

Elvira J. Abrica, Ph.D.

University of Nebraska-Lincoln
Department of Educational Administration
College of Education and Human Sciences
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Lincoln, NE 68588-0360
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Twitter: @ElviraAbrica

EDUCATION

- 2015 Ph.D., Higher Education and Organizational Change
Graduate School of Education and Information Studies
University of California, Los Angeles (UCLA)
Dissertation: “Thank God I’m Mexican”: A Physio-social Framework for
Understanding Cognitive Racial Reappraisal Strategies among Latinos in
Engineering
Dissertation committee: Patricia McDonough (Chair), Daniel Solórzano,
Christina Christie, Vilma Ortiz (Sociology)
- 2009 M.A., Higher Education and Organizational Change
Graduate School of Education and Information Studies
UCLA
- 2008 B.A., Chicana/o Studies (major), Education (minor)
César E. Chávez Department of Chicana and Chicano Studies
UCLA
Senior Thesis: Yo Soy El Army: Military Recruitment of Latino Youth
Cum Laude, Departmental Highest Honors, College Honors

EMPLOYMENT

- 2023-Present Acting Department Chair
Department of Educational Administration
College of Education and Human Sciences
University of Nebraska–Lincoln
- 2022-Present Associate Professor
Department of Educational Administration, College of Education
and Human Sciences
University of Nebraska–Lincoln
- 2016-2022 Assistant Professor
Department of Educational Administration, College of Education and
Human Sciences
University of Nebraska–Lincoln
Faculty Affiliate of:

- (1) Nebraska Center for Research on Children, Youth, Families, and Schools, December 2016-present
 - (2) Project MALES, Mentoring to Achieve Latino Educational Success, at the University of Texas at Austin, August 2016-present
- 2015-2016 Institutional Research Specialist
Office of Institutional Research
Riverside Community College District
Research Affiliate of:
(1) Project MALES, Mentoring to Achieve Latino Educational Success, at the University of Texas at Austin, August 2015-2016
- 2015-2016 Postdoctoral Research Fellow
Office of Assessment and Educational Effectiveness
California State University, Fullerton
- 2014-2015 Graduate Student Researcher
Office of Associate Dean for Academic Affairs
UCLA
- 2009-2015 Research Analyst
Student Affairs Information and Research Office
UCLA
- 2009 Research Assistant
Center for Juvenile Law and Policy
Loyola Law School, Los Angeles
- 2009 Graduate Research Assistant
National Center for Research on Evaluation, Standards, and Student Testing
UCLA

FELLOWSHIPS, HONORS, AND AWARDS

- 2022-2023 Research Fellow in Residence Office of Diversity and Inclusion (ODI)
University of Nebraska–Lincoln
- 2020 NAEd/Spencer Postdoctoral Fellowship Semifinalist
- 2019 NAEd/Spencer Postdoctoral Fellowship Semifinalist
- 2018 American Association for Hispanics in Higher Education (AAHHE) Faculty Fellow
- 2018 Council for the Advancement of Higher Education Programs Early Career Faculty Teaching Workshop (Competitive Admission) Selected Participant
- 2018 American Education Research Association Emerging Scholars Workshop (Competitive Admission) Selected Participant
- 2016 National Data Institute, National Center for Educational Statistics Research Fellow
- 2015 Graduate Student Fellow: Building Future Faculty Program, North Carolina State University
- 2014 UCLA Graduate Division Fellowship Award
- 2013 UCLA Graduate Division Fellowship Award

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| 2012 | UCLA Graduate Division Fellowship Award |
| 2011 | UCLA Graduate Division Fellowship Award |
| 2010 | UCLA Graduate Division Fellowship Award |
| 2009 | UCLA Graduate Division Fellowship Award |
| 2008 | UCLA Graduate Summer Research Mentorship Award |
| 2007 | UCLA Ronald E. McNair Scholar, Mentor: Dr. Daniel Solórzano |
| 2007 | UCLA Wasserman Academic Scholarship |
| 2006 | Outstanding Research Presentation Award, Summer Research Opportunities Program, University of Illinois, Urbana-Champaign, Mentor: Dr. James Anderson |
| 2006 | Undergraduate Research Fellowship, Summer Research Opportunities Program, University of Illinois, Urbana-Champaign |
| 2006 | UCLA William Ortega Scholarship for Academic Excellence |
| 2005 | UCLA Robert & Marion Wilson Scholarship |
| 2005 | Dean's Prize for Excellence in Undergraduate Research, UCLA Westwind Undergraduate Research Conference |

PUBLICATIONS

*Graduate student collaborator **Undergraduate student collaborator

Manuscripts Under Review or Revision Status

1. Abrica, E. and Oliver Andrew, R. (accepted, in print). The racial politics of diversity work. *Journal of Diversity in Higher Education (JDHE)*. accepted on 01/05/2024.
2. Abrica, Baxter, K., Chaddrick-Galloway, C., Swarat, S. (manuscript under revision). *Institutional Research for Racial Equity in Higher Education*. Journal of Higher Education (JHE).
3. Bondi, Combs, Holman & Abrica (manuscript in revision). Active approaches for equitable hiring for diversity. In S. Bondi, U. Tran-Parsons, V. Kanagala (Eds.) *Fostering Equity and Inclusion in Graduate and Professional Education: Key Strategies and Perspectives*. Routledge.
4. Abrica, E., Morales, A., and **Naveja, E. (manuscript in revision). Altruistic motivations among Latina community college students from rural Nebraska: Application of Wang's forward momentum framework for community college success. *Community College Review Journal*.
5. Abrica, E. Hatch-Tocaimaza, D., Corey-Rivas, S., Garcia, J., Dixit, A. (manuscript under review). A Community-Based, Culturally Engaging STEM Learning Environment and Its Impact on Students' Psychosocial Attributes at a Rural Hispanic Serving Institution (HSI). Submitted to *CBE—Life Sciences Education*.

