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EDUCATIONAL BACKGROUND

University of California Los Angeles Graduate School of Education Ph.D., Higher Education and Organizational Change.	2005
University of California Los Angeles Graduate School of Education M.A., Higher Education and Organizational Change.	2001
Stanford University School of Education M.A., Administration, Policy Analysis, and Evaluation.	1997
Harvard University A.B., Magna Cum Laude in Social Studies.	1994

BIOGRAPHY

Anne-Marie Núñez employs sociological approaches to explore how multiple social identities (e.g., racial, ethnic, class, linguistic) shape educational opportunities in college outreach programs, different higher education institutional types, and other sociopolitical contexts. She has focused on three areas in higher education: social stratification and equity, institutional diversity, and inclusive organizational cultures. In the first, her research has focused on the higher education experiences and trajectories of Latinx, first-generation, English Learner, working, and migrant students. Her synthesis of research in *Latinos in higher education and Hispanic-Serving Institutions: Creating conditions for success* has provided a framework for serving Latinx students in higher education. In addition, she co-edited *Hispanic-Serving Institutions: Advancing Research and Transformative Practice*, an International Latino Book Award winner and the first book to focus on HSIs as organizations. *Educational Researcher*, *American Educational Research Journal*, and *The Journal of Higher Education* are among the high visibility outlets that have published her research. Having served on several editorial boards, she currently is an Associate Editor for the Diversity Section of *Higher Education: Handbook of Theory and Research*. Núñez has also collaborated on several NSF grants with budgets totaling over \$15 million to build inclusive environments in geoscience and computing disciplines and received a Spencer Foundation Mid-Career grant to learn sociocultural approaches to education inquiry. An engaged public scholar, she has been named in *Education Week's* Edu-Scholar Public Influence Rankings as among the top 200 scholars in the U.S. influencing educational practice and policy. Widely recognized for her outstanding scholarship and leadership, she has been elected as an American Educational Research Association Fellow and a National Academy of Education member.

PROFESSIONAL ACADEMIC EMPLOYMENT HISTORY

- 2022-present **The University of Texas El Paso, El Paso, TX**
Executive Director (current 100% administrative appointment)
Diana Natalicio Institute for Hispanic Student Success
- Inaugural leader of national-facing Institute whose mission is to lead knowledge creation, education, and partnerships to advance equitable postsecondary opportunity structures and systems, particularly designed to support Hispanic-Serving Institutions and minoritized communities.
 - Raised \$10 million in external funding from public and private sources to complement university and UT system endowments that support the Institute.
 - Hired 13 staff to handle operations and implement projects, including a \$7 million, 6-year NSF-HSI Program-funded Center for Evaluation and Research Synthesis.
 - Recruited top faculty member to a department as part of the UT System Research Excellence Program Initiative to attract top talent to the system.
- The University of Texas El Paso, El Paso, TX**
Distinguished Centennial Professor (current 0% faculty appointment)
Department of Educational Leadership and Foundations
- 2019-2022 *Professor*
**Department of Educational Studies Higher Education and Student Affairs,
The Ohio State University, Columbus, OH**
- 2016-2019 *Associate Professor*
**Department of Educational Studies Higher Education and Student Affairs,
The Ohio State University, Columbus, OH**
- 2015-2016 *Associate Professor and Higher Education Program Coordinator,*
**Department of Educational Leadership and Policy Studies,
The University of Texas at San Antonio, San Antonio, TX**
- 2012-present *Associate Professor*
**Department of Educational Leadership and Policy Studies,
The University of Texas at San Antonio, San Antonio, TX**
- 2007-2012 *Assistant Professor*
**Department of Educational Leadership and Policy Studies,
The University of Texas at San Antonio, San Antonio, TX**
- Developed and implemented new higher education master's program (launched in 2007) and higher education doctoral program (launched in 2009)
 - Developed and taught seven courses for the department, including two new courses in master's program (College Student Development, Program Planning and Evaluation), two new courses in higher education doctoral emphasis (Diversity, Access, and Equity in Higher Education; Organizations and Systems in Higher Education; Using Intersectionality to study Higher Education), and two service courses to UTSA College of Education and Human Development (Introduction to Research Methods – master's level,

Survey of Research Methods: Introduction to Research Design – doctoral level).

- Recruited faculty and students to master’s and doctoral programs.
- Advised 80 master’s and doctoral students in higher education programs.

2005-2006 *UC Office of the President’s Postdoctoral Fellow*

University of California Office of the President and University of California, Merced, School of Social Sciences, Humanities, and Arts

- Awarded fellowship to conduct independent research and work with mentor Professor Kenji Hakuta, Dean of the School of Social Sciences, Humanities, and Arts at University of California, Merced.
- Conducted research on student adjustment and retention for University of California, Merced’s first entering class.
- Analyzed the college application and enrollment patterns of participants in an outreach program for migrant students.

2000-2006 *Research Analyst*

University of California, Los Angeles Graduate School of Education

- Worked with Professor Kris Gutiérrez to conduct longitudinal research on the University of California, Los Angeles Migrant Student Leadership Institute, a statewide annual program serving the high school children of migrant workers in California to prepare them for college level work.
- Worked with Professor Patricia McDonough to analyze information about the college going patterns of Latino students nationwide.
- Conducted research on Professor McDonough’s “Creating a College Culture” project, a local school district initiative to build school environments that encourage middle and high school students to pursue postsecondary education.

2004-2005 *Field Review Consultant*

Social Sciences Research Council, New York, NY

2002 *Research Fellow*

Los Angeles Regional Technology Alliance, Los Angeles, CA

1997-2000 *Research Associate*

Management Planning Research Associates (MPR Associates), Berkeley, CA

1996-1997 *Director*

Stanford University Women’s Center, Stanford, CA

SELECTED AWARDS, HONORS, AND FELLOWSHIPS

- Elected as National Academy of Education member for sustained educational research contributions and leadership, 2024
- RHSU Edu-Scholar Public Influence Rankings, named among the top 200 scholars in the U.S. having an influence on educational practice and policy, 2023, 2024
- American Educational Research Fellow, 2022
- Stanford Elsevier Scholar Index, Recognition as among the top 2% to scientists in the world, 2021, 2022, 2023
- Spencer Foundation Mid-Career Grant Award, 2018-2019
- White House Commission on Educational Excellence for Hispanics, nationally honored as exemplary Hispanic faculty member in teaching - #LatinosTeach initiative, 2016

- <https://sites.ed.gov/hispanic-initiative/2016/09/honoring-dr-anne-marie-nunez/>
- International Latino Book Award, 2016, for *Hispanic-Serving Institutions: Advancing Research and Transformative Practice*
- American Educational Research Journal, Outstanding Reviewer Award, 2014
- Association for the Study of Higher Education Council on Ethnic Participation Mildred Garcia Exemplary Scholarship Award (tenure-track faculty member), 2011
- University of Texas at San Antonio President's Distinguished Achievement Award for Research for Tenure-Track Faculty 2009
- University of Texas at San Antonio College of Education and Human Development Research Achievement Award, 2009
- American Association of Hispanics in Higher Education, Faculty Fellow, 2008-2009
- University of California Office of the President's Postdoctoral Fellowship, 2005-2006
- University of California Los Angeles Graduate School of Education Graduate Departmental Fellowship, 2003-2005
- Spencer Foundation Research Training Grant Fellowship, 2000-2003

PEER-REVIEWED PUBLICATIONS (*indicates work with current or former student)

Three Research Lines:

- A) *Social stratification and equity in higher education*
- B) *Postsecondary institutional diversity and the role of Hispanic-Serving Institutions*
- C) *Inclusive organizational cultures in STEM fields and higher education*

Rivera, J.,* **Núñez, A.-M.**, & Covarrubias, I.* (in press). Navigating Dissonance in Departmental Ecologies: Latinx Identity Development at HSIs. *Journal of College Student Development*. [Research Line: C]

Rivera, J.,* **Núñez, A.-M.**, & Covarrubias, I.* (2024). Without my family, I don't know if I would be here: The role of families in supporting Latinx computer science students at HSIs. *Education Sciences*, 14(8), 815. <https://doi.org/10.3390/educsci14080815> [Research Line: C]

Núñez, A.-M., Perez, E., Hug, S., & Thiry, H. (2024). *Building HSIs' Capacity to Raise Latinx Computing Attainment through Federal Policy Efforts*. Proceedings of the Annual RESPECT 2024 Conference. <https://dl.acm.org/doi/10.1145/3653666.3656076> [Research Line: C]

Núñez, A.-M. (2024). Toward Opportunity-Centered Institutional Logics: Evidence from Hispanic-Serving Institutions and Science Equity Efforts. *The Journal of Higher Education*. <https://www.tandfonline.com/doi/full/10.1080/00221546.2024.2344531?src=> [Research Line: A]

Mitchneck, B., Crockett, J., Franco, M., **Núñez, A.-M.**, & Endemaño-Walker, B. (2023). Assessing Institutional Change toward servingness in Hispanic-Serving Institutions. *Change*. 55(6), 37-45. <https://www.tandfonline.com/doi/full/10.1080/00091383.2023.2263192> [Research Line: B]

- Núñez, A.-M.** (2023). Centering Equity and Inclusion in STEM: Response to F. Cobb Payton and A. Q. Gates “The Role of Institutional Leaders in Driving Lasting Change in the STEM Ecosystem.” *Issues in Science and Technology*, *XL*(1).
<https://issues.org/centering-equity-inclusion-stem-payton-gates-forum/#anne-marie-núñez> [Research Line: C]
- Núñez, A.-M.** (2023). Examining organizational behavior of Hispanic-Serving Institution computer science departments: Toward servingness and equity in the field. *Journal of Women and Minorities in Science and Engineering*, *29*(2), 75-96.
DOI: 10.1615/JWomenMinorScienEng.2022038505 [Research Line: C]
- Núñez, A.-M.,** Mayhew, M., Shaheen, M., & McChesney, E. (2023). Critical Quantitative Intersectionality: Maximizing Integrity in Expanding Tools and Applications. In M.D. Young and S. Diem (Eds.), *Handbook of Critical Education Research: Qualitative, Quantitative, and Emerging Approaches*. New York: Routledge. [Research Line: A]
- Núñez, A.-M.** (2022). Creating cultures of student success: Insights from Hispanic-Serving Institution computer science departments. *Change*. *54*(5) 44-51.
<https://www.tandfonline.com/doi/full/10.1080/00091383.2022.2101867> [Research Line: C]
- Rivera, J.*, & **Núñez, A.-M.** (2022). Staff at Hispanic-Serving Institutions: Debugging Challenges in Navigating Computer Science. *About Campus: Enriching the Student Learning Experience*, *27*(1), 38-47.
<https://journals.sagepub.com/doi/abs/10.1177/10864822221102477> [Research Line: C]
- Callahan, R., Jiang, L., & **Núñez, A.-M.** (2022). EL Policy and Immigrant Politics: State and Federal Policy and Ever-EL Students’ Postsecondary Pathways. *Educational Policy*.
<https://journals.sagepub.com/doi/abs/10.1177/08959048221103802> [Research Line: A]
- Haschenburger, J. K., Gray, W., Godet, A., Suarez, M.B., **Núñez, A.-M.**, & Birnbaum, S. J. (2022). Recruiting all the Talent into STEM Student Success Programs using an Invitational Approach. *Journal of Geoscience Education*, *70*(3), 306-322.
<https://www.tandfonline.com/doi/full/10.1080/10899995.2021.1918971> [Research Line: C]
- Posselt, J. R., & **Núñez, A.-M.** (2021). Learning in the wild: The social construction of gender in disciplinary culture. *Journal of Higher Education*. *93*(2), 163-194.
<https://www.tandfonline.com/doi/full/10.1080/00221546.2021.1971505> [Research Line: C]
- Núñez, A.-M., Posselt, J. R., Hallmark, T.*, Rivera, J.*, & Southern, D. (2021). The organization of learning in geoscience fieldwork and implications for inclusion. *Journal of Women and Minorities in Science and Engineering*, *27*(3), 33-60.
DOI: 10.1615/JWomenMinorScienEng.2021031264. [Research Line: C]

