

Curriculum Vitae

Lara Cristina Perez-Felkner

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General Information

University address: Higher Education Program
Department of Educational Leadership and Policy Studies
College of Education
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Florida State University
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Professional Preparation

- 2009 Ph.D., University of Chicago, Chicago, IL. Major: Comparative Human Development.
- 2005 M.A., University of Chicago, Chicago, IL. Major: Social Sciences.
- 2001 B.A., Wesleyan University, Middletown, CT. Major: Psychology. High Honors.

Nondegree Education and Training

- 2009–2012 Postdoctoral Fellowship, NORC at the University of Chicago, Chicago, IL.

Professional Experience

- 2019–present Associate Professor of Higher Education and Sociology, Educational Leadership and Policy Studies, Florida State University. Higher Education Program Faculty.
- 2018–present Affiliate, Hope Center for College, Community, and Justice, Temple University.

- 2018–present Program Coordinator, Higher Education Graduate Program (M.S., Ed.D., Ph.D), Florida State University.
- 2015–present Senior Research Associate, Center for Postsecondary Success, Florida State University.
- 2012–present Research Affiliate, Population Research Center, University of Chicago.
- 2012–present Research Affiliate, Joint Center for Education Research, NORC at the University of Chicago.
- 2012–present Affiliated Faculty in Sociology, Sociology, Florida State University. Courtesy Appointment.
- 2012–2019 Assistant Professor of Higher Education and Sociology, Educational Leadership and Policy Studies, Florida State University.
- 2010–2013 Associate Fellow, UCL Institute of Education, England, University College London; Various University Affiliates. Pathways to Adulthood International Postdoctoral Fellowship Program.
- 2009 Bernice Neugarten Prize Lecturer, Department of Comparative Human Development, University of Chicago. Youth in Society: Theoretical and Methodological Analysis.
- 2006–2007 Teaching Intern, Collegiate Division of Social Sciences, University of Chicago. Self, Culture, and Society (3 courses).
- 2005 Teaching Assistant, Department of Comparative Human Development, University of Chicago. Introduction to Human Development.
- 2001–2003 Counselor, Grades 7-10, Student Support, Post-Placement, Prep for Prep.
- 2000 Teaching Assistant, Department of Psychology, Wesleyan University. Introduction to Psychology.

Language Proficiency

French - intermediate in speaking and writing; advanced in reading.

Khmer - rudimentary in speaking; none in reading and writing.

Portuguese - rudimentary in speaking and writing; advanced in reading.

Spanish - native in speaking, reading, and writing.

Areas of Expertise

Adolescent and Youth Development.
College Access and Higher Education.
Gender and Racial-Ethnic Inequality.
Pathways to STEM fields.
Sociology of Education.

International Affiliations

2015–present VHTO Network Gender + STEM; Netherlands; Research.
2013–present Center for Khmer Studies; Cambodia; Visiting Scholar.
2012–present Pathways to Adulthood Programme; U.K., Germany, Finland, Sweden, U.S;
Alumni Fellow.

Visiting Professorship(s)

2013–2014 Visiting Scholar, Center for Khmer Studies, Siem Reap, Cambodia.

Honors, Awards, and Prizes

Awardee, Graduate Faculty Mentor Award, The Graduate School, Florida State University (2019). (\$3,000).
Nominee, Graduate Teaching Award, The Office of the Provost and Executive Vice President for Academic Affairs, Florida State University (2019).
Emerging Scholars Award, Florida State University Nomination, Diverse Issues in Education magazine (2018).
Nominee, Graduate Faculty Mentor Award, The Graduate School, Florida State University (2018).
Alternate and Honorable Mention, 2017-2018 American Postdoctoral Fellowship Program, American Association for University Women (2017).
Awardee, Supervisor/Mentor Award, Hardee Center and the Higher Education Program, Florida State University (2016).
Finalist, Robert M. Gagne Research Award, Florida State University (2015).
Awardee, Transformation Through Teaching Award, Florida State University (2014).
Semi-finalist, NaED-Spencer Postdoctoral Fellowship Program (2012).
Bernice Neugarten Prize, Department of Comparative Human Development, University of Chicago (2008).
Alternate and Honorable Mention, Predoctoral Diversity Fellowship, Ford Foundation (2005).
Honorable Mention, Predoctoral Diversity Fellowship, Ford Foundation (2004).
Trustees Fellowship, Social Sciences Division from University of Chicago (2003).
Butterfield Prize, Office of Student Affairs and the Dean, Wesleyan University (2001).
High Honors, Senior Honors Thesis, Wesleyan University (2001).

Holzberg Fellowship, Department of Psychology, Wesleyan University (2001).
Fellow, 2050 Program, Department of Psychology, Wesleyan University (1999).
Ronald E. McNair Post-Baccalaureate Program Fellow, Wesleyan University (1999).
Inductee, Psi Chi, National Honor Society for Psychology (1998).
Selected Participant, Project 3000 x 2000, Wesleyan University (1997).

Current Membership in Professional Organizations

American College Personnel Association (ACPA)
American Educational Research Organization (AERA)
American Society for Engineering Education
American Sociological Association (ASA)
Association for the Study of Higher Education (ASHE)
Southern Sociological Society (SSS)
STEM Central
VHTO Network on Gender and STEM

Teaching

Dr. Perez-Felkner teaches graduate-level courses in the College of Education on the following: Sociology of Education, Sociology of Higher Education, Higher Education Outcomes Assessment I & II, and Applied Regression/Applied Education Policy Analysis. In addition, Directed Independent Study (DIS) and Internship courses are also taught with student mentees and advisees, as noted below. Also, Dr. Perez-Felkner coordinated the doctoral diagnostic examinations for the Higher Education program in 2015 and preliminary examinations in 2016 and 2019.

Courses Taught

Outcomes Assessment in Higher Education I: Study Design (EDH5078)
Sociology of Education (EDF5630)
Applied Education Policy Analysis (EDF5649C)
DIS: Race & Gender Intersections (EDH5906)
Internship (EDH5944)
Outcomes Assessment in Higher Education II: Analysis and Dissemination (EDH5079)
Sociology of Higher Education (EDH5931)
DIS: TANF Recipients in Higher Education (EDH5906)
Sociology of Higher Education (EDH5005)
DIS: Qualitative Experience (EDF5907)
Applied Regression (EDF5935)
Outcomes of Undergraduate Education (EDH5068)
Internship (EDH5942)
Internship in College and Community College Teaching (EDH5946)
DIS: Enrollment & Persistence in STEM (EDH5906)

New Course Development

Applied Education Policy Analysis (2018)
Outcomes Assessment in Higher Education I: Study Design (2016)
Outcomes Assessment in Higher Education II: Analysis and Dissemination (2016)
Methods of Educational Research for Higher Education Practitioners (2015)
Applied Regression (2014)
Sociology of Higher Education (2012)
Sociology of Education (2012)

Curriculum Development

Member, ELPS Quantitative Methods Curriculum Committee (2017)
Member, Higher Education Program PhD Curriculum Committee (2013)

Doctoral Committee Chair

Zhao, T., graduate. (2020). *Expanding STEM Pathways: The Impact Of Abilities And Interests, Merit Aid, And High School Contexts On Students' STEM Major Choice*. [Assistant Professor at Hangzhou Dianzi University, FSU Graduate Research & Creativity Nominee, Barbara Mann Award]

Hampton, A., graduate. (2019). *Learning to Earn: Nontraditional Age Students in Higher Education*. [Jon C. Dalton Institute on College Student Values Dissertation of the Year Winner 2020]

Nix, S., graduate. (2018). *Exclusivity through Challenge: Perceptions of Difficulty in Mathematics-Intensive STEM Fields at the Intersection of Race/Ethnicity and Gender*. [Awards: National Academy of Education/Spencer Foundation \$27,500 Dissertation Fellowship (2016); P.E.O. Scholar Award national candidate (2015), dissertation awardee \$15,000 (2016); ASHE Travel Scholarship (2014); AERA Division J Travel Award (2014), Ford Foundation Predoctoral Diversity Fellowship Honorable Mention (2014)]

Portis, D. M., doctoral candidate.
Acosta, C. J., doctoral student.
Fluker, C. C., doctoral student.
Rezaei, R. M., doctoral student.
Shore, C. D., doctoral student.
McQueen, A. F., doctoral student.
Williams, I. P., doctoral student.

Doctoral Committee Member

Hernandez, M. A., graduate. (2020). *From Silence to Uproar: Exploring the Experiences of Undocumented College Students as Social Activists*.
Matthews, D., graduate. (2020). *Experiences Of Black Women HBCU Graduates Enrolled In*

HWI Doctoral Programs.

- Philpot, E. S., graduate. (2020). *Does Financial Aid Policy Influence Who Attends College? The Effects of Merit and Need Aid on the College Attendance of Racially Minoritized Students.*
- Oz, E., graduate. (2019). *Measuring Mathematics and Science Teacher Effectiveness Using Rigorous Course-taking in High School.*
- Hernandez, E., graduate. (2019). *Social Media as an Academic Space: Racialized and Gendered Narratives from Chicana Doctoral Students.* [NASPA Dr. Susan Komives Research Award for the Student Leadership Programs Knowledge Community (2017); American Association of Hispanics in Higher Education Graduate Fellowship (2016)]
- Rahming, S. G., graduate. (2019). *Black Women in White Coats: Science Identity Construction in Afro-Caribbean Women.* [Fellows Society Dissertation Award 2018-19; Research Assistant 2017-18]
- Torres, M., graduate. (2019). *Ella Creyó Que Podía, Así Que Lo Hizo: Exploring Latina Leader Identity Development Through Testimonio.*
- Anthony, M. C., graduate. (2019). *Inspecting the Bridge: The Impact of a Summer Bridge Program on the Retention of Academically Prepared First-generation, Low-income Undergraduate Students.*
- Acosta, D. M., graduate. (2018). *"Ripples...It Shaped Me To Be A Leader:" A Phenomenological Exploration Of How Female Undergraduate Student Leadership Is Influenced By Divorce During Childhood.*
- Guilbeau, J. P., graduate. (2018). *Student Diversity in Higher Education: Are Alumni Part of the Equation?*
- Petrova, K. P., graduate. (2018). *Was Race to the Top a Catalyst for Improving Science Education in Public Schools? Effects of Race to the Top on Students' Science Achievement and Closing the Achievement Gap in Science.*
- Acosta, A. A., graduate. (2017). *Haciendose Un Líder: Leadership Identity Development of Latino Men at a Predominantly White Institution.*
- Roberts, R. L., graduate. (2017). *Understanding Human Agency in Personalization for Academic and Social Learning.*
- Ramp, L., graduate. (2016). *Pursuing STEM and Related Careers: The Role of Math Self-Efficacy and High School Math and Science Courses in Building Momentum.*
- Stanfill, E. M., graduate. (2016). *The Concept of Quality in Cambodian Teacher Training: A Philosophical Ethnography.*
- Callahan, K. M., graduate. (2015). *The Internationalization in Student Affairs in the United States From 1951 to 1996.*
- Macias, L. V., graduate. (2015). *Examining the Self-Efficacy of High-Achieving First Generation College Students: A Case Study.*
- Brock, B. R., graduate. (2014). *Retaining Students Through Freshmen Experience Courses: What is the Effect of Selected Course-Related Factors on the Retention Rate of Students Enrolled in a Freshmen Experience Course?*
- Snead, S. M., graduate. (2014). *African American and Latino Enrollment Trends Following the College Costs Reduction and Access Act of 2007.* [Awards: AERA Division J Travel Award (2014), Florida Gubernatorial Fellow (2013-14)]
- Volpe White, J. M., graduate. (2014). *Students' Application of Leadership Learning Through Reflection.*

Akubo, M. O., doctoral candidate.
Spencer, H. A., doctoral candidate.
Wiest, A. L., doctoral candidate.
Choi, Kyoung-Jun, doctoral student.
Kilgore, A. N., doctoral student.
Labissiere, S., doctoral student.
Reyna, A. J., doctoral student.

