

LESLIE D. GONZALES, Ed.D.
Associate Professor
HALE Master Program Coordinator
Michigan State University
Higher, Adult, and Lifelong Education
Education Administration Department, College of Education
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EDUCATION

Doctorate of Education (2010)

Focus: Organizational Change and Faculty Roles in Higher Education

Department of Educational Leadership & Foundations

University of Texas at El Paso, El Paso, TX

Dissertation: *Faculty Inside a Changing University: Constructing Roles, Making Spaces*

Master of Arts, Political Science (2005)

Focus: Gender and Political Behavior

University of Texas at El Paso, El Paso, TX

Thesis: *Comparative Research on Political and Civic Engagement: Young Hispanic Women as Political Actors*

Bachelor of Arts, Political Science (2003)

Department of Political Science

New Mexico Highlands University, Las Vegas, NM

ACADEMIC & PROFESSIONAL APPOINTMENTS

2017 – Present, Associate Professor of Higher, Adult, and Lifelong Learning

Department of Educational Administration

Michigan State University, East Lansing, MI

2015 – 2017, Assistant Professor of Higher, Adult, and Lifelong Learning

Department of Educational Administration

Michigan State University, East Lansing, MI

2010 – 2015, Assistant Professor of Educational Leadership

Department of Leadership, Counseling, and Human Development

Clemson University, Clemson, S.C.

2006 – 2010, Adjunct Faculty Member of Political Science and Government

Department of Government

El Paso Community College, El Paso, TX

2006 – 2010, Graduate Research Assistant,

Center for Research on Educational Reform, College of Education,

University of Texas at El Paso, El Paso, TX

RESEARCH AGENDA

In my research agenda, I ask how faculty members, colleges, and universities within the field of higher education define, re-define, garner, and award legitimacy. My primary line of work focuses on the actual legitimation process, or how faculty and organizations go about defining legitimacy; I am particularly concerned with understanding disparate outcomes in connection with the legitimation process. My second line of research focuses on the historical, structural, and cultural basis of legitimacy, or how legitimacy is tied to factors like institutional type or epistemic biases. My third line of research focuses on the possibility of faculty agency, or how faculty negotiate dominant conceptions of legitimacy. Collectively, my agenda sheds light on how academics and their work are understood and valued and how such evaluative judgments are anchored in taken-for-granted norms and ideological beliefs that are often detrimental to scholars whose identities and/or work situates them in marginal spaces.

PEER-REVIEWED ARTICLES*¹

- Gonzales, L. D. (2018). Subverting and minding boundaries of knowledge production in academe: The intellectual work of women. *The Journal of Higher Education*, 89(3) 1-25.
- Gonzales, L. D. & Ayers, D. (2018). The convergence of institutional logics and the normalization of emotional labor: A new theoretical approach for considering the expectations and experiences of community college faculty. *The Review of Higher Education*, 41(3), 1-30.
- Gonzales, L. D., & Terosky, A. L. (2016). Collegueship in different types of post-secondary institutions: a lever for faculty vitality. *Studies in Higher Education*, 1-14.
- Gonzales, L. D. & Terosky, A. L. (2016). From the faculty perspective: Defining, earning, and maintaining legitimacy across academia. *Teachers College Record*, 118(7), 1-44. doi: <http://www.tcrecord.org> ID Number 20805.
- Terosky, A. L. & Gonzales, L. D. (2016). Re-envisioned contributions: Experiences of faculty employed at institutional types that differ from their original aspirations. *The Review of Higher Education*, 39(2), 269-297.
- Terosky, A. L. & Gonzales, L. D. (2015). Scholarly learning as vocation: A study of community and broad access liberal arts college faculty. *Innovative Higher Education*, 41(2), 1-16.
- Gonzales, L. D. (2015). An *acción* approach to affirmative action: Hispanic-Serving institutions as spaces for fostering epistemic justice. *Association of Mexican American Educators Journal*, 9(1), 21-48.
- Gonzales, L. D. (2015). Faculty agency in striving university contexts: Mundane yet powerful acts of agency. *British Educational Research Journal*, 41(2), 303-323
- Gonzales, L. D. & Núñez, A. M. (2014). The ranking regime and the production of knowledge: Implications for academia. *Education Policy Analysis Archives*, 22(31), 1-24.
- Gonzales, L. D. (2014). Framing faculty agency inside striving universities: An application of Bourdieu's theory of practice. *The Journal of Higher Education*, 85(2), 193-218.

¹ An asterisk (*) denotes work with a graduate student(s).

