**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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2024 Accomplishments are Highlighted in Yellow

**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

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*

**Refereed Book Chapters**

1. Bondi, S., Combs, G., Holman, S. & **Abrica, E.** (accepted, in press). 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.
2. Hatch-Tocaimaza, D., **Abrica, E.,** and Rios-Aguilar, C. (accepted, in press) Justice, Sustainability, and Disrupting Campus Climate Studies toward More Just Climate Futures of Higher Education. *Higher Education: Handbook of Theory and Research*. Vol 40.
3. 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.

**Refereed Journal Articles**

1. **Abrica, E.** Hatch-Tocaimaza, D., Corey-Rivas, S., Garcia, J., Dixit, A. (2024). A Community-Based, Culturally Engaging STEM Learning Environment and Its Impact on Students' Psychosocial Attributes at a Rural Hispanic Serving Institution (HSI). *CBE—Life Sciences Education.*
2. **Abrica, E**. and \*Oliver Andrew, R. (2024). The racial politics of diversity work. *Journal of Diversity in Higher Education* (JDHE).
3. **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).*
4. **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.*
5. McDonough, P. and **Abrica, E.** (2021). Towards an integrated application of Bourdieuian 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.
6. **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).*
7. **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.*
8. **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.*
9. **Abrica, E.** (2019). Later-generation Mexican Americans and the development of a transformational impetus. *Association of Mexican American Educators (AMAE) Journal.*
10. **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.*

1. **Abrica, E.**, Garcia-Louis, C., and \*Gallaway, C. (2019). Antiblackness in the Hispanic-serving community college (HSCC) context: Black male collegiate experiences through the lens of settler colonial logics. *Race, Ethnicity, and Education.*
2. \*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.*
3. Morales, A., **Abrica, E.** andHerrera, S. (2019). The mañana complex: A racial narrative of teachers’ white innocence and racial disgust toward Mexican American children. *The Urban Review*.
4. **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.*
5. **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.*
6. **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
7. **Abrica, E.** andRivas, 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
8. **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.
9. 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.

**Manuscripts Under Review or Revision Status**

1. Abrica, \*Baxter, K., Chaddrick-Gallaway, C., Swarat, S. (manuscript under revision). Institutional Research for Racial Equity in Higher Education. *Journal of Higher Education* (JHE).
2. 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.*

**Manuscripts in Preparation**

1. **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*.
2. **Abrica, E.** The Structure of Racism: Campus Climate Assessment as an Articulation of White Supremacy. In preparation for submission to: *Race, Ethnicity, and Education.*
3. **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.*
4. **Abrica, E.,** \*Cornelius, A. Centering Racial Theory in Higher Education Governance Scholarship
5. **Abrica, E.,** Beyond Critique: Challenging Structural Determinism and Essentialism in Higher Education.

**Rejected Manuscripts not in Preparation for Resubmission**

1. 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**

1. 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.
2. **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**

1. **Abrica, E**., (2023). Implications and Future Research Directions from the 2021 Gallup NU System Climate Study. Report prepared for UNL Senior Leadership Team.
2. **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.
3. 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.
4. **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.
5. **Abrica, E.** (2016). *Factors Contributing to Academic Persistence Among Black and Latino Males.* Research Report prepared for the Office of Institutional Research. Norco College.
6. **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.
7. **Abrica, E.** (2015). *Student Services Program Review Report*. Research Report prepared for the Office of Institutional Research. Norco College.
8. **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.
9. **Abrica, E.** (2015). *Experiences of Transgender Students at UCLA*. Student Affairs Information and Research Office.UCLA.
10. **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>.
11. **Abrica, E.** (2013). *Undergraduate Research Partnership Initiative (URPI) Report: Experiences of LGBQ Undergraduates at UCLA*. Student Affairs Information and Research Office. UCLA. <https://www.sairo.ucla.edu/Portals/107/Documents/Documents%20Temp/LGBQREPORTFINAL1213.pdf>.

1. **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>.
2. **Abrica, E.** (2011). *Transfer Student Transitions: A Report on Focus Group Findings*. Student Affairs Information and Research Office. UCLA.
3. **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.
4. **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/FINALSRPREPORT0910.pdf>.

**RESEARCH GRANTS**

**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: $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. In preparation for resubmission.
2. Amount Requested: $350,000. (Lead PI). Rural school leadership and perceptions of equity. Spencer Large Foundation Grant.
3. 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 for resubmission.
4. 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 for resubmission.