- Gonzales, L., Hall, K., Kanhai, D., Benton, A., & **Núñez, A.-M.** (2021). Comfort over Change: A Case Study of Diversity and Inclusivity Efforts in U.S. Higher Education. *Innovative Higher Education*, 46(4), 445-460. <https://link.springer.com/article/10.1007/s10755-020-09541-7> [Research Line: C]
- Núñez, A.-M.**, *Rivera, J., *Valdez, J., & *Olivo, V. (2021). Centering Hispanic-Serving Institutions' strategies to advance computer science attainment. *Tapuya: An International Journal of Latin American Science, Technology and Society*, 4(1). <https://doi.org/10.1080/25729861.2020.1842582> [Research Line: C]
- *Duran, A., & **Núñez, A.-M.** (2021). Food and housing insecurity for Latinx/a/o students: Advancing an intersectional research agenda. *Journal of Hispanic Higher Education*, 20(2), 134-148. <https://journals.sagepub.com/doi/abs/10.1177/1538192720963579> [Research Line: C]
- Núñez, A.-M.**, Rivera, J.*, & Hallmark, T.* (2020). Applying an intersectionality lens to expand equity in geosciences. *Journal of Geosciences Education*, 68(2), 97-114. <https://doi.org/10.1080/10899995.2019.1675131> [Research Line: C]
- Posselt, J., Chen, J., Dixon, G., Jackson, J., Kirsch, R., **Núñez, A.-M.**, & Teppen, B. (2019). Research and Theory Advancing Inclusion in the Geosciences: An Overview of the NSF-GOLD Program. *Journal of Geoscience Education*, 67(4), 313-319. <https://doi.org/10.1080/10899995.2019.1647007> [Research Line: C]
- García, G.A., **Núñez, A.-M.**, & Sansone, V.* (2019). Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic Serving Institutions (HSIs): A synthesis of the research. *Review of Educational Research*, 89(5). <https://doi.org/10.3102/0034654319864591> [Research Line: B]
- Núñez, A.-M.** (2017). Flipping the HSI Narrative: An HSI Positionality. *Association of Mexican American Educators Journal*, 11(3), 276-295. <http://amaejournal.utsa.edu/index.php/amae/article/view/370/283> [Research Line: B]
- Núñez, A.-M.** (2017). Centering the “Marginalized Majority”: How Hispanic-Serving Institutions advance postsecondary attainment. *American Educational Research Journal*, 54 (1S), 135S-139S. [Research Line: B]
- Núñez, A.-M.**, & Yoshimi, J. (2017). A phenomenology of transfer: Students' experiences at a receiving institution. *Innovative Higher Education*, 42, 173-187. doi:10.1007/s10755-016-9374-7 [Research Line: A]
- Núñez, A.-M.**, & *Sansone, V. (2016). Earning and learning: Exploring the meaning of work in the experiences of first-generation Latino college students. *Review of Higher Education*, 40(1), 91-116. [Research Line: A]

- Núñez, A.-M.**, Crisp, G., & *Elizondo, D. (2016). Mapping Hispanic-Serving Institutions: A typology of institutional diversity. *Journal of Higher Education*, 87(1), 55-83. doi: 10.1353/jhe.2016.0001 [Research Line: B]
- Crisp, G., *Carales, V., & **Núñez, A.-M.** (2016). Where is the research on community college students? *Community College Journal of Research and Practice*, 40(9), 767-778. <http://dx.doi.org/10.1080/10668926.2015.1102104> [Research Line: B]
- Núñez, A.-M.**, & Gildersleeve, R. (2016). Sociocritical matters: Migrant students' college access. *Educational Policy*, 30, 501-535. [Research Line: A]
<http://epx.sagepub.com/content/early/2014/10/13/0895904814553157.full.pdf+html>
- Núñez, A.-M.** (2014). Employing multilevel intersectionality in educational research: Latino identities, contexts, and college access. *Educational Researcher*, 43(2), 85-92. [Research Line: A]
<http://edr.sagepub.com/content/early/2014/02/07/0013189X14522320.full.pdf+html>
***Reprinted in Arum, R., Beattie, I., & Ford, K. (Eds.) (2021). *The structure of schooling: Readings in the sociology of education* (4th edition) (pp. 179-192). Thousand Oaks, CA: Sage.
- Murakami, E., & **Núñez, A.-M.** (2014). Latina faculty transcending barriers: Peer mentoring in a Hispanic-Serving Institution. *Mentoring and tutoring: Partnership in learning*, 22(4), 284-301. <http://www.tandfonline.com/doi/full/10.1080/13611267.2014.945739> [Research Line: B]
- Sparks, J., & **Núñez, A.-M.** (2014). The Role of Postsecondary Institutional Urbanicity in College Persistence. *Journal of Research in Rural Education*, 29(6), 1-19. [Research Line: A] http://jrre.psu.edu/?page_id=50
- Gonzales, L. D., & **Núñez, A.-M.** (2014). Ranking regimes and the production of knowledge in academia: Implications for academia *Education Policy Analysis Archives*, 22(31), 1-24. <http://dx.doi.org/10.14507/epaa.v22n31.2014> [Research Line: C]
***Reprinted in Welch, A., & Li, J. (Eds.) (in press). *Measuring Up in Higher Education: How University League Tables and Rankings Are Re-shaping Knowledge Production in the Global Era*. Springer Nature: Singapore.
- Crisp, G., & **Núñez, A.-M.** (2014). Understanding the racial transfer gap: Modeling underrepresented minority and non-minority students' pathways from 2-year to 4-year institutions. *Review of Higher Education*, 37(3), 291-320. [Research Line: A]
- Gonzales, L., Murakami, E., & **Núñez, A.-M.** (2013). Latina Faculty in the Labyrinth: Constructing and Contesting Legitimacy in Hispanic Serving Institutions. *The Journal of Educational Foundations*, 27(1-2), 65-89. [Research Line: C]
- Kim, D., & **Núñez, A.-M.** (2013). Diversity, situated social contexts, and college enrollment: Multilevel modeling to examine student, high school, and state influences. *Journal of*

Diversity in Higher Education, 6(2), 84-101. [Research Line: A]
<http://psycnet.apa.org/journals/dhe/6/2/84/>

- Núñez, A.-M., & Crisp, G.** (2012). Ethnic diversity and Latino/a college access: A comparison of Mexican American and Puerto Rican beginning college students. *Journal of Diversity in Higher Education*, 5(2), 78-95. [Research Line: A] [doi: 10.1037/a0026810](https://doi.org/10.1037/a0026810)
- Núñez, A.-M., & Murakami-Ramalho, E.** (2012). The demographic dividend: Why the success of Latino faculty and students is critical. *Academe*, 98(1), 32-37. [Research Line: C] <http://www.aaup.org/AAUP/pubsres/academe/2012/JF/Feat/nune.html>
- Núñez, A.-M., & Kim, D.** (2012). Building a multicontextual model of Latino college enrollment: Student, school, and state-level effects. *Review of Higher Education*, 35(2), 237-263. [Research Line: A] [doi: 10.1353/rhe.2012.0004](https://doi.org/10.1353/rhe.2012.0004)
- Núñez, A.-M., & Bowers, A. J.** (2011). Exploring what leads high school students to enroll in Hispanic-Serving Institutions: A multilevel analysis. *American Educational Research Journal*, 48(6), 1286-1313. [Research Line: B] [doi: 10.3102/0002831211408061](https://doi.org/10.3102/0002831211408061)
- Núñez, A.-M.** (2011). Counterspaces and connections in college transitions: First-generation Latino students' perspectives on Chicano studies. *Journal of College Student Development*, 52(6), 639-655. [Research Line: A] [doi: 10.1353/csd.2011.0077](https://doi.org/10.1353/csd.2011.0077)
- Núñez, A.-M., Sparks, J., & *Hernandez, E.** (2011). Latino access to community colleges and Hispanic-Serving Institutions: A national study. *Journal of Hispanic Higher Education*, 10(1), 18-40. [Research Line: A] [doi: 10.1177/1538192710391801](https://doi.org/10.1177/1538192710391801)
- Núñez, A.-M., Murakami-Ramalho, E., & Cuero, K.** (2010). Pedagogy for equity: Teaching in a Hispanic-Serving Institution. *Innovative Higher Education*, 35(3), 177-190. [Research Line: C] [doi: 10.1007/s10755-010-9139-7](https://doi.org/10.1007/s10755-010-9139-7)
- Murakami-Ramalho, E., **Núñez, A.-M.**, & Cuero, K. (2010). Latin@ advocacy in the hyphen: Faculty identity and commitment in a Hispanic-Serving Institution. *International Journal of Qualitative Studies in Education*, 23(6), 699-717. [Research Line: C] [doi: 10.1080/09518391003641924](https://doi.org/10.1080/09518391003641924)
- Núñez, A.-M.** (2009). Creating pathways to college for migrant students: Assessing a migrant outreach program. *Journal of Education for Students Placed at Risk (JESPAR)*, 14(3), 226-237. [Research Line: A] [doi: 10.1080/10824660903375636](https://doi.org/10.1080/10824660903375636)
- Núñez, A.-M., & Oliva, M.** (2009). Organizational collaboration to promote college access: A P-20 framework. *Journal of Hispanic Higher Education*, 8(4), 322-339. [Research Line: A] [doi: 10.1177/1538192709347844](https://doi.org/10.1177/1538192709347844)
- Jarsky, K., McDonough, P., & **Núñez, A.-M.** (2009). Establishing a college culture in secondary school through P-20 collaboration: A case study. *Journal of Hispanic Higher Education*, 8(4), 357-373. [Research Line: A] [doi: 10.1177/1538192709347846](https://doi.org/10.1177/1538192709347846)

