020, September). Civic pathways: Enhancing student engagement through personalized mentoring activities. Session accepted to the Engagement Scholarship Consortium, Philadelphia, PA. (conference cancelled).
- *Schoos, K., *Thomas, A., *Moore, Y., & **DeAngelo, L.** (2017, June). Challenging “the system”: Navigating chartered and uncharted waters as Black female scholarly practitioners. Session presented at the Student Affairs Administrators in Higher Education (NASPA), Region II conference, Pittsburgh, PA.
- Stebleton, M., & **DeAngelo, L.** (2014, March). In search of belonging: Exploring college student experiences at large 4-year universities. Session presented at the annual meeting of the Student Affairs Administrators in Higher Education (NASPA) conference, Baltimore, MD.
- DeAngelo, L.**, & *Franke, R. (2014, February). Creating conditions for success: College readiness, first-year experience and retention. Session presented at the annual First-Year Experience conference, San Diego, CA.
- Stebleton, M., & **DeAngelo, L.** (2014, February). Meeting the needs of immigrant college students. Facilitated discussion presented at the annual First-Year Experience conference, San Diego, CA.

TEACHING

UNIVERSITY OF PITTSBURGH

Course name, (*total sections taught*)

Courses Newly Developed for Pitt and Taught for First Time:

Foundations for the Study of Higher Education (4)

MEd Research Methods for Higher Education (2)

Policy Studies in Higher Education (2)

Research and Methodological Perspectives on Diversity, Equity, and Inclusion (2)

Student Development Theory (6)

Student Services Program Assessment (4)

Preps for Other Courses Taught:

First-Year PhD Seminar (1)

Foundations 3: Contexts of Education (EdD Hybrid Course) (3)

Foundations 4: Policy as a Lever for Change (EdD Hybrid Course) (1)

Politics & History of Higher Education (1)

Strategic Planning in Higher Education (EdD Hybrid Course) (5)

Student Development Theory & Assessment (1)

Student, Campus & Society (9)

Theoretical Frameworks for the Study of Higher Education (1)

SANTA MONICA COLLEGE

Courses Taught:

Student Success Seminar (1st Year Seminar) (12)

UNIVERSITY OF CALIFORNIA, LOS ANGELES

HERI Summer Institute Instructor:

Persistence and Degree Completion Institute (developed the initial curriculum for the inaugural year of the institute) (1)

CIRP Summer Research Institute: Track II Multiple Regression (4)

Courses as a Teaching Fellow:

Research Practicum in Education (1)

Courses as a Teaching Associate:

Cognitive & Personal Development of College Students (1)

Policy Analysis & the Real Politics of Education (1)

Social Psychology of Higher Education (1)

Community Service Learning (2)

Courses as a Teaching Assistant:

Community Service Learning (2)

Learning in Community Service (2)

CURRENT ADVISEES AND COMMITTEES (16 ADVISEES AND 8 COMMITTEES)

University of Pittsburgh

Doctoral Advisees (12):

Charlie Díaz, PhD, Gerard Dorvè-Lewis, PhD, Thomas James, PhD, Sam Shaw, PhD, Branden Ballard, EdD, Rachel Banks, EdD, Suzette Burlingame, EdD, Lauren Lanzino, EdD, Lucia Lu, EdD, Andrew McMillen, EdD, DaVaughn Vincent-Bryant, EdD, Ashley Yarabrink, EdD

Master's Advisees (4):

Missy Graf, MEd, Sydney O'Hara, MEd, Jenna Petarcik, MEd, Ashanti Jackson, MEd

Active Dissertation Committees

Committee Chair (4):

Suzette Burlingame, EdD, Lucia Lu, EdD, DaVaughn Vincent-Bryant, EdD, Ashley Yarabrink, EdD

Committee Member (4):

Corinne Gibson, EdD, Jamie Mentzer, EdD, Tony Graham, EdD. David Pabst (School of Engineering), PhD

COMPLETED DISSERTATION COMMITTEES (39)

University of Pittsburgh

Committee Chair (23):

