

ALONZO M. FLOWERS III, PH.D.

Curriculum Vitae

Department of Educational Leadership and Policy Studies
College of Education and Human Development
The University of Texas at San Antonio
501 West César E Chávez Boulevard
San Antonio, TX 78207

ACADEMIC BACKGROUND

Doctor of Philosophy (2011)
Higher Education Administration & Human Resource Development
Texas A&M University, College Station, TX
Concentration: **PK-20 Education, STEM Education, Justice-Centered Qualitative Research**
Advisor: Fred Bonner, Ed., Endowed Chair of Educational Leadership in the Whitlowe R. Green
College of Education; Prairie View A&M University
Dissertation Title: "Examining the Perceptions of Academically Gifted, Poor, African American
Male Undergraduates Engineering Students within HBCU and PWI Context"

Master of Education (2005)
Adult & Higher Education
The University of Texas at San Antonio, San Antonio, TX
Cognate: Educational Leadership and Student Success

Bachelor of Arts (2001)
Political Science
Texas State University, San Marcos, TX
Minor: U.S. Ethnic and Multicultural Studies

PROFESSIONAL CERTIFICATIONS

The College of Education (2009) **College Teaching Certificate**
Texas A&M University, College Station, Texas
The Bush School of Government and Policy (2009) **Certificate in Nonprofit Management (CNPM)**
Texas A&M University, College Station, Texas

ADMINISTRATIVE EXPERIENCES

2022-Present	DEPARTMENT CHAIR Educational Leadership and Policy Studies College of Education and Human Development The University of Texas at San Antonio
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Responsibilities: During my tenure as Department Chair of the Department of Educational Leadership and Policy Studies (ELPS), I have guided the department through a period of significant and transformational progress, ensuring it is well-positioned for sustained future growth. A key aspect of my leadership has been fostering a departmental culture deeply aligned with the values of UTSA's Hispanic-Serving Institution (HSI) designation. This alignment has involved prioritizing equity, inclusion, and access across all departmental initiatives. I have actively supported high-impact research endeavors that not only advance scholarly excellence but also serve as a driving force for advocacy, social change, and community engagement. Promoting these values, I have ensured that our department remains a catalyst for preparing transformational leaders equipped to confront inequities and injustices within the educational landscape.

Another cornerstone of my leadership has been cultivating robust partnerships with local educational organizations and institutions, such as K-12 school districts and Alamo Colleges, to create pathways for collaborative community engagement. These partnerships have amplified our reach and impact, providing invaluable experiential opportunities for our students and supporting the professional development of educators and leaders in our region.

Reporting Units and Budget: As Department Chair, I have provided strategic oversight of the department's \$3.5 million annual budget, ensuring the effective allocation of resources to support academic programs, advance faculty research, and enhance student success initiatives. Managing the operational and financial health of the department has involved navigating challenges, such as the post-pandemic recovery, while sustaining program growth and long-term viability. I have developed and implemented innovative strategies to optimize resource utilization, focusing on investments that drive measurable outcomes in teaching excellence, scholarly productivity, and community-centered initiatives. These efforts have not only reinforced the department's ability to fulfill its mission but have also expanded our capacity to address the evolving needs of our diverse student body, dedicated faculty, and valued community partners.

Major Accomplishments:

- *Student Success and Program Growth:*
 - Maintained one of the highest doctoral graduation rates at the university.
 - Increased graduate enrollment following the pandemic.
- *Curriculum and Program Development:*
 - Developed two online/hybrid master's programs in Educational Leadership and Higher Education Administration.
 - Established the department's first Doctoral Advisory Board.
- *Community Partnerships:*
 - Sustained collaborative partnerships with local K-12 school districts and Alamo Colleges.
- *Research and Teaching:*
 - Continued active teaching, research, and publication while serving as department chair.
 - Maintained an interdisciplinary research agenda, with publications in STEM education, leadership, and justice-centered research.

