TONIA GUIDA

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PROFESSIONAL EXPERIENCE

University of Texas at Austin
Assistant Professor of Instruction **2023-Present**
Assistant Dean for Diveristy, Equity, Accessibility, and Inclusion **2023-2024**
The College of Pharmacy

University of Texas at Austin **2022-Present**
Assistant Professor of Practice
Faculty Affiliate
Texas Center for Equity Promotion
The College of Education

The University of Texas at Austin **2020-2022**
Assistant Professor of Instruction
Diversity, Equity, & Inclusion Concentration
The College of Natural Sciences

ACADEMIC ADMINISTRATIVE ACCOMPLISHMENTS

Change Management: Led the College of Pharmacy through the challenging implementation of a new state anti-DEI law. Built consensus across different groups of faculty, staff, and students. Envisioned a path forward and refocused all DEI efforts within research and academic accreditation-related activities.

Successfully Secured $676,720 in Funding: Secured $676,720 in grants from national grant agencies, foundations, and university sources to support comprehensive Diversity, Equity, and Inclusion (DEI) initiatives college-wide. Collaborated on the writing of an NIH 5-year R25 training grant titled the LEADER Summer Undergraduate Research Program (LSURP) to increase the diversity of talent in the applicant pool for graduate programs in the environmental health and biomedical sciences both at the University of Texas at Austin (UT Austin) and our peer institutions where I serve as program co-director.

College-wide National Recognition for DEI Leadership: Recognized with the National Higher Education Diversity Award, one of only six Pharmacy Schools in the country to receive this prestigious accolade.

Individual National Recognition for DEI Leadership: Selected as one of five fellows from a pool of national applicants as an Academic Diversity Officer Fellow from the preeminent organization for diversity leaders in higher education, the National Association of Diversity Officers in Higher Education (NADOHE).

Strategic Planning Leadership: Spearheaded strategic plan revisions for the College of Pharmacy, introducing SMART indicators to enhance performance measurement and ensure alignment with the institution's goals.

Curriculum Development and Implementation: Developed and executed an effective DEI curriculum, facilitating learning experiences for over 250 students, faculty, and staff members to promote inclusivity and diversity awareness.

Highly Rated Instructor: Received outstanding ratings for the "Dialogue Across Difference" course at both the instructor level (4.71/5) and the overall course level (4.35/5), demonstrating excellence in delivering diversity and communication education.

DEI Communication Leadership: Responsible for creating all communication materials related to Diversity, Equity, and Inclusion (DEI) initiatives for the College of Pharmacy, ensuring clarity and consistency in messaging.

Effective Team Management: Skillfully managed a team comprising full-time staff, graduate student teaching assistants, and undergraduate assistants, ensuring smooth operations and successful execution of DEI programs.

Lead Equity Pathway Initiatives: Boosted pathway program applications by 50%, demonstrating effective strategic planning and outreach initiatives. Successfully submitted national grant funding through meticulous application processes, highlighting adept grant writing skills and project management capabilities. Cultivated strong partnerships with HBCUs and HSIs, enhancing diversity and inclusion initiatives while expanding outreach and collaboration opportunities.

TEACHING EXPERIENCE

Instructor, College of Education, UT-Austin
Intro to Qualitative Methods (Executive Ed.D. Program), Fall 2024, Fall 2025

Course Coordinator and Instructor, College of Pharmacy, UT-Austin
Dialogue Across Difference, Fall 2023, Spring 2024, Fall 2024, Fall 2025
Dialogue Across Difference (PhD students), Spring 2025
Foundations of Patient Centered Care, Fall 2023, Spring 2024, Fall 2024, Spring 2025, Fall 2025, Spring 2026

Co-Course Coordinator and Instructor, College of Pharmacy, UT-Austin
Foundations of Professional Development, Fall 2024, Spring 2025, Fall 2025, Spring 2026
Foundations of Interprofessional Collaboration for First-year Pharmacy, Fall 2024, Spring 2025
Foundations of Interprofessional Collaboration for Third-year Pharmacy, Fall 2023, Spring 2024, Fall 2024, Spring 2025