May 2024	Paula Davis, EdD <i>Black women faculty transition experiences in a cluster hire initiative: A qualitative case study</i>
May 2023	Danae Williams, EdD <i>Representation in teacher education: Attracting Black applicants to Pitt's undergraduate teacher education programs</i>
August 2022	Shengjun Yin, PhD <i>An Exploration of Generation Z Chinese International Students' Sense of Belonging.</i>
July 2022	Gina Vance, EdD <i>Becoming equity-minded: An organizational learning approach to improving Black student success</i>
June 2022	Dennis Perkins, EdD <i>Interrupting attrition of entry-level live-in professionals in residence life: Restorative justice circles</i>
November 2021	Rhonda White, EdD <i>Empty seats: Attracting Black and Latinx male students to the medical pipeline</i>
June 2021	Lauren Wright, EdD <i>Training as an intervention to improve managers' ability to successfully supervise a generationally diverse workforce in higher education.</i>
March 2021	Sarah Cullen, EdD <i>A study of young alumni engagement and donor participation among top research universities</i>
November 2020	William Fox, EdD <i>The emergence of the Chief Wellness Officer in U.S. higher education</i>
November 2020	Stephanie Fiely, EdD <i>Understanding perceptions of post-secondary education among rural manufacturing business managers</i>
July 2020	Justin Dandoy, EdD <i>Partnership & place-based community engagement: Competencies and contributions within an emerging field</i>
July 2020	Kenneth DeHann, EdD <i>A PhD in sign language education: A viability study</i>
December 2019	Monique Eguavoen, EdD <i>Faculty and staff perceptions of first-generation college students</i>
July 2019	Timothy Strasser, EdD <i>An analysis of online adjunct faculty perspectives of institutional support at Dona Ana Community College</i>
July 2019	Mark Dougherty, EdD <i>A needs assessment of student support programs for adult students at Tri-County Technical College</i>
July 2018	Amanda Folk, PhD <i>Learning the rules of engagement: exploring first-generation students' academic experiences through academic research assignments</i>
July 2018	Ketwana Schoos, EdD <i>Examining postsecondary education perceptions of former foster care youth.</i> Grant Funded: \$1,500 from University of Pittsburgh School of Education Student Research Grant
July 2018	Alydia Thomas, EdD

- Mentoring relationships for black women pursuing undergraduate degrees at predominately white institutions.*
- July 2018 Ron Wiafe, EdD
Supporting the invisible student: a case study of one institution's interventions supporting degree attainment for students from low-income backgrounds.
- May 2018 John LaDue, EdD
Exploring the convenience versus necessity debate regarding sci-hub use in the United States.
- June 2017 Joshua R. Novak, EdD
Studying the effectiveness of a community college advising intervention model for undecided students
- April 2016 Mary Utter, PhD
An exploration of how previous collegiate experience influences the social integration experiences of vertical and lateral transfer students at their transfer institution
Grant Funded: \$1,000 from NODA Catalyst Grant
- April 2016 Dana Winters, PhD
College student development: Self-authoring in an era of increased parental involvement
Grant Funded: \$5,000 from NASPA Channing Briggs Small Grant and \$1,500 from University of Pittsburgh School of Education Student Research Grant
- Committee Member (15):
- August 2023 Briea St. Clair, EdD
Psychological safety in the workplace: The impact of staff mentoring programs
- March 2023 Shenay Deanne Jeffrey, EdD
The conceptualization of civic mindedness by BIPOC students at the University of Pittsburgh
- June 2020 Hasanna Tyus, EdD
Addressing the lack of racial diversity at a graduate school of international affairs
- February 2020 Rebecca Witt Meacham, PhD
College adjustment among transgender and gender nonconforming students
- August 2019 Theoria Cason, EdD
Gender, race, and sexual violence: A mixed methods case study analysis of sexual misconduct policies
- May 2019 Keith Caldwell, EdD
Reducing racial bias in student opinions of teaching through an informational primer
- May 2019 Simeon Saunders, EdD
BROTHERHOOD: An assessment of the experiences of Black and Latino male engineers at the University of Pittsburgh Swanson School of Engineering
- November 2018 Mary Napoli, EdD
Perceptions of campus climate by African American students at a predominantly white institution
- November 2018 Lynette Redd, EdD
Institutional barriers affecting the academic and social development of underrepresented college students: perspectives of administrators
- July 2018 Everett Herman, PhD
Understanding the initiating factors of civic engagement
- April 2018 Christine McClure, EdD
"Count-our-Space": Examining the counterspaces of black women pursuing doctorates in education
- June 2017 Shelia Elaine Confer, EdD
The pedagogical survey: Engaging first year college students in discussion about sex and sexual gender role