- *Gonzales, L. D. & Martinez, E. (2014). Possibilities and responsibilities: How faculty talk can (de)construct rankings and university striving. *Journal of Critical Thought and Praxis*, 2(2).
- Gonzales, L. D., Murakami, E., & Núñez, A. (2013). Latina faculty in the labyrinth: Constructing and contesting legitimacy in Hispanic Serving Institutions. *The Journal of Educational Foundations*, 1(2), 65-88.
- Gonzales, L. D. & Rincones, R. (2013). Exploring emotional labor: A counterpoint on higher education administration delivered through methodology. *The Qualitative Report*, 18(32). Retrieved from: <http://www.nova.edu/ssss/QR/QR18/gonzales64.pdf>.
- *Gonzales, L. D., Martinez, E., & Ordu, C. (2013). Exploring faculty experiences in a striving university through the lens of academic capitalism, *Studies in Higher Education*, 39(7), 1097-1115.
- Gonzales, L. D. (2013). Living in the gray zone: Faculty views on university striving and implications for practice. *Journal of Faculty Professional Development*, 27(3) 36-43.
- Gonzales, L. D. (2013). Faculty sense-making and mission creep: Interrogating institutionalized ways of knowing and doing legitimacy. *Review of Higher Education*, 36(2), 179-209.
- Gonzales, L. D. & Satterfield, J. (2013). A reflexive interrogation of scholarly life: Talking out loud to find spaces for the public good. *Journal of Higher Education Outreach and Engagement*, 17(4), 127-154.
- Gonzales, L. D. (2012). Faculty responses to mission creep: Cosmopolitan views and actions. *Higher Education*, 64(3), 337-353.
- Gonzales, L.D. & Pacheco, A. (2012). Leading change with slogans: Border University in transition. *Journal of Cases in Educational Leadership*, 15(1), 50-65.
- Gonzales, L. D. (2012). Stories of success: Latinas redefining cultural capital. *The Journal of Latinos and Education*, 11(2), 124-138.
- Gonzales, L. D. & Rincones, R. (2011). Interdisciplinary scholars: Negotiating legitimacy at the core and from the margins. *Journal of Further and Higher Education*, 36(4), 495-518.
- Gonzales, L. D. & Rincones, R. (2011). University in transition: Faculty sense-making and responses. *Administrative Issues: Education, Research, and Practice – The Inaugural Issue*, 1(1), 65-79.
- Satterfield, J., Gonzales, L. D., & Zelenak, S. (2009). The organization and administration of a deficit curriculum: The dominant operating core curriculum of a Hispanic serving educational system. *Academic Leadership Journal*, 7(3).
- Gonzales, L. D. & Rincones, R. (2008). The role of faculty in global society: Carving out the public purpose of our work. *Teacher Education and Practice*, 21(4), 382-406.

ARTICLES UNDER REVIEW

Gonzales, L.D. & Pasque, P. (2018). From post-positivist grounded theory to critical situational analysis: The methodological potential for interrupting epistemic injustice in educational contexts. [Manuscript submitted for review, September 2018].

* Hall, K., Kanhai, D., **Gonzales, L.D.**, Benton, A., (2018). Comfort before change: A case study of diversity work. [Manuscript for review, September 2018].

Terosky, A.L. & **Gonzales, L. D.** (2017). Telling the full story: Counter-narratives of advancement from women in academe. [Manuscript submitted for review, August 2017].

Kim, D., Byun, K., Jon, J. & **Gonzales, L. D.** (2016). Pursuing the idea of world-class universities in South Korea: Faculty and administrator perspectives. [Manuscript submitted for review, July 2017].

ARTICLES IN PREPARATION

* Aguilar-Smith, S. & **Gonzales, L.D.** (2018). Same mission, mismatched visions—How community college faculty and administrators envision the roles and responsibilities of faculty. [Manuscript to be submitted in December 2018].

***Gonzales, L.D.**, Aguilar-Smith, S., & Espinoza, B. (2018). Working on hope—an analysis of community college faculty labor expectations. [Manuscript to be submitted in November 2018].

***Gonzales, L.D.** & Saldivar, L. (2018). A content analysis of peer reviewed scholarship concerning the construction of Latinas. [Manuscript to be submitted in August 2018].

BOOKS

Murakami, E., Hernández, F., **Gonzales, L.D.** (Editors). (under contract). *Research and Latinos in Education*. New York, NY: Information Age Publishing.

Marion, R., & **Gonzales, L. D.** (2013). *Leadership in education: Organizational theory for the practitioner*, (2nd edition). Long Grove, IL: Waveland Press.

BOOKCHAPTERS

Kiyama, J. & Gonzales, L.D. (2018). In academia, but not of it: Redefining what it means to serve. In P. Perez (Eds.) *In Our Own Words: Chicana and Latina Faculty Resisting and Persisting in the academy*, (pp. tbd). New York, NY: Routledge.

***Gonzales, L.D.**, Kanhai, D., & Hall, K. (2018). Reimagining and retooling organizational theory—Critical organizational approaches in the study of higher education in M.B. Paulsen (Ed.). *Higher education: Handbook of theory and research*, (pp. tbd). New York, NY: Springer Publishing.

*Carmona, J., Sansone, V., **Gonzales, L. D.**, & Núñez, A. M. (2018). *Promotoras y políticas* in the university: Creating culturally responsive higher education leaders. In C. Rodriguez, M. Martinez, & F. Villa (Eds.) *Latino educational leadership: Serving Latino communities and preparing Latina/o educational leaders across the P-20 pipeline* (pp. tbd). Scottsdale, AZ: Information Age Publishing.

Gonzales, L. D. (2017). Revising the grounds for the study of grit: Critical qualitative inquiry in post-secondary education organizational research. In V. Lechuga & P. Pasque (Eds.) *Qualitative inquiry in higher education organization and policy research* (pp. 130-150). New York, NY: Routledge Publishers.

Baker, V., **Gonzales, L. D.**, & Terosky, A. L. (2017). Innovative approaches to the practice of mentoring and supporting early career faculty learning and growth. In L. Searby & B. Irby (Eds.), *The Wiley-Blackwell international handbook of mentoring: Paradigms, practices, programs, and possibilities* (pp. x-x). Hoboken, NJ: Wiley-Blackwell.

*Gonzales, L. D. & Waugaman, C. (2017). The evaluation of knowledge within global ranking systems: Embedded colonial power. In K. Frowning & A. Ganotice (Eds.) *World university rankings and the future of higher education* (pp. 180-195). Hershey, PA: IGI-Global Publishing.

Gonzales, L. D. & Terosky, A. (2016). Distinctive aspirations and inclinations among emerging and early career faculty: Seeing the possibilities. In A. Kezar & D. Maxey (Eds.) *The faculty for the 21st century: Moving to a mission-oriented and learner centered faculty model* (pp. 192-203). New Brunswick, NJ: Rutgers University Press.

