

Rachelle Winkle-Wagner

Professor, Educational Leadership and Policy Analysis
Women's and Gender Studies Affiliate Faculty
Afro-American Studies Affiliate Faculty
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Education

Doctor of Philosophy in Education Policy Studies, May 2006

Concentration in Higher Education

Minors in Sociology and Qualitative Inquiry

Indiana University, Bloomington, IN

Title of Dissertation: *The unchosen me: Institutionally imposed identity and women's college experiences*

Master of Arts in Higher Education, 2002

University of Nebraska, Lincoln, NE

Bachelor of Arts, Communication Studies & Music

Minor in Spanish

University of Nebraska, Lincoln, NE

Positions Held

Summer 2019 – Present	Professor, University of Wisconsin – Madison Department of Educational Leadership and Policy Analysis
Spring 2015 – Spring 2019	Associate Professor, University of Wisconsin- Madison Department of Educational Leadership and Policy Analysis
August 2017 – Present	Faculty Co-Director, University of Wisconsin – Madison Wisconsin Center for Educational Research (WCER) Fellows Program
Fall 2012 – Spring 2015	Assistant Professor, University of Wisconsin- Madison Department of Educational Leadership and Policy Analysis
Fall 2007 – Spring 2012	Assistant Professor, University of Nebraska – Lincoln Educational Administration Department
Fall 2007 – Spring 2007	Lecturer, University of Pennsylvania, Philadelphia, PA Higher Education, Policy Management and Evaluation Division

Honors and Awards

- 2018 Institute for Research in the Humanities, Race, Ethnicity, and Indigeneity Fellowship, University of Wisconsin – Madison, 2018
- 2017 American Educational Research Association (AERA) Multicultural/Multiethnic Education (MME) Special Interest Group (SIG) Dr. Carlos J. Vallejo Memorial Award for Exemplary Scholarship
- 2014 Mentoring Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison, Madison, WI
- 2013 Mentoring Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison, Madison, WI
- 2010 Paul F. Fiddler Research Grant Finalist (with Dorian McCoy)
- 2009 William T. Grant Foundation Scholars Program, Semi-finalist
- 2009 ASHE/Ford Foundation Critical Policy Institute on Qualitative Research Fellowship Recipient
- 2007-2012 Scholarly Enhancement Program, University of Nebraska, Lincoln, NE
- 2005 Grant-in-Aid Recipient, Indiana University, 2005
- 2005 Office of the Vice President for Institutional Development and Student Affairs Fellowship, Indiana University, Bloomington, IN
- 2004 Achasa Beechler Fellowship Recipient, Indiana University, Bloomington, IN
- 2001 Human Rights & Human Diversity Fellowship Recipient, University of Nebraska – Lincoln

Research and Publications

Peer-Reviewed Books

4. Winkle-Wagner, R. (Under Review - Pending). *The Chosen We: Black Women's Claims to Empowerment In and Beyond Higher Education*.
3. Winkle-Wagner & Locks, A. (Accepted - Under Contract– Second Edition). *Social justice, diversity, and inclusion on campus: Supporting racially and ethnically underrepresented students*. Higher Education Core Concept Series. New York: Routledge.

2. Winkle-Wagner, R. & Locks, A. (2014). *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students*. Higher Education Core Concept Series. New York: Routledge.
1. Winkle-Wagner, R. (2009a). *The Unchosen Me: Race, gender, and identity among Black women in college*. Baltimore, MD: Johns Hopkins University Press.

Peer-Reviewed Monographs

1. Winkle-Wagner, R. (2010a). *Cultural Capital: The uses and abuses of a key theoretical concept in educational research*. ASHE Higher Education Report Series, 36(1). San Francisco: Jossey-Bass

Edited Books

4. Winkle-Wagner, R., Lee-Johnson, J. & Gaskew, A. (Eds.). (2019). *Critical theory and data analysis in education*. New York: Routledge.
3. Winkle-Wagner, R., St. John, E. & Bowman, P. (Eds.) (2012). *Expanding Postsecondary Opportunity for Underrepresented Students: Theory and Practice of Academic Capital Formation*. Readings on equal education Series, 26. New York, NY: AMS Press Inc.
2. Howard-Hamilton, M.F., Morelon-Quainoo, C., Winkle Wagner, R., Johnson, S.D., & Santiago, L. (Eds.). (2009). *Standing on the Outside Looking In: Underrepresented students' experiences in advanced degree programs*. Sterling, VA: Stylus Publishing.
1. Winkle-Wagner, R., Hunter, C.A., & Ortloff, J.H. (Eds.). (2009). *Bridging the gap between theory and practice in educational research: Methods at the Margins*. New York: Palgrave MacMillan. (Paperback version released in 2013).

Peer-reviewed Articles – Published or Accepted

26. Winkle-Wagner, R., Reavis, T. B., Forbes, J., & Rogers, S. (Accepted). A Culture of (HBCU) success: Black alumnae discussions of how Spelman College creates greatness. *Journal of Higher Education*.
25. McCoy, D.L., Winkle-Wagner, R., Luedke, C., & Lee-Johnson, J. (Forthcoming - Accepted). Transformational mentoring practices: Students' of color perspectives on the importance of staff member support during college. *Journal of Student Affairs Research and Practice*.
24. Winkle-Wagner, R. (Accepted). Epistemology first: A framework for the review of qualitative research in education. *Review of Educational Research*.

