Curriculum Vita
September 2020

Instructor: Sarah Rodriguez
Academic Department: Higher Education and Learning Technologies

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EDUCATION

PhD, Higher Education Leadership–Concentration: Mexican American Studies (2015)
University of Texas, Austin, College of Education
Dissertation Topic: STEM Identity Development for Undergraduate Latinas in STEM

MS, Educational Leadership & Policy Studies (2010)
University of Tennessee, Knoxville, College of Education, Health, & Human Sciences

BA, English & Spanish (2008)
Texas A&M University – Commerce, College of Humanities, Social Sciences, & Arts

Certificate, Intensive Spanish Language, Culture & Civilization (2007)
Universidad de Granada, Andalucía, Spain, Centro de Lenguas Modernas

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TEACHING EXPERIENCE

Texas A&M University – Commerce, Commerce, TX
2019-Present   Advanced Qualitative Methodology (doctoral)
Survey of Developmental Education (doctoral)
Research Methodologies (masters)
Internship Course (masters/doctoral)

Iowa State University, Ames, IA
2015-Present Advanced Qualitative Inquiry in Education (Doctoral)
Critical Issues in Qualitative Inquiry (Doctoral)
Introduction to Qualitative Research Methodology (Doctoral)
Foundations of Educational Inquiry (Doctoral)
Introduction to Educational Research (Masters/Doctoral)
Independent Studies (Masters/Doctoral)

University of Texas, Austin, TX
2013-2014   Intro to Peer Mentoring and Leadership (Undergraduate), Co-teacher
2013   Mexican American Policy (Undergraduate), Teaching Assistant
2012   Qualitative Research Methods (Doctoral), Teaching Assistant

Austin Independent School District – Burnet Middle School, Austin, TX
2011   8th Grade English & Language Arts, English Tutor

Commerce ISD – Commerce High School, Commerce, TX
2008   10th Grade World Literature/English & Language Arts, Teaching Intern
                  (Currently Certified)

PUBLICATIONS

REFEREED JOURNAL ARTICLES

Rodriguez, S. L., Bukoski, B., Cunningham, K., Jones, A. (in press). Critiquing Oppression and Desiring Social Justice: How Undergraduate Latinas in STEM Engage in Acts of Resistance. *NASPA Journal of Women and Gender in Higher Education*.

Rincon, B. & **Rodriguez, S.L.** (in press). Latinx Students Charting Their Own STEM Pathways: How Community Cultural Wealth Informs Their STEM Identities. *Journal of Hispanic Higher Education.*

Espino, M., **Rodriguez, S.,** & Le, B. (in press). A Systematic Review of Literature: Engineering Identity and Students with Financial Need in Community Colleges. *Community College Journal of Research and Practice.*

Rodriguez, S. L., Doran, E., Friedensen, R., Podolsky-Martinez, E., Hengesteg, P. (in press). Inclusion & Marginalization: How Perceptions of Design Thinking Pedagogy Influence Computer, Electrical, and Software Engineering Identity. *International Journal of Education in Mathematics, Science, and Technology.*

Rodriguez, S. L., Vasquez, M., Salinas, C., Blaney, J. (in press). Latino Men and Masculinities: Community College Transfer Experiences in Texas, California, and Florida. *Community College Review.*

Friedensen, R.E., **Rodriguez, S.L.,** Doran, E. (2020). The Making of 'Ideal' Electrical and Computer Engineers: A Departmental Document Analysis. *Engineering Studies.*

Hatch-Tocaimaza, Mardock-Uman, N., D. K., Garcia, C. E., **Rodriguez, S. L**., (2020). Charting the Design of Community College Student Success Courses: Uncovering Their Espoused and Enacted Curricula. *American Journal of Education.*

Vasquez, M.C., Salinas Jr., C., **Rodriguez, S.L.,** Gonzalez, A. (2020). Landing Spaces and Capital: Latino transfer men resiliency and knowledge building. *New Directions for Community Colleges*, 87-101*.*

Rodriguez, S. L., & Blaney, J. M. (2020). "We're the Unicorns in STEM": Understanding How Academic and Social Experiences Influence Sense of Belonging for Latina Undergraduate Students. *Journal of Diversity in Higher Education.*

Rodriguez, S. L., Hensen, K., Espino, M. (2019). Promoting STEM Identity Development in Community Colleges & Across the Transfer Process. *Journal of Applied Research in the Community College, 26*(2), 11-21.