Doctoral Committee University Representative

Olivier Perrinjaquet, doctoral candidate.
Saras, E., doctoral candidate.
Ramirez Surmeier, L., doctoral candidate.
Forbes, T., doctoral candidate.

Master's Committee Chair

Dilworth, D. M., graduate. (2020).
Gallavan, K. M., graduate. (2020).
Jernigan, C. S., graduate. (2020).
Lee, J. Y., graduate. (2020).
Mizell, H. C., graduate. (2020).
Rizo, R. A., graduate. (2020).
Toledo, J. M., graduate. (2020).
Treese, T. S., graduate. (2020).
Varone, T., graduate. (2020).
Webber, J. G., graduate. (2020).
Malagon, B. S., graduate. (2019).
Gilbert, J., graduate. (2019).
Hiremath, A. K., graduate. (2019).
Hopely, R. C., graduate. (2019).
Hopkins, R. R., graduate. (2019).
Houtkooper, J. R., graduate. (2019).
Akins, C. D., graduate. (2018).
Deas, D., graduate. (2018).
Durbin, C. L., graduate. (2018).
Harris, E. C., graduate. (2018).
Martinez, M. C., graduate. (2018).
Morante, C. M., graduate. (2018).
Novotny, A. L., graduate. (2018).
Runk, A. R., graduate. (2018).
Piers, R. E., graduate. (2017).
Corbett, M., graduate. (2017).
Hayworth, K. M., graduate. (2017).

Satterwhite, E. M., graduate. (2017).
Thomas, T. N., graduate. (2017).
Foutch, M., graduate. (2016).
Locks, T. V., graduate. (2016). *Performance Funding at Two Public Institutions*. [Thesis student; NASPA awards – Florida (2015) & Region III (2016)]
Peters, A. M., graduate. (2016).
Washington, L., graduate. (2016).
Yorke, S. A., graduate. (2016).
Maggard, A. K., graduate. (2015).
Orozco, R. C., graduate. (2015).
Tripsas, M. C., graduate. (2015).
Zernick, K. K., graduate. (2014).
Campos, Y., student.
Garrett, A. D., student.
Leeds, M., student.
Olsen, K., student.
Ramos, L. N., student.
Washington, J. C., student.

Master's Committee Member

Apgar, L. A., graduate. (2017).
Breedon, C. A., graduate. (2017).
Burke, C. E., graduate. (2017).
McDaniel, S. Y., graduate. (2017).
Paige, K. F., graduate. (2017).
Warner, D. L., graduate. (2017).
Weiss, B. A., graduate. (2017).
Stone, J. R., graduate. (2016).
Aldosari, S., graduate. (2015).
Roberts, K. L., graduate. (2014). *Student-Faculty Interaction in the First Year of College: Exploring the Effects of Policy on Student Engagement*.

Supervision of Student Research Not Related to Thesis or Dissertation

Saras, E. D. (2017–present).
Nix, S. R. (2013–present).
Sapp, D. (2015–17).
Magalhaes, M. (2014–17).

Rigobon, V. (2015–16).

Thomas, K. (2013–16).

D'Sa, M. (2014–15).

Orozco, R. (2014–15).

Osei, R. (2014–15).

Hopkins, J. (2013–15).

Snead, S. (2012–13).

Additional Pedagogical Training

Perez-Longobardo, L. C. (2006). *Workshop on Effective Grading*. University of Chicago, Center for Teaching and Learning.

Perez-Longobardo, L. C. (2005). *Workshop on Teaching in the College*. University of Chicago, Center for Teaching and Learning.

Guest Lectures

Perez-Felkner, L. (2018). *Latinx Leadership*. Florida State University.

Perez-Felkner, L. (2016). *Black and Latino Higher Education*. Florida State University.

Perez-Felkner, L. C. (2015). *Social Foundations of Education*. Florida State University.

Perez-Felkner, L. C. (2015). *Women in Higher Education*. Florida State University.

Research and Original Creative Work

My research uses developmental and sociological perspectives to examine how young people's social contexts influence their college and career outcomes, with a focus on how these contexts shape underrepresentation in higher education access, field of study, and degree attainment. In particular, this work examines how malleable high school and college micro-environments (including peers and faculty) and broader macro-contexts (policy, urbanicity, and culture) can differentially facilitate the realization of young people's college and career ambitions. These studies alternately employ secondary analysis of large-scale national longitudinal datasets and/or original research using participant observation, interview methodology, longitudinal surveys, and institutional/government data. My work centers on two focal strands of research: access to higher education and underrepresentation in STEM majors and careers. These strands share an aim to identify mechanisms that could be addressed through policy and institutional interventions to broaden the participation of women and men in higher education and scientific careers irrespective of their social background.

Publications

Invited Journal Articles

Perez-Felkner, L. (2020). EDITORIAL: Surpassing STEM's Gender Limitations: Structures, Interventions, and Systems Change. *International Journal of Gender, Science and Technology*, 11(3), 1-4.

Refereed Journal Articles

Zhao, T.^(d), Perez-Felkner, L., Erichsen, K.^(p), & Hu, S. (submitted). How Does High School Counseling Affect Students' Choice of STEM and Computing Majors? *Educational Policy*. Manuscript submitted for publication.

Saras, E. D.^(d), Kristen Erichsen^(d), & Perez-Felkner, L. (submitted). The Women Faculty Factor: Undoing Gendered Othering in Undergraduate STEM Education. *Gender & Society*. Manuscript submitted for publication, 39 pages.

Zhao, T.^(d), & Perez-Felkner, L. (submitted). Perceived Abilities or Academic Interests? High School Science and Math Effects on Postsecondary STEM Outcomes. *American Educational Research Journal*. Manuscript submitted for publication, 46 pages.

Hampton, A.^(d), & Perez-Felkner, L. (submitted). Getting what they came for? Non-traditional students' degree attainment. *Journal of College Student Development*. Manuscript submitted for publication, 13 pages.

Perez-Felkner, L., Ford, J.^(d), Zhao, T.^(d), Anthony, M.^(d), Harrison, J.^(d), & Rahming, S.^(d) (2020). Basic Needs Insecurity Among Doctoral Students: What It Looks Like and How to Address It. *About Campus: Enriching the Student Learning Experience*, 24(6), 18-24. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/1086482219899649>
doi:10.1177/1086482219899649

- Perez-Felkner, L., Felkner, J., Nix, S.^(d), & Magalhaes, M.^(u) (2020). The Puzzling Relationship between International Development and Gender Equity: The Case of STEM Postsecondary Education in Cambodia. *International Journal of Educational Development*, 74, 1-11. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0738059319300756>
doi:<https://doi.org/10.1016/j.ijedudev.2019>
- Perez-Felkner, L. C., Thomas, K.^(d), Nix, S.^(d), Hopkins, J.^(u), & D'Sa, M. (2019). Are 2-Year Colleges the Key? Institutional Variation and the Gender Gap in Undergraduate STEM Degrees. *Journal of Higher Education*, 90(2), 181-209. Retrieved from http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1532029129_9237f6e3
doi:<https://doi.org/10.1080/00221546.2018.14>
- Nix, S.^(d), & Perez-Felkner, L. (2019). Ability beliefs, gender, and race/ethnicity: An intersectional analysis of students' pathways to STEM degrees. *Social Sciences*, 8(2), 1-29. Retrieved from <https://www.mdpi.com/2076-0760/8/2/43>
doi:10.3390/socsci8020043
- Perez-Felkner, L. (2018). Affirmative Action Challenges Keep on Keeping On: Responding to Shifting Federal and State Policy. *Perspectives: Policy and Practice in Higher Education*, 1-5. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/13603108.2018.1529639>
doi:<https://doi.org/10.1080/13603108.2018.15>
- Saras, E.^(d), & Perez-Felkner, L. (2018). Sociological Perspectives on Socialization. *New York: Oxford University Press*, 1-26. Retrieved from <http://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0155.xml?rskey=3iZumm&result=167> doi:10.1093/obo/9780199756384-0155
- Orozco, R.^(m), & Perez-Felkner, L. C. (2018). Ni de aquí, ni de allá: Conceptualizing the self-authorship experience of gay Latino college men using conocimiento. *Journal of Latinos and Education*, 17(4), 386-394. Retrieved from http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1510590237_fae855fd
doi:10.1080/15348431.2017.1371018
- Milesi, C., Perez-Felkner, L., Brown, K., & Schneider, B. (2017). Engagement, persistence, and gender in computer science: Results of a smartphone ESM study. *Frontiers in Psychology*, 8, 1-9. Retrieved from http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1494866477_8dc29d1d doi:<https://doi.org/10.3389/fpsyg.2017.00602>

- Perez-Felkner, L., Nix, S.^(d), & Thomas, K.^(d) (2017). Gendered pathways: How mathematics ability beliefs shape course and degree choices from high school through college. *Frontiers in Psychology*, 8(386), 1-28. Retrieved from <http://journal.frontiersin.org/article/10.3389/fpsyg.2017.00386/abstract>
doi:10.3389/fpsyg.2017.00386
- Perez-Felkner, L. C. (2015). Perceptions and resilience in underrepresented students' pathways to college. *Teachers College Record*, 117(8), 62. Retrieved from <http://www.tcrecord.org/content.asp?contentid=17996>
- Schneider, B., Milesi, C., Perez-Felkner, L. C., Brown, K., & Gutin, I.^(u) (2015). Does the gender gap in STEM majors vary by field and institutional selectivity? *Teachers College Record*, 20. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=18026>
- Nix, S.^(d), Perez-Felkner, L. C., & Thomas, K.^(d) (2015). Perceived mathematical ability under challenge: A longitudinal perspective on sex segregation among STEM degree fields. *Frontiers in Psychology*, 6(530), 1-19. Retrieved from <http://journal.frontiersin.org/article/10.3389/fpsyg.2015.00530/abstract>
doi:10.3389/fpsyg.2015.00530
- Perez-Felkner, L. (2014). Sociological Perspectives on College Women's Pathways to Persistence in Physics. *Bulletin of the American Physical Society*, 59.
- Perez-Felkner, L. C., McDonald, Sarah-Kathryn, Schneider, B., & Grogan, E. (2012). Female and male adolescents' subjective orientations in mathematics and their influence on postsecondary majors. *Developmental Psychology*, 1658–1673. Retrieved from <http://psycnet.apa.org/psycinfo/2012-05397-001/> doi:10.1037/a0027020