- Núñez, A.-M.** (2009). Migrant students' college access: Emerging evidence from the migrant student leadership institute. *Journal of Latinos and Education*, 8(3), 184-198. [Research Line: A] [doi: 10.1080/15348430902888781](https://doi.org/10.1080/15348430902888781)
- Núñez, A.-M.** (2009). Latino students' college transitions: A social and intercultural capital perspective. *Harvard Educational Review*, 79(1), 22-48. [Research Line: A] <http://search.proquest.com/docview/212269363?accountid=7122>
- Núñez, A.-M.** (2009). Modeling the impact of diversity experiences and multiple capitals on Latina/o students' academic self-confidence. *Journal of Hispanic Higher Education*, 8(2), 179-196. [Research Line: A] [doi: 10.1177/1538192708326391](https://doi.org/10.1177/1538192708326391)
- Jaramillo, N., & **Núñez, A.-M.** (2009). The impact of being “migrant”: Demographics of inequality and outcomes of possibility. *Pedagogies: An International Journal*, 4(1), 94-106. (equal authorship) [Research Line: A] [doi: 10.1080/15544800802557219](https://doi.org/10.1080/15544800802557219)
- Núñez, A.-M.** (2009). A critical paradox?: Predictors of Latino students' sense of belonging in college. *Journal of Diversity in Higher Education*, 2(1), 46-61. [Research Line: A] [doi: 10.1037/a0014099](https://doi.org/10.1037/a0014099)
- Núñez, A.-M.** (2008). Organizational effects on first-year students' academic outcomes at a new public research university. *Journal of College Student Retention*, 10(4), 525-541. [Research Line: A] [doi: 10.2190/CS.10.4.g](https://doi.org/10.2190/CS.10.4.g)
- Núñez, A.-M.**, McDonough, P., Ceja, M., & Solorzano, D. (2008). Diversity within: Latino college choice and ethnic comparisons. In C. Gallagher (Ed.), *Racism in post-race America: New theories, new directions* (pp. 267-284). Chapel Hill: Social Forces Publishing. Special edited issue of *Social Forces* 86(2) [Research Line: A] <http://www.amazon.com/Racism-Post-Race-America-Theories-Directions/dp/061522380X>
- Núñez, A.-M.** (2005). Negotiating ties: A qualitative study of first-generation female students' transitions to college. *Journal of the First-Year Experience and Students in Transition*, 17(2), 87-118. [Research Line: A] http://u101tech.sa.sc.edu/NRC/journal/topical/detail.php?Journal_Topical_Index_Id=603
- Núñez, A.-M.** (2004). Using segmented assimilation theory to enhance conceptualization of college participation. *Interactions: UCLA Journal of Education and Information Studies*. Vol. 1, Issue 1, Article 4. [Research Line: A] <http://escholarship.org/uc/item/78p1c36x>

BOOKS AND BOOK LENGTH MONOGRAPHS

- Núñez, A.-M.**, Hurtado, S., & Calderón Galdeano, E. (2015). (Eds.) *Hispanic-Serving Institutions: Advancing Research and Transformative Practice*. New York: Routledge. [Research Lines: A, B] (Winner of 2016 International Latino Book Award)

Núñez, A.-M., Hoover, R., Pickett, K., Stuart-Carruthers, C., & Vázquez, M. (2013). Latinos in Higher Education and Hispanic-Serving Institutions: Creating Conditions for Success. *ASHE Higher Education Report* 39(1). San Francisco: Jossey-Bass. [Research Lines: A, B]

BOOK CHAPTERS (*indicates work with current or former student)

Núñez, A.-M. (in press). Foreword. *Student Success and Intersectionality In Hispanic-Serving Institutions: Policy and Practice.*

Núñez, A.-M. (2023). Through the eye of the needle. In C. Turner & C. Stanley (Eds.) *Pathways to Full Professorship for Scholars of Color* (pp. 73-86) . Sterling, VA: Stylus Press. [Research Line: C]

Núñez, A.-M. (2022). Applying Cultural Historical Activity Theoretical (CHAT) perspectives toward equity in higher education organizations and systems. *Higher Education: Handbook of Theory and Research, Vol. 37.*
https://link.springer.com/referenceworkentry/10.1007/978-3-030-76660-3_10 [Research Line: C]

Núñez, A.-M., & *Rivera, J. (2020). Hispanic-Serving Institutions. In M. J. Amey and M. E. David (Eds.), *Sage Encyclopedia of Higher Education* (pp. 758-761). Thousand Oaks, CA: SAGE Publications. [Research Line: B]

*Sansone, V., **Núñez, A.-M.,** Haschenburger, J., Godet, A., Gray, W., Birnbaum, S., & Young, D. (2019). Developing work-based geosciences learning opportunities in a Hispanic-Serving Institution. *New Directions for Student Services, 167,* 85-99. [Research Lines: A, B, C]

Carmona, J., *Sansone, V.A., Gonzales, L.D. & **Núñez, A.-M.** (2019). *Promotoras y Politicas: Developing culturally responsive higher education leaders to serve Latinx communities.* In C. Rodríguez, M. A. Martínez, & F. Valle (Eds.), *Latino educational leadership: Serving Latino communities and preparing Latina/o leaders across the P-20 pipeline.* Charlotte, NC: Information Age Publishing. [Research Line: C]

Núñez, A.-M., & Rodríguez, A. (2018). Making accountability fair for Hispanic-Serving Institutions. In G. Orfield & N. Hillman (Eds.), *Accountability and Opportunity in Higher Education: The Civil Rights Dimension* (pp. 111-126). Cambridge, MA: Harvard University Press. [Research Line: B]

Núñez, A.-M. (2017). What can Latina/o migrant students tell about college outreach and access? In P. Perez & M. E. Zarate (Eds.), *Facilitating educational success for migrant farmworker students in the U.S.* (pp. 82-93). New York: Routledge. [Research Line: A]

- Núñez, A.-M.**, Rios Aguilar, C., Kanno, Y., & Flores, S. (2016). English Learners and their Transition to Postsecondary Education. *Higher Education: Handbook of Theory and Research*, 31, 41-90. DOI: 10.1007/978-3-319-26829-3_2 [Research Line: A]
- Núñez, A.-M.**, & Murakami, E. T. (2016). Beyond critical mass: Latina faculty advancing equity in a Hispanic-Serving Institution. In L. Santamaría & A. Santamaría, (Eds.) *Culturally responsive leadership in higher education: Promoting access, equity, and improvement* (pp. 136-149). New York: Routledge. [Research Line: C]
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- *Rodríguez, P., & **Núñez, A.-M.** (2015). Constructing college “choice” for Latino students: The organizational culture of an urban Catholic high school. In P. Perez & M. Ceja (Eds.), *Higher education access and choice for Latino students* (pp. 26-37). New York: Routledge. [Research Line: A]
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BOOK REVIEWS (*indicates work with current or former student)

- Núñez, A.-M., & *Hallmark, T. (2019). Book review of *Mentoring at Minority Serving Institutions*. Edited by Jeton McClinton, et al. *Teachers College Record*. <https://www.tcrecord.org/Content.asp?ContentId=22995>
- Núñez, A.-M., & *Sansone, V. (2013). Book review of *Americans by heart: Undocumented Latino students and the promise of higher education*, by William Pérez. *Review of Higher Education*, 37(1), 124-126. DOI: 10.1353/rhe.2013.0078
- Núñez, A.-M. (2013). Book review of *Achieving educational equity for Latino students: Expanding the pathway to higher education through public policy*, by Frances Contreras. *Journal of Educational Administration*, 51(1). 95-97. <http://www.emeraldinsight.com/journals.htm?issn=0957-8234&volume=51&issue=1&articleid=17076528&show=html>
- Núñez, A.-M. (2012, May-June). Beyond the vitriol [Review of the books *Learning a new land: Immigrant students in American society* by C. Suárez-Orozco, M. Suárez-Orozco, & I. Todorova, and *Fracturing opportunity: Mexican migrant students and college-going literacy* by R. E. Gildersleeve]. *Academe*, 98(3). <http://www.aaup.org/AAUP/pubsres/academe/2012/MJ/BR/vitriol.htm>

Núñez, A.-M. (2002, January). Book review of *Teaching Working Class*, by S. E. Linkon (Ed.), *Journal of Higher Education*, 73(1), 183-186. [doi: 10.1353/jhe.2002.0009](https://doi.org/10.1353/jhe.2002.0009)

POLICY BRIEFS, TECHNICAL REPORTS, AND OTHER MEDIA MENTIONS

(*indicates work with current or former student)

Rios, L. (2024, May 5). Q & A, Anne-Marie Núñez, Executive Director, Diana Natalicio Institute for Hispanic Student Success. *El Paso Inc.*
https://www.elpasoinc.com/news/q_and_a/q-a-anne-marie-n-ez-executive-director-diana-natalicio-institute-for-hispanic-student-success/article_b9b0757a-0b31-11ef-a0b0-5f32aa91c777.html

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- Ibave, D. (2023, September 27). *UTEP receives \$7 million grant to bolster Hispanic Serving Institutions Nationwide*. KFox14 TV. <https://kfoxtv.com/news/local/university-texas-at-el-paso-receives-7-million-grant-to-bolster-hispanic-serving-institutions-nationwide-anne-marie-nez-azuri-gonzalez-amy-wagler-national-science-foundation>
- Velasco, A., & **Núñez, A.-M.** (2023). *Anne-Marie and Collective Impact*. Center for Collective Impact in Earthquake Science (C-CIES) Podcast Series. <https://open.spotify.com/episode/6GNNNo6BCW7GTWpwTIXQsK>
- Ayala, J., Rivera, J.*, & **Núñez, A.-M.** (2023). *The role of federal agencies in supporting Hispanic-Serving Institutions and STEM diversity*. Invited blog post for Stanford Graduate School of Education Public Scholarship Collaborative. <https://publicscholarship.stanford.edu/psc-blogs-1>
- Gates, A.Q., Villa, E.Q., **Núñez, A.-M.**, Rivera, J.*, & Davis, T (2022). *Deconstructing sustainability and scale: A path for achieving great impact*. NSF INCLUDES Research Brief.
- Núñez, A.-M.** (2022). *Strengthening Collaboration for Inclusive Science*. Paper presented at NSF INCLUDES Alliance Community Workshop conference: Toward realizing NSF’s vision for systemic broadening participation, Phoenix, AZ.
- Núñez, A.-M.** and the Computing Alliance of Hispanic Serving Institutions (CAHSI). (2022). *CAHSI NSF INCLUDES STEM for All 2022 Showcase Video*. Presented at STEM for All 2022 Showcase and Winner of 2022 Facilitators Choice Award. <https://cahsi.utep.edu/cahsi-video/>
- Núñez, A.-M.** (2022, June 23), interviewed in Rice, L., & Jones, C. Beyond demographics, UTEP aims to redefine what it means to be a Hispanic-Serving Institution. *Texas Standard: The National Daily News Show of Texas*. Recorded radio interview and story available at <https://www.texasstandard.org/stories/utep-natalicio-institute-hispanic-student-success/>
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- Núñez, A.-M.** (2021). *Could the humanities separate our STEM degree programs from bootcamps? Enrollment Growth University: Higher Education*. Podcast produced by Helix Education. <https://www.helixeducation.com/resources/blog/could-the-humanities-separate-our-stem-degree-programs-from-bootcamps/>
- Núñez, A.-M.**, Mayhew, M.J, Shaheen, M., & Dahl, L.S. (2021). *Let’s teach computer science majors to be good citizens. The whole world depends on it*. EdSurge. <https://www.edsurge.com/news/2021-03-15-let-s-teach-computer-science-majors-to-be-good-citizens-the-whole-world-depends-on-it>