Instructor, College of Natural Sciences, UT-Austin
Equity in STEM, UGS Signature Course, Spring 2024, Spring 2025
Civil Discourse, Spring 2021, Fall 2021, Spring 2022
DEI Concentration Capstone Course, Spring 2021, Fall 2021, Spring 2022
Honors Seminar, Fall 2022

Instructor, Department of Education Studies, UCSD
American Higher Education and the Collegiate Experience, Summer 2020, Summer 2021

Instructor, Child and Adolescent Development, CSUN
Race, Ethnicity, Gender, Power, and Privilege, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022

Co-Instructor, Ronald E. McNair Scholars Program, UCLA
Navigating the Academy for Emerging Scholars, Winter 2017, Winter 2018
Intro to Research Methods, Spring 2017, Spring 2018
Academic Writing Intensive, Summer 2017, Summer 2018
Graduate Preparation Course, Summer 2019

Special Reader, Graduate School of Education & Information Studies, UCLA
Introduction to Qualitative Methods and Design Issues in Education Research, Fall 2018
Participant-Observation Field Methods, Winter 2019
Qualitative Data Reduction and Analysis, Spring 2019

Facilitator, Intergroup Dialogue, UCLA
Race, Education, and Immigration, Spring 2018

Facilitator, Brazil, J. William Fulbright English Teaching Fellowship, U.S. Department of State
Issues of Social Justice Seminar, 2016

Teaching Assistant, UT Austin
Beijing, China Study Abroad Trip**,** Social Entrepreneurship, Summer 2015
Freshmen Signature Course**,** Race in the Day and Age of Obama, Fall 2015
Cape Town, South Africa Study Abroad Trip**,** Urban Economic Development, Summer 2014

RELEVANT WORK EXPERIENCE

UCLA Center for the Advancement of Teaching **2019-2020**
Inclusive Teaching Fellow
Developed content and materials for workshop entitled “Interrupting Bias to Cultivate Inclusive Classrooms” and “Navigating Difficult Discussions” and an Inclusive Teaching Practices guide for

faculty. Train UCLA graduate students on Inclusive Teaching Practices through workshops at the annual TA Conference and throughout the school year.

UCLA Ronald E. McNair Scholars Program **2017-2018**
Graduate Mentor
Served as a graduate mentor for 14 junior McNair Scholars facilitating group and individual mentoring. Assisted students in developing their research proposal, literature review, and senior thesis.

SeekU **2017-2018**
Coach and Educator
Coached and guided 5 high school juniors through their college application process.

UT-Austin Ronald E. McNair Scholars Program **2013-2015**
Graduate Assistant
Coordinated and facilitated all McNair events including workshops about the graduate school application process and how to succeed as a graduate student. Designed and implemented a course for the graduate school application process. Assisted in program development.

The Level Playing Field Institute **July 2013**
Summer Math and Science Honors Academy
Residential Assistant
Supervised 50 high school students of color during an intensive math and science five-week summer residential program. Developed and facilitated workshops and activities for scholars with a social justice emphasis.

EDUCATION

University of California, Los Angeles (UCLA) **2020**
Ph.D. in Social Science and Comparative Education
Race and Ethnic Studies Concentration

Dissertation: White College Women, Race, and Place Matters: White Undergraduate Women's Perceptions and Experiences of whiteness at UCLA
Committee: Dr. Daniel Solórzano (chair), Dr. Tyrone Howard, Dr. Jessica Harris, Dr. Teresa McCarty

The University of Texas at Austin **2015**
M.Ed. Higher Education Leadership
Advisor: Dr. Victor Saenz

University of California, Los Angeles **2013**
B.A. Sociology and Education Studies Minor

CERTIFICATIONS

Mental Health First Aid **2023**
National Council for Mental Wellbeing
I have been trained to provide initial help to someone experiencing a mental health or substance use challenge.

Credential in Effective College Instruction
American Association of Colleges & Universities (AACU) **2022**
This certificate signifies my completion of a 25-module course in effective teaching practices requiring the implementation of evidence-based instructional approaches.