Edited Monographs

- Perez-Felkner, L., & Gaston Gayles, J. (Eds.). (2018). Advancing Higher Education Research on Undergraduate Women in STEM [Monograph]. *New Directions in Institutional Research*, 2018(179), 137. Retrieved from <https://onlinelibrary.wiley.com/toc/1536075x/2018/2018/179>

Refereed Book Chapters

- Hanson, D.^(d), Perez-Felkner, L., & Thayer, D.^(d) (2020). Overview of Higher Education (USA). In C. D. Clark & W. J. Jacob (Ed.), *Bloomsbury Education and Childhood Studies*. Bloomsbury Press. Retrieved from <http://dx.doi.org/10.5040/9781350996489.0012>
- Nix, S.^(d), Perez-Felkner, L., & Thomas, K.^(d) (2018). Perceived mathematical ability under challenge: A longitudinal perspective on sex segregation among STEM degree fields. In S. Ceci, W. M. Williams, & S. Khan (Eds.), *The underrepresentation of women in*

science: International and cross-disciplinary evidence and debate (pp. 133-151). Lausanne, Switzerland: Frontiers Media. Retrieved from <https://www.frontiersin.org/research-topics/2794/underrepresentation-of-women-in-science-international-and-cross-disciplinary-evidence-and-debate>

Perez-Felkner, L. C., McDonald, S.-K., & Schneider, B. (2014). What happens to high-achieving females after high school? Gender and persistence on the postsecondary STEM pipeline. In I. Schoon, & J. S. Eccles (Eds.), *Gender differences in aspirations and attainment: A life course perspective* (pp. 285-320). Cambridge: Cambridge University Press. Retrieved from <http://ebooks.cambridge.org/chapter.jsf?bid=CBO9781139128933&cid=CBO9781139128933A025&tabName=Chapter>

Perez-Felkner, L. C. (2013). Socialization in childhood and adolescence. In J. DeLamater, & A. Ward (Eds.), *Handbook of social psychology, 2nd edition* (pp. 119-149). Springer Publishing. Retrieved from doi: 10.1007/978-94-007-6772-0_5

Perez-Felkner, L., Hedberg, E. C., & Schneider, B. (2011). Black educational choice: Assessing the private and public alternatives to traditional K–12 public schools. In D. Slaughter-Defoe, H. Stevenson, E. Arrington, & D. Johnson (Eds.), *Black Educational Choice: Assessing the Private and Public Alternatives to Traditional K–12 Public Schools* (pp. 234-254). Santa Barbara, CA: Praeger Press. Retrieved from DOI: 10.13140/RG.2.1.3889.6085

Schneider, B., Ford, T., & Perez-Felkner, L. C. (2011). Social networks and the education of children and youth. In S. Järvelä (Eds.), *Social and emotional aspects of learning* (pp. 269-275). Amsterdam, the Netherlands: Elsevier. Retrieved from <http://bit.ly/2zEOJzs>

Schneider, B., Ford, T., & Perez-Felkner, L. C. (2010). Social networks and the education of children and youth. In E. Baker, B. McGaw, & P Paterson (Eds.), *International encyclopedia of education, 3rd edition* (pp. 705-711). Amsterdam, the Netherlands: Elsevier. Retrieved from <http://bit.ly/2zEOJzs>

Refereed Monograph Chapters

Perez-Felkner, L. (2018). Conceptualizing the Field: Higher Education Research on the STEM Gender Gap. In Lara C. Perez-Felkner, & Joy Gaston Gayles (Eds.), *Advancing Higher Education Research on Undergraduate Women in STEM [Monograph]. New Directions in Institutional Research, 2018(179)*, 11-26. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1002/ir.20273>

Perez-Felkner, L., & Gaston Gayles, J. (2018). Editors' Notes. In Lara C. Perez-Felkner, & Joy Gaston Gayles (Eds.), *Advancing Higher Education Research on Undergraduate Women in STEM* [Monograph]. *New Directions in Institutional Research*, 2018(179), 7-9. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1002/ir.20272>

Saras, E.^(d), Perez-Felkner, L., & Nix, S.^(d) (2018). Next steps for higher education research on women in undergraduate science: The institutional context. In Lara C. Perez-Felkner, & Joy Gaston Gayles (Eds.), *Advancing Higher Education Research on Undergraduate Women in STEM* [Monograph]. *New directions for institutional research*, 2018(179), 115-137. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1002/ir.20278>

Refereed Encyclopedia Entries

Perez-Felkner, L. C. (2015). Achievement differences and gender. In R. Gunstone (Ed.), *Springer encyclopedia of science education* (p. 9-10). New York: Springer Publishing. Retrieved from http://dx.doi.org/10.1007/978-94-007-2150-0_349

Perez-Felkner, L. C. (2015). Attitude differences and gender. In R. Gunstone (Ed.), *Encyclopedia of science education* (p. 93-94). New York: Springer Publishing. Retrieved from http://dx.doi.org/10.1007/978-94-007-2150-0_351

Perez-Felkner, L. C. (2013). Occupational aspirations/expectations. In W. Ainsworth, & G. J. Golson (Eds.), *Sociology of education: An A-to-Z guide* (p. 545-546). Thousand Oaks, CA: Sage Publications. Retrieved from <http://dx.doi.org/10.4135/9781452276151.n289>

Perez-Felkner, L. C. (2013). Racial inequality: Returns to educational investments. In J. W. Ainsworth, & G. J. Golson (Eds.), *Sociology of education: An A-to-Z guide* (p. 638-640). Thousand Oaks, CA: Sage Publications. Retrieved from <http://dx.doi.org/10.4135/9781452276151.n333>

Refereed Proceedings

Perez-Felkner, L., Shore, C.^(d), Dickens, T., & Yang, M. D.^(d) (2020). Engineering Resilience through Research Mentorship: Manufacturing Pathways to Careers. In *American Society for Engineering Education*. PEER Proceedings of the American Society for Engineering Education. Retrieved from <https://www.asee.org/public/conferences/172/papers/31731/view>

Perez-Felkner, L., Thomas, K.^(d), Hopkins, J.^(u), & Nix, S.^(d) (2015). Are two-year colleges the key to expanding the scientific labor force? Unpacking gender and racial-ethnic gaps in undergraduate STEM degrees. In *Society for Research on Educational Effectiveness (SREE)*. Evanston, IL: Society for Research on Educational Effectiveness. Retrieved from <https://eric.ed.gov/?id=ED562124>

Perez-Felkner, L. (2014). Sociological perspectives on college women's pathways to persistence in physics. In *American Physical Society (APS) April Meeting 2014, abstract id. C11.001*. College Park, MD: American Physical Society. Retrieved from <http://adsabs.harvard.edu/abs/2014APS..APRC11001P>; doi: 10.1103/BAPS.2014.APRIL.C11.1

Refereed Reviews

Perez-Longobardo, L. (2005). Latino crossings: Mexicans, Puerto Ricans, and the politics of race and citizenship. *Contemporary Sociology: A Journal of Reviews*, 34(4), 490-497. Retrieved from doi: 10.1177/009430610503400515

Invited Newsletter Articles

Perez-Felkner, L. C. (2012). Understanding social inequality in higher education and careers. *Pathfinder*, 4, 5-8. Retrieved from <http://www.pathwaystoadulthood.org/docs/PATHWAYSNewsletterIssue4.pdf>

Perez-Felkner, L. C. (2011). Five questions to Barbara Schneider. *Sociology of Education Newsletter*, 14(2), 7-9. Retrieved from http://www2.asanet.org/soe/newsletters/newsletter_summer_2011.pdf

Nonrefereed Reports

Perez-Felkner, L., Rahming, S.^(d), & Dellafiora, T.^(m) (2018). *Hungry to Learn: A Preliminary Assessment of FSU's Food for Thought Pantry*. Tallahassee, FL: Higher Education Persistence Pathways Lab.

Montalvo, J.^(d), & Perez-Felkner, L. (2018). *Report Brief: Stoicism, Striving, and Quiet Challenges Among Graduate Student Veterans*. Tallahassee, FL: Higher Education Persistence Pathways Lab.

Perez-Felkner, L., Rahming, S.^(d), Dellafiora, T.^(m), & Montalvo, J.^(d) (2018). *Who Stays, Who Goes, How Can We Tell Their Stories? A Research-Practitioner Partnership of Student Withdrawal*. Tallahassee, FL: Higher Education Persistence Pathways Lab.