Refereed Journal Articles

6. Abrica, E., (2022). Revisiting the Complexity of Racial Understandings and Subjective Experiences of Race Among Students of Color in STEM Higher Education: Toward a Racial

- Reappraisal Framework. *Journal of Women and Minorities in Science and Engineering (JWM)*.
7. Abrica, E., Lane, T. B., *Zobec, S., and *Collins, E. (2022). Sense of belonging and community building within a STEM intervention program: A focus on Latino male undergraduates' experiences. *Journal of Hispanic Higher Education*.
 8. McDonough, P. and Abrica, E. (2021). Towards an integrated application of Bourdieuan theory. In Rios-Aguilar, (Eds.). *Funds of Knowledge, Community Cultural Wealth, and the Forms of Capital: Strengths, Tensions, and Practical Considerations [Special issue]*. *Urban Education*.
 9. Abrica, E., Hatch-Tocaimaza, D., and Rios-Aguilar, C. (2021). On the impossibilities of advancing racial equity in higher education research through reliance on the campus climate heuristic. *Journal of Diversity in Higher Education (JDHE)*.
 10. Abrica, E. and *Dorsten, A. (2021). Latino Male community college students' perceptions of course-related interactions: A Critical Race Theory analysis. *Journal of Latinos and Education*.
 11. Abrica, E. and *Dorsten, A. (2020). How students think about race: Exploring racial conceptions and their implications for student success among Latino male community college students. In Doran (Ed.) (2020). *Emerging Issues for Latinx Students in Community Colleges [Special issue]*. *New Directions for Community College*.
 12. Abrica, E. (2019). Later-generation Mexican Americans and the development of a transformational impetus. *Association of Mexican American Educators (AMAE) Journal*.
 13. Abrica, E. and Hatch-Tocaimaza, D. (2019). Exploring the multidimensional nature of oppressive campus environments and the development of a transformational impetus. *The Review of Higher Education*.
 14. Abrica, E., Garcia-Louis, C., and *Gallaway, C. (2019). Antiracism in the Hispanic-serving community college (HSCC) context: Black male collegiate experiences through the lens of settler colonial logics. *Race, Ethnicity, and Education*.
 15. *Brown, J., *Padilla, M., and Abrica, E. (2019). Immigrant community college students' changing perspectives of the value of a four-year degree in Nebraska. *Community College Journal of Research and Practice*.
 16. Morales, A., Abrica, E. and Herrera, S. (2019). The mañana complex: A racial narrative of teachers' white innocence and racial disgust toward Mexican American children. *The Urban Review*.
 17. Abrica, E. and Hatch-Tocaimaza, D., **Abrica, B. (2019). Sueños de los flyover states: Narratives of Latino males attending community colleges within the Great Plains. *Community College Journal of Research and Practice*.
 18. Abrica, E. (2018). Institutional researcher reflexivity: How IR professionals can utilize researcher reflexivity in qualitative studies of community college students. *Community College Journal of Research and Practice*.

19. Abrica, E. (2018). How to measure student success? Toward consideration of student resilience as a metric of success in institutional accountability frameworks. *Community College Journal of Research and Practice* 42(7-8): 569-573. doi: 10.1080/10668926.2018.1429962
20. Abrica, E. and Rivas, M. (2017). Chicanas in IR: Data-driven advocacy for Latinx students from institutional research contexts in the community college. *Association of Mexican American Educators Journal* 11(2): 43-64. <http://dx.doi.org/10.24974/amae.11.2.349>
21. Abrica, E. and Martinez, E. (2016). Strategies for navigating financial challenges by race, gender, and immigrant generation: Implications for persistence of Latino male community college students. *Journal of Applied Research in the Community College* 23(2): 59-72.
22. Alicea, S., Suárez-Orozco, C., Singh, S., Darbes, T., and Abrica, E. (2016). Observing classroom engagement in community college: A systematic approach. *Educational Evaluation and Policy Analysis* 38(4): 757-782. doi: 10.3102/0162373716675726.

Refereed Book Chapters

23. Morales, A., Abrica, E., King, B., Thurston, L., Montelone, B. (2023). ““They need us to work together!”: Building university and community college transfer partnerships to increase culturally and linguistically diverse (CLD) student access and success. In *Social Justice Perspectives for English Language Learning Students*. Rowan and Littlefield.
24. McDonough, P., Abrica, E. (2023): (Re)Integrating Bordieuan Theory. In Milner, R., and Bennett, J. (Eds.) *The Bloomsbury Encyclopedia of Social Justice in Education*. Bloomsbury Publishing. London.

Manuscripts in Preparation

25. Abrica, E. Whose Culture has Wealth? Complicating Application of Yosso’s Community Cultural Wealth Model in the Study of Racially Minoritized Populations in Higher Education. In preparation for submission to: *Harvard Educational Review*.
26. Hatch-Tocaimaza, D., Abrica, E., and Rios-Aguilar, C. The Environment Is Not a Metaphor: Reconceptualizing Campus Climate for Pursuing Justice and Sustainability Jointly. In preparation for submission to: *Higher Education: Handbook of Theory and Research*. Vol 40
27. Abrica, E., Gonzalez, J., Lenz, L., Zimmer, T. Dismantling Flawed Campus Climate Assessments in American Higher Education. In preparation for submission to: *Teachers College Record*.
28. Abrica, E. The Structure of Racism: Campus Climate Assessment as an Articulation of White Supremacy. In preparation for submission to: *Race, Ethnicity, and Education*.

Rejected Manuscripts Not in Preparation for Resubmission

29. Abrica, E., *Gallaway, C., & Swarat, S., A Composite Narrative of Black Male Collegians’ Cross Racial Experiences within a Hispanic Serving Institution. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*.

Encyclopedia Entries

30. Saenz, V., Abrica, E., and *Moreno, A. (2020). Latinos in higher education. In Amey, M. J. and David, M.E. The SAGE Encyclopedia of Higher Education, 5v.
31. Abrica, E. and *Desai, P. (2020). Women in STEM. In Amey, M.J. and David, M.E. The SAGE Encyclopedia of Higher Education, 5v.

