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ACADEMIC APPOINTMENTS

UNIVERSITY OF PITTSBURGH, 2012-present

ASSOCIATE PROFESSOR, Educational Foundations, Organizations, and Policy, *September 2020-present*

ASSOCIATE PROFESSOR, Administrative and Policy Studies, *Sept 2018-Aug 2020*

ASSISTANT PROFESSOR, Administrative and Policy Studies, *July 2012-Sept 2018*

INAUGURAL DIRECTOR, Diverse Career Pathways Micro-Internship Program (Provost's Office), *March 2021-Aug 2022*

COORDINATOR, Higher Education Degree Programs, *2016-2021*

CO-COORDINATOR, Higher Education Degree Programs, *2013-2016*

AFFILIATED FACULTY, Gender, Sexuality, and Women's Studies, *2019-present*

FACULTY FELLOW, Center for Urban Education, *2014-Present*

UNIVERSITY OF CALIFORNIA, LOS ANGELES, 2008-2012

ASSISTANT DIRECTOR FOR RESEARCH, Higher Education Research Institute, *July 2008-July 2012*

POSTDOCTORAL SCHOLAR, Center for Educational Assessment, *Jan 2008-July 2008*

SANTA MONICA COLLEGE, 2004-2008

ADJUNCT FACULTY, Counseling Department, *Sept 2004-June 2008*

EDUCATION

UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

DOCTOR OF PHILOSOPHY, HIGHER EDUCATION AND ORGANIZATIONAL CHANGE, *2008*

Dissertation: *Increasing Faculty Diversity: How Institutions Matter to the PhD aspirations of undergraduate students*

UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

MASTER OF ARTS, Higher Education and Organizational Change, *2000*

UCLA COLLEGE OF LETTERS AND SCIENCE

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

AWARDS

PROVOST'S AWARD FOR DIVERSITY IN THE CURRICULUM, University of Pittsburgh, *2023*

PUBLICATION OF THE YEAR AWARD, American Educational Research Association SIG 168, *2023*

The faculty role in grooming and gatekeeping students' of color potential across the professoriate pipeline

DEAN'S DISTINGUISHED MENTORING AWARD, University of Pittsburgh, *2022*

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

BOOKS

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

Bahnson, M., **McChesney, E. T., **DeAngelo, L., & Godwin, A. (under review). Changing ecology to support continued engineering enrollment.

*Rhode, J., *Cooper, C., *Kaufman-Ortiz, K., Buswell, N., Godwin, A., & **DeAngelo, L.** (under review). "It's all my friends who know it. It's not me." Engineering students' description of challenges in a first-year programming course.

McChesney, E., Schunn, C., *Dorvè-Lewis, G., & **DeAngelo, L. (under review). The place-based nature of behavioral and cognitive engagement in undergraduate STEM learning.

Wofford, A. M., Winkler, C. E., & **DeAngelo, L.** (under review). (Not) part of the plan: Disparate mediators in students' actualization of STEM graduate school plans.

DeAngelo, L., & *Lewis, D. (under review). A cloak of invisibility: Women engineers' experience in virtual classes during COVID-19.

DeAngelo, L., *Lewis, D., & *Snowadzky, M. (under second review). Caught in a double bind: Toward and understanding of undergraduate women engineers' early experiences.

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

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: [http://dx.doi.org/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: [http://dx.doi.org/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 BOOKCHAPTERS

DeAngelo, L. Sondel, B., & Godley, A. (In Press). Foreword. In V. Stead (Ed.) *Confronting antisemitism on campus*. New York: Peter Lang.

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: 10.1007/978-3-030-33350-8

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: 10.1007/978-3-030-33350-8

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.**, & *Betha, 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-Quinano, 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.