23. Winkle-Winkle-Wagner, R., Luedke, C., McCallum, C., & Ota-Malloy, B. (Accepted). Instrumental of meaningful friendships: Black alumnae perspectives on peer relationships during college. *NASPA Journal About Women in Higher Education*.
22. Luedke, C.L., Collum, G., McCoy, D.L., Lee-Johnson, J., Winkle-Wagner, R. (Accepted). Connecting identity with research: Socializing students toward seeing themselves as scholars. *Review of Higher Education*.
21. Luedke, C., McCoy, D.L., Winkle-Wagner, R., & Lee-Johnson, J.L. (Accepted). Students Perspectives on Holistic Mentoring Practices in STEM Fields. *Journal Committed to Social Change on Race and Ethnicity*.
20. Winkle-Wagner, R., Kelly, B.T., Luedke, C.L., Reavis, T.B. (2018). Authentically me: Examining expectations that are placed upon Black women in college. *American Educational Research Journal*. Online first at: <http://journals.sagepub.com/doi/abs/10.3102/0002831218798326>
19. McCoy, D.L., Luedke, C.L., & Winkle-Wagner, R. (2017). Encouraged or “weeded out” in the STEM disciplines: Students’ perspectives on faculty interactions within a predominantly White and a historically Black institution. *Journal of College Student Development*, 58(5), 657-673.
18. Kelly, B. & Winkle-Wagner, R. (2017). Finding a voice in predominantly White institutions: A longitudinal study of Black women faculty members’ journeys toward tenure. *Teachers College Record*, 119(6), 1-36. Available online at: <http://www.tcrecord.org/library/abstract.asp?contentid=21771>
17. Sule, V.T., Winkle-Wagner, R. & Maramba, D. (2017). Who Deserves a Seat? Popular Opinion of College Access Policy. *Equity, Excellence & Education*, 50(2), 196-208. DOI: 10.1080/10665684.2017.1301836
16. Winkle-Wagner, R. & McCoy, D. (2016). Feeling Like an "Alien" or "Family"? Comparing Students and Faculty Experiences of Diversity in STEM Disciplines at an HBCU and a PWI. *Race Ethnicity and Education*. DOI: 10.1080/13613324.2016.1248835 Available online first at: <http://dx.doi.org/10.1080/13613324.2016.1248835>
15. Winkle-Wagner, R. & McCoy, D.L. (2016). Entering the (postgraduate) field: Underrepresented students’ acquisition of cultural and social capital in summer bridge programs. *The Journal of Higher Education*, 87(2), 178-205.
14. McCoy, D.L, Winkle-Wagner, R., & Luedke, C. (2015). Colorblind mentoring? Exploring White faculty mentoring of Students of Color. *Journal of Diversity in Higher Education*, 8(4), 225-242.

13. Maramba, D., Sulè, V.T., & Winkle-Wagner, R. (2015). What discourse on the Texas Top Ten Percent Plan says about accountability for diversity. *The Journal of Higher Education*, Volume 86(5), pp. 751-776.
12. Hunter, C.A., Ortloff, D.H., & Winkle-Wagner, R. (2015). Out of Our Comfort Zones: Teaching Qualitative Research at a Distance and Online. *Qualitative Report*, 19(3), 1-24. Available online at <http://www.nova.edu/ssss/QR/QR19/huntert&13.pdf>
11. McCoy, D.L. & Winkle-Wagner, R. (2015.). Bridging the divide: Developing a scholarly habitus for aspiring graduate students through summer bridge program participation. *Journal of College Student Development*, 56(5), 423-439.
10. Winkle-Wagner, R. (2014). Lives not narrowed down: The state of African American women's experiences in higher education. *Review of Educational Research*, 85(2), 171-204. Available online at: <http://rer.sagepub.com/content/early/2014/09/24/0034654314551065?papetoc>
9. Kennedy, S. & Winkle-Wagner, R (2014). Earning autonomy while maintaining family ties: Black women's reflections on the transition into college. *NASPA Journal about Women in Higher Education*, 74(2), 133-151.
8. Lundy-Wagner, V. & Winkle-Wagner, R. (2013). A harassing climate? The implications of sexual harassment for campus climate. *Journal of Diversity in Higher Education*, 6(1),51.
7. Winkle-Wagner, R., Sule, V.T. & Maramba, D.C. (2012). When Race Disappears: Merit in the College Admissions Policy Decision-Making Process in the State of Texas. *Educational Policy*, 28(4), 516-545. DOI: 10.1177/0895904812465114 Also available at: <http://epx.sagepub.com/cgi/reprint/28/4/516.pdf?ijkey=PEccWLW8kzf9av6&keytype=ref>
6. Winkle-Wagner, R. (2012). Self, college experiences, and society: Rethinking student development theory from a sociological perspective. *College Student Affairs Journal*, 30(2), 45-60.
5. Winkle-Wagner, R. (2009b). The perpetual homelessness of college experiences: The tensions between home and campus for African American women *The Review of Higher Education*, 33(1), 1-36.
4. Winkle-Wagner, R. & Nelson, J. (2009). Is higher education the great equalizer? Using the NELS: 88 dataset to examine early occupational attainment. *Enrollment Management Journal*, 3(1), 10-29.

3. Winkle-Wagner, R. (2008a). Not “feminist” but “strong:” African American women’s reflections of race and gender in college. *The Negro Educational Review*, 59(3-4), 181-196.
25. Hossler, D., Shonia, O., & Winkle-Wagner, R. (2007). A policy analysis of the status of access and equity for tertiary education in Russia. *European Education: Issues and Studies*, 29(2), 83-102.
1. Winkle Wagner, R. (2006). An endless desert walk: Perspectives of the San in Botswana as a case for multicultural education. *International Journal of Educational Development*, 26, 88-97.

Monograph-length Chapters

1. Carter, D.F., Locks, A.M., & Winkle-Wagner, R. (2013). From when and where I enter: Theoretical and empirical considerations of minority students’ transition to college. In John C. Smart and Michael B. Paulson, Eds., *Higher Education: Handbook of Theory and Research*. Bronx: Agathon Press, 93-149.