Certified Inclusive STEM Teaching Project Learning Community Facilitator **2022**
I am a trained facilitator for the national, NSF-funded Inclusive STEM teaching Project (ISTP) and participated in a 2-day, 6 hour training led by project leaders that advanced my skills in team-based facilitation, engaging a community of practice, multipartial facilitation, and addressing hot moments; all grounded in social justice and a 'do no harm' framework.

Dynamics of Diversity in the Workplace Certificate **2021**
The University of Texas at Austin

PUBLICATIONS (*refereed/peer-reviewed)

Journal Articles

Guida, T. & Ozias, M.(2024). *Picturing White Women on Campus: Risks & Possibilities of Photo Elicitation as Critical whiteness Method***.** *International Journal of Qualitative Studies in Education.**

Cabrera, N. L., Downey, R. J., **Guida, T. F**., Smith, L. L. (2022). W.A.A.C.K. C.S.P.: The tensions and overlaps between whiteness and Culturally Sustaining Pedagogies. *International Journal of Qualitative Studies in Education*. Special issue: *Why Whiteness? Why Now?* Retrieved from: https://doi.org/10.1080/09518398.2022.2025486*

Nishi, N., **Guida, T.,** Walker, D. (2021). Two Woke Beckys? A Fan Fiction Conversation Between Derek Bell's White Women. *Taboo: The Journal of Culture and Education*, 20 (1). Retrieved from https://digitalscholarship.unlv.edu/taboo/vol20/iss1/6*

Garcia-Louis, C., Saenz, V., **Guida, T.** (2020). How Community College Staff Inflict Pervasive Microaggressions: The Experiences of Latino Males attending Urban Community Colleges in Texas. *Urban Education.** https://doi.org/10.1177/0042085920963594

Miller, R. A., **Guida, T.**, Smith, S., Ferguson, S. K., Medina, E. (2018). A balancing act: Whose interests do bias response teams serve? *The Review of Higher Education 42*(1), 313-337, doi:10.1353/rhe.2018.0031.*

Sáenz, V. B., García-Louis, C., Drake, A. P., & **Guida, T.** (2018). Leveraging their family capital: How Latino males successfully navigate the community college. *Community College Review 46* (1), 40-61, doi:0091552117743567.*

Miller, R. A., **Guida, T.,** Smith, S., Ferguson, S. K., & Medina, E. (2017). Free speech tensions: Responding to bias on college and university campuses. *Journal of Student Affairs Research and Practice*, 27-39, doi:10.1080/19496591.2017.1363051*

Guida, T. (2014). Outreach programs and college choice: An examination of navigating the college decision-making process from the high school to college pipeline. *Aleph Journal: UCLA's official undergraduate research journal for the humanities and social sciences, 11,* 58-91.

Book Reviews

Guida, T. (2023). Book review: Cabrera, N. L. (2023). *White guys on campus: Racism, white immunity, and the myth of "post-racial" higher education*. *Interactions: UCLA Journal of Education and Information Studies.*

Guida, T. (2020). Book review: Yancy, G. (2018). *Backlash: What happens when we talk honestly about racism in America.* Rowman & Littlefield. *Interactions: UCLA Journal of Education and Information Studies.**

Book Chapters

Guida, T., Nishi, N., Corces-Zimmerman, C. (2025). Critical Qualitative Approaches to Examine Whiteness. In Pasque, P., Carducci, R., Gayles, J., Nicolazzo, Z., Samura, M., Salazar Perez, (Eds.), *Critical Qualitative Research & Social Justice: Key Concepts in Qualitative Methods.* Taylor & Francis.*

Guida, T. & Allen, E.M. (Forthcoming). Let's talk about race: Unveiling white hypocrisy via promoting white Spaces. In Stead, V. (Ed.), *Toward Abolishing White Supremacy in Higher Education: Equity in Higher Education: Theory, Policy, and Praxis.* Peter Lang Publishing.*

Corces-Zimmerman, C. & **Guida, T.F.** (2020). White Racial Ignorance. In Tevis, T. and Foste, Z. (Eds.), *Critical Whiteness Praxis in Higher Education & Student Affairs: Considerations for the Pursuit of Racial Justice on Campus.* Stylus Publishing.