Perez-Felkner, L. C. (2015). *Policy brief: Perceptions matter: How schools can enhance underrepresented students' resilience on the rocky path to college*. FSU Center for Postsecondary Success. Retrieved from <http://centerforpostsecondarysuccess.org/wp-content/uploads/2014/09/Perceptions-Matter-Policy-Brief.pdf>

Presentations

Refereed Papers at Conferences

Perez-Felkner, L. (accepted). *Free to Succeed? A Mixed Methods Randomized Control Trial of a Rent-Free College Housing Intervention*. Paper to be presented at AERA Annual Meeting, American Educational Research Association, Virtual because of COVID-19. (International)

Perez-Felkner, L., Chen, J.^(d), Erichsen, K.^(p), Hu, S., & Zhao, T.^(d) (accepted). *Gender, Course Taking, and STEM Fields: Following Florida's Community College Students' Pathways to Computing and Engineering Baccalaureate Degrees*. Paper to be presented at AERA Annual Meeting, American Educational Research Association, Virtual because of COVID-19. (International)

Erichsen, K.^(p), Perez-Felkner, L., Zhao, T.^(d), & Hu, S. (accepted). *Sex Segregation of High School STEM Extracurricular Activities: Longitudinal Effects on Efficacy, Identity, and Postsecondary Majors*. Paper to be presented at AERA Annual Meeting, American Educational Research Association, Virtual because of COVID-19. (International)

Zhao, T.^(d), Perez-Felkner, L., & Yang, Y. (accepted). *The Effect of High School Context on STEM Major Choice: A Structural Equation Model*. Paper to be presented at AERA Annual Meeting, American Educational Research Association, Virtual for COVID-19. (International)

Zhao, T.^(d), Perez-Felkner, L., Erichsen, K.^(p), & Hu, S. (accepted). *The Effect of High School Counseling on College Major Choices: A Multilevel Multinomial Analysis*. Paper to be presented at Annual Meeting, Association for the Study of Higher Education (ASHE), Virtual because of COVID-19. (National)

Zhao, T.^(d), & Perez-Felkner, L. (accepted). *The Impact of Merit-Based Aid on STEM Major Choices: A Propensity Score Matching Analysis*. Paper to be presented at Annual Meeting, Public Policy Pre-Conference, Association for the Study of Higher Education (ASHE), Virtual because of COVID-19. (National)

Perez-Felkner, L., Purita, R.^(d), Reyna, A.^(d), Woodin, S., Baker-Smith, C., & Torres, M. (accepted). *Trying to Get By: A Qualitative Examination of Student Experiences after Applying to a Rent-Free College Housing Intervention*. Paper to be presented at Annual Meeting, Association for the Study of Higher Education (ASHE), Virtual because of COVID-19. (National)

- Perez-Felkner, L. (accepted). *A Mixed Methods Randomized Control Trial Evaluation of a Rent-Free College Housing Intervention in Florida*. Paper to be presented at Annual Meeting, American Educational Research Association, San Francisco, CA. (International). (Cancelled due to COVID-19)
- Perez-Felkner, L., & Hu, S. (accepted). *Gendered Pathways: From Florida's Two-Year Institutions to Computing Degrees*. Paper to be presented at Annual Meeting, American Educational Research Association, San Francisco, CA. (International). (Cancelled due to COVID-19)
- Zhao, T.^(d), Perez-Felkner, L., & Yang, Y. (accepted). *The Effect of High School Context on STEM Major Choice: A Structural Equation Model*. Paper to be presented at Annual Meeting, American Educational Research Association, San Francisco, CA. (International). (Cancelled due to COVID-19)
- Saras, E.^(d), Erichsen, K.^(p), & Perez-Felkner, L. (presented 2020). *The Women Faculty Factor: Undoing Gendered Othering in Undergraduate STEM Education*. Paper presented at Summer Meeting, Sociologists for Women in Society, Virtual. (National) Retrieved from <https://socwomen.org/summer-meeting-2020/>
- Rahming, S. G.^(d), & Perez-Felkner, L. (presented 2019). *Hands Off? Access and Embodied Cognition among Black Students in Engineering*. Paper presented at Annual Meeting, American Educational Research Association, Toronto, Canada. (International) Retrieved from <https://convention2.allacademic.com/one/aera/aera19/>
- Zhao, T.^(d), & Perez-Felkner, L. (presented 2019). *Perceived Abilities or Academic Interests? Gender and Race Differences in Majoring in STEM Fields*. Paper presented at Annual Meeting, American Sociological Association, New York, NY. (International) Retrieved from <https://www.asanet.org/annual-meeting-2019/program-information>
- Perez-Felkner, L., Felkner, J., Nix, S.^(d), & Carvalho Magalhaes, M. B.^(u) (presented 2019). *The Puzzling Relationship between Development and Gender Equity: The Case of Postsecondary Education in STEM Fields*. Paper presented at Annual Meeting, American Sociological Association, New York, NY. (International) Retrieved from <https://www.asanet.org/annual-meeting-2019/program-information>
- Saras, E. D.^(d), Perez-Felkner, L., & Nix, S.^(d) (presented 2019). *Warming the Chill: Insights for Institutions and Researchers to Keep Women in STEM*. Paper presented at Annual Meeting, American Educational Research Association, Toronto, Canada. (International) Retrieved from <https://convention2.allacademic.com/one/aera/aera19/>
- Hampton, A.^(d), & Perez-Felkner, L. (presented 2018). *Getting what they came for? Non-traditional students' degree attainment*. Paper presented at Annual Meeting, American Sociological Association, Philadelphia, PA. (National)

- Perez-Felkner, L., & Rahming, S. G.^(d) (presented 2018). *HBCUs Are a Different World: Black Women in an Undergraduate Engineering Intervention*. Paper presented at Annual Meeting, Association for the Study of Higher Education, Tampa, FL. (National)
- Perez-Felkner, L., Schneider, B., Milesi, C., & Brown, K. (presented 2018). *How do ability beliefs and collegiate experiences affect computer science achievement among undergraduate women and men?* Paper presented at 4th Biennial Conference, Network Gender & STEM, Eugene, OR. (International)
- Perez-Felkner, L., & Orozco, R.^(m) (presented 2018). *Ni de aquí, ni de allá: Conceptualizing the self-authorship experience of gay Latino college men using conocimiento*. Paper presented at Annual Meeting, Dalton Institute, Tallahassee, FL. (National) Retrieved from <https://studentvalues.fsu.edu/institute>
- Rahming, S.^(d), & Perez-Felkner, L. (presented 2018). *Not material: The importance of hands-on learning among black women and men engineering students*. Paper presented at 4th Annual Biennial Conference, Gender & STEM Network, Eugene, OR. (International)
- Saras, E.^(d), & Perez-Felkner, L. (presented 2018). *Warming the "Chilly Climate" for Women in STEM Education*. Paper presented at Annual Meeting, Southern Sociological Society, Atlanta, GA. (Regional)
- Saras, E.^(d), Perez-Felkner, L., & Nix, S.^(d) (presented 2018). *Warming the Chill: Insights for Institutions and Researchers to Keep Women in STEM*. Paper presented at Annual Meeting, American Educational Research Association, Toronto, CA. (International)
- Nix, S.^(d), & Perez-Felkner, L. (presented 2017). *Challenge perceptions, gender, and race: longitudinal impacts on participation in mathematics-intensive fields*. Paper presented at Annual Meeting, Association for the Study of Higher Education, Houston, TX. (National) Retrieved from <https://convention2.allacademic.com/one/ashe/ashe17/>
- Perez-Felkner, L., Nix, S.^(d), Felkner, J., & Magalhaes, M.^(m) (presented 2017). *Does development deter women from STEM? Urbanization, broadened access, and sex segregation in Cambodia*. Paper presented at Annual Meeting, American Educational Research Association, New York, NY. (International)
- Perez-Felkner, L., Nix, S.^(d), & Thomas, K.^(d) (presented 2017). *Gendered pathways: How mathematics ability beliefs shape course and degree choices from high school through college*. Paper presented at Annual Meeting, Sociology of Education Association, Asilomar, CA. (National)
- Perez-Felkner, L., & Hampton, A.^(d) (presented 2017). *Graduating isn't a sure thing: How long do the effects of high school social support last?* Paper presented at Annual Meeting, American Educational Research Association, San Antonio, TX. (National)

- Nix, S.^(d), & Perez-Felkner, L. (presented 2017). *Perceived ability under challenge, gender, and race: Evidence of impacts on participation in mathematics-intensive fields*. Paper presented at Annual Meeting, American Educational Research Association, San Antonio, TX. (National)
- Perez-Felkner, L., & Rahming, S.^(d) (presented 2017). *Race, gender, and undergraduate engineering in an HBCU context*. Paper presented at Annual Meeting, Southern Sociological Society, New Orleans. (Regional) Retrieved from <http://www.southernsociologicalsociety.org/2018Meeting/SSS2018PreliminaryProgram.pdf>
- Schneider, B., Milesi, C., Perez-Felkner, L., Brown, K., & Gutin, I.^(m) (presented 2016). *Does the gender gap in STEM majors vary by field and institutional selectivity?* Paper presented at Annual Meeting, American Educational Research Association, Washington, DC. (National)
- Perez-Felkner, L., Nix, S.^(d), Felkner, J., & Magalhaes, M.^(u) (presented 2016). *How does development influence sex segregation in majors? Urbanization, broadened access, and the STEM gender gap in Cambodia*. Paper presented at VHTO Gender and STEM Biennial Meeting, VHTO- Dutch National Expert Organization on Girls/Women and Science/Technology, Newcastle, England. (International) Retrieved from <http://www.genderandstem.com/conference-2016.html>
- Perez-Felkner, L., & Nix, S.^(d) (presented 2016). *How mathematics ability beliefs shape course and degree choices across high school and college*. Paper presented at ASHE Annual Meeting, Association of the Study of Higher Education, Columbus, OH. (National)
- Nix, S.^(d), & Perez-Felkner, L. C. (presented 2016). *Race/ethnicity and perceived ability under challenge: Implications for women's and men's participation in STEM fields*. Paper presented at Annual Meeting, ACPA, Montreal, Quebec, Canada. (International)
- Nix, S.^(d), & Perez-Felkner, L. C. (presented 2016). *Talent perceptions, gender, and race/ethnicity: Longitudinal evidence of impacts on participation in mathematics-intensive fields*. Paper presented at Marvalene Hughes CORE Research in Education Conference, FSU College of Education, Tallahassee, FL. (Local)
- Milesi, C., Schneider, B., Brown, K., Perez-Felkner, L. C., Gutin, I.^(m), & Dropkin, E.^(m) (presented 2015). *Are college women less engaged in computer science classrooms than men? Results of a smartphone experience sampling method study*. Paper presented at American Educational Research Association Annual Meeting, AERA, Chicago, IL. (National)
- Perez-Felkner, L. C., Thomas, K.^(d), Nix, S.^(d), & Hopkins, J.^(u) (presented 2015). *Are two-year colleges the key to expanding the scientific labor force?* Paper presented at the meeting of American Educational Research Association, Chicago, IL. (National)

