

CURRICULUM VITAE

Penelope Espinoza

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Education

- Ph.D., 2003 University of Michigan
Social Psychology
- M.A., 2000 University of Michigan
Social Psychology
- B.A., 1998 Stanford University
Psychology (with Honors)
Minor in Anthropology

Experience

Academic Experience

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

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

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

Other Professional Experience

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

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

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

Research

Peer Reviewed Articles

Hsu, P.-L., & Espinoza, P. (2017). Cultivating constructivist science internships for high school students through a community of practice with cogenerative dialogues. *Learning Environments Research*. Advance online publication. doi:10.1007/s10984-017-9253-x

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

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

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

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

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

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

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

Articles in Edited Volume

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

Articles in Press

Holmes, R., Arellano, E., & Espinoza, P. (in press). Cause for concern: Campus safety and security practices in U.S.-Mexico border institutions of higher education. *Border Walking Journal*.

Articles in Preparation

Espinoza, P., Genna, G. M., & Heydarian, N. M. *Hi, I want to talk to you about your progress: An email intervention in large classes for at-risk college students.*

Espinoza, P., Leyser-Whalen, O., & Frankowski, S. *Perspectives on education in relation to contraceptive access, knowledge, and use among UTEP students.*

Espinoza, P. & Strobach, E. N. *Do implicit intelligence theories predict math and science performance for Mexican-American college students?*

Moreno, R. & Espinoza, P. *An analysis of current and former residential student academic success at a Hispanic-Serving Institution on the U.S.-Mexico border.*

Carrillo-Saucedo, I. C. & Espinoza, P. *Health and stress symptoms in university professors and their relationship with the process of obtaining a permanent position.*

Previous Research Experience

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

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

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

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

Research Presentations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grants

Funded Research & Programs

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

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

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

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

Project Director, *Teaching Gender Equity in Mathematics & Science*, PI: Susana Navarro, Ph.D. National Science Foundation: Gender in Science & Engineering - Math & Science Partnership (MSP)

Supplemental Grant (\$140,064). Center for Research on Educational Reform, The University of Texas at El Paso, 2004-2008.

Grants Submitted, Not Funded

Co-Principal Investigator, *The EXCEL Program*, PI: Richard Sorenson, Ed.D.
U.S. Department of Education: Office of Innovation and Improvement (\$3,967,595). College of Education, The University of Texas at El Paso, July 2013.

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

Principal Investigator, *The Role of Incremental Intelligence in STEM Retention and Success of Freshmen College Students*, Co-PI: Arturo Pacheco, Ph.D.
National Science Foundation: REESE (\$499,590), **Ranked in "Competitive" category**. Center for Research on Educational Reform, The University of Texas at El Paso, July 2012.

Principal Investigator, *The Role of Incremental Intelligence in Math & Science Retention and Success of Freshmen College Students*, Co-PI: Arturo Pacheco, Ph.D.
U.S. Department of Education: Institute of Educational Sciences (\$476,367). Center for Research on Educational Reform, The University of Texas at El Paso, September 2010.

Principal Investigator, *The Role of Incremental Intelligence in STEM Retention and Success of Freshmen College Students*, Co-PI: Arturo Pacheco, Ph.D.
National Science Foundation: REESE (\$677,535), **Ranked in "Highly Competitive" category**. Center for Research on Educational Reform, The University of Texas at El Paso, November 2009.

Awards

Nominee: College of Education Faculty Scholarship Award, Department of Educational Leadership & Foundations, The University of Texas at El Paso, 2012-2013.

Ford Foundation Dissertation Fellow, 2002-2003.

Ford Foundation Predoctoral Fellow, 1999-2002.

Teaching

Present Courses

Doctoral-level courses

Introduction to the Doctorate in Educational Leadership (EDAD 6300)

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

Masters-level courses

Introduction to Educational Research Methods & Statistics (EDRS 5305)

Educational Program Planning & Evaluation (EDAD 5346)

Previous Teaching Experience

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

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

Mentoring**Chair of Dissertation Committee - Completed*****Department of Educational Leadership & Foundations***

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

Member of Dissertation & Master's Thesis Committees - Completed***Department of Educational Leadership & Foundations***

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

Department of Teacher Education

19. Gabriel Hayes. (2017, April). Thesis: *Measuring nature of science conceptual change in high school students in a long term authentic science research internship.*
20. Angel Marquez. (2016, April). Thesis: *Educational use of social media: Exploring science and engineering college students' perceptions about utilizing Facebook to enhance their learning of physics.*

21. Cameron Wilson. (2014, December). Thesis: *Hispanic high school students' perspective of the nature of science.*

22. Karla Singh. (2014, May). Thesis: *High school students' and scientists' perceptions of a student-scientist partnership.*

Department of Mathematics

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

Department of Psychology

24. Luke R. Enge. (2016, July). Dissertation: *Philanthropy and hazing: Time-dependent memory consolidation and the generalization of positive and negative group traits to the self.*

25. Julia R. LaBianca. (2016, June). Dissertation: *Is torture ever justified? The influence of group membership, interrogation approach, and success on attributions of interrogator behavior and perceived acceptability of torture.*

26. Ciara Kidder. (2016, April). Dissertation: *Defining moral attitudes: An examination of the structure and consequences of moral attitudes.*

27. Scott Frankowski. (2014, October). Thesis: *Development and validation of an implicit measure of moral foundation accessibility.*

28. Jessica Shenberger. (2014, May). Dissertation: *The effects of religious references on identity salience and social behaviors.*

29. Stephanie A. Quezada. (2013, July). Dissertation: *Changing the face of American culture: A new perspective on immigration.*

30. Julia R. LaBianca. (2013, July). Thesis: *Motivations for a source to resist an interrogation: Consequences to the self versus consequences to an other.*

31. Stephen W. Michael. (2013, May). Dissertation: *Strategic approaches to lying: Understanding their impact on psychological processes, cues to deception, and perceptions of observers.*

32. Jessica Shenberger. (2013, April). Thesis: *The effect of religious imagery on following suggestions for risk-taking.*

33. Katherine R. G. White. (2012, June). Dissertation: *Identifying the antecedents of moral conviction.*

34. Stephanie Quezada. (2010, December). Thesis: *Two sides of the same coin: Biculturalism, cultural ideologies, and perceptions of cultural change.*

35. Moira Shaw. (2010, April). Dissertation: *Prejudice with a conscience: How a strong moral identity relates to greater prejudice.*

36. Clarissa Arms-Chavez. (2009, July). Dissertation: *Getting to know you: The effects of memory and time on social perception.*

Chair of Dissertation Committee - Proposal defended

Department of Educational Leadership & Foundations

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

Member of Dissertation Committees - Proposal defended

Department of Educational Leadership & Foundations

38. Ricardo Acevedo. (2016, July). Proposal for dissertation: *A mixed-methods study of learning strategies for online courses at a Hispanic-serving Institution.*

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

Department of Teacher Education

40. Ashley Graboski-Bauer. (2015, February). Proposal for dissertation: *Psychologically satisfying: Exploring client experiences with co-produced dynamics of education in mental health care provided by prescribing psychologists.*

Department of Psychology

41. Scott Frankowski. (2016, December). Proposal for dissertation: *The effects of gender role stereotypes on prescriptive judgments and self-judgments of career tracks.*

Graduate Research Assistants

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

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

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

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

Service

National

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

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

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

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

Community

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

University

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

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

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

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

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

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

College

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

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

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

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

Department

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

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