

René O. Guillaume, Ph.D.

Associate Professor
Educational Leadership and Administration
School of Teacher Preparation, Administration, and Leadership
College of Health, Education, and Social Transformation
New Mexico State University
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Education

- Fall 2012 Doctor of Philosophy Ph.D.
Educational Leadership & Administration (Higher Education)
New Mexico State University
Las Cruces, New Mexico
- Dissertation: Racial Identity in Biracial and Multiracial Students in
Postsecondary Education, a Mixed Method Study*
- Spring 2005 Master of Education M.Ed.
College Teaching Certificate
Student Affairs Administration in Higher Education
Texas A&M University
College Station, Texas
- Spring 2003 Bachelor of Arts B.A.
Business (Double Major: Marketing & Human Resource Management)
University of Texas at El Paso
El Paso, Texas

Academic & Professional Appointments

- August 2021 - Present Associate Professor
Educational Leadership and Administration
School of Teacher Preparation, Administration, and Leadership
College of Health, Education, and Social Transformation
New Mexico State University
Las Cruces, New Mexico
- July 2020 - July 2021 Interim Co-Director (Department Head)
Division of Educational Leadership and Administration
School of Teacher Preparation, Administration, and Leadership
College of Education
New Mexico State University
Las Cruces, New Mexico

Aug. 2015 - July 2021	Assistant Professor Educational Leadership and Administration School of Teacher Preparation, Administration, and Leadership College of Education New Mexico State University Las Cruces, New Mexico
May 2012 - Dec. 2015	Institutional Lead (Scholarship Coordinator) New Mexico Leadership Institute College of Education New Mexico State University Las Cruces, New Mexico
July 2014 - Aug. 2015	College Assistant Professor Department of Educational Leadership and Administration Department of Counseling and Educational Psychology College of Education New Mexico State University Las Cruces, New Mexico
Nov. 2007 - July 2014	Director, TRiO Upward Bound Program College of Education New Mexico State University Las Cruces, New Mexico
June 2006 - Nov. 2007	Area Coordinator, Apartment Life & Student Family Housing Department of Housing & Residential Life New Mexico State University Las Cruces, New Mexico
July 2005 - June 2006	Residence Life Hall Director, Monagle Hall Department of Housing & Residential Life New Mexico State University Las Cruces, New Mexico

Professional Specializations

- Faculty Life, Teaching, and Culture
- Social Justice Issues in Higher Education
- Biracial and Multiracial Identity Development
- Diversity and Multiculturalism in Education
- Federally Funded Grant Management in Higher Education
- Qualitative and Mixed Methods Research

Leadership & Service

National: Leadership/Professional Service

- Council Member: New Mexico Public Education Department, College and Career Pathways Alliance (CCPA): 2024 - Present
- Book Chapter Reviewer: *The Concerns Based Adoption Model: Constructs, Evidence, Applications, and Implications for Facilitating Change, 1e* by Hall (2024)
- Reviewer, National Science Foundation (NSF) Proposal, Science of Science: Discovery, Communication, and Impact (SoS:DCI) program: 2024
- Editorial Board Member: *AERA Open*: 2023 - Present
- Series Editor of the New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service via Information Age Press: 2021 - 2024
- Editorial Board Member: *Journal for Cases in Educational Leadership*: 2019 - 2024
- Association for the Study of Higher Education (ASHE): 2020 Mentor-Protege Program (MPP) within the Council on Ethnic Participation (CEP)
- Book Chapter Reviewer: *Introduction to Intersectional Qualitative Research, 1e* by Esposito (2022)
- Proposal Reviewer: Association for the Study of Higher Education (ASHE) Annual Conference: 2019, 2021, & 2022
- Proposal Reviewer: University Council for Educational Administration (UCEA) Annual Conference: 2018
- Manuscript Reviewer: *Journal of Research on Leadership Education*: 2017
- Manuscript Reviewer: *FIRE: Forum for International Research in Education*: 2017

University: Leadership/Service

- Teaching Academy Fellow, NMSU Teaching Academy: 2020 – present
- NMSU Commencement Ceremony Faculty Marshall: Spring 2023 & Fall 2023
- Member: Senior Associate Provost, Search Committee 2022
- Member: Teaching Academy, Coordinator Search Committee: 2019
- Member: NMSU Compliance Oversight Committee: 2016
- Behavioral Event Interviewer: Woodrow Wilson MBA Fellowship in Educational Leadership: 2016
- Program Judge: Educators Rising State Conference: 2016
- Committee Member: Hispanic Faculty and Staff Caucus: 2015-2016
- President: Phi Kappa Phi National Honor Society: 2015-2016
- Committee Member: College of Education Office of Research and Outreach 2015 – 2016

College of Health, Education, and Social Transformation: Leadership/Service

- Co-Chair - Africana Assistant/Associate Professor Search Committee: 2023-2024
- Member: Faculty Affairs Committee (Promotion & Tenure Committee), College of HEST: August 2021 - May 2023
- Member: Assistant Professor, Counseling and Educational Psychology, Search Committee 2022
- Member: College of Education Executive Council: July 2020 - July 2021

- Member: College of Education Dean Search Committee: 2019 - 2020
- Member: Stan Fulton Chair, Search Committee Member: 2018
- Member: J. Paul Taylor Chair, Search Committee: 2018
- Member: College of Education, College Council - Research Committee: 2015 - 2019
- Member: College Council's College Faculty Affairs Committee: 2014 - 2015

School of Teacher Preparation, Administration, and Leadership: Leadership/Service