- Perez-Felkner, L. C., Thomas, K.^(d), Nix, S.^(d), Hopkins, J.^(u), & D'Sa, M.^(u) (presented 2015). *Are two-year colleges the key to expanding the scientific labor force?* Paper presented at Marvalene Hughes CORE Issues in Education Conference, FSU College of Education, Tallahassee, FL. (Local)
- Perez-Felkner, L. C., Thomas, K.^(d), Nix, S.^(d), & Hopkins, J.^(u) (presented 2015). *Are two-year colleges the key to expanding the scientific labor force? Unpacking gender and racial-ethnic gaps in undergraduate STEM degrees.* Paper presented at the meeting of Sociology of Education Association, Asilomar, CA. (National)
- Perez-Felkner, L. C., Nix, S.^(d), Magalhaes, M.^(u), & Felkner, J. (presented 2015). *How does development influence sex segregation in majors? Urbanization, broadened access, and the STEM gender gap in Cambodia.* Paper presented at Annual Meeting, Association for the Study of Higher Education, Denver, CO. (National)
- Nix, S.^(d), Perez-Felkner, L. C., & Thomas, K.^(d) (presented 2015). *Perceptions of mathematical challenge: A longitudinal perspective on sex segregation among STEM degree fields.* Paper presented at the meeting of American Educational Research Association, Chicago, IL. (National)
- Nix, S.^(d), Perez-Felkner, L. C., & Thomas, K.^(d) (presented 2015). *Perceptions of mathematical challenge: A longitudinal perspective on sex segregation among STEM degree fields.* Paper presented at Marvalene Hughes CORE Issues in Education Conference, FSU College of Education, Tallahassee, FL. (Local)
- Perez-Felkner, L. C., Nix, S.^(d), & Magalhaes, M.^(u) (presented 2015). *Rural poverty and science, technology, engineering, and mathematics (STEM) gender segregation in Cambodia.* Paper presented at Annual Meeting, Association for the Study of Higher Education, Denver, CO. (National)
- Perez-Felkner, L. C., Thomas, K.^(d), Nix, S.^(d), & Hopkins, J.^(u) (presented 2014). *Are two-year colleges the key to expanding the scientific labor force? Unpacking gender and racial-ethnic gaps in undergraduate STEM degrees.* Paper presented at Learning Curves: Creating and Sustaining Gains from Early Childhood through Adulthood, Society for Research on Educational Effectiveness, Washington, DC. (National)
- Perez-Felkner, L. C., Thomas, K.^(d), Nix, S.^(d), & Hopkins, J.^(u) (presented 2014). *Are two-year colleges the key? Gender and racial-ethnic gaps in undergraduate STEM degrees.* Paper presented at the meeting of Association for the Study of Higher Education, Washington, DC. (National)
- Snead, S.^(d), Perez-Felkner, L. C., & Park, T. (presented 2014). *Case closed? Evaluating the bans on race-conscious affirmative action for minority student enrollment in California, Florida, and Texas flagship institutions.* Paper presented at American Educational Research Association Annual Meeting, AERA, Philadelphia, PA. (International)

- Perez-Felkner, L. C., Nix, S.^(d), Hopkins, J.^(u), & Thomas, K.^(d) (presented 2014). *Is the gender gap in STEM culturally-specific? Choosing scientific and other career fields in Cambodia*. Paper presented at American Educational Research Association Annual Meeting, AERA, Philadelphia, PA. (International)
- Perez-Felkner, L. C., & Nix, S.^(d) (presented 2014). *Is the gender gap in STEM culturally-specific? Choosing scientific and other career fields in Cambodia*. Paper presented at Marvalene Hughes Research in Education (CORE) Conference, Florida State University, Tallahassee, FL. (Local)
- Perez-Felkner, L. C., Nix, S.^(d), & Hopkins, J.^(d) (presented 2013). *Development from the ground up: Unpacking Cambodian female and male college students' engagement in scientific and other career fields*. Paper presented at Southeast Regional Conference, Comparative and International Education Society (CIES), Tallahassee, FL. (Regional)
- Perez-Felkner, L. C. (presented 2013). *Internalizing expectations of 'making it': Perceptions and persistence in underrepresented adolescents' pathways to college*. Paper presented at Annual Meeting, American Sociological Association, New York, NY. (National)
- Snead, S.^(d), Perez-Felkner, L. C., & Park, T. (presented 2013). *The end of diversity in state flagship universities? Evaluating the effects of bans on race-conscious admissions in California, Florida, and Texas*. Paper presented at Association for the Study of Higher Education, Public Policy Pre-Conference, St. Louis, MO. (National)
- Perez-Felkner, L. C., Schneider, B., & McDonald, S.-K. (presented 2012). *Gendered differences in engagement and pathways to STEM careers*. Paper presented at AERA Annual Meeting, American Educational Research Association, Vancouver, British Columbia, Canada. (International)
- Perez-Felkner, L. C. (presented 2012). *Internalizing expectations of 'making it': Perceptions and persistence in underrepresented adolescents' pathways to college*. Paper presented at ASHE Annual Meeting, Association for the Study of Higher Education, Las Vegas, NV. (National)
- Perez-Felkner, L. C. (presented 2012). *Internalizing expectations of 'making it': Perceptions and persistence in underrepresented adolescents' pathways to college*. Paper presented at Annual Meeting, American Sociological Association, New York, NY. (National)
- Perez-Felkner, L. C., & Schneider, B. L. (presented 2012). *It's not 'leaking out' but not entering: Mathematics ability, career attainment values, and the gender gap in scientific fields*. Paper presented at ASHE Annual Meeting, Association for the Study of Higher Education, Las Vegas, NV. (National)

- Perez-Felkner, L. C. (presented 2012). *Viewing their potential through the actions of others: Underrepresented minorities and the path to college*. Paper presented at ASA Annual Meeting, American Sociological Association, Denver, CO. (National)
- Perez-Felkner, L. C., Schneider, B., & McDonald, S. (presented 2011). *Gender differences in motivational and cognitive abilities: The role of engagement in transitioning to STEM careers*. Paper presented at The 12th European Congress of Psychology, European Federation of Psychologists' Associations, Istanbul, Turkey. (International)
- Perez-Felkner, L. C., Grogan, E., McDonald, S., & Schneider, B. (presented 2011). *Gendered differences in aligned ambitions: High school experiences and pursuit of postsecondary opportunities in science, technology, engineering, and mathematics (STEM) majors*. Paper presented at Annual Meeting, American Educational Research Association, New Orleans, LA. (National)
- Perez-Felkner, L. C., Hedberg, E. C., & Schneider, B. (presented 2011). *Has the expansion of public school choice enhanced the preparedness of black youth for STEM careers?* Paper presented at Annual Meeting, American Educational Research Association, New Orleans, LA. (National)
- Perez-Felkner, L. C. (presented 2011). *Resilience in pathways to four-year college degrees: Perceived regard and school reform*. Paper presented at Annual Meeting, American Educational Research Association, New Orleans, LA. (National)
- Perez-Felkner, L. C., Hedberg, E. C., & Schneider, B. (presented 2011). *The changing landscape for educational opportunity: Enhancing the public option for black youth*. Paper presented at Annual Meeting, American Sociological Association, Las Vegas, NV. (National)
- Perez-Felkner, L. C. (presented 2010). *Cultivating college dreams: Institutional culture and social pathways to educational attainment*. Paper presented at Annual Meeting, American Educational Research Association, Denver, CO. (National)
- Perez-Felkner, L. C. (presented 2010). *The role of perceived regard: Students' transitions to college in the context of public school reform*. Paper presented at Annual Meeting, American Sociological Association, Atlanta, GA. (National)
- Perez-Felkner, L. C., McDonald, S., & Schneider, B. (presented 2010). *What happens to high-achieving females after high school? Gender and persistence on the postsecondary STEM pipeline*. Paper presented at Annual Meeting, American Sociological Association, Las Vegas, NV. (National)

- Perez-Felkner, L. C. (presented 2009). *Realizing the potential for diversity: Mechanisms for closing leaks in the STEM pipeline*. Paper presented at 3rd Annual Conference on Understanding Interventions that Broaden Participation in Research Careers, American Association for the Advancement of Science, Bethesda, MD. (National)
- Perez-Felkner, L. C. (presented 2009). *Social mechanisms for generating educational transformations: Constructing college-going culture*. Paper presented at Annual Meeting, American Sociological Association, San Francisco, CA. (National)
- Perez-Felkner, L. C., & Lingxin Hao, (Co-President and Organizer). (presented 2009). *Working group on the educational trajectories of immigrants and minority youth*. Paper presented at Annual Meeting, American Sociological Association, San Francisco, CA. (National)
- Perez-Felkner, L. C. (presented 2008). *Cultivating college dreams: Institutional culture and social pathways to attainment*. Paper presented at Annual Meeting, American Educational Research Association, New York, NY. (National)
- Perez-Felkner, L. C. (presented 2008). *Cultural pride and identidad: An interactive model of identity and ethnicity*. Paper presented at Annual Meeting, American Educational Research Association, New York, NY. (National)
- Perez-Felkner, L. C., Taub, R., Felkner, J., & Papachristos, A. (presented 2008). *Four decades of neighborhood change: The race-based expectations model in eight Chicago communities*. Paper presented at Annual Meeting, American Sociological Association, Boston, MA. (National)
- Perez Felkner, L. C. (presented 2008). *How school culture affects Latinos' college pathways*. Paper presented at Annual Meeting, American Sociological Association, Boston, MA. (National)
- Perez-Felkner, L. C. (presented 2007). *Capital transformations in a predominantly Latino school: A multi-method examination of a postsecondary preparatory intervention model*. Paper presented at Annual Meeting, American Educational Research Association, Chicago, IL. (National)
- Perez-Felkner, L. C. (presented 2007). *Cultivating movilidad: How social capital and identity affect educational trajectories*. Paper presented at Annual Meeting, American Sociological Association, York, NY. (National)
- Perez-Longobardo, L. C., & Taub, R. (presented 2006). *Bridging theoretical divides: Race, culture, and concentrated poverty in American cities*. Paper presented at Annual Meeting, American Sociological Association, Montréal, QC, Canada. (International)

Perez-Longobardo, L. C. (presented 2006). *Ethno-racial identity formation and aspirations toward higher education: Latino youth on the academic track*. Paper presented at Annual Meeting, American Educational Research Association, San Francisco, CA. (National)

Refereed Papers at Symposia

Perez-Felkner, L. C. (presented 2010). Cultivating college dreams: Institutional culture and social pathways to educational attainment. In J. Earle (Chair), *Keeping underrepresented scientists in the STEM pipeline: Interdisciplinary perspectives on the pathways of minorities and women into postsecondary science careers*. Symposium conducted at the meeting of American Educational Research Association, Denver, CO. (National)

Perez-Longobardo, L. C. (presented 2006). Adolescent identity formation and educational aspirations: The cultural psychology of Latino youth in the U.S. In J. Arnett (Chair), *Kick-off symposium*. Symposium conducted at the meeting of Society for Research on Adolescence, San Francisco, CA. (National)

Invited Keynote and Plenary Presentations at Conferences

Woodin, S., & Perez-Felkner, L. (presented 2019). *Advanced #RealCollege Research Workshop*. Plenary presentation at #RealCollege 2019, Hope Center for College, Community, and Justice, Houston, TX. (National) Retrieved from https://whova.com/web/realc1_201909/

Saras, E.^(d), & Perez-Felkner, L. (presented 2019). *Workshop on #RealCollege Research*. Plenary presentation at #RealCollege 2019, Hope Center for College, Community, and Justice, Houston, TX. (National) Retrieved from https://whova.com/web/realc1_201909/

Perez-Felkner, L. (presented 2016). *Hacking through stereotypes: Pathways for underrepresented women to scientific careers, across institutional and social contexts*. Plenary presentation at 2016 Fellows Society Forum: Make Room for Me: Widening the Circle of Diversity & Equity, The Graduate School, Florida State University, Tallahassee, FL. (Local) Retrieved from <http://www.gradschool.fsu.edu/Fellows-Society>

