

# Tracy Arámbula Turner, Ph.D.

Between 2012 and 2022, I published under the name “Tracy Arámbula Ballysingh.”

## CONTACT INFORMATION

The University of Vermont ~ College of Education and Social Services  
Department of Education ~ Higher Education and Student Affairs Administration  
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Burlington, VT 05405

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[UVM Faculty Profile](#)

[Google Scholar](#)



<https://orcid.org/0000-0003-0629-2043>

## EDUCATION

The University of Texas at Austin	Higher Education Leadership	Ph.D.	05/2011
Boston College	Elementary Education	M.Ed.	06/1998
University of Illinois	Sociology	B.A.	12/1996

## PROFESSIONAL LICENSURE & CERTIFICATIONS

Licensed Professional Classroom Teacher (Kindergarten—Grade 9), License ID: 2325254

*Illinois State Board of Education*

Self-Contained General Education: 07/31/2015—06/30/2018 (expired)

Licensed Professional Classroom Teacher (Grades 1-8)

*Texas State Board for Educator Certification*

One-Year: 08/11/1999—08/11/2001 (expired)

Standard: 08/05/2000—11/30/2005 (expired)

Standard: 11/24/2014—11/30/2019 (expired)

## ACADEMIC APPOINTMENTS

University of Vermont, Burlington, VT

*Associate Professor*, Department of Education

Higher Education & Student Affairs Administration (2022-present)

University of Vermont, Burlington, VT

*Assistant Professor*, Department of Education

Higher Education & Student Affairs Administration (2016-2022)

University of New Mexico, Albuquerque, NM

*Postdoctoral Fellow*, Division for Equity & Inclusion (2015-2016)

The University of Texas at Austin, Austin, TX

*Postdoctoral Fellow*, Division of Diversity and Community Engagement

Campus Diversity and Strategic Initiatives (2011)

## ACADEMIC AFFILIATIONS

University of Vermont, Burlington, VT  
*Connected Faculty*, College of Education & Social Services Project CORE  
Community-Based Participatory Research & Restorative Practices in Education (2017-2022)

The University of Texas at Austin, Austin, TX  
*Faculty Affiliate*, Division of Diversity & Community Engagement  
Project M.A.L.E.S. (Mentoring to Achieve Latino Educational Success) (2016-present)

## PROFESSIONAL EXPERIENCES

The University of Texas at Austin, Austin, TX  
College of Liberal Arts  
*Director of Student Success Programs* (2013-2014)

Texas State Senate, Austin, TX  
Senate Higher Education Committee  
Senator Judith Zaffirini, Chair  
*Higher Education Policy Analyst* (2011-2013)

The University of Texas at Austin, Austin, TX  
Division of Diversity & Community Engagement  
*Graduate Research Assistant* (2008-2011)

The University of Texas at Austin, Austin, TX  
Department of Educational Leadership and Policy  
*Graduate Teaching Assistant*  
Higher Education Law (Spring 2009, Spring 2011)  
Equity & Access in Higher Education (Fall, 2009)

The University of Texas at Austin, Austin, TX  
College of Undergraduate Studies  
*Graduate Teaching Assistant*  
Undergraduate Studies 303 (Fall, 2010)  
Liberal Arts 302 (Fall, 2009)

The University of Texas at Austin, Austin, TX  
Division of Diversity & Community Engagement, Longhorn Center for Academic Excellence  
*Gateway Scholars Advisor* (2008-2011)

## UNIVERSITY TEACHING

*University of Vermont*, Burlington, VT  
New England Association of Schools and Colleges (NEASC) Accredited

### **Undergraduate Level Courses ~ Patrick Leahy Honors College**

*DI:(In)Equality in P-16 American Education*  
Spring 2021, Spring 2022, Fall 2022, Fall 2023, Fall 2025 (3 credits)

### **Masters Level Courses ~ Higher Education & Student Affairs Administration Program**

*Social Justice & Inclusion in Higher Education*  
Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2023, Fall 2025 (3 credits)  
*Higher Education Law*

Fall 2021, Fall 2022, Fall 2023, Fall 2025 (3 credits)  
*Higher Education Administration & Organization*  
 Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2022, Spring 2023,  
 Spring 2025, Spring 2026  
 (3 credits)  
*Teaching & Learning in Higher Education*  
 Spring 2026 (3 credits)  
*Legal Issues in Higher Education*  
 Fall 2019, Fall 2020 (3 credits)  
*Program Evaluation & Assessment in Higher Education Student Affairs*  
 Fall 2019 (3 credits)  
*Program Evaluation & Assessment in Student Affairs*  
 Fall 2016, Fall 2017, Fall 2018 (3 credits)  
*Cultural Pluralism in Higher Education*  
 Spring 2017 (3 credits)  
*Practicum Internship*  
 Spring 2017 (2 credits)

### **Doctoral Level Courses ~ Educational Leadership & Policy Studies Program**

*Seminar on Educational Policy*  
 Spring 2019, Spring 2020 (3 credits)  
*Doctoral Dissertation Research*  
 Fall 2019, Spring 2020, Fall 2020, Spring 2021 (3 credits)  
*Independent Study*  
 Fall 2020, Spring 2023, Fall 2023 (3 credits)