Technical Reports, Research, and Policy Briefs

32. Abrica, E., (2023). Implications and Future Research Directions from the 2021 Gallup NU System Climate Study. Report prepared for UNL Senior Leadership Team.
33. Abrica, E., Escayg, K.A., Obasi, S., (2020). Envision Nebraska: Redressing Structural Inequality in Higher Education. Report prepared for the University of Nebraska President Ted Carter and Chancellors.
34. Allen, T.O. and Abrica, E. (2018). Latinx Student Experiences at HBCUs. Research brief prepared for Minority Achievement, Creativity, and High-Ability Center (MACH-III) at Prairie View A&M University.
35. Abrica, E. (2018). How to Measure Student Success? Toward Consideration of Student Resilience as a Metric of Success in Institutional Accountability Frameworks. Research Brief prepared for Project M.A.L.E.S. at University of Texas at Austin.
36. Abrica, E. (2016). Factors Contributing to Academic Persistence Among Black and Latino Males. Research Report prepared for the Office of Institutional Research. Norco College.
37. Abrica, E. (2016). Men of Color: A Ground-up Approach to Understanding Factors Contributing to Academic Persistence. Action Research Report prepared for the Office of Assessment and Educational Effectiveness. California State University, Fullerton.
38. Abrica, E. (2015). Student Services Program Review Report. Research Report prepared for the Office of Institutional Research. Norco College.
39. Abrica, E. (2015). Men of Color: A Ground-up Approach to Understanding Factors Contributing to Academic Persistence. Action Research Report prepared for the California State University Office of the Chancellor.
40. Abrica, E. (2015). Experiences of Transgender Students at UCLA. Student Affairs Information and Research Office. UCLA.
41. Abrica, E. (2015). Undergraduate Research Partnership Initiative (URPI) Report: Adjustment of First-Year International Students at UCLA. Student Affairs Information and Research Office. UCLA.
<https://www.sairo.ucla.edu/Portals/107/Documents/Documents%20Temp/URPI%202013-14.pdf>.

42. Abrica, E. (2013). Undergraduate Research Partnership Initiative (URPI) Report: Experiences of LGBTQ Undergraduates at UCLA. Student Affairs Information and Research Office. UCLA.
<https://www.sairo.ucla.edu/Portals/107/Documents/Documents%20Temp/LGBQREPOR TFINAL1213.pdf>.
43. Abrica, E. (2012). Undergraduate Research Partnership Initiative (URPI) Report: Safety and Silence, Conversations about Race/Ethnicity among Students of Different Backgrounds. Student Affairs Information and Research Office. UCLA.
<https://www.sairo.ucla.edu/Portals/107/Documents/Documents%20Temp/URPI2011-12FINAL.pdf>.
44. Abrica, E. (2011). Transfer Student Transitions: A Report on Focus Group Findings. Student Affairs Information and Research Office. UCLA.
45. Abrica, E. (2010). Non-resident Admissions Focus group Report. Student Affairs Information and Research Office in Collaboration with the Office of Analysis of Information Management. UCLA.
46. Abrica, E. (2010). Undergraduate Research Partnership Initiative (URPI) Report: Exclusionary Spaces. Student Affairs Information and Research Office. UCLA.
<https://www.sairo.ucla.edu/Portals/107/Documents/Documents%20Temp/FINALSRPRE PORT0910.pdf>.

RESEARCH GRANTS

Submitted Grant Proposals Under Review

1. Amount Requested: \$2,510,000. (Co-PI). Mujeres Resisten! How Latina Students Resist Racial Inequities and White (Supremacist) Norms and Values to Cultivate Engineering Identities. National Science Foundation (NSF) I-USE Grant Program. Improving Undergraduate STEM Education: Racial Equity Program. Submitted: December 2023.
2. Amount Requested: \$350,000. (Lead PI). Rural school leadership and perceptions of equity. Spencer Large Foundation Grant.

Funded Grants

1. Awarded: March 2020. \$1,810,008. (Co-PI). Somos STEM: Integrated STEM Pathways Project at Hispanic Serving Institution. National Science Foundation (NSF) I-USE Grant Program. Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program). Submitted: September 2019.
2. Awarded: December 2019. \$10,000. (PI). Rural Latino/a/x Students Access and Success in Postsecondary Education. UNL Faculty Seed Grant Competition. University of Nebraska Research Council. Funding Period: 2020. Extended Award Period 2021. Submitted: October 2019.
3. Awarded: February 2017. \$10,000. (PI). Immigrant pathways in the Nebraska community college system: Toward a consideration of the Immigrant Serving Institution. Grants for Innovative

Research on Community Colleges, Center for the Study of Community Colleges, Los Angeles, CA. Funding Period: 2017-2019. Submitted: January 2017.

4. Awarded: May 2017. \$10,000. (PI). STEM pathways in the community college: An empirical examination of how community colleges broaden or restrict the STEM transfer function. UNL Layman Award. Funding Period: 2017-2018. Submitted: December 2016.

Grants in Preparation

1. Amount Requested: \$350,000. (Lead PI). Rural school leadership and perceptions of equity. Spencer Large Foundation Grant.
2. Amount Requested: \$1,500,000. (Co- PI). Racial minority status as an asset and promotive factor in STEM persistence: Specifying the relationships among racial stress, growth mindset and related psychosocial constructs. National Science Foundation (NSF) EHR Core Research (ECR). STEM Learning and Learning Environments, Broadening Participation, and Workforce Development. In Preparation.
3. Amount Requested: \$300,000. (Co-PI). Examining psychosocial factors that mediate student success in STEM and beyond: Specifying mechanism of impact in first-year community college seminars. National Science Foundation (NSF) I-USE Grant Program. (Resubmission). In Preparation.