Invited Book Chapters and Policy Briefs

24. Winkle-Wagner, R., McCoy, D. & Lee-Johnson, J.L. (In Press, Accepted). Creating porous ivory tower: Two-way socialization processes that embrace Black students’ identities in academia. In J. Weidman & L. DeAngelo *Socialization in Higher Education and the Early Career: Theory, Research and Application*. Spring International Publishing.
23. Sulè, T., Winkle-Wagner, R. & Maramba. (In press, Accepted). Why professor and student identities both matter in diversity in higher education courses. In Hilton, A., B. Hinnant, S. Platt, (Eds.) *Multicultural education in the 21st century: Innovative research and practices*. New York, NY: Information Age Publishing.
22. Winkle-Wagner, R. Gaskew, A.N., & Lee-Johnson, J. (2019). The missing link in data analysis: An introduction to the use of critical theory to guide data analysis. In R. Winkle-Wagner, J.L. Lee-Johnson, & A. Gaskew, *Critical theory and qualitative data analysis in education*. New York: Routledge, 3-13.
21. Winkle-Wagner, R., Sulè, V.T., Maramba, D. (2019). Analyzing policy critically: Using critical race theory to analyze college admissions policy discourse. In R. Winkle-Wagner, J.L. Lee-Johnson, & A. Gaskew, *Critical theory and qualitative data analysis in education*. New York: Routledge.
20. Wang, X., Winkle-Wagner, R., Sun, N., Gaskew, A. (2019). Cultivating aspirational capital among Black men in community colleges. In T.N. Ingram & J. Coaxum, *Engaging African American Men in Community Colleges*. New York, NY: Information Age Publishing.

19. Winkle-Wagner, R., Luedke, C.L., McCallum, C.M. (2017). Black women's advice on the role of confidence in the pursuit of a college degree: Believe you will achieve. In L.D. Patton & N.N. Croom, *Critical perspectives on Black women and college success*. New York, NY: Routledge, 44-56.
18. Macrander, A. & Winkle-Wagner, R. (2016). The missing box: Multiracial student identity development at a predominantly white institution. In W.F. Tate, N. Staudt, & A. Macrander (Eds.), *The crisis of race in higher education: A day of discovery and dialogue*. Emerald Group Publishing: Bingley, UK.
17. Green, A. & Winkle-Wagner, R. (2015). A three-way analysis of diversity in HBCUs: Contemplating how diversity of methodologies and researcher backgrounds influences interpretations of data. In T. Ingram, A. Hilton, J. Carter, *Exploring issues of diversity within HBCUs*. New York, NY: Information Age Publishing.
16. Winkle-Wagner, R. & McCoy, D. (2013). Many into one: Using intersectional perspectives to understand Black first-generation college student identities. In T. Strayhorn (Ed.), *Living at the intersections: Social identities and Black collegians*. Charlotte, NC: Information Age Publishing.
15. McCallum, C., McCoy, D., & Winkle-Wagner, R. (2012). Finding support one relationship at a time: The importance of faculty and peers among graduate students in HBCUs. In R. Palmer, A. Hilton, T. Fountaine, *Black graduate education at historically Black college and universities: Trends, experiences, and outcomes*. Charlotte, NC: Information Age Publishing.
14. Winkle-Wagner, R. (2012). Academic Capital Formation: Can it help untangle the confusion about social stratification in the study of college students? In R. Winkle-Wagner, E.P. St. John, & P. Bowman, Eds., *Expanding Postsecondary Opportunity for Underrepresented Students: Theory and Practice of Academic Capital Formation. Readings on equal education Series, 26*. New York, NY: AMS Press Inc., 293-308.
13. Patton, L.D. & Winkle-Wagner, R. (2012). Race at first sight: The funding of racial scripts between Black and White women. In K. Dace (Ed), *Unlikely allies in the academy: Women of color and White women in conversation*. New York, NY: Routledge, 181-191.
12. Winkle-Wagner, R. (2010b). Choosing college as a life or death decision: First-generation African American women's reflections on college choice. In T. L. Strayhorn & M. C. Terrell (Eds.), *The evolving challenges of Black college students: New insights for policy, practice, and research*. Sterling, VA: Stylus Publishing, 26-48.

11. Winkle-Wagner, R., Johnson, S.D., Morelon-Quainoo, C. (2010). A sense of belonging: Socialization factors that influence the transitions of students of color in advanced-degree programs. In S. Gardner & P. Mendoza (Eds.), *On becoming a scholar: Socialization and development in doctoral education*. Sterling, VA: Stylus Publishing, 179-199.
10. Winkle-Wagner, R. (2010c). An Asset or an Obstacle? The Power of Peers in African American Women's College Transitions. In V.B. Bush, C.R. Chamber, & M. Walpole, *From diplomas to doctorates: The success of Black women in higher education and its implications for equal educational opportunities for all*. Sterling, VA: Stylus Publishing, 55-72.
9. Winkle-Wagner, R. (2010d). The Coleman Report. In K. Lomotey (Ed.), *The Encyclopedia on African American Education*. Sage Publications.
8. Winkle-Wagner, R., Hunter, C.A., & Ortloff, D.H. (2009). Introduction: The not-center? The margins and educational research. In R. Winkle-Wagner, C.A. Hunter & D.H. Ortloff, *Bridging the gap between theory and practice in educational research: Methods at the margins*. New York, NY: Palgrave MacMillan, 1-14.
7. Winkle-Wagner, R. (2009c). Get real: The process of validating research across racial lines. In R. Winkle-Wagner, C.A. Hunter & D.H. Ortloff, *Bridging the gap between theory and practice in educational research: Methods at the margins*. New York, NY: Palgrave, 127-140.
6. Ortloff, D.H., Hunter, C.A. & Winkle-Wagner, R. (2009). Methods at the margins: Realigning the center, A postscript. In R. Winkle-Wagner, C.A. Hunter & D.H. Ortloff, *Bridging the gap between theory and practice in educational research: Methods at the margins*. New York, NY: Palgrave, 227-232.
5. Johnson, S.D., Kuykendall, J., & Winkle-Wagner, R. (2009). Financing the dream: The impact of financial aid on graduate education for underrepresented minority students. In M.F. Howard-Hamilton, C. Morelon-Quainoo, R. Winkle-Wagner, S.D. Johnson, & L. Santiago, *Standing on the Outside Looking In: Standing on the Outside Looking In: Underrepresented students' experiences in advanced degree programs*. Sterling, VA: Stylus Publishing, 45-62.
4. Morelon-Quainoo, C., Winkle-Wagner, R., Johnson, S.D., Kuykendall, J., Ingram, T., Smith, G.D., Gilbert, K., & Santiago, L. (2009). The advanced-degree pipeline for graduate and professional students of color: Issues of access and choice. In M.F. Howard-Hamilton, C. Morelon-Quainoo, R. Winkle-Wagner, S.D. Johnson, & L. Santiago, *Standing on the Outside Looking In: Standing on the Outside Looking In: Underrepresented students' experiences in advanced degree programs*. Sterling, VA: Stylus Publishing, 5-24.