### **AWARDS & HONORS**

*UVM HESA Margie Dunki-Jacobs Award for Excellent Care and Service*  
 University of Vermont, Burlington, VT (2025)  
*UVM Mosaic Center Joan Mulholland Freedom Rider Award*  
 University of Vermont, Burlington, VT (2025)  
*UVM CESS Jackie M. Gribbons Award for Extraordinary Service*  
 University of Vermont, College of Education & Social Services, Burlington, VT (2023)  
*UVM Graduate Student Senate Excellence in Teaching Award*  
 University of Vermont, College of Education & Social Services, Burlington, VT (2023)  
*NASPA Latinx/a/o Knowledge Community Mena Valdez Outstanding Faculty Award*  
 University of Vermont, College of Education & Social Services, Burlington, VT (2021)  
*NASPA Region I Outstanding Contribution to Literature and/or Research Award*  
 University of Vermont, College of Education & Social Services, Burlington, VT (2020)  
*UVM CESS John Dewey Educator's Award for Excellence in Teaching*  
 University of Vermont, College of Education & Social Services, Burlington, VT (2020)  
*American Association of Hispanics in Higher Education Faculty Fellowship*  
 University of Vermont, Burlington, VT (2019)  
*Alexander Caswell Ellis Graduate Fellowship in Educational Administration*  
 The University of Texas at Austin, Austin, TX (2010-2011)  
*American Association of Hispanics in Higher Education Graduate Student Fellowship*  
 American Association of Hispanics in Higher Education, Tempe, AZ (2009; 2010; 2011)

*Teresa Lozano Long Endowed Graduate Fellowship*  
The University of Texas at Austin, Austin, TX (2009-2010)  
*David Bruton Graduate Fellowship*  
The University of Texas at Austin, Austin, TX (2009-2010)  
*National Summer Institute Graduate Fellowship*  
The University of Denver, Denver, CO (2009)  
*University Graduate Continuing Fellowship*  
The University of Texas at Austin, Austin, TX (2007-2008)  
*Charles F. Donovan Urban Teaching Scholarship*  
Boston College, Chestnut Hill, MA (1997-1998)  
*CIC SROP Undergraduate Research Fellowship*  
University of Illinois, Urbana-Champaign, IL (1995)

## GRANTS

### Funded Grant Applications (N=5)

5. Smith, L.C., Garnett, B. R., Kervick, C. T., **Ballysingh, T. A.**, (2018). *Transforming the Burlington School District through Restorative Practices: A Multi-Disciplinary, Community Action Research Endeavor*. University of Vermont Office of the Vice President for Research (OVPR) REACH Grant. \$30,000.
4. Smith, L., Kervick, C. T., Garnett, B., **Ballysingh, T. A.**, (2017) *Integrating Youth Participatory Action Research into the Burlington School District's Implementation of Restorative Practices*. University of Vermont College of Education and Social Services Innovation Grant. \$8,500.
3. Kervick, C. T., Garnett, B. R., Smith, L., **Ballysingh, T. A.**, (2017) *Mixed methods case study of restorative practices implementation in a diverse elementary school*. University of Vermont College of Education and Social Services Innovation Grant. \$7,500.
2. Kervick, C. T., **Ballysingh, T. A.**, Smith, L., Garnett, B. R. (2017) *Transforming the Burlington School District through Implementation of Restorative Practices*. University of Vermont College of Education and Social Services Research Grant. \$15,000.
1. **Ballysingh, T. A.** (2017) *Building a Bridge to Vermont: The Role of Summer Bridge in Promoting Persistence Among First-Year Students of Color*. University of Vermont Office of the Vice President for Research (OVPR) Faculty Express Grant. \$3,000.

### Submitted Grant Applications (N=11)

11. **Arámbula Turner, T.** (2024) *Restrictive laws, restricted opportunities: How Texas's SB17 is reshaping Latinx students' opportunities and experiences in higher education*. The Spencer Foundation. (Principal Investigator). \$497,450 (not funded).
10. **Arámbula Turner, T.** (2023) *Developing a culturally relevant approach to understanding the career development of Latino men in STEM*. The National Science Foundation, Racial Equity in STEM Education Program. (Co-Principal Investigator). \$1,818,207 (not funded).
9. **Arámbula Turner, T.** (2022). *Promoting 'Change from Within': Cultural Change and Violence Prevention in Jamaican Schools*. Fulbright Scholar Award. \$31,400 (not funded).
8. **Arámbula Turner, T.** (2021). *The Color of College Opportunity: Structural Racism and College-Going for Students of Color in Brazil*. Fulbright Distinguished Scholar Award,

Interdisciplinary Network. \$23,100 (not funded).