Strategic and Academic Leadership: As Department Chair, I have championed equity-centered academic excellence by employing a democratic-facilitative leadership style that encourages collaboration, transparency, and shared decision-making. I have cultivated a departmental culture that is firmly rooted in social justice and advocacy, ensuring that these values inform every aspect of our work. By supporting faculty in delivering research-informed, community-centered, and equity-focused pedagogical practices, I have helped strengthen our department's reputation as a leader in the preparation of transformational educational leaders. This commitment has been instrumental in advancing the department's role as a key player in shaping the future of education across the P-20 continuum.

Student Access and Success: A core priority of my leadership has been the creation of a welcoming and inclusive learning environment, especially for marginalized student populations, including undocumented students, LGBTQA+ students, and students with diverse abilities. Promoting student-centered learning through small class sizes and personalized mentorship, I have fostered an academic atmosphere where students feel supported and valued. This approach has directly contributed to enhanced student outcomes, with a focus on encouraging critical reflection, experiential learning, and advocacy-driven strategies. Our graduates are equipped to confront educational inequities and act as change agents in a wide array of professional roles, from school principals and district superintendents to higher education administrators and faculty members.

Responsibilities: In this role, I was tasked with fostering diversity, equity, and inclusion (DEI) across the Graduate College community, ensuring that systems of inequity and injustice were identified and eliminated. I led the Graduate College's Diversity Advisory Council (DAC), which was responsible for promoting a climate that celebrates diversity and inclusion within the graduate student body, faculty, and staff. I served as the faculty diversity liaison for both the Graduate College and the Graduate School of Biomedical Sciences and Professional Studies, while also engaging with Drexel's Anti-Racism Task Force. My work involved providing strategic leadership in DEI initiatives, facilitating critical dialogues, and creating programs to advance these efforts throughout the graduate community. I played a significant role in advocating for policies and practices that centered on social justice and equity, ensuring these principles were embedded in Drexel's graduate education.

Major Accomplishments:

- Led the formation and development of the Diversity Advisory Council (DAC), which brought together students, faculty, and staff to foster an inclusive academic environment.
- Championed efforts to eliminate inequities for marginalized communities of color and other underrepresented groups within the Graduate College.
- Served as faculty diversity liaison for the Graduate College and the Graduate School of Biomedical Sciences and Professional Studies, driving DEI initiatives across multiple academic disciplines.
- Actively contributed to Drexel's Anti-Racism Task Force, advancing institutional change on issues of racial equity.
- Mentored and supported graduate students, especially those from historically underrepresented backgrounds, in their academic and professional development.
- Advocated for the integration of diversity, equity, and inclusion into all aspects of graduate education, ensuring a more equitable learning environment.

2019-2021

PHD PROGRAM DIRECTOR, P-20 EDUCATIONAL LEADERSHIP
School of Education
Drexel University

Responsibilities: As the PhD Program Director in the School of Education, I oversaw the management and academic integrity of the doctoral program. My primary responsibilities included curriculum development, ensuring it aligned with current research trends and the educational needs of doctoral students. I was responsible for student advising, guiding students through their research trajectories, course selection, and dissertation development. Additionally, I played a key role in faculty recruitment and oversight, identifying and bringing in qualified faculty members to teach and mentor PhD students. I also ensured the quality of doctoral research through research guidance and by serving on dissertation committees. My leadership extended to seeking external funding opportunities, encouraging scholarly dissemination, and continuously evaluating the program's effectiveness.

Major Accomplishments:

- Led the development and revision of the PhD curriculum to ensure it remained responsive to emerging trends and educational needs.
- Provided strategic guidance to doctoral students, supporting them through coursework, research development, and dissertation writing.
- Successfully recruited and retained qualified faculty to teach and supervise doctoral students, enhancing the overall academic rigor of the program.
- Played a critical role in ensuring high standards of doctoral research, ensuring that all research projects met ethical and scholarly guidelines.
- Actively participated in dissertation committees, providing valuable feedback to students on their research methodologies and findings.
- Sought and secured external funding opportunities to support PhD research projects and student fellowships, advancing the program's financial sustainability.
- Encouraged faculty and students to present at conferences and publish in peer-reviewed journals, further enhancing the program's scholarly reputation.
- Regularly assessed the effectiveness of the PhD program, implementing improvements to ensure its continued success and alignment with institutional goals.

