TEXAS STATE VITA

I. Academic/Professional Background

A. Omar S. Lopez, Ph.D., Professor
Department of Occupational, Workforce, and Leadership Studies (OWLS)

B. Educational Background

Degree	*Year*	*University*	*Major*	*Thesis/Dissertation*
Ph.D.	1995	UT Austin	Educational Policy and Strategy	The Effect of the Relationship Between Classroom Student Diversity and Teacher Capacity on Student Performance
MSBA	1987	University of Southern California	Strategic Planning and Futures Research	IBM's Strategic Planning Process
MBA	1983	UC at Irvine	MIS/OR	
BA	1979	Trinity University	Biophysics	

C. University Experience

Position	*University*	*Dates*
Professor	Texas State University	F2024 – Present
Competency-Based Education (CBE) Coordinator	Texas State University	Sp2021 – Present
Associate Professor (with Tenure)	Texas State University	F2015 – Su2024
Departmental Curriculum Chair	Texas State University	F2015 – Sp2024
BAAS Capstone Coordinator	Texas State University	Sp2017 – F2018
Adjunct Professor	Concordia University - Texas	F2014
Assistant Professor	Texas State University	F2009 – Su2015
Research Associate	VA Medical Center, Temple, Texas	Sp2011 – F2012
Adjunct Professor	Texas State University	F2007 – Su2009
LLILAS Fellow	Teresa Lozano Long Institute of Latin American Studies Institute, UT Austin	F2005 – Sp2011

D. Relevant Professional Experience

Position	**Entity**	**Dates**
CEO/Founder	Corporation for Public School Education K16, Round Rock, TX Texas HUB# 1731663749900	2003-2013
State's Coordinator	National Center for Educational Accountability, UT Austin	2002-2003
Director – College Success Initiative	Just for the Kids, Austin, TX	2000-2002

Position	Entity	Dates
Program Director – Texas Assessment of Academic Skills Program (TASP)	Texas Higher Education Coordinator Board, Austin, TX	1998-2000
Educational Policy Researcher	State Board for Educator Certification, Austin, TX	1996-1998
Educational Policy Researcher	Division of Educator Assessment and Appraisal, Texas Education Agency, Austin, TX	1992-1996
Associate	Austin Technology Incubator (ATI), Graduate School of Business, UT Austin	1989-1991
Systems Engineer	IBM Marketing, Public Sector and Utilities Branch, Los Angeles, CA	1984-1988
Associate Engineer	McDonnell Douglas Astronautics Corporation, Huntington Beach, CA	1980-1984

E. Other Professional Credentials

2025 Completed CITI Human Research Basics (online).

2025 Completed CITI Social and Behavioral Research Basics (online).

2025 Completed CITI Research Security Basics (online).

2025 Completed CITI Undue Foreign Influence: Risks and Mitigations Basics (online).

2025 Re-Licensed, *Remote Drone Pilot (#4469573)* by the Federal Administration, US Department of Transportation

2025 Completed *Building a People-First Culture*, Relational Values Alliance, January 30-31, Austin, TX.

2025 Completed Texas State Cybersecurity Training

II. Teaching

A. Teaching Honors and Awards

2020 *Presidential Distinction Award for Excellence in Teaching*, Texas State University.

2020 *Teaching Award Honor*, recipient in recognition of exemplary service during the COVID-19 crisis in spring 2020, Texas State University

2017 Awarded *Favorite Professor* from the Alfred H. Nolle Chapter of the Alpha Chi National College Honor Society, Texas State University. As noted by the graduate inductees to the Chapter, Fall 2017.

2015 *OLC's Effective Practices Award* received for *The Online Graduate Research Forum: An Effective Practice for Extending Students' Discourse to Global Audiences*. Award presented at the 21st Annual Online Learning Consortium International Conference (Fall 2015), Orlando, FL.