- Co-Program Coordinator, Division of Educational Leadership and Administration, November 2022 - May 2023
- Chair: Educational Leadership and Administration Promotion and Tenure Review Committee: August 2021 - May 2023
- Master's Exam reviewer: August 2017 - present
- Master's admission reviewer: August 2017 - present
- Doctoral admission reviewer: August 2017 - present
- Member: TPAL School Director Search Committee: 2022
- Member: Assistant/Associate Professor of Higher Education/Community College, Search Committee: 2021 - 2022
- Program Coordinator: Division of Educational Leadership and Administration, August 2020 - July 2021
- Program Coordinator: Division of Educational Leadership and Administration, November 2022 - July 2023
- Interim Co-Director: Division of Educational Leadership and Administration, July 2020 - July 2021
- Member: Associate Professor of Higher Education/Community College, Search Committee: 2019 - 2020
- Member: Assistant Professor, K-12 Literacy Education, Search Committee: 2019 - 2020
- Member: Assistant Professor, Assistant Professor, Bilingual/TESOL, Search Committee: 2019 - 2020
- Member: Assistant Professor, Early Childhood, Search Committee: 2018 - 2019
- Assisted with the Coordination of TPAL Graduate Student Interviews: 2019
- Member: Assistant Professor, Educational Leadership and Administration, Search Committee 2017 - 2018
- Assisted with the Development of an Undergraduate Major in Educational Leadership and Administration: 2015 - 2016

Scholarship & Creative Activities

Peer-Reviewed Articles - *An asterisk (*) denotes work completed with students(s).*

26. *Bott-Lyons, T. & **Guillaume, R. O.** (Revise & Resubmit, 2024). Creating College Trajectories for High School 'Drop-outs': College Access as a Climate and Culture. Manuscript submitted to *Adult Education Quarterly*.
25. *Olguin, F. & **Guillaume, R. O.** (Under Review, 2024). Navigating *Familismo* and Higher Education: Voices of Rural Latina/o/x Students from the Borderlands. Manuscript submitted to the *Journal of Latinos in Education*.

24. Martinez, E. & **Guillaume, R. O.** (Rejected, 2024 – will resubmit Sept. 2024). Latinx study “A slap in the face”: *Testimonios* from Latina/o/x mid-level student affairs leaders pursuing career advancement at HSIs. Manuscript submitted to the *Journal of Diversity in Higher Education*.
23. *Bott-Lyons, T. & **Guillaume, R. O.** (Under Review, 2024). Beyond Equivalency: Challenges and Realities of College Transitions for High School Equivalency Students. Manuscript submitted to the *Journal of Continuing Higher Education*.
22. *Williams, C., **Guillaume, R. O.**, & *Zamora, R. (2023). Biracial Identity in Adult Military Children. *Identity: An International Journal of Theory and Research*, 23(4), 361-378. doi.org/10.1080/15283488.2023.2238208
21. *Pedraza, C. & **Guillaume, R. O.** (2023). “I Didn’t Know I Could Have a Voice”: How Asian American Childhood Experiences Shaped Lived Identities. *Journal for Multicultural Education*, 17(3), 330-342. <https://doi.org/10.1108/JME-04-2022-0054>
20. *Bott-Lyons, T. & **Guillaume, R. O.** (2023). Launching Pads and Home Bases: Peer Support and College Success for High School Equivalency Students. *Coalition on Adult Basic Education Journal*, 12(1), 11-21.
19. Guillaume, R. O. (2021). Formal Knowledge Acquisition and Socialization to Educational Leadership by Program Graduates: The Intersection of Social Justice and the Role of Program Faculty. *Journal of Research on Leadership Education*, 16(2), 107-121. <https://doi.org/10.1177/19427751211002223>
18. **Guillaume, R. O.**, Cisneros, J., & Martinez, E. (2020). Manuscript rejection and shame resilience in early career faculty of color: A collaborative autoethnography. *Taboo: Journal for Culture and Education*, 19(5), 37-52.
17. **Guillaume, R. O.**, & *Apodaca, E. C. (2020). Using objects or images as discussion starters. *Journal of Faculty Development*. 34(3), 59-61.
16. **Guillaume, R. O.**, & *Apodaca, E. C. (2020). Debate with role play. *Journal of Faculty Development*. 34(3), 87-88.
15. Martinez, E., **Guillaume, R. O.**, & Elue, C. (2020). “I was going to be in residence life for life”: Exploring the Experiences of Former Student Affairs Professionals Turned Faculty. *Journal of Education Human Resources*, 38(3), 365-385. <https://doi:10.3138/jehr-2019-0002>
14. **Guillaume, R. O.**, & *Apodaca, E. C. (2020). Early career Faculty of Color and promotion and tenure: The intersection of advancement in the academy and cultural taxation *Race, Ethnicity, and Education*, 25(4), 546-563. <https://doi.org/10.1080/13613324.2020.1718084>
13. Guillaume, R. O. (2020). The experience of Faculty of Color in Departments of Educational Leadership and Administration: The role of emotional and social intelligence in navigating promotion and tenure to achieve the rank of associate professor. *Journal of Research in Leadership Education*, 16(3) 200-225. <https://doi.org/10.1177/1942775120902190>
12. Prentice, M., & **Guillaume, R. O.** (2020). Job perceptions of community college and university

department chairs. Advanced online publication. *Community College Journal of Research and Practice*, 45(5), 351-365. <https://doi.org/10.1080/10668926.2020.1719236>