Lu, C., **Rodriguez, S. L.,** Bukoski, B. (2019). Exploring How Gay Latinx Men Cope in College Using Emotion Regulation. *Journal of Hispanic Higher Education.*

Rodriguez, S. L., Estes, R., Sissel, M., Doran, E. (2019). Becoming La Ingeniera: Examining the Engineering Identity Development of Undergraduate Latinas. *Journal of Latinos in Education.*

Rodriguez, S. L., Jordan, A., Doran, E., Saenz, V. B. (2019). Latino Men & Community College Environments: Understanding How Belonging, Validation, and Resources Shape Experience. *The Journal of Applied Research in the Community College.*

Rodriguez, S. L., Pilcher, A., Garcia-Tellez, N. (2019). The Influence of Familismo on Latina STEM Identity Development. *Journal of Latinos in Education.*

Rodriguez, S. L., Garbee, K., Poldosky Martinez, E. (2019). Coping with College Obstacles: The Complicated Role of Familia for First-generation Mexican American College Students. *Journal of Hispanic Higher Education.*

Rodriguez, S. L., Marron, T., Friedensen, R., Bartlett, M. (2019). Latina undergraduate students in STEM: The role of religious beliefs and STEM identity. *Journal of College and Character.*

Hatch-Tocaimaza, D. K., Garcia, C. E., Mardock-Uman, N., **Rodriguez, S. L**., & Young, D. G. (2019). What works: Learning outcomes due to design variations in community college student success courses. *Teachers College Record, 121*(7).

Rodriguez, S.L., Lu, C., & Bartlett, M. (2018). Engineering identity development: A review of the higher education literature. *International Journal of Education in Mathematics, Science and Technology. 6*(3), 254-265.

Rodriguez, S. L. & Lehman, K. (2018). Developing the Next Generation of Diverse Computer Scientists: The Need for Enhanced, Intersectional Computer Science Identity Theory. *Computer Science Education. 27(3-4), 229-247.*

Sax, L. J., Blaney, J. M., Lehman, K. J., **Rodriguez, S. L.,** George, K. L., & Zavala, C. (2018). Sense of belonging in computing: The role of introductory courses for women and underrepresented minority students. *Social Sciences, 7*(8), 1-24.

Saenz, V. B., García-Louis, C., De Las Mercédez, C., & **Rodriguez, S. L.** (2018). Mujeres Supporting: How Female Family Members Shape the Educational Success of Latino Males in Postsecondary Education. *Journal of Hispanic Higher Education.*

Rodriguez, S. L., Cunningham, K., Jordan, A. (2017). STEM identity development for Latinas: The role of self- and outside recognition. *18*(3), *Journal of Hispanic Higher Education.*

Saenz, V. B., Mercedes, C., **Rodriguez, S. L.,** & Garcia Louis, C. (2017). Latino Men and Their Fathers: Exploring How Community Cultural Wealth Influences Their Community College Success. *Association for Mexican American Educators Journal*, *11*(2), 89-110.

Rodriguez, S.L., Garbee, K., Miller, R. & Saenz, V.B. (2017). How Community Colleges in Texas Prioritize Resources for Latino Men. *Community College Journal of Research and Practice*, 1-16.

Rodriguez, S. L., Cunningham, K., Jordan, A. (2016). What a Scientist Looks Like: How Community Colleges Can Utilize and Enhance Science Identity Development as a Means to Improve Success for Women of Color. *Community College Journal of Research and Practice, 41*(4-5), 232-238.

Rodriguez, S. L., Lu, C., Bukoski, B. E. (2016). "I Just Feel Like I Have to Duke It Out By Myself": How Latino Men Cope with Academic and Personal Obstacles During College. *Journal Committed to Social Change on Race and Ethnicity*, *(2)*2, 64-101. https://tinyurl.com/ybb25h6j

Rodriguez, S. L., Massey, K., Saenz, V.B. (2016). Engaging Latino Men in Community Colleges: The Role of Student-Faculty Engagement. *Journal of Applied Research in the Community College*, 23*(2),* 21-40.