7. **Arámbula Turner, T.** (2020). *College Counseling Amid Dual-Pandemics: School Counselor Experiences Supporting College-Aspiring Students of Color Through COVID-19 and Racial Reckoning*. College Student Educators International Emerging Scholars Program. \$3,000 (not funded).
6. **Arámbula Turner, T.** (2020). *School Counseling and College-Aspiring Students of Color*. College Student Educators International Emerging Scholars Program. \$3,000 (not funded).
5. Smith, L.C., Garnett, B. R., Kervick, C. T., **Ballysingh, T. A.**, (2018). *Utilizing Youth Participatory Action Research to Support Restorative Practices Implementation and Youth Centered Civic Engagement Throughout an Entire School District*. Corporation for National and Community Service. \$200,000 (not funded).
4. Garnett, B. R., Smith, L., Kervick, C. T., **Ballysingh, T. A.**, (2017). *Process and Outcome Evaluation of Restorative Practice Implementation: School based factors influencing fidelity and effectiveness*. Spencer Foundation Lyle Spencer Research Award. \$1,000,000 (not funded).
3. **Ballysingh, T. A.** (2017) *Building a Bridge to Vermont: The Role of Institutional Support in Enhancing College Transition for First-Year First-Generation Students of Color*. Paul P. Fidler Research Grant. \$5,000 (not funded).
2. Smith, L., Garnett, B. R., Kervick, C. T., **Ballysingh, T. A.** (2017) *Transforming the Burlington School District through Restorative Practices: A Multi-Disciplinary, Community Action Research Endeavor*. University of Vermont Office of the Vice President for Research (OVRP) REACH Grant. \$30,000 (not funded).
1. **Ballysingh, T. A.**, Smith, L., Kervick, C. T., Garnett, B. R. (2017) *Realizing H.95: Implementation of Restorative Practices in Vermont Schools through Community Engagement, Youth Participatory Action, and Multi-Disciplinary Scholarship*. University of Vermont Office of the Provost James M. Jeffords Grant Program for Policy Studies. \$20,000 (not funded).

## JOURNAL EDITORIAL SERVICE & GUEST REVIEWING

*Review of Educational Research*

Editorial Board (2022-2026)

*Journal of Higher Education*

Editorial Board (2018-2026)

Guest Reviewer (2016)

*Journal of the First-Year Experience & Students in Transition*

Editorial Board (2016-2022)

*AERA Open*

Guest Reviewer (2021)

*Journal of Diversity in Higher Education*

Guest Reviewer (2021)

*Educational Policy*

Guest Reviewer (2020)

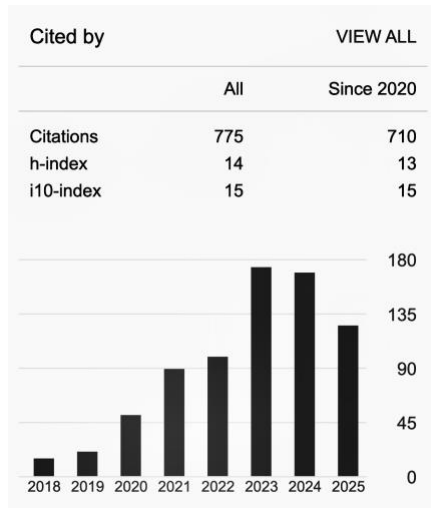
*Association of Mexican American Educators' Journal*

Guest Editor [2017, 11 (3)]

Guest Reviewer (2020)  
*Equity & Excellence in Education*  
Guest Reviewer (2015)

## PUBLICATIONS (N=25; 44% as lead or solo author, N=11)

[Google Scholar](#) citation metrics (as of Sept 26, 2025):



### Published Peer-Reviewed Journal Articles (N=16)

16. Cabrera, N. L., Karaman, A., **Arámbula Turner, T.**, Oregon, Y. G., Gonell, E. A., Lopez, J. D., & Deil-Amen, R. (2022). Race without gender?: Trends and limitations in the scholarship regarding college men of color. *Review of Educational Research*. 92(3), 331-369. <https://doi.org/10.3102/00346543211054577>
15. **Ballysingh, T. A.**, Snodgrass Rangel, V., Gonell, E., & Sáenz, V. B. (2021). Mechanisms of matriculation: School counseling resources and college-going for Latino men. *Professional School Counseling*, 25(1), 1-12. <https://doi.org/10.1177/2156759X211040033>.
14. **Arámbula Turner, T.** (2021). Aspirational and high-achieving Latino college men who strive “Por mi madre”: Toward a proposed model of maternal cultural wealth. *Journal of Hispanic Higher Education*, 20(4), 347-364. <https://doi.org/10.1177/1538192719870925>.
13. Kervick, C. T., Garnett, B., Moore, M., **Ballysingh, T. A.**, & Smith, L. C. (2020). Introducing restorative practices in a diverse elementary school to build community and reduce exclusionary discipline: Year one processes, facilitators, and next steps. *The School Community Journal*, 30(2), 155-184. <http://www.adi.org/journal/CurrentIssue/CurrentIssue.pdf>.
12. Garvey, J. C., **Ballysingh, T. A.**, Dow, L. B., Howard, B. L., Ingram, A. N., & Carlson, M. (2020). Where I sleep: The relationship with residential environments and first-generation belongingness. *College Student Affairs Journal*, 38(1), 16-33. <https://doi.org/10.1353/csaj.2020.0001>.
11. Garnett, B. R., Kervick, C. T., Moore, M., **Ballysingh, T. A.**, & Smith, L. C. (2020). School staff and youth perspectives of tier one restorative practices classroom circles. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2020.1795557>.
10. Snodgrass Rangel, V. & **Arámbula Turner, T.** (2020). Counseling opportunity structures:

Explaining college-going using a typology of school-level opportunity structures. *Professional School Counseling*, 23(1). <https://doi.org/10.1177/2156759X20927428>.