- Núñez, A.-M.** (2018, April 2). Interviewed as expert for the “NPR Morning Edition” story: *N.J. University works to improve graduation rate for Latinos*.
<https://www.npr.org/2018/04/02/589241230/n-j-university-works-to-improve-graduation-rates-for-latinos>
- Núñez, A.-M., & Duran, A.** (2018, April). *Being a Steward of Intersectionality in Teaching*. Invited blog post for Equity Alliance, Arizona State University.
<http://www.niusileadscape.org/bl/being-a-steward-of-intersectionality-in-teaching-by-anne-marie-nunez-antonio-duran/>
- Núñez, A.-M.** (2016, February 4). *Breaking the Cycle*. Invited blog post for American Council of Education, Higher Education Today series.
<https://www.higheredtoday.org/2016/02/04/breaking-the-cycle/>
- Núñez, A.-M.** (2015, September 3). Immigrants bolster academic and civic engagement in the U.S. *New York Times*. <http://www.nytimes.com/roomfordebate/2015/09/03/is-immigration-really-a-problem-in-the-us/immigrants-bolster-academic-and-civic-engagement-in-the-us>
- Núñez, A.-M.** (2015). *Hispanic-Serving Institutions: Where are they now?* A commissioned paper presented at the meeting “Hispanic-Serving Institutions in the 21st century: A convening” at the University of Texas El Paso. El Paso, TX.
http://www.edexcelencia.org/his-cp2/his-21st-century-convening
- Núñez, A.-M.** (2015, April). *What does Hispanic-Serving mean anyway?* Invited blog post for *Excelencia in Education*. <http://www.edexcelencia.org/hsi-cp2/your-voice/what-does-hispanic-serving-mean-anyway>
- Núñez, A.-M.** (2015, March 24). *What we should talk about when we talk about HSIs*. Invited blog post for University of Pennsylvania Center for Minority-Serving Institutions.
<http://msisunplugged.com/2015/03/24/what-we-should-talk-about-when-we-talk-about-hsis/>
- Núñez, A.-M.** (2015, February). *Why the United States should improve support for colleges and universities serving Hispanic Students*. Policy Brief for Scholars Strategy Network, Cambridge, MA. <http://www.scholarsstrategynetwork.org/node/21261>
- Núñez, A.-M., & Rodriguez, A.** (2014). *How the shortcomings of a Postsecondary Ratings System Could Lead to Shortchanging HSIs and their Outcomes*. A commissioned paper presented at the UCLA Civil Rights Project conference, *Will Higher Ed Accountability Proposals Narrow Opportunity for Minority Students and Minority-Serving Institutions?*, Washington, DC.
- Núñez, A.-M.** (2014). *Counting what counts for Latinas/os and Hispanic-Serving Institutions: A federal ratings system and postsecondary access, affordability, and success*. A policy essay commissioned by the White House Committee on Educational Excellence for

Hispanics, presented at the "Postsecondary access and completion for all: Latinas/os in America's Future" symposium: New York, NY.

- Núñez, A.-M.** (2013, October 4). What are the barriers to innovation? *Chronicle of Higher Education*, B45. <http://chronicle.com/article/What-Are-the-Barriers-to/141869/>
- Núñez, A.-M.,** & *Elizondo, D. (2013). *Closing the Latino/a Transfer Gap: Creating Pathways to the Baccalaureate*. San Antonio: American Association of Hispanics in Higher Education, Educational Testing Service, and University of Texas at San Antonio. http://education.utsa.edu/center_research_policy_education/perspectivas/
- Núñez, A.-M.,** & *Elizondo, D. (2012). *Hispanic-Serving Institutions in the U.S. Mainland and Puerto Rico: Organizational Characteristics, Institutional Financial Context, and Graduation Outcomes*. White Paper prepared for Hispanic Association of Colleges and Universities (HACU): San Antonio, TX. http://www.hacu.net/images/hacu/OPAI/H3ERC/2012_papers/Nunez%20elizondo%20-%204yr%20hsi%20characteristics%20-%202012.pdf
- Núñez, A.-M.,** Crisp, G., & *Elizondo, D. (2012). *Hispanic Transfer in Two-Year Hispanic-Serving Institutions*. White Paper prepared for Hispanic Association of Colleges and Universities (HACU): San Antonio, TX. http://www.hacu.net/images/hacu/OPAI/H3ERC/2012_papers/Nunez%20crisp%20elizondo%20-%202%20year%20hsi%20characteristics%20-%202012.pdf
- Núñez, A.-M.** (2005). *An education research perspective on college transition*. Technical Report to the Social Sciences Research Council (SSRC).
- Clune, M., **Núñez, A.-M.,** & Choy, S. (2001). *Competing choices: Men's and women's paths after earning a bachelor's degree*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001154>
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- Horn, L., & **Núñez, A.-M.** (2000). *Mapping the road to college: First-Generation students' math track, planning strategies, and context of support*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000153>
- McCormick, A., **Núñez, A.-M.,** Shah, V., & Choy, S. (1999). *Life After college: A descriptive summary of 1992-93 bachelor's degree recipients in 1997*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999155>
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DC: U.S. Department of Education, National Center for Education Statistics.
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Kojaku, L., & **Núñez, A.-M.** (1998). *Descriptive summary of 1995-96 beginning postsecondary students*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from
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Núñez, A.-M., & Cuccaro-Alamin, S. (1998). *First-Generation students: Undergraduates whose parents never enrolled in postsecondary education*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98082>

Núñez, A.-M., Klein, S., & Hudis, P. (1998). *A framework for evaluating the success of early academic outreach programs*, a report prepared for the Early Academic Outreach Program, University of California Berkeley.

GRANTING ACTIVITIES (EXTERNAL, FUNDED)

Núñez, A.-M., & Gonzalez, A. (2024). *Strada Postdoctoral Program Proposal*. Strada Foundation. \$230,357. (Role: PI)

Núñez, A.-M., Wagler, A., & Gonzalez, A. (2023-2029). *NSF HSI Program Center for Evaluation and Research Synthesis: Network of Opportunities for the Development of Equitable and Effective Evaluation (NODE)*. (NSF#2311385). \$6,999,932.00. (Role: PI)

Núñez, A.-M., & Gonzalez, A. (2023). *Diana Natalicio Institute General Operating Support Grant*. Bill and Melinda Gates Foundation. \$300,000. (Role: PI)

Núñez, A.-M., & Gonzalez, A. (2023). *Mapping the Road Ahead for the Diana Natalicio Institute for Hispanic Student Success Planning Grant*. Trellis Foundation. \$50,000 (Role: PI)

Núñez, A.-M., & Thiry, H. (2022-2027). *NSF Division of Equity for Excellence in STEM Racial Equity: Inspiring Networks and Sustainability of Postsecondary Inclusivity and Racial Equity with the Computing Alliance of Hispanic-Serving Institutions (INSPIRE)*. (NSF#2140921). \$1,164,050.00 (Role: PI, total amount of collaborative grant \$1,900,000)

Gates, A. Q., & **Núñez, A.-M.** (2022-2025). *The Computing Alliance of Hispanic Serving Institutions (CAHSI) Graduate Pathways Program*. Sloan Foundation. \$500,000. (Role: Co-PI)

Velasco, A., Ma, L., Karplus, M., Brunner, M., & Gutierrez, H. (2022-2027). *Community-driven Inclusive Excellence and Leadership Opportunities in the Geosciences (CIELO-G)*. (NSF #2228180). (Role: Senior Personnel) (Total award amount - \$7,244,556)

Velasco, A., Weidner, J., & Karplus, M. (2022-2024). *Center for Collective Impact in Earthquake Science (C-CIES): Building Inclusive Excellence, Diversity, Equity, and*

- Community in Earthquake Science*. (NSF #2225395). (Role: Senior Personnel) (Total award amount - \$500,000)
- Gates, A., Behehsti, M., Morreale, P., Pontelli, E., & Santiago, N. (2021-20). *BPC-AE: An Extended CAHSI Alliance to Broaden Participation in Graduate Studies*. (NSF# 2117791). \$2,995,000. (Role: Senior Personnel) (Subaward, award amount - \$170,000)
- Haschenburger, J., & Godet, A., Smyth, D., & Vote, J. (2022-2025). *GP-UP: Geoscience Engagement: Growing Interest at Hispanic-Serving Institutions by Scaffolding Classroom Intervention in Service Learning Projects*. (NSF #2119446). \$347,072.00. (Role: Senior Personnel) (Amount as consultant, \$4,507)
- Gates, A., Barajas, D., Santiago, D., **Núñez, A.-M.**, & Yoon, I. (2018-2023). *NSF INCLUDES Alliance: Computing Alliance of Hispanic-Serving Institutions*. National Science Foundation (NSF#1834620). \$9,900,900. (Role: Co-Principal Investigator) (Subaward, award amount - \$452,255)
- Gates, A., & Villa, E. (2019-2022). *CAHSI INCLUDES Community Workshop on Building CISE Research Capacity at Hispanic-Serving Institutions*. National Science Foundation \$194,506 (NSF#1923956). (Role: Co-Principal Investigator) (Subaward, award amount - \$61,936)
- Morreale, P., Ceberio, M., & Aguirre, D. (2021). *Mitigating Bias in Machine Learning*. American Society for Engineering Education. (Role: Senior Personnel). (Total award amount: \$7,000)
- Mitchneck, B. (2021). *Measuring Success of Institutional Efforts at HSIs*. National Science Foundation (NSF Conference Workshop). (Role: Consultant)
- Núñez, A.-M. (2018-2019). *Using Expansive Theories of Learning and Development to Broaden how Higher Education Understands and Structures Postsecondary Opportunities*. Spencer Foundation Mid-Career Grant. \$141,295. (Role: Sole Principal Investigator)
- Cook, A. (2018-2020). CAREER: Carbon storage in widespread low-saturation gas hydration systems. National Science Foundation (NSF#1752882). (Role: Consultant, subaward amount - \$12,000).
- Ogilvie, C. (2017-2019). CIRTl INCLUDES – Toward an alliance to prepare a national faculty for Broadening success of underrepresented 2-year and 4-year students (NSF #1649092). (Role: Senior Personnel)
- Pagnac, D., Bowser, G., Fong, P., Hubbard, M., **Núñez, A.-M.**, Posselt, J., Smythe, W., & White, L. (2017). *Fieldwork Inspiring Expanded Leadership and Diversity (FIELD)*. National Science Foundation (NSF #1645399). \$400,000. (Role: Co-Principal Investigator) (Collaborative grant, award amount - \$50,000)
- Haschenburger, J., Godet, A., **Núñez, A.-M.**, Suarez, M., & Young, D. (2016). GP-EXTRA: Using professional career experiences to strengthen pathways into the geoscience

workforce. National Science Foundation (NSF #15-526). \$423,122. (Role: Co-Principal Investigator, Consultant) (Amount as consultant, \$4,507)

Núñez, A.-M. (2016). GEO Opportunities for Leadership in Diversity (GOLD) An Ideas Lab Activity. National Science Foundation. (NSF # 16-516). Travel and ideas lab attendance \$2,500. (Role: Sole Principal Investigator, Participant in Ideas Lab)

Núñez, A.-M., Crisp, G., & Elizondo, D. (2012-13). Developing a Typology of Hispanic-Serving Institutions. Hispanic Association of Colleges and Universities. \$5,000. (Role: Principal Investigator)

Núñez, A.-M. & Kim, D. (2008-2009). Predicting Latino Students' College Participation: State, School, and Individual Effects. Jointly funded by the Association for Institutional Research and National Science Foundation, \$40,000. (Role: Principal Investigator)

Yoshimi, J. (Principal Investigator). (2005). Creating a Community College Transfer Culture at UC Merced. William and Flora Hewlett Foundation, \$200,000 (Role: Consultant).

Núñez, A.-M. (2002). First-Generation Students' Transitions to College. University of California Berkeley Center for the Study of Higher Education, \$4,000. (Role: Sole Principal Investigator)

GRANTING ACTIVITIES (INTERNAL, FUNDED)

Núñez, A.-M. (2017). The Ohio State University Department of Educational Studies Small Grant. \$1,000.

Núñez, A.-M. (2015). University of Texas at San Antonio College of Education and Human Development Faculty Research Award, \$5,000.

Núñez, A.-M. (2009). University of Texas at San Antonio College of Education and Human Development Mini-Grant Award, \$4,000.