11. **Guillaume, R. O.**, *Saiz, M. S., & *Amador, A. (2020). Prepared to lead: Educational leadership graduates as catalysts for social justice praxis. *Journal of Research in Leadership Education*, 15(4), 283-302. <https://doi.org/10.1177/1942775119829887>
10. **Guillaume, R. O.**, Martinez, E., & Elue, C. (2019). Social media use, legitimacy, and imposter phenomenon: A collaborative autoethnography among early career faculty. *Journal of Ethnographic and Qualitative Research*, 14(2), 125-136.
9. **Guillaume, R. O.**, & Kalkbrenner, M. T. (2019). The utility of self-determination theory in Faculty of Color's successful pursuit of tenure and promotion to the rank of associate professor. *International Journal of Educational Research*, 98, 272-279. <https://doi.org/10.1016/j.ijer.2019.09.007>
8. **Guillaume, R. O.**, Martinez, E., & Elue, C. (2019). Exploring the experiences of student affairs professionals turned faculty: A collaborative autoethnography. *Journal of Student Affairs Research and Practice*, 57(1), 42-54. <https://doi.org/10.1080/19496591.2019.1644114>
7. **Guillaume, R. O.**, & Christman, D. (2019). Exploring identity development and the intersection of campus ecology in biracial/multiracial postsecondary students through a mixed-methods approach. *Teaching in Higher Education*, 25(3), 255-270. <https://doi.org/10.1080/13562517.2018.1561435>
6. **Guillaume, R. O.**, Osanloo, A. F., & Kew, K. L. (2019). The principal and the PEA (Parent Education Association). *Journal of Cases in Educational Leadership*, 22(2), 39-53. <https://doi.org/10.1177/1555458919831346>
5. Pichon, H. W., **Guillaume, R. O.**, & *Noopila, M. Y. (2019). Moving beyond unresolved fear to socio-academic integration: Helping students cope within a community college-state university campus-sharing environment. *Journal of the First-Year Experience and Students in Transition*, 31(1), 85-99.
4. **Guillaume, R. O.**, & Trujillo, K. (2018). Exploring the experiences of Latino former student athletes pursuing graduate education. *Journal for the Study of Sports and Athletes in Education*, 12(1), 35-52. <https://doi.org/10.1080/19357397.2018.1444701>
3. Arnold, N. W., Osanloo, A. F., **Guillaume, R. O.**, Boske, C., & Miller-Tomlinson, W. (2018). The role of trauma in leadership socialization. *Journal of School Leadership*, 28(6), 718-741. <https://doi.org/10.1177/105268461802800602>
2. *Morimoto, Y., & **Guillaume, R. O.** (2018). Reconceptualizing strategic planning: Planning strategically for student success. *Journal of Applied Research in the Community College*, 25(2), 23-30.
1. Parra, J., *Raynor, C., Osanloo, A. F., & **Guillaume, R. O.** (2018). (Re)Imagining an undergraduate integrating technology with teaching course. *TechTrends*, 63(1), 68-78. <https://doi.org/10.1007/s11528-018-0362-x>

Peer-Reviewed Book Chapters - An asterisk (*) denotes work completed with student(s).

2. **Guillaume, R. O.**, & *Apodaca, E. C. (2021). Urban education and educational leadership graduate preparation programs: Preparing graduate students coming from and going into urban pk-12 settings. *Handbook of Urban Educational Leadership*. Lanham, MD: Rowman and Littlefield Publishing Group.
1. **Guillaume, R. O.**, & *Williams, C. (November, 2016). Mixed-race student awareness in K–12: Bullying and discrimination among mixed-race student populations. In A. Osanloo, C. Reed, & J.P. Schwartz (Eds.), *Creating and Negotiating Collaborative Spaces for Socially Just Anti-Bullying Interventions and Innovations for K-12 Schools*. (pp. 227-241). Charlotte, NC: Information Age Publishing.

Book Chapters - An asterisk (*) denotes work completed with student(s).

3. **Guillaume, R. O. (Accepted, 2024)**. The Power of Place: Navigating Academia from a Homegrown Perspective (Eds), *Geographies of Staying: Home and Its Place in the Academy*. University of New Mexico Press.
2. Martinez E. & **Guillaume, R. O.** (2023). Grace. In Guillaume, R. O. & Martinez, E. (Eds), *Bounding greed: Worklife integration and positive coping strategies among Faculty of Color in early, middle, and late career stages at comprehensive universities*. (pp. 3-6). Information Age Press, IAP.
1. **Guillaume, R. O.** (2017). Emotional intelligence as a means to combat funding cuts: Meeting student academic success and promoting well-being in challenging financial times. In D. Touchton, M. Rodriguez, G. Ivory, & M. Acker-Hocevar (Eds.), *Quandaries of School Leadership: Voices from Principals in the Field*. (pp. 127-141). Palgrave MacMillen.

Manuscripts In Progress - An asterisk (*) denotes work completed with student(s).

5. Apodaca, B. & **Guillaume, R. O.** (Manuscript Complete, Will Submit Sept. 2024) Cultural Taxation Beyond Traditional Service: An Examination of Tenured Latina Faculty and the Impact of their Intersectional Identities on Service Workload Expectations. Manuscript Submitted to the *Review of Higher Education*.
4. *Velasquez, K. & **Guillaume, R. O.** (Rejected, 2024 – will resubmit Oct. 2024). “My Job Consumes My Life”: Grow as a Leader or Attend to Family?” Manuscript submitted to the *Journal of Hispanic Higher Education*.
3. Guillaume, R. O. (In Progress). Exploring the Experiences of First-Time, First-Year Academic Department Chairs at Four-Year Universities.
2. *Morehead, K. & **Guillaume, R. O.** (In Progress, 2024). Cultivating Leadership: Exploring the Influences on Women's Ascension to Higher Education Executive Roles. Manuscript submitted to the *Journal of Women and Gender in Higher Education*.

1. **Guillaume, R. O.** & *Bott Lyons, T. (In Progress). Exploring the Experiences of Recent High School Graduates During the COVID-19 Pandemic: Illuminating Sources of Capital and Care.

Blogs - An asterisk (*) denotes work completed with student(s).