Corces-Zimmerman, C. and **Guida, T.F.** (2019). Toward a critical whiteness methodology: Challenging whiteness through qualitative research. In Tight, M and Huisman, J. (Eds.), *Theory and Method in Higher Education Research*, 5, 91-109. Emerald Publishing Limited. doi:10.1108/S2056375220190000005007.*

Publications in Progress

Moses, M. & **Guida, T.** (Paper in progress). *Centering Visual Methods to Improve the Study of Race and Racism in Education Research**.***

Periodicals

Guida, T. & Johnson, M. (August 2024). Navigating DEI Backlash - Improving Diversity in the Pharmacy Workforce*. Currents in Pharmacy Teaching & Learning, PULSES.*

Miller, R., **Guida, T.**, Smith, S., Ferguson, S. K., Medina, E. (2019). Bias response teams: Fact vs. Fiction. *Inside Higher Ed.*

TV Features

Guida, T. (October 2022). Using the UT Landmark program to promote dialogue in the classroom**.** *Longhorn Network.*

INVITED GUEST LECTURES/TALKS

Guida, T, Imhoff, L. & Allen, J. (May 2025). Reimagining Pharmacy education for all: Strategies & Tools for a Sustainable Future. Invited talk for Annual Inclusive Excellence Institute, American Association of Colleges of Pharmacy (AACP).

Guida, T. (March 2025). Academic Diversity Officer Fellow Reflection. Invited talk for National Association of Diversity Officers in Higher Education (NADOHE) Conference. Chicago, Illinois.

Guida, T. (March 2024). Leading DEI Efforts. Invited talk for Annual South by Southwest Education (SXSWEDU) Conference. Austin, Texas.

Guida, T. & Imhoff, L. (January 2024). Leading EDI Professional Development at Your School of Pharmacy. Invited talk for Annual Equity, Diversity, and Inclusion Institute, American Association of Colleges of Pharmacy (AACP).

Guida, T. (August 2023). DEAI Pods. Invited talk for Class of 2027 New Student Orientation, College of Pharmacy, The University of Texas at Austin.

Guida, T. (June 2023). The Culture of STEM and Community Cultural Wealth. LEADER Program, College of Pharmacy, The University of Texas at Austin.

Guida, T. (July 2023). Diversity Statements in Higher Education. Invited talk for Science Communications Course, College of Pharmacy, The University of Texas at Austin.

Guida, T. (March 2023). Leveraging Technology for Teaching DEAI Topics. Invited talk for Education Technology Coalition Meeting, The University of Texas at Austin.

Guida, T. (April 2023). Diversity, Equity, and Inclusion in Higher Education. Invited talk for Student Ambassadors Organization, College of Pharmacy, The University of Texas at Austin.

Guida, T. (November 2022). Using Intergroup Dialogue's 4 stage developmental curriculum in the DEI Concentration**.** Inclusive teaching & Learning Symposium, Center for Teaching & Learning, The University of Texas at Austin.

Guida, T. (October 2022). Developing an Equity Ethic in STEM Undergraduates through the DEI Concentration. Presented at the Annual Conference for the Texas Association of College & University Personnel Administrators.

Guida, T. (October 2022). Conversations on Inclusive Teaching brought to you by the CNS Community of Practice on Inclusive Teaching. Teaching Discovery Days, College of Natural Sciences, The University of Texas at Austin.

Guida, T. (September 2022). Implicit Bias Workshop. Invited talk for American medical Student Association, The University of Texas at Austin.

Guida, T. (May 2022). Faculty Roundtable on Student as Partners Approach. Invited talk for the Students as Partners Colloquium in the Center for Teaching and Learning, The University of Texas at Austin.

Guida, T. (February 2022). Advancing Equity in the Classroom. Invited talk for the Biology Department Faculty seminar series, The University of Texas at Austin.

Guida, T. (April 2021). Diversity in Higher Education Panel*.* Invited Guest lecture in Dr. Jose Del Real's "Diversity in Higher Education" course, University of Illinois-Urbana Champaign.