26. Winkle-Wagner, R. (2008b). Putting Money in the Right Places: Policy Suggestions for Supporting First-generation African American Women in College. *ASHE-Lumina Policy Brief Series*, 6.
2. Winkle Wagner, R. (2007a). Oppressive or educational? A case of controversial campus artifacts. In Brown, G., Hinton, C. & Howard-Hamilton, M.F., *Unleashing Suppressed Voices: Diversity Issues in Higher Education and Student Affairs*. New York: Peter Lang.
1. Winkle-Wagner, R. (2007b). Too White or too black? *Women in Higher Education*, 17(1).

Invited Book Reviews

2. Winkle-Wagner, R. (Accepted). Reviewed Hilton, A.A., Wood, J.L., & Lewis, C. W. (2012). *Black males in postsecondary education: Examining their experiences in diverse institutional contexts*. New York, NY: Information Age Publishing. In *Teachers College Record*.
1. Winkle-Wagner, R. (2011). Reviewed J. Davis, The first-generation college student experience: Implications for campus practice, strategies for improving persistence and success. In *Journal of College Student Development*, 52(6), 763-765.

Research and Publications In Progress

Peer-Reviewed Articles – Under Review

Sulè, T., Maramba, D.C., Winkle-Wagner, R. (Revise and Resubmit). Critical mess: Critical mass in the Fisher v. University of Texas. *Journal of Diversity in Higher Education*.

Research Support – successful proposals only

- 2018 ELPA Equity in Education Program (primary author for the proposal). School of Education, University of Wisconsin- Madison. Funded for four fellowship per year for four years.
- 2018 Collaborative Training Grant, University of Wisconsin Graduate School (with Linn Posey-Maddox, Eric Grodsky, Pamela Oliver, & Jordan Conwell). Funded for four fellowships for five years.
- 2017 Wisconsin Center for Educational Research (WCER) Fellows Program (with Percival Matthews), University of Wisconsin – Madison. Funded for up to 16 Fellows per year plus programmatic support for the foreseeable future.

- 2013 Winkle-Wagner, R. (2013). *Bringing themselves to the academic table: A multisite case study of bi-direction academic socialization for students of color in college*. University of Wisconsin – Madison Fall Research Competition Award. \$42,385. Funded.
- 2012 Winkle-Wagner, R. (2012). *Portrait of the Self-Initiated Strategies for Success in College by African American Female College Alumni in Three Metropolitan Areas*. University of Wisconsin – Madison Fall Research Competition Award. \$50,000. Funded.
- 2011 Winkle-Wagner, R., & McCoy, D. L. (2011). National Science Foundation (NSF), Delaware EPSCoR RII, *Opening the Gates to Graduate-Level STEM Programs: The Needs of Underrepresented Students in the State of Delaware* \$66,512 Sub-award. Funded.
- 2008-2012
Layman Research Award, University of Nebraska, Lincoln, NE, \$10,000. Funded.
- 2008 University of Nebraska Extended Education and Outreach Course Development Grant, Lincoln, NE, \$4,000. Funded.
- 2005-2006
ASHE/Lumina Foundation Dissertation Fellowship Recipient, \$14,000. Funded.
- 2005-2006
Graduate and Professional Student Organization Travel Award, Indiana University.

Presentations

(*Peer-reviewed; #presented while at University of Nebraska; ^ presented while at the University of Pennsylvania; co-authors who are graduate students are italicized)

**Smith, Shanna E., McCoy, D.M., Winkle-Wagner, R., Lee-Johnson, J., & Luedke, C.L.* (2019). *Aspire and Resist: Underrepresented Students' Post-Graduate Experiences*. NASPA Student Affairs Professionals in Higher Education, Annual Meeting, Los Angeles, CA.

*Winkle-Wagner, R., Luedke, C., McCallum, C., & *Ota-Malloy, B.* (2017). *Instrumental of meaningful friendships: Black alumnae perspectives on peer relationships during college*. Association for the Study of Higher Education (ASHE), Houston, TX.

*Winkle-Wagner, R., Reavis, T.B., & *Lee-Johnson, J.* (November 2017). *This is Where I Belong: Black Women's Reflections on deciding to attend an HBCU*. Association for the Study of Higher Education (ASHE), Houston, TX.