2. *Wahl, E. R., & **Guillaume, R. O.** (August 2023). Reviewed to Reviewing: Responsibilities, Considerations, and Quandaries of being a Reviewer for Academic Publications. *The Librarian Parlor*. <https://libparlor.com/2023/10/20/reviewed-to-reviewing/>
1. *Wahl, E. R., & **Guillaume, R. O.** (June 2023). Navigating Rejection: Strategies for Resilience and Growth in Academic Writing and Publishing. *The Librarian Parlor*. <https://libparlor.com/2023/06/16/navigating-rejection/>

Editorial Activity

2. Osanloo, A., Newcomb, W., Arnold, N., & **Guillaume, R. O.** (Eds.). (June, 2021). Promoting Culturally Responsive Leadership in Graduate Preparation Programs for Educational Leaders: Lessons, Intentions, and Costs. For the *Journal of Research in Leadership Education*, 16(3).
1. **Guillaume, R. O.**, Martinez, E., & Elue, C. (Eds.). (2018). Guest editor for a special issue in the *Journal for the Study of Sports and Athletes in Education*, 12(1).

Edited Books

3. **Guillaume, R. O.** & Martinez, E. (2023). *Bounding greed: Worklife integration and positive coping strategies among Faculty of Color in early, middle, and late career stages at comprehensive universities*, (Eds). Information Age Press, IAP.
2. **Guillaume, R. O.**, Arnold, N., & Osanloo, A. (2021). *Handbook of Urban Educational Leadership*, (2nd edition). Lanham, MD: Rowman and Littlefield Publishing Group.
1. **Guillaume, R. O.**, Arnold, N., & Osanloo, A. (2021). *Companion Guide Handbook of Urban Educational Leadership*, Lanham, MD: Rowman and Littlefield Publishing Group.

Peer-Reviewed Scholarly Presentations - An asterisk (*) denotes work completed with student(s).

19. Guillaume, R. O. (2023). Redefining Academic Publishing: Prioritizing Equity and Accessibility in the Evaluation of Scholarly Works. Reception Study Society (RSS) National Conference, Las Cruces, New Mexico
18. Martinez, E. & Guillaume, R. O. (November, 2022). "A slap in the face": *Testimonios* from Latina/o/x mid-level student affairs leaders pursuing career advancement at HSIs. The Association for the Study of Higher Education (ASHE) National Conference. Las Vegas, Nevada.

17. *Velasquez, K. & **Guillaume, R. O.** (November 2021). Latina Higher Education Administrators in the Southwest Border: "My Work Serves A Greater Purpose." The Association for the Study of Higher Education (ASHE) National Conference. Portland, Oregon. Pulled out due to Covid.
16. **Guillaume, R. O.** & *Apodaca, E. C. (May, 2021). Debate with Role Play. as part of a featured session. Pedagogicon, annual teaching and learning conference hosted by Eastern Kentucky University.
15. *Apodaca, E. C. & **Guillaume, R. O.** (April, 2020). Reconceptualizing Faculty Hires: The Strengths and Benefits of One's Own Graduates. American Educational Research Association (AERA), National Conference. San Francisco, California. Cancelled due to COVID -19
14. **Guillaume, R. O.**, Cisneros, J., & Martinez, E. (November, 2019). Manuscript rejection and motivation in early career faculty of color: A collaborative autoethnography. The Association for the Study of Higher Education (ASHE) National Conference. Portland, Oregon.
13. **Guillaume, R. O.**, & *Apodaca, E. C. (November, 2019). Faculty of color and promotion and tenure: The intersection of advancement in the academy and cultural taxation. The Association for the Study of Higher Education (ASHE), National Conference. Portland, Oregon.
12. **Guillaume, R. O.**, & *Apodaca, E. C. (November, 2019). Early Career Faculty of Color: Leveraging Cultural Taxation in the Promotion and Tenure Process. University Council for Educational Administration (UCEA), National Conference. New Orleans, Louisiana.
11. **Guillaume, R. O.**, & Osanloo, A. F. (February, 2019). Knowledge acquisition and the role of program faculty in educational leadership and administration: The intersection of social justice and socialization for graduate students. Conference on Academic Research in Education (CARE), Las Vegas, Nevada.
10. Martinez, E., **Guillaume, R. O.**, & Elue, C. (February, 2019). The intersection of social media and imposter syndrome in early career faculty: A collaborative autoethnography. Conference on Academic Research in Education (CARE), Las Vegas, Nevada.
9. Guillaume, R. O. (November, 2018). The experiences of faculty of color in academe: The role of emotional intelligence in achieving the rank of associate professor and navigating promotion and tenure. University Council for Educational Administration National Conference (UCEA). Houston, Texas.
8. Osanloo, A. F., & **Guillaume, R. O.** (May, 2018). Teaching social justice in an educational leadership preparation program in the time of Trump: Pedagogical lessons, lacerations, and lingering questions. Critical Race Studies in Education Association (CRSEA) Annual National Conference. Albuquerque, New Mexico.
7. Martinez, E., **Guillaume, R. O.**, & Elue, C. (April, 2018). Exploring the experiences of former student affairs professionals turned faculty. American Educational Research Association (AERA) National Conference. New York, New York.

