

Angela M. Locks, Ph.D.

EDUCATION

Doctor of Philosophy, Higher Education, University of Michigan 2008
Dissertation: *Institutional Commitment to Policies and Practices that Support Racial and Ethnic Diversity in the Post-Affirmative Action Era: Examining Sense of Belonging and Diversity Engagement*
Master of Arts, Education (Higher Education), University of Michigan
Bachelor of Arts, Psychology, University of Michigan

LEADERSHIP/PROFESSIONAL EXPERIENCE

California State University, Long Beach

Executive Director

Diversity, Equity, and Inclusion, Academic Affairs

2020 to Present

Senior leader within the Office of the Provost with direct responsibilities for developing and implementing engagement, equity, and inclusion portfolio for Academic Affairs at California State University, Long Beach (CSULB). Duties include oversight of campus climate research efforts, fostering equity-mindedness of high impact practices and leading American Association of Colleges and Universities Truth Racial Healing and Transformation efforts.

Selected accomplishments include:

- Led development of first university wide campus climate study using Higher Education Research Institute Surveys, with responses rates above national averages for students, staff and faculty
- Established Research Collaborative comprised of CSULB students, faculty, staff, alumni, and community members to advise such efforts resulting in data access application/process for campus climate data, ethical and equity-minded use of campus climate data
- Led efforts for President's Cabinet participation in 2021 American Association of Colleges and Universities (AACU) Truth Racial Healing and Transformation Institute Participation
- Lead author of successful application to host a Truth Racial Healing and Transformation Center, first within the California State University system, providing oversight for center efforts as the principal investigator
- Institutionalized Intergroup Dialogue efforts including offerings to Academic Senate Executive Committee, Campus Climate Committee, High Impact Practice Leaders/Staff, and College of Engineering Dean's Commission on Equity, Diversity, and Racial Justice
- Fostered equity-mindedness high impact practices and designed and implemented racial equity plan process for programs in Academic Affairs and Student Affairs

- Academic Affairs lead for collaborative launch of Voices for Justice series with Carpenter Center for the Performing Arts, Division of Student Affairs and Bob Cole Conservatory of Music, one of four initiatives highlighted in virtual pre-conference for American Association of Colleges and Universities 2022 Diversity, Equity, and Student Success Conference

Director, Office of Undergraduate Research Services **2016 to 2020**

- Inaugural director responsible for leading university wide effort to broaden early access to undergraduate research. Supervised a staff of 10 and managed an annual base budget of \$800,000
- Oversaw expansion of office to include Mellon Mays Undergraduate Fellowship Program and National Institute of Health supported Building Infrastructure Leading to Diversity (BUILD) peer group and peer advisor
- Created new undergraduate research pathways for transfer students, students in residence halls, and health science and humanities students resulting in broadening early access to undergraduate research
- Created OURS Connects, an undergraduate research experience open to all CSULB undergraduates of all colleges and disciplines

Faculty Director, Undergraduate Research Opportunity Program **2013 to 2020**

- Founding director, responsible for adapting national undergraduate research model to CSULB with emphasis on first- and second-year college students
- Oversight of day-to-day operations, short and long-term planning, professional and para-professional staff supervision, faculty engagement, research supervision, and internal and external strategic partnerships
- Established federal work study compensation for first-and second-year undergraduate research engagement with ongoing faculty research, scholarly and creative activity
- Program grew from funding for 25 students and 40 faculty projects to 120 students and 114 faculty projects in six years
- Institutionalized annual support letters for faculty under major retention, tenure and promotion reviews

University of Michigan, Ann Arbor **1996 to 2008**

National Center for Institutional Diversity **2006 to 2008**

- Interim Assistant to the Director through 8/2006
- Special Assistant to the Director beginning 9/2006
- Assisted director with strategic planning
- Piloted Undergraduate/Graduate Leadership and Development Program
- Part of team that built center infrastructure and programs including equity-minded colloquia series (health disparities, complex systems, intergroup dialogue), establishing and administering postdoctoral and faculty fellowship request for proposals and programs and other activities to establish the now 15-year old nationally recognized center

Center for the Study of Higher and Postsecondary Education **2004 to 2008**

- Research Assistant under Deborah F. Carter, Ph.D.
- Quantitative analyses on degree aspirations; qualitative analyses on transition to college
- Comprehensive literature reviews
- Grant research and development
- Research dissemination at national educational conferences

Diversity Blueprint Task Force **2007**

- Undergraduate Admissions, Financial Aid and Pipeline Sub-Committee Research Associate
- Participated in committee meetings
- Assisted with writing of the committee's report

Center for the Study of Higher and Post-Secondary Education **2004**

- Research Assistant under Sylvia Hurtado, Ph.D. at Higher Education Research Institute at the University of California at Los Angeles (UCLA)
- Management of scholarly Diverse Democracy Project book projects during transition from University of Michigan to UCLA
- Assistance with quantitative data analysis, grant reporting and management
- Research dissemination at national educational conferences

National Forum on Higher Education for the Public Good **2004**

- Research Assistant under John Burkhardt, Ph.D.
- Assisted with the development and programming for the Provost's Committee on Education for a Diverse Democracy
- Assisted with the Intergenerational Research Symposium