Núñez, A.-M. (2008). First-Generation Latina/o Students' Transitions to College: Critical Influences on Early College Outcomes. University of Texas at San Antonio Faculty Research Award, \$5,000.

Núñez, A.-M. (2007). College Transition in an Emerging Institution: Organizational Behavior and First-Year Student Adjustment at a New Public Research University. University of Texas at San Antonio College of Education and Human Development Mini-Grant Award \$1,200.

Cuero, K.K., Alanis, I., Rodriguez, M., Ek, L., Murakami-Ramalho, E., **Núñez, A.-M.**, Oliva, M., Quijada, P., & Sanchez, P. University of Texas at San Antonio Academy for Teacher Excellence Faculty Learning Community Grant, \$1,200.

INVITED LECTURES AND PANELS (during past 5 years)

Núñez, A.-M. (2024). *Servingness in STEM*. NSF HSI STEM Resource Hub Webinar Series. HSI Resource Hub. University of Nevada, Las Vegas. (Virtual).

- Larive, C., Moore, J., & **Núñez, A.-M.** (2024). *The Impact of HSI Research on Student Success*. University of California (UC) Congress and Retreat: UC as a Hispanic-Serving Research Institution (HSRI) System, Los Angeles, CA.
- Núñez, A.-M.** (2024). *Applying HSI Servingness Toward More Inclusive Leadership and Science*. Invited talk at University of Puerto Rico at Mayagüez, Mayagüez, PR.
- Coleman, A., Cook, B., **Núñez, A.-M.**, Park, J. J., Soler, M. C., Tseu, H. (2024). *Diversity in Transition: Adapting to Students for Fair Admission v. Harvard*. American Council on Education. (Virtual).
- Núñez, A.-M.** (2024). *Servingness at Hispanic-Serving Research Universities*. Texas A&M University Race and Ethnic Studies Institute Conversations Series. (Virtual).
- Louis, D., **Núñez, A.-M.**, & Saenz, V. (2024). *Teaching Philosophies and Theories that have Informed our Practice: Panel for Dr. Christine Stanley's Course on College Teaching*. Texas A&M University Educational Administration and Human Resource Development Department. (Virtual).
- Núñez, A.-M.** (2024). *Cultivating Inclusive Science Pathways through HSIs*. Hispanic Serving Research University (HSRU) 2nd Annual Conference on Supporting Hispanic Women in Physical Sciences and Engineering. Santa Cruz, CA.
- Núñez, A.-M.** (2024). *Hispanic-Serving Institutions: Research and Opportunities*. University of Texas at El Paso, New Faculty Orientation, El Paso, TX.
- Núñez, A.-M.**, & Perez, E. (2024). *Leadership toward servingness in HSIs and science*. Computing Alliance of Hispanic-Serving Institutions Dean's Council Meeting, Salt Lake City, UT.
- Núñez, A.-M.** (2024). *Cultivating Inclusive Geoscience*. Invited talk for American Geophysical Union (AGU) LANDInG Postdoctoral Program (Virtual).
- Núñez, A.-M.**, Gonzalez, A., & Wagler, A. (2024). *NSF HSI-NET CERS: Network Opportunities for the Development of Equitable and Effective Evaluation (NODE)*. National Science Foundation HSI Program Webinar.
- Gordon, E., Allen, B., Brown, M. C., **Núñez, A.-M.** & Sams, T. E. (2023). *Historically Black Colleges and Universities (HBCUs), Minority-Serving Institutions (MSIs), and Tribal Colleges and Universities (TCUs) Research Infrastructures and STEM Talent Systems*. Invited presidential session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Núñez, A.-M.** (Chair and facilitator), Garcia, G., Gates, A. Q., Hurtado, S., & Moore, J. L. (2024). *Enacting and sustaining equity-centered work in Hispanic-Serving Institutions: Organizational, Federal, and Systemic Levers of Change*. Invited presidential session

presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Gutiérrez, K. (Chair and facilitator), Artiles, A., Bernal, D.D., Calderón, D., Cortes, K., Cruz, C., Dache, A.Z., García, G., Muñoz, L., **Núñez, A.-M.**, Rios Seres, C., Salas-SantaCruz, O., Urrieta, L., Velazquez, M. (2024). *Toward the Fulfillment of Full Personhood: The Persistent Invisibility of Latinx Communities Across Institutions (3.0)*. Invited presidential session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Núñez, A.-M. & Zarate, M.E. (2024). *The Role of HSIs in Expanding STEM Research Pathways*. Invited presentation at the U.S. Department of Defense Forum, HSI STEM Pathways, Arlington, VA.

Núñez, A.-M., & Camacho, T. (2024). Actualizing the Intent of the HSRU designation: Implications for the HSRU. Invited keynote talk, Hispanic Serving Research University Alliance (HSRU) Summit, Arlington, TX.

Gates, A. Q., & **Núñez, A.-M.** (2024). Infusing Hispanic-Servingness into Graduate Education: Insights from CAHSI. Invited talk, Hispanic Serving Research University Alliance (HSRU) Summit, Arlington, TX.

Núñez, A.-M. (2024). *Enacting “servingness” toward more inclusive science*. Promoting Diversity and Inclusion in STEM: NSF (US) and Institute for Bioengineering of Catalonia (Spain). Embassy Science Fellow Program Conference. (Virtual)

Gunja, M., **Núñez, A.-M.**, & Shoho, A. (2024). *What kind of RI does NMSU want to be?*, New Mexico State University Critical Dialogues Series, Las Cruces, NM.

Wiebe, J., Mathew, R., **Núñez, A.-M.**, Savina, I., & Serrata, W. (2024). *Creating a Superhighway to Student Success*. Invited session, the University of Texas System Chancellor’s Council Executive Committee Meeting. University of Texas El Paso.

Núñez, A.-M. (2024). *Toward a more inclusive science*. UTEP College of Engineering Retreat. University of Texas El Paso.

Núñez, A.-M. (2024). *Advancing a Collective Impact Infrastructure for Center for Collective Impact in Earthquake Science (C-CIES) Initiatives*. C-CIES Annual All-Hands Meeting. University of Texas El Paso.

Holmes, A., Bangera, G., Dandaneau, S., & **Núñez, A.-M.** (2023). *Equitable and Effective Teaching: The Roles of Departments and Institutions*. National Academies of Sciences, Engineering, and Medicine (NASEM) Committee on Equitable and Effective Teaching. (Virtual)

- Núñez, A.-M., & Wagler, A. (2023).** *Introduction to Network of Opportunities for The Development of Equitable and Effective Evaluation (NODE)*. National Science Foundation Division of Equity for Excellence in STEM (EES) Webinar highlighting the September 2023 newly funded HSI Program Funded Centers and Hubs. (Virtual).
- Cano Matute, A., **Núñez, A.-M.**, Ruiz-Martinez, D., & Gonzales, J. (2023, September 8). *'S' Is for Serving: How HSIs Advance Student Success From Entrada to Salida*. Education Writers Association Postsecondary Education Writing Conference, Riverside, CA.
- Núñez, A.-M. (2023).** *Toward inclusive science*. Keynote address for the Hispanic-Serving Research Universities (HSRU) Alliance Conference: Increasing Representation of Hispanic Women in the Physical Sciences and Engineering Disciplines. University of California, Santa Cruz.
- Núñez, A.-M., & Franco, M. (2023).** *Frameworks for informing and assessing servingness at HSIs*. Invited session, Hispanic-Serving Research Universities (HSRU) Alliance Summit (virtual).
- Gutiérrez, K. (Chair and facilitator), Artiles, A., Calderón, D., Cortes, K., Cruz, C., Dache, A.Z., Espinoza, M., García, G., Muñoz, L., **Núñez, A.-M.**, Rios Seres, C., Urrieta, L., Valenzuela, A. (2023). *Toward the Fulfillment of Full Personhood: The Persistent Invisibility of Latinx Communities Across Institutions (2.0)*. Invited presidential session presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Núñez, A.-M. (2023).** *Infusing equity-centered data analytics approaches with Hispanic-Servingness*. University of Texas System Equitable Student Pathways Symposium, Austin, TX.
- Núñez, A.-M. (2023).** *What are the benefits of HSIs?* Keynote address, University of Utah Day of Collective Action, Salt Lake City, UT.
- Núñez, A.-M. (2022).** *Advancing inclusive science through collective impact*. Invited talk, NSF C-CIES (Center for Collective Impact in Earthquake Science) Project Team and the University of Texas El Paso Department of Earth, Environmental, and Resource Sciences.
- Gobstein, H., Elrod, S., **Núñez, A.-M.**, Palmer, A., & Wyner, J. (2022). *Executive Level Institutional Leaders and Undergraduate STEM Education*. Virtual Panel Presentation. National Academies of Sciences, Engineering, and Medicine (NASEM) Roundtable on Systemic Change in Undergraduate STEM Education.
- Diallo, N., Erysian, B., Gasman, M., & **Núñez, A.-M. (2022).** *MSI Partnership Dos and Don'ts*. Virtual Panel Presentation. United States USAID 2022 Hispanic Serving Institutions (HSI)/LatinX Conference and Career Expo.

- Núñez, A.-M.** (2022). *Strengthening Collaboration for Inclusive Science*. Paper presentation. NSF INCLUDES Alliance Community Workshop Presentation, Phoenix, AZ.
- Núñez, A.-M.** (2022). *Where are HSIs Going?* Keynote Speech, Hispanic Heritage Month Celebration. University of Houston Downtown, Houston, TX.
- Núñez, A.-M.** (2022). *Serving in STEM: The Opportunities for HSIs*. Keynote Speech, HSI Campus Convening, National Hispanic-Serving Institutions Week. University of Central Florida, Orlando, FL.
- Núñez, A.-M.** (2022). *UTEP's Diana Natalicio Institute for Hispanic Student Success: Advancing what it means to be an HSI*. Keynote speech, UTEP Center for Teaching and Learning Development conference. El Paso, TX.
- Núñez, A.-M., & Villa, E.** (2022). *Computing Alliance of Hispanic-Serving Institutions (CAHSI)*. 2022 Texas Hispanic-Serving Institutions Consortium Annual Conference, South Padre Island, TX.
- Núñez, A.-M.** (2022). *Challenges and opportunities to build policy capacity in HSIs*. League of United Latin American Citizens (LULAC) Briefing to LULAC Higher Education Task Force. (Virtual session)
- Gutiérrez, K. (Chair and facilitator), Artiles, A., Calderón, D., Cortes, K., Cruz, C., Dache, A.Z., Espinoza, M., García, G., Muñoz, L., **Núñez, A.-M.**, Rios Seres, C., Urrieta, L., Valdes, G., Valenzuela, A., & Villenas, S. (2022). *Toward the Fulfillment of Full Personhood: The Persistent Invisibility of Latinx Communities Across Institutions*. Invited presidential session presented at the annual meeting of the American Educational Research Association, San Diego, CA. (Virtual session)
- Núñez, A.-M.** (2022). *Building capacity in Hispanic-servingness: Reflections on the past 15 years*. Keynote speech, Association of Hispanic-Serving Institution Educators (AHSIE) Annual Conference.
- Benavidis, A., Del Pilar, W., **Núñez, A.-M.**, & Van Eaton, A. (2022). *Y'all Ready for this: Addressing Racial Gaps in Postsecondary Opportunities in P-12 Education*. Congressional Hispanic Caucus (CHCI) Briefing Panel to the public. (Virtual session)
- Núñez, A.-M., & Villa, E.** (2021). *Latin@s in Computing*. 2021 Great Minds in STEM (GMiS) Annual Conference. (Co-facilitators of Virtual Session)
- Núñez, A.-M.** (2021). *Realizing the potential of HSIs to broaden science opportunities*. National Science Foundation Human Resources Division (HRD) 30th Anniversary Celebration Highlighting the HSI Program. (Virtual).
- Núñez, A.-M.** (2021). *Creating a culture of Hispanic-Servingness*. University of Texas El Paso Hispanic Heritage Month Celebration. (Virtual).