B. Courses Taught

- CTE 3313P Project Management (online)
- CTE 4315 Creating a Purposeful Life Plan: A Journey of Self-Exploration and Discovery (Hybrid/Flex, online)
- CTE 3313O Health and Safety in the Workplace (*online*)
- CTE 3313G – Introduction to Leadership (*online*)
- CTE 3340 – Occupational Skills for 21st Century (*online*)
- CATE 3313D(U)/5313D(G) – Leadership and Professional Development *(hybrid/blended)*
- CATE 3320(U)/5320(G) – Effective Methods of Teaching and Learning*(hybrid/blended)*
- CTE 5313F Human Performance
- CTE 5323 – Technology Applications *(online)*
- OCED 4360(U) – BAAS Capstone I *(hybrid/blended)*
- OCED 4361(U) – BAAS Capstone II *(hybrid/blended)*
- OCED 5300(G) – Interdisciplinary Research Methods - Proposal (*online)*
- OCED 5301(G) – Applied Interdisciplinary Research Methods I *(online)*
- OCED 5302(G) – Applied Interdisciplinary Research Methods II *(online)*
- OCED 5304(G) – Professional Practicum *(online)*

C. Graduate Theses/Dissertations, Honors Theses, or Exit Committees

2010-2024 Serve on oral and written comprehensive exams for graduate students in the OWLS MSIS/MAIS and MEd programs

2013-2020 Supervisor graduate student practicum projects for the MSIS/MAIS program

D. Courses Prepared and Curriculum Development

2025 CTE 3313O Health and Safety in the Workplace 2.0 CBE/Micro-credential: redesigned as a student self-directed, competency-based online course by leveraging generative AI to enhance instructional materials and assessment design in support of learner autonomy and mastery-based progression.

- **Safety at Work (SAW)** informs students on the legal rights of workers to a safe workplace and strategies for preventing work-related injuries and illnesses. For the summative assessment, students learn the 5S Methodology for workplace organization and apply these principles in a case study focused on a real-world scenario: decluttering a home office.
- **Hazards in Workspaces (HIW)** introduces students to government regulations that guide health and safety policies, helps them recognize common workplace hazards and unsafe conditions, and teaches proper handling and disposal of hazardous materials. For the summative assessment, students learn to identify the *signal words* on common household products that indicate hazard levels and properties. Students then categorize 27 household products by signal word based on information found on package or container labels.
- **Health Risk and Prevention (HRP)** focuses students on organizational procedures and protocols for workplace emergencies, including safe evacuation and emergency response. For the summative assessment, students learn how to respond to active-shooter situations using real-world guidelines developed by the Advanced Law Enforcement Rapid Response Training (ALERRT) Center at Texas State University, and other national sources.
- **Safety Training and Application (STA)** guides students in (a) taking actions to ensure the safety of themselves and others in accordance with established personal and jobsite safety practices; (b) using appropriate personal protective equipment; and (c) handling equipment and tools safely. For the summative assessment, students are presented with scenarios in which they learn the detailed steps required to address an equipment failure and then identify a critical step in the process where catastrophic outcomes could occur.

2022-2024	CTE 3313O Health and Safety in the Workplace
2019, 2024	CTE 3313L Civic Engagement as Global Citizenship
2018	CTE 3313H Creating a Purposeful Life Plan: A Journey of Self-Exploration and Discovery
2017	OCED 4361 BAAS Capstone II *(hybrid/blended)* redesign based on *Blended Learning Mastery Series* (OLC) best practices
2017	BAAS Capstone Apply! a pre-capstone program created to guide students in preparing a successful application for approval to enroll in the capstone courses, OCED 4360/4361
2016	OCED 4360 BAAS Capstone I *(hybrid/blended)* redesign based on *Blended Learning Mastery Series* (OLC) best practices

III. Scholarly/Creative

A. Works in Print

a. Textbooks

Merrill, H. S. & Associates. (2018). *A guide to college success for post-traditional students* (2nd Edition). Charlotte, NC: Information Age.

Merrill, H. S. & Associates. (2017). *A guide to college success for post-traditional students.* Charlotte, NC: Information Age.

b. Chapters in Books

López, O. S. (2023). *In search of culturally relevant and equitable evaluation in the What Works Clearinghouse standards and procedures*. In A. C. Adedoyin, N. N. Amutah-Onukagha, & C. D. Jones (eds.), *Culturally responsive and equitable evaluation: Visions and voices of emerging scholars* (pp. 65-75). San Diego, CA: Cognella.