- July 2016 Allison F. Saras, PhD
From family background to socialization to post-graduate plans: A case study examining the McCarl Center for Non-Traditional Student Success
- April 2016 Jennifer Crandall, PhD
The road less traveled: Southeast Asian American undergraduates' college going experiences
- April 2016 Jessica Mason, PhD
Assessing the impact of the college experience on civic engagement: A propensity score matching approach

COMMITTEE MEMBERS OTHER COLLEGES AND UNIVERSITIES (1)

- December 2017 Merilee Madera, EdD Northeastern University
Pursuing leadership positions in higher education: A phenomenological exploration of female administrators' experiences with gender inequality

COMPLETED MA IN EDUCATION POLICY HIGHER EDUCATION SPECIALIZATION COMMITTEES (2)

Committee Chair (2):

- April 2024 Charlie Díaz, MA
Organizational accountability to racial equity missions: Policy frame analysis of tenure policy at private engineering colleges.
- April 2024 Gerard Dorvè-Lewis, MA
Exploring the experiences of Black undergraduate women in STEM classrooms

GRADUATED MED IN HIGHER EDUCATION ADVISEES (98)

- 2024/25 Larissa Moelber, Tangee Washington
- 2023/24 Amanda Price, Rebecca Labovitz, Rebecca Scales
- 2022/23 Candice Bolger, Abigail Frank, Anika Jones, Selena Walsh
- 2021/22 Shannon Cawley, Thomas James, Zakaria Miller, Dana Romano, Courtney Ross, MyQuella Swogger, Kelly Tatone
- 2020/21 Mark Craven, Julia Ehlis, Karly Schaub, Yetude Olaore, Thomas Moran, Kooper Sheeley, Roger Ly, Chinwendu (Elyse) Okwu, Melisa Benfer
- 2019/20 Allen Williams, Anna Kowalok, Juliana Ayala, Parker Werns, Zach Kaiser, Mike Brubaker, Tim Haight
- 2018/19 Clare Stitch, Eric Washington, Gabrielle Rogers, Hannah McBean, Jennifer Smith, Katie Bennett, Kouryn Stromsky, Maria Garcia, Rachel Phillips
- 2017/18 Brandy Cox, Julia Qian, Julie Cunningham, Lauren McCarthy, LaKeisa Gray, Meghan Fitzgerald, Molly Kunzman, Morgen Snowadzky, Erika Tatrai, Sayvon Foster
- 2016/17 Abby Michael, Alexis Howard, Amanda Cyprowski, Christian Ulysee, Doug Stouch, Erin Hill, Gina Igrahim, Jena Meyer, Kate Shipley, Katie Schultz, Lauren Delignore, Lauren Smith, Lydia Moss, Ray Barley, Toni Alston, Amber Reed
- 2015/16 Abbey Beaston, Benedetta Khoury, Emily Forney, Katie Jackson, Megan Miller, Shanai Sloan, Tom Snee, James McHale
- 2014/15 Deena Smith, Katie Johnstone, Neil Johnson, Sara Bugajski, Victoria Green, Kendra King, Wendy Fellows-Mayle, Yuhan Dong
- 2103/14 Alexandra Yeity, Chuck Forrester, Krista Coleman, Maria Gerardi, Qingyun Huang, Nick Kelley, Danae Carter, Emily Fidago
- 2012/13 Ashlie Prioleau, Kate VanderSchaff, Ryan Cole, John Brady, William Bake, Yangyang Ting

COMPLETED UNDERGRADUATE BPHIL AND HONORS THESIS COMMITTEES (2)

Committee Member (2):

- April 2024* Yali Beit-Arie, Sociology and Philosophy Major (BPhil)
Undergraduate students' perceptions of the value and worth of a university education
- April 2022* Amy Modi, Microbiology and Sociology Major, Chemistry Minor (Honors Thesis)
Understanding the prevalence and predictors of imposter syndrome among South Asian undergraduate students