6. **Guillaume, R. O.**, & *Amador, A. (November, 2017). Educational leadership preparation program graduates: Catalysts for social justice praxis. University Council for Educational Administration (UCEA) National Conference. Denver, Colorado.
5. *Pedraza, C., & **Guillaume, R. O.** (November, 2017). Asian-American postsecondary students' reflections: The impact of elementary and secondary experiences on racial identity. University Council for Educational Administration (UCEA) National Conference. Denver, Colorado.
4. Elue, C., Martinez, E., & **Guillaume, R. O.** (April, 2017). The Intersection of Social media and Emotional Intelligence: A collaborative autoethnography. Annual Conference for the American Educational Research Association (AERA). San Antonio, Texas.
3. **Guillaume, R. O.**, & *Williams, C. (February, 2017). Monoracial based services and the perception of mixed-race students at a hispanic serving institution. Critical Mixed-Race Studies Association (CMRSA) National Conference. Los Angeles, California.
2. **Guillaume, R. O.**, & *Moreno, M. C. (November, 2016). The experience of faculty of color in academe: The role of emotional intelligence in achieving the rank of associate professor in departments of educational leadership and administration. The Association for the Study of Higher Education (ASHE) National Conference. Columbus, Ohio.
1. Chaiken, M., Arakawa, F., **Guillaume, R. O.**, Nishiguchi, M., Scott, M.A., & Thompson, L. (September, 2015). Engaging Students in Research and Community Service. Southwest Institute for Health Disparities Research Conference. Las Cruces, New Mexico.

Scholarly Outreach (Presentations, Invited Talks, Workshops, and Lectures)

- 2024 Panel: "Academia and Home" –Invited talk in conjunction with the forthcoming book project, Geographies of Staying: Home and Its Place in the Academy. Presented at the Davis New Mexico Scholarship College Access Summit, event held at the University of New Mexico.
- 2023 Panel: "Why and how should we redefine what economic development is?: Toward social transformation and justice" panelist, presented at the Amplifying Outreach Through Education, Health, and Economic Development, Las Cruces, New Mexico.
- 2023 Workshop: "Team Mentoring for New Faculty " Co-facilitator, workshop series, presented at the NMSU Teaching Academy
- 2023 Workshops: "When and How to Listen to Both Sides"" Workshop presented and Co-facilitated with Vickie Aldrich at the NMSU Teaching Academy.
- 2023 Workshop: "Failing Better: Coping with Grant Proposal and Manuscript Rejections" Workshop presented at the NMSU Teaching Academy.
- 2023 Invited Talk: "Early Career Faculty of Color and Promotion & Tenure: The intersection of advancement in the academy and cultural taxation" Presentation given to the TPAL Research Exchange for Black History Month, New Mexico State University

- 2022 Workshop: “Team Mentoring for New Faculty ” Co-facilitator, workshop series presented at the NMSU Teaching Academy
- 2021 Invited Talk: “Manuscript Rejection and its Impact on Self” Early Career Faculty Presentation given to the School of Teacher Preparation, Administration and Leadership, College of Health, Education, and Social Transformation, New Mexico State University
- 2021 Workshop: “Implicit & Explicit Bias in Medical Education?” Presentation given at the Burrell College of Osteopathic Medicine
- 2021 Invited Talk: “A Day in the Life of a College Professor.” Presentation given as part of a workshop series, Career Services, University of Texas at El Paso, El Paso, Texas
- 2020 Roundtable: “Finding Self Through Scholarly Identity.” Given at the Association for the Study of Higher Education (ASHE) National Pre-Conference with the Council for Ethnic Participation
- 2020 Workshop: “Considering Cultural Diversity in the Classroom: Reflecting on Ourselves.” Presentation given at the NMSU Teaching Academy
- 2020 Workshop: “Addressing Implicit Bias and Racism in Medical Education?” Presentation given at the Burrell College of Osteopathic Medicine
- 2020 Workshop: “Ending Racial Injustice: How Can Institutions of Higher Education Play a Role?” Presentation given at the NMSU Teaching Academy
- 2020 Workshop: “Prepare to be Rejected: Navigating the Manuscript Rejection Process.” Workshop canceled at the NMSU Teaching Academy due to COVID -19
- 2020 Keynote Speech: New Mexico Association of Student Affairs Professionals Statewide Symposium. Albuquerque, New Mexico
- 2020 Workshop: “Striving for Work-Life Balance in Academia: A Panel.” Presentation given at the NMSU Teaching Academy
- 2019 Workshop: “Navigating the Promotion and Tenure Process: Case Studies from Faculty of Color.” Presentation given at the NMSU Teaching Academy.
- 2019 Lecture: “Let’s Talk Online Teaching, Course Developer’s Guide and Other Resources.” Presentation given at the NMSU Teaching Academy.
- 2016 Invited Talk: “The Role of Emotional Intelligence in Leading Organizations.” Presentation given to the El Paso, Camino Real Rotary Club, El Paso, Texas.
- 2016 Workshop: “90 Day Acton Plans.” New Mexico State University School Turnaround Development Program - Grant

Grant Activity

Internal Funded - *An asterisk (*) denotes work completed with student(s)*

1. Teacher Pipeline Grant (Co-Primary Investigator)

Pedraza, C. & **Guillaume, R. O.** (2023). Bridging the Gap between Internship and Employment: Preparing Educational Leaders for Professional Success and Career Readiness. The purpose of this project is to update the Educational Leadership and Administration department's current undergraduate internship course. These updates include a new module and assignments aimed at developing student's career readiness skills beyond the experiences they will have gained during their internship to include those involved in identifying the needs of prospective employers in the field of education, drafting resumes, and completing interviews. As part of this new module, we will also include assignments aimed to prepare students to approach leaders of departments across NMSU to inquire about potential internship opportunities. New Mexico State University College of Health, Education, and Social Transformation, Teacher Pipeline Grant.

Funded Award: \$5,000 (2023-2024)

2. College of Education Emerging Scholars Grant (Primary Investigator)

Guillaume, R. O. & *Moreno, M. (2016). The Experience of Faculty of Color in Academe: The Role of Emotional Intelligence in Achieving the Rank of Associate Professor in Departments of Educational Leadership and Administration. New Mexico State University College of Education Research Grant.

