

LESLIE D. GONZALES, Ed.D.

Professor of Higher Education
Department Head of Educational Policy Studies & Practice
Director of Center for the Study of Higher Education
College of Education
University of Arizona

EDUCATION

2010 **Ed.D., Educational Leadership in Higher Education**

Focus: Faculty Careers, Organizational Change
Department of Educational Leadership & Foundations
University of Texas at El Paso

Dissertation

Faculty Inside a Changing University: Constructing Roles, Making Spaces

2005 **M.A., Political Science**

Focus: Gender and Political Behavior
Department of Political Science
University of Texas at El Paso

Thesis

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

2003 **B.A., Political Science**

Department of Political Science
New Mexico Highlands University

ACADEMIC APPOINTMENTS

2024 **Professor of Higher Education**, Educational Policy Studies & Practice

Center for the Study of Higher Education (CSHE)
College of Education, University of Arizona

2023 **Professor**, Higher, Adult, & Lifelong Education

Educational Administration Department
College of Education, Michigan State University

2019–2023 **Affiliate Faculty Member**, Center for Gender Studies

International Studies & Programs, Michigan State University

2019–2023 **Affiliate Faculty Member**, Chicano/Latino Studies

College of Social Science, Michigan State University

2017–Present **Associate Professor**, Higher, Adult, & Lifelong Education
Educational Administration Department
College of Education, Michigan State University

2015–2017 **Assistant Professor**, Higher, Adult, & Lifelong Education
Educational Administration Department
College of Education, Michigan State University

2010–2015 **Assistant Professor**, Educational Leadership
Educational, Organizational and Leadership Department
E. T. Moore School of Education, Clemson University

2006–2010 **Adjunct Faculty**, Political Science
El Paso Community College

ACADEMIC ADMINISTRATIVE APPOINTMENTS

2024 **Department Head**, Educational Policy Studies & Practice
Director, Center for the Study of Higher Education (CSHE)
College of Education, University of Arizona

2020–2023 **Faculty Excellence & Equity Advocate**, College of Education
Office of the Provost, Michigan State University

- Provide research-informed guidance concerning faculty support and evaluation to ensure equity and transparency in the College of Education and across Michigan State University; provide research-informed training for all academic hiring in the College of Education; facilitate onboarding of new faculty and ongoing professional development for faculty across ranks and appointment types within the College of Education.

2018–2020 **Coordinator**, Higher, Adult, and Lifelong Education Online Master's Program
Educational Administration Department, Michigan State University

- Managed recruitment efforts for prospective students; coordinated admissions committee; spearheaded curriculum redesign effort; matched students with advisors; coordinated student's final projects.

SCHOLARLY PUBLICATIONS¹

REFEREED JOURNAL ARTICLES

- ***Gonzales, L. D.**, Bhangal, N. K., Stokes, C., & Rosales, J. (2024). Faculty Hiring: Exercising Professional Jurisdiction Over Epistemic Matters. *The Journal of Higher Education*, 1-26.
- ***Gonzales, L. D.**, Pasque, P. A., Farris, K. D.,* & Hansen, J. M.* (2023). The conditions of knowledge production and legitimization across doctoral education in the U.S.: A systematic review of literature. *Review of Educational Research*.
- Gonzales, L. D. (2023). What, if not advocate, does a public intellectual do? [Special issue]. T. Ream & J. Braxton (Eds). The promise and peril of the public intellectual: Reflections for practice, *New Directions in Higher Education*.
- Gonzales, L. D.**, & Shotton, H. (2022). Coalitional refusal in a neoliberal academy. *International Journal of Qualitative Studies in Education*, 1–13.
- Russell, J. A., **Gonzales, L. D.**, & Barkhoff, H. (2021). Demonstrating equitable and inclusive crisis leadership in higher education. *Kinesiology Review*, 10(4), 383-389. <https://doi.org/10.1123/kr.2021-0051>
- ***Gonzales, L. D.**, Hall, K., Benton, A., Kanhai, D., & Núñez, A.-M. (2021). Comfort over change: A case study of diversity and inclusivity efforts in US higher education. *Innovative Higher Education*, 1–16.
- *Aguilar-Smith, S., Flores, A., with Hall, K., Rosas, O., Pajaro, K., Sanchez, C., Martinez, E., Satterfield, J. S., Kiyama, J., & **Gonzales, L. D.** (2020). Intergenerational lessons to and from higher education educators of color. *About Campus*, 25(2), 20–23. <https://doi.org/10.1177/1086482220913023>
- ***Gonzales, L. D.**, & Saldivar, G. (2020). A systematic review of select social science and humanities literature: The presence and positioning of Latina professors. *Journal of Hispanic Higher Education*, 19(2) 118–133. <https://doi.org/10.1177/1538192719896332>
- *Aguilar-Smith, S., & **Gonzales, L. D.** (2019). A study of community college faculty work expectations: Generous educators and their managed generosity. *Community College Journal of Research and Practice*, 45(3), 184-204. <https://doi.org/10.1080/10668926.2019.1666062>
- Gonzales, L. D.**, & Terosky, A. L. (2019). On their own terms: Women’s pathways into and through academe. *Journal of Diversity in Higher Education*, 13(3), 27-287. <https://doi.org/10.1037/dhe0000128>

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

- 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. <https://doi.org/10.1080/00221546.2018.1434278>
- 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), 455–478. <https://doi.org/10.1353/rhe.2018.0015>
- Gonzales, L. D., & Terosky, A. L.** (2016). Collegueship in different types of post-secondary institutions: A lever for faculty vitality. *Studies in Higher Education*, 43(8), 1378–1391. <https://doi.org/10.1080/03075079.2016.1255938>
- 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. <http://www.tcrecord.org/Content.asp?ContentId=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), 241–268. <https://doi.org/10.1353/rhe.2016.0005>
- 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), 105–120. <https://doi.org/10.1007/s10755-015-9341-8>
- 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. <https://amaejournal.utsa.edu/index.php/AMAE/article/view/168>
- Gonzales, L.D. (2015). Faculty agency in striving university contexts: Mundane yet powerful acts of agency. *British Educational Research Journal*, 41(2), 303–323. <https://doi.org/10.1002/berj.3140>
- 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. <https://doi.org/10.14507/epaa.v22n31.2014>
- 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. <https://doi.org/10.1080/00221546.2014.11777324>
- ***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), Article 1. <https://doi.org/10.31274/jctp-180810-18>

- Gonzales, L. D.,** Murakami, E., & Núñez, A.-M. (2013). Latina faculty in the labyrinth: Constructing and contesting legitimacy in Hispanic Serving Institutions. *The Journal of Educational Foundations*, 1(2), 65–88. <https://files.eric.ed.gov/fulltext/EJ1013719.pdf>
- Gonzales, L. D.,** & Rincones, R. (2013). Exploring emotional labor: A counterpoint on higher education administration delivered through methodology. *The Qualitative Report*, 18(32). <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. <https://doi.org/10.1080/03075079.2013.777401>
- 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. <http://doi.org/10.1353/rhe.2013.0000>
- 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. <https://files.eric.ed.gov/fulltext/EJ1018632.pdf>
- Gonzales, L.D. (2012). Faculty responses to mission creep: Cosmopolitan views and actions. *Higher Education*, 64(3), 337–353. <https://doi.org/10.1007/s10734-011-9497-9>
- Gonzales, L. D.,** & Pacheco, A. (2012). Leading change with slogans: Border University in transition. *Journal of Cases in Educational Leadership*, 15(1), 50–65. <https://doi.org/10.1177/1555458912440739>
- Gonzales, L.D. (2012). Stories of success: Latinas redefining cultural capital. *The Journal of Latinos and Education*, 11(2), 124–138. <https://doi.org/10.1080/15348431.2012.659566>
- 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. <https://doi.org/10.1080/0309877X.2011.643772>
- 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. <https://eric.ed.gov/?id=EJ1055055>
- 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), Article 18. <https://scholars.fhsu.edu/alj/vol7/iss3/18>

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/UNDER REVISE & RESUBMIT

Gonzales, L.D., Olson, T., Chevrulil, K., Grower, P., Nadolsky, L., & Haitte, M. (Under review higher education journal). Exploring doctoral climate for marginaliaized and minoritized doctoral students at HSIs. [Manuscript submitted for review, Spring 2024].