ACADEMIC APPOINTMENTS

2024-Present	PROFESSOR- HIGHER EDUCATION Department of Educational Leadership and Policy Studies College of Education and Human Development The University of Texas at San Antonio
2018-2022	ASSOCIATE PROFESSOR- HIGHER EDUCATION School of Education Drexel University
2020-2022	CASTLE DIVERSITY, SOCIAL JUSTICE, AND INCLUSION FACULTY FELLOW CASTLE-STEM Education Program Drexel University
2016-2018	ASSISTANT PROFESSOR, HIGHER EDUCATION AND STUDENT AFFAIRS School of Education Drexel University
2014-2016	ASSISTANT PROFESSOR, EDUCATIONAL ADMINISTRATION Educational Leadership, Counseling, and Foundations University of New Orleans
2012-2014	ASSISTANT PROFESSOR, COMMUNITY COLLEGE LEADERSHIP Educational Leadership and Foundations Old Dominion University

ADDITIONAL PROFESSIONAL EXPERIENCES

2016/2017	University of Louisville , Teaching & Learning and College Student Development Instructor: <i>The Cadre and Faculty Development Course (CFDC) Program Department of Educational Leadership, Evaluation and Organizational Development College of Education (Summer Sessions)</i>
2007- 2012	Blinn Community College , Instructor- Student Success and Early College Lead Instructor
2007-2008	Blinn College Writing Center , Instructional Assistant
2005	UTSA Learning Communities Office , Internship
2001-2003	St. Phillips Community College , Student Success Specialist
1999-2001	Southwest Texas State University , Office of Residence Life

FELLOWSHIP EXPERIENCES

Affiliate Faculty with MACH-III Center at Prairie View A&M 2024-Current

Faculty Diversity Liaison for Graduate College Graduate College and the Graduate School of Biomedical Science and Professional Studies in the College of Medicine, Drexel University 2020-2021
American College Personnel Association - College Student Educators International: 2025 Senior and Emerging Scholar (Submitted)

Howard Hughes Medical Institute (HHMI Fellow) 2020-2022

The Center for the Advancement of STEM Teaching and Learning Excellence (CASTLE): Social Justice and Diversity Fellow, Drexel University 2017-2018

Senior Research Fellow (Three Year Term)

PUBLICATIONS & RESEARCH PRESENTATIONS

PEER-REVIEWED JOURNAL ARTICLES

*Publication with a current or former graduate student(s)

26. * Kyle, B., *Caudle, C., & **Flowers, A. M.** (2024). Completing the Odyssey: Exploring the Homecoming Journeys of Black and Latino Student Veterans. *Journal of Veterans Studies*, 10(3).
25. Bonner II, F. A., **Flowers, A.M.**, Louis, D., Jennings, M., Harper, R., Marbley, A., Burrell Craft, K., Goings, R., Tilley, S., Garcia Powell, B., & Bolton, T. (2024). *I'm building me a home: Black Lives Matter, COVID-19, historically Black colleges and universities (HBCUs): Counternarrative as discursive space. Peabody Journal.*
24. **Flowers, A. M.** (2024). Chronicles of change: An engaged outsider's reflective experience in collaborative endeavors with an HBCU. *Peabody Journal of Education*, 1-3.
23. Bonner II, F. A., marbley, a. f., **Flowers, A. M.**, Burrell-Craft, K., Jennings, M. E., Louis, D. A., Goings, R. B. Smith, S. L., Tilley, S. D., Garcia-Powell, B., Bolton, T. J., & Tarlton, E. L. (2024). Reconciling our strivings: Historically Black colleges and universities (HBCU) in contemporary contexts. *Gifted Child Today*, 47(1).
Impact Factor: 0.90 (Q2) [2021 Journal Citation Reports® (Scopus data, 2021)]
22. *Escalante, K., *Struloeff, K., & **Flowers, A.M.** (2023). ¿Qué es el liderazgo? Conflict and commitment to unpacking Latina leaders within the P-20 educational continuum. *(CEDER) Yearbook. Empowering student researchers: Critical contributions by emerging 21st-century scholar.*
21. Banda, R. M., & **Flowers, A.M.** (2022). Moving from the Periphery: Latinx Fathers' Influence on Their Daughters' Persistence in Engineering. *Journal of Latinos and Education*, 1-12.
Impact Factor: 1.13 (Q2) [2022 Journal Citation Reports® (Thomson Reuters, 2022)]
20. Provinzano, K., Koskey, K. L., Sondergeld, T., & **Flowers, A. M.** (2021). It's Just the Wilson Way: Investigating the Extended Impact of an Elementary Full-Service Community School Initiative on Middle School STEM-Related Outcomes. *Urban Education*, 00420859211058415.
Impact Factor: 2.67 (Q1) [2017 Journal Citation Reports® (Thomson Reuters, 2017)]
19. *Fornaro, C., *Struloeff, K., *Sterin, K., & **Flowers, A.M.** (2021). Uncharted Territory: Educational Leaders Managing Out-of-School Programs During a Global Pandemic. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 49(1).
18. *Fornaro, C., & **Flowers, A.M.** (2021). STEAMing ahead with teamwork: Transferring administrative support to a virtual setting due to COVID-19. *Consortium for Educational Development, Evaluation, and Research (CEDER) Yearbook. Empowering student researchers: Critical contributions by emerging*