Center for the Study of Higher and Post-Secondary Education **2003**

- Research Assistant under Larry L. Rowley, Ph.D.
- Literature reviews

Undergraduate Research Opportunity Program **1996 to 2008**

Evaluation Team Member 1996 to 2003

- Collaborated with design, implementation and analysis of ongoing program assessment and evaluation activities
- Assisted with on-going and future program evaluation/assessment
- Evaluation design, implementation and analysis of science-based fellowship programs
- Disseminated information on program evaluation at national conferences

Assistant Director 1999 to 2003

- Assisted with day-to-day operations including direct service to programs participants, supervision, selection, training, and evaluation of permanent and peer advising staff and faculty recruitment
- Disseminated information at national conferences
- Maintained student database of current and former students

- Coordinated student recruitment admission activities and processes
- Oversight of science-based fellowship programs
- Served as liaison to Financial Aid, Comprehensive Studies Program, Minority Engineering Program Office and Detroit Undergraduate Admissions Office

Program Associate 1998 to 1999

- Undergraduate research fellowship program planning and development, grant administration, academic advising, student and faculty recruitment
- Trained new program associates on department policy, philosophy and procedures regarding fellowship programs
- Disseminated information on program structure and evaluation at national conferences
- Collaborated with senior staff to improve quality of services offered
- Assisted with supervision and selection of peer advising staff

Program Assistant 1996 to 1998

- Undergraduate research fellowship program planning, academic advising, student and faculty recruitment
- Collaborated with senior staff to improve quality of services offered
- Assisted with supervision and selection of peer advising staff

Program Staff 1996

- Assisted with program planning and development
- Liaison with General Electric and Howard Hughes fellowship students

Father Patrick Jackson House Program, Ann Arbor, Michigan 1994 to 1999

Youth Services Supervisor March 1997-1999

- Collaborated with director to improve staff training and services offered to housing insecure residents (pregnant/parenting adolescents aged 15-19 years)
- Created and maintained Youth Service Worker orientation/training; restructured volunteer program
- Supervised and trained a staff of 5-15, monitoring and maintaining schedule for 99 hours of staff coverage, including facilitating emergency staff coverage
- Staff representative, Executive Director Hiring Committee

Overnight Supervisor May 1994-August 1994, August 1995-December 1996

- Live in, on-site coverage and supervision of residents 10 p.m. to 8 a.m.
- Instituted new programs and activities for residents

House Manager May 1994-March 1997

- Supervised and supported residents, including counseling, tutoring
- Trained in conflict resolution, adolescent/infant/child development, pre/post-natal care, first aid/CPR

GRANTS & FUNDED RESEARCH

Truth Racial Healing Transformation Center

Principal Investigator

2021 to Present

- Provide administrative leadership and oversight, including center and programmatic design, budget management, evaluation, grant reporting, supervision of center efforts
- Secured subgrant award to participate in developing Campus TRHT-Focused Campus Climate Assessment Toolkit to participating in national effort to develop a comprehensive assessment of TRHT center efforts and related institutional policies, programs, and practices that contribute to racial inequities

Mellon Mays Undergraduate Fellowship Program

Principal Investigator

2018 to Present

Interim Program Coordinator

2020 to 2022

- Provide administrative leadership and oversight, including budget management, grant reporting, supervision of MMUF personnel and student and faculty engagement
- Co-coordinate recruitment and selection processes, seminars, CSU MMUF consortium involvement and all other programmatic activity
- Subgrant of \$442,000 from the California State University Foundation to support the Mellon Mays Undergraduate Fellowship program as part of a \$2,211,000 award from the Andrew W. Mellon Foundation. CSULB is part of a MMUF consortium with four sister campuses: Dominguez Hills, Fullerton, Los Angeles, and San Bernardino

Evaluation and Assessment of GEAR UP

2009 to 2017

- Lead on building longitudinal (7th-12th grade) quantitative, secondary analyses of program participation, school district and survey data of 2 GEAR UP cohorts for the \$7.9 million dollar, 6-year CSU Fullerton's Community Partnerships award
- Provided advice and guidance on the general direction, identification of higher education survey instruments for adaptation for use with middle and high school students, including adaptation of The Freshman Survey and Diverse Democracy Surveys from UCLA'S Higher Education Research Institute for middle and high school students
- Prepared reports for California State University, Fullerton, and the U.S. Department of Education

Urban Teacher Fellowship Program, Cerritos College

2010 to 2012

- Longitudinal assessment of low-income, diverse community college students' access to postsecondary education
- Development of a program to support first-year transfer students at California State University, Long Beach

ACADEMIC APPOINTMENTS/INSTRUCTIONAL EXPERIENCE

California State University, Long Beach

Faculty Equity Advocate, College of Education 2022-Present

- Fall 2022 appointment to serve in the College of Education
- Provide consultation on all college faculty/department chair searches
- Advise on equitable graduate admissions initiative
- Ex-officio member of college Equity, Diversity, and Inclusion Committee
- Participation in Faculty Equity Advocate Learning Community across Academic Affairs

Professor, Student Development in Higher Education/
Educational Leadership 2019-Present

Faculty in Residence, Beachside College 2018-2020

- 10 hours of informal/formal contract with undergraduates living at the Beachside Residential College
- Writing coach, informal career counselor (cover letters, resumes, graduate school options), informal academic advisor, and life skills coach)

Associate Professor, Student Development in Higher Education/
Educational Leadership 2014-2019

Faculty in Residence, Beachside College 2011-2015

- 10 hours of informal/formal contract with undergraduates living at the Beachside Residential College
- Writing coach, informal career counselor (cover letters, resumes, graduate school options), informal academic advisor, and life skills coach
- Part of a team comprised of academic affairs and student affairs personnel responsible for advising Housing and Residential Life on its new organization structure, including the creation of three residential colleges
- Provided input on staffing structures, revising the role of the FIR and living-learning community development at CSULB.