Saenz, V. B., Mayo, J., Miller, R. & **Rodriguez, S. L.** (2015). (Re)defining Masculinity Through Peer Interactions: Latino Men in Texas Community Colleges. *Journal of Student Affairs Research and Practice*, *52*(2), 164-175.

Saenz, V. B., Bukoski, B. E., Lu, C., & **Rodriguez, S. L.** (2013). Latino Males in Texas Community Colleges: A Phenomenological Study of Masculinity Constructs and Their Effect on College Experiences. *Journal of African American Males in Education*, *4*(2), 82-102.

COMMISSIONED PAPERS

Rodriguez, S.L. & Garbee, K. (in press). What are the key steps that a community college Hispanic Serving Institution took to implement math pathways?. Steps to Success Paper Series. Strong Start to Finish. Education Commission of the States. Denver, CO.

Rincón, B., & **Rodriguez, S.L.** (2020). Latinx Students Charting their Own STEM Pathways: Centering Identities and Communities. Scholarly Paper Commissioned by the American Association of Hispanics in Higher Education (AAHHE). Tempe, AZ.

RESEARCH/POLICY BRIEFS & REPORTS

Ali, S.R., **Rodriguez, S.L.,** Kim, J.Y.C., Xiao, M., Li, C. (September, 2018). IINSPIRE LSAMP Career Development Study: Preliminary Findings. LSAMP IINSPIRE Program Research Brief Series. Ames, IA: Iowa State University.

Ali, S.R., **Rodriguez, S.L.,** Kim, J.Y.C., Xiao, M. (October, 2017). IINSPIRE LSAMP Career Development Study Design & Piloting: How Using Social Cognitive Career Theory Can Improve STEM Experiences for URMs. LSAMP IINSPIRE Program Research Brief Series. Ames, IA: Iowa State University.

Rodriguez, S. L., Vasquez, M., Salinas, C. (2017). Texas Education Consortium for Male Students of Color Policy Brief Series: Latino Men and Masculinities: Community College Transfer Experiences in Texas, California, and Florida. Austin, TX: University of Texas at Austin.

Rodriguez, S. L. (2016). Texas Education Consortium for Male Students of Color Policy Brief Series: How Latino men cope with academic and social obstacles during college. Austin, TX: University of Texas at Austin.

Saenz, V. B., **Rodriguez, S. L.,** Martinez, G. (2014). Policy brief: African American and Hispanic male success in Texas: A longitudinal 8th grade cohort study. Austin, TX: University of Texas at Austin.

Rodriguez, S. L. (2013). Research brief: Examining Latino boys' educational pathways and motivation for postsecondary educational success. Austin, TX: University of Texas at Austin.

Rodriguez, S. L. (2013). *Enhancing the STEM pipeline for Latina/o students in community college.* American Association of Hispanics in Higher Education Graduate Scholar PoliMemo Project: A Research Policy Hub on Latina/os and Higher Education. San Antonio, TX: University of Texas at San Antonio.

Ponjuan, L., Clark, M., Saenz, V.B. (2012). *Final Report - Boys in Peril: Examining Latino boys' educational pathways and motivation towards postsecondary education.* [Coordinated and co-authored writing final report of qualitative research findings]. Joint funding to University of Texas at Austin and University of Florida. TG Foundation: Round Rock, TX.

BOOK CHAPTERS, BOOK REVIEWS, & OTHER PUBLICATIONS

Rodriguez, S. L., Lu, C., & Ramirez, D. (in press). Navigating Operating Systems: A Framework for Understanding Identity Development for Undergraduate Latina Students in Computing. In E.M. Gonzalez, F. Fernandez, & M. Wilson (Eds.), An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation, and Success. Research in STEM Education Series. London, UK: Routledge.

Rodriguez, S. L. (2018). Women of Color: Architects for Systemic Change in Tomorrow's Higher Education Landscape. Annual National Association of Student Personnel Administrators (NASPA) Knowledge Community Publication. NASPA: Washington, D.C.