**Unfunded Grant Proposals**

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: $ 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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).
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.** Corey-Rivas, S., Garcia, J., Dixit, A., Morales, A., (2025, January). Culturally Relevant Teaching Practices in Life Sciences at a Rural Hispanic Serving Institution (HSI). Paper presentation at annual meeting of International Conference on Education. Honolulu, HI
2. **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.
3. **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.
4. **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.
5. **Abrica, E.** (2021, April) The community college as a racialized bureaucracy. Paper Presentation at Council for the Study of Community Colleges Conference. Virtual conference.
6. 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.
7. \*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.
8. **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.
9. **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.
10. **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.
11. **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.
12. **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.
13. **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.
14. **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.
15. \*Briscoe, K., and **Abrica, E.** (2019, March). Exploring Latino engineering students’ ethnic identity. Research Paper Presentation at American College Personnel Association Meeting. Boston, Massachusetts.
16. \*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.
17. **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.
18. **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.
19. **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.
20. **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.
21. **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.
22. **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.
23. **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.
24. **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.
25. **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.
26. **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.
27. **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.
28. **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.
29. **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.
30. **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.
31. **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.
32. **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.
33. **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.
34. **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.
35. **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.
36. **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.
37. 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.
38. **Abrica, E.** (2010, May). The development of a transformational impetus. Presentation at annual meeting of American Education Research Association (AERA). Denver, CO.
39. **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.
40. 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.
41. **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.
42. 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.

**Invited Presentations, Talks, and Workshops**

1. Corey-Rivas, S., Garcia, J., Dixit, A., **Abrica, E.** (August, 2024) Culturally Relevant Teaching Practices in Life Sciences at a Rural Hispanic Serving Institution (HSI). Virtual Presentation to New Mexico Highlands University, Las Vegas, NM.
2. **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.
3. 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.
4. **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.
5. **Abrica, E. (**2020, October**).** Presentation to first-year faculty. CEHS New Faculty Orientation. University of Nebraska. Lincoln, NE.
6. **Abrica, E. (**2019, October**).** Presentation to first-year faculty. CEHS New Faculty Orientation. University of Nebraska. Lincoln, NE.
7. **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.
8. **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.
9. **Abrica, E.** (2018, June). Choosing a research methodology. Panelist at EDAD Sybouts Research Conference. University of Nebraska. Lincoln, NE.
10. **Abrica, E.** (2018, January). Finding a #lit research question. Guest Lecture. University of Nebraska. Lincoln, NE.
11. **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.
12. **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.
13. **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.
14. **Abrica, E.** (2017, December). Reviewing basics of multiple regression. Presentation and Discussion at EDAD Brownbag Series. University of Nebraska. Lincoln, NE.
15. **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.
16. **Abrica, E.** (2016, November). Research and assessment in student affairs practice. Guest Lecture. University of Nebraska. Lincoln, NE.
17. **Abrica, E**. (2015, December). Keynote address to incoming STEM students. Norco College. Norco, CA.
18. **Abrica, E.** (2015, October). Racial reappraisal strategies of Latino male engineering students. California State University, Fullerton. Fullerton, CA.
19. **Abrica, E.** (2015, October). Racial reappraisal strategies of Latino male engineering students. California State University, San Bernardino. San Bernardino, CA.
20. **Abrica, E.** (2012, June). Educational workshop for high school students. Norte Vista High School.
21. **Abrica, E.** (2012, June). Educational workshop M.E.Ch.A de UCLA Raza Youth Conference.
22. **Abrica, E.** (2007, November). Race and the U.S. military. California State University, Northridge. Northridge, CA.
23. **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.

**SERVICE**

**National Service**

Advisory Committee (AC)for the Journal of Applied Research in the Community College (JARCC) (April 2024-present)

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)

1. Mentor-Protégé Program Participant, 2016
2. Mentor-Protégé Program Faculty Mentor, 2017
3. Mentor-Protégé Program Chair of Social Media Sub-committee, 2017

American Educational Research Association (AREA)

1. Division J Poster Award selection committee, 2019
2. Hispanic Research Issues Special Interest Group Nominations Committee Co-Chair, (2019-2020)
3. Proposal reviewer (annually)
4. Conference session chair (occasionally)
5. Conference session discussant (occasionally)

Council for the Study of Community Colleges (CSCC)

1. Board Member-at-Large (2021-present)
2. Conference Planning Committee (2019-2020)
3. Dissertation of the Year Committee (2018)
4. Proposal reviewer (annually)
5. Conference session chair (occasionally)
6. Conference session discussant (occasionally)

**Departmental Service (at UNL)**

* EDAD Acting Department Chair (2023-present)
* 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)
* ELHE Sybouts Research Seminar Planning Committee (September 2018-2019)
* ELHE Doctoral Admissions Ad-hoc Committee (January 2017)
* ELHE Awards Committee (March 2018)
* ELHE Graduate Assistantship Ad-hoc Committee (February 2017)
* ELHE Doctoral Admissions Workshop (Fall 2017)

**College and University Service**

University of Nebraska

Fall 2022-2023 Research Fellow- Office of Diversity and Inclusion

Fall 2022-Fall 2023 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

2017-2018 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

**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 (ongoing or recurring teaching assignments)

EDAD 842 College Students in America (FTF)

EDAD 920 Diversity and Equity in Educational Organizations

EDAD 929 Organizational Theory and Change

EDAD 981 Intermediate Quantitative Methods for Educational Administration Research

