

Ruth María López, Ph.D., Assistant Professor

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University of Houston - College of Education
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CURRICULUM VITAE

EDUCATION

Ph.D. in Educational Foundations, Policy, and Practice

University of Colorado Boulder
School of Education Outstanding Doctoral Graduate
Graduate Certificate in Comparative Ethnic Studies

August 2009 – May 2015
Graduated Summer 2015

Bachelor of Arts in Ethnic Studies – Mexican American Studies with Honors

May 2004

Bachelor of Arts in Spanish – Hispanic Studies Concentration

The University of Texas at Austin
Dean's Distinguished Graduate

ACADEMIC EMPLOYMENT

Assistant Professor, College of Education, Department of Educational Leadership & Policy Studies, K-12 Professional Leadership, University of Houston. (September 2016-Present)

Senior Research Associate, Annenberg Institute for School Reform (AISR) at Brown University, Providence, RI. (October 2013-August 2016).

Graduate Research Assistant, Dr. Margaret Eisenhart (Principal Investigator), National Science Foundation Funded (NSF) Project: Urban High School Opportunity Structures, Figured Worlds of STEM, and Choice of Major and College Destination School of Education, University of Colorado Boulder. (September 2010-December 2012).

Program Coordinator, Colorado Diversity Initiative in Math, Science and Engineering, University of Colorado Boulder. (September 2008-August 2012). Coordinated Summer Multicultural Access to Research Training (SMART) Program and NSF Alliances for Graduate Education and the Professoriate (AGEP) Grant activities.

Assistant Director, University Outreach Centers, Division of Diversity & Community Engagement, The University of Texas at Austin. (September 2004-August 2008).

AWARDS, SCHOLARSHIPS, AND FELLOWSHIPS

- 2021 University of Houston Teaching Excellence Award Finalist (under finalist review)
- 2020 College of Education Collaborative Research Award (Assistant Professor)
- 2020 College of Education Faculty Teaching Excellence Award (Assistant Professor)
- 2019 American Association of Hispanics in Higher Education (AAHHE) Faculty Fellow
- University of Houston, Office of the Provost, National Center for Development and Diversity Fellowship, Summer 2017 Faculty Success Program (March 2017)
- Institute for Teachers of Color Committed to Racial Justice (ITOC) School Administrator Fellow (2017)
- American Educational Research Association (AERA), Hispanic Research Issues Special Interest Group (SIG), Honorable Mention, Outstanding Dissertation Award (April 2016)
- 2015 American Association of Hispanics in Higher Education/ETS Dissertation Award, top ten finalist

- 2014 American Educational Research Association Minority Fellowship in Education Research (\$20,000)
- 2011 American Association of Hispanics in Higher Education (AAHHE), Graduate Student Fellows Program
- Ofelia Miramontes Doctoral Fellowship, School of Education, University of Colorado Boulder (2009-2014)

GRANTS

Grant funding total: \$55,000

López, R.M. Las Comadres: A Longitudinal Examination of a Latina College Mentoring Program. New Faculty Research Program, Division of Research, University of Houston. \$6,000. Awarded January 2018

López, R.M. A Longitudinal Study of a Latina College Mentoring Program. Women of Color Coalition Stimulus Research Grant, University of Houston. \$5,000. Awarded December 2018.

López, R.M., Pacheco, H.S., Arellano, C.J., Honey, M.L., & Jones, R. Urban Experience Program (UEP) Summer Internship. Cougar Initiative to Engage (CITE) Grant Program, University of Houston. \$39,000. Awarded February 2019.

Carales, V.D. & **López, R.M.** Ready and Willing: A Qualitative Study of Community College Student's Experiences in a Summer Bridge Program. UH Provost 50-in-5 Grant Award. \$5,000. Awarded November 2019.

PUBLICATIONS

- **ORCID iD:** <https://orcid.org/0000-0003-2881-2847>
- [Google Scholar Profile](#)

**Indicates collaboration with students*

Refereed Articles

***López, R.M.**, Honey, M.L., Pacheco, H.S., & Valdez, E.C. (*In Press*). Creando comunidad: Experiences of Latina faculty and staff mentors at a Hispanic serving institution. *NASPA Journal About Women and Gender in Higher Education*.