Lu, C., **Rodriguez, S. L.** (2018). Increasing the STEM Pipeline by Strengthening Latin@ Science Identity Development. In T. Yuen, E. Bonner, M. Arreguín-Anderson (Eds.), (Under)Represented Latin@s in STEM: Increasing Participation Throughout Education and Workplace. New York, NY: Peter Lang.

Saenz, V. B., **Rodriguez, S. L.,** Pritchett, K., Estrada, J., Garbee, K. (2016). Latino Males in Higher Education: Administrator Awareness of the Emerging Challenges. In V.B. Saenz, L. Ponjuan, J. Figueroa (Eds.), *Ensuring the success of Latino males in higher education: A new national imperative* (pp. 177-191). Sterling, VA: Stylus Publishing.

Rodriguez, S. L. (2016). [Review of the book *Interactive Open Educational Resources: A Guide to Finding, Choosing, and Using What's Out There to Transform College Teaching*, by Shank, J.]. The Review of Higher Education, *39*(3).

Rodriguez, S. L., Saenz, V. B., Lu, C. (2014). Bridging the gap between community colleges and four-year universities to maximize effectiveness in STEM education for Latino males. In J. L. Wood & R. T. Palmer (Eds), *STEM Models of Success: Programs, Policies, and Practices in the Community College* (75-89). Charlotte, NC: Information Age.

Rodriguez, S. L. (Summer 2013). Identifying with a single identity? A way of the past. [Review of the book *Navigating multiple identities: Race, gender, culture, nationality, and roles*, by R. Josselson & M. Harway]. *The Review of Higher Education, 36*(3).

Cofer, J., Somers, P., Bukoski, B., & **Rodriguez, S. L.** (2012). Qualidade na educação superior: o desenvolimento de medidas e relatórios significativos*. Qualidade Da Educação Superior: grupos investigativos internacionais em diálogo - v. 5. EdiPUCRS*. Porto Allegre, Rio Grande do Sul, Brazil.

Rodriguez, S. L., & Glauser, T. L (2010). Making the connection: How student involvement affects African American social integration at a Predominantly White Institution. November/December ed. *Campus Activities Programming Magazine*, Columbia, SC.

CONFERENCE PROCEEDINGS

Rodriguez, S.L., Le, B., Espino, M.E. (2020). "It's not about making money, but it kind of is about making money": How Socio-economic Status Influences Science and Engineering Identity for Community College Students in an S-STEM Program. ASEE PEER.

Rodriguez, S. L., Doran, E., & Hengesteg, P. (2019, June). Intersections of Design Thinking and Perceptions of Success for Electrical, Computer, and Software Engineering Students. Annual Meeting American Society for Engineering Education, Tampa, FL. https://peer.asee.org/33010

Espino, M. & **Rodriguez, S.L.** (2019, April). A Systematic Review of the Intersections of Engineering Identity and Financial Need Literature. Annual Conference for the Collaborative Network for Engineering and Computing Diversity. Washington, DC. https://peer.asee.org/31738

Friedensen, R.E., **Rodriguez, S.L.,** Doran, E. (2018, June). Documenting Engineering Identity: Electrical & Computer Engineering Departmental Documents and Student Identity. Annual Meeting American Society for Engineering Education, Salt Lake City, UT. https://peer.asee.org/30343

Rodriguez, S.L., Sissel, M., Estes, R., Doran, E. (2018, April). Engineering Identity for Latina Undergraduate Students: Exploring Development and Intersecting Identities. Collaborative Network for Engineering and Computing Diversity Conference, Crystal City, VA. https://peer.asee.org/29529

PUBLICATIONS – UNDER REVIEW

Rodriguez, S. L., Perez, R.J., & Adams, J. (revised and resubmitted). How STEM Lab Settings Influence Graduate School Socialization and Climate for Students of Color. *Journal of Diversity in Higher Education.*

Rodriguez, S.L., Espino, M.E.,& Le, B. (revised and resubmitted). The Influence of Policy Implementation in the Midwest: How an SSTEM Program Broadens Participation and Enhances STEM Identity for Community College Students. *Education Policy Analysis Archives.*

Le, B., **Rodriguez, S.L.,** Espino, M.E. (under review). Family Matters: An Asset-based Approach to How Families Shape STEM Identity for Community College Students. *Journal of Applied Research in the Community College.*

PUBLICATIONS – IN DEVELOPMENT

Rodriguez, S.L., Motshubi, R., & Perez, R.J. Challenges and Strategies in Promoting Inclusive Racial Climates in STEM Graduate Departments.