- Pontelli, E., Gates, A., Saito, E., & **Núñez, A.-M.** (2021). *Overcoming administrative barriers to creating computer science opportunity structures in HSIs*. NSF Strategic Innovation Summit for Advanced Research and Instruction in Artificial Intelligence and Quantum Sciences (HSI-SIS). Virtual presentation for UC Davis.
- Blake, J., Feng, X., Vélez, V., Mayhew, M., & **Núñez, A.-M.** (2021). *Breaking it down: A conversation about how quantitative scholars advance culturally relevant research*. The Ohio State University Advanced Methods Institute. (Virtual).
- Gates, A.Q., & **Núñez, A.-M.** (2021). *Computing Alliance of Hispanic-Serving Institutions*. National Science Foundation Computer and Information Science and Engineering (CISE) Directorate. (Virtual)
- Núñez, A.-M.** (2021). *Data for Equity in Education*. Invited speaker for first annual Institute for the Quantitative Study of Inclusion, Diversity, and Equity (QSIDE) Data 4 Justice conference. (Virtual)
- Casad, B., Cole, D. G., Embrick, D., & **Núñez, A.-M.** (2021). *Ethnic Diversity in Science: Professional and Academic Progression for Members of Underrepresented Groups in the Particle Physics Community*. Oak Ridge Institute for Science and Education: Virtual Meeting Town Hall, Invited Panel.
- Brenner, K., Finkelstein, N., Manduca, C., **Núñez, A.-M.**, & Parker, A. (2021). *National Academy of Sciences, Engineering, and Medicine (NASEM) Panel on Imagining the Future of Undergraduate Education*. Annual conference of the Higher Learning Commission. Virtual Meeting
- Núñez, A.-M.** (2021). *Creating opportunity structures for Latinx in higher education*. Diversity Lecture Series – Department of Educational Studies, The Ohio State University.
- Núñez, A.-M.** (2021). *Data science persuasion: Bridging policy and analytics*. Invited speaker for Women+Data Science panel discussion, Michigan State University and the University of Michigan.
- Núñez, A.-M.** (2021). *Multi-level Intersectionality: Constructing Latinx Opportunities*. Invited speaker for Introduction to Latinx Studies course, Department of Spanish and Portuguese, The Ohio State University.
- Núñez, A.-M.** (2021). *Office of Diversity and Inclusion Welcome Reception for Associate and Full Professors*. Invited speaker for event sponsored by The Ohio State University.
- Núñez, A.-M.** (2020). *Symposium on University of Texas-El Paso as a Model for Serving Hispanics*. Invited speaker for National Academies of Sciences, Engineering, and Medicine Board on Science Education meeting, Washington, DC.

- Núñez, A.-M.** (2020). *Engaging intersectional approaches toward equity in science*. Keynote Speaker – Cultivating a Science Identity for Underrepresented Students in Higher Education Conference, University of Texas-San Antonio, San Antonio, TX.
- Núñez, A.-M.** (2020). *Symposium on Imagining the Future of Undergraduate STEM Education*. Invited presenter for National Academies of Sciences, Engineering, and Medicine Board on Science Education meeting, Washington, DC.
- Núñez, A.-M., & Posselt, J. R.** (2020). *Advancing equity in geoscience through inclusive cultures of fieldwork*. Invited speaker, Department of Geology Symposium, Central Washington University.
- Núñez, A.-M.** (2020). *How Intersectionality Is, Could, and Should Be Shaping Higher Education Policy*. Invited Panelist, Association for the Study of Higher Education Public Policy Forum, New Orleans, LA.
- Núñez, A.-M.** (2020). *Advancing systemic equity in geoscience*. Invited speaker, Department of Geosciences Symposium, University of Arkansas.
- Núñez, A.-M.** (2020). *Promoting equity in the geoscience field*. Invited speaker, Department of Earth Science Symposium, University of California Santa Barbara. Link to recording: https://drive.google.com/drive/folders/1sbbDzrOocQCIUEka3mhn0jXCJqjUgzS?usp=s_haring
- Núñez, A.-M.** (2020). *Access, equity, and completion: Building the bridge to a post-pandemic future*. Invited panelist Southern California Consortium of Hispanic-Serving Institutions, California State University San Bernardino.
<https://www.youtube.com/watch?v=icXdjvTsNg&feature=youtu.be>
- Núñez, A.-M., Gates, A., & Santiago, D.** (2020). *What does it mean to serve Latinx students in higher education?* Hispanic Heritage Month Speaker Series, Ohio State University.
<https://www.youtube.com/watch?v=y4mjFP06924&t=11s>
- Núñez, A.-M.** (2020). *Three keys for thriving as graduate students*. Ohio State University Office of Diversity and Inclusion Annual Keynote, Ohio State University.
- Núñez, A.-M.** (2020, August 12). Invited Panelist on r/Science Discussion on www.reddit.com, *Science Discussion Series: “We are experts and researchers who study the challenges that Black, Indigenous, and people of color (BIPOC) face in STEM. Let’s discuss!”*
https://www.reddit.com/r/science/comments/i8d4ps/science_discussion_series_we_are_experts_and/
- Núñez, A.-M.** (2020). *Toward intersectional equity in geoscience*. Paleontological Research Institution Summer Symposium “Diversity, equity, and inclusion in paleontology.” Cornell University.

- Núñez, A.-M.** (2020). *Using professional career experiences to strengthen career pathways into the geoscience workforce*. OSU 4th Annual Diversity in STEMM (Science, Technology, Engineering, Mathematics, and Medicine) Professions. Ohio State University.
- Nalamanka, P., **Núñez, A.-M.**, Ornelas, A., & Rudin, T. (2020). *Translating Intentionality to Strengthen STEM Education and Workforce Readiness in Hispanic-Serving Institutions: National Academies of Sciences, Engineering, and Medicine report on Minority-Serving Institutions' importance to the STEM workforce*. American Association of Hispanics in Higher Education (AAHHE) Annual Conference, Anaheim, CA.
- Núñez, A.-M.** (2020). *Challenges and opportunities for HSIs in developing STEM talent*. Hispanic Alliance for Graduate Education and the Professoriate (H-AGEP) Program, AGEP Annual Conference, University of Texas-El Paso.
- Núñez, A.-M.** (2020). *Partnering with HSIs for engineering equity*. Inclusive Excellence Lecture Series-Engineering Department, Ohio State University.
- Núñez, A.-M.** (2020). *Enacting "servingness": HSIs in the higher education ecosystem*. National Academies of Sciences, Engineering, and Medicine-University of Arizona Town Hall on Advancing STEM Equity at Minority Serving Institutions, Tucson, AZ.
- Burd, G., Moreno, F., Nalamanka, P., **Núñez, A.-M.**, Rhoades, G., & Rudin, T. (2020). *Measures Centered on Servingness for STEM Teaching, Learning, and Student Support*. National Academies of Sciences, Engineering, and Medicine - University of Arizona Town Hall on Advancing STEM Equity at Minority Serving Institutions, Tucson, AZ.
- Núñez, A.-M.** (2020). *Moving forward with the Lessons of the Minority Institution Infrastructure Program*. Invited Panelist, National Science Foundation (NSF) Minority-Serving Institution Directorate for Computer and Information Science and Engineering (CISE) Conference hosted with the American Society for Engineering Education (ASEE), Arlington, VA. ASEE generated report: <https://www.asee.org/documents/publications/reports/2020-MSI-CISE-Report.pdf>
- Núñez, A.-M.**, Potash, D., Urquidez, K., & Shamma, I. (2019). *Hispanic-Serving Institutions: What exactly should that mean?* Annual Meeting of the Hispanic Association of Colleges and Universities, Chicago, IL.
- Núñez, A.-M.** (2019). *Defining and Contextualizing HSIs: The Research Evidence Base*. NSF INCLUDES Workshop: Building CISE Research Capacity in Hispanic-Serving Institutions. Orlando, FL.
- Espinosa, L., Minor, J., **Núñez, A.-M.**, Milem, J., Flores, S., & Malcom, S. (2019). *Minority Serving Institutions: America's Underutilized Resource for Strengthening the STEM Workforce*. Annual Meeting of the American Educational Research Association, Toronto, CA.

- Capers, Q., Hernández, M., Johnson, J., & Núñez, A.-M. (2019). *A seat at the table: A dialogue on equity and inclusion in STEM*. The Ohio State University, Columbus, OH.
- Núñez, A.-M. (2019). *What does it mean for UC Berkeley to become Hispanic-Serving?* UC Berkeley Latinx Research Center - HSI Symposium. Berkeley, CA.
- Núñez, A.-M. (2019). *Advancing the conversation: Institutional leadership, intentionality, and student success*. Invited Panelist and Facilitator, National Academies of Sciences, Engineering, and Medicine Minority-Serving Institutions: A National Convocation Conference. Washington, DC.
- Jones, M.B., Núñez, A.-M., & Posselt, J. R. (2018). *It's all good: The reciprocity of diversity in STEM disciplines*. Panel presentation at the Annual Meeting of the American Geophysical Union, Washington, DC.
- Núñez, A.-M. (2018). *FIELD: Fieldwork inspiring expanded leadership and diversity*. Incorporated Research Institutions for Seismology (IRIS). Washington, DC.
- Callahan, R., & Núñez, A.-M. (2018). *Advancing successful secondary to postsecondary educational transitions for English Learner students*. Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and State Standards for English Learners Summer Conference, San Diego, CA.
- Núñez, A.-M. (2018). *Identifying and mitigating the unintended consequences of accountability*. National Association of Student Financial Aid Administrators (NASFAA) Leadership and Legislative Conference on “The Impact of Higher Education Accountability on Access,” Washington, DC.
- Núñez, A.-M. (2018). *Cultivating authentic engagement in global sciences communities*. Aspen Global Change Institute Workshop, “Being the ‘Change’ in Global Change Science: Promoting a Culture of Diversity, Equity, and Inclusion,” held at National Center for Atmospheric Research, Boulder, CO.
- Núñez, A.-M. (2018). *Fieldwork on fieldwork: Examining the Culture of Geosciences through Ethnography*. The Ohio State University College of Education and Human Ecology Research Methods Colloquium, Columbus, OH.
- Núñez, A.-M. (2018). *Mapping Power Dynamics of Inclusion and Exclusion in Fieldwork to Expand Diversity in Geosciences*, University of Texas – El Paso Geosciences Department, UTEP, El Paso, TX.
- Núñez, A.-M. (2018). *Expanding Diversity in Fieldwork*. The Ohio State University School of Earth Sciences, Columbus, OH.
- Núñez, A.-M. (2018). *Transitions to Higher Education: 8 Critical Domains for Success*. The Ohio State University STEAM Factory, Columbus, OH.

Núñez, A.-M. (2017). *What does it mean for UCs to be Hispanic-Serving?* Keynote speech, UC Hispanic-Serving Institutions (HSIs) Retreat: Beyond Access and Enrollment. University of California Office of the President, Riverside, CA.