Nunez, A. M., Murakami, E. T., & Gonzales, L. D. (2015). Weaving authenticity and legitimacy: Latina faculty peer mentoring. Mentoring as transformative practice: Supporting student and faculty diversity: *New Directions for Higher Education*, 171(87), 87-96.

Gonzales, L. D. (2015). A horizon of possibilities for Hispanic Serving Institutions: Using funds of knowledge scholarship to reshape the production and legitimization of knowledge within academia. In S. Hurtado, A.M. Núñez, & E. Calderon-Galdeano (Eds.) *Hispanic-Serving Institutions: Advancing research and transformative practice* (pp. 121-235). New York, NY: Routledge.

Hernández, S. & Gonzales, L. D. (2015). Testimonio for living and learning in academia: Caring for mind, body, and soul. In F. Hernandez, E. Murakami, & G. M. Rodriguez (Eds.) *Abriendo puertas, cerrando heridas—Opening doors, closing wound: Latina/os finding work-life balance in academia* (pp. 85-96). Charlotte, NC: Information Age Publishing.

*Martinez, E., & Gonzales, L. D. (2015). Bridging academic and student affairs: Working together to craft pathways that advance Latinos and Latinas in higher education. In J. P. Mendez, F. A. Bonner, J. Mendez Negrete, & R. T. Palmer (Eds.) *Hispanic-Serving Institutions in American higher education: Their origin, and present and future challenges* (pp. 68-91). Sterling, VA: Stylus.

ENCYCLOPEDIA ENTRIES

Gonzales, L.D. & Kanhai, D. (2018). Professors and the Professoriate in *The SAGE Encyclopedia of Higher Education*, 5v, pp. TBD. Thousand Oaks, CA: Sage Publishing.

PEER-REVIEWED SCHOLARLY PRESENTATIONS

***Gonzales, L. D.**, Kiyama, J., Martinez, E., Satterfield, J., Boss, G., Pajaro, K., Flores, A., Hall, K., Lambaren-Sanchez, C. (2018). *Intergenerational sharing of knowledge among Scholars of Color: A Plática for our future*. Interactive symposia to be presented at the annual meeting of the Association for the Study of Higher Education, Tampa, MA.

Zerquera, D., Torres, V., McCormick, A., Gonzales, L.D., O'Meara, K.A. (2018). Structured inequities: Advancing and problematizing the study of prestige. Scholarly paper to be presented at the annual meeting of the Association for the Study of Higher Education, Tampa, MA.

- Gonzales, L.D. & Pasque, P. (2017).** *Interventions in higher education research and practice: Confronting epistemic oppression.* Scholarly paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- ***Gonzales, L.D., Kanhai, D., Hall, K., Rhoades, G., Salazar, K., Núñez, A.M., Sansone, V. (2017).** *Critical approaches to organizational theories, research, and practice: An imperative for just higher education.* Symposia presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- ***Posselt, J., Liera, R., Villareal, C., Gonzales, L.D., Espinoza, B., Aguilar-Smith, S., Kelly, B., Porter, K., Gardner, P. (2017).** *Emotional labor: Examining implications for justice, wellbeing, and development for minoritized students and faculty.* Symposia presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- ***Gonzales, L. D. & Saldivar, G. (2017).** *The presence and positioning of Latina-identified writers: An analysis of social science research from years 2000-2015.* A paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.
- Kezar, A., Gonzales, L. D., Rice, G., Plater, B. (forthcoming, 2017).** *Distinctive aspirations and inclinations among emerging and early career faculty: Seeing the possibilities.* Panel presentation to be made at the annual meeting of the American Association of Universities and Colleges, San Francisco, CA.
- Gonzales, L. D. & Terosky, A. L. (forthcoming, 2016).** *Women and women of color claiming and constructing knowledge projects in academia.* Paper to be presented at the annual meeting of the Association for the Study of Higher Education, Columbus, OH.
- Gonzales, L. D. & Pasque, P. (accepted/withdrawn due to medical reasons).** *Decolonizing minds and methods: A scholarly paper concerning institutional research & educational practices within higher education.* Paper to be presented at the annual meeting of the Association for the Study of Higher Education, Columbus, OH.
- Terosky, A. L. & Gonzales, L. D. (2016).** *The role of relationships in women and women of color scholars' scholarly learning and knowledge projects.* Paper to be presented at the annual meeting of the Association for the Study of Higher Education, Columbus, OH.
- Gonzales, L. D. & Ayers, D. (2015).** *Emotional labor—A new theoretical framework for studying the work of community college faculty.* Scholarly paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.
- Terosky, A. L. & Gonzales, L. D. (2015).** *Scholarship unbound: Perspectives on scholarship by community college and liberal arts faculty.* Research paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- ***Gonzales, L.D. & Terosky, A. L., Halter, J., Harris, J. (2015).** *Relationships in academia: Sources of learning and sustenance for faculty.* Research paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Posselet, J., Bensimon, E., Rhoades, G., Pasque, P., Gonzales, L.D., Jackson, J., Reyes, K., Reyes, K., Slay, K. (2014).** *Equity-minded organizational scholarship in higher education: conversations to advance theory, methodology, & praxis.* Symposia at the annual meeting of the Association for the Study of Higher Education, Washington, D.C.