Funded Award: \$6,285 (2016 - 2018)

External Funded/Under Review

1. NM AMP Grant (Grant Methodologist)

Project Objectives: The Alliance aims to improve, sustain, and institutionalize proven NM AMP practices for supporting underrepresented student success while increasing student engagement with the broader impacts of their work as STEM professionals by connecting students to urgent issues associated with Climate, Sustainability, and Resilience. The Alliance will highlight the relevance of student research experiences and the knowledge, skills, and attitudes needed to address these challenges, making students more aware of how their developing expertise can contribute to effective solutions.

Funded Award: Total: \$2,500,000 (2024-2029)

2. CFDA Number: 84.047 (Primary Investigator)

Guillaume, R. O. (2012). TRiO Upward Bound Program: 2012-2017

US Department of Education, Office of Postsecondary Education

Upward Bound provides fundamental support to participants in their preparation for college entrance. Upward Bound serves high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree.

Funded Award: \$1.92 million (2012-2017).

3. CFDA Number: 10.559 (Primary Investigator)

Guillaume, R. O. (2008-2013). Department of Agriculture, Office of Food and Nutrition – Summer Food Service Program – SFSP was created to assist States, through grants-in-aid and other means, to conduct nonprofit food service programs for low-income children during the summer months and at other approved times, when schools are out of session or are closed for vacation. For the state of New Mexico, the program is coordinated through the Children's, Youth, and Families Department (CYFD).

Funded Award: \$6,832 (2008), \$7,276 (2009), \$7,812 (2010), \$6,541 (2011), \$8,204 (2012), \$7,414 (2013).

External Not Funded

1. Spencer Foundation (Primary Investigator)

Guillaume, R. O., Scott, M. A., & Sapien, R. (2022). Experiences of Imposter Phenomenon and Structural Violence in Under-Represented Medical School Students in the Southwest U.S.

As a theoretical framework, medical journal commentaries have identified imposter phenomenon, defined as feeling incompetent despite evidence of competence and success (Clance & Imes, 1978), as an issue for marginalized students in medical school. Imposter phenomenon has been linked to increased experiences of depression, anxiety, and other mental health concerns. Students who understand imposter phenomenon can mitigate its negative impact and increase their success (Clance & Imes, 1978). However, most research on imposter phenomenon focuses on internal psychological experiences and does not explore external structural factors. Our exploratory, arts-based qualitative research study on the experiences of imposter phenomenon in a southwestern United States medical school lays the groundwork for further examination of potential structural causes of imposter phenomenon and its connections to mental health concerns in the medical profession as well as institutional protective factors. Additionally, self-determination theory will assist in examining the ways that individual factors connect with broader structural factors and link this study to previous work on imposter phenomenon. As participants/co-researchers, medical students will produce a photographic exhibit of their experiences for the broader public, particularly aimed at young people considering health profession careers, adults interested in mentoring those young people, and faculty/administrators at health professions schools.

Proposed Award Amount: \$179,435.09 – **Not Funded** (Summer, 2022).

2. Spencer Foundation (Co-Primary Investigator)

Scott, M. A. & **Guillaume, R. O.** (2020). Experiences of Imposter Phenomenon among Medical Students.

The proposed exploratory arts-based qualitative research study on the experiences of imposter phenomenon in a southwestern US undergraduate medical school lays the groundwork for further examination of the root causes of imposter phenomenon and its connections to mental health concerns in the medical profession. This project brings together medical students interested in exploring the experience of imposter phenomenon. The participants, or co-researchers, will produce a photographic exhibit of their experiences to share with a broader public – particularly, young people considering health profession careers, adults interested in mentoring those young people, and faculty/administrators at health professions schools.

Proposed Award Amount: \$50,000 – **Not Funded** (Fall, 2020).

3. Spencer Foundation (Co-Primary Investigator)

Kalkbrenner, M. & **Guillaume, R. O.** (2020). The Appraisal of STEM Majors' Physical and Mental Health: Implications for Wellness, Retention, and Degree Completion.

The proposed study would be the first nationally representative investigation of STEM students' holistic (mental and physical) health that employs rigorous sampling procedures and statistical analyses.

Considering the underrepresentation of minority students in STEM fields (Shapiro & Sax, 2011), the results of the proposed study may also provide key understandings of the intersection of race, ethnicity, and gender and how these factors impact STEM students' wellness and success.
Proposed Award Amount: \$50,000 – **Not Funded** (Spring 2020).

4. Spencer Foundation (Co-Primary Investigator)

Chun, H. & **Guillaume, R. O.** (2015). Teacher Training Program of Parental Involvement for Latina/o Students: Culturally Responsive Approach

The proposed study intends to develop, implement, and evaluate a teacher-training program that promotes home-school collaboration of Latina/o parents. Using culturally responsive approaches to engage Latina/o parents in secondary education, the foci of the project lie in helping teachers develop beliefs, cultural competence, and behavioral skills essential to increasing home-school collaboration of Latina/o parents.

Proposed Award Amount: \$50,000 - **Not Funded** (Fall 2015).

5. National Science Foundation, PD 08-1698 (Co-Primary Investigator)

Chun, J., Devall, E., **Guillaume R. O.** & Kim, K. (2015). Developmental Trends of Immigrant Middle School Students: Interplay of Acculturation and Mediating Factors to Academic Success

The proposed study at New Mexico State University will investigate the interplay between acculturation and mediating factors to academic success in mid-adolescence. The target population is immigrant middle school students, predominantly Latina/os, residing along the US/Mexico border.

Proposed Award Amount: \$595,589 - **Not Funded** (Spring 2015).