Springer, S. B., Lopez, O. S., Eichler, M., Lasker-Scott, T., & Boden-McGill, C. J. (2015). Negotiating experience and theory: Piloting cornerstone and capstone courses to build a sustainable future for an interdisciplinary graduate degree program. In J. K. Holtz, S. B. Springer, & C. J. Boden-McGill (eds.), *Building sustainable futures for adult learners* (pp. 269-294). Charlotte, NC: Information Age Publishing.

López, O. S. (2014). Whiteboards are for learning. In B. Slavin (ed.), *Proven Programs in Education: Science, Technology, and Mathematics (STEM)* (pp. 44-47). Thousand Oaks, CA: Corwin.

2. Articles

a. Refereed Journal Articles

López, O. S. (2025). Unlocking regional economic growth: How industry sector and mesoeconomic determinants influence small firm scaling [Special Issue]. *Economies*, *13*(5), 138. https://doi.org/10.3390/economies13050138

López, O. S. (2024). The determinants of wages among Black males in non-STEM and STEM occupations. *Journal of Women and Minorities in Science and Engineering, 30*(4), 103-129. Forthcoming 2024. [JWM: Acceptance Rate: 21%; 2022 Impact Factor: 1.81; H-Index: 27; Global Ranking: 136 (N=427)]

Li, G., Li, L. Xie, L., & López, O. S. (2024). The effects of ethical leadership on creativity: A conservation of resources perspective. *Current Psychology, 43*(2024), 1-11. https://doi.org/10.1007/s12144-023-04703-0 [CP: Acceptance Rate: 60%; 2022 Impact Factor: 2.8; H-Index: 54; Global Ranking: 102 (N=285)]

Xie, L., Singh, S., & López, O. S. (2023). Flow's core prerequisites: The role of servant leadership, mindfulness, and work-life balance. *Psychology Reports, V(n), xx-xx*. First published online August 16, 2023. [PR: Acceptance Rate: 12%; 2022 Impact Factor: 2.3; Global Ranking: 111 (N=213)]

López, O. S. (2023). Bilingual competency in US occupations: Resetting expectations about language in American society. *Humanities and Social Sciences Communication, 10*(263), 1-11. Open access available at: https://doi.org/10.1057/s41599-023-01769-w [HSSC: Acceptance Rate: 21%; 2022 Impact Factor: 3.81; H-Index: 21; Global Ranking: 103 (N=541)]

López, O. S. (2023). The determinants of wages among Americans with disabilities in non-STEM and STEM occupations. *Journal of Vocational Rehabilitation, 59*(3), 285-300. [JVR: Acceptance Rate: 25%; 2022 Impact Factor: 1.15 H-Index: 42;Global Ranking: 8 (N=26)]

Ashford-Hanserd, S., Lopez, O. S., Cherrstrom, C., & Lee, B. (2022). Pathways to teacher stem certification in Texas: A case for addressing the minority teacher shortage. *Journal of Research in STEM Education, 8(2), 61-78*. [JRSE: Acceptance Rate: 11%; 2021 Impact Factor: 0.58; H-Index: n/a; Global Ranking: n/a]

López, O. S. (2022). The efficacy of today's American political culture in closing the achievement gap. *Social Sciences & Humanities Open, 6*(1), 1-7. [SSHO: Acceptance Rate: 30%; 2023 Impact Factor: n/a; H-Index: n/a; Global Ranking: n/a]

López, O. S. (2022). Finding Hispanic Serving Institutions (HSIs) for STEM education best practices: When a picture is worth a thousand words, *Journal of Latinos and Education*, 22(5), 1830-1840. DOI: 10.1080/15348431.2022.2051707 [JLE: Acceptance Rate: 70%; 2023 Impact Factor: 0.96; H-Index: 22; Global Ranking: 95 (N=1,199]

Cherrstrom, C. A, López, O. S., & Ashford-Hanserd, S. (2022). STEM knowledge in non-STEM U.S. occupations. *Community College Journal of Research and Practice, 46*(7), 457-471. [CCJRP: Acceptance Rate: 36%; 2023 Impact Factor: 1.28; H-Index: 34; Global Ranking: 488 (N=1,438]

López, O. S. (2020). Informal workplace learning. In W. L. Filho, A. Azul, L. Brandli, P. Özuyar, T. Wall (Eds.), *Encyclopedia of the UN Sustainable Development Goals: Quality Education*. Springer [EUNDG ResearchGate: Research Interest Score: 1.1; Citations: 1; Reads: 35]