Assistant Professor, Student Development in Higher Education 2008-2014

Program Co-coordinator, Student Development in Higher Education 2008-2010

- Course Scheduling
- Advancement to Candidacy Interviews Coordination and attendance; Each SDHE student meets with their advisor and a program coordination between their first and second years in the program
- Comprehensive Exam: Drafting questions, overseeing process of evaluation, and notification of results
- Fieldwork: Manage fieldwork application process; oversee course delivery

- Theses Coordination: Organize and facilitate monthly thesis meetings for SDHE students working on their thesis; provided writing and academic coaching
- Program Assessment and Evaluation: Responsible for continuing the implementation of SDHE Assessment Plan, including the overseeing the creation of the 3 new rubrics for Counseling 548, Counseling 516 and Fieldwork courses
- Part-time Lectures Liaison: Worked with part-time lectures to develop assessment and evaluation processes, discuss course development and provide support

Courses Taught

- Counseling 538 Student Development in Higher Education
- Counseling 548 The US College Student
- Counseling 693 Professional Development Seminar
- Counseling 643b/644b Fieldwork Supervision
- Educational Leadership Doctorate 720-721E Professional Seminar Series
- Educational Leadership Doctorate 724 Critical Perspectives on Diversity in Education
- Educational Leadership Doctorate 734 Survey Research
- Educational Leadership Doctorate 735 Applied Field Research
- Educational Leadership Doctorate 742 Exploration of Campus Cultures
- Educational Psychology 576 Education and Diversity: Historical and Contemporary Perspectives
- University Course 100 Freshman Seminar

University of Michigan, Ann Arbor

Center for African and African American Studies Department Spring 2005; 2007

- Graduate Student Instructor under Melba Boyd, Ph.D.
- Course 340: Blacks in Film, University of Michigan
- Individual consultations with students
- Evaluation of written assignments
- Website site development and maintenance using CTools software

Center for African and African American Studies Department Fall 2002; 2003

- Instructor's Assistant under Ronald C. Woods, J.D.
- Course 450: Law, Race and Historical Process, University of Michigan
- Individual consultations with students
- Assistance with exam evaluations
- Website site development and maintenance using Coursetools (course management software)

Teaching in the Disciplines Seminar, Sweetland Writing Center Fall 2002

Training for Multicultural Classroom Facilitation, Fall 2003
Center for Research on Learning and Teaching

Dissertations Chaired

- Matthew Case. (2020). *Evaluating a conceptual model for first-year retention of students at public comprehensive colleges in California*. (Quantitative). California State University, Long Beach.
- Tashiana Bryant. (2019). *Unhidden and unrelenting figures: The persistence of Black women in STEM disciplines*. (Qualitative). California State University, Long Beach.
- Tasha Iglesias. (2019). *"Each One, Teach One": The impact of a hip-hop learning community on the cultural wealth of foster youth in higher education*. (Qualitative). California State University, Long Beach.
- Arturo Martinez. (2019). *Accelerating developmental math students in California community colleges: A comparative assessment of two acceleration models*. (Quantitative). California State University, Long Beach.
- Brian Thomas. (2016). *The relationship between self-concept related factors and degree aspirations of African American college students*. (Quantitative). California State University, Long Beach.
- Chelena Fisher. (2015). *I'm successful too: Black females journey towards success in the California community college system*. (Qualitative). California State University, Long Beach.
- Sonya Smith. (2014). *Understanding the educational and familial context of the successful college choice process for urban high school students*. (Qualitative). California State University, Long Beach.
- Ralph Davis. (2013). *The juggling act: Balancing multiple roles as community college counselors*. (Qualitative). California State University, Long Beach.
- Tara Hardee. (2013). *Exploring student experiences in developmental education at a four year higher education institution*. (Qualitative). California State University, Long Beach.
- Jamie Hoffman. (2013). *Disability: Faculty knowledge, awareness and attitudes*. (Quantitative). California State University, Long Beach.
- Kim Tabari. (2013). *Exploring the internal and external resources that influence African American males to persist through an undergraduate degree*. (Qualitative). California State University, Long Beach.
- Heidi Gilligan. (2012). *An examination of the financial literacy of California college students*. (Quantitative). California State University, Long Beach.
- Yuri Betancourt. (2011). *An investigation of first-generation community college student engagement: A quantitative study using CCSSE data*. (Quantitative.) Co-chaired with Dr. John Murray. California State University, Long Beach/University of California, Irvine.
- Tangelia Alfred. (2011). *A community college study of low-income, first-generation, African American female students and persistence in extended opportunities programs and services*. (Quantitative). California State University, Long Beach.

- Michelle Mahoney. (2011). *Student-athletes' perceptions of their academic and athletic roles: Intersections amongst their athletic role, academic motivation, choice of major, and career decision making*. (Qualitative). California State University, Long Beach. Recipient of 2010 National Collegiate Athletic Association (NCAA) Graduate Student Research Grant.
- Vincent Rodriquez. (2011). *Relationships between student characteristics and student persistence in online classes at a community college*. (Quantitative). California State University, Long Beach.
- Michelle Fino. (2010). *Fruit and vegetable intake and exercise practices of college students of color*. (Quantitative). California State University, Long Beach.
- Candace M. Smith. (2010). *Prebaccalaureate students at a California State University: A study of student characteristics and first-year success*. (Quantitative). California State University, Long Beach.