Unfunded Grant Proposals

4. Amount Requested: \$ 4,789,592. (Co-PI). Racial Equity: LAFP - Latina/o/x Access for Faculty Pathways: Increasing Enhancing Latina/o/x Access to Engineering Faculty Pathways through Multi-Institutional, Culturally Responsive Learning Communities. National Science Foundation (NSF) DGE - Racial Equity in STEM Ed Grant Program. Submitted: January 2023.
5. Submitted: October 2021. 4,436,862. (Co-PI). Racial Equity: Lead Hispanic/Latino Engineering Success: Learning and Development Communities for Hispanic/Latino Engineering Graduate Student Success. National Science Foundation (NSF) DGE - Racial Equity in STEM Ed Grant Program.
6. Submitted: February 2021. \$692,389. (Co-PI). Developing a critical leadership community: promoting equity and opportunity in rural schools. U.S. Department of Education Institute of Education Sciences (IES) Grant.
7. Submitted: November 2020. \$70,000. (PI). Leveraging the democratic function of community colleges to support immigrant incorporation in areas of new settlement: Immigrant Serving Institutions in the Great Plains. Spencer Post-doctoral Research Fellowship.
8. Submitted: November 2019. \$70,000. (PI). Leveraging the democratic function of community colleges to support immigrant incorporation in areas of new settlement: Immigrant Serving Institutions in the Great Plains. Spencer Post-doctoral Research Fellowship.

9. Submitted: August 2019. \$500,000. (Co-PI). Community resiliency, workforce development, and transitions to adulthood in meat packing communities. Agriculture and Food Research Initiative Competitive Grants Program. United States Department of Agriculture (USDA).
10. Submitted: November 2018. \$70,000. (PI). Leveraging the democratic function of community colleges to support immigrant incorporation in areas of new settlement: Immigrant Receiving Institutions in the Great Plains. Spencer Post-doctoral Research Fellowship. Funding Period 2019-2020.
11. Submitted: December 2018. \$300,000. (Co-PI). Examining psychosocial factors that mediate student success in STEM and beyond: Specifying mechanism of impact in first-year community college seminars. National Science Foundation (NSF) I-USE Grant Program.
12. Submitted: December 2018. \$15,000. (Co-PI). Informing and investigating the growth and experiences of Latinx college students in the Midwest. Think-Act Tank Grant. National Center for Institutional Diversity. University of Michigan.
13. Submitted: August 2017. \$50,000. (PI). An in-depth qualitative investigation of post-secondary pathways of children of immigrants: Community colleges as sites of immigrant reception. Russel Sage Foundation.
14. Submitted: August 2017. \$300,464. (Co-PI). Global learning through education abroad: Assessing faculty-led courses abroad. U.S. Department of Education.

PRESENTATIONS

Refereed Scholarly Presentations

1. Abrica, E., Gonzalez, J., Lenz, L., Zimmer, T. (2024, April). Dismantling Flawed Campus Climate Assessments in American Higher Education. Paper presentation at annual meeting of American Education Research Association (AERA). Philadelphia, PA.
2. Abrica, E. (2024, April). The Structure of Racism: Campus Climate Assessment as an Articulation of White Supremacy. Paper presentation at annual meeting of American Education Research Association (AERA). Philadelphia, PA.
3. Abrica, E., Hatch-Tocaimaza, D. K., Corey-Rivas, S., & Garcia, J. (2023, November). Beyond interventions: Community-based, culturally engaging STEM learning environments and their impact on students' psychosocial attributes. Paper presented at the 2023 Conference of the Association for the Study of Higher Education (ASHE), Minneapolis, MN.
4. Abrica, E. (2021, April) The community college as a racialized bureaucracy. Paper Presentation at Council for the Study of Community Colleges Conference. Virtual conference.
5. James-Gallaway, C., Abrica, E., Swarat, S. (2021, April) Anti-Blackness within a Four-Year Hispanic Serving Institutional Context: How Black Male Narratives Trouble “Cross-Racial

- Interactions. Paper presentation at annual meeting of American Education Research Association (AERA). Virtual conference.
6. *Padilla, M, *Yañez, J., Abrica, E. (2021, April) Cosechando Esperanza: Rural Latino/a/x Students Access and Success in Postsecondary Education. Paper presentation at annual meeting of the American Association of Hispanics in Higher Education (AAHHE). Virtual conference.
 7. Abrica, E. (2019, November). Students as theorists: Revisiting seminal debates on the stratifying nature of community colleges by centering students' narratives and beliefs about upward mobility. Paper presentation at annual meeting of Association for the Study of Higher Education (ASHE). Portland, Oregon.
 8. Abrica, E. & Hatch-Tocaimaza, D. (2019, November). Exploring students' agentic and multidimensional perceptions of oppressive campus environments: The development of a transformational impetus. Paper presentation at annual meeting of Association for the Study of Higher Education (ASHE). Portland, Oregon.
 9. Abrica, E., Morales, A., and **Naveja, E. (2019, April). "A passion for helping people": How Latina community college students' altruistic motivations contribute to forward momentum. Paper presentation at annual meeting of American Education Research Association (AERA), Toronto, CA.
 10. Abrica, E., Hatch-Tocaimaza, D., and Rios-Aguilar, C. (2019, April). On the impossibilities of advancing racial equity in higher education research through reliance on the campus climate heuristic. Paper presentation at annual meeting of American Education Research Association (AERA). Toronto, CA.
 11. Abrica, E., Xiong, S., and Yao, C. (2019, April). "We always look happy": Racial meaning-making among AAPI women in community colleges. Paper presentation at annual meeting of American Education Research Association (AERA). Toronto, CA.
 12. Abrica, E., and *Oates, E. (2019, April). Exploring contexts of labor exploitation for Latino community college students: On the impossibilities of usurping economic disenfranchisement within America's "open-door" college. Paper Presentation at Council for the Study of Community Colleges Conference. San Diego, California.
 13. Abrica, E., and *Diel, R. (2019, April). Latino male community college students' engagement with student services. Paper Presentation at Council for the Study of Community Colleges Conference. San Diego, California.
 14. *Briscoe, K., and Abrica, E. (2019, March). Exploring Latino engineering students' ethnic identity. Research Paper Presentation at American College Personnel Association Meeting. Boston, Massachusetts.
 15. *Zobec, S., and Abrica, E. (2019, March). Latino male engineering student experiences in minority retention programs. Convention Program Presentation at American College Personnel Association Meeting. Boston, Massachusetts.