López, O. S. (2020). Yet another pathway to college completion: CLEP exams. *Community College Journal of Research and Practice, 44*(4), 302-307. [CCJRP Acceptance Rate: 36%; 2023 Impact Factor: 1.28; H-Index: 34; Global Ranking: 488 (N=1,438]

López, O. S., Springer, S. B., & Nelson, J. B. (2016). Veterans in the college classroom: Guidelines for instructional practices. *Adult Learning, 27*(4), 143-151. [AL Acceptance Rate: 50%; 2022 Impact Factor: 1.3; Global Ranking: 233 (N=696)]

López, O. S. (2015). Averting another lost decade: Moving Hispanic families from outlier to mainstream family research. *Journal of Family Issues, 36*(1), 133-159. [JFI Acceptance Rate: 21-30%; 2013 Impact Factor: 1.103; H-Factor: 22; Global Ranking: 78 (N=414)]

López, O. S., & Krockover, C. A. (2014). Factors relevant to elementary teachers using interactive whiteboards in math discourse. *Journal of Interactive Learning Research, 25*(3), 405-426.[JILR Acceptance Rate: 11-20%; 2013 Impact Factor: 0.350; Global Ranking: 585th (N=1,035)]

López, O. S. (2014). Beyond community college accountability: Using data to investigate best practices for institutional improvement. *Community College Journal of Research and Practice, 38*(1), 86-90. [CCJRP Acceptance Rate: 21-30%; 2013 Impact Factor: 0.170; Global Ranking: 750th (N=1,035)]

López, O. S. (2013). Creating a sustainable university and community through a common experience. *International Journal of Sustainability in Higher Education, 14*(3), 291-309. [IJSHE Acceptance Rate: 21-30%; 2013 Impact Factor: 2.240; Global Ranking: 46th (N=1,035)]

López, O. S., Huling, L. L., & Resta, V. K. (2013). Student achievement and preparation program accountability: A study of optional approaches. *Action in Teacher Education*, *35* (1), 19-37. [ATE Acceptance Rate: 11-20%; 2013 Impact Factor: n/a; Global Ranking: n/a]

López, O. S., Huling, L. L., & Resta, V. K. (2012). In Search of Tools that Inform Practice: Utilizing Program Accountability Data to Guide Program Improvement. *Action in Teacher Education*, *34*(5-6), 566-575. [ATE Acceptance Rate: 11-20%; 2013 Impact Factor: n/a; Global Ranking: n/a]

López, O. S. (2010). The digital learning classroom: Improving English language learners' academic success in mathematics and reading using interactive whiteboard technology. *Computers & Education, 54*(4), 901-915. [CE Acceptance Rate: 11-20%; 2013 Impact Factor: 4.520; Global Ranking: 6th (N=1,035)]

López, O. S. (2007). Classroom diversification: A strategic view of educational productivity. *Review of Educational Research, 77*(1), 28-53. [RER Acceptance Rate: 0-10%; 2013 Impact Factor: 6.970; Ranking: 1st (N=1,035)]

b. Non-refereed Articles

López, O. S. (2020). In the interest of the public good: Texas pre-kindergarten compulsory law. *Contemporary Issues in Early Childhood, 21*(4), 356–360.

López, O. S. (2012). Workplace English language competency in an emerging global economy—Brazil. ETS' *Innovation Magazine* (Portuguese), Spring 2012, 10-11.

López, O. S. (2010). Whiteboards are for learning. *Better: Evidence-based education* (USA), 10-11.

López, O. S. (2003). Beyond higher education accountability: Using data to investigate best practices for improving teacher preparation programs. In *Educational Technology for Teacher Preparation and Certification*. (Fall 2003, pp. 57-80). Amherst, MA: National Evaluation Systems, Inc.