Breen, S., Olson, T., **Gonzales, L. D.,** & Griffin, K. (Under review at higher education journal). Stories of resistance amid faculty diversity efforts. [Manuscript submitted for review, Summer 2023].

Olson, T., Breen, S., **Gonzales, L. D.,** & Griffin, K. (Under review at educational policy journal). STEM, status, and sustained change: The impact of a network seeking to diversify the professoriate. [Manuscript submitted for review, Fall 2023].

ARTICLES IN PREPARATION

*Bhangal, N., **Gonzales, L. D.,** Rosales, J., & Stokes, C. (2023, June). Identity capitalism and status anxiety in faculty hiring. [Manuscript in preparation].

*Rosales, J., **Gonzales, L.D.,** Stokes, C., Bhangal, N. (2023, July). Hidden evaluative habits in faculty hiring. [Manuscript submitted for review in Spring, 2023].

*Stokes, C., **Gonzales, L. D.,** Rosales, J., Bhangal, N., & Stokes, C. (2023, August). Where power lies in the faculty hiring process. [Manuscript in preparation].

BOOKS

Marion, R., & **Gonzales, L. D.** (forthcoming, winter 2022/spring 2023). *Leadership in education: Organizational theory for the practitioner* (3rd ed.). Waveland Press.

Marion, R., & **Gonzales, L. D.** (2014). *Leadership in education: Organizational theory for the practitioner* (2nd ed.). Waveland Press.

EDITED BOOKS

Terosky, A., Baker, V., Sun, J. (Lead Editors). (2023). *A practical guide to teaching research methods in education: Lesson plans and Advice from faculty*. Routledge Books.

**** I served as a section editor for this textbook.**

Murakami, E., Hernández, F., & **Gonzales, L. D.** (Series Editors.).² *Hispanics in Education and Administration Book Series*. Information Age Publishing.

² I am one of three editors overseeing a series of books concerning Latinos in education. Access more information here: <https://www.infoagepub.com/series/Hispanics-in-Education-and-Administration>

1. Book #1: Garcia, G., (2020). *Hispanic Serving Institutions (HSIs) in practice: Defining “servingness” at HSIs.*
2. Book #2: Martinez, M. & Mendez-Morse, S. (2020). *Latinas leading schools.*
3. Book #3: Vasquez, M. *Latina/o/x community college transfer experience.*

BOOK CHAPTERS

Gonzales, L. D., Culpepper, D., & Anderson, J. (2024). An Analysis of Academic Hiring Research and Practice and a Lens for the Future: How Labor Justice Can Make a Better Academy. In *Higher Education: Handbook of Theory and Research: Volume 39* (pp. 381-471). Cham: Springer Nature Switzerland.

Gonzales, L.D., & Robinson, T. N. (2023). Broad-access Institutions: Sites of Possibility and Opportunity in M. Bastedo, P.G., Altbach, & P. J. Gumport, P. Altbach (Eds.), *American higher education in the 21st century* (5th ed.). John Hopkins University Press.

Gonzales, L. D. (2023). Leveraging theory and conceptual frameworks in qualitative research. In A. Terosky, V. Baker, L. D. Gonzales, D. Perez, & E. Doran (Eds), *A practical guide to teaching research methods in education: Lesson plans and advice from faculty.* Routledge Books.

***Gonzales, L. D.,** Gong, R., Miao, S., & Surla, K. (2023). Beyond commodification: Valuing Women of Color faculty in the global academic workforce In L. Leisyte, J. Dee., & B. vander Muel (Eds.), *Research handbook on the transformation of higher education.* Edward Elgar Publishing.

Gonzales, L. D., & Núñez, A.-M. (2021). The ranking regime and the production of knowledge: Implications for academia. In A. R. Welch & J. Li (Eds.), *Measuring up in higher education: How university rankings and league tables are re-shaping knowledge production in the global era.* Springer. (Reprinted from “The ranking regime and the production of knowledge: Implications for academia,” 2014, *Education Policy Analysis Archives*, 22(31), 1–24. <https://doi.org/10.14507/epaa.v22n31.2014>)

Ayers, D., & **Gonzales, L. D.** (2020). Emotional labor and mid–level community college leadership [Special issue]. In M. Amey & R. Garza–Mitchell (Eds.), *Midlevel Leadership, New Directions for Community Colleges, 2020*(191) (pp. 43–55). <https://doi.org/10.1002/cc.20405>

Baker, V., **Gonzales, L. D.,** & Terosky, A. L. (2020). Faculty-inspired strategies for early career success across institutional types. In B. Irby, J. N. Boswell, L. J. Searby, F. Kochan, R. Garza, & N. Abdelrahman (Eds.), *The Wiley International handbook of mentoring: Paradigms, practices, programs, and possibilities* (pp. 223–241). Wiley-Blackwell. <https://doi.org/10.1002/9781119142973.ch14>

- Kiyama, J., & **Gonzales, L. D.** (2019). 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. 31–43). 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. 505–548). Springer Publishing.³
- *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. 135–158). 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). Routledge.
- ***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). 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). Rutgers University Press.
- 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). Routledge.
- Núñez, A.-M., Murakami, E. T., & **Gonzales, L. D.** (2015). Weaving authenticity and legitimacy: Latina faculty peer mentoring [Special issue]. In C. Turner (Ed.), Mentoring as transformative practice: Supporting student and faculty diversity. *New Directions for Higher Education*, 171(87) (pp. 87–96). <https://doi.org/10.1002/he.20145>

³ This book chapter received AERA’s 2020 Outstanding Publication of the Year Award. The handbook editors select authors with deep expertise to write each chapter. See more information here: <https://www.aera.net/Division-J/Division-Awards>

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 wounds): Latina/os finding work-life balance in academia* (pp. 85–96). 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). Stylus.

ENCYCLOPEDIA ENTRIES

***Gonzales, L. D.**, & Kanhai, D. (2020). Professors and the professoriate. In M. E. David & M. J. Amey (Eds.), *The SAGE encyclopedia of higher education*. Sage Publishing.
<http://dx.doi.org/10.4135/9781529714395>

SCHOLARLY PRESENTATIONS & KEYNOTES

PEER-REVIEWED SCHOLARLY PRESENTATIONS

Bhangal, N., **Gonzales, L. D.**, Rosales, J., & Stokes, C. (2024, April). *Identity capitalism and status anxiety in faculty hiring*. Paper presented at the American Education Research Association, Philadelphia, PA.

Rosales, J., **Gonzales, L.D.**, Stokes, C., Bhangal, N. (2024, April). *Hidden evaluative habits in faculty hiring*. Paper presented at the American Education Research Association, Philadelphia, PA.

Breen, S., Olson, T., Gonzales, K., & Griffin, K.A. (2023, April). A collective case study: Stories of resistance. Paper presented at the American Education Research Association, Chicago, IL.

Olson, T., Breen, S.M., Gonzales, L.D, & Griffin, K.A. (2022, November). Studying theories of change in diversity-focused network interventions: Scientific management and status. Paper presented at the Association for the Study of Higher Education, Las Vegas, NV.

Liera, R., **Gonzales, L. D.**, Poon, O., Houston, D., Miao, S., & Gong, R. (2022, April). *Leong's identity capitalism—A promising framework for equity researchers and practitioners*. Panelist at the American Education Research Association, San Diego, CA.

Gonzales, L. D., Rosales, J., Bhangal, N., & Stokes, C. (2022, April). *Faculty hiring and the logics of reproduction*. Paper presented at the American Education Research Association, San Diego, CA.