- Martinez, M., Rodriguez, C., Burciaga, R. M., Lopez, G., **Gonzales, L.D.**, Núñez, A.M., Villalpando, O., Cabrera, N., Rodriguez, M., Niño, J., & Byrne-Jimenez, M. (2014). *Latino educational leadership throughout the pipeline: For Latino communities and Latina/o leaders*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, D.C.
- Valles, B., Villalpando, O., Ledesma, M., Garces, L., Fuentes, M., **Gonzales, L. D.**, & Chao Romero, R. (2014). The utility of Affirmative Action for Chican@s/Latin@s: Toward a new policy and acción model. Paper presented at the Association for the Study of Higher Education, Washington, D.C.
- Gonzales, L. D.** & Terosky, A. (2014). *From the faculty perspective: A multi-site study of legitimacy in academia*. Research paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Núñez, A.M., Murakami, E. T., **Gonzales, L.D.**, Grant, C., Jones, B. Santamaria, L., & Turner, C.S. (2014). *Intersectionality of applied critical leadership: Toward inclusivity in higher education*. Symposia presented at annual meeting of American Educational Research Association, Philadelphia, PA.
- Gonzales, L. D.** & Martinez, E. (2013). *Pressing pause and interrogating excellence at striving universities*. Research paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gonzales, L. D.** & Terosky, A. L. (2013). *Points of convergence: Studying logics to assert the role of faculty in contemporary society*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.
- Terosky, A. L. & **Gonzales, L. D.** (2013). *(Re)configuring worlds, rethinking purpose, unlearning things graduate school taught me: Faculty in unexpected places*. Research paper presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.
- Gonzales, L. D.** (2012). *Disrupting dominant conceptions of legitimacy in academia: Advancing agency*. Presented at a **Presidential Session** at the annual meeting of Association for the Study of Higher Education, Las Vegas, NV.
- Gonzales, L. D.** (2012). *Interrogating mission drift from a critical perspective: A conversation about knowledge production and legitimacy*. Research paper presented at the annual meeting for the Association for the Study of Higher Education, Las Vegas, NV.
- ***Gonzales, L. D.** & Martinez, E. (2012). *Faculty as Agents—Faculty responses at a striving university*. Paper presented at the annual meeting of the American Educational Research Association, British Columbia, Canada.
- Gonzales, L. D.** (2012). *Crossing borders: exploring and expressing emotional labor in academia*. Roundtable paper presented at the annual meeting American Educational Research Association, British Columbia, Canada.
- Gonzales, L. D.** (2012). *Exploring individual & organizational influences and employment intentions of Underrepresented Faculty in research universities*. Paper presented at Clemson's College of Health, Education, and Human Development's Coffee and Research Roundtables, Clemson, SC.
- Gonzales, L. D.** (2011). *An administrative push for research prominence: A faculty divided but not defeated*. Research paper presented at the annual meeting of the American Association of University Professors, Washington, D.C.

- Gonzales, L. D. & Pacheco, A. (2011). *The power and risks of text and talk: Choosing slogans to create university change*. Research paper presented at the annual meeting of the American Educational Research Association, Division A, New Orleans, LA.
- Gonzales, L. D. & Satterfield, J. (2011). *Living on the intellectual continuum: A reflexive interrogation of scholarly life*. Roundtable paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Gonzales, L. D. (2010). *When a university creeps: A framework for exploring faculty responses to mission transformation*. Working paper presented at the annual College of Health and Human Development Faculty Research Forum, Clemson University, S.C.
- Gonzales, L. D. & Rincones, R. (2010). *Always negotiating: University faculty who do interdisciplinary work*. Paper presented at the annual meeting of University Council for Educational Administration, New Orleans, LA.
- Gonzales, L. D. & Rincones, R. (2010). *Cross-discipline work: Negotiating legitimacy from the center and at the margins*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Gonzales, L. D. & Rincones, R. (2009). *University in transition: Faculty perspectives*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Gonzales, L. D. (2009). *Making change at the university: A view from the faculty seat*. Paper presented at the annual meeting of the Southwestern Social Science Association, Albuquerque, N.M.
- Gonzales, L. D. (2008). *Making meaning: Faculty life in global society*. Roundtable paper presented at the annual meeting of the American Education Research Association, New York, N.Y.
- Satterfield, J., Gonzales, L. D., Zelenak, S. (2007). *The organization and administration of a deficit curriculum: the dominant operating core curriculum of a Hispanic serving educational system*. Roundtable paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Gonzales, L. D. (2007). *Capacity building: Towards Latina leadership in higher education*. Research paper presented at the bi-annual meeting of the American Association of University Women, Phoenix, AZ.
- Gonzales, L. D. (2002). *Why school vouchers are the wrong answer*. Research paper presented at the annual meeting of the Southwestern Social Science Association, Dallas, TX.
- Gonzales, L. D. (2001). *A take on American criminal justice from Bentham and Beccaria's perspective*. Philosophy paper presented at the annual meeting of the Southwestern Social Science Association Conference, New Orleans, LA.

SCHOLARLY OUTREACH (Online writing, Invited talks, webinars, workshops)

- Gonzales, L.D. (2018). *Insights about the production, evaluation, and valuation of knowledge within academia: Readyng our organizations for epistemic diversity and justice*. I was invited to give a talk at University of Michigan's Interdisciplinary Committee on Organizational Studies (ICOS). Ann Arbor, MI.