SERVICE TO SCHOLARLY JOURNALS

EDITORIAL REVIEW BOARD MEMBER

- Journal of Higher Education: November 2022 – October 2025
 Teaching in Higher Education: March 2015 – February 2022
 Journal for the First Year and Students in Transition: January 2013 – December 2016

REGULAR REVIEWER

- Journal of College Student Development: 2009 – 2019

AD-HOC REVIEWER

- Journal of Women and Minorities in Science and Engineering, 2024
 Teaching in Higher Education, 2023 – 2025
 Review of Educational Research: 2014 – 2015, 2023 – 2024
 AERA Open: 2018, 2023
 American Educational Research Journal: 2013, 2014, 2015, 2017 – 2022
 Journal of Higher Education: 2016 – 2018, 2021 – 2022
 Review of Higher Education, 2021
 Research in Higher Education: 2016 – 2018, 2020
 Educational Researcher: 2019
 Scholarship and Practice of Undergraduate Research, 2019
 Journal on Transforming Professional Practice: 2016 – 2018
 International Journal of Educational Development: 2016
 Urban Education: 2014
 Educational Evaluation and Policy Analysis: 2013

SERVICE TO ACADEMIC PUBLISHERS

BOOK PROPOSAL REVIEWER

- Bloomsbury Press: 2023
 Routledge Press: 2018, 2022
 Sage Press: 2021

SERVICE TO HIGHER EDUCATION AND UNIVERSITY COMMUNITIES

EXTERNAL REVIEW PANEL

- National Science Foundation BIO-LEAPS Proposal Review Panel Member: August 2023
 National Science Foundation AGEP Program Site Visit Review Panel Member: May 2023

EXTERNAL PROGRAM REVIEWER

- Higher Education Leadership and Policy Studies Program, University of Houston: Fall 2022

FACULTY MENTOR

- American Occupational Therapy Foundation STRIDE (STanding for Research on Inclusion, Diversity, and Equity)
 Program January 2023 – September 2023

SERVICE TO PROFESSIONAL ASSOCIATIONS

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION (ASHE)

Committee Member, Graduate Student Policy Seminar, 2021, 2023
 Site Selection Committee, 2011 – 2017
 Program Committee Member, Annual Conference: 2014
 Session Discussant, Annual Conference, 2008 – 2009, 2012, 2014 – 2016
 Proposal Reviewer, Annual Conference, 2001 – 2016, 2022 – 2024
 Session Chair, Annual Conference, 2004, 2006

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)

Committee Member, Outstanding Dissertation Award Div J, 2023 – 2026
 Program Co-Chair, Graduate and Postdoctoral Education SIG 168, 2024 – 2025
 Panelist, Division J Early Career Faculty Pre-Conference, 2015, 2016
 Session Discussant, Annual Conference, 2009, 2015 – 2017, 2018, 2020, 2023 – 2024
 Proposal Reviewer, Annual Conference, 2001 – 2016, 2018, 2020, 2022 – 2024
 Secretary/Treasurer, Doctoral Education SIG 168, 2007 – 2009

AMERICAN SOCIETY FOR ENGINEERING EDUCATION (ASEE)

Proposal Reviewer, Annual Conference, 2024, 2025

PAUL P. FIDLER RESEARCH GRANT

National Resource Center for the First-Year Experience and Students in Transition: 2011 – 2013, 2015

ASSOCIATION FOR INSTITUTIONAL RESEARCH (AIR)

Proposal Reviewer, Annual Conference, 2009

AMERICAN ASSOCIATION OF COLLEGES AND UNIVERSITIES (AAC&U)

Conference Planning Team, Undergraduate Research Creative Practice Conference, 2007
 Proposal Reviewer, Undergraduate Research and Creative Practice Conference, 2007

SERVICE TO UNIVERSITY COMMUNITY

UNIVERSITY OF PITTSBURGH

ADVISORY BOARDS

College in High School (CHS) August 2021 – Present
 Medical Scientist Training Program (MSTP) NIH Funded, April 2021 – Present
 Pittsburgh Admissions Collaboration (PAC), July 2018 – April 2021
 Provost's Advisory Board on Undergraduate Education, May 2019 – April 2020