21st-century scholar. Texas A&M University-Corpus Christi's College of Education and Human Development.

17. *Struloeff, K. & **Flowers, A.M.** (2021). Leadership without boundaries: Exploring career pathways of women*in higher education senior administration. *Consortium for Educational Development, Evaluation, and Research (CEDER) Yearbook*. Empowering student researchers: Critical contributions by emerging 21st-century scholar. Texas A&M University-Corpus Christi's College of Education and Human Development.
16. Wright, C., *Likely, R., Allen-Handy, A., & **Flowers, A.M.** (2021). ““I am able to have a different lens and different approach:” A Critical Examination of how Black Female Engineering Teachers Utilize and Create Counternarratives. *Journal of African American Women and Girls in Education*, 1(2), 119-140.
15. **Flowers, A.M.** & Banda, R.M. (2019). An investigation of Black males in advanced placement math and science courses and their perceptions of identity-related to STEM possibilities. *Gifted Child Today*, 42(3), 129-139.
Impact Factor: 0.90 (Q2) [2021 Journal Citation Reports® (Scopus data, 2021)]
14. **Flowers, A.M.** & Banda, R.M. (2018). When giftedness and poverty collide and why it matters: gifted, poor, Black males majoring in engineering. *Journal of African American Males in Education*, 9(1), 6-28.
Acceptance Rate: 23% [2018 Cabell's Directory of Publishing®]
13. Banda, R.M., & **Flowers, A.M.** (2018). Critical qualitative research as a means to advocate for Latinas in STEM. *International Journal of Qualitative Studies in Education*, 31(8), 769-783.
Acceptance Rate: 15% [2018 Cabell's Directory of Publishing®]
12. Banda, R.M., **Flowers, A.M.**, & Robinson, P.A. (2017). Numbers don't lie: Problematizing the lack of faculty diversity at Hispanic Serving Institutions. *Journal for Multicultural Education*, 11(4), 250-263.
Impact Factor: 1.14 (Q3) [2021 Journal Citation Reports® (Scopus data, 2021)]
11. **Flowers, A. M.**, & Banda, R.M. (2016). Cultivating science identity through principles of self-efficacy. *Journal for Multicultural Education*, 10(3), 405-417.
Impact Factor: 1.14 (Q3) [2021 Journal Citation Reports® (Scopus data, 2021)]
10. Banda, R.M., & **Flowers, A.M.** (2016). Birds of a feather do not always flock together: A critical analysis of Latina engineers and their involvement in student organizations. *Journal of Hispanic Higher Education*, 16(4), 359-374.
Impact Factor: 2.43 (Q1) [2021 Journal Citation Reports® (Scopus data, 2021)]
9. **Flowers, A.M.** (2015). The family factor: The establishment of positive academic identity for Black males engineering majors. *Western Journal of Black Studies*, 39(2) 64-74.
Impact Factor: 0.12 [2014 Journal Citation Reports® (Thomson Reuters, 2015)]
8. **Flowers, A.M.** & Banda, R.M. (2015). The masculinity paradox: Conceptualizing the experiences of men of color in STEM. *The Journal of Culture, Society, and Masculinity*, 7(1), 45-60.
Impact Factor: 2.0 [2014 Journal Citation Reports® (Thomson Reuters, 2015)]