PEER-REVIEWED PUBLISHED CONFERENCE PROCEEDINGS

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., Bahnon, M., Binning, K., Buswell, N., Schunn, C., *Conrique, B., *Chen, L., *Cooper, C., *Forster, R., *Lewis, D., & *Rohde, J. (accepted). 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., **DeAngelo, L.**, & Godwin, A. (accepted). 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.** (accepted). 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. (accepted). 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.

NATIONAL POLICY BRIEFS

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

Hurtado, S., & **DeAngelo, L.** (2012). [Linking diversity and civic-minded practice with student outcomes: New evidence from CIRP national surveys](#). 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](#). Academe, September/October. <https://www.aaup.org/article/keeping-senior-women-your-college#.WSb6rFPyF8>.

RESEARCH MONOGRAPHS

Pryor, J. H, **DeAngelo, L.**, Palucki Blake, L., Hurtado, S., & Tran, S. (2011). [The American freshman: National norms for fall 2011](#). 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](#). 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](#). 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](#). 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.](#) 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.](#) 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.](#) 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

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 REVIEWS

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

*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. 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

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

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. 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

Collaborative Research: Developing a Contextualized Disciplinary Change Model for Belonging in Chemical Engineering. National Science Foundation, *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), *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, *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, *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, *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, *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, *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, *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, Submission, 2017

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

INVITED PRESENTATIONS

NATIONAL/INTERNATIONAL

WORKSHOPS THROUGH THE INCLUSIVE GRADUATE EDUCATION NETWORK (IGEN):

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

DeAngelo, L., & Pelz, J. (2023, April). Equity in Graduation Admissions. Two-part 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-part 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-part workshop for STEM faculty at Princeton University, Princeton, NJ via Zoom.

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

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

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

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

DeAngelo, L., & Vasquez, J. (2024, April). Fostering Wellbeing in Racialized Mentoring Environments. Workshop for faculty at the University of California, Santa Barbara, 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, Santa Barbara, CA via Zoom.

DeAngelo, L., & Pelz, J. (2023, December). Equity in Graduation Admissions. Two-part workshop for graduate faculty at the University of Pittsburgh, Pittsburgh, PA via Zoom.

DeAngelo, L., & Pelz, J. (2023, November). Equity in Graduation Admissions. Two-part workshop for STEM faculty at the University of Pittsburgh, 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, 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, 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, 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 Bernardo, 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

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

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

*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.
- DeAngelo, L., & *Franke, R.** (2011, November). The crucial first year of college: Examining how college readiness impacts retention. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Hurtado, S., & **DeAngelo, L.** (2011, October). Linking diversity and civic-minded practice with student outcomes: New evidence from CIRP national surveys. Paper presented at the Association of American Colleges and Universities' Educating for Personal and Social Responsibility: A Twenty-First Century Imperative Conference, Long Beach, CA.
- DeAngelo, L., Hurtado, S., & *Ruiz, A.** (2011, May). Getting ready for a diverse workforce: predicting change in students' pluralistic orientation skills during college. Paper presented at the annual meeting of the Association for Institutional Research annual meeting, Toronto, CN.
- DeAngelo, L., & *Franke, R.** (2011, April). Graduating "on-time": Toward a better understanding of 4-year degree completion. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- DeAngelo, L., & *Franke, R.** (2010, November). Putting the pieces of your institution's retention puzzle together: Toward a better understanding of which students will stay and graduate and if students are graduating at expected rates. Paper presented at the National Symposium on Student Retention, Mobile, AL.
- *Sharkness, J., & **DeAngelo, L.** (2010, May). Item non-response in student surveys: The case of SAT scores. Paper presented

at the annual meeting of the Association for Institutional Research annual meeting, Chicago, IL.

Chang, M. J., **DeAngelo, L.**, Hurtado, S., Malcolm, L. E., & Melguizo, T. (2010, May). Is it better to be a big frog in a small pond? Recent empirical investigations of the “mismatch hypothesis.” Symposium at the annual meeting of the American Educational Research Association, Denver, CO. (DeAngelo L. & Malcolm, L. E. session organizers).