Master's Thesis Chaired

- Erick Sanzon. (2018). *The transfer process among Latina/o undocumented students from California community colleges*. (Qualitative). California State University, Long Beach.
- Melissa Mahoney. (2017). *Moving toward an anti-deficit perspective: African American science, technology, engineering, mathematics (STEM) students at Hispanic-Serving Institutions (HSI)*. (Qualitative). California State University, Long Beach. Received Thesis of the Year Award from College of Education, California State University, Long Beach.
- Michael Warden. (2017). *An exploration of student affairs administrators' spirituality and leadership to serve students*. (Qualitative). California State University, Long Beach.
- Whitney Young. (2017). *First-generation undergraduate researchers: Engaging and validating cultural wealth-based self-authors*. (Qualitative). California State University, Long Beach.
- Eileen Jimenez. (2016). *Los sueños no se compran (Dreams can't be bought): Latina/o Degree aspirations and community cultural wealth*. (Quantitative). California State University, Long Beach.
- Jacqueline Toy. (2016). *Mentors in violence prevention training and its effectiveness with resident assistants*. (Quantitative). California State University, Long Beach.
- Elyzza Aparicio. (2015). *Examining Latina/o STEM degree aspirations*. (Quantitative). California State University, Long Beach. Received \$9,000 Graduate Research Fellowship from California State University, Long Beach.
- Markeshia Babers-Henry. (2015). *Psychological and physical health predictors of academic achievement for African American college students*. (Quantitative). California State University, Long Beach. Received \$9,000 Graduate Research Fellowship from CSU Long Beach.
- Rosa Belarique. (2015). *Active-duty student success: A proposed framework*. (Quantitative). California State University, Long Beach. CSU Long Beach Representative to the 29th annual CSU Student Research Competition May 1 and May 2, 2015, hosted by California State University San Bernardino.

- Julio Fregoso. (2015). *Through the pipeline: Degree aspirations of African American and Latino males. (Quantitative)*. California State University, Long Beach. Received \$3,000 California State University Predoctoral Fellowship and \$9,000 Graduate Research Fellowship from California State University Long Beach.
- Ashlee Wilkins. (2014). *Pursuit of STEM: Factors shaping degree completion for African American Females in STEM. (Quantitative)*. California State University, Long Beach. Received \$3,000 California State University Predoctoral Fellowship and \$9,000 Graduate Research Fellowship from California State University Long Beach.
- Rosezetta Henderson. (2013). *The student-athlete college experience and its impact on their career development. (Qualitative)*. California State University, Long Beach.
- Angel Torres (2013). *An understanding of the first-generation community college student: A strengths and assets approach. (Qualitative)*. California State University, Long Beach.
- Ana Zavala. (2013). *Graduate women of color: Exploring experiences, decision making and effects of mentorship. (Qualitative)*. California State University, Long Beach.
- Allison Fujii. (2012). *The ones who hold the world: Career choice process of Asian American first-generation college students. (Qualitative)*. California State University, Long Beach.
- Zoraya Gudelman. (2012). *Understanding the transition and academic experience of veterans at a four-year institution. (Qualitative)*. California State University, Long Beach. Received \$3,000 California State University Predoctoral Fellowship.
- Diem Nancy Nguyen. (2012). *Career decision process of first generation Vietnamese American college students. (Qualitative)*. California State University, Long Beach.
- Jeanette Maduena. (2012). *Exploring Latina/o undocumented students social-political navigation in higher education. (Qualitative)*. California State University, Long Beach.
- Ana Nakano. (2012). *Community college swirlers and the transfer function. (Qualitative)*. California State University, Long Beach.
- Reena Jas. (2011). *Increasing the need of faculty of color in higher education and understanding mentorships between faculty of color and underrepresented minority students. (Qualitative)*. California State University, Long Beach. Received \$9,000 Graduate Research Fellowship from California State University, Long Beach.
- Patricia J. Mucino. (2011). *Examining Latino male California community college students' degree aspirations. (Quantitative)*. California State University, Long Beach.
- Diliana Peregrina-Kretz. (2011). *Year-to-year persistence of Latina/o students at a California State University commuter campus. (Quantitative)*. California State University, Long Beach. Received California State University \$3,000 Predoctoral Fellowship.
- Stephanie Encarnacion. (2010). *Career decision-making process of second-generation Filipina American college students. (Qualitative)*. California State University, Long Beach.

AWARDS AND HONORS

2021 to Present	Senior Fellow, School of Educational Studies, Claremont Graduate University
Spring 2021	Outstanding Faculty Service Nominee, Wang Family Excellence Award, California State University, Long Beach
March 2014	Outstanding Faculty Mentor for Student Engagement in Research, Scholarly and Creative Activity, Academic Affairs, California State University, Long Beach
March 2014	Most Valuable Professor, College of Education, Alumni Association, California State University, Long Beach
July 2010	ASHE Institutes on Equity and Critical Policy Analysis, Research Methods for Critical Analysis of Quantitative Data, Social Network Theory and Analysis, University of California, Los Angeles, Funded by the Ford Foundation
July 2009	ASHE Institutes on Equity and Critical Policy Analysis, Research Methods for Critical Analysis of Quantitative Data, University of California, Los Angeles, Funded by the Ford Foundation
June 2009	ASHE Institutes on Equity and Critical Policy Analysis, Scholarship and Publishing from an Equity Perspective, Santa Fe, New Mexico, Funded by the Ford Foundation
November 2005	Graduate Student Public Policy Seminar, Association for the Study of Higher Education Annual Conference, Philadelphia, Pennsylvania
Spring 2005	Outstanding Presentation Award, 15th Annual Students of Color of Rackham (SCOR) Conference, University of Michigan
2004-2008	Rackham Merit Fellow, Horace H. Rackham Graduate School, University of Michigan
2004-2005	Towsley Scholar, Center for the Education of Women, University of Michigan