7. **Flowers, A.M.**, Scott, J.A., Riley, J.R., & Palmer, R. (2015). Beyond the call of duty: An analysis of the effects of othermothering at Historically Black Colleges and Universities (HBCUs). *The Journal of African American Male Education*, 6(1), 59-73.
6. Burgin, S.R., *McConnell, W.J., & **Flowers, A.M.** (2015). "I actually contributed to their research": The influence of an abbreviated summer apprenticeship program in science and engineering for diverse high-school learners. *International Journal of Science Education*. 37(3), 411-445.
Impact Factor: 3.00 (Q1) [2014 Journal Citation Reports® (Thomson Reuters, 2015)]
5. **Flowers, A.M.**, Harper, R. & Lopez, A. (2014). Non-traditional students of color integrating teaching and technology. *Journal of Lifelong Learning*, 23 (2) 55-71.
4. **Flowers, A.M.**, Roberson, P., Bonner, F.A., Harper, R., & Tarlton, E. (2014). Still leaving Black males behind: Revisiting Debunking the Myths of Meritocratic Education: A Policy focus on Black males in P-20 schooling contexts. *National Journal of Urban Education & Practice*, 7(3), 198-212.
3. **Flowers, A.M.** (2013). Surviving: African American males and their experiences attending a predominantly white institution of higher education. *The National Journal of Urban Education & Practice*, 6 (3), 188-201.
2. **Flowers, A. M.** (2014). Building an academic community: Minority serving institutions and how they influence students pursuing undergraduate degrees in STEM. *Multicultural Learning and Teaching*, 9(2) 187-201.
1. Banda, R.M., **Flowers, A. M.**, & Booker, L. Jr. (2010). Becoming advocates for the gifted poor, *Tempo*, 30(4) 28-34.

PUBLISHED BOOKS

3. Gutierrez, J., Lujan, J., Banda, R., **Flowers, A.M.**, Grafnetterova, N. (2024). HSI policy, practices, and procedures for student success. Palgrave-MacMillan. New York, NY.
2. Palmer, R., **Flowers, A. M.**, & Jones, S. (2023). *Black Scholarship in a White Academy: Perseverance in the Face of Injustice*. Hopkins University Press, MD: Baltimore.
1. Palmer, R., Arroyo, A., & **Flowers, A. M.** (2016). *African American Student's Guide to STEM*. Westport, CT: Greenwood.

POPULAR PRESS

**Publication with a current or former graduate student(s)*

2. Banda, R.M., & **Flowers, A.M.** (2021, March). Racial battle fatigue in faculty: Perspectives and lessons from higher education. [Review of the book *Racial battle fatigue in faculty: Perspectives and lessons from higher education*, by N. D. Hartlep & D. Bell]. Teachers College Record, <https://www.tcrecord.org> ID Number: 23656
1. **Flowers, A.M.**, *Struloeff, K., *Johnson, N., & Palmer, R.T. (2020, December). Elevating the Importance of Black Scholarship in a White Academy. the Samuel DeWitt Proctor Institute for

Leadership, Equity, and Justice

[OpEd]<https://proctor.gse.rutgers.edu/sites/default/files/Proctor%20Essay%2C%20Elevating%20the%20Importance%20of%20Black%20Scholarship.pdf>