SCHOOL OF EDUCATION COMMITTEES

Co-Chair Faculty Workload Policy Committee, September 2024 - Present
 Division of Research Training Committee, August 2020 – Present
 Research, Teaching, and Mentoring Committee, August 2023 – April 2024
 Dean's Distinguished Awards Selection Committee, December 2022 – April 2023
 Academic Programs Committee, August 2020 – April 2022
 Division of Innovative Leadership Committee, August 2020 – April 2021
 School Council, April 2019 – May 2020
 Strategic Planning Committee – Educational Foundations, November 2017 – April 2018
 Curriculum Committee, April 2013 – April 2015
 Student Affairs Committee, April 2013 – April 2015

HIGHER EDUCATION PROGRAM COMMITTEES

Coordinator HE PhD Program, April 2021 – Present
 Chair MEd Curriculum Redesign Committee, April 2013 – April 2015
 Co-Chair PhD Curriculum Redesign Committee, August 2013 – April 2015
 Chair MEd Fall Orientation Committee, Fall 2014, 2015, 2016

DEPARTMENTAL COMMITTEES

EFOP Steering Committee, August 2020 – December 2020, September 2023 – April 2024
HE Representative ADMPS PhD Admissions Committee, August 2013 – April 2019
Chair ADMPS Department Fall Orientation Committee, Fall 2013

SEARCH COMMITTEES

Committee Member for Tenure Stream Open Rank Professor Search, 2024
Committee Co-Chair for Tenure Stream Open Rank Professor Search, 2020
Committee Chair for Non-Tenure Stream Associate/Full Professor of Practice Search, 2019
Committee Member for Tenure Stream Advanced Assistant/Associate Professor Search, 2018
Committee Member for Non-Tenure Stream Assistant Professor of Practice Search, 2018
Committee Member for Tenure Stream Assistant Professor Search, 2014
Committee Co-Chair for Visiting Assistant Professor Search, 2013

CENTER FOR URBAN EDUCATION COMMITTEES

Urban Education Book of the Year Award Committee, April 2017 – September 2017

GENDER, SEXUALITY, & WOMEN'S STUDIES COMMITTEES

GSWS Executive Committee, September 2024 – Present
Committee Chair DEI in GSWS
Committee Chair Faculty Fellowship Award and Mentoring
Committee Chair Graduate Teaching Fellowship Award and Mentoring
Committee Chair Mellon Invited Lecture (Spring 2025)
Committee Chair Student Paper and Dissertation Awards
Committee Member GSWS Faculty Promotions and Appointments
GSWS Steering Committee, August 2022 – August 2024
Tamara Horowitz Graduate Student Paper Prize Committee, 2021

UNIVERSITY-WIDE COMMITTEES

University Council for Graduate Studies (UCGS), January 2022 – Present
Graduate Studies Fellowship Committee, January 2022 - Present
Committee Chair: Undergraduate/Graduate Studies Incomplete/Course Repeat Policy, January 2023-January 2024
Graduate Studies Three Minute Thesis (3MT) Awards Committee, 2022
Cultural Studies Program Fellowship Committee, 2022

FACULTY UNION

Steward, September 2024 – Present

UNIVERSITY OF CALIFORNIA, LOS ANGELES

GRADUATE DIVISION

Grant Reviewer, Summer Program for Research (SPUR/GR), March 2008

COLLEGE OF LETTERS AND SCIENCE

Comprehensive Undergraduate Admissions Read Team, Entering Class 2000

DEPARTMENT OF EDUCATION

Elected Student Representative, Committee on Degrees and Standards, September 2003 – June 2005
Elected Student Representative, Education Executive Committee, September 1999 – June 2000

HIGHER EDUCATION AND ORGANIZATIONAL CHANGE DIVISION, SOE

Elected Student Representative, Faculty Governance Committee, September 2000 – June 2002
Student Recruitment Coordinator, September 2001 – September 2003
Student Mentor for First Year Doctoral Student: 2000/01, 2001/02, 2002/03

CAREER BASED OPPORTUNITY PROGRAM (CBOP)

Undergraduate Student Mentor, 2000

SELECTED MEDIA APPEARANCES

February 11, 2025 – WESA 90.5 Pittsburgh's NPR News Station. [Pitt, CMU face 'significant uncertainty' as NIH slashes funding for indirect research costs](https://www.wesa.fm/health-science-tech/2025-02-10/pitt-cmu-national-institute-health-funding). Expert Opinion. <https://www.wesa.fm/health-science-tech/2025-02-10/pitt-cmu-national-institute-health-funding>