16. Abrica, E. and Garcia, C. (2018, November). “‘We’re Diversity!’... You lying!”: An undergraduate-led study of conversations across racial difference. Paper presentation at annual meeting of Association for the Study of Higher Education (ASHE). Tampa, Florida.
17. Abrica, E. and *Tuliao, M. (2018, April). Experiences of Asian American immigrants in Nebraska Community Colleges. Paper Presentation Proposal at Council for the Study of Community Colleges Conference.
18. Abrica, E., Hatch-Tocaimaza, D., and *Fullerton, A. (2018, April). Latino male immigrants in Nebraska community colleges: A narrative inquiry. Paper Presentation Proposal at Council for the Study of Community Colleges Conference.
19. Abrica, E., Acevedo-Gil, N., Rodriguez, S. (2018, March) Persistence and identity-development of Latina/o/x STEM students in two-year and four-year colleges. Symposium presentation at annual meeting of the American Association of Hispanics in Higher Education (AAHHE). Costa Mesa, California.
20. Abrica, E. (2017, November). Capital and wealth frameworks in Latino persistence: How students’ theorizing and resistance epistemologies can inform capital frameworks in education. Presentation at annual meeting of Association for the Study of Higher Education (ASHE). Houston, Texas.
21. Abrica, E. (2017, November). Latino males and the community college: Understanding the diversity of experiences, challenges and successes. Presentation at annual meeting of Association for the Study of Higher Education (ASHE). Houston, Texas.
22. Abrica, E. (2017, June). Transfer and vocational pathways in the community college: Future implications for equity and inclusion. Paper Presentation at Creating Inclusion and Diversity in Higher Education: International Higher Education Teaching and Learning Conference (HETL). University of West Scotland. Paisley, Scotland.
23. Abrica, E. (2017, June). Conceptualizing the post-racial contract: A new theoretical framework for considering equity and inclusion in higher education. Paper Presentation at Creating Inclusion and Diversity in Higher Education: International Higher Education Teaching and Learning Conference (HETL). University of West Scotland. Paisley, Scotland.
24. Abrica, E. (2017, April). Latino male community college student persistence: Qualitative study findings and reflections from the field. Paper Presentation at Council for the Study of Community Colleges Conference. Fort Worth, Texas.
25. Abrica, E. (2017, April). Review and measures of institutional effectiveness and accountability for “cooling out.” Paper Presentation at Council for the Study of Community Colleges Conference. Fort Worth, Texas.
26. Abrica, E. and Morales, A. (2017, March). Conceptualizing Latino experiences and outcomes in post-secondary institutions: Deficiencies, assets, and a post-racial contract. Paper Presentation at Childhoods in Motion: Children, Youth, Migration, and Education Conference. Los Angeles, CA.

27. Abrica, E. (2015, November). Constructing race in STEM: An exploration of ontological assumptions about race in higher education discourse. Presentation at annual meeting of Association for the Study of Higher Education (ASHE). Denver, CO.
28. Abrica, E. (2014, April). Family interdependence and STEM success: The role of immigrant generation. Presentation at annual meeting of American Education Research Association (AERA). Philadelphia, PA.
29. Abrica, E., and Teel, T. (2014, April). LGB aside and focusing on the T: A look at Transgender college students' experiences and perceptions of their learning environment. Presentation at annual meeting of American Education Research Association (AERA). Philadelphia, PA.
30. Abrica, E., Garnett, T., and McKinney, K., (2014, March). Training staff for assessment in student affairs: Overview and lessons learned. Presentation at American College Personnel Association (ACPA) Convention. Indianapolis, IN.
31. Abrica, E., Paulson, L., Teel, T., Htut-Rosales, A., and McKinney, K. (2014, March). Change begins with staff: Reflections on intergroup dialogue facilitator training. Presentation at American College Personnel Association (ACPA) Convention. Indiana, IN.
32. Abrica, E. and Yeung, F. (2011, May). Major choice and immigrant generation: Analysis and implications for social mobility. Presentation at annual meeting of American Education Research Association (AERA). New Orleans, LA.
33. Abrica, E. (2011, May). The Chicana and Chicano pipeline revisited ten years later: A Critical Race quantitative analysis of contemporary intersections. Presentation at annual meeting of American Education Research Association (AERA). New Orleans, LA.
34. Abrica, E. (2011, May). High school to military transitions: Critical analysis of militarization in shaping post-secondary opportunities. Presentation at annual meeting of American Education Research Association (AERA). New Orleans, LA.
35. Abrica, E. (2010, November). Co-ethnic support and the development of a transformational impetus: Later-generation Mexican Americans in college. Presentation at annual meeting of Association for the Study of Higher Education (ASHE). Indianapolis, IN.
36. Alvarez, C., Gonzalez-Cardenas, E., Lara, E., and Abrica, E. (2010, May). Querer es poder: Using CRT to document Chicana/o educational experiences. Presentation at annual meeting of American Education Research Association (AERA). Denver, CO.
37. Abrica, E. (2010, May). The development of a transformational impetus. Presentation at annual meeting of American Education Research Association (AERA). Denver, CO.
38. Abrica, E. (2010, May). Junior Reserve Officer Training Corps. (JROTC) and the post-secondary decision-making process. Presentation at annual meeting of Critical Race Studies in Education Association (CRSEA). Salt Lake City, UT.
39. Barrera, D., Abrica, E., Alvarez, C., Arellano, L., and Cuellar, M. (2009, November). Access and success for America's emerging majority: The individual, organizational, and

- institutional contexts of Latina/os in higher education. Presentation at annual meeting of Association for the Study of Higher Education (ASHE). Vancouver, BC.
40. Abrica, E. (2009, November) Latino College Experiences: Transformational Impetus. Paper presentation at annual meeting of Association for the Study of Higher Education (ASHE). Vancouver, BC.
41. Jain, D., Buenavista, T., Amah, I., Solórzano, D. and Abrica, E. (2008, March). The race to higher education: Critical Race Theory, access, and retention. Paper presentation at annual meeting of American Education Research Association (AERA). New York, NY.