PUBLICATIONS

- Forthcoming. Angela M. Locks, Rocio Mendoza, and Deborah F. Carter, Eds. *Debunking the grit narrative in higher education: Drawing on the strengths of African American, Asian American, Pacific Islander, Latinx and Native American Students*. New York: Routledge.
- 2019 Rachelle Winkle Wagner and Angela M. Locks. *Diversity and inclusion: Supporting Students of Color in higher education, 2nd Edition*. New York: Routledge.
- 2017 Angela M. Locks. Integrative approaches for sustained diversity engagement in the early years of college. in E. St. John, C. Modey, & D. Schoem, (Eds.). *Integrative pedagogy: Teaching to the whole student with heart, mind, and spirit* (pp. 191-224). Sterling, VA: Stylus.

- 2016 Angela M. Locks, Dawn Person, Michelle Cuellar, Jeanette Maduena, and Melba Schneider Castro. Racially and socioeconomically diverse students' pathways to college. in P. A. Pasque, M. P. Ting, N. Ortega, & J. C. Burkhardt (Eds.), *Transforming understandings of diversity in higher education: Demography, democracy and discourse*. Sterling, VA: Stylus.
- 2014 Adrian Rodriguez, Paul Ratanasiripong, Diane Hayashino, and Angela Locks. The effects of attachment and acculturation on Latino college students' relationship satisfaction with a close friend. *Journal of Hispanic Higher Education*, 13(4) 323–333.
- 2013 Rachele Winkle Wagner and Angela M. Locks. *Diversity and inclusion: Supporting racially and ethnically underrepresented students in higher education*. New York: Routledge.
- 2013 Patricia Gandara, Leticia Oseguera, Lindsay Perez-Huber, Angela M. Locks, Jongyeon Ee, and Daniel Molina. (2013). *Making education work for Latinas in the U.S.* UCLA: Civil Rights Project/Proyecto Derechos Civiles.
- 2013 Deborah Faye Carter, Angela M. Locks, and Rachele Winkle Wagner. From when and where I enter: Theoretical and empirical considerations of minority students' transition to college. *Higher education: Handbook of Theory and Research*, Volume, 28, pp. 93-149. Springer Netherlands.
- 2012 Leticia Oseguera and Angela M. Locks. *Factors that influence positive educational outcomes for Latina youth*. Prepared for Patricia Gándara, Professor of Education, UCLA, Co-Director, The Civil Rights Project/Proyecto Derechos Civiles.
- 2011 Rhana Natour, Angela M. Locks, and Phillip L. Bowman. Diversity, merit, and college choice: Role of a dynamic sociopolitical environment. in Phillip J. Bowman and Edward P. St. John, (Eds.) *Diversity, merit, and higher education: Toward a comprehensive agenda for the twenty-first century: Readings on Equal Education*, Vol 25, (pp. 111-139) New York: AMS Press, Inc.
- 2009 Leticia Oseguera, Angela M. Locks, and Irene I. Vega. Increasing Latina/o students' baccalaureate attainment: A focus on retention. *Journal of Hispanics in Higher Education*, 8(1), 23-53.
- 2008 Angela M. Locks, Sylvia Hurtado, Nicholas Bowman, and Leticia Oseguera. Extending notions of campus climate and diversity to the transition to college: Experiences with diverse peers and college sense of belonging. *Review of Higher Education* 31(3), 257-285.
- 2008 Angela M. Locks and Sandra R. Gregerman. Undergraduate Research as an Institutional Retention Strategy. in Roman Taraban and Richard L. Blanton, (Eds.), *To think and act like a scientist: Undergraduate research experiences and their effects*, pp. 11-32. New York: Teachers College Press.
- 2004 Victor Sáenz, Sylvia Hurtado, Nida Denson, Alexander Astin, Leticia Oseguera, and Angela M. Locks. *Trends in political attitudes and voting behaviors in early career college graduates*. Research Brief, Higher Education Research Institute, University of California at Los Angeles.