PUBLISHED BOOK CHAPTERS

**Publication with a current or former graduate student(s)*

16. *Escalante, K. A., *Struloeff, K. L., **Flowers, A. M.**, & Banda, R. M. (2025). Amplifying the voices of doctoral research scholars by examining liderazgo, Latinas, y educación. In Hispanic leadership in higher education (pp. 137-167). IGI Global. <https://doi.org/10.4018/979-8-3693-0467-9.ch007>
15. Bonner, F. A., Goings, R. B., **Flowers, A. M.**, Jennings, M., Louis, D. A., marbley, a. f., Tilley, S., Bolton, T., Raj, R., & Parker, W.H. (2024). Exploring Creativity Through Qualitative Research: Academically Gifted Black Males in the P-20 Context. Oxford Chapter.
14. Escalante, K. A., Struloeff, K., & **Flowers, A. M.** (2023). Liderazgo en la industria de educación: Conflict and commitment unpacking Latina leaders within the P–20 educational continuum. *Las voces nuevas*, 3.
13. Palmer, R., **Flowers, A. M.**, Jones, S., *Johnson, N., & *Struloeff, K. L. (2023). Introduction: Framing the Context: Situating Black Tenure-Track Faculty in the Academy and Unpacking the Theoretical Anchor of Anti-Blackness. In Black Scholarship in a White Academy: Perseverance in the Face of Injustice (pp. 1-12). Johns Hopkins University Press.
12. *Fornaro, C. J., *Sterin, K., *Struloeff, K. L., **Flowers, A. M.** (2023). “If You Ever Did Need the Help, It Would Be There in a Second. No Questions Asked”: A Study of Perceived Impact of Out-of-School STEM Programs During COVID-19. In R. M. Reardon & J. Leonard, (Eds.), School-university-community research in a (Post) COVID-19 world. Charlotte, NC: IGI Global Publications.
11. *Struloeff, K. L., *Fornaro, C. J., *Sterin, K., *Gutierrez, J., & **Flowers, A. M.** (2021). Leadership redefined: *Navigating power and privilege for White women* administrators in higher education*. In C.Reneau & M. A. Villarreal (Eds.), Leading the transformation of higher education institutions through social justice, equity, and inclusion. Charlotte, NC: IGI Global Publications.
10. *Heaton, C., & **Flowers, A.M.** (2021). Breaking through barriers: Examining the stresses that impact transgender students’ collegiate transitions. In F.A. Bonner, S.L. Smith, K.V. Williams, a. f. marble (Eds). *Square pegs and round holes: Alternative student development frameworks and models for higher education and student affairs*. Sterling, VA: Stylus Publishing.
9. **Flowers, A.M.**, & Banda, R.M. (2017). Leadership in times of social change. In C. Rogers, A. Hilton, & K. Lomotey (Eds.), *Innovative Approaches to Educational Leadership: Selected Cases* (Higher Ed). pp. 43-56. New York: Peter Lang Publishing.