Perez-Felkner, L. C., & Nix, S.^(d) (presented 2015). *"Perceived ability under challenge": het gaat niet alleen om aangeboren talent, maar ook om hard werken.* Plenary presentation at Lost in Choices: Conferentie Gender & STEM in het hoger onderwijs, Network Gender & STEM, Amsterdam, Netherlands. (International) Retrieved from <http://www.vhto.nl/onderwijs/hoger-onderwijs/hoger-onderwijs-conferentie-gender-stem-2015/expert-views/>

Perez-Felkner, L. C. (presented 2014). *Sociological perspectives on college women's pathways to persistence in physics*. Plenary presentation at American Physical Society, April Meeting, Increasing the Participation of Women in Physics - Current Studies and Efforts,

Savannah, GA. (National) Retrieved from
<http://meetings.aps.org/Meeting/APR14/Session/C11.1>

Invited Keynote and Plenary Presentations at Symposia

Perez-Felkner, L. (presented 2019). Broadening Women's Access and Success in Science and Technology. Plenary presentation in *Florida-Dominican Republic Higher Education Summit*. Symposium conducted at the meeting of U.S. State Department, Santo Domingo, Dominican Republic. (International) Retrieved from
<https://drhigheredsummit.com/en/#program>

Perez-Felkner, L. (presented 2016). Student postsecondary success. Plenary presentation in S. Hu (Chair), *Florida State University College of Education's 10th Annual Dean's Symposium*. Symposium conducted at the meeting of Center for Postsecondary Success, Tallahassee, FL. (National) Retrieved from
<http://centerforpostsecondarysuccess.org/florida-states-college-of-education-week-to-explore-postsecondary-student-success/>

Perez-Felkner, L. C. (presented 2016). Trends in higher education panel. Plenary presentation in B. Bowden (Chair), *Professional Development Half-Day Conference*. Symposium conducted at the meeting of Florida State University, Division of Student Affairs, Tallahassee, FL. (Local)

Perez-Felkner, L. C. (presented 2015, February). Reflections on next steps: Strategies on minimizing inequalities. Plenary presentation in M. Hernandez (Chair), *Jon C. Dalton Institute on College Student Values*. Symposium conducted at the meeting of Florida State University, Division of Student Affairs, Tallahassee, FL. (National) Retrieved from
<https://studentvalues.fsu.edu/schedule/>

Perez-Felkner, L. C. (presented 2012, October). Shared dreams, separate interests: Higher education finance and accountability. Plenary presentation in M. Driscoll (Chair), *2012 Dean's Symposium*. Symposium conducted at the meeting of Florida State University, College of Education, Tallahassee, FL. (Local)

Invited Presentations at Conferences

Milesi, C., Schneider, B., Brown, K., Perez-Felkner, L. C., Gutin, I.^(m), & Dropkin, E.^(m) (presented 2015). *Are college women less engaged in computer science classrooms than men? Results of a smartphone experience sampling method study*. Poster presentation at 2015 NSF ADVANCE/GSE Program Workshop, National Science Foundation, Baltimore, MD. (National)

Perez-Felkner, L. C., Thomas, K.^(d), Hopkins, J.^(u), & Nix, S.^(d) (presented 2014). *Are non-selective colleges the key to expanding the scientific labor force?* Poster presentation

at the meeting of FSU Women in Mathematics, Science, and Education Research Symposium. (Local)

Perez-Felkner, L. C. (presented 2011). *Racial-ethnic and gender differences in pathways to STEM fields: How social psychological and school context factors influence these patterns*. Presentation at Principal Investigators Meeting, NSF, REESE Program, Washington D.C. (Regional)

Perez-Felkner, L. C. (presented 2011). *Research streams within technical research centers: Designing programs of research combining training, collaboration, and broader impacts*. Presentation at Annual Meeting, NORC Innovation Days, Chicago, IL. (Regional)

Perez-Felkner, L. C., Hedberg, E., & Schneider, B. (presented 2010). *Keeping underrepresented minorities in the STEM pipeline? High school seniors in 1992 and 2004*. Presentation at NSF Annual Principal Investigators Meeting, REESE Program, Washington D.C. (Regional)

Perez-Felkner, L. C. (presented 2010). *The role of perceived regard: Students transitions to college in the context of public school reform*. Presentation at Joint Meeting, Midwest Sociological Society/ North Central Sociological Association, Chicago, IL. (Regional)

Perez-Felkner, L. C. (presented 2009). *Positive identity culture: Overcoming otherness at a Chicago high school*. Presentation at Annual Meeting, Workshop on the Reproduction of Race and Racial Ideologies, University of Chicago. (Regional)

Perez-Felkner, L. C. (presented 2009). *Realizing the potential for diversity: Mechanisms for closing leaks in the STEM pipeline*. Presentation at NSF Principal Investigators Meeting, REESE Program, Washington D.C. (Regional)

Perez-Longobardo, L. C. (presented 2006). *Bridging network and capital gaps: How social ties amongst urban Latino youth change educational trajectories*. Presentation at Annual Meeting, Chicago Ethnography Conference. (Regional)

Perez-Longobardo, L. C. (presented 2005). *Aspirations toward higher education in the mainland Puerto Rican context*. Presentation at Annual Conference, Committee on Human Development, University of Chicago. (Local)

Perez-Longobardo, L. C. (presented 2004). *The Latin explosion: Consumption, stereotypes, and power*. Presentation at Annual Conference, Minority Graduate Student, University of Chicago. (Regional)

Invited Presentations at Symposia

Perez-Felkner, L. (presented 2017). Intersectionality of gender and race/ethnicity. In Catherine Hill (Chair), *Webinar: Research Agenda on Gender Equity in Engineering and*

Computing. Presentation at the meeting of American Association of University Women, Washington, DC. (National)

Perez-Felkner, L. (presented 2017). Women of color in computing. In *Hidden Figures Panel*. Presentation at the meeting of Florida State University, Women's History Month, Tallahassee, FL. (Local)

Perez-Felkner, L. C. (presented 2009). Cultivating college dreams. In *Research Symposium*. Presentation at the meeting of Great Lakes Association for Social Sciences, Chicago, IL. (Regional)

Refereed Presentations at Conferences

Perez-Felkner, L., Dobiyski, V.^(x), Acosta, A.^(d), & White, J.^(x) (presented 2018). *Who stays, who goes, how can we tell their stories? A research-practitioner partnership on needs insecurity and student withdrawal*. Presentation at Annual Conference, Dalton Institute, Tallahassee, FL. (National) Retrieved from <https://studentvalues.fsu.edu/sites/g/files/upcbnu1391/files/DSA-Dalton-2018-booklet-06.pdf>

Schneider, B., Milesi, C., Perez-Felkner, L., Brown, K., & Gutin, I.^(u) (presented 2016). *Does the gender gap in STEM majors vary by field and institutional selectivity?* Poster presentation at Annual Meeting, American Educational Research Association, Washington, DC. (National)

Perez-Felkner, L. (presented 2016). *Sharpening the lens: Leveraging research on undergraduate and graduate women in STEM*. Presentation at Annual Meeting, Association for the Study of Higher Education, Columbus, OH. (National)

Perez-Felkner, L. C. (presented 2015). *A "World Caf " on the nuanced experiences of women across STEM: theoretical and methodological considerations of disciplinary differences and intersectionality in computer science and engineering*. Presentation at Annual Meeting, Association for the Study of Higher Education, Denver, CO. (National)

Invited Workshops

Perez-Felkner, L. (2019). *Puerto Rico Project Kaleidoscope Regional Meeting & PR-LSAMP 18th Annual Best Practice Conference On Teaching & Learning*. Workshop delivered at American Association of Colleges & Universities, San Juan, Puerto Rico. (National)

Perez-Felkner, L. (2018). *Knowledge exchange workshop*. Workshop delivered at National Science Foundation (NSF) Division of Undergraduate STEM Education; Association of American Colleges and Universities (AAC&U), Washington, DC. (National)

- Perez-Felkner, L. (2018). *The Confidence Gap*. Workshop delivered at OCPS Curriculum Kick Off 2018, Orange County School District (FL), Ocoee, FL. (Local)
- Perez-Felkner, L. (2016). *ODK breakfast club*. Workshop delivered at Omicron Delta Kappa (ODK) National Leadership Honor Society, Tallahassee, FL. (Local)
- Nix, S.^(d), & Perez-Felkner, L. (2016). *Talent perceptions, gender, and race/ethnicity: Longitudinal evidence of impacts on participation in mathematics-intensive fields*. Workshop delivered at Relevant Research Roundtable, FSU College of Education, Tallahassee, FL. (Local)
- Perez-Felkner, L. C. (2015). *Faculty recruitment for excellence and diversity*. Workshop delivered at National High Magnetic Field Laboratory, Tallahassee. (Local)
- Perez-Felkner, L. C. (2014). *Faculty recruitment for excellence and diversity*. Workshop delivered at National High Magnetic Field Laboratory, Tallahassee. (Local)
- Perez-Felkner, L. C., & Thomas, K.^(d) (2013). *Are non-selective colleges the key to expanding the scientific labor force?* Workshop delivered at Relevant Research Roundtable, Tallahassee, FL. (Local)
- Perez-Felkner, L. C. (2013). *Perceptions and resilience in underrepresented students' pathways to college*. Workshop delivered at Florida State University, Department of Sociology, Tallahassee, FL. (Local)
- Perez-Felkner, L. C. (2011). *Racial-ethnic and gender differences in pathways to STEM fields: How social psychological and school context factors influence these patterns*. Workshop delivered at Annual Meeting, University of Chicago. (Regional)
- Perez-Felkner, L. C., McDonald, S., & Schneider, B. (2011). *What happens to high-achieving females after high school? Gender and persistence on the postsecondary STEM pipeline*. Workshop delivered at Demography Workshop and Population Research Centers, Chicago, IL. (Regional)
- Perez-Felkner, L. C. (2009). *Cultivating college dreams: Institutional culture and social pathways to advancement*. Workshop delivered at Race and Racial Ideologies Workshop, Center for Race, Politics, and Culture, University of Chicago. (Local)
- Perez-Felkner, L. C. (2008). *Four decades of neighborhood change: The race-based expectations model in eight Chicago communities*. Workshop delivered at Workshop on the City, Space, and Culture, University of Chicago. (Local)
- Perez-Felkner, L. C. (2007). *Mobilizing educational futures: Social capital, ethnic identity, and well-being at a predominantly ethnic minority high school*. Workshop delivered at Annual Meeting, University of Chicago. (Regional)