9. **Arámbula Turner, T.** (2019). The varied college pathways of Latino young adults: A narrative study of empowerment theory. *Professional School Counseling*, 23(1), 1-12. <https://doi.org/10.1177/2156759X19877146>.
8. Kervick, C. T., Moore, M., **Ballysingh, T. A.**, Garnett, B., & Smith, L. C. (2019). The emerging promise of restorative practices to reduce discipline disparities affecting youth with disabilities and youth of color: Addressing access and equity. *Harvard Educational Review*, 89(4), 588-610. <https://doi.org/10.17763/1943-5045-89.4.588>.
7. Garnett, B. R., Moore, M., Kidde, J., **Ballysingh, T. A.**, Kervick, C. T., Bedinger, L., Smith, L. C. & Sparks, H. (2019). Needs and readiness assessment for implementing school-wide restorative practice: A community based participatory action research study. *Improving Schools*. <https://doi.org/10.1177/1365480219836529>.
6. Garnett, B. R., Smith, L. C., Kervick, C. T., **Ballysingh, T. A.**, Moore, M., & Gonell, E. (2019). The emancipatory potential of mixed methods designs: Informing youth participatory action research and restorative practices within a district-wide school transformation project. *International Journal of Research & Method in Education*, 42(3), 305-316. <https://doi.org/10.1080/1743727X.2019.1598355>.
5. Kervick, C. T., Smith, L., Moore, M., Garnett, B. R., & **Ballysingh, T. A.** (2019). A pedagogical design to surface student voice by integrating youth participatory action research, restorative practices and critical service learning. *International Journal of Student Voice*, 5(2).
4. **Arámbula Turner, T.**, Zerquera, D. D., Sáenz, V. B., & Turner, C. S. V. (Eds.). (2017). Answering the call: Hispanic-Serving Institutions as leaders in the quest for access, excellence, and equity in American higher education. *Association of Mexican American Educators Journal*, 11(3). <https://doi.org/10.24974/amae.11.3.359>.
2. Zerquera, D. D., **Arámbula Turner, T.**, & Templeton, E. (2017). A critical look at perspectives of access and mission at diverse urban universities. *Association of Mexican American Educators Journal*, 11(3). <https://doi.org/10.24974/amae.11.3.367>.
3. Ozuna, T. G., Sáenz, V. B., **Ballysingh, T. A.** & Yamamura, E. (February, 2016). Examining culturally responsive college readiness in the Rio Grande Valley of South Texas. *Journal of School Leadership*, 26, 154-182. <https://doi.org/10.1177/105268461602600106>.
1. Gonzalez, K. G., & **Arámbula Turner, T.** (2012). Increasing Latina/o college completion: Mistakes and opportunities. *Journal of Hispanic Higher Education*, 11(3), 279-290. <https://doi.org/10.1177/1538192712437934>.

#### **Published Peer-Reviewed Book Chapters (N=1)**

1. **Ballysingh, T. A.**, Hernández, I., Zerquera, D. D. (2018). Teaching assessment: Preparing our colleagues through graduate education. In D. D. Zerquera, I. Hernández, and J. Berumen (Eds.), *Assessment and Social Justice: Pushing Through the Paradox*. New Directions for Institutional Research. <https://doi.org/10.1002/ir.20258>

### Published Book Chapters (N=2)

1. Pérez II, D., Garcia-Louis, C. **Ballysingh, T. A.**, & Martinez, E. (2018) Advancing an anti-deficit achievement framework for Latinx college students. In A. E. Batista, S. M. Collado, and D. Pérez II (Eds.), *Latinx in Higher Education: Exploring Identity, Pathways and Success*. National Association for Student Personnel Administrators.
2. **Ballysingh, T. A.** (2016) Caballeros making capital gains in college: The role of social capital in first-year persistence at a predominantly White 4-Year institution. In V. B. Sáenz, L. Ponjuán, and J. L. Figueroa (Eds.), *Ensuring the Success of Latino Males in Higher Education: A National Imperative* (pp. 152-173). Sterling, VA: Stylus Publishing.