SERVICE

National Service

Editorial board member:

Journal of Hispanic Higher Education (2020-2022)
New Directions for Institutional Research (December 2017-2021)
The Journal Committed to Social Change on Race and Ethnicity (September 2016-present)
Community College Journal of Research and Practice (2019-2021)

Ad Hoc Reviewer:

Association of Mexican American Educators
Community College Journal of Research and Practice
Community College Review
Journal of Higher Education
Journal of Latinos and Education
Teaching Education
Urban Education
Urban Review

Professional Association Service

Association for the Study of Higher Education (ASHE)

1. Proposal reviewer (annually)
2. Conference session chair (occasionally)
3. Conference session discussant (occasionally)

ASHE Council for Ethnic Participation (ASHE Pre-Conference)

4. Mentor-Protégé Program Participant, 2016-present
5. Mentor-Protégé Program Faculty Mentor, 2017
6. Mentor-Protégé Program Chair of Social Media Sub-committee, 2017

American Educational Research Association (AREA)

7. Division J Poster Award selection committee, 2019
8. Hispanic Research Issues Special Interest Group Nominations Committee Co-Chair, (2019-2020)
9. Proposal reviewer (annually)
10. Conference session chair (occasionally)
11. Conference session discussant (occasionally)

Council for the Study of Community Colleges (CSCC)

12. Board Member-at-Large (2021-present)

13. Conference Planning Committee (2019-2020)
14. Dissertation of the Year Committee (2018)
15. Proposal reviewer (annually)
16. Conference session chair (occasionally)
17. Conference session discussant (occasionally)

College and University Service

University of Nebraska

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| Fall 2022-Present | Research Fellow- Office of Diversity and Inclusion |
| Fall 2022-Present | College of Education and Human Sciences (CEHS) Research Committee |
| Spring 2021-2022 | UNL 5-YR Strategy: Culture, D&I Strategy & Envision Consultation |
| Spring 2021-2022 | Chancellor’s Commission for the Status of People of Color |
| Fall 2020 | CEHS Dean’s Committee on Inclusive Excellence |
| Fall 2020 | “Addressing structural inequality” in Nebraska Advisory Role to Dr. Susan Fritz and President Ted Carter |
| Fall 2019-2021 | CEHS Technology Committee |
| 2017-present | Faculty advisor for UNL Latina/o/x Graduate Student Association (LGSA) |
| Summer 2018 | Faculty mentor to Yi Xuen Tay, UNL Undergraduate Creative Activities & Research Experiences (UCARE) |
| 2017-2018 | Faculty mentor to Rebecca Brooks, UNL Undergraduate Creative Activities & Research Experiences (UCARE) |
| Summer 2018 | Faculty mentor to Fatima Barragan, UNL Undergraduate Creative Activities & Research Experiences (UCARE) |
| 2017-2019 | Faculty advisor for UNL Counseling and Psychological Services (CAPS) Latina Support Group |

Norco College

| | |
|-----------|-----------------------------------|
| 2015-2016 | Member, Student Equity Workgroup |
| 2015-2016 | Member, Legacy (Equity) Committee |
| 2015-2016 | Member, Student Success Committee |

Departmental Service (at UNL)

- EDAD Faculty Search Committee, Chair (2023-2024)
- EDAD Program Coordinator (2022-2023)
- EDAD Faculty Search Committee, Chair (2022-2023)
- EDAD P&T Annual Evaluation Peer Review Ad Hoc Committee, Member (2022)
- EDAD Faculty Search Committee (October 2019-Spring 2020) ELHE Assistant Professor Position
- EDAD Faculty Search Committee (September 2019-October 2019) P-12 Associate Professor Position

- ELHE Faculty Handbook Committee (September 2018-present)
- ELHE Sybouts Research Seminar Planning Committee (September 2018-2019)
- ELHE Doctoral Admissions Ad-hoc Committee (January 2017-present)
- ELHE Awards Committee (March 2018-present)
- ELHE Graduate Assistantship Ad-hoc Committee (February 2017-present)
- ELHE Doctoral Admissions Workshop (Fall 2017)

Consultancies

| | |
|-----------|--|
| 2018 | External Consultant, Latino Community College Mentoring Program, Alliance Charter Programs (Non-Profit), Los Angeles, California |
| 2016-2017 | External Consultant, Norco College Men of Color Intervention Program, Norco College, Norco, California |

TEACHING

Graduate Level

At the University of Nebraska-Lincoln

EDAD 929, Organizational Theory and Change
- Spring 2024

EDAD 830, Administrative Theory in Educational Organizations
- Fall 2023

EDAD 920, Diversity and Equity in Educational Organizations
- Fall 2023

EDAD 966, COVID-19 Impacts on P20 Education
- Summer 2023 2nd 5-week session

EDAD 890, Critical Perspectives of Immigration and P20 Education
- Summer 2023 1st 5-week session

EDAD 929, Organizational Theory and Change
- Spring 2023

EDAD 830, Administrative Theory in Educational Organizations
- Fall 2022

EDAD 920, Diversity and Equity in Educational Organizations
- Fall 2022

EDAD 995 Doctoral Seminar: Working with Longitudinal and Large-Scale Qualitative Data
- Summer 2022 2nd 5-week session

EDAD 966 Seminar in Educational Administration: Education, Policing, and Law Enforcement
- Summer 2022 1st 5-week session

- EDAD 920 Diversity and Equity in Educational Organizations
- Fall 2021
- EDAD 981, Doctoral Seminar: Intermediate Quantitative Methods (online/distance)
- Fall 2021
- EDAD 890, Critical Perspectives of Immigration & Immigrants in Higher Education
- Summer 2021 2nd 5-week session
- EDAD 890, Critical Perspectives of Immigration and P20 Education
- Summer 2021 1st 5-week session
- EDAD 929 Organizational Theory and Change (online)
- Spring 2021
- EDAD 842 Master's Seminar: College Students in America (online)
- Spring 2021
- EDAD 981, Doctoral Seminar: Intermediate Quantitative Methods
- Fall 2020
- EDAD 842, Master's Seminar: College Students in America (in person)
- Fall 2019
- EDAD 981, Doctoral Seminar: Intermediate Quantitative Methods
- Spring 2019
- EDAD 981, Doctoral Seminar: Intermediate Quantitative Methods (online/distance)
- Ongoing (Fall and Spring), Spring 2017
- EDAD 934, Teaching and Learning in Community Colleges (online/distance)
- Ongoing (Spring) Spring 2018
- EDAD 995, Qualitative Seminar: Data Analysis, Interpretation, and Reporting in Qualitative
Research (hybrid-in person/distance)
- Summer 2019, Summer 2018, Fall 2016
- EDAD 890, Immigration and Higher Education (online/distance)
- Summer 2018, Summer 2020
- EDAD 890, Latina/o/x Success in Higher Education (online/distance)
- Summer 2019
- EDAD 920, Equity and Diversity in Educational Organizations (online/distance)
- Ongoing Fall, Fall 2018
- EDAD 981 Independent Study (hybrid & in-person)
- Ongoing all terms