- Southern, D., Ray, V., Poon, O., Rodgers, A., McCambly, H., & **Gonzales, L. D.** (2021, November). *Racialized organizations: Charting new intergenerational pathways for critical theorizing in higher education*. Panelist at the Association for the Study of Higher Education, San Juan, Puerto Rico.
- Perna, L., **Gonzales, L. D.**, Griffin, K., Martinez-Aleman, A., & Marquez Kiyama, J., (2021, November). *Higher education scholar leaders: Advancing equity, justice, and faculty diversity*. Panelist at the Association for the Study of Higher Education, San Juan, Puerto Rico.
- Gonzales, L. D.**, Rhoades, G., Blanco, G., Griffin, K., Nicolazzo, Z., & Shotton, H. (2020, October 15). *Resisting disaster academic capitalism and White supremacy: A coalitional re-envisioning of the academic workplace*. The Existential Crisis and Equity Imperative Facing Higher Education: 2020 Presidential Webinar Series, Association for the Study of Higher Education.
- Gonzales, L. D.**, Liera, R., Zamani-Gallaher, E., Blanco, G., & Rhoades, G. (2019, November). *Coalitional work and collective agency: Breaking boundaries that perpetuate inequity and injustice*. [Presidential Session]. Association for the Study of Higher Education, Portland, OR.
- Ching, C., **Gonzales, L. D.**, Rhoades, G., Robinson, T., & Tachine, A. (Diné). (2019, April 23). *Reimagining, re-embodying, and re-politicizing organizational research for justice*. [Webinar]. Association for the Study of Higher Education.
- *Baynes, P., Leal, D., **Gonzales, L. D.**, & Pasque, P. (2019, November). *Epistemic in/justice in graduate education: A systematic review of literature*. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- ***Gonzales, L. D.**, Kiyama, J., Martinez, E., Aguilar-Smith, S., Satterfield, J., Boss, G., Pajaro, K., Flores, A., Hall, K., & Lambaren-Sanchez, C. (2018, November). *Intergenerational sharing of knowledge among Scholars of Color: A plática for our future*. Interactive symposium presented at the Association for the Study of Higher Education, Tampa, FL.
- *Pasque, P. A., Leal, D. & **Gonzales, L. D.** (2018, May). *Interrogating epistemic in/justice in graduate education through data collection*. Paper presented at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Gonzales, L. D.**, & Pasque, P. (2017, November). *Interventions in higher education research and practice: Confronting epistemic oppression*. Paper presented at 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, November). *Critical approaches to organizational theories, research, and practice: An imperative for just higher education*. Panelist at 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, November). *Emotional labor: Examining implications for justice, wellbeing, and development for minoritized students and faculty*. Paper presented at the Association for the Study of Higher Education, Houston, TX.
- ***Gonzales, L. D.**, & Saldivar, G. (2017, April). *The presence and positioning of Latina-identified writers: An analysis of social science research from years 2000–2015*. Paper presented at the American Education Research Association, San Antonio, TX.
- Kezar, A., **Gonzales, L. D.**, Rice, G., & Plater, B. (2017, February). *Distinctive aspirations and inclinations among emerging and early career faculty: Seeing the possibilities*. Presented at the American Association of Universities and Colleges, San Francisco, CA. [Unable to attend due to weather/flight cancellations].
- Gonzales, L. D.**, & Terosky, A. L. (2016, November). *Women and women of color claiming and constructing knowledge projects in academia*. Presented at the Association for the Study of Higher Education, Columbus, OH.
- Gonzales, L. D.**, & Pasque, P. (2016, November). *Decolonizing minds and methods: A scholarly paper concerning institutional research & educational practices within higher education*. Paper presented at the Association for the Study of Higher Education, Columbus, OH. [Withdrawn due to medical reasons.]
- Terosky, A. L., & **Gonzales, L. D.** (2016, November). *The role of relationships in women and women of color scholars' scholarly learning and knowledge projects*. Paper presented at the Association for the Study of Higher Education, Columbus, OH.
- Gonzales, L. D.**, & Ayers, D. (2015, November). *Emotional labor: A new theoretical framework for studying the work of community college faculty*. Paper presented at the Association for the Study of Higher Education, Denver, CO.
- Terosky, A. L., & **Gonzales, L. D.** (2015, April). *Scholarship unbound: Perspectives on scholarship by community college and liberal arts faculty*. Paper presented at the American Educational Research Association, Chicago, IL.
- ***Gonzales, L.D.**, & Terosky, A. L., Halter, J., & Harris, J. (2015, April). *Relationships in academia: Sources of learning and sustenance for faculty*. Paper presented at the American Educational Research Association, Chicago, IL.
- Posselt, J., Bensimon, E., Rhoades, G., Pasque, P., **Gonzales, L.D.**, Jackson, J., Reyes, K., & Slay, K. (2014, November). *Equity-minded organizational scholarship in higher education: Conversations to advance theory, methodology, & praxis*. Panelist at the Association for the Study of Higher Education, Washington, DC.

- 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, November). *Latino educational leadership throughout the pipeline: For Latino communities and Latina/o leaders*. Panelist at the Association for the Study of Higher Education, Washington, DC.
- Valles, B., Villalpando, O., Ledesma, M., Garces, L., Fuentes, M., **Gonzales, L. D.**, & Chao Romero, R. (2014, November). *The utility of affirmative action for Chican@s/Latin@s: Toward a new policy and acción model*. Panelist at the Association for the Study of Higher Education, Washington, DC.
- Gonzales, L. D.**, & Terosky, A. (2014, April). *From the faculty perspective: A multi-site study of legitimacy in academia*. Paper presented at 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, April). *Intersectionality of applied critical leadership: Toward inclusivity in higher education*. Paper presented at the American Educational Research Association, Philadelphia, PA.
- Gonzales, L. D.**, & Martinez, E. (2013, April). *Pressing pause and interrogating excellence at striving universities*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Gonzales, L. D.**, & Terosky, A. L. (2013, November). *Points of convergence: Studying logics to assert the role of faculty in contemporary society*. Paper presented at the Association for the Study of Higher Education, St. Louis, MO.
- Terosky, A. L., & **Gonzales, L. D.** (2013, November). *(Re)configuring worlds, rethinking purpose, unlearning things graduate school taught me: Faculty in unexpected places*. Paper presented at the Association for the Study of Higher Education, St. Louis, MO.
- Gonzales, L. D.** (2012, November). *Interrogating mission drift from a critical perspective: A conversation about knowledge production and legitimacy*. Paper presented at the Association for the Study of Higher Education, Las Vegas, NV.
- ***Gonzales, L. D.**, & Martinez, E. (2012, April). *Faculty as agents—Faculty responses at a striving university*. Paper presented at the American Educational Research Association, British Columbia, Canada.
- Gonzales, L. D.** (2012, April). *Crossing borders: exploring and expressing emotional labor in academia*. Roundtable presenter at the American Educational Research Association, British Columbia, Canada.

- Gonzales, L. D.** (2012, November). *Disrupting dominant conceptions of legitimacy in academia: Advancing agency*. Presidential session presented at the Association for the Study of Higher Education, Las Vegas, NV.
- Gonzales, L. D.** (2012, October). *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.** (2012, February). *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, SC.
- Gonzales, L. D.** (2011, October). *An administrative push for research prominence: A faculty divided but not defeated*. Presented at the American Association of University Professors, Washington, DC.
- Gonzales, L. D., & Pacheco, A.** (2011, April). *The power and risks of text and talk: Choosing slogans to create university change*. Paper presented at the American Educational Research Association, New Orleans, LA.
- Gonzales, L. D., & Satterfield, J.** (2011, April). *Living on the intellectual continuum: A reflexive interrogation of scholarly life*. Roundtable session presented at the American Educational Research Association, New Orleans, LA.
- Gonzales, L. D., & Rincones, R.** (2010, November). *Always negotiating: University faculty who do interdisciplinary work*. Paper presented at the University Council for Educational Administration, New Orleans, LA.
- Gonzales, L. D.** (2010, October). *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, SC.
- Gonzales, L. D., & Rincones, R.** (2010, April). *Cross-discipline work: Negotiating legitimacy from the center and at the margins*. Paper presented at the American Educational Research Association, Denver, CO.
- Gonzales, L. D., & Rincones, R.** (2009, April). *University in transition: Faculty perspectives*. Paper presented at the American Educational Research Association, San Diego, CA.
- Gonzales, L. D.** (2009, April). *Making change at the university: A view from the faculty seat*. Paper presented at the Southwestern Social Science Association, Albuquerque, NM.
- Gonzales, L. D.** (2008, April). *Making meaning: Faculty life in global society*. Paper presented at the American Education Research Association, New York, NY.