PRESENTATIONS

Reviewed

- 3/2022 Megan Kline Crockett, Angela M. Locks, Ray Briggs, and John Hamilton. Virtual Presentation for American Association Colleges and Universities' Diversity, Equity, and Student Success Pre-Conference, New Orleans, Louisiana.
- 4/2020 Julio Fregoso and Angela M. Locks. *Through the pipeline: Associate degree aspirations of Black and Latino males*. Presentation at meeting of American Educational Research Association, San Francisco, California. Cancelled due to covid 19 pandemic.
- 3/2020 Angela M. Locks, Leslie Reese, Shametrice Davis and Anna M. Ortiz. *A praxis approach to Intergroup Dialogue for P-20 educational leaders*. Presentation at Diversity, Equity, and Student Success Conference, New Orleans, Louisiana. Cancelled due to covid 19 pandemic.
- 4/2017 Angela M. Locks, Rocio Mendoza and Elizabeth Primero. *Understanding habits of the mind among diverse first year college students*. Presentation at meeting of American Educational Research Association, San Antonio, Texas.
- 3/2017 Angela M. Locks, Sandra R. Gregerman, Elizabeth Primero, Jahmal Williams, Amy Strage and Dania Abid. *Aligning resources to expand students' horizons: undergraduate research as a retention strategy*. NASPA Conference, San Antonio, Texas.
- 11/2016 Julio Fregoso and Angela M. Locks. *Transfer aspirations of African American and Latino males enrolled in California community colleges*. Association for the Study of Higher Education Annual Conference, Columbus, Ohio.
- 4/2016 Angela M. Locks, Dawn R. Person, Robert Dawson, Amy B. Jennings, and Rosean Moreno. *Understanding Latina/o high school students' school engagement, academic self-perception and anticipated high school extra-curricular engagement and their degree aspirations*. Presentation at meeting of American Educational Research Association, Washington, D.C.
- 11/2016 Elyzza Aparicio, Angela M. Locks, and Leticia Oseguera. *Examining Latina/o stem degree aspirations*. Association for the Study of Higher Education Annual Conference, Denver, Colorado.
- 4/2015 Angela M. Locks, Julio Fregoso, Dawn Person, Michelle Garcia, Amy Jennings and Melba Castro. *Understanding Latina/o high school students' intellectual self-confidence and pluralistic orientation in the 10th grade*. Paper presented at meeting of the American Education Research Association, Chicago, Illinois.
- 3/2015 Angela M. Locks, Elyzza Aparicio, and Cecile Lindsay. *Undergraduate Research Opportunity Program*. NASPA Conference. New Orleans, Louisiana.
- 4/2014 Angela M. Locks. (Organizer and Chair). *Assessment of college access and success programs and initiatives*. American Educational Research Association, Philadelphia, Pennsylvania.

- 4/2012 Angela M. Locks, Jeanette Maduena, Michelle Gonzalez, Mark Kamimura-Jimenez, Dawn Person and Heidi Gilligan. *Adapting the CIRP to understand Latina/o middle school students' college going behaviors, attitudes and algebra enrollment*. American Education Research Association, Vancouver, B.C., Canada.
- 4/2012 Angela M. Locks, Sonja D. Simmons, Angel T. Torres and Kim D. Tabari. *Community college student cultural wealth*. Paper presented at meeting of the American Education Research Association, Vancouver, B.C., Canada.
- 4/2012 Diliaana Peregrina-Kretz, Angela M. Locks, and Leticia Oseguera. *Year-to-year persistence of Latina/o students at a California state university commuter campus*. Paper presented at meeting of the American Education Research Association, Vancouver, B.C., Canada.
- 11/2010 Angela M. Locks. *Institutional commitment to policies and practices that support racial/ethnic diversity*. Association for the Study of Higher Education, Indianapolis, Indiana.
- 5/2010 Angela M. Locks. *African American college student retention and racial identity*. American Educational Research Association Annual Meeting, Denver, Colorado.
- 4/2009 Angela M. Locks. *Student participation in cocurricular diversity programs*. American Educational Research Association Annual Meeting, San Diego, California.
- 3/2008 Rhana N. Natour, Angela M. Locks, and Phillip J. Bowman. *College choice processes in a dynamic sociopolitical environment* at the Access to College: Race Conscious Policies and the Consequences of Colorblindness Symposium. American Educational Research Association Annual Meeting, New York, New York.
- 4/2007 Deborah Faye Carter, Angela M. Locks, and Sonia DeLuca Fernández. *How school structures affect college destinations*. American Educational Research Association Annual Meeting, Chicago, Illinois.
- 5/2006 Deborah Faye Carter, Alina S. Wong, Angela M. Locks, and Sandra R. Gregerman. *The effects of an undergraduate research program on student academic major and their persistence in college*. Association for Institutional Research 46th Annual Forum, Chicago, Illinois.
- 4/2006 Sylvia Hurtado, Angela M. Locks, Nicolas Bowman, and Leticia Oseguera. *Extending notions of campus climate and diversity to the transition to college: experiences with diverse peers and college sense of belonging*. American Educational Research Association Annual Meeting, San Francisco, California.
- 4/2006 Deborah Faye Carter, Angela M. Locks, Rachele Winkle Wagner, and Daniela Pineda. *From when and where I enter: Theoretical and empirical considerations of minority students' transition to college*. American Educational Research Association Annual Meeting, San Francisco, California.
- 4/2006 Angela M. Locks, Brighid Dwyer, and Christopher Shults. *The unique contributions of Minority Serving Institutions to higher education: A review of the literature and course proposal*. American Educational Research Association Annual Meeting, San Francisco, California.

- 9/2005 Angela M. Locks and Denise O'Neil Green. *A critical race theory perspective on media coverage of the Michigan Civil Rights Initiative*. Association for the Study of Higher Education Annual Conference, Philadelphia, Pennsylvania.
- 4/2005 Sylvia Hurtado, Victor Sáenz, Nida Denson, Leticia Oseguera, Angela M. Locks, and Alexander W. Astin. *Political attitudes and voting behavior: Predicting the potential influence of young voters in the 2004 elections*. American Educational Research Association Annual Meeting, Montreal, Quebec, Canada.
- 10/2004 Angela M. Locks. *From Ville Platte Negro High School to James Stephens and beyond: the lived experience of educational segregation in Ville Platte, Louisiana 1940-1970*. Midwest History of Education Society Annual Meeting, Chicago, Illinois.
- 9/2004 Angela M. Locks. *Accessing higher education: notions of congregation in the African American community*. The United Negro College Fund Patterson Research Institute Conference, Washington, D.C.
- 5/1999 Angela M. Locks and Russel Hathaway. *Promoting proactive behavior through an undergraduate research program*. Association for Institutional Research 39th Annual Forum, Seattle, Washington.
- 5/1999 Russel Hathaway and Angela M. Locks. *Undergraduate research opportunity programs: Assessment and evaluation*. Association for Institutional Research 39th Annual Forum, Seattle, Washington.