DeAngelo, L., & Tran, S. (2009, November). Relying on SAT scores in college impact studies: Issues of accuracy and implications. Paper presented at the annual meeting of the Association for the Study of Higher Education, Vancouver, BC.

*Sharkness, J., & **DeAngelo, L.** (2009, November). Measuring student involvement: Can we do better? Paper presented at the annual meeting of the Association for the Study of Higher Education, Vancouver, BC.

DeAngelo, L. (2009, October). Programs and practices that retain students in the first-year: Insights from a national study. Paper presented at the National Symposium on Student Retention, Buffalo, NY.

DeAngelo, L., & Hurtado, S. (2009, May). Fostering “habits of mind” for student learning in the first year of college: Findings from a national survey. Paper presented at the annual meeting of the Association for Institutional Research, Atlanta, GA.

DeAngelo, L. (2009, April). How colleges affect who aspires to the PhD at the end of the undergraduate experience: Differences by race/ethnicity. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

DeAngelo, L. (2009, April). PhD aspirations: The effect of grades, academic self-confidence, faculty interaction and research on undergraduates. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hassan, T., & **DeAngelo, L.** (2008, May). The craft of creating a control group: complexities and complications. Paper presented at the 2nd Annual Conference on Understanding Interventions that Encourage Minorities to Pursue Research Careers conference of the American Society for Cell Biology, Atlanta, GA.

Ceja, M., Cejda, B., Cole, D, **DeAngelo, L.**, Einarson, M., & Solorzano, D. (2006, November). Student-Faculty Interaction: Educational Outcomes for Students of Color. Symposium at the annual meeting of the Association for the Study of Higher Education, Anaheim, CA. (**DeAngelo, L.** session organizer)

DeAngelo, L. (2006, April). Path to the Professoriate: Differences and similarities for underrepresented racial minority students and Caucasian students. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

DeAngelo, L. (2005, November). Pipeline to the PhD: Factors that matter for Students of Color and Caucasian students. Paper presented at the annual meeting of the Association for the Study of Higher Education, Philadelphia, PA.

DeAngelo, L. (2005, April). Preparing for the PhD at a comprehensive university: Perceptions of the barriers. Paper presented at the annual meeting of the American Educational Research Association, Montréal, CN.

DeAngelo, L. (2004, November). Can I go?: An exploration of the influence of attending a less selective institution on students’ aspirations and preparation for the PhD. Paper presented at the annual meeting of the Association for the Study of Higher Education, Kansas City, KS.

DeAngelo, L., & Winans, G. T. (2004, July). Building relationships: UCLA’s efforts to diversify its graduate student population and promote advanced study among California State University (CSU) students. Paper presented at the Conference for Carnegie Doctoral/Research Intensive Institutions, Normal, IL.

- DeAngelo, L.** (2004, April). Pursuing the doctorate: An examination of how students at master's colleges and universities make the choice. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- DeAngelo, L., & Winans, G. T.** (2003, November). Opening up the pathway to graduate education: Lessons learned from California State University (CSU) students. Paper presented at the annual meeting of the California Association for Institutional Research, Sonoma, CA.
- DeAngelo, L., *Kim, K. A., & Winans, G. T.** (2003, March). Pathways to graduate education: The journey from the CSU to UCLA. Paper presented at the annual meeting of the Western Association of Graduate Schools, Salt Lake City, UT.
- DeAngelo, L.** (2001, June). Family, community, and achievement: The lives of Persian Jewish students in higher education. Paper presented at UCLA Graduate School of Education Identity, Culture, and Development in the College Years Symposium.