3. Conference Proceedings

a. Refereed Conference Proceedings

Sherron, T., Cherrstrom, C. A., Singh, S. M., Quayson, F. O., King, J. A., Kukde,R. D., Xie, L., Hyden, B. M., Gottschall, P. M., Lopez, O. S., Boden, C. J., Ashford-Hanserd, S. N. (2025). Credentialing Workplace Learning: Factors Impacting Prior Learning Assessment. Paper presented at 2025 American Educational Research Association (AERA) Annual Meeting, Denver, Colorado. https://doi.org/10.3102/2191524

Sherron, T., Singh, S. M., Cherrstrom, C. A., Xie, L., Kukde, R. D., Hyden, B.M., Gottschall, P. M., Lopez, O. S., Boden, C. J., Ashford-Hanserd, S. N. (2025). Constructing Educational Possibilities with Experiential Learning and Prior Learning Assessment. Paper presented at 2025 American Educational Research Association (AERA) Annual Meeting, Denver, Colorado. https://doi.org/10.3102/2196027

López, O. S. (2024). Using DEA to Identify Hispanic Serving Institutions for Best Practices in Increasing STEM Degrees Awarded to Hispanics. In A. Emrouznejad, E. Thanassoulis, & M. Toloo (Eds.), *Advances in the Theory and Applications of Performance Measurement and Management. Lecture Notes in Operations Research Series* (pp. 297-304). Proceedings of DEA45—International Conference on Data Envelopment Analysis, Guildford, England. Springer. https://doi.org/10.1007/978-3-031-61597-9_22

López, O. S. (2024). Using DEA to Identify Hispanic Serving Institutions for Best Practices in Increasing STEM Degrees Awarded to Hispanics. In A. Emrouznejad, E. Thanassoulis, & M. Toloo (Eds.), *Advances in the Theory and Applications of Performance Measurement and Management. Lecture Notes in Operations Research Series* (pp. 297-304). Proceedings of DEA45—International Conference on Data Envelopment Analysis, Guildford, England. Springer. https://doi.org/10.1007/978-3-031-61597-9_22

National Institutes of Health. (November 2023). Scientific Workforce Diversity Seminar Series Proceedings: How Do Research-Active Institutions Impact the Diversity of the Scientific Workforce? Office of the Director (OD), Chief Officer for Scientific Workforce Diversity (COSWD). Bethesda (MD): National Institutes of Health (NIH); PMID: 38843372. https://www.ncbi.nlm.nih.gov/books/NBK604146/

b. Non-refereed

Boden-McGill, C. J., & Lopez, O. S. (2014). Integrating virtual and real worlds: Using an online practicum to create hands-on learning capstone experiences. In *Proceedings of the 12th International Academic Conference*, Prague, Czech Republic. pp. 165-170.

4. Data Files

Lopez, Omar S., 2025, A regression-ready data collection: occupational conditions and musculoskeletal disorders dummy coded for symptoms and outcomes, https://doi.org/10.18738/T8/IIP82B, Texas Data Repository, V1, UNF:6:9SaTksRfDOS4wYw10xuoNA== [fileUNF]

Lopez, Omar S., 2025, U.S. Occupational Conditions and Musculoskeletal Disorder (MSD) Incidence: Raw Data for Workplace Health Policy Research, https://doi.org/10.18738/T8/NWIB9C, Texas Data Repository, V2, UNF:6:M4iTI/V2NMn1sCUTiiTzvg== [fileUNF]

Lopez, Omar S. (2025). Using data envelopment analysis to identify STEM best practices at high performing Hispanic serving institutions, https://doi.org/10.18738/T8/X2MSN6, Texas Data Repository, V1, UNF:6:t9AnL+VwXKNgaCvdwD9Qqw== [fileUNF].

5. Reports

2025 López, O. S. (August 2025). Pathways to STEM Careers: Degrees, Occupations, and Earnings. (An essential guide for high school students and their parents explore and select a college STEM major that aligns with their interests while leading to a career that offers a living wage upon graduation.) A STEM-For-All Partnership & Research Initiative, Texas State University. Funded by two Labor, Health, and Human Services Appropriations Bills (Award #S215K22003 and #S215K230009).

2025 López, O. S. (August 2025). Recruiting Texas State's Best Talent: Matching Undergraduates to Employer High-Demand STEM Occupations. (A valuable resource for employers seeking to hire highly qualified graduates with undergraduate STEM degrees to fill current, high-demand occupations.) A STEM-For-All Partnership & Research Initiative, Texas State University. Funded by two Labor, Health, and Human Services Appropriations Bills (Award #S215K22003 and #S215K230009).