*McCoy, D., Winkle-Wagner, R., Luedke, L., & *Lee-Johnson, J.* (April, 2017). Students Perspectives on Holistic and Culturally Sensitive Mentoring Practices. American Educational Research Association (AERA), San Antonio, TX.

* Winkle-Wagner, R., *Forbes, J., & Rogers, S.* (November 2016). A Culture of (HBCU) success: Black alumnae discussions of how Spelman College creates greatness. Association for the Study of Higher Education (ASHE), Columbus, OH.

*McCoy, D.L., Winkle-Wagner, R., & *Lee-Johnson, J.* (November 2016). Creating Porous Ivory Towers: Two-way Socialization Processes that Embraces Black Students' Identities in Academia. Association for the Study of Higher Education (ASHE), Columbus, OH.

*Luedke, C.L., *Collum, G., McCoy, D.L., Lee-Johnson, J., Winkle-Wagner, R.* (November 2016). Connecting identity with research: Socializing students toward seeing themselves as scholars. Association for the Study of Higher Education (ASHE), Columbus, OH.

*Winkle-Wagner, R., Kelly, B.T., Luedke, C.L., *Reavis, T.B.* (November 2016). Authentically me: Examining expectations that are placed upon Black women in college. Association for the Study of Higher Education (ASHE), Columbus, OH.

*Sulè, T., Maramba, D.C., Winkle-Wagner, R. (November 2016). Critical mess: Critical mass in the Fisher v. University of Texas. Association for the Study of Higher Education (ASHE), Columbus, OH.

*Winkle-Wagner, R., Luedke, C. & McCallum, C. (November 2014). When opposites do not attract: Black women's perceptions of interracial friendships in college. Association for the Study of Higher Education (ASHE), Washington, D.C.

*Kelly, B. & Winkle-Wagner, R. (November 2014). Finding a voice in predominantly White institutions: A longitudinal study of Black women faculty members' journeys toward tenure. Association for the Study of Higher Education (ASHE), Washington, D.C.

*McCoy, D.L., Luedke, C.L., & Winkle-Wagner, R. (November 2014). Encouraged or "weeded out" in the STEM disciplines: Students' perspectives on faculty interactions within a predominantly White and a historically Black institution. Association for the Study of Higher Education (ASHE), Washington, D.C.

*Winkle-Wagner, R. & McCoy, D.L. (April 2014). Feeling like an "alien" or "family"? Comparing student and faculty perspectives on diversity in STEM disciplines at an HBCU and a PWI. American Educational Research Association (AERA), Philadelphia, PA.

*McCoy, D.L, Winkle-Wagner, R., & *Luedke, C.*, (November 2013). Colorblind mentoring? A qualitative analysis of faculty mentoring of students of color. Association for the Study of Higher Education (ASHE), St. Louis, MO.

- **Macrander, A. & Winkle-Wagner, R.* (April 2013). *The Missing Box: Multiracial Student Identity Development at a “Predominately” White Institution.* American Educational Research Association (AERA), San Francisco, CA.
- **Sule, V.T., Winkle-Wagner, R. & Maramba, D.* (April 2013). *Who Deserves a Seat? Popular Opinion of College Access Policy,* American Educational Research Association (AERA), San Francisco, CA.
- **Hunter, C.A., Ortloff, D.H. & Winkle-Wagner, R.* (April 2013). *Out of Our Comfort Zones: Teaching Qualitative Research at a Distance and Online,* American Educational Research Association (AERA), San Francisco, CA.
- **Winkle-Wagner, R. & Conley, M.* (November 2012). “Fear of letting people down”: Black women’s reflections on social pressures in college. Association for the Study of Higher Education (ASHE), Las Vegas, NV.
- **Maramba, D., Sulè, V.T., & Winkle-Wagner, R.* (November 2012). *Accountability-for-diversity: A policy discourse analysis of the Texas Top Ten Percent Plan.* Association for the Study of Higher Education (ASHE), Las Vegas, NV.
- **Winkle-Wagner, R.* (April 2012). *A critical ethnographer tells life stories: Attempts at equality and engagement with African American women.* (Symposium). American Educational Research Association (AERA), Vancouver, BC.
- **Winkle-Wagner, R. & McCoy, D.* (April 2012). *Anticipatory socialization for underrepresented prospective doctoral students.* (Paper). American Educational Research Association (AERA), Vancouver, BC.
- **Ortloff, D.H. & Winkle-Wagner, R.* (April 2012). *The space between the margin and center: Blurring difference lines in educational research.* (Symposium). American Educational Research Association (AERA), Vancouver, BC.
- **McCoy, D. & Winkle-Wagner, R.* (November 2011). *Bridging the divide: Developing a scholarly identity through participation in a summer bridge program.* Association for the Study of Higher Education (ASHE), Charlotte, NC.
- **Winkle-Wagner, R. & McKinney, M.* (November 2010). *Where is cultural capital? Mapping the terrain of operationalizations and proxies of a key concept in higher education research.* Association for the Study of Higher Education (ASHE), Indianapolis, IN.
- **Winkle-Wagner, R.* (May 2010). *Finding an oasis: African American women’s reflections of counter-spaces in college.* American Educational Research Association (AERA), Denver, CO.

*#Winkle-Wagner, R. & *McKinney, T.M.* (November 2009). Lives not narrowed down: The state of African American women's experiences in higher education. Association for the Study of Higher Education (ASHE), Vancouver, British Columbia, Canada.

*#*Lundy-Wagner, V.* & Winkle-Wagner, R. (November 2009). A harassing climate? The implications of sexual harassment for campus climate. Association for the Study of Higher Education (ASHE), Vancouver, British Columbia, Canada.

*#Morelon-Quainoo, C., Winkle-Wagner, R., Santiago, L. (November 2009). Standing in the gap: The role and relevance of HBCUs in the advanced degree pipeline for underrepresented students. Association for the Study of Higher Education (ASHE), Vancouver, British Columbia, Canada.