PEER REVIEWED POSTERS AND ROUNDTABLES

- 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.
- DeAngelo, L.**, & *Franke, R. (2010, November). Degree completion: Predicting who graduates in 4 years. Poster presented at the annual meeting of the Association for the Study of Higher Education, Indianapolis, IN.
- DeAngelo, L.** (2008, November). Underrepresented racial minority students and PhD aspirations: How the undergraduate institution a student attends matters. Poster presented at the annual meeting of the Association for the Study of Higher Education, Jacksonville, FL.
- DeAngelo, L.** (2004, November). Creating MORE: An institution's story of success in sending minority students to the PhD. Poster presented at the annual meeting of the Association for the Study of Higher Education, Kansas City, KS
- DeAngelo, L.** (2001, April). Students, learning, and race-based public policy: A look at diversity curriculum and co-curriculum. Poster presented at the annual meeting of the American Educational Research Association, Seattle, WA.

PEER REVIEWED CONFERENCE SESSIONS (NON-PAPER)

- 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.

- DeAngelo, L., & *Franke, R.** (2011, October). Crossing the finish line: Toward an understanding of who stays at their initial institution and graduates and if students are graduating at expected rates. Session presented at the National Symposium on Student Retention, Charleston, SC.
- DeAngelo, L., & *Franke, R.** (2011, May). Enhancing campus retention efforts: Predicting 4 and 6 year degree completion using institutional and CIRP freshman survey data. Session presented at the Association for Institutional Research annual meeting, Toronto, CN.
- DeAngelo, L., Hurtado, S., & *Guillermo-Wann, C.** (2010, October). Stayers, swirlers, and reenrollers: Understanding the trajectory of college students. Session presented at the bi-annual Diversity and Learning Conference of the Association of American Colleges and Universities, Houston, TX.
- DeAngelo, L., Pryor, S., & Tran, S.** (2010, May). A national perspective on the first year of college: Results from the first nationally normed YFCY survey. Session presented at the Association for Institutional Research annual meeting, Chicago, IL.
- Plaucki Blake, L., Pryor, J. H., & **DeAngelo, L.** (2010, May). Getting the most from your national survey data for assessment: Data reduction and other techniques. Session presented at the Association for Institutional Research annual meeting, Chicago, IL.
- DeAngelo, L.** (2010, February). Assessing learning: Effectively communicating results to different campus constituencies. Session presented at the General Education and Assessment conference of the Association of American Colleges and Universities, Seattle, WA.
- DeAngelo, L.** (2009, November). Creating engaged learning in the first year of college. Session presented at the annual meeting of the California Association for Institutional Research, Sacramento, CA.
- DeAngelo, L., *Sharkness, J., & Pryor, J. H.** (2009, May). Analyzing the student experience: item response theory and the development of CIRP survey factors. Session presented at the annual meeting of the Association for Institutional Research annual meeting, Atlanta, GA.
- DeAngelo, L., & Pryor, J. H.** (2009, May). Assessing the changing professoriate: Different campus uses for the HERI faculty survey. Session presented at the annual meeting of the Association for Institutional Research annual meeting, Atlanta, GA.
- DeAngelo, L.** (2009, April). Meeting the challenge of the student of today: Faculty perspectives and student expectations. Session presented at the Shaping Faculty Roles in a Time of Change conference of the Association of American Colleges and Universities, San Diego, CA.
- DeAngelo, L., & Pryor, J. H.** (2009, March). Using factors and scales to measure student learning outcomes and gains. Session presented at the annual meeting of College Student Educators International (ACPA), Washington, DC.
- DeAngelo, L., & Pryor, J.H.** (2009, March). Quantifying learning and other student outcomes using factors and scales. Session presented at the annual meeting of the Student Affairs Administrators in Higher Education (NASPA), Seattle, WA.
- DeAngelo, L., & *Sharkness, J.** (2008, November). Building useful factors and scales to aid in the assessment of learning gains and other student outcomes. Session presented at annual meeting of the California Association for Institutional Research, Pasadena, CA.
- DeAngelo, L.** (2008, October). Enhancing campus retention studies predicting 4- and 6- year degree attainment using institutional and freshman survey data. Session presented at that the National Symposium on Student Retention, Little Rock, AR.