University Teaching

Doctoral

ELAD 7000, Doctoral Dissertation (spring 2018, 2019, 2020, 2021, 2022, 2023; summer 2019, 2020; fall 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024)

ELAD 6910, Dissertation Seminar (fall 2023, 2024)

ELAD 6610, Scholarly Writing in the Borderlands (summer 2023)

ELA 698, Independent Study (fall 2016)

ELA 683, Qualitative Research II (spring 2019, 2020, 2023)

ELA 671, Foundations of Educational Administration (summer 2015, 2016, 2017, 2018, 2019)

ELA 670, Doctoral Internship (fall 2016, 2017, 2018, 2021, 2022; spring 2017, 2018, 2019, 2022, 2024)

ELA 650, Higher Education Law (spring 2016, 2018)

ELA 623, Qualitative I (spring 2017)

Master

ELA 585, Elements of Research, (spring 2018)

ELA 580, Administration of Adult and Continuing Education (summer 2017, 2018, 2019, 2020, 2021, 2022, 2023, spring 2023)

ELA 569, Basing Decisions on Data – Higher Education (summer 2020, 2021, 2022)

ELA 5280, Internship: Higher Education I (spring 2019, 2020, 2021, 2022; 2023, 2024, fall 2023, 2024)

ELA 5285, Internship: Higher Education II (fall 2018, 2021, 2022, 2023, 2024)

ELA 550, Higher Education Law (fall, 2015, 2016, 2018, 2019)

Undergraduate

ELAD 4998, Internship (fall 2023, 2024)

ELA 490, Independent Study (fall 2017)

ELAD 350V, Leadership in a Global Society (fall, 2015, 2016, 2017, 2018, 2020; spring, 2016, 2017, 2018, 2019, 2020, 2021, 2023; summer 2023)

CEP 498, Counseling and Educational Psychology Internship (spring 2015)

CEP 300, Human Relations Training (fall 2005, 2006)

CEP 298, Exploration of Counseling and Community Psychology (fall 2014)

Univ. 150, Freshmen Year Experience (fall 2005, 2006, 2007, 2013)

Graduate Student Mentoring & Advising

Doctoral Dissertation Advisees (Chair) – *Department of Educational Leadership and Administration*

1. Barbara Sanchez, Proposed, 2024
2. Stephanie Hernandez – Proposed, 2023
3. Lucinda Banegas-Carreon – Proposed, 2023
4. Florencio Olguin – Defended, 2024
5. Tina Zuniga – Defended, 2024
6. Kristin Morehead – Defended, 2023
7. Michelle Lebsock – Defended, Spring 2022
8. Elfreda Yazzie – Defended, Spring 2022
9. Sona Alaniz – Defended, Fall 2021
10. Elizabeth Apodaca – Defended, 2021
11. Dora Perez – Defended, 2021
12. Kristine Velasquez – Defended, 2021
13. Yash Morimoto – Defended, 2021
14. Shanna Sasser – Defended, 2020
15. Tobe Bott Lyons – Defended, 2020
16. Marcus Smith – Defended, 2020
17. Adam Amador – Defended, 2019
18. Chadrhyn Pedraza – Defended, 2018
19. Kimberly Rumford – Defended, 2017 - Dissertation Co-Chair

Doctoral Dissertation Advisees (Committee Membership) – *Department of Educational Leadership and Administration*

1. Kori Plank – Proposed, 2024
2. Jaap Gardner – Proposed, 2024
3. Joseph Lincecum – Proposed, 2024
4. Brandi Stone – Proposed, 2024
5. Erica Nikoliason – Proposed, 2024
6. Erin Wahl – Proposed, 2023
7. Debbie Giron – graduated, 2024
8. Rebecca Estrada – graduated, 2024

9. Rosa Lopez – graduated, 2023
10. Edgardo Castro – graduated, 2021
11. Oscar Perez – graduated, 2021
12. Bianca Abigail-Tarango – graduated, 2020
13. Denise Rodriguez Strawn – graduated, 2020
14. Maria Christina Padilla – graduated, 2019
15. Jeff Longwell – graduated, 2019
16. Jesse Haas – graduated, 2019
17. Joel Hardie – graduated, 2019
18. Sarah Baker – graduated, 2019
19. Paul Weir – graduated, 2018
20. Marissa Macias-Folwer – graduated, 2018
21. Karim Martinez – graduated, 2018
22. Mallory Driggers – graduated, 2017
23. Gina Hochhalter – graduated, 2017
24. Jeannie Baca – graduated, 2017
25. Roberto Lozano – graduated, 2016
26. Aine-Garcia-Post – graduated, 2016
27. Amanda Lopez-Askin – graduated, 2016
28. Victoria Pando – graduated, 2015

Outside Departments, Dean’s Representative - *Master’s & Doctoral Students*

1. Kaylynn Melendrez, Dept. of Counseling and Educational Psychology, Department of Counseling and Educational Psychology (May, 2023)
2. Maggie Lenarz, Dept. of Counseling and Educational Psychology, Department of Counseling and Educational Psychology (May, 2023)
3. Nicole Clark, Curriculum and Instruction (Proposed, Fall 2023)
4. Kaitlyn Olivera – Dept. of Counseling and Educational Psychology, Masters Comprehensive Exam (April, 2023)
5. JoAnna Hubbard – Dept. of Counseling and Educational Psychology, Masters Comprehensive Exam (April, 2023)
6. Mika Leck– Curriculum and Instruction, Dissertation Defense (March, 2023)
7. Otto Khera – Curriculum and Instruction (In progress)
8. Janice Smith – Curriculum and Instruction (In progress)
9. Toby Soderberg– Curriculum and Instruction (April, 2021)
10. Connie Petersen – Department of Counseling and Educational Psychology (December, 2021)
11. Ty Elwin – Department of Curriculum and Instruction (May, 2021)
12. Sarah Kimerlee – Department of Counseling and Educational Psychology (December, 2020)
13. Rebekah Worley – Department of Counseling and Educational Psychology (May, 2020)
14. Briahna Scott – Department of Counseling and Educational Psychology (April, 2020)
15. Ruby Estrada – Department of Curriculum and Instruction (October, 2019)
16. Karen Nemiah – Department of Counseling and Educational Psychology (July 2019)
17. Inez Ruiz Department of Counseling and Educational Psychology (March, 2019)
18. Francesca Sanchez – Department of Counseling and Educational Psychology (December 2018)
19. Desiree Bustamantes – Department of Counseling and Educational Psychology (December 2018)
20. Cynthia Garcia – Department of Counseling and Educational Psychology (November, 2017)
21. Charlotte Williams – Department of Counseling and Educational Psychology (July, 2017)
22. Chu Hui Cha – Department of Counseling and Educational Psychology (June, 2017)
23. Tahani Mansour – Department of Curriculum and Instruction (March, 2018)