### Book Reviews, Blogs, Research Briefs, Articles in Non-Refereed Journals, and Reports (N=10)

10. Cabrera, N. L., Karaman, A., **Arámbula Turner, T.**, Oregon, Y. G., Gonell, E. A., Lopez, J. D., & Deil-Amen, R. (January, 2023). Race without gender?: Trends and limitations in the scholarship regarding college men of color. *Project MALES Faculty & Research Affiliates Research Brief*. (30).
9. **Arámbula Turner, T.**, Couzo, J., Cuna, G., Kane, L., & Suchy, R. (2023). An investigation into best practices for stakeholder representation on university governing boards. A report prepared for the University of Vermont Faculty Senate. Burlington, VT.
8. **Ballysingh, T. A.**, & Chesley-Park, M. (2022). *Always on Lockdown* by Horace H. Hall [Editor's review]. *Teacher's College Record*.  
<https://www.tcrecord.org/Content.asp?ContentID=24046>
7. Simpfinderfer, A., Haudley, C., & **Ballysingh, T. A.** (2020). *Beyond Access: Indigenizing Programs for Native American Student Success* edited by Stephanie J. Waterman, Shelly C. Lowe, and Heather J. Shotton [Editor's review]. *Journal of Student Affairs Research and Practice*. <https://doi.org/10.1080/19496591.2020.1724548>.
6. **Ballysingh, T. A.** (2020). Finding empowerment and persistence. *Hispanic Outlook on Education Magazine: Faculty Voices*. Retrieved from  
<https://www.hispanicoutlook.com/articles/finding-empowerment-and-persistence>
5. **Ballysingh, T. A.** (2019). An open call for allyship and advocacy: Supporting LatinaMamiScholars through the hidden costs of academia. *NASPA Latinx/a/o Knowledge Community Scholars Corner*. Retrieved from <https://www.naspa.org/constituent-groups/posts/scholars-corner-an-open-call-for-allyship-and-advocacy-supporting-latinamam>
4. **Ballysingh, T. A.** & Hernandez, I. (2019). Transforming higher education and student affairs through socially just assessment. *Student Affairs Assessment Leaders*. Retrieved from <http://studentaffairsassessment.org/entries/blog/transforming-higher-education-and-student-affairs-through-socially-just-assessment>.
3. **Arámbula Turner, T.** (2017). Voice for the silenced. *The Vermont Connection*, 38.
2. **Arámbula-Turner, T.** (2009, June 8). Scholar's corner. *Hispanic Outlook in Higher Education*, 20. (Invited essay).
1. Sáenz, V. B., Yamamura, E., Cabrera, N., Lopez, P., Martinez, M. A., Aguilar, A., **Arámbula-Turner, T.**, Munoz, I., & Richardson, C. (2008). Understanding the perception of college



readiness in the Rio Grande Valley of Texas. Report for the Texas Valley Communities Foundation. Edinburg, TX.

## PRESENTATIONS (N=41)

### National Conference Presentations (N=26)

26. **Arámbula Turner, T.** & Ortega, G. (2024). *Developing a culturally relevant approach to understanding the career development of Latino men in STEM*. Presentation to the American Association of Hispanics in Higher Education, St. Louis, MO, March 14<sup>th</sup>, 2024.
25. Nelson, Chris A. & **Arámbula Turner, T.** (2023). Betwixt the ivory tower and the school blacktop: Mama-scholars of color navigating white educational systems. Paper presentation at the American Educational Research Association, Chicago, IL, April 15<sup>th</sup>, 2023.
24. **Ballysingh, T. A.** (2020). Full Participation for Access Institutions: Leadership and Strategy for Support Student Success. Session discussant at the Association for the Study of Higher Education, November 18<sup>th</sup>-21<sup>st</sup>, 2020 (Conference virtual).
23. Cabrera, N., Karaman, A., Oregon-Lopez, Y., Brown, Z., **Ballysingh, T. A.**, Gonell, E., & Lopez, J. (2020). Race without gender?: Trends, tensions, and new directions for men of color scholarship. Paper presentation at the Association for the Study of Higher Education, November 18<sup>th</sup>-21<sup>st</sup>, 2020 (Conference virtual).
22. Garnett, B. R., Smith, L., Moore, M., Kervick, C., & **Ballysingh, T. A.** (2020). Experiences of students and school staff during year 1 implementation of restorative practices: Results from a district wide survey. Paper presentation at the American Public Health Association (APHA) Conference, San Francisco, CA, October 24-28, 2020 (Conference virtual).
21. García-Louis, C., **Arámbula Turner, T.**, Alvarado-Young, K., Hinojosa, J. K., Pérez II, D., & Sáenz, V. B. (2020). “Resistir es sobrevivir: Testimonio of Latina/o/xs navigating politics and the academy” Latinx/a/o Knowledge Community Research & Scholarship Interest Session panel presentation at the Student Affairs Professionals in Higher Education (NASPA) Conference, Austin, TX, March 31<sup>st</sup>, 2020 (Conference cancelled).
20. Snodgrass Rangel, V. W. & **Arámbula Turner, T.** (2020) *Replicating and Extending Engberg and Gilbert’s Typology of Counseling Opportunity Structures*. Paper presentation at the American Educational Research Association, San Francisco, California, April 17-April 21, 2020 <http://tinyurl.com/slqyucx> (Conference cancelled).
19. Garnett, B.R., Moore, M., **Arámbula Turner, T.**, & Gonell, Q. *Improving Discipline Disparities Through Restorative Practices Implementation and Evaluation: Highlighting Tensions in Developing Implementation Measures*. Poster presentation at the American Educational Research Association, San Francisco, California, April 17<sup>th</sup>-April 21, 2020 <http://tinyurl.com/rd938ga> (Conference cancelled).
18. **Ballysingh, T. A.** & Gonell, E. (2019) (Re)claiming our purpose: Higher education mission fulfillment through community-university partnerships in support of Restorative Practices implementation and Youth Participatory Action Research. Paper presentation at the Association for the Study of Higher Education, Portland, Oregon, November 16<sup>th</sup>, 2019.