Guida, T. (September 2020). Whiteness and racial identity development: White undergraduate women's experiences and perceptions of whiteness at UCLA*.* Invited Guest lecture in Dr. Krystle Cobian's "Theoretical Frameworks in Student Affairs" course, Seattle University.

Guida, T. (September 2020). Critical whiteness studies, power, and reflexivity: gendered whiteness and the lived environment for white undergraduate women at UCLA. Invited Guest lecture in Dr. Haro's "Qualitative Methods in Sociology" course, Pitzer College.

Guida, T. & Smith, S. (July 2019). *Civility, Activism, and Free Speech: Free Speech tensions: Responding to Bias on College Campuses.* Invited Guest lecture in Dr. Varaxy Yi Borromeo's & Dr. Jonathan Pryor's "Contemporary Issues in Higher Education" course, California State University, Fresno.

Guida, T. (February 2019). *Critical Whiteness as a Theoretical Framework in Higher Education Research.* Invited Guest lecture in Dr. Socorro Morales's "Theoretical Frameworks in Higher education" course, UT-San Antonio.

Miller, R.A., **Guida, T**., Smith, S. (October 2018). *Free speech tensions: Responding to bias on college campuses.* Webinar presented for the American College Personnel Association (ACPA) Commission for Administrative Leadership and the ACPA Commission for Social Justice Education.

Guida, T. (August 2018). *Critical Whiteness, Spatiality, and White women's Racial Ideologies at a Historically White Institution.* Invited Guest Lecture in Dr. Socorro Morales's "Administration of Urban Multicultural Institutions" Course, UT-San Antonio.

Guida, T. (August 2016). *The Four Systems of Higher Education in California* guest lecture presented at the Federal University of ABC in Higher Education and Public Policy course Santo Andre, Sao Paulo, Brazil*.*

Guida, T. (May 2016). *Minha experiência na USP* (My experiences at the University of Sao Paulo) Lecture presented at II Seminário de Internazionalização da FEUSP (Second Annual Seminar of Internationalization at the Faculty of Education at the University of São Paulo), São Paulo, Brazil.

Guida, T. (April 2016). *Racismo nas Universidades (Racism in Universities).* Guest Lecture presented at the Extension Campus of UNEMATE, Tapurah, Mato Grosso, Brazil.

SELECTED RESEARCH PRESENTATIONS (*refereed/peer-reviewed)

Poloyac, S., **Guida, T.,** Bond, R. (September 2024). AACP Sex-based Demographics 2010-2023: Emerging Female Faculty and Leaders. Presentation at the Word Congress International Pharmaceutical Federation (FIP). Cape Town, SA.*

Arif, S.; Allen, J., Freitas, E., **Guida, T.,** Edwards, A. (July 2024). Moving From Talk to Action: Strategies to Overcome Multi-Level DEIA Resistance in Pharmacy Education. Presentation at the American Associations of Colleges of Pharmacy (AACP) Annual Conference. Boston, MA.*

Guida, T., Lipscomb, J. (July 2024). Increasing Access, Measuring Impact: 5 years of a Pre-Pharmacy Pathway Program for Racially Minoritized Students*.* Mini-session presented at the American Associations of Colleges of Pharmacy (AACP) Annual Conference. Boston, MA.*

Freitag, M., Barajs, R., Imhoff, L. **& Guida, T.** (June 2024). Navigating Turbulent Waters: Charting a collaborative course amidst anti-DEI legislation. Poster to be presented at the National Conference on Race and Ethnicity (NCORE) Annual Conference. Honolulu, HI.*

Guida, T. (July 2023). *How DEI Legislation Impacts the Academic Pharmacy Community.* Roundtable presented at the American Associations of Colleges of Pharmacy (AACP) Annual Conference. Aurora, CO.*

Guida, T. & Ozias, M. (November 2022). *Picturing White Women on Campus: Risks & Possibilities of Photo Elicitation as Critical whiteness Method***.** Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference. Las Vegas, Nevada.*

Guida, T. (October 2022). Developing an Equity Ethic in STEM Undergraduates through the DEI Concentration. Presented at the Annual Conference for the Texas Association of College & University Personnel Administrators. Austin, Texas.*

Guida, T & Corces-Zimmerman**, C.** (April 2022). *White Racial Ignorance: white lies and inverted epistemologies.* Paper presented at the American Educational Research Association (AERA) Annual Conference. San Diego, California.*

Moses, M. & **Guida, T.** *Centering Visual Methods to Improve the Study of Race and Racism in Education Research**.*** Paper presented at the American Educational Research Association (AERA) Annual Conference. San Diego, California.*

Guida, T. (March 2022). *Equitable Teaching: A Student as Partners Approach to Course Design*. American Association of American Colleges & Universities Diversity, Equity and Student Support Annual Conference, New Orleans, Lousiana.