January 28, 2025 – WESA 90.5 Pittsburgh's NPR News Station. [Judge blocks Trump funding freeze, but Pittsburgh nonprofits, service organizations still worry](#). Expert Opinion. [Pittsburgh organizations worry after Trump funding freeze announcement | 90.5 WESA](#)

June 30, 2023 – Pittsburgh Post Gazette. [‘Devastating for students’: Supreme Court rejection of Biden’s student loan program will affect 1.8 million in PA](https://www.post-gazette.com/news/education/2023/06/30/student-loans-relief-supreme-court-biden-pennsylvania/stories/202306300094). Expert Opinion. <https://www.post-gazette.com/news/education/2023/06/30/student-loans-relief-supreme-court-biden-pennsylvania/stories/202306300094>

March 2, 2023 – Pittsburgh Post Gazette. [“A Supreme Court student loan ruling could have ‘ripple effects’ on 80,000 people in the Pittsburgh region.”](https://www.post-gazette.com/news/education/2023/03/01/pennsylvanians-experts-weigh-supreme-court-skeptical-student-loan-relief/stories/202303010105) Expert Opinion. <https://www.post-gazette.com/news/education/2023/03/01/pennsylvanians-experts-weigh-supreme-court-skeptical-student-loan-relief/stories/202303010105>

August 25, 2022 – Pittsburgh Business Times. [“Pittsburgh leaders, experts weigh in on Biden Administration’s student loan forgiveness plan.”](https://www.bizjournals.com/pittsburgh/news/2022/08/25/pittsburgh-leaders-experts-biden-student-loans.html) Expert Opinion. <https://www.bizjournals.com/pittsburgh/news/2022/08/25/pittsburgh-leaders-experts-biden-student-loans.html>.

August 31, 2017 – The Atlantic. [“What a new Trump administration hire could mean for for-profit colleges: The education department has tapped a former dean of the for-profit DeVry University to oversee a unit that responds to allegations of fraud.”](https://www.theatlantic.com/education/archive/2017/08/julian-schmoke-for-profit-colleges/538578/) Expert Opinion. <https://www.theatlantic.com/education/archive/2017/08/julian-schmoke-for-profit-colleges/538578/>.

April 27, 2017 – Chronicle of Higher Education. [“The unheralded mettle of for-profit college students.”](http://www.chronicle.com/article/The-Unheralded-Mettle-of/239948) Research Spotlight. <http://www.chronicle.com/article/The-Unheralded-Mettle-of/239948>.

June 9, 2016 – Desert News. [“How some colleges help low-income students get ahead while others push them further behind.”](http://www.deseretnews.com/article/865655811/The-good-the-bad-and-the-ugly-in-private-college-outcomes.html) Expert Opinion. <http://www.deseretnews.com/article/865655811/The-good-the-bad-and-the-ugly-in-private-college-outcomes.html>.

June 20, 2012 – Chronicle of Higher Education. [“Underpaid and restless: Study presents a ‘dismal picture’ of life as a part-time professor.”](http://www.chronicle.com/article/A-Dismal-Picture-of-Life-as/132421) Expert Opinion. <http://www.chronicle.com/article/A-Dismal-Picture-of-Life-as/132421>

January 26, 2012 – Christian Science Monitor. [“Five shifts among college freshmen: For one, they’re more studious.”](http://www.csmonitor.com/USA/Education/2012/0126/Five-shifts-among-college-freshmen-For-one-they-re-more-studious/Academics-on-the-rise) Research Spotlight. <http://www.csmonitor.com/USA/Education/2012/0126/Five-shifts-among-college-freshmen-For-one-they-re-more-studious/Academics-on-the-rise>

November 29, 2011 – Diverse Issues in Higher Education. [“Higher education leaders urged to improve data collection for college completion efforts.”](http://diverseeducation.com/article/16667/) Research Spotlight. <http://diverseeducation.com/article/16667/>.

November 29, 2011 – Inside Higher Education. [“Better data, better rates: New study suggests that if colleges understand the demographics of their students, more might graduate.”](https://www.insidehighered.com/news/2011/11/29/report-suggests-approach-improving-graduation-rates) Research Spotlight. <https://www.insidehighered.com/news/2011/11/29/report-suggests-approach-improving-graduation-rates>.