Invited Presentations/Webinars

- 9/2020 Convener/Moderator for *Racial equity in undergraduate research* Webinar hosted by California State University, Long Beach #ScholarStrike Teach in.
- 8/2020 Panelist for *Returning to the (virtual) campus: Activism, anti-racism, and transforming community* Webinar hosted by Princeton University and Difficult Dialogues National Resource Center.
- 6/2017 Sandra R. Gregerman, Angela M. Locks and Catalina Ormsby. *Undergraduate research as a retention strategy*. Program Directors Meeting, Council on Undergraduate Research. Flagstaff Arizona.
- 4/2016 Angela M. Locks and Rocio Mendoza. *Estudio, comunidad y trabajo: Balancing what matters in Latina/o college retention*. American Association of Hispanics in Higher Education. Irvine, California.
- 3/2016 Angela M. Locks, Dawn Person, and Rosean Moreno. *Holistic perspectives on Latina/o students' pre-college experiences and the transition to college*. American Association of Hispanics in Higher Education, Costa Mesa, California.
- 3/2016 Angela M. Locks, Julio Fregoso, Dawn Person and Julia Walker. *Holistic perspectives on pre-college students' development, parents and peers*. ACPA College Student Educators International Convention, Montreal, Quebec, Canada.
- 7/2015 Angela M. Locks, Melba Castro, and Michelle Garcia. *Using a national survey to gain a deeper understanding of the perceptions of GEAR UP students*. GEAR UP, San Francisco, California

- 11/2014 Angela M. Locks, Elyzza Aparicio, and Cecile Lindsay. *Power of research: Creating undergraduate research partnerships in new contexts*. NASPA Western Regional Conference, Anaheim, California.
- 7/2014 Angela M. Locks, Melba Castro, and Michelle Garcia. *Using a national survey to gain a deeper understanding of the perceptions of GEAR UP students*. GEAR UP. Washington, D.C.
- 3/2014 Angela M. Locks. *Broadening access to and through postsecondary education: Serving the 21st century college student*. Keynote speaker for the Undergraduate Research Opportunity Program 25th Anniversary Conference, University of Michigan, Ann Arbor, Michigan.
- 3/2014 Angela M. Locks, Adriana Badilla and Yvonne Garcia. *Adapting national college surveys to examine perceptions of Latin@s students from a longitudinal perspective*. American Association of Hispanics in Higher Education, Costa Mesa, California.
- 10/2013 Sandra R. Gregerman and Angela M. Locks. *Undergraduate research assessment and evaluation*. Council on Undergraduate Research, Orange, California.
- 2/2013 Dawn Person and Angela M. Locks. *GEAR UP programs evaluation update*. GEAR UP, Las Vegas, Nevada.
- 3/2012 Angela M. Locks. *Diversity, merit, and college choice*. Diversity, Merit and Higher Educational National Conference, University of Michigan, Ann Arbor, Michigan.
- 10/2011 Sandra R. Gregerman and Angela M. Locks. *Undergraduate research assessment and evaluation*. Meeting of the Institutionalizing Undergraduate Research for California State University System. Council on Undergraduate Research Workshop, Los Angeles, California.
- 11/2010 Angela M. Locks, Francisco C. Castillo, Diliana Peregrina, and Sandra R. Gregerman. *Leveraging assessment and evaluation to institutionalize your program*. Association of American Colleges and Universities, Durham, North Carolina.
- 3/2008 Leticia Oseguera, Angela M. Locks and Irene Vega. *A synthesis of retention literature and research: A focus on Hispanics*. American Association of Hispanics in Higher Education, Miami, Florida.
- 2/2000 Christophe Pierre, Derrick Scott, Sandra Gregerman, and Angela M. Locks. *Recruitment and retention of minority engineers* at the University of Michigan. Empowering Minority Engineers to Reach for Graduate Education Workshop, Atlanta, Georgia.
- 10/1999 Angela M. Locks and Tanya Drosis. *Undergraduate research programs: A path to graduate school*. National Association of Minority Engineering Program Administrators, Houghton, Michigan.
- 7/1999 Angela M. Locks. *Improving the academic success and retention of historically underrepresented students of color through an undergraduate research program*.

Michigan Institute for the Integration of Research and Education, Ann Arbor, Michigan.

- 3/1999 Angela M. Locks, Russel Hathaway, and John Jonides. *Evaluating the undergraduate research opportunity program at the University of Michigan*. Jerome B. Weisner Symposium. New Integrations of Research, Scholarship, and Undergraduate Education: A Best Practices Workshop, Ann Arbor, Michigan.
- 4/1998 Angela M. Locks. *Promoting proactive behavior through an undergraduate research program*. Committee on Institutional Cooperation (CIC) Conference, Ann Arbor, Michigan.
- 10/1996 Angela M. Locks. *Evaluating the undergraduate research opportunity program at the University of Michigan*. Fund for the Improvement of Postsecondary Education (FIPSE) Conference, Washington, District of Columbia.