- Gonzales, L. D. (2018). *Rethinking organizational theory in higher education research*. I was asked to give a talk to Dr. Deryl Hatch's doctoral class about innovative applications of organizational theory in higher education scholarship. University of Nebraska, Lincoln, NE.
- Gonzales, L. D. (2018). *Rethinking organizational theory in higher education research*. I was asked to give a talk to Dr. Cecilia Orphan's doctoral class about innovative applications of organizational theory in higher education scholarship. University of Denver, Denver, CO.
- Gonzales, L. D. (2018). *Rethinking organizational theory in higher education research*. I was asked to give a talk to Dr. Edna Martinez's doctoral class about innovative applications of organizational theory in higher education scholarship. California State University at San Bernardino, San Bernardino, CA.
- Gonzales, L.D. (2017). *Diversity matters, but equity matters most! How Engineering faculty can work towards diversity, inclusion and equity in their everyday work*. In this workshop, I spoke with 30 engineering faculty and advisors at the Swanson School of Engineering at the University of Pittsburg, Pennsylvania.
- Gonzales, L.D. (2017). *Storying your academic career*. A talk given to NASPA's Emerging Faculty Leader Academy. In this webinar talk, I spoke with seven early career women about career development and planning.
- Gonzales, L.D. (2017). *Consejos and conversation with University of Southern California's College of Education Latinx doctoral student group*. In this webinar talk, I spoke with eight Latinx current doctoral students about graduate school, research and publishing, and the academic job market.
- Gonzales, L.D. (2017). *Social justice in STEM faculty careers*. In this role, I moderated a panel consisting of three STEM faculty members, whose careers have focused not only on the exploration of scientific question, but on the advancement of social justice. I was responsible for posing questions, fostering conversation, and synthesizing significant insights for the audience. SUCCESS Pipeline, an NSF-AGEP event through the University of Maryland system.
- Gonzales, L.D. (2017). *Applied critical leadership in the context of STEM spaces*. In this webinar, I spoke with several STEM faculty and STEM-education leaders about fostering social justice in the context of STEM spaces through an applied critical leadership approach. ASPIRE, an NSF funded project.
- Gonzales, L.D. (2017). *Holding space for solidarity — A talk about epistemic justice and inclusion among graduate students*. In this talk, I spoke to an auditorium of graduate students at the University of Michigan about lessons I have learned throughout my academic career, and how those lessons can be applied towards solidarity, particularly among students who belong to varied and multiple marginalized or minoritized groups.
- Gonzales, L. D. (2017). *Applying intersectionality theory in higher education research*. I was asked to give a talk to Dr. Anne-Marie Núñez's doctoral class about the use of intersectionality in higher education scholarship. Ohio State University, Columbus, OH.
- Gonzales, L.D. (2017). *Understanding legitimacy in faculty careers*. I delivered this talk at the Interdisciplinary Research Forum at Michigan State University.
- Gonzales, L. D. (2016). *Transcending macro to micro: Lines of research that can assist in understanding the manifestation of neoliberalism in the lives of faculty*. Blog entry for the *American Educational Research Association Division J Community of Scholars*. Retrieved from: <http://aeradivisionj.blogspot.com/2016/02/transcending-macro-to-micro-lines-of.html>

- Gonzales, L. D. (2016). The importance of place in defining a Hispanic-Serving Mission. Blog entry for *Excelencia in Education*. Retrieved from: <http://www.edexcelencia.org/hsi-cp2/your-voice/importance-place-defining-hispanic-serving-mission>.
- Gonzales, L.D. (2015). Commentary re: faculty retention and diversity in Huntsman, B. (2015, October 15). At least 130 professors have left NMSU in 13 years. *New Mexico State University Roundup Newspaper*.
- Gonzales, L. D. (2016). *Supporting contingent faculty colleagues: Practical tips for allyship for tenure-line faculty*. Comments delivered at the bi-annual *The Ewigleben Lecture*, Michigan State University, East Lansing, MI.
- Gonzales, L. D. (2016). *Theory in educational research*. Along with Drs. Terah Venzant-Chambers and Brendan Cantwell, I was asked to deliver comments concerning the role of theory in education research at a Graduate Student Professional Development coordinated by the College of Education's EAD Graduate Student Professional Development Committee at Michigan State University.
- Gonzales, L. D. (2016). *Applying organizational theory in higher education research*. I was asked to give a talk to Dr. Anne-Marie Núñez's doctoral class about the use of organizational theory in higher education scholarship. University of Texas at San Antonio, San Antonio, TX.
- Gonzales, L. D. (2015). *Merging organizational and critical theory*. Along with Dr. Julie Posselt, I was asked to give a talk about blending organizational and critical theory perspectives for AERA Division J's Graduate Student Group via Google chat.
- Gonzales, L. D. (2015). *Interrogating legitimacy and talking about organizational theory*. Dr. Brendan Cantwell, Michigan State University, invited me to give a talk to his class about legitimacy in higher education.
- Gonzales, L. D. (2015). *The ranking regime: Tracing its effects on faculty, faculty work habits, and faculty evaluation*. Dr. KerryAnn O'Meara, University of Maryland, invited me to give a talk to her class concerning the emergence of the ranking regime described in the Gonzales and Núñez (2014) paper.
- Gonzales, L.D. (2014). *Why pursue a PhD? Using knowledge to make a difference*. Invited talk for prospective doctoral students of color at the annual Palmetto PhD Summer Experience, Charles Houston Center, Clemson University, Clemson, SC.
- Gonzales, L.D. (2014). *The ranking regime and the evaluation of faculty work*. Dr. Barrett Taylor, University of North Texas, invited me to guest lecture for doctoral and master students enrolled in his Organization, Administration and Higher Education Governance course.
- Gonzales, L.D. (2013). *Faculty roles, mission creep, and organizational change*. Dr. Ryan Gildersleeve, University of Denver, invited me to discuss faculty agency in his Current Higher Education Issues course.
- Gonzales, L. D. (2012). *Research and teaching...the tricky pursuit of balance*. Dr. Rodolfo Rincones asked me to discuss work-life-graduate school balance and transitioning to faculty life in his higher education seminar course at the University of Texas at El Paso, El Paso, TX.