At the University of California, Los Angeles (UCLA)

EDUC 88, College Access (co-taught with Dr. Patricia McDonough)
- Fall 2015

Professional Practicum, Conducting Assessment in Student Affairs Practicum (co-taught with Dr. Kristen McKinney)
- Fall 2012
- Fall 2011

Undergraduate Level

At the University of California, Los Angeles (UCLA)

Student Affairs Undergraduate Partnership

SRP 99, Honors Curriculum (co-taught with Dr. Kristen McKinney)
- Fall 2009-Spring 2015

SRP 199, Honors Curriculum (co-taught with Dr. Kristen McKinney)
- Fall 2009-Spring 2015

Academic Advancement Program

Graduate Preparation Course

- Non-credit summer seminar, Summer 2009

Undergraduate Student Initiated Education

CS 88 Yo Soy El Army: Chicanos, Education, and the U. S. Military
- Spring 2008

ADVISING

Doctoral Advising

Doctoral Advisor

| | |
|------------------------|-----------------|
| 1. Elizabeth Collins | Ph.D. |
| 2. Katherine Bard | EdD ELHE |
| 3. Jubin Kwon | EdD ELHE |
| 4. Clara Fowler | EdD Higher Educ |
| 5. Eric Jones | EdD Higher Educ |
| 6. Luis Olivas-Herrera | EdD Higher Educ |
| 7. Jonathan Acosta | PhD ELHE |
| 8. Abel Covarrubias | PhD ELHE |
| 9. Alan Galvez | PhD ELHE |
| 10. Ruth Oliver Andrew | PhD ELHE |
| 11. Shirleena Terrell | PhD ELHE |

Doctoral Advisory Committees-Chair

| | |
|----------------------|----------|
| 1. Elizabeth Collins | PhD |
| 2. Justin Brown | PhD ELHE |
| 3. Leslie Prideaux | EdD ELHE |
| 4. Pankaj Desai | PhD ELHE |
| 5. Jubin Kwan | EdD ELHE |

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| 6. Moises Padilla | PhD ELHE |
| 7. Katherine Bard | EdD ELHE |
| 8. Ruth Oliver | PhD ELHE |
| 9. Jemalyn Griffin | PhD ELHE |
| 10. Jonathan Acosta | PhD ELHE |
| 11. Alan Galvez | PhD ELHE |

Doctoral Advisory Committees-Member

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|------------------------|---|
| 1. Erika Hill | PhD ELHE Advisor: Deryl Hatch-Tocaimaza |
| 2. Kasey Edwardson | PhD ELHE Advisor: Deryl Hatch-Tocaimaza |
| 3. Amanda Dorsten | PhD ELHE Advisor: Brent Cejda |
| 4. Maggie Jobs | PhD ELHE Advisor: Brent Cejda |
| 5. Matthew Knight | PhD ELHE Advisor: Brent Cejda |
| 6. Danny Riche | PhD ELHE Advisor: Brent Cejda |
| 7. Trina Laufenberg | EdD TLTE Advisor: Edmund Hamman |
| 8. Evangela Oates | PhD ELHE Advisor: Deryl Hatch-Tocaimaza |
| 9. Ben Heinisch | PhD ELHE Advisor: Beth Niehaus |
| 10. Naomi Mardock Uman | PhD ELHE Advisor: Deryl Hatch-Tocaimaza |
| 11. Jillian Reading | ELHE-Advisor: Beth Niehaus |
| 12. Kaylan Baxter | PhD Advisor: Julie Posselt- University of Southern California (USC) |
| 13. Rachel McLeod | Ed.D. University of Nebraska-Omaha (UNO) |
| 14. Emily Soener, | Ed.D. |
| 15. Jordan Gonzalez, | Ph.D. |
| 16. Ashely Light, | Ph.D. |
| 17. Valery Kyllmann, | Ph.D. |
| 18. Sam Butler, | Ph.D. |
| 19. Beverly Cummings, | Ed.D. |
| 20. Clarisa Almazan, | Ph.D. |
| 21. Any Cornelius, | Ph.D. |
| 22. James Hawthorne, | Ph.D. |
| 23. Sheri Hink-Wagner, | Ph.D. |
| 24. Calie Holden | Ph.D. |

COMMUNITY SERVICE, OUTREACH, AND ENGAGEMENT

Presentations, Lectures, Talks

Invited Presentations, Talks, and Workshops

Abrica, E., (2023). Research Directions from the 2021 Gallup NU System Climate Study. Presentation to Chancellor Ronnie Green and UNL Senior Leadership Team.

Abrica, E., Hatch-Tocaimaza, D. K., (2023, October). Fostering Sense of Belonging, Self-Efficacy, and Science Identity through a Community-Based, Culturally Engaging STEM Learning Environment. Research showcase and STEM educators community forum. New Mexico Highlands University, Las Vegas, NM.

Corey-Rivas, S., Abrica, E., Dixit, A., Garcia, J., Gondim, F., Hatch-Tocaimaza, D. K., Jorgensen, B., Medina, C., Ramakrishnan, S., Zebrowski, J. (2023, May). Implementing culturally engaging

learning and teaching research for STEM student success through SomosSTEM. Poster presented at the 2023 National Science Foundation Hispanic Serving Institution Grantee Conference, San Antonio, TX.