EDAD 995 Research Seminar- Qualitative

EDAD 966 Seminar in Educational Administration- Special Topics

EDAD 934 Teaching and Learning in the Community College

EDAD 830 Administrative Theory

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 and Master’s Advising**

**Doctoral Advisory Committees-Chair- Current**

1. Bard, Katherine
2. Acosta, Jonathan
3. Galvez, Alan
4. Oliver Andrew, Ruth
5. Covarrubias, Abel
6. Garretson, Brian
7. Hopkins, Megan
8. Moore, Jessica
9. Moreno, Kali
10. Ramirez-Benavides, Irvin
11. Terrell, Shirleena
12. Vogt-Kostner, Megan
13. Felder, Gus
14. Jones, Eric
15. Olivas-Herrera, Luis
16. Meier, Nathan

**Doctoral Advisory Committees-Member- Current**

1. Holden, Calie PhD Advisor: Crystal Garcia
2. Cornelius, Andrew PhD Advisor: Deryl Hatch-Tocaimaza
3. Felipe Longoria PhD Advisor: Deryl Hatch-Tocaimaza
4. Emily Soener PhD Advisor: Crystal Garcia
5. Colette Tobias PhD Advisor: Crystal Garcia
6. Clara Fowler Ed.D. Advisor: Taeyeon Kim
7. Jubin Kwon Ed.D. Advisor: Taeyeon Kim
8. Opitz, Leigh Anne PhD Advisor: Deryl Hatch-Tocaimaza
9. Hill, Christopher PhD Advisor: Crystal Garcia
10. Hink-Wagner, Sheri Ed.D. Advisor: Milad Mohebali
11. Hawthrone, James PhD Advisor: Deryl Hatch-Tocaimaza
12. Clarisa Almazán PhD Advisor: Crystal Garcia
13. Gonzales, Jordan PhD Advisor: Beth Niehaus
14. Valerie Kyllmann Ed.D. Advisor: Taeyeon Kim
15. Sam Butler PhD Advisor: Jiangang Xia
16. Ashley Light  PhD Advisor: Beth Niehaus
17. Southall, Jeffrey PhD Advisor: Deryl Hatch-Tocaimaza
18. Erika Hill PhD Advisor: Deryl Hatch-Tocaimaza
19. Long, Juliet PhD Advisor: Deryl Hatch-Tocaimaza
20. Webster, Theresa PhD Advisor: Deryl Hatch-Tocaimaza
21. Rachael McLeod Ph.D. Advisor: Jodi Benenson (University of Nebraska-Omaha)

Doctoral Advisory Committees-Chair- ***Past***

1. Elizabeth Collins PhD Awarded
2. Justin Brown PhD Awarded
3. Leslie Prideaux EdD Awarded
4. Pankaj Desai PhD Awarded
5. Moises Padilla PhD Awarded

Doctoral Advisory Committees-Member- ***Past***

1. Kasey Edwardson PhD Awarded Advisor: Deryl Hatch-Tocaimaza
2. Amanda Dorsten PhD Awarded Advisor: Brent Cejda
3. Maggie Jobes PhD Awarded Advisor: Brent Cejda
4. Matthew Knight PhD Awarded Advisor: Brent Cejda
5. Danny Riche PhD Awarded Advisor: Brent Cejda
6. Trina Laufenberg EdD Awarded Advisor: Edmund Hamman
7. Evangela Oates PhD Awarded Advisor: Deryl Hatch-Tocaimaza
8. Ben Heinisch PhD Awarded Advisor: Beth Niehaus
9. Naomi Mardock Uman PhD Awarded Advisor: Deryl Hatch-Tocaimaza
10. Jillian Reading PhD Awarded Advisor: Beth Niehaus
11. Kaylan Baxter PhD Awarded Advisor: Julie Posselt- (University of Southern
12. California)
13. Ramzah, Hassan PhD Awarded Advisor: Beth Niehaus
14. Bev Cummins PhD Awarded Advisor: Deryl Hatch-Tocaimaza
15. Darwin, Archie PhD Awarded Advisor: Deryl Hatch-Tocaimaza

Master’s Degree Graduates- Past

1. Redwyn (Boyce), Rachel M.A. Awarded
2. Alvis-Baxter, Alesha M.A. Awarded
3. Bayne, Kendall M.A. Awarded
4. Brestel, Yulia M.A. Awarded
5. Hafey, Brooks M.A. Awarded
6. Hutson, Crystal M.A. Awarded
7. Lennander, Benjamin M.A. Awarded
8. Ramos, Bailey M.A. Awarded
9. Conradt, Nolan M.A. Awarded
10. Covarrubias, Abel M.A. Awarded
11. Eiden, Olivia (Whitney) M.A. Awarded
12. LaPointe, James M.A. Awarded

**COMMUNITY SERVICE, OUTREATCH, AND ENGAGEMENT**

**Organizational Memberships and Participation**

2018 UNL UCARE Undergraduate Research Conference, *Faculty mentor*

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://occrl.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**

2017-2020 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)