Moses, M. & **Guida, T.** *Enhancing Higher Education's Study of Race and Racism: The Case for Visual Methods**.*** Paper accepted to present at the Association for the Study of Higher Education (ASHE) Annual Conference. San Juan, Puerto Rico.*

Guida, T. (November 2020). *Examining Campus Ecology through Gendered Whiteness: White Undergraduate Women's Experiences with the UCLA Lived Environment.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference. Virtual Conference.*

Guida, T. (April 2020). *Keeping Whiteness Intact: How Undergraduate white Women Make Meaning of Whiteness at UCLA.* Paper was not presented at the American Educational Research Association (AERA) Annual Conference. San Francisco, California. http://tinyurl.com/wobbyta (Conference Cancelled)*

Guida, T. and Corces-Zimmerman, C. (November 2019). *Critical whiteness Methodology: Challenging whiteness through higher education research.* Paper presented at the Association for the Study of Higher Education Annual Conference. Portland, Oregon.*

Guida, T. & Ozias, M. (May 2019). *Picturing white women on campus: Photo elicitation as a critical whiteness method.* Paper presented at the Critical Race Studies In Education (CRSEA) Annual Conference. Los Angeles, California.*

Nishi, N. & **Guida, T.** (April 2019). *Two woke becky's? A fan fiction conversation between derek bell's white women.* Paper presented at the American Educational Research Association (AERA) Annual Conference. Toronto, Canada.*

Guida, T. (May 2017). *White women's experiences: Colorblind ideologies in higher education.* Paper presented at the Graduate School of Education and Information Studies Research and Inquiry annual conference. University of California, Los Angeles.*

Miller, R.A., Ferguson, S.K., Smith, S., and **Guida, T.,** (November 2016). *"We don't train faculty": Exploring faculty involvement with Bias Response Teams.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference. Colombus, Ohio.*

Miller, R.A., **Guida, T.,** Smith, S., and Ferguson, S.K. (November 2015). *Free speech tensions: Responding to bias on college campuses.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference. Denver, Colorado.*

Guida, T., Medina, E., Ferguson, S.K., Miller, R.A., and Smith, S. (April 2015). *Understanding best practices for bias response teams on college campuses.* Paper presented at the National Association for Student Affairs Professionals (NASPA) Annual Conference, New Orleans, Louisiana.*

Saenz, V., Garcia-Louis, C., **Guida, T.**, Drake, A. (March 2015). *Latino males navigating the community college environment and Family Obligations.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, Illinois.*

Miller, R.A., **Guida, T.,** Smith, S., Medina, E., and Ferguson, S.K. (November 2014). *Understanding the purposes and operations of bias response teams.* Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference. Washington D.C.*

RESEARCH EXPERIENCE

Critical whiteness Methodology, UCLA **2018-2020**
Applying a critical whiteness methodology to qualitative studies with white participants in higher education. PI: Tonia Guida and Chris Corces-Zimmerman

Center for Critical Race Studies in Education, UCLA **2017-2020**
Research Associate for Critical Race Theory in Education annual research briefs. PI: Dr. Daniel Solórzano

Fulbright Program, University of Sao Paulo **2016**
Designed and conducted a research study of 15 white undergraduate women at the University of São Paulo on their understandings of race and racism in Brazil in Portuguese. PI: Tonia Guida

Bias Response Team Study, UT Austin **2014-2017**
Conducted a qualitative investigation of bias incident response team administrators in 19 higher education institutions. PI: Dr. Ryan Miller