Gonzales, L. D. (2008, March). *Latinas in higher education: Un-packing, re-thinking cultural capital*. Paper presented at the Critical Perspectives on Education Colloquia, El Paso, TX.

Satterfield, J., **Gonzales, L. D.**, & Zelenak, S. (2007, April). *The organization and administration of a deficit curriculum: The dominant operating core curriculum of a Hispanic serving educational system*. Roundtable session presented at the American Education Research Association, Chicago, IL.

Gonzales, L. D. (2007, June). *Capacity building: Towards Latina leadership in higher education*. Paper presented at the biannual meeting of the American Association of University Women, Phoenix, AZ.

INVITED SCHOLARLY TALKS & KEYNOTES

Gonzales, L.D. (2024, April). *Advancing diversity through epistemic inclusion*. University of California, Riverside.

Gonzales, L.D. (2024, March). *Faculty contributions at HSIs*. The Alliance of Hispanic Research Serving Universities.

Gonzales, L.D. (2023, March). *Hiring as a matter of epistemic jurisdiction*. ADVANCE Recruitment, Hiring, and Retention Series. University of Maryland, College Park, MD.

Gonzales, L.D. (2022, October). *Organizational change for diversity and inclusion: Frames and Levers*. Howard Hughes Inclusive Excellence Cohort, San Juan, Puerto Rico.

Gonzales, L.D. (2022, October). *Digging deep — Grappling with disciplinary logics that impede diversity and inclusion*. University of California System Advancing Faculty Diversity Fall Keynote. Oakland, CA.

Gonzales, L. D. (2022, March). *Faculty hiring and epistemic gatekeeping—Implications for equity*. University of Michigan's ADVANCE 20th Anniversary Symposium. Ann Arbor, MI.

Gonzales, L. D. (2021, August). *Centering equity in faculty evaluative practices*. University of Arizona's and Excelencia's Hispanic Serving Institutions Institute. Virtual.

Gonzales, L. D. (2021, August). *Navigating the effects of COVID-19—How COVID-19 effected women in academia*, (keynote and workshop). American Society of Biomechanics, Ohio State University. Virtual.

Gonzales, L. D. (2021, July). *Structural racism in graduate education*. Opening comments for the Council of Graduate School's Summer Workshop. Virtual.

Gonzales, L. D. (2021, February). *Epistemic policing in academia*. San Jose State University's Emancipatory Education Series. Virtual.

- Gonzales, L. D.** (2020, November). *The experiences of postdoctoral women during the COVID-19 pandemic*. <https://www.nationalacademies.org/event/11-17-2020/the-experiences-of-postdoctoral-women-during-the-COVID-19-pandemic> Virtual.
- ***Gonzales, L. D.**, Griffin, K., & Ramirez-Stapleton, L. D. (2020, July 30). *Women of color faculty: Accounting for intersectionality in system of higher education*. Women of Color in Academia CSU Symposium, California State University-San Bernardino Office of Academic Affairs, San Bernardino, CA.⁴ Virtual.
- Austin, A., & **Gonzales, L. D.** (2020, July). *A charge for moving forward with systemic change in turbulent times*. Aspire Summer Institute. [Virtual keynote]. https://youtu.be/x_LHSICKDrs
- ***Gonzales, L. D.**, & Saldivar, G. (2019, March). *A critical analysis of the presence and positioning of Latina professors in social science and humanities literature*. American Association of Hispanics in Higher Education, Costa Mesa, CA.⁵
- Gonzales, L. D.** (2019, February). *Taking a hard look: How evaluative practices and epistemic policing (re)produce racialized and classed notions of legitimacy in academia and higher education*. Annual Leadership in Higher Education Talk, University of Denver, Denver, CO.
- Gonzales, L. D.** (2018, October). *Insights about the production, evaluation, and valuation of knowledge within academia: Readying our organizations for epistemic diversity and justice*. Interdisciplinary Committee on Organizational Studies (ICOS), University of Michigan, Ann Arbor, MI.
- Gonzales, L. D.** (2017, January). *Holding space for solidarity: A talk about epistemic justice and inclusion among graduate students*. Students of Color at Rackham, University of Michigan, Ann Arbor, MI.

SELECT INVITED PRESENTATIONS & GUEST LECTURES

- Chessman, H., Okahana, H., Cecil, B., McDavis, R., Thomas, G. D., & **Gonzales, L.D.** (2023, April). *The American College President in 2023 and Beyond*. American Council on Education. Washington, D.C.
- Gonzales, L. D.** (2021, October). *Organizational theory*. Dr. Audrey Jaeger's graduate class, Organization and Governance of Higher Education, North Carolina State University, NC.

⁴ This was a collective keynote. Following the keynote, I conducted a workshop for senior faculty and academic leaders concerning equity-oriented faculty evaluation.

⁵ My co-author, a former graduate student, and I were invited to present this commissioned paper during the conference.

- *Gonzales, L. D., & Saldivar, G. (2020, May).** *Consejos y consuelos*. National Association of Student Personnel Administrators (NASPA), Latinx/a/o Knowledge Community Leadership Development Committee.
- Gonzales, L. D. (2019, October).** *Faculty and governance in higher education*. Dr. Felicia Commodore's graduate class, Organizations & Governance, Old Dominion University, Norfolk, VA.
- Gonzales, L. D. (2018, March).** *Rethinking organizational theory in higher education research*. Dr. Cecilia Orphan's doctoral class, Educational Policy Analysis, University of Denver, Denver, CO.
- Gonzales, L. D. (2018, March).** *Rethinking organizational theory in higher education research*. Dr. Edna Martinez's doctoral class, Organizational Theory, California State University-San Bernardino, San Bernardino, CA.
- Gonzales, L. D. (2018, April).** *Rethinking organizational theory in higher education research*. Dr. Deryl Hatch-Tocaimaza's doctoral class, Organization and Governance, University of Nebraska-Lincoln, Lincoln, NE.
- Gonzales, L. D. (2017, August).** *Social justice in STEM faculty careers*. SUCCESS Pipeline Panel Moderator, National Science Foundation-AGEP, University of Maryland, College Park, MD.
- Gonzales, L. D. (2017, August).** *Consejos and conversation*. College of Education Latinx Doctoral Student Group, University of Southern California, Los Angeles, CA.
- Gonzales, L. D. (2017, August).** *Applied critical leadership in the context of STEM spaces*. Dr. Julie Posselt's IGEN/ASPIRE NSF Research Team. Virtual.
- Gonzales, L. D. (2017, February).** *Understanding legitimacy in faculty careers*. The Interdisciplinary Research Forum, Office of Research & Innovation, Michigan State University, East Lansing, MI.
- Gonzales, L. D. (2017, January).** *Applying intersectionality theory in higher education research*. Dr. Anne-Marie Núñez's doctoral class, ED 7788: Using Intersectionality to Study Higher Education, University of Texas at San Antonio, San Antonio, TX.
- Gonzales, L. D. (2016, April).** *Supporting contingent faculty colleagues: Practical tips for allyship for tenure-line faculty*. The Ewigleben Symposium, Michigan State University, East Lansing, MI.
- Gonzales, L. D., Venzant Chambers, T., & Cantwell, B. (2016, February).** *Theory in educational research*. Educational Administration Department Graduate Student Professional Development Committee, Michigan State University, East Lansing, MI.

- Gonzales, L. D.** (2016, January). *Applying organizational theory in higher education research*. Dr. Anne-Marie Núñez's doctoral class, ED 7333: Organizations and Systems in Higher Education, University of Texas at San Antonio, San Antonio, TX.
- Gonzales, L. D.** (2015, October). *Interrogating legitimacy and talking about organizational theory*. Dr. Brendan Cantwell's doctoral class, EAD 970: Higher Education Admin & Governance, Michigan State University, East Lansing, MI.
- Gonzales, L. D.** (2014, July). *Why pursue a PhD? Using knowledge to make a difference*. Ph.D. Summer Experience, Charles Houston Center, Clemson University, Clemson, SC.
- Gonzales, L. D.** (2014, March). Guest Lecturer, *The ranking regime and the evaluation of faculty work*. Dr. Barrett Taylor's graduate class, Organization, Administration, and Higher Education Governance, University of North Texas, Denton, TX.
- Gonzales, L. D.** (2013, December). Guest Lecturer, *Faculty roles, mission creep, and organizational change*. Dr. Ryan Gildersleeve's graduate class, Current Issues in Higher Education, University of Denver, Denver, CO.
- Gonzales, L. D.** (2012, December). *Exploring individual and organizational influences on the employment intentions of underrepresented faculty across different types of research universities*. The College of Health, Education and Human Development, Clemson University, Clemson, SC.
- Gonzales, L. D.** (2010, September). *When a university creeps: A framework for exploring faculty responses to mission transformation*. The College of Health, Education and Human Development Faculty Research Forum, Clemson University, Clemson, SC.