Additional Presentations

- 2/2005 Angela M. Locks. *The lived experience of educational segregation*. Students of Color of Rackham (SCOR) 15th Annual Conference. Ann Arbor, Michigan.
- 11/2002 Angela M. Locks. *The undergraduate research opportunity program: Involving undergraduates in the university's research mission*. People of Color in Predominantly White Institutions Conference. Lincoln, Nebraska.
- 6/2000 Angela M. Locks and Denise O'Neill Green. *Promoting proactive behavior through an undergraduate research program: Findings, implications, and the benefits of qualitative research*. National Conference on Race and Ethnicity in Higher Education Conference. Santa Fe, New Mexico.
- 6/2000 Angela M. Locks. *Why should I initiate the evaluation of my program? An example of rigorous comprehensive evaluation and its rewards*. National Conference on Race and Ethnicity in Higher Education Conference. Santa Fe, New Mexico.
- 6/2000 Sandra Gregerman, Angela M. Locks, Ann Sprunger, and Maree Elowson. *Improving the academic success and retention of diverse students through undergraduate research*. National Conference on Race and Ethnicity in Higher Education Conference. Santa Fe, New Mexico.
- 6/1999 Angela M. Locks. *Improving the academic success and retention of historically underrepresented students of color through an undergraduate research program*. National Conference on Race and Ethnicity in Higher Education. Memphis, Tennessee.

SERVICE

National

2020, 2021	NSF Panel Reviewer
2019 to Present	<i>Review of Higher Education</i> , Editorial Board Member
2018 to 2021	Council on Undergraduate Research Councilor, Undergraduate Research Programs Division
2013 to 2017	Association for the Study of Higher Education Member, Dissertation of the Year Committee
2012 to 2015	<i>Journal of College Student Development</i> , Editorial Board Member
2013, 2014	NIH Panel Reviewer
2011 to 2013	American Educational Research Association-Division J Member, Dissertation of the Year Committee
4/2011	American Educational Research Association Annual Meeting Discussant: First-Generation and Low-Income Students' Access to College
4/2011	American Educational Research Association Annual Meeting Session Chair: African American Students' Postsecondary Experiences
4/2011	American Educational Research Association Annual Meeting Session Chair: Pathways of Success for Students of Color
5/2010	American Educational Research Association Annual Meeting Session Chair: College Student Learning, Motivation, and Resilience
4/2009	American Educational Research Association Annual Meeting Session Chair: Data, Evidence, and Assessment: Organizational Learning and Sensemaking in Higher Education Environments Session Chair: Contextual Influences on Ethnic Identity and Intercultural Competence
3/2008	American Educational Research Association Session Chair: Student Persistence: Academic and Social Integration, Curriculum, and the Role of Faculty Session Chair: Social and Cultural Capital in Higher Education: Analytic Tools and Under Analysis
11/2005	Association for The Study of Higher Education Annual Conference Session Chair: Access, Equity, and Diversity
11/2004	Association for The Study of Higher Education Annual Conference Session Chair: Social Reproduction and College Pathways

University

California State University, Long Beach

2019-2020	General Education Governing Committee, Academic Senate Member
2017 to 2018	Academic Integrity Committee, Member Elected by Academic Senate
2017 to 2020	Inclusive Excellence Commission Member, Presidential Appointment
2016	Provost Search Committee
2010 to 2016	Advisory Council on Enrollment Management

University of Michigan, Ann Arbor

2004 to 2005	Budget Study Committee, Senate Advisory Committee on University Affairs (SACUA) Member
2004 to 2005	Grad Care Policy Review Committee, Member
2003 to 2008	Students of Color of Rackham (SCOR) Co-Chair for 16th Annual SCOR Conference (2005 to 2006) Chair for Conference Fundraising Committee (2004 to 2005) Member (2003-2008)

College

California State University, Long Beach

2017	Dean's Search Committee, Member Elected by Faculty Council
Spring 2017 to Fall 2018	Chair, Curriculum Committee, College of Education
Fall 2010 to Spring 2011	Grade Appeals Committee, College of Education
May 2016 to Spring 2018	Convening Chair, Student Affairs Committee, College of Education
Fall 2011 to Spring 2012	Social Cultural Analysis of Education Faculty Search Committee
Fall 2009 to Spring 2016	Student Affairs Committee, College of Education
Fall 2008 to Spring 2010	Graduate Degree Programs Committee

University of Michigan, Ann Arbor

Fall 2005	Student Representative, Executive Committee, School of Education.
Fall 2007-Winter 2008	Student representative, Executive Committee, School of Education Member of Advisory Committee Search for Director of Student Services

Department

California State University, Long Beach

2017-2018 Faculty Search Committee, Co-Chair, Educational Leadership
2014 to 2015 Grade Appeals Committee
2012 to 2014 Nominations and Elections Committee

University of Michigan, Ann Arbor

2004 to 2005 Admissions Committee, Center for The Study of Higher and Postsecondary Education
2003 to 2005 Student Representative, Graduate Student Recruitment Day, Center for The Study of Higher and Postsecondary Education
2003 Student Representative, Faculty Meetings, Center for The Study of Higher and Postsecondary Education

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
College Student Educators International (ACPA)
Council on Undergraduate Research (CUR)
Student Affairs Administrators in Higher Education (NASPA)

REFERENCES AVAILABLE UPON REQUEST