- Hassan, T., & **DeAngelo, L.** (2008, June). Keeping underrepresented students in the sciences using research, counseling and seminars. Session Presented at the Enriching the Academic Experience of College Science Students 2008 conference, Ann Arbor, MI.
- Levis-Fitzgerald, M., **DeAngelo, L.**, Garcia, T. & *Toma, S. (2008, April). Community college honors programs: Innovative learning communities that facilitate a path to a four year college. Session presented at the Discovering, Integrating and Applying Knowledge: Effective Educational Practices for Today's Students and Tomorrow's Innovation conference of the Association of American Colleges and Universities, Austin, TX.
- DeAngelo, L.**, & Levis-Fitzgerald, M. (2007, April). Measuring the student to scholar continuum: Assessing undergraduate science enrichment programs. Session presented at the Student as Scholar: Undergraduate Research and Creative Practice conference of the Association of American Colleges and Universities, Long Beach, CA.
- DeAngelo, L.**, & Levis-Fitzgerald, M. (2007, March). Using direct evidence and student self-reports to assess teaching and learning in freshmen interdisciplinary cluster courses. Session presented at General Education and Assessment conference of the Association of American Colleges and Universities, Miami, FL.
- DeAngelo, L.**, & Levis-Fitzgerald, M. (2006, October). Preparing the next generation of scientists: Engaging students who show potential and face academic preparation challenges. Session presented at the 6th bi-annual Diversity and Learning Conference of the Association of American Colleges and Universities, Philadelphia, PA.
- DeAngelo, L.**, & Levis-Fitzgerald, M. (2006, May). Undergraduate science enrichment programs: Using assessment to improve program effectiveness. Session presented at the Enriching the Academic Experience of College Science Students 2006 conference, Ann Arbor, MI.
- DeAngelo, L.** (2005, March). Opening up access to graduate study: Using inter-segmental partnerships to promote and prepare students for graduate study. Session presentation at the 2005 annual meeting of the American Association of Higher Education, Atlanta, GA.
- DeAngelo, L.** (2002, October). Creating space for substantive equality: students and diversity curriculum. Session presented at the 4th bi-annual Diversity and Learning Conference of the Association of American Colleges and Universities, St Louis, Mo.

TEACHING

UNIVERSITY OF PITTSBURGH

Course name, (*total sections taught*)

Courses Newly Developed and Taught:

Foundations for the Study of Higher Education (4)

Student Development Theory (6)

Student Services Program Assessment (4)

Policy Studies in Higher Education (2)

MEd Research Methods for Higher Education (2)

Research and Methodological Perspectives on Diversity, Equity, and Inclusion (1)

Other Courses Taught:

Politics & History of Higher Education (1)

Student, Campus, & Society (9)

Student Development Theory & Assessment (1)

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

Theoretical Frameworks for the Study of Higher Education (1)

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

First-Year PhD Seminar (1)

Strategic Planning in Higher Education (EdD Hybrid Course) (4)

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)

DISSERTATION COMMITTEES (37)

University of Pittsburgh, PhD

Committee Chair (4):

August 2022

Shengjun Yin, PhD

An Exploration of Generation Z Chinese International Students' Sense of Belonging.

First Position: Evaluator, Collaborative for Evaluation and Assessment Capacity, University of Pittsburgh

July 2018

Amanda Folk, PhD

Learning the rules of engagement: exploring first-generation students' academic experiences through academic research assignments

First Position: Assistant Professor, The Ohio State University.