PUBLIC FACING/TRANSLATIONAL SCHOLARSHIP⁶

WORKSHOPS, WEBINARS, & PODCASTS

- Gonzales, L. D. (2024, June). Acknowledging epistemic exclusion and white privilege in the academic curriculum. *Teaching to Increase Diversity and Equity in STEM (TIDES) Institute*. Association of American Colleges & Universities. Washington, D.C.
- Gonzales, L. D. (2023, July). *Epistemic exclusion in the sciences*. Faculty Development Session. Holy Cross College, Worcester, MA.
- Gonzales, L. D. (2023, June). Acknowledging epistemic exclusion and white privilege in the academic curriculum. *Teaching to Increase Diversity and Equity in STEM (TIDES) Institute*. Association of American Colleges & Universities. Washington, D.C.

⁶ Public facing work includes applied work, such as webinars, podcasts, workshops, generated for wide/practice focused audiences. Some refer to such work as “translational research.”

- Pink, B. & Gonzales, L.D. (2023, April). Diversifying the presidency is essential. American Council on Education Podcast.
- Gonzales, L.D. (2022, September). *Building inclusive workplaces through personal and organizational levers for change*. All-area, all faculty meeting at Southwestern University, Georgetown, Texas.
- Gonzales, L. D. (2022, June). Acknowledging epistemic racism in the academic curriculum. *Teaching to Increase Diversity and Equity in STEM (TIDES) Institute*. Association of American Colleges & Universities. Washington, D.C.
- Gonzales, L. D.**, Metcalfe, H., Lopez, J. D., & Garvey, J. (2022, May). *How to design inclusive data collection strategies—A workshop for professional society leaders*. Access+ Initiative. Virtual.
- Gonzales, L. D.** (2021, September). *How structural racism shows up in graduate school—A workshop for Rackham Faculty Allies at University of Michigan*. Virtual.
- Gonzales, L. D.** (2021, July). *Supporting faculty in academia during and after COVID-19*. National Center for Faculty Development and & Diversity (NCFDD). Virtual/Recorded Workshop.
- Gonzales, L. D.** (2021, January). *Foregrounding equity: A conversation and workshop for academic leaders in kinesiology*. Virtual.
- Gonzales, L. D.** (2021). *The academic job market in the COVID era*. ACADAMES PODCAST Guest Lecture. <https://www.acadamespodcast.com/episodes/2021/1/28/s502-guest-lecture-the-academic-job-market-in-the-COVID-era>
- Gonzales, L. D.**, & Griffin, K. (2020, September 10). *Ensuring equity in institutional COVID-19 responses: The multiple dimensions of integrating equity*. ADVANCE Resource and Coordination (ARC) Network. Virtual.
- Gonzales, L. D.** (2020, July 30). *Supporting faculty and safeguarding equity during & after COVID-19*. Live Daily Chats. WorkLife Office, Michigan State University, East Lansing, MI. [Virtual talk]. Virtual.
- Gonzales, L. D.**, & Venzant Chamber, T. (2020, May 13). *Gender & COVID-19 research platforms: Education & inequality*. Michigan State University's Center for Gender in Global Context (GenCen). Virtual.
- Gonzales, L. D.** (2020, February). *Women of color: Expanding women of color leadership and presence at Michigan State University*. 2nd Annual Women of Color Conference, Michigan State University, East Lansing, MI.

- Gonzales, L. D.** (2020, January). *Women of color in the academy: Building your professional village*. Underrepresented Women of Color Faculty Group, University of Houston, Houston, TX.
- Perez Huber, L., **Gonzales, L. D.**, Zerquera, D., & Martinez, D. (2019, December). *Developing a research agenda and establishing your scholarly agenda*. AERA Latinx SIG. Virtual.
- Gonzales, L. D.** (2019, May). *Diversity is the lever. Inclusion is the process. Equity is the goal. Thinking seriously about faculty evaluation. A workshop for faculty*. Goucher College, Baltimore, MA.
- Gonzales, L. D.** (2019, February). *Working through writing fears and writing for tenure*. California State University-San Bernardino, San Bernardino, CA.
- Gonzales, L. D.** (2018, March). *Creating a cohesive research agenda workshop*. College of Education, Missouri State University, Springfield, MO.
- Gonzales, L. D.** (2017, December). *Diversity matters, but equity matters most! How engineering faculty can work towards diversity, inclusion and equity in their everyday work. A workshop for STEM faculty*. Swanson School of Engineering, The University of Pittsburg, Pittsburg, PA.
- Gonzales, L.D.** (2017, September). *Storying your academic career workshop*. Emerging Faculty Leader Academy, National Association of Student Personnel Administrators (NASPA).
- Gonzales, L. D.** (2012, March). *Writing your letter of application workshop*. American Association for Hispanics in Higher Education, Costa Mesa, CA.
- Gonzales, L. D.** (2011, April). *Writing out of your dissertation and other strategies in the transition from graduate student to faculty member*. Division J's Emerging Scholars Workshop, American Educational Research Association Annual Meeting, New Orleans, LA.

BRIEFS AND COLUMNS

- *Olson, T. & **Gonzales, L. D.** (in preparation/winter 2022). *How campuses navigated DEI commitments amid COVID-19. Insights and implications for higher education leadership*. NSF Includes Aspire Alliance, Washington, DC.
- *Breen, S. M., & **Gonzales, L. D.** (2022, May). *Acknowledging the ongoing impacts of COVID-19 and racial injustices for BIPOC graduate students' mental health—How faculty, advisors, and institutions can help*. NSF Includes Aspire Alliance, Washington, DC.
- Gonzales, L. D.** (2021, June). Faculty viewpoint: Centering equity in the academic profession. *New Educator*. <https://education.msu.edu/new-educator/2021/faculty-viewpoint-centering-equity-in-the-academic-profession/>

- Gonzales, L. D.** (2020, August 27). Let us put aside old ideas: Minority and contingent faculty members deserve better. *The Chronicle of Higher Education*.
<https://www.chronicle.com/article/the-future-of-the-academic-work-force?fbclid=IwAR3p8uaFM4mPHWaKrumaKWwj2sfKr-4DBeVGR6MvE1phIu6u814j6FPOtlw>
- Gonzales, L. D.,** & Griffin, K. A. (2020). *Supporting faculty during & after COVID-19: Don't let go of equity*. ASPIRE: The National Alliance for Inclusive & Diverse Stem Faculty. <https://www.mtu.edu/advance/resources/articles-books/supporting-faculty-during-and-after-COVID.pdf>⁷
- Rhoades, G., Blanco, G., **Gonzales, L. D.,** & Saunders, D. (2020). *Public comment on the National Labor Relations Board's proposed rule change regarding graduate assistants' statutory rights to collective bargaining under the National Labor Relations Act*. Association for the Study of Higher Education. <https://www.ashe.ws/Files/ASHE%20NLRB%202020.01%20copy.pdf>
- Cantwell, B., & **Gonzales, L. D.** (2019). *Online distance education: Implications for faculty and the curriculum* (Issue Brief 2[10]). Center for Higher Education. http://chae.msu.edu/files/attachments/54/document/Cantwell_Gonzales_CHAE_IssBrief_02_19.pdf
- ***Gonzales, L. D.,** Griffin, K., & Hall, K. (2019). *An inclusive, living demographic glossary for diversity research in the STEM space*. Aspire Alliance. <https://drive.google.com/file/d/1yIB6fzss-rdOkLD9q8IyRNAsxdBZQRIt/view>
- Gonzales, L. D.** (2016). *The importance of place in defining a Hispanic-serving mission*. Excelencia in Education. <https://www.edexcelencia.org/research/hispanic-serving-institutions-hsis>
- Gonzales, L. D.** (2016, February 23). Transcending macro to micro: Lines of research that can assist in understanding the manifestation of neoliberalism in the lives of faculty. *A Community of Scholars: The Official Blog of AERA Division J*. <http://aeradivisionj.blogspot.com/2016/02/transcending-macro-to-micro-lines-of.html>

SELECT TECHNICAL REPORTS

- Gonzales, L. D.** (2020). *Documenting MSU College of Education faculty needs and experiences during COVID-19: Recommendations for practice*. Michigan State University.
- Gonzales, L. D.** (2010). *El Paso Collaborative for Academic Excellence Project T–STEM end of year evaluation report*. University of Texas at El Paso.