Rodriguez, S.L., Ramirez, D., Lehman, K., Sax, L. In Exploration of the Experiences of Latina Undergraduate Students in Computing via Community Cultural Wealth.

Rodriguez, S. L., Doran, E., & Hengesteg, P. Intersections of Design Thinking and Perceptions of Success for Electrical, Computer, and Software Engineering Students.

Ramirez, D., Lehman, K.J., **Rodriguez, S.L.**, & Sax, L. J. A Mixed Methods Study of the Experiences of Undergraduate Latina Students in Computing.

Espino, M., **Rodriguez, S. L.**, Le, B., Koo, K. Understanding Engineering Identity Experiences for Asian American Women in Higher Education.

Friedensen, R.E., Doran, E.E., & **Rodriguez, S.L.** "I'm a white guy, so can I say this?": The inescapability of whiteness in engineering.

Doran, E., **Rodriguez, S.L.,** Hengesteg, P. What You See Is What You Get: A Critical Analysis of Engineering Identity in Departmental Magazines.

Espino, M.E., **Rodriguez, S.L.**, Le, B. Understanding Engineering Identity Experiences for Asian American Women in Higher Education.

Perez, R.J., Motshubi, R., & **Rodriguez, S.L.** "We are a huge source of labor": Exploring STEM graduate students' roles in changing climate.

Doran, E., **Rodriguez, S.L.,** & Hengesteg, P. The Role of Teaching Assistants in Undergraduate Students' Engineering Identity Formation.

Koo, K., Kim, Y. Lee, J, **Rodriguez, S.L**. What does it mean to be an Asian in a pandemic?: Exploring experiences of racism and discrimination among Asian international students in the U.S. during COVID-19.

RESEARCH GRANTS AND AWARDS

Research Grants

"CSAC: Computer Science As Career Scholars Program. National Science Foundation Scholarships in Science, Technology, Engineering, and Mathematics program (Strand 2: S-STEM: Design & Dev -Type 2 Multi-Inst), Grant No. 073131419, 2020-2025, $4,960,412. 4 PIs from 1 institutions (lead PI: Sang Suh (Professor)). S. L. Rodriguez: Co-PI & Lead Researcher (Qualitative – Longitudinal Computing Identity Study). [Status: Not Funded].

Presidential Graduate Assistant - Research Initiative. Texas A&M University – Commerce. $20,250. S. L. Rodriguez: PI (Graduate Student Support for External Grant-making). [Status: Won].

"RAPID: Graduate student experiences during the COVID-19 pandemic," National Science Foundation (RAPID – Division of Graduate Education, Research Traineeship). $163,033. 4 PIs from 3 institutions (lead PI: Craig Ogilvie (Dean – Graduate College, Montana State University)). S.L. Rodriguez: Co-PI & Lead Qualitative Researcher. [Status: Won].

"A Mixed Methods Study of the Experiences of Undergraduate Latina Students in Computing," The Kapor Center (Women of Color in Computing Collaborative). $68,000. 3 PIs from 2 institutions (lead PI: Linda Sax (Professor, University of California – Los Angeles)). S.L. Rodriguez: Co-PI & Lead Qualitative Researcher. [Status: Won].

"Reinventing the Instructional and Departmental Enterprise to Advance the Professional Formation of Electrical and Computer Engineers," National Science Foundation (Improving Undergraduate STEM Education/Professional Formation of Engineers: Revolutionizing Engineering Departments (IUSE/PFE:RED) Program), Grant No. 1623125, 2016-2021, $1,999,869. 13 PIs from 1 institution (lead PI: D. Jiles (Department Chair – Electrical & Computer Engineering)). S. L. Rodriguez: Co-PI & Lead Researcher (Qualitative – Engineering Identity Study). [Status: Won].