2025 López, O. S. (August 2025). The Texas State STEM Pathway: Connecting Undergraduates to High-Demand Occupations. (Serves as a tool for faculty to advise undergraduate students considering a STEM program that aligns with their interests while leading to an occupation that offers a living wage upon graduation.) A STEM-For-All Partnership & Research Initiative, Texas State University. Funded by two Labor, Health, and Human Services Appropriations Bills (Award #S215K22003 and #S215K230009).

2024 López, O. S. (August 2024). Computational Thinking Summer Institute Teacher Survey Analysis. EPK-2: Exploring Computational Thinking Precursors In Early Childhood Classrooms to Strengthen Computer Science Education [NSF #2006595].

2023 López, O. et al. (August 9, 2023). Health and life sciences existing businesses focus group report, Texas State University/Round Rock Chamber.

B. Works not in Print

1. Papers Presented at Professional Meetings

2025 Co-Presenter (w/Todd Sherron, et al.), *Constructing Educational Possibilities With Experiential Learning and Prior Learning Assessment,* American Educational Research Association (AERA) Annual Meeting, April 23-27, Denver, CO.

2025 Co-Presenter (w/Todd Sherron, et al.), *Credentialing Workplace Learning: Factors Impacting Prior Learning Assessment*, American Educational Research Association (AERA) Annual Meeting, April 23-27, Denver, CO.

2025 Co-Presenter (w/Krishna Kisi), *The Hidden Toll: Mental Health Consequences of Work-related Musculoskeletal Disorders in the US Workforce*, Health Scholar Showcase, "Bridging the Divide: Making Mental Healthcare More Accessible", April 4, Texas State University, San Marcos, TX.

2025 Presenter, *Reaffirming Higher Education's Public Purpose in Producing a Competitive Diversified STEM Workforce*, American Association of Colleges & Universities (AACU) Annual Meeting, "Reaffirming Higher Education's Public Purpose", January 22–24, Washington, DC.

2024 Presenter, *In Search of STEM Education Best Practices: An Empirical Model and Framework*, American Association of Colleges & Universities (AACU), November 7–9, 2024, Arlington, VA.

2. Invited Talks, Lectures, & Presentations

2025 Presenter, *Leveraging the Texas State STEM Pathway to Guide Students and Strengthen Programs*, Symposium on Student Success, December 3, College of Science & Engineering, Texas State University, San Marcos, TX.

2025 TedX Presenter: Reaffirming Higher Education's Public Purpose in STEM. STEM careers offer incredible opportunities, but not everyone has equal access to them. This talk explores ways to bridge that gap—while reaffirming higher education's purpose to the public. YouTube link. Texas State University, February 22.

2024 Invited Talk (Webinar): Beyond Quality STEM Programs: Academic Components Essential for Students' Sustainable Career Success in the U.S. STEM Workforce. University of Pennsylvania, June 27, 2024.

2024 Invited Talk (Webinar): Beyond Quality STEM Programs: Academic Components Essential for Students' Sustainable Career Success in the U.S. STEM Workforce. Lubbock Christian University, March 28, 2024.

2024 Keynote Address. Opening address: Beyond Quality Health Profession Program: Academic Advising for Students' Sustainable Career Success in the U.S. STEM Workforce. Texas Association of Advisors for the Health Professions (TAAHP) Annual Conference, February 29, Texas Tech University Health Sciences Center, El Paso, TX.

2024 Invited Talk. The Imperatives of Minority Serving Institutions in STEM Workforce Diversity. NSF Partnership for Research and Education and Materials (PREM) Center for Intelligent Materials Assembly (CIMA) - PI Meeting, January 26, 2024. Texas State University. San Marcos, TX.

2023 Panelist/Presenter, The needs of smaller institutions and minority serving institutions seeking NIH research funding support (online). NIDA's Office of Research Training, Diversity, and Disparities (ORTDD), National Institutes of Health, December 12, 2023.

2023 Panelist/Presenter, How Do Research-Active Institutions (e.g., HBCUs, TCUs, and MSIs) Impact the Diversity of the Scientific Workforce? NIH Scientific Workforce Diversity Seminar Series (online). National Institutes of Health, November 30, 2023.

2023 Invited Talk (Webinar): Finding Best Practices at HSIs for Increasing Hispanic STEM Degrees, Hispanic Association of Colleges and Universities (HACU). August 16.