17. **Ballysingh, T. A.**, Rangel, V. S., Sáenz, V. B., & Gonell, E. (2019) Mechanisms of Matriculation: School Counseling Resources and College-Going for Latino Men. Paper presentation at the Association for the Study of Higher Education, Portland, Oregon, November 14<sup>th</sup>-16<sup>th</sup>, 2019.
16. **Ballysingh, T. A.** & Gonell, E. (2019) Higher Education by Happenstance: The Tenuous Postsecondary Access Points for Latino Men Striving for College. Roundtable presentation at the American Educational Research Association, Toronto, Canada, April 6<sup>th</sup>, 2019.
15. Zerquera, D., **Ballysingh, T. A.**, Hernandez, I., Berumen, J., & Pender, J. (2019) Assessment & Social Justice: Pushing Through the Paradox. Paper presentation at the Student Affairs Professionals in Higher Education (NASPA) Conference, Los Angeles, CA, March 12<sup>th</sup>, 2019.
14. **Ballysingh, T. A.**, & Gonell, E. (2019) Por Mi Madre: Material influence on the educational trajectories of high-achieving Latino men. Paper presentation at the American Association of Hispanics in Higher Education, Costa Mesa, CA, March 1<sup>st</sup>, 2019.
13. **Ballysingh, T. A.**, Garcia-Louis, C., Luedke, C. Allen, T. O., & Hernandez, S. (2019) Latina Mamí Scholars on the Tenure Track. Panel presentation at the American Association of Hispanics in Higher Education, Costa Mesa, CA, March 1<sup>st</sup>, 2019.
12. Zerquera, D. D., Hernández, I., & **Ballysingh, T. A.**, Hernández, S., Berumen, J. G., Franco, M. (2018) Assessment and Social Justice: Pushing Through the Paradox. Symposium presentation at the Association for the Study of Higher Education, Tampa, FL, November 15<sup>th</sup>, 2018.
11. Garvey, J. C., **Ballysingh, T. A.**, & Bowley, L. (2018) Space and Context: Exploring Belongingness in the Residence Halls for First-Generation Undergraduate Students. Roundtable presentation at the American Educational Research Association, New York City, NY, April 13<sup>th</sup>, 2018.
10. **Ballysingh, T. A.** (2017) Latinx Students: Cultural Wealth and Cultural Capital. Session discussant at the Association for the Study of Higher Education, Houston, TX, November 10<sup>th</sup>, 2017.
9. Hatch, D., Briscoe, K., Wood, J. L., Jones, V. Huerta, A., Allen, T. O., **Ballysingh, T. A.** (2017) The Curricular and Co-Curricular Features of Minority Male Initiatives (MMIs): A Multi-Contextual Analysis for Advancing Program Impact Research. Roundtable presentation at the Association for the Study of Higher Education, Houston, TX, November 10<sup>th</sup>, 2017.
8. Zerquera, D. D., & **Arámbula Turner, T.**, & Templeton, E. (2016). A Critical Look at Perspectives of Access and Mission at Diverse Urban Universities. Paper presented at the Association for the Study of Higher Education, Columbus, OH, November 12<sup>th</sup>, 2016.
7. Gonzalez, K. G. & **Arámbula Turner, T.** (2016). Faculty: “It’s not about what you learn, but what you earn.” Contradictions and Student Success in Community Colleges. Paper presented at the American Association of Hispanics in Higher Education, Costa Mesa, CA, March 12<sup>th</sup>, 2016.

6. Gonzalez, K. G. & **Arámbula-Turner, T.** (2011). Latino College Completion: Errors and - Opportunities. Paper presented at the American Association of Hispanics in Higher Education, San Antonio, TX, March 10<sup>th</sup>, 2011.
5. **Arámbula-Turner, T.**, Huerta, A., Pérez, D. Ponjuán, L., Sanchez, S., Venegas, K. (2010), Sin voz o atención: The narrative experiences of Latino males across geographic boundaries and throughout the pipeline. Symposium presented at the Association for the Study of Higher Education, Indianapolis, IN, November 18<sup>th</sup>, 2010.
4. **Arámbula-Turner, T.** (2010). Mixed-Methods and Cyber-Space Research. Session Chair at the Association for the Study of Higher Education, Indianapolis, IN, November 20<sup>th</sup>, 2010.
3. **Arámbula-Turner, T.**, & Sáenz, V. B. (2009). Examining the First-Year Experiences of Latino Male Undergraduates: A Case Study Analysis. Paper presented at the Association for the Study of Higher Education, Vancouver, BC, November 7<sup>th</sup>, 2009.
2. Sáenz, V. B., **Arámbula-Turner, T.**, & Ozuna, T. (2009). Examining the Role of Community & School Leaders in Promoting the Goal of College Readiness in the Rio Grande Valley of South Texas. Paper presented at the American Educational Research Association, San Diego, CA, April 15<sup>th</sup>, 2009.
1. Sáenz, V. B., Yamamura, E., Cabrera, N., Lopez, P. D., Martinez, M. A., Aguilar, A., & **Arámbula-Turner, T.** (2009). Exploring Innovative Means of Stakeholder Collaboration to Improve College Readiness. Paper presented at the American Association of Hispanics in Higher Education, San Antonio, TX, March 6<sup>th</sup>, 2009.