Project MALES, UT Austin **2014-2015**
Qualitative analysis of the experiences of Latino Males in Higher Education. In addition, specifically focused on data from one community college in the state of Texas to write an Institutional Site report for San Antonio Community College. PI: Dr. Victor Saenz

AWARDS

Academic Diversity officer Fellow (NADOHE)	**2024**
National Association of Chain Drug Stores ($15,000)	**2023**
Actions that Promote Community Transformation ($15,000)	**2022-2023**
Actions that Promote Community Transformation ($5,000)	**2021-2022**
Faculty Innovation Center Undergraduate Teaching Grant ($4,000)	**2020-2021**
NYU Steinhardt Faculty First Look Scholar	**2019-2020**
GSAE Travel Grant, UCLA	**2019-2020**
Dissertation Year Fellowship, UCLA ($20,000)	**2019-2020**
Wasserman Dean Fellowship Award, UCLA ($25,000)	**2018-2019**
SSCE Departmental Fellowship, UCLA ($17,000)	**2017-2018**
Graduate Summer Research Mentorship Fellowship, UCLA ($6,000)	**2017**
SSCE Departmental Fellowship, UCLA ($12,000)	**2016-2017**
University Fellowship, UCLA	**2017**
Fulbright English Teaching Fellow in Brazil, Dept. of State ($12,000)	**2016**
Wasserman Dean Fellowship Award, UCLA ($25,000)	**2015-2016**
Dr. Juan Gonzalez Social Justice Award, UT-Austin	**2015**
Division of Diversity and Community Engagement Award, UT-Austin	**2014**
International Educational Fee Scholarship, UT-Austin ($1,800)	**2014**
Graduate School McNair Fellowship Award, UT Austin ($20,000)	**2013-2014**
AERA Undergraduate Research Fellow	**2013**
Undergraduate Research Scholars Program, UCLA	**2012-2013**
Ronald E. McNair McNair Research Scholars Fellowship, UCLA	**2012**

SERVICE

Manuscript Reviewer, *Life Sciences Education*, 2024
Manuscript Reviewer, *Whiteness in Education*, 2023
Manuscript Reviewer, *International Journal of Qualitative Studies in Education*, 2023
Manuscript Reviewer, *Journal of the American College of Clinical Pharmacy*, 2023
Manuscript Reviewer, *Equity and Excellence in Education*, 2021
Manuscript Reviewer, *Journal of Diversity in Higher Education*, 2020, 2022, 2023
Manuscript Reviewer, *Journal of Research on Adolescence,* 2020
Graduate Student Review Board, *Journal of Student Affairs Research and Practice,* 2020-2023
Manuscript Reviewer, *Journal of Critical Scholarship in Higher Education,* 2019
Proposal Reviewer, American Education Research Association (AERA) Div. G and J, 2019, 2020
Proposal Reviewer, Association for the Study of Higher Education (ASHE), 2019, 2020
Event Coordinator, First Generation Graduate Student Council, 2018-2019
Proposal Reviewer, UCLA GSEIS Research & Inquiry Conference, 2017

EDITORIAL WORK

Advisory Board, *Journal of Critical Scholarship in Higher Education*	**2021-Present**
Associate Editor, *Journal of Critical Scholarship in Higher Education*	**2019-2020**
Associate Editor, *Center for Critical Race Studies in Education*	**2017-2020**
Editor, *Texas Education Review*	**2014-2015**

PROFESSIONAL AFFILIATIONS

Texas Women in Higher Education	**2021-Present**
American Society of Health System Pharmacists	**2022-Present**
National Association of Diversity Officers in Higher Education	**2022-Present**
American Associations of Colleges of Pharmacy	**2022-Present**
Critical Race Studies in Education (CRSEA)	**2018-Present**
The Center for Contemplative Mind in Higher Education (CMind)	**2018-2019**
The National Association of Student Personnel Administrators (NASPA)	**2014-2017**
The Association for the Study of Higher Education (ASHE)	**2012-Present**
The American Educational Research Association (AERA)	**2013-Present**

LANGUAGES

Italian-fluent
Spanish-conversational, reading, writing
Portuguese-conversational, reading, writing