May 4, 2011 – Los Angeles Times. [“Osama bin Laden’s death removes a cloud that enveloped a generation: For the generation known as the millennials, young adults born after 1980, the 9/11 attacks and the wars that came out of them created a climate of foreboding that shaped their youth.”](http://articles.latimes.com/2011/may/04/local/la-me-bin-laden-generation-20110504) Expert Opinion. <http://articles.latimes.com/2011/may/04/local/la-me-bin-laden-generation-20110504>.

January 25, 2011 – Chicago Tribune. [“Battling college burnout.”](http://www.chicagotribune.com/lifestyles/sc-fam-0125-education-college-burnout20110125-story.html) Expert Opinion.
<http://www.chicagotribune.com/lifestyles/sc-fam-0125-education-college-burnout20110125-story.html>.

August 30, 2010 – National Public Radio. [“University attendance scanners make some uneasy.”](http://www.npr.org/templates/story/story.php?storyId=129482104) Expert Opinion.
<http://www.npr.org/templates/story/story.php?storyId=129482104>.

January 21, 2010 – Inside Higher Education. [“Freshmen abandon business: Amid recession, incoming students find field of study less appealing than ever, according to national survey.”](https://www.insidehighered.com/news/2010/01/21/freshmen) Research Spotlight.
<https://www.insidehighered.com/news/2010/01/21/freshmen>.

April 1, 2009 – Faculty Focus. [“Survey of college faculty reveals increases in student-centered teaching and evaluation methods.”](https://www.facultyfocus.com/articles/edtech-news-and-trends/survey-of-college-faculty-reveals-increases-in-student-centered-teaching-and-evaluation-methods/) Research Spotlight. <https://www.facultyfocus.com/articles/edtech-news-and-trends/survey-of-college-faculty-reveals-increases-in-student-centered-teaching-and-evaluation-methods/>.

GRADUATE ASSISTANTSHIPS, INTERNSHIPS AND CONSULTANCIES

RESEARCH ANALYST, Center for Educational Assessment (formerly known as the Office of Undergraduate Evaluation and Research), UCLA, *September 2005 – March 2007*
RESEARCH ANALYST, UCLA Graduate Division, California State University (CSU) Outreach Project, *June 2002 – June 2005*
PUBLICATIONS EDITOR, ERIC Clearinghouse for Community Colleges, UCLA, *June 2002 – December 2003*
PUBLICATIONS COORDINATOR, ERIC Clearinghouse for Community Colleges, UCLA, *June 2001 – June 2002*
CONSULTANT, Scripps College, Scripps Diversity Audit, *July 2002 – September 2002*
RESEARCH ANALYST, UCLA Graduate School of Education, Diversity Project, a joint project with Stanford and University of Maryland, *September 2001 – February 2002*
RESEARCH ASSISTANT, UCLA Graduate School of Education, UCLA, Department of Education, *September 2000-September 2001*
RESEARCH INTERN, National Center for Public Policy and Higher Education, *July 2000 – September 2000*

STUDENT HONORS AND AWARDS

ADVANCE Dissertation Fellowship, *2004-2005*
Departmental Fellowship, *1999 - 2004*
Graduate School of Education Faculty Award, *2002*
University Travel Grant, *2002, 2004, 2006*
Selected Participant ASHE Graduate Student Policy Seminar, *2000*
Sigma Tau Delta National English Honor Society, *1999*
Golden Key National Honor Society, *1999*

PROFESSIONAL MEMBERSHIPS

College Student Educators International (ACPA)
American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
American Society for Engineering Education (ASEE)

PROFESSIONAL AFFILIATIONS

Affiliated Scholar, Diversity Scholars Network – University of Michigan 2017 – Present
Facilitator for Holistic Review in Graduate Admissions – IGEN Network 2019 – Present; EGE Network 2023 - Present
Facilitator for Fostering Wellbeing in Racialized Mentoring Environments – EGE Network 2022 – Present
Facilitator for Introduction to Equity-Minded Mentoring - EGE Network 2024 - Present
Graduate Faculty Appointment – Oregon State University 2021 – Present