⁷ This brief received widespread attention and news coverage, resulting in several invited webinars, guest talks, and implementation in various institutions. **As of March 2022, the report was downloaded almost 3,000 times.**

- 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. <https://lafe-ep.org/>
- Gonzales, L. D.** (2010/2009). *La Fe Preparatory School adult education self–assessment report and end of year program implementation report.* La Fe de Salud. <https://lafe-ep.org/>
- Gonzales, L. D.** (2010/2009). *La Fe Preparatory Afterschool enrichment end of year program planning and development report.* La Fe de Salud. <https://lafe-ep.org/>
- Gonzales, L. D.** (2009). *La Fe Preparatory afterschool enrichment program developmental evaluation report: Teacher needs and perspectives.* La Fe de Salud. <https://lafe-ep.org/>
- Gonzales, L. D.** (2009). *La Fe Preparatory School parental outlooks.* La Fe de Salud. <https://lafe-ep.org/>
- 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.

GRANT ACTIVITY

FUNDED GRANTS

- Settles, I., Cheruvelli, K., Cech, E., Elliot, K., **Gonzales, L.D.** (Co-Principal Investigator). (2023-2028). *CLIMBS-UP Project: A longitudinal investigation of climate effects on marginalized faculty career experiences and outcomes.* National Science Foundation. [Amount Requested: \$3million; Amount to be allocated to Michigan State University approximate \$1.5m].
- Cresiski, R., Rous, P., van Noort, K., Homes, A., **Gonzales, L.D.** (Co-Principal Investigator) (2022-2028). *NSF INCLUDES Alliance: Re-Imagining STEM Equity with URM Postdoc Pathways (RISE UPP).* National Science Foundation. [Amount requested: \$3.5 million Amount to be allocated to Michigan State University: \$650,000].
- Gonzales, L. D.** (Principal Investigator). (2021). *Studying the gendered and racialized impacts of institutional responses to COVID-19.* [Grant]. Research Enhancement Grant, College of Education, Michigan State University. [Amount requested: \$3,000; Amount received: \$3,000].
- Gonzales, L.D. & Fernandez, D.J. (2021). *Women of Color Initiatives Writing Retreat Grant.* [Grant]. Creating Inclusive Excellence Grant (CIEG), Michigan State University. Amount Requested: \$16,000; Amount Received \$16,000].

Gonzales, L. D. (Principal Investigator). (2020). *Faculty hiring—Gatekeeping or door opening?* [Grant]. Post-Tenure Fellows Program, College of Education, Michigan State University. [Amount requested: \$5,000; Amount received: \$5,000].

Mathieu, R., Gobstein, H., Flores, B., Ogilvie, C., & **Gonzales, L. D.** (Co-Principal Investigator), & Griffin, K. (2018–2023). *National alliance for a diverse and inclusive STEM faculty*. The National Science Foundation. <https://www.aspirealliance.org/research> [Amount requested: \$999,999; Amount allocated to Michigan State University: \$320,000]

Mathieu, R., Flores, B., Ogilvie, C., & **Gonzales, L. D.** (Co-Principal Investigator), & Sacre-Besterfield, M. (2016–2018). *CIRTL INCLUDES: Toward an alliance to prepare a national STEM faculty for broadening success of all undergraduate students*. (NSF-16-544). [Grant]. The National Science Foundation. <https://grantome.com/grant/NSF/IGERT-1649092> [Amount requested: \$299,999; Amount allocated to Michigan State University: \$7,000].

Gonzales, L. D. (Principal Grant Writer/Project Lead) (2014). *A partnership for Hispanic Heritage Month: Clemson Latino Task Force, Hispanic Alliance of Greenville & Spartanburg, Wofford College, & Furman University*. [Grant]. Clemson University Diversity Inclusiveness & Excellence Fund. <https://www.hispanicoutlook.com/articles/hispanic-alliance-of-south-carolina-advocates-for-> [Amount requested: \$3,975; Amount received: \$3,975].

Gonzales, L. D. (Principal Investigator). (2011). *Studying faculty careers in a striving land—grant university*. [Grant]. Clemson University Eugene T. Moore School of Education Summer Research Opportunity. [Amount requested: \$2,000; Amount received: \$2,000].

Gonzales, L. D. (Principal Grant Writer). (2009). *La Fe Preparatory School's adult education & workforce development*. [Grant]. El Paso, Texas Empowerment Zone. [Amount requested: \$100,000; Amount received: \$100,000].

Gonzales, L. D. (Principal Investigator). (2005). *National crime victim's rights week community grant*. [Grant]. Federal Office for Victims of Crime. [Amount requested: \$5,000; Amount received: \$5,000].

UNFUNDED GRANTS

Gonzales, L. D. (Principal Investigator). (2020). *Epistemic policing in faculty hiring*. Michigan State University. [Amount requested: \$8,000].

Peeples, T., Pritchett, A. R., & **Gonzales, L. D.** (Principal Investigator/Evaluation and Research Leader) (2019). *Sustaining aerospace gender equity (SAGE): A national initiative in aerospace faculty*. [Grant]. National Science Foundation. [Amount requested: \$999,999; Amount to be allocated to Michigan State University: \$350,000].

- Torres, V., Rodriguez, A., Marin, P., Serna, G., Albrica, E., **Gonzales, L. D.**, Perez II, D., Núñez, A.-M., & Martinez, S. (2019). *Midwestern network of Latinx higher education scholars: Informing and investigating the growth and experiences of Latinx college students in the Midwest*. [Grant]. National Center for Institutional Diversity (NCID) at University of Michigan Grant Competition. [Amount requested: \$15,000].
- ***Gonzales, L. D.** (Principal Investigator), Pasque, P., Haris, P., & Leal, D. (2018). *Studying knowledge production norms in graduate school*. [Grant]. The Spencer Foundation. [Amount requested: \$50,000].
- ***Gonzales, L. D.** (Principal Investigator), Espinoza, B., & Aguilar-Smith, S. (2017). *Studying the implicit and explicit labor expectations for community college faculty*. [Grant]. The Spencer Foundation. [Amount requested: \$50,000].
- Gonzales, L. D.**, & Venzant Chambers, T. (2016). *The racial opportunity costs of underrepresentation in academia: Understanding for organizational learning*. [Grant]. The Spencer Foundation. [Amount requested: \$50,000].
- Gonzales, L. D.** (Principal Investigator), 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]. The National Science Foundation. [Amount requested: \$299,990].
- ***Gonzales, L. D.** (Principal Investigator), Taylor, J., & Blakley, J. (2014). *Examining faculty views of non-traditionally aged, vocational education students*. [Grant]. The Spencer Foundation. [Amount requested: \$50,000].
- Gonzales, L. D.** (Principal Investigator), Núñez, A.-M., Murakami, E., & Sotelo, C. V. (2012). *Studying the experience of Latina faculty members across Hispanic Serving Institutions: Critical incidents, supports, and challenges*. [Grant]. The National Science Foundation—ADVANCE. [Amount requested: \$750,000].
- Gonzales, L. D.** (Principal Investigator), & Satterfield, J. (2011). *A multi-site investigation on the impact of institutional transformation on faculty work life and employment intentions*. [Grant]. Southern Education Foundation. [Amount requested: \$10,000].