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

First Position: Assistant Dean of Students, Chatham University

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

First Position: Research Associate, Fred Rogers Center, Saint Vincent College

Committee Member (5):

February 2020

Rebecca Witt Meacham, PhD

College adjustment among transgender and gender nonconforming students

First Position: Assistant Professor, West Liberty University

July 2018

Everett Herman, PhD

Understanding the initiating factors of civic engagement

First Position: Director of Staff and Faculty Engagement Honors College, University of Pittsburgh

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

First Position: Charitable Relationships Manager, Swanson School of Engineering, University of Pittsburgh

April 2016

Jennifer Crandall, PhD

The road less traveled: Southeast Asian American undergraduates' college going experiences

First Position: Policy Research Analyst, Center for Policy Research and Strategy, American Council on Education

April 2016

Jessica Mason, PhD

Assessing the impact of the college experience on civic engagement: A propensity score matching approach

First Position: Researcher, American Institutes for Research

University of Pittsburgh, EdD

Committee Chair (18):

May 2023

Danae Williams, EdD

Representation in teacher education: Attracting Black applicants to Pitt's undergraduate teacher education programs

July 2022

Gina Vance, EdD

Becoming equity-minded: An organizational learning approach to improving Black student success

June 2022

Dennis Perkins, EdD

Interrupting attrition of entry-level live-in professionals in residence life: Restorative justice circles

November 2021

Rhonda White, EdD

Empty seats: Attracting Black and Latinx male students to the medical pipeline

June 2021

Lauren Wright, EdD

Training as an intervention to improve managers' ability to successfully supervise a generationally diverse workforce in higher education.

March 2021

Sarah Cullen, EdD

A study of young alumni engagement and donor participation among top research universities

November 2020

William Fox, EdD

The emergence of the Chief Wellness Officer in U.S. higher education

November 2020

Stephanie Fiely, EdD

Understanding perceptions of post-secondary education among rural manufacturing business managers

July 2020

Justin Dandoy, EdD

Partnership & place-based community engagement: Competencies and contributions within an emerging field

July 2020

Kenneth DeHann, EdD

A PhD in sign language education: A viability study

December 2019

Monique Eguavoen, EdD

Faculty and staff perceptions of first-generation college students

July 2019

Timothy Strasser, EdD

An analysis of online adjunct faculty perspectives of institutional support at Dona Ana Community College

July 2019

Mark Dougherty, EdD

A needs assessment of student support programs for adult students at Tri-County Technical College

July 2018

Ketwana Schoos, EdD

Examining postsecondary education perceptions of former foster care youth.

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

Committee Member (10):

August 2023

Briea St. Clair

Psychological safety in the workplace: The impact of staff mentoring programs

March 2023

Shenay Deanne Jeffrey

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

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

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 roles

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

MA IN EDUCATION POLICY HIGER EDUCATION SPECIALIZATION COMMITTEES (2)

Committee Chair (2):

April 2024

Charlie Díaz

Organizational accountability to racial equity missions: Policy frame analysis of tenure policy at private engineering colleges.

April 2024

Gerard Dorvè-Lewis

Exploring the experiences of Black undergraduate women in STEM classrooms

MEd IN HIGHER EDUCATION ADVISEES (GRADUATED) (95)

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

UNDERGRADAUTE BPHIL AND HONORS THESIS COMITTEES (2)

Committee Member (2):

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

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

Contemporary Educational Psychology, 2024
 Teaching in Higher Education, 2023 – 2024
 AERA Open: 2018, 2023
 Review of Educational Research: 2014 – 2015, 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 AGEP Program Site Visit Review Panel Member: May 2023
 National Science Foundation BIO-LEAPS Proposal Review Panel Member: August 2023

EXTERNAL PROGRAM REVIEWER

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

PROMOTION AND TENURE REVIEWER

Northern Arizona University, 2023
 Portland State University, 2023

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)

Program Co-Chair, Graduate and Postdoctoral Education SIG 168, 2024 – 2026
 Committee Member, Outstanding Dissertation Award Div J, 2023 – 2026
 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

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

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 – Present
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 Steering Committee, August 2022 - Present
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

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

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
Legislative Interaction Team: Research-to Policy Collaboration (RPC)– Penn State University 2023 - Present
Graduate Faculty Appointment – Oregon State University 2021 – Present