#### **Regional Conference Presentations (N=2)**

2. Kervick, C. T., Moore, M., Garnett, B., Smith, L., & **Arámbula Turner, T.** (2018) Engaging Adolescents in Youth Participatory Action Research and Restorative Practices to Inform School Reform Efforts. Paper presentation at the New England Educational Research Organization, Portsmouth, NH, May 3<sup>rd</sup>, 2018.
1. Sáenz, V. B., Yamamura, E., Cabrera, N., Lopez, P. D., Martinez, M. A., Aguilar, A., **Arámbula-Turner, T.**, Ozuna, T. (2009). Promoting College Readiness on the South Texas Border: The Impetus for a Community Movement. Paper presented at the Texas Association of Chicanos in Higher Education, Austin, TX, February 3<sup>rd</sup>, 2009.

#### **Institutional Conference & Symposium Presentations (N=4)**

4. Bowley, L. & Arámbula Turner, T. (2018, May). *Where I Sleep: The Impact of Residential Spaces on First-Generation Student Belongingness*. Poster presentation at the College of Education and Social Services Scholarship Symposium, Burlington, VT, May 16<sup>th</sup>, 2018.
3. Smith, L. **Arámbula Turner, T.**, Gonell, E., & Payne, A. (2018, May). *Integrating Youth Participatory Action Research into the Burlington School District's Implementation of Restorative Practices*. Panel presentation at the College of Education and Social Services Scholarship Symposium, Burlington, VT, May 16<sup>th</sup>, 2018.
2. **Arámbula Turner, T.**, Garvey, J. C., Haines, S., & Reyes, C. (2018, March). *Diversity Research: Methodological Considerations, Relationships, and Transferring Lessons Learned*. Presentation at Blackboard Jungle 11—The University: A Sanctuary or an Arena? Fostering Inclusive and Difficult Conversations, Burlington, VT, March 23<sup>rd</sup>, 2018.

1. Ozuna, T., **Arámbula-Turner, T.**, & Bukoski, B. *The Role of Teaching Assistants in Creating Environments for Critical Dialogue*. Presentation at The University of Texas at Austin Graduate Student Instructor Colloquium, Austin, TX, August, 2010.

#### **Invited Talks (N=10)**

10. **Arámbula Turner, T.** & Okech, J. (2023, April). *The First-Year Faculty Experience of Preparing for the First Reappointment Review Process*. Panel workshop discussion for the Office of the Provost, University of Vermont, Burlington, VT.
9. **Arámbula Turner, T.** (2021, November). *Inclusive teaching: Strategies and approaches to creating an inclusive, equitable, and culturally responsive learning experience*. Panel discussion for the College of Education & Social Services, University of Vermont, Burlington, VT.
8. **Arámbula Turner, T.** (2021, May). *Commencement Address*. Master's Degree in Higher Education and Student Affairs Administration graduation ceremony, University of Vermont, Burlington, VT.
7. **Arámbula Turner, T.** (2020, May). *Commencement Address*. Master's Degree in Higher Education and Student Affairs Administration graduation ceremony, University of Vermont, Burlington, VT.
6. **Arámbula Turner, T.** (2019, May). *Invited Testimony*. Presented at the Vermont Advisory Committee public hearing to the U.S. Commission on Civil Rights on School Disciplinary Practices and State Disparities, Vermont State Capitol, Montpelier, VT.
5. **Arámbula Turner, T.** (2018, September). *Leadership Lessons from Ta Nehisi Coates*. Presented at the Leadership Learning Community Faculty Forum: Leadership for Social Change, University of Vermont, Burlington, VT.
4. **Arámbula Turner, T.** (2018, March). *Leadership & Student Activism*. Presented at the Leadership Learning Community Faculty Forum: Leadership for Racial Justice and Decolonization, University of Vermont, Burlington, VT.
3. **Arámbula Turner, T.** (2017, December). *Institutional & systemic factors that perpetuate educational and economic inequality in American society*. Presented at the Leadership Learning Community Faculty Forum: Leadership for Racial Justice and Decolonization, University of Vermont, Burlington, VT.
2. **Arámbula Turner, T.** (2017, March). *Latinx Journeys to the Professoriate*. Presented at the Latina/o/x Knowledge Community Research & Scholarship Interest Meeting, NASPA National Conference, San Antonio, TX.
1. **Arámbula Turner, T.** (2014, June). *Ensuring a Community College to University Pipeline for Men of Color in Texas*. Presented at the Texas Education Consortium for Male Students of Color, UT Male Student Leadership Summit, Austin, TX.