*#Winkle-Wagner, R. (April 2009). The challenges and potential of cultural capital in higher education research. American Educational Research Association (AERA), San Diego, CA.

*#Winkle-Wagner, R. (November 2008). Not "feminist" but "strong:" African American women's reflections of race and gender in college. Association for the Study of Higher Education (ASHE), Jacksonville, FL.

*#Johnson, S., Winkle-Wagner, R., Morelon-Quainoo, C., & Santiago, L. (November 2008). Doing it For Themselves: Examination of an Underrepresented Minority Graduate Student Research Team. Association for the Study of Higher Education (ASHE), Jacksonville, FL.

*#Howard-Hamilton, M.F., Morelon-Quainoo, C., Winkle-Wagner, R., Johnson, S.D., & Santiago, L. (March 2008). Standing on the Outside Looking In: Underrepresented Students' Experiences in Advanced Degree Programs. American Educational Research Association (AERA), New York City, NY.

*#Lawrence, A., Winkle-Wagner, R., Ortloff, D.H., Hunter, C., Hunter, J., & Korth, B. (March 2008). Methods at the Margins. American Educational Research Association (AERA), New York City, NY.

*#Winkle-Wagner, R. (November 2007). Self, college experiences, and society: Rethinking student development theory from a sociological perspective. Association for the Study of Higher Education (ASHE), Louisville, KY.

*#Winkle-Wagner, R. (November 2007). Cutting ties to survive: The college transitions of first generation African American women. Association for the Study of Higher Education (ASHE), Louisville, KY.

*#Winkle-Wagner, R. (October 2007). "But, I'm Not a feminist": Gender, Internalized Patriarchy, and Women's Construction of Self in College. American Educational Studies Association (AESAs), Cleveland, OH.

*#Winkle Wagner, R. & Hossler, D. (April 2007). A Comparative Framework for Assuring Student Access and Equity in Postsecondary Education. American Educational Research Association (AERA), Chicago, IL.

*#Winkle Wagner, R. (April 2007). Research across the Color Line: Challenges and Opportunities. American Educational Research Association (AERA), Chicago, IL.

*^Johnson, S.D., Winkle, R. & Santiago, L. (April 2007). Critical Climate: The Experiences of Underrepresented Minority Graduate Students at Public versus Private Institutions. American Educational Research Association (AERA), Chicago, IL.

*^Winkle Wagner, R. (November 2006). College Choice as Life or Death: The College Choice and Transition Process of African American Women. Association for the Study of Higher Education (ASHE), Anaheim, CA.

*Morelon, C., Johnson, S.D., Winkle Wagner, R., Kuykendall, J., Smith, D., Santiago, L., Gilbert, K., Carter, G. (November 2006). Issues of access and retention for graduate and professional students of color. Association for the Study of Higher Education (ASHE), Anaheim, CA.

*^Winkle Wagner, R. (April 2006). "Following Along to Survive": A New Perspective on the Postsecondary Retention of African American Women. American Educational Research Association (AERA), San Francisco, CA.

*^Carter, D.F., Locks, A., & Winkle Wagner, R. (April 2006). From When and Where I Enter: Theoretical and Empirical Considerations of Minority Students' Transition to College. American Educational Research Association (AERA), San Francisco, CA.

*Winkle Wagner, R. (November, 2005). 'Too White or Too Ghetto?' African American College Women's Struggle for Identity and Institutional Fit. Association for the Study of Higher Education (ASHE), Philadelphia, PA.

*Winkle Wagner, R., Morelon, C., Johnson, S.D., & Carter, D.F. (November, 2005). The Struggle for Support: The Transition of Graduate Students of Color into Advanced-Degree Programs. Association for the Study of Higher Education (ASHE), Philadelphia, PA.

*Johnson, S.D., Kuykendall, J. & Winkle Wagner, R. (November, 2005). Financing the Dream: The Impact of Financial Aid on Graduate Education for Students of Color. Association for the Study of Higher Education (ASHE), Philadelphia, PA.

*Winkle Wagner, R. (April, 2005). The Unchosen Me: Imposed Identity and Retention

in Postsecondary Education. American Educational Research Association (AERA), Montreal, Quebec.

*Hughes, M. McCarty, L., Lui, S., & Winkle Wagner, R. (April, 2005). The Qualifying Examination: A Study of Formats and Purposes. American Educational Research Association (AERA), Montreal, Quebec.

*Winkle Wagner, R. & Nelson, J. (November, 2004). Will She Become? Occupational Attainment at the Crossroad of Race, Class, Gender and Aspirations. Association of Studies in Higher Education (ASHE), Kansas City, MO.

*Winkle Wagner, R. (November, 2004). The Unchosen Me: Imposed Identity and the Retention of Students. Association of Studies in Higher Education (ASHE), Kansas City, MO.

*Morelon-Quainoo, C., Johnson, S., Winkle Wagner, R., Kuykendall, J. (November, 2004). Conversations from the Minority Graduate Student Experience. Association of Studies in Higher Education (ASHE), Kansas City, MO.

*Winkle Wagner, R. (March, 2003). *An Endless Desert Walk: The Education of the San in Botswana*. Comparative and International Education Society (CIES), New Orleans, LA.

*Winkle Wagner, R. (March, 2003). Uncovering the Blanket of Whiteness. Comparative and International Education Society, New Orleans, LA.

*Winkle Wagner, R. (March, 2002). Student affairs from a global perspective: Botswana and the United States. Association of College Personnel Administrators (ACPA).