TEACHING HISTORY⁸

Michigan State University

Master's Level Courses

| | |
|----------|---|
| EAD 805 | Higher Education Administration |
| EAD 870+ | Foundations of Post-Secondary Education |
| EAD 801+ | Organizational and Leadership Development |

⁸ In the teaching section, an asterisk (*) denotes that I worked with/mentored a graduate student/teaching apprentice for the course. A (+) denotes that I have taught this class in an online and/or hybrid manner.

- EAD 871* Collegiate Contexts of Teaching and Learning
 EAD 867+ Cases in Educational Leadership

Doctoral Level Courses

- EAD 955B Qualitative Field Research Methods
 EAD 960 Pro-seminar, Higher, Adult, & Lifelong Education Ph.D. Program
 EAD 970 Higher Education Administration & Governance

Clemson University

Master's Level Courses

- EDC 8110 Multicultural Counseling
 EDL 8390 Educational Research Design & Methods

Doctoral Level Courses

- 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 Social 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

- GOV 2325 American Government
 GOV 2128 Texas State and Local Politics

GRADUATE STUDENT ADVISING⁹

MICHIGAN STATE UNIVERSITY DOCTORAL CONTRIBUTIONS

Doctoral Advisees

1. Julia Anderson
2. Naseeb Bhangal
3. Nestor Espinoza
4. Jesenia Rosales
5. Chartonay (CeCe) Sumpter
6. Kristen Surla
7. Jill M. Thomas-Little
8. Kenneth Russell
9. Cristian Lambaren-Sanchez

Candidates

1. Dana Kanhai
2. Kevin Miller
3. Kyle Farris
4. Regina Gong

Graduates

1. Benjamin Espinoza, 2019
2. Shayla Haynes, Charles. Cotton, Elizabeth L. Guerrero, & Emily Sorroche, Ed.D Group 2020

⁹ Advisees and committee commitments are up to date as of May 2022.

3. Amber Benton, 2020
4. Amanda Flores, 2022
5. Erin L. Sonneveldt, 2021

Guidance Committees

1. David Chupak
2. Justin St. Charles
3. Amy Greenberg
4. Charles Liu
5. Sanfeng Miao

6. Kayon A. Hall, 2021
7. Danielle Flores Lopez, 2021

Dissertation Committees

1. Stephanie Brewer
2. Paul Bylsma
3. Trina Van Schnydel
4. Dianey Leal
5. Katie Lopez
6. Angelica Ruvalcaba (Sociology)
6. William Satore
7. Chastity Stokes

MSU Doctoral Graduates/Dissertation Committees

- | | |
|----------------------|-----------------------------|
| 1. Megumi Akehi | 11. Chastity Gathier |
| 2. Courtney Mauldin | 12. Robert L. Hill |
| 3. Joy Hannibal | 13. Wayne Hutchison |
| 4. Qiana Green | 14. Heather Shea |
| 5. Jennifer March | 15. Patricia Jaimes |
| 6. Julie Rojewski | 16. Annabelle Tran Estera |
| 7. Jeffrey Tabone | 17. Bob Cermack |
| 8. Lisa Tran | 18. Aliya Beavers |
| 9. Jeyran Aghayeva | 19. Stephanie Aguilar Smith |
| 10. Emiko A. Blalock | 20. Lauren McKenzie |

NON-MSU DOCTORAL COMMITTEE CONTRIBUTIONS

Chair

1. Edna Martinez, Clemson University
2. Anthony Abidime, Clemson University (co-chair with Russ Marion)
3. Katie Woodlief-Smith, Clemson University
4. Jackie Taylor, Clemson University
5. Mary Von Kaenel, Clemson University (co-chair with Pamela Havice)

Doctoral Committees

6. Jackie Blakeley, Clemson University
7. Stacy Garrett, Clemson University
8. Josie Carmona, Colorado State University
9. Raquel Garcia, National Louis University
10. Raúl Gámez, University of Michigan
11. Lauren Kosrow, National Louis University
12. Amy Wang, University of California, San Diego

MSU MASTER ADVISEES

Current Advisees

- | | |
|--------------------|----------------------|
| 1. Carlie Coughlin | 3. Earsker Hawkins |
| 2. Michaela Flores | 4. Venetia St. Vilus |

5. Angela Vela
6. Dajuan Wiley
7. Jake Ramirez
8. Katelyn Johnson
9. Molly Sutton

Graduates

1. Dreux Baker
2. Christi Cameron
3. Becky Chipchase-Vanetta
4. Leydi Eagan
5. Laura Essig

6. Michael Goldberg
7. Danielle Harris
8. Kristin Heinrich
9. Deb Jaruzel
10. Cristian Lambaren–Sanchez
11. Alexa Lynch
12. Nick Palmer
13. Brendan Pompey
14. Jose Rivera
15. Kendall Wright
16. Maxwell Oliviera

NATIONAL SERVICE

SERVICE TO PROFESSIONAL ASSOCIATIONS

Association for the Study of Higher Education

- 2022–2023 **Inaugural** Conference Committee Chair
- 2022 ASHE COVID Statement Working Group
- 2018–2019 Program Chair
- 2014–2015 Section Chair (Organization, Administration, & Leadership)
- 2013–2014 Section Chair (Faculty)
- 2010–2021 Proposal Reviewer

American Education Research Association

- 2016–2019 Appointed Committee Member, Scholars of Color Committee
- 2016–2017 Co-Chair, Division J Planning Committee (Org., Mgmt., & Leadership Section)
- 2014–2016 Co-Chair, Division J Emerging Scholars Pre-Conference Program
- 2014–2016 Chair/Co-Chair,¹⁰ Division J Emerging Scholars Pre-Conference Program
- 2013–2016 Committee Member, Division J Dissertation of the Year
- 2013–2014 Chair-Elect, Organizational Theory SIG Best Paper Competition Committee
- 2010–2012 Member, Organizational Theory SIG
- 2008–Present Proposal Reviewer (Divisions A & J)

American Association of Hispanics in Higher Education

- 2019 Faculty Fellow Mentor
- 2012–2014 Faculty Coordinator
- 2012 Faculty Fellow
- 2011–Present Member

EDITORIAL & REVIEW CONTRIBUTIONS

- 2025- Leadership and Organization, Section Editor, *Handbook on Higher Education Research & Theory*
- 2022-2023 Associate Editor, *Innovative Higher Education*
- 2019–2021 Associate Editor, *Review of Higher Education*
- 2018–Present Editorial Board Member, *Journal of Diversity in Higher Education*
- 2018–Present Ad-hoc Reviewer, *American Education Research Journal*
- 2016–2019 Editorial Board Member, *Community College Review*
- 2015–Present Editorial Board Member, *Journal of Higher Education*
- 2015–Present Ad-Hoc Reviewer, *Excellence & Equity*
- 2015–Present Ad-Hoc Reviewer, *International Journal for Researcher Development*
- 2014 Ad-hoc Reviewer, *Sociological Spectrum*

¹⁰ I served as Co-Chair in 2014 and Chair in 2015. In 2016, I filled a supporting role.

- 2013–Present Ad-hoc Reviewer, *Teacher’s College Record Press*
 2012–Present Ad-Hoc Reviewer, *Journal of Further and Higher Education*
 2012–2019 Editorial Board Member, *Review of Higher Education*
 2012–2015 Reviewer, *Journal for Higher Education Engagement & Outreach*
 2011–2022 Ad-Hoc Reviewer, *Higher Education*

NATIONAL COUNCILS, COMMITTEES, & ADVISORY BOARDS

- 2022 Advisory Board Member, American Council on Education, American College President Survey Initiative.
- 2022 Advisory Board Member, Creating Equitable Pathways Grant Competition, Alfred P. Sloan Foundation.
- 2020–Present Committee Member, Committee on Women in Science, Engineering, and Medicine, National Academies of Sciences, Engineering, and Medicine
<https://www8.nationalacademies.org/pa/projectview.aspx?key=52153>
- 2020–Present Advisory Board Member, National Science Foundation Grant–ADVANCE, Pennsylvania State University.
- 2019–2021 Advisory Committee Member, SEA (STEMM Equity Achievement) Change Institute, American Association for the Advancement of Science (AAAS).
- 2018–Present Diversity Scholar Network Member, National Center for Institutional Diversity, University of Michigan.
<https://lsa.umich.edu/ncid/people/diversity-scholars-directory/leslie-gonzales.html>
- 2014–2015 Advisory Board Member, ADVANCE University of Maryland.
- 2012–2013 Advisory Board Member, Student Success Grant, University of Texas at El Paso.