- Gonzales, L. D. (2012). *To go or not to go – Seeking a doctoral degree in the field of education*. Invited talk delivered to racial and ethnic minority individuals contemplating application to an education doctoral program. The Charles Houston Center, Clemson University, Clemson, S.C.
- Gonzales, L. D. (2012). *Writing your letter of application*. This talk was part of a panel for rising Latino scholars at the American Association for Hispanics in Higher Education, Costa Mesa, CA.
- Gonzales, L. D. (2012). *Tenure-track faculty negotiating mission change*. Research poster presented at Clemson University's E.T. Moore School of Education Spring Research Meeting. Clemson University, Clemson, S.C.
- Gonzales, L. D. (2012). *Exploring individual and organizational influences on the employment intentions of underrepresented faculty across different types of research universities*. Invited talk presented at the College of Health, Education, and Human Development, Coffee and Research Roundtable, Clemson University, Clemson, S.C.
- Gonzales, L. D. (2011). *Journey to Tier One: From the faculty view*. Invited talk delivered to faculty members and administrators interested in research and implications concerning mission transformation and faculty responses. Center for Educational Research and Reform, University of Texas at El Paso, El Paso, TX.
- Gonzales, L. D. (2011). *Writing out of your dissertation and other strategies in the transition from graduate student to faculty member*. Invited talk at the American Educational Research Association Annual Meeting, Division J's Emerging Scholars Workshop, New Orleans, LA.
- Gonzales, L. D. (2010). *Valuing the assets in Latino communities: A funds of knowledge perspective*. Invited talk at the Advancing Latino Achievement in Society (ALAS) Conference, Clemson University, S.C.
- Gonzales, L. D. (2010). *When a university creeps: A framework for exploring faculty responses to mission transformation*. Invited presentation at the College of Health, Education, and Human Development Faculty Research Forum, Clemson University, S.C.
- Gonzales, L. D. (2008). *Latinas in higher education: Un-packing, re-thinking cultural capital*. Research paper presented at the Critical Perspectives on Education Colloquia, El Paso, TX.

SELECTED TECHNICAL /EVALUATION REPORTS

- Gonzales, L. D. (2010). El Paso Collaborative for Academic Excellence Project T-STEM End of Year Evaluation Report. University of Texas at El Paso, El Paso, TX.
- Gonzales, L. D. (2010). La Fe Preparatory School parent engagement program. First annual evaluation report: Parent & administrator perspectives. Recommendations for future planning. La Fe de Salud, El Paso, TX.
- Gonzales, L. D. (2010). La Fe Preparatory School adult education self-assessment report and end of year program implementation report. La Fe de Salud, El Paso, TX.
- Gonzales, L. D. (2010). La Fe Preparatory Afterschool enrichment end of year program planning and development report. La Fe de Salud, El Paso, TX.
- Gonzales, L. D. (2010). La Fe Preparatory afterschool enrichment program: Reporting on student experiences. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). La Fe Preparatory afterschool enrichment program developmental evaluation report: Teacher needs and perspectives. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). La Fe Preparatory School adult education self-assessment and other baseline data. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). La Fe Preparatory School parental outlooks. La Fe de Salud, El Paso, TX.

Gonzales, L. D. (2009). El Paso Collaborative for Academic Excellence Project T-STEM evaluation report. University of Texas at El Paso, El Paso, TX.

Gonzales, L. D., Méndez, Z., Rincones, R., & Pacheco, A. (2009). El Paso Collaborative for Academic Excellence Math Science Partnership final evaluation report: Year six. University of Texas at El Paso, El Paso, TX.

GRANT & CONTRACT ACTIVITY

FUNDED GRANTS & CONTRACT WORK

Mathieu, R., Gobstein, H., Flores, B., Ogilvie, C., **Gonzales, L.D.**, & Griffin, K. (2018). National alliance for a diverse and inclusive STEM faculty. This collaborative grant includes partners from Center for Integration on Research, Teaching, and Learning (CIRTL), the Association of Public Land Grant Universities (APLU) and several research universities, community colleges, and disciplinary societies. To be submitted to National Science Foundation. Amount requested: \$999,999; Amount allocated to MSU, \$320,000. Role: **Co-Principal Investigator, Research Team Leader.**

Mathieu, R., Flores, B., Ogilvie, C., **Gonzales, L.D.**, & Sacre-Besterfield, M. (2016). CIRTL INCLUDES - Toward an alliance to prepare a national STEM faculty for broadening success of all undergraduate students. Grant submitted to National Science Foundation. Amount requested: \$299,999; Amount allocated to MSU, \$7,000. Role: **Co-Principal Investigator, Research Team Leader.**

Gonzales, L. D. (2014). A Partnership for Hispanic Heritage Month: Clemson Latino Task Force, Hispanic Alliance of Greenville & Spartanburg, Wofford College, & Furman University. Grant submitted to Clemson University Diversity Inclusiveness & Excellence Fund. Amount requested: \$3,975.00, fully funded. Role: Lead Planner & Grant Writer.

Gonzales, L. D. (2011). Studying faculty careers in a striving land-grant university. Grant submitted to Eugene T. Moore School of Education Summer Research Opportunity. Amount requested: \$2,000.00, fully funded. Role: Principal Investigator.

Gonzales, L. D. (2009). La Fe Preparatory School's adult education & workforce development. Grant submitted to El Paso, Texas Empowerment Zone. Amount requested: \$100,000.00, fully funded. Role: Grant Writer & Consultant.

Gonzales, L. D. (2005). National Crime Victim's Rights Week Community Grant. Grant submitted to Federal Office for Victims of Crime. Amount requested: \$5,000, fully funded. Role: Principal Investigator.

GRANTS UNDER REVIEW

*Gonzales, L. D. & Pasque, P. (2018). Studying knowledge production norms in graduate school. Grant to be submitted to the Spencer Foundation. Amount requested: \$50,000.00. Role: Principal Investigator.