4. Workshops

2024 Participant. *Quality Texas Foundation Regional Program Annual Conference*. Georgetown, TX. June 9-11, 2024.

2024 Participant. *Grant Writing Innovation Exchange Institute*, AACU Leesburg, VA.

2023 Presenter, *The NSF Broader Impact Statement*, HACU Grant Writing Symposium. Hispanic Association of Colleges and Universities 37th Annual Conference. Chicago, IL. October 28, 2023.

2021 NASA EPDC Drone Training, Texas State University at Round Rock, TX.

2021 Participant, Reflecting on Reckoning with, & Re-Engineering Undergraduate STEM Education, AAC&U STEM Virtual Conference.

2021 Participant, Preparing for the Next Gen Higher Ed Ecosystem, funded by the Charles Kock Foundation, online.

5. Other Works not in Print

a. Works Submitted or Under Review

López, O. S. & Kisi, K. (2025). Job-related determinants of musculoskeletal disorders across U.S. occupations: Moving beyond the industry sector. Under review: Occupational Health.

López, O. S. & Kisi, K. (2025). Job-related determinants of musculoskeletal disorders in U.S. construction-sector occupations. Under review: Buildings (Safety Management and Occupational Health in Construction special issue).

López, O. S. (2025). Selecting IPEDS data variables for HSI DEA model: An exploration into producing STEM degrees among undergraduate Hispanics. Under review: Data in Brief.

López, O. S. (2025). Foreign language as a determinant of wages: Reflections of U.S. labor market demographics. Under review: Humanities and Social Science Communications.

b. Works in Progress

López, O. S. (2026). Students at-risk: The impact of anti-DEI policy on HSIs. In development for submission to Chronicle of Higher Education, CCJRP, Hispanic journal, Spring 2026.

López, O. S. (2026). The spill-over of social action KSAs in U.S. occupations. In development for submission in Summer 2026.

López, O. S. (2026). Essential entry-level AI-integrated competencies: The future of work in the American workplace. In development for submission in Summer 2026.

c. Other works not in print

López, O. S. (2024). Determinants of Fifth Grade STEM Literacy based on Achievement Levels in STAAR Mathematics, Science, and Reading Language Arts Domains.

C. Grants and Contracts

1. Funded External Grants and Contracts

2024 National Science Foundation (9/1/2023 to 8/31/2028; $1,900,000). *Closing the stem education gap in STEMm-x disciplines via bridging curriculum, inclusive pedagogy and stem-identity cohorts.* Project Researcher.

2024 US Department of Labor, (September 30, 2023 - September 30, 2024; $150,000). *Ergonomics in Construction and General Industries*, Co-PIs: Kisi, K. P. & López, O. S.

2022 Ewing Marion Kauffman Foundation(9/1/2022 to 8/31/2025; $406,682). Understanding and addressing the lagging growth of Hispanic-owned businesses. Co-PIs: Daspit, J. J., Wan, M., Anderson, S. T., Konopaske, R., & López, O. S.

2022 Texas Higher Education Coordinating Board (7/15/2022 to 9/30/2022, $49,012), *Accelerating Credentials of Purpose and Value Planning Grant*.

2021 National Science Foundation (9/1/2021 to 8/31/2023; $336,676). Building Capacity in STEM Education Research (BSCER): *Developing Expertise in DEA to Guide Investigations of Best Practices at Hispanic Serving Institutions (HSIs) Efficiently Graduating Hispanics with STEM Degrees*.

2. Submitted, but not Funded, External Grants and Contracts

2025 Contributor, Texas Workforce Commission (2/1/2026 to 1/2031; $2.3 million) *OWLS Professional Development Center* (PDC).

2024 STEM Researcher. National Science Foundation (7/1/2024 to 6/30/2029; $450,000). *NSF INCLUDES Alliance: Latinx Pathways to STEM Advanced Degree Attainment (PASADA)*.