#### **INTERNATIONAL SERVICE & LEADERSHIP**

American Educational Research Association Conference Program Committee Section 5:  
Policy, Finance, and Economics Co-Chair (2020/2021)

## **NATIONAL SERVICE & LEADERSHIP**

American Association of Hispanics Higher Education, Governance Committee Renaming Task Force (2021-2022)  
Association for the Study of Higher Education Nominations Committee (2020-2023)  
Association for the Study of Higher Education Conference Program Committee (2018-2019)  
Student Affairs Administrators in Higher Education (NASPA) Latinx/a/o Knowledge Community Research & Scholarship Committee Co-Chair (2018-2020)  
Student Affairs Administrators in Higher Education (NASPA) Scholarly Papers Committee (2017-2018)  
American Association Hispanics Higher Education, Fellowship Reviewer (2012, 2015, 2018, 2019)  
American Association Hispanics Higher Education Graduate Fellowship Chair (2010/2011)  
American Association Hispanics Higher Education Graduate Fellowship Co-Chair (2009/2010)  
Association for the Study of Higher Education, Proposal Reviewer (2014-2023)  
American Educational Research Association, Proposal Reviewer (2021)

## **UNIVERSITY SERVICE & LEADERSHIP**

Faculty Senate, University of Vermont (2025-2028)  
Faculty Panel, Academic Reorganization Work Group, University of Vermont (2021)  
Advisory Board Member, Legal Issues in Higher Education Conference, University of Vermont, (2021-2025)  
Faculty Associate, Leadership Learning Community, University of Vermont (2018/2019)  
UVM Provost's Assessment Leaders Program (2018/2019)

## **COLLEGE SERVICE & LEADERSHIP**

Department of Education Community Council (2022-2023)  
CESS Faculty Affairs Committee (2022-2025)  
CESS Curricular Affairs Committee (2019-2022)  
Counseling Program Faculty Search Committee (2021-2022)  
CESS Catamount Commitment Mentor Program (2017-2018)  
Doctoral Advisory Committee, University of Vermont (2016-present)  
Doctoral Program Committee, University of Vermont (2016-present)  
CESS Diversity Strategic Development Committee (2018/2019)

## **DEPARTMENTAL SERVICE & LEADERSHIP**

Faculty Advisor, *The Vermont Connection*, The University of Vermont (2022-2023)  
Educational Leadership & Policy Studies Program Comprehensive Exam Reviewer (2021)  
HESA Program Faculty Search Committee Co-Chair (2021-2022)  
UVM CESS Faculty Mentor, N=1 (2021-2022)  
HESA Academic Program Review & Assessment, The University of Vermont (2019/2020)  
Interdisciplinary Studies Program Faculty Search Committee (2019/2020)  
Faculty Co-Advisor, *The Vermont Connection*, The University of Vermont (2016/2017)  
Admissions Committee, Higher Education & Student Affairs Administration (2016-present)  
Doctoral Advisor, The University of Vermont, N=4 (2017-present)  
Dissertation Advisor, The University of Vermont, N=1 (2017-present)  
Dissertation Committees, The University of Vermont, N=10 (2017-present)  
Master's Thesis Committee, The University of Vermont, N=1 (2021-present)  
Master's Advisor, Higher Education & Student Affairs Administration, N=8 (2016/2017)

Master's Advisor, Higher Education & Student Affairs Administration, N=9 (2017/2018)  
Master's Advisor, Higher Education & Student Affairs Administration, N=10 (2018/2019)  
Master's Advisor, Higher Education & Student Affairs Administration, N=10 (2019/2020)  
Master's Advisor, Higher Education & Student Affairs Administration, N=11 (2020/2021)  
Master's Advisor, Higher Education & Student Affairs Administration, N=11 (2021/2022)  
Master's Advisor, Higher Education & Student Affairs Administration, N=12 (2022/2023)  
Master's Advisor, Higher Education & Student Affairs Administration, N=11 (2023/2024)  
Master's Advisor, Higher Education & Student Affairs Administration, N=12 (2024/2025)  
Master's Advisor, Higher Education & Student Affairs Administration, N=14 (2025/2026)

#### **CIVIC SERVICE & LEADERSHIP**

Parent Representative, Diversity, Equity, and Inclusion Hiring Committee, Colchester School District (2021)

#### **UNIVERSITY ADMINISTRATION**

University of Vermont, Burlington, VT  
*Academic Program Coordinator*, Department of Education  
Higher Education & Student Affairs Administration (2022-2023)

#### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA)  
Association for the Study of Higher Education (ASHE)  
American Association of Hispanics in Higher Education (AAHHE)  
National Association for Student Personnel Administrators (NASPA)  
College Student Educators International (ACPA)