Teaching

University of Wisconsin-Madison

ELPA 887 – Diversity & Inequality in Higher Education

ELPA 940 – Critical Theory and Data Analysis

ELPA 883 – Perspectives on College Student Identity and Development

ELPA 940 – Diversity in Higher Education

ELPA 940 – College Student Identity and Development

ELPA 725 – Research Methods and Procedures in Educational Administration,

University of Nebraska – Lincoln

EDAD 993 – Introduction to Doctoral Study

EDAD 966 – Qualitative Case Study Methodology

EDAD 890 – Sociology of Education

EDAD 910 – Higher Education Environments

University Foundations

University of Pennsylvania

EDUC 545 – Qualitative Research Methods

EDUC 715 – Case Studies in Higher Education Administration

EDUC 559 – Sociology of Education

EDUC 594 – Diversity in Higher Education

Indiana University

U212: Critical Whiteness, Instructor

U547: Student Affairs Practicum Seminar, Instructor

U212: Oppressive Language in the United States, Instructor

Q400: Career Search Strategies, Co-instructor

U580: Issues in Higher Education Administration, Associate Instructor

Selected Invited Lectures and Panels

Institute for Research in the Humanities, University of Wisconsin, Madison, October 1, 2018, *A History of Black Women's College Experiences, 1954-2014*.

Psychology Department, Development Psychology Area, University of Wisconsin, Madison, April 18, 2018, Article talk on *Encouraged or Weeded Out: Perspectives of Students of Color in the STEM Disciplines on Faculty Interactions*.

Network Fellows Program, Practical Wisdom Series, University of Wisconsin, Madison, February 23, 2018, The hidden curriculum in graduate school.

University of Southern California, Diversity in higher education course, December 5, 2017, Book talk on *The Unchosen Me: Race, gender and identity among Black women in college*.

Kaufman Seminar, University of Wisconsin, Madison, October 20, 2017, The field of higher education panel.

WISCAPE Symposium, University of Wisconsin, Madison, October 18, 2017, Insider Research

2017 Diversity Forum, ALL Inclusive: Our Diversity Commitment in Practice, November 1, 2017, University of Wisconsin, Madison.

National Science Foundation, Building for Knowledge Exchange (NSF DUE #1634807), May 2016, Chicago, IL, Meeting on how to incorporate race research into STEM funded research at NSF.

National Conference on Race and Ethnicity (NCORE), San Francisco, CA, May 2016, Pre-conference workshop on intersectionality and race on campus.

School of Education, Graduate Assistant Orientation, University of Wisconsin, Madison, August 26, 2016, Panel on race and racial conversations in the classroom.

Political Science Department, Conversations on Inclusivity and Change Series, University of Wisconsin, Madison, April, 6, 2016, Workshop on mentoring students of color in the department.

Center for Journalism Ethics Conference, University of Wisconsin, Madison, Friday, April, 29, 2016, Panel on Covering Racial Dynamics in Education: Journalism's role and performance in covering issues involving race and education.

WISCAPE Symposium Series, University of Wisconsin, Madison, April 21, 2016, Affirmative Action Under Fire: Discourse on the Texas Top Ten Percent Plan.

Race and Social Justice Symposium Series, University of Michigan, Ann Arbor, MI, University of Michigan, Ann Arbor, MI, October 15, 2015, *The Unchosen Me and the Chosen We: Black Women's Reflections on Identity Imposition and Resistance During College*.

Qualitative Software Symposium, University of Wisconsin, Madison
March 28, 2014, Using NVivo Qualitative Analysis Software as a Data Management Tool.

C&I 899: Qualitative Field Methods II, University of Wisconsin, Madison,
March 26, 2014, Critical qualitative data analysis.

Diversity Summit in Counseling Psychology, University of Wisconsin, Madison
February 28, 2014, Diversity and inclusion within school psychology

Association for the Study of Higher Education (ASHE), Presidential Session, Vancouver,
British Columbia, Canada, November 5, 2009, celebrating the mentor and mentee
relationship.

EdAd 813 – Athletic Administration, University of Nebraska, Lincoln, NE
September 18, 2008 and September 17, 2009, Leadership Theory.

ELAF 708: Foundations of Modern Education, Indiana State University, Terre Haute, IN
February 8, 2006, Epistemology and Research.

Q611: Qualitative Inquiry, Indiana University, Bloomington, IN
March 2005, Gendered outcomes of education.

Selected Workshop/Teaching Presentations

EDLR 5126: Leading toward a multicultural educational environment. Guest lecture on
the role of campus climates in diversity in higher education. University of Connecticut,
September 18, 2014.

SOAR (Student Orientation and Advising) Diversity Training Workshop, University of
Wisconsin – Madison, May 2014.

Counseling Psychology Diversity Summit, Diversity Workshop, University of Wisconsin
– Madison, April 2014.

Education Graduate Research Scholars Faculty Career Panel, University of Wisconsin-
Madison. April 15, 2013.

WISCAPE Brown Bag Forum, Opening the gates to graduate-level STEM programs
(with Dorian L. McCoy), April 8, 2013.

Women in Educational Leadership Conference, University of Nebraska, Lincoln, NE,
October 5, 2011. Who benefits? Examining the Texas Top Ten Percent Plan from a
critical race theory perspective (with Rosemary L. Edzie).

Women in Educational Leadership Conference, University of Nebraska, Lincoln, NE,
October 5, 2011. Academic capital formation: An emerging theoretical perspective for
educational research (with Renee Rodriguez Batman).

Women in Educational Leadership Conference, University of Nebraska, Lincoln, NE,
October 11, 2010. The use of WEB Du Bois' Theoretical Frameworks in Educational
Research (with Aundria Duncan-Wagner).

Higher Education Research Brown Bag Series, University of Nebraska, Lincoln, NE, March 25, 2009. The art of literature review writing.