Perez-Longobardo, L. C. (2006). *It's 'cause we're not white': Capital challenges and achievement among Puerto Rican and Latino youth*. Workshop delivered at Workshop on Education, Department of Sociology, University of Chicago. (Regional)

Refereed Workshops

Erichsen, K.^(p), Saras, E.^(d), & Perez-Felkner, L. (2020, September). *More than Numbers: Fostering Inclusion in STEM Spaces*. Workshop delivered at Diversity and Inclusion in Research and Teaching Symposium, Tallahassee, FL. (Local) Retrieved from <https://fla.st/34Lopm3>

Perez-Felkner, L. (2015). *A research agenda on gender equity in engineering and computing*. Workshop delivered at American Association of University Women (AAUW), Warrenton, VA. (National)

Invited Lectures and Readings of Original Work

Perez-Felkner, L. (2019). *Department of Education Reform Lecture Series*. Delivered at University of Arkansas, Fayetteville, Arkansas. (Local) Retrieved from <https://www.uaedreform.org/category/department-of-education-reform/news-and-events/lecture-series/>

Perez-Felkner, L., & Rahming, S.^(d) (2019). *HBCUs Are a Different World: Black Women in an Undergraduate Engineering Intervention*. Delivered at Department of Sociology, Sociology Brownbag Lecture Series, Tallahassee, FL. (Local)

Perez-Felkner, L. (2017). *Expanding the net: Secondary through postsecondary pathways to Physics careers*. Delivered at Florida State University, Department of Physics, Tallahassee, FL. (Local)

Perez-Felkner, L. (2017). *IES-PIRT proseminar presentation*. Delivered at New York University, New York, NY. (Local) Retrieved from http://events.nyu.edu/#!/view/event/event_id/168909

Perez-Felkner, L. C., & Hang, C. (2013). *Making a new way: Underrepresented young people's pathways to college and career in the US, Cambodia, and globally*. Delivered at Mean Chey University, Banteay Meanchey, Cambodia. (International)

Perez-Felkner, L. C. (2013). *Public lecture series*. Delivered at Center for Khmer Studies, Siem Reap, Cambodia. (International)

Perez-Felkner, L. C. (2012). *Department of education brownbag*. Delivered at University of California, Irvine. (Local)

Perez-Felkner, L. C. (2012). *Departmental Lecture*. Delivered at Department of Educational Leadership and Policy Studies, Florida State University. (Local)

Perez-Felkner, L. C. (2012). *School of education brownbag lecture*. Delivered at University of Colorado at Boulder. (Local)

Contracts and Grants

Contracts and Grants Funded

Hu, Shouping (Co-PI), & Perez-Felkner, Lara Christina (PI). (Aug 2019–Jul 2022). *Gendered Pathways: From Florida's Two-Year Institutions to Computing Degrees*. Funded by National Science Foundation. (1920670). Total award \$900,749.

Perez-Felkner, Lara Christina (PI). (Jun 2019–May 2020). *PG:Free to Succeed? A Mixed Methods Evaluation of a Rent-Free Housing Intervention in Florida*. Funded by FSU CRC. (None). Total award \$13,000.

Perez-Felkner, L. (2019–2020). *Dean's Circle Award (declined)*. Funded by FSU College of Education. Total award \$10,000.

Perez-Felkner, Lara Christina (PI). (Oct 2018–Jan 2021). *Education for Life*. Funded by Temple University. (264132-FSU). Total award \$68,791.

Perez-Felkner, Lara Christina (PI). (Sep 2017–Aug 2022). *CREST Center for Complex Materials Design (CoManD) for Multidimensional Additive Processing*. Funded by Florida A & M University. (C-4967). Total award \$79,109.

Perez-Felkner, Lara Christina (PI). (Jan 2017–Dec 2020). *Subaward: FAMU-RISE*. Funded by Florida A & M University. (C4965). Total award \$45,000.

Perez-Felkner, L. C. (2017–2018). *Seed Grant*. Funded by Center for Higher Education Research, Teaching, and Innovation (CHERTI). Total award \$17,000.

Bertrand Jones, Tamara C (Co-PI), Hu, Shouping (PI), Park, Toby (Co-PI), & Perez-Felkner, Lara Christina (Co-PI). (Nov 2016–Jun 2021). *Center for Postsecondary Success FL Measurement and Evaluation Partnership*. Funded by Gates Learning Foundation. (OPP1161017). Total award \$1,131,338.

Perez-Felkner, L. (Aug 2016–Jul 2019). *Broadening Participation Evaluation: HBCU-UP Targeted Infusion Project: Enhancement of Materials Science Education through Active Learning at Florida A&M University*. Funded by Florida A & M University (consultancy contract); National Science Foundation. (NSF #1623206). Total award \$25,000.

- Perez-Felkner, L. (Jul 2016–Dec 2016). *Faculty Travel Grant*. Funded by Florida State University Provost. Total award \$1,500.
- Perez-Felkner, L. C. (2016–2016). *Faculty Travel Award: Is the Gender Gap in STEM Culturally-Specific? Choosing Scientific and Other Career Fields in Cambodia*. Funded by Florida State University College of Education Council on Research in Education (CORE). Total award \$620.
- Perez-Felkner, L. C. (2015–2015). *Faculty Travel Grant - Association for the Study of Higher Education*. Funded by FSU Office of the Provost. Total award \$1,000.
- Perez-Felkner, L. C. (2015–2015). *Faculty Travel Award: Are Two-Year Colleges the Key to Expanding the Scientific Labor Force? Unpacking Gender and Racial-Ethnic Gaps in Undergraduate STEM Degrees*. Funded by Florida State University College of Education Council on Research in Education (CORE). Total award \$750.
- Perez-Felkner, L. C. (2015–2016). *Materials Grant: Pathways to College and Career*. Funded by Florida State University, Undergraduate Research Opportunity Program. Total award \$1,000.
- Perez-Felkner, Lara Christina (PI). (May 2013–Aug 2013). *FYAP: Comparing Gendered Differences in U.S. and Cambodian Students Participation in STEM*. Funded by FSU CRC. (None). Total award \$20,000.
- Perez-Felkner, L. C. (2013–2015). *Seed Grant*. Funded by Center for Higher Education Research, Teaching, and Innovation (CHERTI). Total award \$15,700.
- Perez-Felkner, L. C. (2013–2013). *Faculty Travel Grant - Association for the Study of Higher Education*. Funded by FSU Office of the Provost. Total award \$1,000.
- Perez-Felkner, Lara Christina (PI). (Sep 2012–Aug 2015). *GSE/RES: Enhancing the Rigor of Evidence on Gendered Differences in STEM Persistence: Female and Male College Students' Subjective Experiences in Engineering and Computer Science*. Funded by National Organization for Research at the University of Chicago (NORC). (5849-FSU). Total award \$47,466.
- Schneider, B., & Perez-Felkner, L. C. (2012–2015). *NSF GSE/RES: Enhancing the Rigor of Evidence on Gendered Differences in STEM Persistence: Female and Male College Students' Subjective Experiences in Engineering and Computer Science*. Funded by National Science Foundation. Total award \$523,333.
- Perez-Felkner, L. C. (2011–2013). *AERA Research Grant: The Role of Perceived Regard on the College Persistence of Underrepresented Minorities*. Funded by American Educational Research Association. Total award \$32,665.

Perez-Felkner, L. C. (2010–2010). *AERA Early Career Travel Grant*. Funded by American Educational Research Association, Division on the Social Context of Education. Total award \$200.

Perez-Felkner, L. C. (2009–2009). *AAAS Travel Grant: Understanding Interventions That Broaden Participation in Research Careers*. Funded by American Association for the Advancement of Science. Total award \$750.

Perez-Felkner, L. C. (2008–2008). *Travel Grant: Doolittle-Harrison Fellowship*. Funded by University of Chicago. Total award \$400.

Perez-Felkner, L. C. (2007–2008). *Spencer Dissertation Fellowship for Research Related to Education*. Funded by Spencer Foundation. Total award \$25,000.

Perez-Felkner, L. C. (2007–2007). *Student Travel Grant*. Funded by American Sociological Association. Total award \$250.

Perez-Longobardo, L. C., & Taub, R. (2006–2006). *NSF/AGEP Collaborative Research Grant*. Funded by University of Chicago, Division of Social Sciences. Total award \$4,000.

Perez-Longobardo, L. C. (2004–2005). *Research and Travel Grant*. Funded by University of Chicago Center for the Study of Race, Politics, and Culture. Total award \$2,500.

Resource Grant

Perez-Felkner, L. C. (2014–2015). A grant of Technology Fee Project. *Enhancing Students' Ability to Leverage Multiple Analytic Approaches to Analyze Educational Data*. Sponsored by FSU College of Education.

Contracts and Grants Pending

Whalley, David B (Co-PI), Liu, Xiuwen (Co-PI), Wang, An-I A (PI), Perez-Felkner, Lara Christina (Co-PI), & Haiduc, Sonia (Co-PI). (Apr 2020). *Broadening Participation in Computer Science*. Submitted to National Science Foundation.

Perez-Felkner, Lara Christina (PI). (Apr 2020). *Collaborative Research: ALC-STEM-CC: Aligning Learning Communities for STEM Community College Environments: An Intervention Study with Rural and Diverse Students*. Submitted to National Science Foundation.

Postdoctoral Supervision

Erichsen, K. (May 2020–present).

Reviews of My Research and Original Creative Work by Other Authors

Reviews Appearing in Journals

Lomotey, K. (2012). Black educational choice: Race (still) matters. *Educational Researcher*, 41(6), 233-235. Retrieved from <https://doi.org/10.3102%2F0013189X12453308>

Reviews Appearing in Magazines or Newsletters

Pennamon, T. (2019, March). New Volume Adds Nuance to Research on Undergraduate Women in STEM. *Diverse Issues in Higher Education*, Unspecified page numbers. Retrieved from <https://diverseeducation.com/article/140747/>

Brookshire, B. (2017, May). Confidence in math predicts girls' participation in STEM. *Science News for Students*, Unspecified page numbers. Retrieved from <https://www.sciencenewsforstudents.org/blog/eureka-lab/confidence-math-predicts-girls-participation-stem>

Naubert, R. (2017, April). Confidence Boost Can Help Girls Move into Science Professions. *PsychCentral*, Unspecified page numbers. Retrieved from <https://psychcentral.com/news/2017/04/07/confidence-boost-can-help-girls-move-into-science-professions/118778.html>

Miller, D. (2015, July). Fostering a growth mindset is key to teaching STEM. *US News and World Report*, Unspecified page numbers. Retrieved from <http://www.usnews.com/news/stem-solutions/articles/2015/07/10/fostering-a-growth-mindset-is-key-to-teaching-stem>

Hudson, E. (2013). Lara Perez-Felkner: Researching women in STEM. *The Torch*, 27-30. Retrieved from http://issuu.com/fsu_education/docs/torch_2013

Reviews Appearing on a Web Site

Loi, I. (2017). Differenze di genere nelle credenze sulle proprie abilità matematiche: l'influenza sulle scelte accademiche. *State of Mind*. Retrieved from <http://www.stateofmind.it/2017/05/differenze-genere-matematica/>

- Kostarelis, S. (2017). Lack of confidence leads talented female students to give up STEM. *Techly*. Retrieved from Lack of confidence leads talented female students to give up STEM
- Miller, D. (2015). Beliefs about innate talent may dissuade students from STEM. *The Conversation*. Retrieved from <https://theconversation.com/beliefs-about-innate-talent-may-dissuade-students-from-stem-42967>
- Turk, V. (2015). How misperceptions about math contribute to the science gender gap. *Motherboard*. Retrieved from <http://motherboard.vice.com/read/how-misperceptions-about-math-contribute-to-the-gender-gap>
- Petzold, D. (2015). Girls underestimate their STEM aptitude, boys overestimate. *Big Think*. Retrieved from <http://bigthink.com/ideafeed/girls-underestimate-their-stem-aptitude>

Op-Eds and Other Broad Communication Publishing about Research

- Perez-Felkner, L. (2018). *The key to fixing the gender gap in math and science: Boost women's confidence*. The Conversation.
- Perez-Felkner, L. (2018). *Harvard case could represent the end of race in college admissions*. The Conversation.