8. **Flowers, A. M.**, & Banda, R. M. (2017). A vision for racial congruence- Reflecting on the underrepresentation of faculty of color in the academy. *In Dream and Legacy: Martin Luther King in the Post-Civil Rights Era*. Michael L. Clemons, Donathan L. Brown, and William H.L. Dorsey, editors, University Press of Mississippi.
7. Banda, R.M., & **Flowers, A.M.** (2017). Choosing a career in STEM: STEM majors. In L. Rendón, & V. Kanagala (Eds.), *The Latino Student's Guide to STEM Careers* (pp. xx-xx). Westport, CT: Greenwood.
6. Fry Brown, R.L., **Flowers, A.M.**, Hilton, A.A., & DeJohnette, M. (2017). Beyond respectable: Why earn an advanced degree from a historically Black college and university. In T.F. Boykin, A.A. Hilton, & R.T. Palmer (Eds.). *Professional education at Historically Black Colleges and Universities: Past trends and future outcomes*. New York, NY: Routledge.
5. **Flowers, A.M.** (2014). Self-reflection as a critical tool in the life of an early career African American Male scholar. In F. Bonner, a. marbley, F. Tuitt, P. Robinson, R. Banda, R. Hughes (Eds.) *Black Faculty in the Academy Narratives for Negotiating Identity and Achieving Career Success*. New York: Routledge Press.
4. **Flowers, A.M.** (2014). Gifted, Black, male, and poor in STEM: Achieving despite the odds. In F. Bonner (Ed.) *Frameworks and models of Black Male Success: A Guide for P-12 and Postsecondary Educators*. VA: Stylus Publishing.
3. **Flowers, A.M.**, & Banda, R.M. (2013). MSI's impacting undergraduate *ethnic and racial* STEM majors. In R.T. Palmer & J. L. Wood (Eds.), *Fostering success of ethnic and racial minorities in STEM: The role of minority-serving institutions* (pp. 102-115). New York: Routledge Press.
2. **Flowers, A.M.** (2011). Academically gifted Black male undergraduates in engineering: Perceptions of factors contributing to their success in a historically black college and university. In Palmer, R. T., & Wood, J. L. (2011). *Black men in college: Implications for diversity, recruitment, support, and retention*. New York: Routledge Press.
1. Banda, R.M., **Flowers, A.M.**, Robinson, P., Royale, G., Santos, R.A., & Zuniga, N. (2010). Curriculum design for millennial students of color. In F. A.II Bonner, A.F. Marbley, & M. Howard-Hamilton (Eds). *Diverse millennial students in college: Implications for faculty and student affairs*. XX, VA: Stylus Publishing.

MANUSCRIPTS/BOOKS/BOOK CHAPTERS IN PREPARATION/FORTHCOMING /UNDER-REVIEW

*Publication planning with current or former graduate student(s)

4. *Jones, K. and **Flowers, A.M.** (Submitted). Beyond the application: exploring the lived experiences of non-traditional black men in college admissions through portraiture. *Journal of College Access*.
3. **Flowers, A.M.**, Harris, J., & *Kyle, B. (Submitted). Activating student voice in the development of culturally relevant pedagogy. *Journal of Minority Achievement, Creativity, and Leadership*.

2. **Flowers, A.M.**, & Banda, R. (*In preparation*). Experiential learning as a means of cultivating positive identity formation in African American male engineering students. *Journal of STEM Outreach*
1. Banda, R.M., *Perez, A., & **Flowers, A.M.** (*In preparation*). The currency of peer capital as familial capital for Latinx success in engineering. *Journal of Hispanics in Higher Education*.

RESEARCH PRESENTATIONS

**Presentation with a current or former graduate student(s)*

76. **Flowers, A. M.**, Banda, R.M. & Struloeff, K. (2025, March). From Stress to Success: Leveraging Joy for Well-being and Excellence in Student Affairs. Symposium presented at the National Association of ' Student Personnel Administrators (NASPA), New Orleans, LA.
75. **Flowers, A. M.**, Banda, R. M., & Sendejo, D. (2024, Nov.). *Empowered leadership: Amplifying minoritized voices for collaborative community impact*. Symposium presentation at the Whole Child Whole Community Conference (WCWCC), San Antonio, TX.
74. Gutierrez, J., Banda, R., **Flowers, A.M.**, Lujan, J., Grafnetterova, N. (2024, Nov.). HSIs in Practice: A Practitioner Advocacy Servingness (PAS) Leadership Framework Approach. Interactive Symposium presented at the annual convention of the Association of Higher Education (ASHE), Minneapolis, MN.
73. Flowers, A.M., Banda, R., M. & *McCollum, S. (2024, Nov.). Unpacking the Hidden Curriculum in Higher Education-Mentor-Protégé Program/Council on Ethnic Participation (CEP). Panel presented at the annual convention of the Association of Higher Education (ASHE), Minneapolis, MN.
72. * Kyle, B., *Caudle, C. & **Flowers, A.M.** (2024, Sept.) Completing the Odyssey: Black and Latino Student Veterans Reflections on War and Homecoming. Paper presented at the International Transformative Learning Conference (ITLC), Siena, Italy.
71. *Escalante, K., *Struloeff, K., & **Flowers, A.M.** (2024, April). ¿ Liderazgo en la Industria de Educación: Conflict/Commitment Unpacking Latina Leaders in P–20 Education. Poster session at the Critical contributions by emerging 21st-century scholar. Paper presented at the 2024 annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
70. **Flowers, A.M.** (2024, Feb.). Challenging Norms and Shaping Realities – Embracing Critical Qualitative Research for Societal Equity. Workshop Session presented at the annual convention of the Southwest Educational Research Association (SERA), Arlington, TX.
69. **Flowers, A.M.** (2024, Feb.). Empowered Leadership: Minoritized Voices as Change Agents. Innovative Session presented at the annual convention of the Southwest Educational Research Association (SERA), Arlington, TX.
68. Bonner, F., A., **Flowers, A.M.**, *Bolton, T., *Pickens, C., *Backstrom, J., *Moore, L., *Smith, M., & *Parker, W. (2024, Jan.). Mascu'sectionality: Theorizing an Alternative Framework for Black Males in