- Abrica, E. (2021, February). Social and Behavioral Research Consortium (SBSRC) Leveraging the Power of Qualitative and Mixed Methods Research for Diversity, Equity, and Inclusion. Panel Discussion.
- Abrica, E. (2020, October). Presentation to first-year faculty. CEHS New Faculty Orientation. University of Nebraska. Lincoln, NE.
- Abrica, E. (2019, October). Presentation to first-year faculty. CEHS New Faculty Orientation. University of Nebraska. Lincoln, NE.
- Abrica, E. (2018, October). Reflections from a Latina faculty member at UNL. Hispanic Heritage Month Staff & Faculty Panel. Sponsored by Office of Academic Success and Intercultural Services (OASIS) at University of Nebraska. Lincoln, NE.
- Abrica, E. (2018, October). Empowering the Latina/o/x community in Nebraska. Office of Admissions Diversity Leadership Symposia for High School Students. University of Nebraska. Lincoln, NE.
- Abrica, E. (2018, June). Choosing a research methodology. Panelist at EDAD Sybouts Research Conference. University of Nebraska. Lincoln, NE.
- Abrica, E. (2018, January). Finding a #lit research question. Guest Lecture. University of Nebraska. Lincoln, NE.
- Abrica, E. (2018, March). First-generation college students in higher education. Keynote address presented by UNL Coffee Chat Series. Office of the Executive Vice Chancellor. University of Nebraska. Lincoln, NE.
- Abrica, E. (2018, January). Racial reappraisal strategies of Latino male engineering students: An example of a CRT dissertation study. Guest Lecture. University of Denver. Denver, CO.
- Abrica, E. (2018, January). On the utility of the community cultural wealth framework for studying Latino males in higher education. Presentation and Discussion at Project M.A.L.E.S Faculty Affiliate Meeting. University of Texas at Austin. Austin, TX.
- Abrica, E. (2017, December). Reviewing basics of multiple regression. Presentation and Discussion at EDAD Brownbag Series. University of Nebraska. Lincoln, NE.
- Abrica, E. (2017, February). "Thank God I'm Mexican:" Cognitive racial reappraisal strategies of Latino engineering students. Discipline Based Education Research Group (DBER) STEM Education Workgroup Lecture. University of Nebraska. Lincoln, NE.
- Abrica, E. (2016, November). Research and assessment in student affairs practice. Guest Lecture. University of Nebraska. Lincoln, NE.
- Abrica, E. (2015, December). Keynote address to incoming STEM students. Norco College. Norco, CA.
- Abrica, E. (2015, October). Racial reappraisal strategies of Latino male engineering students. California State University, Fullerton. Fullerton, CA.
- Abrica, E. (2015, October). Racial reappraisal strategies of Latino male engineering students. California State University, San Bernardino. San Bernardino, CA.
- Abrica, E. (2012, June). Educational workshop for high school students. Norte Vista High School.
- Abrica, E. (2012, June). Educational workshop M.E.Ch.A de UCLA Raza Youth Conference.
- Abrica, E. (2007, November). Race and the U.S. military. California State University, Northridge. Northridge, CA.
- Abrica, E. (2007, August). Homegrown cannon fodder? The militarization of public schools in Riverside, CA. Plenary session presented at Fifteenth Annual California McNair Symposium, University of California, Berkeley. Berkeley, CA.

Organizational Memberships and Participation

2018 UNL UCARE Undergraduate Research Conference, Faculty mentor

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| 2018 | Project MALES Symposium for Faculty and Research Affiliates, Invited participant |
| 2018 | CEHS Scholarly Enhancement Program, Year 2, Participant |
| 2017 | UNL Office of Academic Success and Intercultural Services (OASIS) Student-staff mixer, Faculty participant |
| 2017 | UNL Student Involvement Office Pitch a Program, Faculty advisor to LGSA |
| 2017 | UNL Latino Males in Higher Education Data Summer Workshop, Co-facilitator |
| 2017-2018 | CEHS Scholarly Enhancement Program, Year 1, Participant |
| 2016-2017 | CEHS First-year Faculty Experience, Participant |
| 2016-2017 | UNL Immigration/Refugee/Multicultural Research Interest Group, Participant |
| 2016-2017 | UNL Discipline Based Education Research Group (DBER), Participant |
| 2016 | UNL Newman Center's Twelfth Annual Catholic Student Welcome Breakfast, Volunteer |
| 2016-2017 | UNL Multicultural Young Professional Network, Member |
| 2016 | Cal State San Bernardino Latino Education & Advocacy Days (LEAD), Member |
| 2015-2016 | Research and Planning Group for California Community Colleges, Member |

Blog Posts and Media Mentions

1. Abrica, E. (2019, May). Pillars of Neutrality? On Subjectivities of Institutional Research and Researchers. [Online Webinar] Office of Community College Research and Leadership (OCCRL). Retrieved from https://youtu.be/aHIWWa_Ldy0.
2. Abrica, E. (2018, November). Centering the Latina/o/x Population in national racial discourse: Implications for higher education. [Audio podcast]. Retrieved from <https://ocrl.illinois.edu/our-products/democracy>.
3. Abrica, E. (2017, July 20). Latinx/a/o Scholars Corner [web log content]. Retrieved from <https://www.naspa.org/constituent-groups/posts/latinx-a-o-scholars-corner2>
4. Abrica, E. (2017) CEHS Connections Article [web log content]. Retrieved from <https://cehs.unl.edu/cehs/cehs-connections/>
5. McKinney, K. & Abrica, E. (2012, March 9). Promising practice: Involving students in assessment. Commission for Assessment and Evaluation (CAE) Newsletter. Retrieved from <https://us1.campaign-archive.com/?u=13710155e50d9fb62d8454ef4&id=53724bc392&e=84a9dd1f3b>

LIST OF PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

| | |
|--------------|---|
| 2017-present | American Association of Hispanics in Higher Education (AAHHE) |
| 2016-present | Center for the Study of Community Colleges (CSCC) |
| 2009-present | Association for the Study of Higher Education (ASHE) |
| 2008-present | American Educational Research Association (AERA) |
| 2013-2014 | American College Personnel Association (ACPA) |