INSTITUTIONAL SERVICE

Michigan State University

- 2021–2023 Co-Chair, Womxn of Color Initiatives
 2021–2022 Member, The RACE Conference
 2022 Chair, Higher, Adult, & Lifelong Education (HALE) Ph.D. Admissions Committee
 2021–Present Member, College of Education Grants Selection Committee
 2020 Member, Presidential Taskforce for Racial Equity
 2019–2021 Lead, HALE Online Certificate Development Workgroup
 2020 Member, Department of Educational Administration Chair Search Committee
 2019, 2020 Member, University Fellowship Review Committee

2019 Member, Gender Center (GenCen) Doctoral Fellowship Review Committee
 2019–Present Member, Department of Educational Administration (EAD) Annual Evaluation Committee
 2018 Member, Student Affairs Administration Coordinator Search Committee
 2016, 2017 Member, HALE Ph.D. Admissions Committee
 2017–2021 Board Member, Womxn of Color Initiative
 2017–2022 Member, College of Education’s Diversity & Equity Committee
 2017 Chair, HALE Tenure-Track Faculty Search Committee
 2017–2019 Leader, Department of Educational Administration Methodology Curriculum Task Force
 2017 Consultant, Faculty Dashboard System, Office of Planning & Budget
 2017 Member, Student Affairs Administration Faculty Search Committee
 2015–2018 Member, Student Affairs Administration Faculty Search Committee
 2015–2016 Member, Department of Educational Administration Faculty Annual Evaluation Committee

Clemson University

2014 Appointed Member, University Research Task Force
 2014 Invited Discussant, University Diversity Discussion Panel
 2013–2014 Member, Research Grants Committee
 2012–2014 Consultant, University Tenure & Promotion Best Practices Sub-committee
 2012–2014 Member, University Climate Task Force
 2012–2013 Elected Alternate, Faculty Senate
 2012–2013 External Board Meeting Coordinator, Higher Education Student Affairs Program
 2012–2013 Member, E. T. Moore School of Education Leadership, Counseling, & Human Development Faculty Search Committee
 2011–2014 Program Secretary, HESA Program
 2011–2012 Member, E.T. Moore School of Education Teacher Education Faculty Search
 2012 Member, E. T. Moore School of Education LCH Department Chair Search
 2010–2014 Member, LCH Doctoral Admissions Committee
 2010–2015 Member/Co-Chair,¹¹ University Latino Task Force

¹¹ I served as Co-Chair from 2011–2013.

HONORS, AWARDS & FELLOWSHIPS

- 2022 Nominated for Michigan State University's Graduate Student Mentor of the Year
- 2020 Post-Tenure Fellow, College of Education, Michigan State University
- 2020 Outstanding Publication Award, AERA 2020 Division J
- 2020 Top 35 Women in Higher Education, *Diverse: Issues in Higher Education*.
- 2019 Top 25 Latinx in Michigan, Hispanic Latino Commission of Michigan
- 2018 Maria Zavala Award¹²Award, Michigan State University
- 2017 Salute to Latinas: Fuerza de la Mujer (Faculty Mentor Award), Delta Tau Lambda Sorority, Inc., Michigan State University
- 2015 *Amigo* Award, Hispanic Alliance of Greenville, SC
- 2015 Fellow, Diversity Leadership Institute, Furman University
- 2015 Faculty Research Award, American Association of Hispanics in Higher Education
- 2014 Excellence in Research Award, Clemson University
- 2011 Invited Scholar, National Latino Education Research, Policy, & Practice Meeting
- 2013 Excellence in Graduate Student Advising, Clemson University
- 2012 Faculty Fellow, American Association for Hispanics in Higher Education
- 2010 Dissertation of the Year, University of Texas at El Paso
- 2007–2010 Graduate Research Cotton Memorial Grant, University of Texas at El Paso
- 2005 Fellow, American Political Science Association Minority Fellowship

MEDIA MENTIONS

Mpofu, M. (2024, January). Scholars worry that Claudine Gay resignation may impact women of color in academia. <https://www.baystatebanner.com/2024/01/10/scholars-fear-claudine-gay-resignation-may-impact-women-of-color-in-academia/>

Nowodrodzki, A. (2022, September). Most U.S. professors are trained at same elite universities. *Nature*. <https://www.nature.com/articles/d41586-022-02998-w>

Kelliher, R. (2021, December). The pandemic's unequal toll on faculty. *Diverse: Issues in Higher Education*.

Jackson, J. (2022, November). UTEP has the most Hispanic tenure track faculty of all research research-universities-nationally/#:~:text=The%20data%20reflects%20that%20out staff%20who%

¹² This award recognizes Latinas throughout the Michigan State University community for their service to Latinx students.

- Michigan State University College of Education News. (2020, June 2). *How higher education can—and should—support faculty during and after COVID-19*. <https://edwp.educ.msu.edu/news/2020/how-higher-education-can-and-should-support-faculty-during-and-after-COVID-19/>
- Valenzuela, A. (2020, August 16). *Supporting during & after COVID-19: Don't let go of equity*. [Online forum post]. <http://texasedequity.blogspot.com/2020/08/supporting-faculty-during-after-COVID.html>
- High Desert Daily (2020, July 4). *CSUSB's Women of Color in Academia hosts virtual CSU-wide symposium*. <http://highdesertdaily.com/2020/07/csusbs-women-of-color-in-academia-hosts-virtual-csu-wide-symposium/>
- Pettit, E. (2020, May 26). Being a woman in academe has its challenges. A global pandemic? Not helping. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/being-a-woman-in-academe-has-its-challenges-a-global-pandemic-not-helping>
- Schreiber, M. (2020, May 22). Female scientists are bearing the brunt of quarantine child-rearing: that's bad news for all of us, particularly when it comes to research relevant to our current crises. *The New Republic*. <https://newrepublic.com/article/157785/female-scientists-bearing-brunt-quarantine-child-rearing>
- Michigan State University College of Education News. (2020, May 18). *Award-winning professor finds Latina academics are rarely featured in literature*. <https://education.msu.edu/news/2020/award-winning-professor-finds-latina-academics-are-rarely-featured-in-literature/>
- Kitchener, C. (2020, April 24). Women academics seem to be submitting fewer papers during coronavirus. 'Never seen anything like it,' says one editor: Men are submitting up to 50 percent more than they usually would. *The Lily*. <https://www.thelily.com/women-academics-seem-to-be-submitting-fewer-papers-during-coronavirus-never-seen-anything-like-it-says-one-editor/>
- American Educational Research Association. (2020, April). Publications & research awards. *The Postsecondary Education Newsletter*. [https://www.aera.net/Portals/38/docs/DivisionJ/PEN April 2020.pdf?ver=2020-04-10-121832-573](https://www.aera.net/Portals/38/docs/DivisionJ/PEN%20April%202020.pdf?ver=2020-04-10-121832-573)
- Diverse Education. (2020, February 11). *Diverse: Issues in higher education highlights 35 outstanding women during Women's history month*. [Press release]. <https://diverseeducation.com/article/166770/>

University of Denver Morgridge College of Admissions. (2019, February 27). *2019 HED: Leadership Speaker Series: Leslie Gonzales*. <https://morgridge.du.edu/events/2019-hed-leadership-speaker-series-leslie-gonzales-phd/>

Huntsman, B. (2015, November 15). NMSU has lost more than 130 professors in 13 years: Part 6. *New Mexico State University Roundup Newspaper*. <https://nmsuroundup.com/924/uncategorized/nmsu-has-lost-more-than-130-professors-in-13-years-part-6-3/>

Hispanic Outlook Magazine. (2015, September). *Hispanic Alliance of South Carolina advocates for opportunities* <https://www.hispanicoutlook.com/articles/hispanic-alliance-of-south-carolina-advocates-for->