2023 PI. US Department of Labor (09/01/2023 to 08/31/2028; $1,999,613). *Global Competitive Edge: Empowering the Workforce with Workplace Competencies through Micro-Credentials.*

2022 Co-PI. National Science Foundation (9/1/2023 to 8/31/2028; $5,000,000). *Accelerated Access of STEM Certifications to the Hispanic Workforce.*

2022 Co-PI. Institute of Education Sciences. Special Education Research and Development Center Program (9/1/2023 to 8/31/2028; $1,000,000). *The ASPIRE Center: Academic Success and Postsecondary Inclusion through Research and Education.*

2022 Co-PI. National Science Foundation (9/1/2023 to 8/31/2029; $7,000,000). *Engineering, Science, TEchnology, and MAthematics (ESTEMA) Center for Community Coordination.*

2022 PI. Texas Higher Education Coordinating Board (9/1/2022 to 8/31/2025, $2,954,180), *Accelerating Credentials of Purpose and Value Workplan*.

2022 Economic Development Administration (9/1/2022 to 8/31/2025; $1,892,062). *Workforce College Completion Collaborative* (WorkforceC3).

D. Fellowships, Awards, Honors

2024 *Senior Scholar*, selected as applicant to Andrew Carnegie Fellows Program for 2025. Proposal submitted: *Overcoming Polarization in Public School Education: How Americans Achieve Higher Student Success Despite Opposing Political Cultures*.

2022 Appointed *Center for Innovation and Entrepreneurship Fellow*, College of Business.

2016-2023 *Fulbright Specialist*, Bureau of Educational and Cultural Affairs (ECA) and the Institute of International Education's Council for International Exchange of Scholars (CIES), U.S. Department of State.

IV. Service

A. Institutional

1. University

2023-2025 Member, Principal Investigator (PI) Council.

2023 Judge (poster presentations), 14th Annual Graduate Student Research Conference, Graduate College, Round Rock Campus.

2023 Judge (poster presentations), TXST STEM Conference, Generación STEM, San Marcos Campus

2019-2024 Member, Faculty – Graduate College

2015-2024 Member (Alternate), General Education Council

2015-2020 Member, University Lecturers Committee

2. College (Applied Arts)

2025 Member, REP Grant Committee (OWLS Representative and Scorer)

2024 Member, College of Applied Arts Renaming Committee

2015-2024 Member, College of Applied Arts Tenure and Promotion Review Committee

2014-2024 Member, College Curriculum Committee

3. Department/School (Occupational, Workforce, and Leadership Studies)

2025 Chair, OWLS Search Committee: Assistant Professor, Nontenure, with Specialization in Information Technology

2025 Chair, OWLS Search Committee: Assistant Professor, Nontenure, with Specialization in Artificial Intelligence

2025 Member, OWLS Search Committee: Assistant Professor, Nontenure, with Specialization in Data Analytics

2024-2025 Member, OWLS Department Personnel Committee

2022-2025 OWLS Competency-Based Education (CBE) Program Coordinator

2018-2024 OWLS Faculty Senate Liaison, Faculty Senate, Texas State University.

2014-2024 Chair, Department Curriculum Committee

2010-2024 Member, Graduate Written and Oral Defense Committee for MSIS and MEd OWLS programs

2009-2025 Member, Prior Learning Assessment (PLA) Credit Assessor for BAAS undergraduate program

2020-2023 Chair, OWLS Department Personnel Committee

2023 Member, OWLS Round Rock Campus Lecturer Search Committee

B. Professional

2025	Reviewer, *SN Business & Economics*
2025	Reviewer, *Education Sciences*
2025	Mentor, Latino Texas Policy Center Fellows Program.
2024-2025	Reviewer, *Journal of Women and Minorities in Science and Engineering*.
2024-2025	Reviewer, *Frontiers in Education*.
2023	Reviewer, *Journal of Family Issues*.
2023	Assessor, Middle States Commission on Higher Education (MSCHE). Evaluated Columbia Central University (Standards I and III).

C. Community

2024	Mentor, Summer Teacher Externship, Round Rock Chamber, mentored a high school teacher on STEM education research methods and publishing, May - July.
2023	Co-PI. Health and Life Sciences Existing Businesses Focus Group, STEM-for-All Partnership/Round Rock Chamber (sponsors).
2023	Mentor, Summer Teacher Externship, Round Rock Chamber, mentored a high school teacher of AP/non-AP statistics, May - July.
2019-2022	Member, Austin Community College Regional Advisory Council—North (RAC), Austin, TX.