"WI-ECSEL: Women in Electrical, Computer, and Software Engineering as Leaders," National Science Foundation Scholarships in Science, Technology, Engineering, and Mathematics program (Strand 2: S-STEM: Design & Dev -Type 2 Multi-Inst), Grant No. 1564748, 2016-2021, $4,054,476. 13 PIs from 3 institutions (lead PI: Joseph Zambreno (Associate Professor)). S. L. Rodriguez: Co-PI & Lead Researcher (Qualitative – Longitudinal Engineering Identity Study). [Status: Won].

"Collaborative Research: AGEP Transformation Alliance: CIRTL AGEP - Improved Academic Climate for STEM Dissertators and Postdocs to Increase Interest in Faculty Careers," National Science Foundation (Alliances for Graduate Education and the Professoriate (AGEP) Program), 2016-2021, $401,626. (lead PI: Craig Ogilvie (Asst Dean, Graduate College)). S. L. Rodriguez: Co-lead PI & Co-Lead Researcher (Qualitative – Graduate Student Campus Environments & Faculty Career Interest Study). [Status: Won].

"Iowa/Illinois/Nebraska STEM Partnership for Innovation in Research and Education (IINSPIRE)," National Science Foundation (Louis Stokes Alliance for Minority Participation (LSAMP) Program), 2016-2019, $4,999,716. (lead PI: Jonathan Wickert (Senior VP &

Provost)). S. L. Rodriguez: Co-PI & Co-Lead Researcher (Quantitative & Qualitative – STEM Career Development & Identity Study). [Status: Won].

"Latino Men and Masculinity: Experiences in Community College Transfer in Texas, California, and Florida," Center for the Study of Community Colleges Grants for Innovative Research on Community Colleges, 2016-18, $5,900. 3 PIs from 3 institutions (lead PI: Sarah Rodriguez). Co-PIs: M. Vasquez-Urias & C. Salinas. [Status: Won].

Awards

2020   V. Ray Cardozier Alum Excellence Award, UT-Austin, Program in Higher Education Leadership (PHEL)

2020   Barbara K. Townsend Emerging Scholar Award, Council for the Study of Community Colleges (CSCC) – 1 selected nationally

2019   Barbara K. Townsend Lecturer, Association for the Study of Higher Education Conference

2018   Faculty Fellow, American Association of Hispanics in Higher Education (AAHHE) – 1 of 12 selected nationally

2017   Invited Expert Scholar, African American Workforce Development National Society of Black Physicists (NSBP) Pre-conference

2017   Emerging Faculty Leaders Academy, National Association of Student Personnel Administrators (NASPA) – 1 of 8 selected nationally

2016-17   Invited Expert Scholar & Featured Expert, RISE for Boys and Men of Color Convening, Penn State – US Top scholars/practitioners focused on boys and men of color

2016   Faculty/Staff Spotlight Award – Iowa State University, Office of Multicultural Student Affairs for National Hispanic Heritage Month

2016   Invited Participant, AERA Institute on Statistical Analysis for Education Policy: Using Large-Scale Data to Study Mathematics Education and Outcomes, American Educational Research Association (AERA)

2015   Invited Participant, CAHEP Early Career Workshop Association for the Study of Higher Education (ASHE)

2005-15   Gates Millennium Scholar, Bill & Melinda Gates Foundation (~$200,000)

2012-15   UT Community College Leadership Program Endowment Honors Scholar, ($35,000)

2015   Dr. Bill Lasher Doctoral Student Excellence Award

2015   UT-Austin College of Education Graduate Student Research Award ($2,000)

2014   UT Division of Diversity and Community Engagement Rose Martinez Student

Excellence Award

2013   Research Fellow, Carlos J. Vallejo Research Fellowship

2013   Emerging Scholar, American Educational Research Association (AERA)

2012   Graduate Student Fellow, American Association of Hispanics in Higher Education (AAHHE)

2010-11   Diversity Mentoring Fellowship – University of Texas, ($25,000)