Specialized Course Training

- Perez-Felkner, L. (2019). *Selected Participant: Mid-Career Faculty Workshop*. Association for the Study of Higher Education.
- Perez-Felkner, L. (2019). *Selected Participant: S-STEM Proposal Workshop*. National Science Foundation.
- Perez-Felkner, L. C. (2011). *Selected Participant: AERA Statistical Institute on Education Policy: Transitions from High School to College*. American Educational Research Association (AERA).
- Perez-Felkner, L. C. (2009). *Selected Participant, Public Communication for Early-Career Education Researchers— Learning the Ropes*. American Educational Research Association (AERA) and the Hechinger Institute on Education and the Media.
- Perez-Felkner, L. C. (2009). *Selected Participant, Pre-conference Graduate Student Seminar on Methodology*. AERA Division G (Social Context of Education).

Service

Florida State University

FSU University Service

Member, Assessment and Research Committee, President's Council on Diversity and Inclusion (2020–present).

Member, Grants Committee, President's Council on Diversity and Inclusion (2020–present).

Mentor, Connections Mentoring Network for Faculty of Color (2019–present).

Campus Team, APLU iCHANGE, NSF INCLUDES Self-Assessment on Faculty Diversity (2018–present).

Invited Member, President's Council on Diversity and Inclusion (2018–present).

Member, Latinx Faculty/Staff Network (2017–present).

Co-Chair, Latinx Faculty/Staff Network (2018–2020).

Co-Emcee, Annual Latinx Celebration Ceremony, Center for Leadership and Social Change (2019).

Award Committee Member, Annual Latinx Celebration Ceremony, Center for Leadership and Social Change (2019).

Member, Connections Mentoring Network for Faculty of Color (2017–2018).

Member, Faculty of Color Writing Collective (2017–2018).

Faculty Liason, Established International Cooperative Agreement with Center for Khmer Studies (2013–2014).

Faculty Liason, Established International Cooperative Agreement with Mean Chey University (2013–2014).

FSU College Service

Member, Faculty Advisory Board (2013–present).

Panelist, Media Communication Training for Faculty, FSU College of Education, Office of Communication (2019).

Inaugural Chair, FSU College of Education Teaching Award Selection Committee (2014–2015).

Member, Search Committee, College of Education, Office of Research (2013).

FSU Department Service

Co-Coordinator, Relevant Research Roundtable (R3) Workshop Series (2017–2020).

Faculty Representative, Department Advisory Board (2015–2020).

Member, Equity Committee (2019).

Member, Tenure and Promotion Committee (2019).

Member, ELPS Curriculum Committee (2016–2018).

Member, ELPS Undergraduate Studies Committee (2012–2017).

FSU Program Service

Graduate Program Coordinator, Higher Education Program (2018–2020).

Faculty Advisor, Higher Education Student Association (HESA) (2017–2018).

Awards Reviewer, Hardee Center (2017).

Chair, Supervisor, Diagnostic Examination (2016).

Chair, Preliminary Examination (2015–2016).

Member, Higher Education PhD Curriculum, Policy Specialization Subcommittee (2013–2014).

The Profession

Editor for Refereed Journals

Associate Editor, *Higher Education Politics & Economics* (2019–present).

Guest Editing for Refereed Journals

Perez-Felkner, L., & Beyer, S. (Eds.). (2019). Reimagining who does STEM and why through research, education, and action [Special Issue]. *International Journal of Gender, Science and Technology*, 12.

Perez-Felkner, L., & Gaston Gayles, J. (Eds.). (2018). Advancing Higher Education Research on Undergraduate Women in STEM [Special Issue]. *New Directions in Institutional Research*.

Editorial Board Membership(s)

Journal of Postsecondary Success (2020–present).

Education Researcher (2015–present).

Guest Reviewer for Refereed Journals

Journal of Engineering Education (Jan 2020–present).

AERA Open (2018–present).

Journal of Higher Education (2017–present).

Frontiers in Psychology (2016–present).

American Sociological Review (2015–present).

Excellence in Higher Education (2015–present).

American Educational Research Journal (2014–present).

Educational Researcher (2014–present).

Journal of College Student Development (2014–present).

Teachers College Record (2014–present).

American Journal of Sociology (2012–present).

Social Forces (2008–present).

Sociology of Education (2006–present).

Chair of a Symposium

Perez-Felkner, L. C. (Chair). (2016). *Sharpening the Lens: Leveraging Research on Undergraduate and Graduate Women in STEM*. Symposium conducted at the meeting of Association for the Study of Higher Education, Columbus, OH.

Perez-Felkner, L. C., & Gadsen, V. (Chair). (2012). *Successes and Challenges of Minority Student Achievement at Predominantly Non-Minority Post-secondary Institutions*. Symposium conducted at the meeting of Society of Research on Child Development, Tampa, FL.

Perez-Felkner, L. C. (Chair). (2012). *Romantic Relationships and the Transition to Adulthood: Navigating the College Campus Gender Imbalance*. Symposium conducted at the meeting of Society for Research on Child Development, Tampa, FL.

Perez-Felkner, L. C. (Chair). (2012). *Harnessing Capital for Student Success*. Symposium conducted at the meeting of Association for the Study of Higher Education, Las Vegas, NV.

Reviewer or Panelist for Grant Applications

National Science Foundation, Panel reviewer (2014–present).

National Science Foundation, Ad-hoc reviewer (2010–present).

American Educational Research Association, AERA Diversity Workshop Grant (2019).

American Educational Research Association, AERA-AIR Study of Deeper Learning Fellowship (2019).

American Educational Research Association (2017–2018).

Service to Professional Associations

Co-Chair for Contexts, Foundations, and Methods, Program Committee, ASHE 2020, Association for the Study of Higher Education (2019–present).

Submission Reviewer, Division J Postsecondary Education, Sociology of Education SIG, American Educational Research Association (2013–present).

Submission Reviewer, Association for the Study of Higher Education (2013–present).

Member, Research Advisory Committee, American Educational Research Association (AERA) (2017–2020).

National Thought Leader, Participation in leadership workshops and consultations in alignment with social justice in STEM mission, for collaboration among social scientists and STEM faculty, American Association of Colleges and Universities - Project Kaleidoscope (2018–2019).

Member, Nominating Committee, American Sociological Association, Section on the Sociology of Education (2017–2018).

Board of Directors-elect, Sociology of Education Association (2017–2018).

Selected Participant, Early Career Faculty Workshop, Council for the Advancement of Higher Education Programs (CAHEP), Association for the Study of Higher Education (2017).

Session Discussant, Multiplying Student Success: Teaching and Learning in Math Classrooms, Association for the Study of Higher Education (2013).

Symposium Organizer, American Educational Research Association (2010).

Session Discussant, Division G Social Context of Education, American Educational Research Association (2009).

Session Chair, Adolescence SIG and Section on the Social Context of Education, American Educational Research Association (2009).

Session Discussant, Adolescence SIG and Section on the Social Context of Education, American Educational Research Association (2009).

Lead Reviewer, American Educational Research Association, Section on the Social Context of Education (2008).

Symposium Organizer, American Educational Research Association (2007).

Conference Coordinator, 8th Annual Chicago Ethnography Conference (2004–2005).

Service to Other Universities

Panelist, Faculty of Color Panel, *University of Chicago, Office of Multicultural Student Affairs* (2014).

Alumni Interviewer, *Wesleyan University, Office of Undergraduate Admission* (2001–2013).

Resident Head, *University of Chicago, Office of Undergraduate Student Housing* (2006–2012).

Member, *Wesleyan University, Alumni Club of Chicago* (2004–2012).

Departmental Representative, *University of Chicago, Alliance for Graduate Education and the Professoriate Taskforce* (2007–2009).

Student Representative, *University of Chicago, Department of Comparative Human Development, Website Committee* (2007–2009).

Mentor and Advisor, *University of Chicago, Social Sciences Division, Alliance for Graduate Education and the Professoriate Taskforce* (2007–2009).

Mentor, *University of Chicago, Office of Minority Student Affairs* (2004–2007).

Graduates of the Last Decade, Co-Chair, Chicago, *Wesleyan University, Alumni Relations* (2004–2007).

Social Chair, *University of Chicago, Human Development Student Association* (2004–2005).

Departmental Representative, *University of Chicago, Social Sciences Graduate Student Activities Council* (2004–2005).

Senior Interviewer, *Wesleyan University, Office of Undergraduate Admission* (2000–2001).

The Community

Co-President, American Association of University Women, Tallahassee Chapter (2016–2018).

Consultation

Technical Working Group (TWG) with the Regional Education Laboratory – Northwest (REL-NW). (2017–present).

Jane and John Marks Foundation. Met with and provided ad-hoc consultation about emerging TechWise community initiatives sponsored by the foundation, particularly around evaluation of these activities (2015–2016).

Expert Commentary in the Media

Perez-Felkner, L. (2017). *Science classroom excitement is infectious*. Science News for Students.

Perez-Felkner, L. C. (2016). *2016's States with the Best & Worst School Systems*. WalletHub.

Perez-Felkner, L. C. (2016). *What Does Clinton's Historic Nomination Mean For The Next Generation?* WFSU News, Tallahassee, FL.

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- ^(d) Doctoral student contributor.
 - ^(p) Post Doc contributor.
 - ^(u) Undergraduate student contributor.
 - ^(m) Master's student contributor.
 - ^(x) Professional student contributor.