Women in Educational Leadership Conference, University of Nebraska, Lincoln, NE. October, 2009. The uses and abuses of cultural capital: Explorations into an important theoretical framework.

Women in Educational Leadership Conference, University of Nebraska, Lincoln, NE, October 13, 2008. The dissertation is defended, now what? How to publish from dissertation work.

Qualitative Interest Group, University of Nebraska, Lincoln, NE, May 8, 2008. How to turn a dissertation into a book.

Women in Educational Leadership Conference, University of Nebraska, Lincoln, NE, October 7-8, 2007. Presented a research paper, Too White or Too Black? African American Women's Reflections of Race in College.

Critical Whiteness Training, DePauw University, Greencastle, IN, April 2005-December 2005. Developed training models and trained student affairs staff on Whiteness and diversity issues.

Leadership Quest 2003, Bloomington, IN, February 8, 2003. Co-presented a discussion on decision-making.

NASPA Region IV-West Conference, Oklahoma City, OK, November 2, 2001. Co-facilitated the results of a research project, The Challenge of Diversity: The role of a multicultural facility.

National Service Learning Conference, Denver, CO, April 6, 2001. Uncovering the Blanket of Whiteness.

People of Color at Predominantly White Institutions Conference, Lincoln, NE, October 31, 2001. Co-facilitated the results of a research project called, The Role of a Multicultural Facility in Enhancing Diversity.

ACUI (American College Unions International) Region 11 Conference, Warrensburg, MO, September 29, 2001. Co-facilitated the results of a research project, Beyond Bricks and Mortar: What students want in a culture center.

Selected Service

National

- Spencer Foundation, Review Committee Member for Larger Grants Program, 2019-2020
- *Review of Educational Research*, Editorial Board Member, 2018- Current
- *Journal of Student Affairs Research and Practice*, Associate Editor, 2017-Current

- Association for the Study of Higher Education, Book Award Committee, Chair, 2018-Current
- Association for the Study of Higher Education, Nominating Committee Member, 2018-Current
- Association for the Study of Higher Education, Elected At-Large Board Member, 2015-2017
- American Educational Research Association, Division J, Nominating Committee, 2016-2018
- Association for the Study of Higher Education, Publications Committee Board Member, 2014-2015
- Association for the Study of Higher Education, ASHE Monograph Series Advisory Board Member, 2010-2014
- Fidler Research Grant, External Reviewer, 2011
- American Educational Research Association, Program Committee Co-chair for Division J, Section 2: College Student Access, Success and, 2011
- Research Manuscript Reviewer (selected since 2014)
 - o *Cornell University Press*, February 2018
 - o *Michigan State University Press*, January 2018
 - o *Sociology of Race and Ethnicity*, February, 2018
 - o *Race, Ethnicity & Education*, January, 2018
 - o *Review of Educational Research*, November 2017
 - o *American Educational Research Journal*, October, 2017
 - o *Review of Educational Research*, September 2017
 - o *Review of Educational Research*, March, 2017
 - o *American Educational Research Journal*, March 2017
 - o *Journal of Higher Education*, November 2016
 - o *Sociology of Education*, October 2016
 - o *Review of Educational Research*, January 2015
 - o *Journal of Engineering Education*, January 2015
 - o *Educational Policy*, September 2014
 - o *Higher School Journal*, August 2014

University of Wisconsin- Madison (2012-Current)

- University of Wisconsin Women's Faculty Mentoring Advisory Board, Member (August 2018-Current)
- McNair Faculty Mentor, Tashiana Lispcombe (January 2018-Current)
- Educational Leadership and Policy Analysis, Admissions Committee Chair (August 2015-May 2018)
- University of Wisconsin Committee on Undergraduate Recruitment and Financial Aid (CURAFA) Member (2015-Current)
- NASPA Undergraduate Fellows Program Mentor (to Mariam Coker) (August 2015-2016)
- McNair Fellowship Faculty Mentor (to Maria Espino) (August 2014-2016)
- Educational Leadership and Policy Analysis, Human Resources committee (August 2012-Current)

- Educational Leadership and Policy Analysis, Qualifying Exam Review Committee (August 2012-Current)
- School of Education Qualitative Minor Committee (August 2012 – Current)
- Qualifying Examination Review Committee (August 2012 – Current)
- School of Education Diversity Committee (August 2012-August 2013)
- McNair Intern Faculty Mentor (to Lucretia Limerick) (August 2012-August 2013)

University of Nebraska - Lincoln, NE (2007-2012)

- College of Education and Human Sciences Awards Committee, Member (August 2007 – 2012), Chair (August 2009-2012),
- College of Education Curriculum Committee, August 2011-2012
- Educational Administration Master’s Admissions Committee, August 2007 – 2012
- Educational Administration Core Class Sub-committee, March 2008 – 2012
- Human Rights and Human Diversity Initiative Member, August 2007-2012
- Women’s Leadership Coalition, Multidisciplinary campus-wide group, April 2008 – 2012
- Higher Education Research Brown Bag Series (created and planned), November 2008 – 2012

University of Pennsylvania- Philadelphia, PA

- Graduate School of Education, Academic Advisor to Higher Education Master’s Cohort (20 students), July 2006 – May 2007
- Graduate School of Education, Higher Education Program Doctoral Admissions Committee, January 2007
- Graduate School of Education, Higher Education Master’s-level Qualifying Examination Reader, November 2006

Indiana University-Bloomington, IN

- Research Affairs Committee of the Bloomington Faculty Council, Member, January 2003-May 2006
- Carnegie Initiative on the Doctorate Committee, Member and Researcher, August 2003-May 2006
- School of Education Associate Dean Hiring Committee, Member, June 2005-August 2005
- Diversity Committee in the School of Education, Member, August 2003-May 2004