UNFUNDED GRANTS

- *Gonzales, L. D., Espinoza, B., & Aguilar-Smith, S. (2017). Studying the implicit and explicit labor expectations for community college faculty. Grant submitted to the Spencer Foundation. Amount requested: \$50,000.00. Role: *Principal Investigator*.
- Gonzales, L. D. & Venzant Chambers, T. (2016). The racial opportunity costs of underrepresentation in academia: Understanding for organizational learning. Grant submitted to the Spencer Foundation. Amount requested: \$50,000.00. Role: *Principal Investigator*.
- Gonzales, L. D., Núñez, A. M., Turner, C.S., & Winslow, S. (2015). Barriers and opportunities, capital and strategy: Tracing the career progression of STEM faculty within the comprehensive university sector. Grant submitted to the National Science Foundation. Amount requested: \$299, 990, unfunded. Role: *Principal Investigator*.
- *Gonzales, L. D., Taylor, J. & Blakley, J. (2014). Examining faculty views of non-traditionally aged, vocational education students. Grant submitted to Spencer Foundation. Amount requested: \$50,000, unfunded. Role: *Principal Investigator*.
- Gonzales, L. D., Núñez, A., Murakami, E. & Sotelo, C.V. (2012). Studying the experience of Latina faculty members across Hispanic Serving Institutions: Critical incidents, supports, and challenges. Grant submitted to National Science Foundation—ADVANCE. Amount requested: \$750,000, unfunded. Role: *Principal Investigator*.
- Gonzales, L. D. & Satterfield, J. (2011). A multi-site investigation on the impact of institutional transformation on faculty work life and employment intentions. Grant submitted to the Southern Education Foundation. Amount Requested: \$10,000, funding discontinued before review. Role: *Principal Investigator*.
- Gonzales, L. D., Winslow, S., & Satterfield, J. (2011). A multi-site investigation on the impact of institutional transformation on faculty work life and employment intentions. Grant submitted to the College of Health, Education and Human Development Interdisciplinary Grant Competition. Amount Requested: \$48,000, unfunded. Role: *Principal Investigator*.

TEACHING HISTORY

Michigan State University

Course No. Course Name

EAD 870 Foundations of Post-Secondary Education

EAD 871 Collegiate Contexts of Teaching and Learning

EAD 955B Qualitative Field Research Methods (co-taught w/Dr. T. V-Chambers)

EAD 960 Pro-seminar, Higher, Adult, Life-long Education (HALE) PhD Program

Clemson University

Course No. Course Name

EDC 8110 Multicultural Counseling

EDL 8390 Educational Research Design & Methods

EDL 8850 Globalization and Higher Education (Designed course)

EDL 9000 Principles of Leadership

EDL 9050 Leadership Theory
EDL 9100 Introductory Doctoral Seminar
EDL 9150 Educational Planning and Program Evaluation
EDL 9200 Sociological Theory for Higher Education (Designed course)
EDL 9290 The Academic Profession (Designed course)
EDL 9550 The Two-Year College
EDL 9750 Foundations of Higher Education
EDL 9760 External Relations and Effectiveness in Higher Education

El Paso Community College

Course No.	Course Name
GOVT 2325	American Government
GOVT 2128	Texas State and Local Politics

GRADUATE STUDENT ADVISING

DOCTORAL ADVISEES

1. Amber Benton
2. Benjamin Espinoza
3. Amanda Flores
4. Kayon A. Hall
5. Dana Kanhai
6. Kevin Miller
7. Danielle Lopez
8. Erin Lyundyke
9. Kristen Surla
10. Jill M. Thomas-Little

DOCTORAL COMMITTEE MEMBERSHIP

1. Jeyran Aghayeva
2. Stephanie Aguilar-Smith
3. Megan Akehi
4. Aliya Beavers
5. Emiko Blalock
6. Annabelle Estera
7. Chastity Gathier
8. Qiana Green (graduated, 2017)
9. Joy Hannibal
10. Rob Hill
11. Patricia Jaimes (geology department)
12. Jennifer March
13. Courtney Mauldin (guidance committee)
14. Julie Rojewski
15. Terrance Range
16. Jeffrey Tabone
17. Heather Shea
18. Trina Van Schyndel
19. James West
20. Shauna Williams (guidance committee)

21. Lisa Tran (K-12, graduated, 2016)

MICHIGAN STATE UNIVERSITY MASTER ADVISEES

1. Dreux Baker
2. Leydi Eagan (graduated, 2017)
3. Santos Gutierrez
4. Danielle Harris
5. Kristin Heinrich
6. Deb Jaruzel
7. Cristian Lambaren-Sanchez (graduated, 2018)
8. Alexa Lynch
9. Nick Palmer
10. Brendan Pompey
11. Jose Rivera
12. Kendall Wright

Select OUTSIDE UNIVERSITY DOCTORAL COMMITTEE MEMBERSHIP

1. Josie Carmona, Member (Colorado State University)
2. Jackie Taylor, Dissertation Co-Chair (Clemson University, graduated, 2017)
3. Chelsea Waugaman (stepped off committee, fall 2016)
4. Anthony Abidime, Dissertation Co-Chair, (Clemson University, graduated, 2014)
5. Jackie Blakeley, Member, (Clemson University, graduated, 2016)
6. Stacey Garrett, Member (Clemson University, graduated, 2016)
7. Edna Martinez, Dissertation Chair (Clemson University, graduated, 2014)
8. Katie Woodlief-Smith (graduated, 2015)
9. Mary Von Kaenel, Dissertation Co-Chair (graduated, 2015)

SERVICE

NATIONAL SERVICE/PROFESSIONAL SERVICE

2018-2019, **Program Conference Chair** for the annual meeting of the Association for the Study of Higher Education, Portland, OR under Dr. Kris Renn's Presidential Leadership.