Arzubiaga, A., Cruz, C., Gutiérrez, K., Rogoff, B., **Núñez, A.-M.**, Rosa, J., & Urrieta, L. (2017). *Questioning and Conceptualizing Equity through Latin@ Epistemologies*. Invited presidential session presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Smoothe, W., Stevens, M., **Núñez, A.-M.**, Tenney, A., & Tenney, L. (2017). *What does it mean to do intersectional work?* A panel presented at the Kirwan Institute, The Ohio State University, Columbus, OH.

Pagnac, D., Hubbard, M., Bowser, G., Brinkworth, C., Fong, P., **Núñez, A.-M.**, Posselt, J., Smythe, W., & White, L. (2017). *FIELD: Fieldwork Inspiring Expanded Leadership and Diversity*. Presentation for American Geophysical Institute, Leadership Strategies for Equity and Inclusion in the Geosciences Webinar Series.

Núñez, A.-M. (2017). *HSIs and the National Imperative to Address Equity in STEM*. National Science Foundation, Arlington, VA.

SCHOLARLY PRESENTATIONS (PEER-REVIEWED) during past 5 years

(*indicates work with current or former student)

Núñez, A.-M., Perez, E., Hug, S., & Thiry, H., (2024). *Building HSIs' Capacity to Raise Latinx Computing Attainment through Federal Policy Efforts*. Paper presented at the annual Association for Computing Machinery (ACM) Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT) Conference Atlanta, GA.

Thiry, H., Hug, S., Perez, E., & **Núñez, A.-M.** (2024). *Enacting and Sustaining Inclusive Culture and Values in Hispanic-Serving Institutions to Dismantle Racism in STEM Fields*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Gonzalez, A. L., Wagler, A., & **Núñez, A.-M.** (2024). *Networking Opportunities for HSIs to Develop Equitable and Effective Evaluation Approaches*. Workshop presented at the annual meeting of the Alliance for Hispanic Serving Institution Educators, Monterey, CA.

Núñez, A.-M., Gonzalez, A. L., & Cardella, M. E. (2024). *Leveraging investments in HSIs to humanize community building, continuous organizational improvement, and knowledge creation*. Paper presented at the annual meeting of the American Association of Higher Education, St. Louis, MO.

Núñez, A.-M., Thiry, H., Perez, E., & Hug, S. (2024). *Humanizing educación in computer science: Learning from HSIs*. Paper presented at the annual meeting of the American Association of Hispanics in Higher Education, St. Louis, MO.

Velasco, A. A., Weidner, J., Karplus, M., Bilek, S. L., Bolton Valencius, C., Brudzinski, M., Chandrasekhar, D., Ebel, J., Hobbs, T. E., Hurtado, J. M., Jaume, S. C., Jones, E., Kafka, A. L., Lin, Y. C., **Núñez, A.-M.,** Pankow, K. L., Peng, Z., Savvaidis, A., Vanacore E. A., Tien, I., & Alvillar, M. (2023). *Transforming Earthquake Science and Engineering Using Collective Impact: The Center for Collective Impact in Earthquake Science (C-CIES)*. American Geophysical Union Fall Meeting Abstracts.

Núñez, A.-M., Thiry, H., & Hug, S. (2023). *Learning from HSIs' Strategies to Cultivate Culturally Responsive Computing Education*. American Association of Colleges and Universities Transforming STEM Higher Education Annual Conference, Arlington, VA.

Thiry, H., Hug, S., **Núñez, A.-M.,** & Gates, A. Q. (2023). *Expanding and Scaling Research Opportunities for Computing Students at HSIs*. Annual Understanding Interventions Conference, Salt Lake City, UT.

Rivera, J., **Núñez, A.-M.,** & Covarrubias, I. (2023). *How institutional agents promote Latinx student development in STEM*. Paper presented at American Educational Research Association meeting, Chicago, IL.

Núñez, A.-M., Rivera, J., & Gonzalez, A. (2023). *Better together: Multi-institutional coalitions advancing Latinx postsecondary pathways at HSIs*. American Association of Hispanics in Higher Education Annual Conference, Las Vegas, NV.

Rivera, J., & **Núñez, A.-M.** (2023). *Structures that promote career pathways for Latinx students in STEM*. American Association of Hispanics in Higher Education Annual Conference, Las Vegas, NV.

Velasco, A. A., Karplus, M., Weidner, J., Bilek, S. L., Chandrasekhar, D., Ebel, J. Hobbs, T. E., Hurtado, J. M., Jaume, S. C., Kafka, A. L., Jones, E., **Núñez, A.-M.,** Pankow, K. L., Peng, Z., Savvaidis, A., Vanacore E. A., Valencius, C. B., & Brudzinski, M. (2022). *Center for Collective Impact in Earthquake Science (C-CIES): Building Inclusive Excellence, Diversity, Equity, and Community into Earthquake Science*. American Geophysical Union Fall Meeting Abstracts.

Hatch-Tocaimaza, D., **Núñez, A.-M.,** Kilgo, C. A., Taylor, L. D., Mitchell, T. D., Nelson Laird, T., & Crisp, C. (2022). *Envisioning Futures of Engagement: Epistemological Possibilities for What is Next in Engagement Practice*. Panel at annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.

- DuBow, W., Pérez Quiñones, M., Arnold, D., & Núñez, A.-M. (2022). *Who's In and Who's Out: The Complexities of the Latinx Community*. Presentation at annual meeting of the CMD-IT Richard Tapia Celebration of Diversity in Computing Conference. Washington, DC.
- Núñez, A.-M. (2022). *Examining organizational behavior of HSI computer science departments: Toward servingness and equity in the field*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rivera, J., Núñez, A.-M., & Covarrubias, I. (2022). *The Academic Department as a Site for Examining the Ethnic Identity Development of Latinx Students at HSIs*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Callahan, R. M., Jiang, L., & Núñez, A.-M. (2021). *EL Policy and Immigrant Politics: State and Federal Influence on Ever-Els' Postsecondary Pathways*. Presentation at the annual meeting of the University Council of Educational Administrators, Columbus, OH.
- Haschenburger, J. K., Gray, W., Godet, A., Suarez, M.B., Núñez, A.-M., Young, D. J., & Birnbaum, S. J. (2020). *The impact of multiple work authentic work experiences: Preliminary Insights*. Geological Society of America Annual Meeting (virtual meeting).
- Knight, D., Kim, S., & Núñez, A.-M. (2020). *Assessing Gender and Racial/Ethnic Parity in the Computing Fields: Evidence from the Integrated Postsecondary Education Data System*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Núñez, A.-M., *Rivera, J., & *Valdez, J. (2020). *Building capacity for talent development and research in HSIs*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Núñez, A.-M., *Hallmark, T., & *Rivera, J. (2020). *Identity development in science: The case of learning in geosciences fieldwork*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Núñez, A.-M., *Rivera, J., & *Valdez, J. (2020). *Building capacity in Hispanic-Serving Institutions to advance Latinx attainment in computing fields*. Presentation at the annual meeting of the American Association of Hispanics in Higher Education, Anaheim, CA.
- Duran, A., & Núñez, A.-M. (2020). *An intersectional analysis of food and housing insecurity for Latinx students*. Presentation at the annual meeting of the American Association of Hispanics in Higher Education, Anaheim, CA.
- Haschenburger, J. K., Gray, W., Godet, A., Suarez, M.B., Núñez, A.-M., Young, D. J., & Birnbaum, S. J. (2019). *Reimagining the program application process as a recruitment strategy for geoscience research and career opportunities*. Presentation at the American Geophysical Union Annual Meeting, San Francisco, CA.

- Turner, C., Stanley, C. A., **Núñez, A.-M.**, & Leung, A. (2019). *Reimagining inclusivity at the full professor rank*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Portland, OR.
- Núñez, A.-M.**, Posselt, J., *Hallmark, T., *Rivera, J., & Southern, D. (2019). *Disequilibrium and diversity: Learning in geosciences fieldwork*. Presentation at the American Educational Research Association Annual Meeting, Toronto, CA.
- Núñez, A.-M.**, Posselt, J., *Hallmark, T., *Rivera, J., & Southern, D. (2018). *Fieldwork as a rite of passage: Its implications for diversity in geosciences*. Presentation at the American Geophysical Union Annual Meeting, Washington, DC.
- Posselt, J., & **Núñez, A.-M.** (2018). *Mapping inclusion, exclusion, and professional socialization in scientific fieldwork*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Tampa, FL.
- Posselt, J. R., & **Núñez, A.-M.** (2018). *Sexism in the wild: Gender dynamics and women's belonging in geoscience fieldwork*. Paper presented at the annual Gender and STEM conference, University of Oregon, Eugene, OR.
- Callahan, R., & **Núñez, A.-M.** (2018). *School structures and the dynamics of power: Postsecondary opportunities for English Learner students*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Bowman, N., Mayhew, M., Hurtado, S., Inkelas, K., & **Núñez, A.-M.** (2018). *Disrupting hegemonic quantitative practice: Obscuring voices in analytic choices*. Session presented at the annual meeting of the American Educational Research Association, New York, NY.
- Gonzales, L., Estera, A., Finita, J., Hall, K., Kanhai, D., **Núñez, A.-M.**, Rhoades, G., Salazar, K., & *Sansone, V. (2017). *Critical approaches to organizational theories, research, and practice: An imperative for just higher education*. Session presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Espinosa, L., Chessman, H., Wayt, L., Barnhardt, C., Cabrera, N., Garces, L., Griffin, K., Jayakumar, U., & **Núñez, A.-M.** (2016). *Responding to Student Activism on College Campuses: Considering the Role of Research in Creating Inclusive Climates*. Session presented at the annual meeting of the Association for the Study of Higher Education, Columbus, OH.
- Pagnac, D., Hubbard, M., Bowser, G., Brinkworth, C., Fong, P., **Núñez, A.-M.**, Posselt, J., Smythe, W., & White, L. (2017). *What happens at camp cannot stay at camp: The FIELD Project, working toward greater accessibility and inclusion in geosciences*. Poster presented at the annual meeting of the Geological Society of America, Seattle, WA.