Carales, V.D., & **López, R.M.** (2021). Navigating college after a disaster: Understanding the impact and institutional support for community college students after Hurricane Harvey. *Community College Journal of Research and Practice*. [https://doi-org.ezproxy.lib.uh.edu/10.1080/10668926.2021.1881656](https://doi.org.ezproxy.lib.uh.edu/10.1080/10668926.2021.1881656)

Carales, V.D. & **López, R.M.** (2020). Challenging deficit views by using strength-based perspectives to support Latinx community college students. *New Directions for Community Colleges, Emerging Issues for Latinx Students in Community Colleges*. <https://doi.org/10.1002/cc.20390>

López, R.M. (2020). Discursive de/humanizing: A multimodal critical discourse analysis of television news representations of undocumented youth. *Education Policy Analysis Archive*. <https://doi.org/10.14507/epaa.28.4972>

- ***López, R.M.**, Valdez, E.C., Pacheco, H.S., Honey, M.L., & Jones, R. (2020). Bridging silos in higher education: Using Chicana feminist participatory action research to honor and support Latina resilience. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2020.1735566>
- ***López, R.M.**, Tung, R., and Lee, J.J. (2020). Implementing a refugee enrichment program for secondary students in a U.S. newcomer community. *International Journal of Leadership in Education*, 3(1), 77-92. DOI: [10.1080/13603124.2019.1629629](https://doi.org/10.1080/13603124.2019.1629629)
- López, R.M.** and Matos, Y. (2018). Latinx education under attack: The implications of immigration policy for education. *Association of Mexican American Educators Journal*, 12(3), 148-168. DOI: <http://dx.doi.org/10.24974/amae.12.3.410>
- Geller, J.D., Alcantara, V., Boucher, D., Catone, K., **López, R.M.**, & Tung, R. (2015). What does it take to form meaningful connections among cultural brokers, parents, and teachers? Lessons from a grant-funded initiative. *Journal of Family Diversity in Education*, 1(4), 22-44.

Chapters

- López, R.M.** (2019). A critical examination of television news coverage of the Dream Act of 2010 and the implications for families, schools, and communities. In S. Winton & Parekh, G. (Eds), *Critical Perspectives on Education Policy and Schools, Families and Communities*. Information Age Publishing. (Peer-Reviewed, Invited)
- ***López, R.M.**, Del Razo, J.L., & Lee, J.J. (2019) Precarious realities: Undocumented youth in the Southwest (USA). In K. Arar, J.S. Brooks & I, Bogotch, (Eds.), *Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World*. Bingley, UK: Emerald Publishing Ltd. (Peer-Reviewed, Invited)

Policy Briefs

- López, R.M.** (2021). The (mis)treatment and (non)education of unaccompanied immigrant children in the United States. *National Education Policy Center*. Boulder, CO. <http://nepc.colorado.edu/publication/immigrant-children> (Double-Blind Peer-Reviewed, Invited)

Manuscripts Under Review

- López, R.M.** (In revision). Reporters as policy actors: A critical discourse analysis of television news coverage of the Dream Act of 2010. *Race Frames*, edited by Sophia Rodriguez and Gilberto Q. Conchas. Teachers College Press. (Chapter, Peer-Reviewed, Invited)

Reports and Other Publications

- López, R.M.** & Carales, V.D. (2020, April 20). Supporting college students through a public health crisis: Lessons learned from Hurricane Harvey. *Higher Education Today: A blog by American Council on Education*. <https://www.higheredtoday.org/2020/04/20/supporting-college-students-public-health-crisis-lessons-learned-hurricane-harvey/>

- Saunders, M., Alcantara, V., Cervantes, L., Del Razo, J.L., **López, R.M.**, and Perez, W. (2017). *Getting to Teacher Ownership: How Schools Are Creating Meaningful Change*. Providence, RI: Brown University, Annenberg Institute for School Reform.
- Geller, J. D., **López, R. M.**, Alcantara, V., Catone, K. C., & Tung, R. (2016). The i3" We Are a Village" Grant: Successes, Challenges, and Lessons Learned about Supporting Family Engagement in Early Childhood. Final Evaluation Summary. *Annenberg Institute for School Reform at Brown University*.
- López, R.M.** (2015). Enriching English Learner Education through School and Community Partnerships. *Voices in Urban Education 41*: 2-6. Providence, RI. Annenberg Institute for School Reform, Brown University. <http://vue.annenberginstitute.org/issues/41/enriching-english-learner-education-through-school-and-community-partnerships> [Served as Guest Editor]
- López, R.M.**, McAlister, S., Ullucci, K., Alcantara, V., Stoller, J., and Tung, R. (2015). *An Evaluation of the 2014 Gateway Cities English Language Learner Enrichment Academies*. Providence, RI: Annenberg Institute for School Reform, Brown University. <http://annenberginstitute.org/?q=publication/evaluation-2014-gateway-cities-english-language-learner-enrichment-academies>
- Del Razo, J. L., M. Saunders, Renée, M., **López, R.M.**, and Ullucci, K. (2014). *Leveraging Time for Equity: Indicators to Measure More and Better Learning Time*. Providence, RI: Annenberg Institute for School Reform, Brown University. <http://timeforequity.org/uploads/LeveragingTimeforSchoolEquity.pdf>

Dissertation

- Lopez, R. M.** (2015). *Through no fault of their own? A critical discourse analysis of the DREAM Act and undocumented youth in evening television news*. Available from ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses Global. (1719152127). <http://search.proquest.com/docview/1719152127?accountid=9758>