2016-2019, **Appointed Committee Member**, AERA's Committee on Scholars of Color

2016-2017, Co-Chair, AERA Division J Planning Committee, Org., Mgmt., & Leadership Section

2016, **Panel Reviewer**, National Science Foundation

2014-2016, **Chair/Co-chair**, AERA Division J Emerging Scholars Pre-Conference Program

2016-present, **Editorial Board Member**, *Community College Review*

2015-present, **Editorial Board Member**, *Journal of Higher Education*

2012-present, **Editorial Board Member**, *Review of Higher Education*

2015-present, **Reviewer**, *Excellence & Equity*

2015-present, **Reviewer**, *International Journal for Researcher Development*

2014, **Reviewer**, *Sociological Spectrum*

2015, **Reviewer**, *Journal of Diversity in Higher Education*

2013-present, **Reviewer**, *Teacher's College Record Press*

2012-present, **Reviewer**, *Journal of Further and Higher Education*

2012- 2015, **Reviewer**, *Journal for Higher Education Engagement & Outreach*

2011-2013, **Reviewer**, *Higher Education*

2013-2016, **Committee Member**, AERA Division J Dissertation of the Year

2014-2015, Chair, ASHE Organization, Administration, & Leadership Section
2014, Advisory Board Member, Dr. K. O'Meara's NSF-ADVANCE University of Maryland 2012-2013,
Advisory Board Member, Dr. Grineski's NSF-Student Success Grant, UT E P
2013-2014, Section Chair, Faculty Section for ASHE's national conference planning
2008-present, Proposal Reviewer, AERA Divisions A & J
2010-present, Proposal Reviewer, ASHE Org, Faculty, and Social Context Sections
2012-2014, Faculty Alumni Coordinator, American Association of Hispanics in Higher Education
2013-2014, Chair-Elect, AERA's Organizational Theory SIG Best Paper Competition Committee
2010-2012, Member, AERA's Organizational Theory SIG Best Paper Competition
2011, Invited Scholar, National Latino Education Research, Policy & Practice Meeting, San Antonio, TX

INSTITUTIONAL SERVICE

2018-2021, Program Coordinator, Michigan State University, HALE Master Program
2018, Member, Michigan State University, HALE-SAA Coordinator Search Committee
2017-Present, Chair, *Michigan State University, Departmental Committee on Academic Programs*
2017, Chair, Michigan State University, HALE-EAD Tenure-track Search Committee
2017, Member, *Michigan State University, Departmental Committee on Academic Programs*
2017, Leader, Michigan State University, HALE Methodology Curriculum Task Force
2017, Advisor, *Michigan State University, Faculty Dashboard, Office of Planning & Budget*
2017, Member, *Michigan State University, College of Education, Diversity Planning Committee*
2017, Member, Michigan State University, SAA-EAD Faculty Search Committee
2016, Member, Michigan State University, HALE Doctoral Admissions Committee
2015-2016, Member, Michigan State University, Department Committee Faculty Annual Evaluation
2016, Michigan State University, HALE Doctoral Admissions Committee
2015-2016, Member, Michigan State University, Department Committee for Faculty Annual Evaluation
2014, Appointed Member, Clemson University Research Task Force
2014, Invited Discussant, Clemson University's Diversity Discussion Panel
2013-2014, Clemson University's Research Grants Committee
2012-2014, Consultant, Clemson University's Tenure and Promotion Best Practices Sub-committee
2012-2014, Member, Clemson University Climate Task Force
2012-2013, Elected to Faculty Senate Alternate, Clemson University
2012-2013, HESA External Board Meeting Coordinator, Clemson University
2011-2013, Co-Chair, Clemson University Latino Task Force
2012-2013, Member, Clemson University, E. T. Moore School of Education, LCH Faculty Search
2011-2014, Program Secretary, Clemson University, HESA Program
2011-2012, Member, Clemson University, School of Education, Teacher Ed. Faculty Search
2012, Member, Clemson University, E. T. Moore School of Education, LCH Department Chair Search
2010-2014, Member, Clemson University Doctoral Admissions Committee
2010- 2015, Member, Clemson University Latino Task Force

COMMUNITY SERVICE

2013-2015, Elected, Education Team Chair, Greenville Hispanic Alliance
2013-2014, Transition Coach at Legacy High School, Greenville, SC
2010-2013, Parent -Teacher Association, Lake Forest Elementary, Greenville, S.C.
2007-2010, Evaluation Consultant, *La Fe, Inc.* and *La Fe Preparatory Charter School*, El Paso, TX

SELECT HONORS AND AWARDS

2018, The Maria Zavala Award, An award made to a Latina in the Michigan State University community to denote service to Latinx students.

2017, Salute to Latinas: *Fuerza de la Mujer*, University-wide Faculty Award, Delta Tau Lambda Sorority, Inc., Michigan State University

2015, *Amigo* Award, Hispanic Alliance of Greenville, SC

2015, Selected Fellow, Diversity Leadership Institute, Furman University, Greenville, SC

2015, Nominated, Faculty Research Award, American Association of Hispanics in Higher Education

2014, Excellence in Research Award, Clemson University

2014, Excellence in Research Award, E.T. Moore School of Education, Clemson University

2013, Nominated, Excellence in Graduate Student Advising, Clemson University

2010, Dissertation of the Year, University of Texas at El Paso, College of Education

2007-2010, Graduate Research Cotton Memorial Grant, University of Texas at El Paso

2005, Fellow, American Political Science Association Minority Fellowship