TEACHING ACTIVITIES

Graduate-level courses taught, OSU (all courses include masters and doctoral):

ESHESA 7520 Diversity in Higher Education

ESHESA 7562 Community Colleges and Broad Access Institutions in Higher Education

ESHESA 8895 Intersectionality in Higher Education

Graduate-level courses taught, UTSA:

HSA 5103 College Student Development (master's)

HSA 6123 Program Planning and Evaluation in Higher Education (master's)

EDU 5003 Introduction to Research Methods (master's)

EDU 7003 Survey of Research Methods: Introduction to Research Design (doctoral)

EDL 7243 Diversity, Access, and Equity in Higher Education

EDL 7333 Organizations and Systems in Higher Education (doctoral)

EDU 7773 Independent Study (topic: college access)

EDU 7773 Independent Study (topic: Latino college students and work)

EDL 7783 Using Intersectionality to Study Higher Education (doctoral)

DISSERTATION SERVICE AND STUDENT ADVISING

*Doctoral Chair (Ohio State University), Jessica Rivera, currently Postdoctoral Scholar, The University of Texas El Paso. Dissertation Title: *Rewriting the Code to Success: Examining the Experiences of Latinx Students in Computing in Hispanic-Serving Institutions.**

*Doctoral Chair (Ohio State University), Tyler Hallmark, currently Program Associate, Sloan Foundation. Dissertation Title: *A Longitudinal Analysis of Student Retention Using Neighborhoods as Socioeconomic Proxies.**

*Doctoral Chair (UTSA), Erin Doran, currently Assistant Professor, Iowa State University. Dissertation Title: *What's expected of us as we integrate reading and writing?: Constructing developmental education at a Hispanic-serving community college.* (Winner of 2016 Council for the Study of Community Colleges Dissertation of the Year award)*

*Doctoral Chair (UTSA), Vanessa Sansone, currently Assistant Professor, University of Texas at San Antonio. Dissertation Title: *Examining the association between financial aid factors and the persistence of Latina/o students at a Hispanic-Serving Institution: A discrete time-hazard model**

*Doctoral Chair (UTSA), Jennifer Tucker, currently Senior Research Analyst, USAA. Dissertation Title: *Pathways to graduation: Measuring multi-institutional time to degree by attendance patterns**

Doctoral Committee Member, Eric McChesney (OSU), Musbah Shaheen (OSU), Caleb Gonzalez (OSU), Jamie Paulsen (OSU), Rebecca Cepeda (OSU)

Doctoral Advisor (OSU) Igdalia Covarrubias, Hannah Reyes, Karleton Munn

Master's Advisor (OSU), Gustavo Molinar (graduate), Ahjah Johnson (graduate), Brittany Lynner (graduate), Akhila Vishnubhotla (graduate), Alex Carrington (graduate), Chris Jayaprasana (graduate), JuQuay Collyear (graduate)

Past Doctoral Committee Member, Graham Knight (OSU), Michael Leonard (OSU), Kai Zhao (OSU), Stephen Deaderick (OSU), Nicole Reyes (winner of 2016 ASHE Dissertation of the Year Award), Lisa Palacios, Alvin Curette, Paul Rodriguez, Emily Martinez-Vogt, Lisa Cauda, Susan Colorado, Elisa Hernández, Jacob Tingle, Cynthia Alcantar (UCLA, external), Andres Castro Samayoa (University of Pennsylvania, external)

Past Master's Advisor of Record to 80 students in UTSA Higher Education Administration Master's degree program

CONSULTING

- 2023-2024. Advisory Member, Strada Foundation Quality Coaching Advisory Group. (Project to develop framework to define and assess quality coaching in postsecondary education)
- 2023-present. Planning Committee Advisor and Member, First and Second Annual Hispanic-Serving Research Universities (HSRU) Alliance Conference: Increasing Representation of Hispanic Women in the Physical Sciences and Engineering Disciplines. University of California, Santa Cruz.
- 2022-present Advisory Board Member, Technical Review Panel, *American Council on Education (ACE) Carnegie Classifications*. (Project funded by Carnegie Foundation to advance new social and economic mobility classifications for postsecondary institutions)
- 2022-2024 Advisory Board Member, Research Triangle International (RTI). *Landscape Analysis and Tool Development of Hispanic Serving Institutions and NSF HSI Program Awards*. (NSF funded project, RTI)
- 2021-present Advisory Board Member, ALRISE (*Accelerate Latinx Representation in STEM Education*) (NSF-funded INCLUDES Alliance, Arizona State University)
- 2021-present Advisory Board Member, USC Pullias Center for Higher Education *Promoting At-Promise Student Success (PASS) project* (assessment of Thompson Scholars Learning Community at 3 University of Nebraska Campuses, supported in part by the Susan B. Thompson Buffett Foundation)
- 2020-2023 Integrative Group Member, SZ4D (Subduction Zone Hazards in 4 Dimensions) *Building Equity and Capacity in Geoscience (BECG) Integrative Group* (NSF-funded Research Coordination Network to study processes that underlie subduction zone hazards) <https://www.sz4d.org/education-outreach>
- 2020-2023 Advisory Board Member, *How Science Fieldwork Experiences Impact Undergraduate Students' STEM Academic and Career Decisions* (NSF funded project, University of Colorado)

- 2021-2022 Steering Committee Member, California Ocean Science Trust, *Bright Spots and Barriers: Taking Action for Diversity, Equity, and Inclusion in California's Ocean Sciences*
- 2020-2021 Advisory Board Member, American Council on Education and the USC Pullias Center for Higher Education Research Collaboration, *An Examination of the Transformative Role of Equity-Minded Leadership in Higher Education*

PROFESSIONAL SERVICE

NATIONAL

- 2023-present Elected Member at Large and Member of AERA Leadership Council, AERA
- 2023-present Invited Member, STEM Education Advisory Committee, NSF Directorate for STEM Education (EDU)
- 2020-present Invited Member, Advisory Board Subcommittee to Ensure a Diverse and Inclusive Polar Research Community, National Science Foundation Directorate for Geosciences/Office of Polar Programs
- 2017-2024 Associate Editor, Diversity Section, *Higher Education: Handbook of Theory and Research*
- 2021 Reviewer, W.T. Grant Foundation
- 2021 Reviewer, Sloan Foundation
- 2021 Reviewer, National Science Foundation, ADVANCE proposals
- 2020 Member, Advisory panel to U.S. Department of Education Institute for Education Sciences (IES) National Center for Educational Research (NCER) Technical Working Group Meeting on Increasing Diversity & Representation of IES-funded education researchers
- 2018-2021 Elected Member at Large, AERA Division J
- 2020 Reviewer, Spencer Foundation Lyle Spencer grant
- 2019-2022 Scholars Strategy Network. *Central Ohio Chapter Co-leader.*
<https://scholars.org/chapter/central-ohio>

- 2020 Reviewer, *National Academies of Sciences, Engineering, and Medicine Consensus Report: Promising Practices for Addressing the Underrepresentation of Women in Science, Engineering, and Medicine*
- 2017-2019 Editorial Board Member, *Journal of Higher Education*
- 2019 Co-author, White paper report for NSF INCLUDES Computer and Information Science and Engineering (CISE) Directorate: *Building CISE Research Capacity at Hispanic-Serving Institutions*.
- 2019 Reviewer, National Science Foundation proposal.
- 2018-2019 Member, Aspen Global Change Institute, 500 Women Scientists, and Earth Science Women's Network task force to create more inclusive scientific meetings and Co-Author of *Guide to Organizing Scientific Meetings: Where to Start*. Link: <https://500womenscientists.org/inclusive-scientific-meetings> (Covered in *Nature News*)
- 2017-2019 Member, National Academies of Sciences, Engineering, and Medicine (NASEM) Committee on *Closing the Equity Gap: Revitalizing STEM Education and Workforce Readiness in the Nation's Minority-Serving Institutions (MSIs)* and Co-Author of report entitled *Minority Serving Institutions: America's Underutilized Resource for Strengthening the STEM Workforce*. Worked with NASEM to disseminate press release and information to U.S. congressional staffers.
Link: <https://www.nap.edu/download/25257>
- 2016-2017 Associate Editor, *Journal of Higher Education*
- 2016-2019 Member, Association for the Study of Higher Education, Publications Committee
- 2012-2018 Elected Member, National Advisory Board of National Study for Student Engagement (NSSE)
- 2017 Reviewer, National Science Foundation National Center for Science and Engineering Statistics *Science and Engineering Indicators 2018* chapter, "Higher Education in Science and Engineering"
- 2016 Member, National Science Foundation Committee of Visitors (COV) to evaluate reviewing and award processes by a full portfolio of grant programs of Division of Human Resource Development (HRD)
- 2015-present Reviewer, National Science Foundation grant panel

- 2015-present Advisor, National Science Foundation Early CAREER award fellowship about the racial campus climate in STEM and other academic fields for students from diverse racial/ethnic groups – Sarah Ovink, Virginia Tech
- 2014-present Advisor, *Exitó* Latino Cancer Research Leadership Training program to increase participation and success of Latino students in graduate programs in cancer research, University of Texas at San Antonio Health Center (UTSHC)
- 2014-present Board Member, *Excelencia* in Education Hispanic-SERVING Institutions Center for Policy and Practice (HSI-CP²) Advisory Group
- 2015 Grant Panel Reviewer, W.T. Grant Foundation.
- 2013-2014 Program Chair, Association for the Study of Higher Education (ASHE) Annual Conference.
- 2014 Reviewer, Institute for Education Sciences Grants.
- 2013 Section Chair, Section 4 – Faculty, ASHE Annual Conference.
- 2012-2017 Editorial Board Member, *Journal of Diversity in Higher Education*.
- 2010-Present Editorial Board Member, *Review of Higher Education*.
- 2010-2013 Editorial Board Member, *Journal of College Student Development*.
- 2009-2015 Board of Reviewers, *Education and Urban Society*.
- 2012 Chair, ASHE mentor-protégé program.
- 2012 Co-chair, ASHE Public Policy Seminar.
- 2012 Member, ASHE Awards Committee.
- 2011-2012 Section Chair, Division J (Higher Education): Section 3 - Organization, Management, and Leadership section, American Educational Research Association (AERA) 2012 Conference.
- 2012-13 Workshop presenter, AERA Carlos Vallejo Memorial Fellowship Program, AERA annual conference.
- 2011 Panelist, “Latinas/os in Higher Education,” American Association of Hispanics in Higher Education (AAHHE) Faculty and Graduate Student Fellows Mentoring Session.

- 2009 Graduate Student Mentor, American Association for Hispanics in Higher Education (AAHHE) Annual Conference.
- 2007-2009 Co-editor, special issue. *Journal of Hispanics in Higher Education*.
- 2001-present Ad hoc and regular Discussant, Session Chair, and Reviewer for American Educational Research Association (AERA), Association for the Study of Higher Education (ASHE) Conferences, Association for Hispanics in Higher Education (AAHHE), and Hispanic Association of Colleges and Universities (HACU) Annual Conferences.
- 2002-present Ad hoc reviewer, *African Identities*, *AERA Open*, *American Educational Research Journal*, *American Journal of Education*, *ASHE Monograph Series Association of Mexican American Educators Journal*, *Community College Review*, *Comparative Education*, *Educational Policy*, *Equity and Excellence in Education*, *High School Journal*, *Innovative Higher Education*, *International Journal of Qualitative Studies in Education*, *Journal of Latinos and Education*, *Journal of Women and Minorities in Science and Engineering*, *The Journal of Higher Education*, *The Review of Higher Education*, *Sage OPEN*, *Science Advances*, *Trends in Ecology and Evolution*, *Urban Review*.

UNIVERSITY SERVICE (OSU)

- 2022 *Presenter and Facilitator*, “Expanding Scholarly Community through Research,” OSU College of Education and Human Ecology (EHE) Graduate Students of Color Association Diversity Lecture Series
- 2019-2022 *Elected Committee Member*, Educational Studies Department Promotion and Tenure Committee.
- 2020-2022 *Committee Member*, Educational Studies Department Anti-Racism in Education Certificate.
- 2019 *Search Committee Member*, Clinical Assistant Professor, Higher Education and Student Affairs.
- 2018 *Ohio Latino Education Summit* held at OSU, Meeting planner and facilitator (daylong statewide event held on November 9, 2018, OSU campus, to advance an agenda to address issues facing Latinos in the state of Ohio).
- 2017 *Fireside Discussion Leader*, The Ohio State University Multicultural Center, Strength-Unity-Respect (SUR) Student Group Speaker Series.
- 2016 *Search Committee Member*, Clinical Assistant Professor, Higher Education and Student Affairs.

SELECTED UNIVERSITY SERVICE (UTSA)

- 2011-2014 *Chair*, President's Distinguished Research Excellence Award Committee
2010-2013 *Member*, UTSA Tenure-Track Research Award (TRAC) and Collaborative
 Research Seed Grant Program (CRSGP) Research Grants Committee
2010-2011 *Member*, President's Distinguished Research Excellence Award Committee

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Association for the Study of Higher Education