24. Marlena Moreno – Department of Counseling and Educational Psychology (April 2017)
25. Sunny Klempel – Department of Counseling and Educational Psychology (August, 2016)
26. Karen Alcantar – Department of Counseling and Educational Psychology (April, 2016)
27. Jessica Lopez – Department of Counseling and Educational Psychology (March, 2016)
28. Sterling McCall – Department of Counseling and Educational Psychology (March, 2016)
29. James Barrio – Department of Curriculum and Instruction (April, 2016)
30. Joshua Walker – Department of Curriculum and Instruction (April, 2016)
31. Maria Rodriguez – Department of Languages and Linguistics (December, 2015)

Professional Training and Development

2021 - 2022	American Council on Education (ACE), Academy’s Certificate in Effective College Instruction (ACUE)
2020 - 2021	NMSU Principal Investigator Academy - Office of the Vice President for Research
2020	Cultural Intelligence Center - National Certification
2020	Course Development Institute (CDI) New Mexico State University, Las Cruces, NM
2019	Promotion & Tenure Workshop: Promotion to Associate Professor New Mexico State University, Las Cruces, NM
2019	Let’s Talk Online Teaching - Delivery Standards: Making a Difference for Students New Mexico State University, Las Cruces, NM
2019	Creating a Constellation of Mentors: Panel Session and Luncheon New Mexico State University, Las Cruces, NM
2019	Course Development Institute (CDI) New Mexico State University, Las Cruces, NM
2019	Promotion & Tenure Portfolios New Mexico State University, Las Cruces, NM
2019	Scholarly Writing Retreat New Mexico State University, Las Cruces, NM
2018	Course Development Institute (CDI) New Mexico State University, Las Cruces, NM
2018	Revising Scholarly Manuscripts New Mexico State University, Las Cruces, NM

- 2018 Publish and Flourish
New Mexico State University, Las Cruces, NM
- 2018 Scholarly Writing Retreat
New Mexico State University, Las Cruces, NM
- 2018 Publish and Flourish: Become a Prolific Scholar
New Mexico State University, Las Cruces, NM
- 2017 Online Course Improvement Program (OCIP) Summer Institute
New Mexico State University, Las Cruces, NM
- 2017 Writing Your Journal Article in 12 Weeks Scholarly Writing Retreat
New Mexico State University, Las Cruces, NM
- 2017 Establishing and Maintaining the “Write” Habit: Getting a Jump Start on Your Writing Productivity
New Mexico State University, Las Cruces, NM
- 2017 Strategies for Writing Competitive Proposals Workshop
New Mexico State University, Las Cruces, NM
- 2017 Writing Fearlessly: Coaching the Writer Within
New Mexico State University, Las Cruces, NM
- 2017 Teaching in a Diverse Classroom
New Mexico State University, Las Cruces, NM
- 2017 Promotion and Tenure Portfolios: Document Your Accomplishments in Teaching, Scholarship, and Service
New Mexico State University, Las Cruces, NM
- 2017 Scholarly Writing Retreat
New Mexico State University, Las Cruces, NM
- 2016 Developing a Data Management Plan Workshop
New Mexico State University, Las Cruces, NM
- 2016 Online Course Improvement Program (OCIP) Summer Institute
New Mexico State University, Las Cruces, NM
- 2016 Communications in Canvas
New Mexico State University, Las Cruces, NM
- 2016 Scholarly Writing Retreat
New Mexico State University, Las Cruces, NM
- 2016 Measuring and Broadening Your Research Impact
New Mexico State University, Las Cruces, NM

Awards & Recognitions

- 2022, Dean's Excellence Award in Teaching for the College of Health, Education, and Social Transformation
- 2018, Most Distinguished Faculty Member Award, Teaching Academy: New Mexico State University – Spring 2018
- 2016 & 2019, 2020, 2021, & 2023 Distinguished Member Award, Teaching Academy: New Mexico State University
- 2023, Quality Matters Certified Course – ELA 5260
- 2023, Quality Matters Certified Course – ELA 5285
- 2022, Quality Matters Certified Course – ELA 566
- 2017, Quality Matters Certified Course – ELA 550
- 2019, Quality Matters Certified Course – ELA 580
- 2020, Quality Matters Certified Course – ELA 567

Certifications

Association of College and University Educators (ACUE) Effective Online Teaching Practices - American Council on Education Certificate (ACE) – May 2022

Cultural Intelligence Certification - Cultural Intelligence Center, June 2020

Cultural Intelligence Train-the-Trainer Certification - Cultural Intelligence Center, June 2020

Unconscious Bias Certification - Cultural Intelligence Center, June 2020

Globally-recognized certifications from the Cultural Intelligence Center. The certifications include knowledge on cultural intelligence, cultural values, and unconscious bias as well as giving the certified trainer access to updated materials and ongoing support.

Professional Memberships

Association for the Study of Higher Education (ASHE) – Current

University Council for Educational Administration (UCEA) – Current

National Association of Student Personnel Administrators (NASPA) – Current

American Educational Research Association (AERA) - Current