the Academy. Roundtable session presented at the 12th Annual Hawaii International Conference on Education, Honolulu, HI.

67. *Escalante, K., *Struloeff, K., & **Flowers, A.M.** (2023, Nov.). ¿Qué es el liderazgo? Conflict and commitment to unpacking Latina leaders within the P-20 educational continuum. Poster session at the : Critical contributions by emerging 21st-century scholar. Texas A&M University-Corpus Christi's College of Education and Human Development., Corpus Christi, TX.
66. **Flowers, A.M.**, Jones, S., *Johnson, N., *Struloeff, K. (2023, April). Fireside Chat: Examining the Experience as Black Faculty. Interactive presentation at the 2023 annual meeting of the American Educational Research Association (AERA), Chicago, IL.
65. Koskey, K. L. K., Provinzano, K., Sondergeld, T. A., & **Flowers, A. M.** (2022, April). Elementary Full-service Community Schools and College-Career Readiness: A Quasi-experimental Study on Middle School Performance. Paper presented at the 2022 annual meeting of the American Educational Research Association (AERA), San Diego, CA.
64. **Flowers, A.M.**, Banda, R.M., & *Struloeff, K. (2022, Feb.). No Space for Safe Spaces: Critical Qualitative Research as a Means for Promoting Social Justice in Higher Education. Workshop presented at presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
63. *Fornaro, C. J., *Sterin, K., *Struloeff, K., & **Flowers, A. M.** (2022, Feb). Investigating Summer STEAM Supports in a Transition to a Virtual Space when “The Whole World’s Blown Up.” Paper presentation at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
62. Koskey, K. L. K., Provinzano, K., Sondergeld, T. A., & **Flowers, A M.** (2021, April). Sustained Impact Evaluation of an Elementary Community School on Middle School STEM Outcomes. Paper presented at the 2021 annual meeting of the American Educational Research Association (AERA), Orlando, FL.
61. **Flowers, A. M.**, *Struloeff, K. L., *Sterin, K., & *Fornaro, C. J. (2021, April). Engineering Identity Development for Men of Color During Cooperative Engineering Programs. Paper presented at the American Educational Research Association Annual Meeting (AERA). Virtual Conference.
60. **Flowers, A.M.**, *Cameron, T., *Escalante, *K., & Struloeff, K. (2021, March). Reality bites: Narrative experiences of “otherness” in the academy. Paper presented at the International Organization of Social Sciences and Behavioral Research Conference. Hybrid Conference.
59. *Struloeff, K. & **Flowers, A. M.** (2021, February). "Beyond a seat at the table: Underrepresentation of women from nondominant groups in elected educational policy roles. Roundtable presented at the Eastern Educational Research Association Annual Conference. Virtual Conference.
58. *Struloeff, K. L., *Sterin, K., *Fornaro, C. J., & **Flowers, A. M.** (2021, February). “We are going to be okay”: Women* Senior Administrators in Higher Education during Times of Crisis. Paper presented at James Madison University’s Leading Change. Virtual Conference.

57. *Struloeff, K., *Fornaro, C., *Sterin, K., & **Flowers, A.M.** (2021, February). Power & Privilege: An Interplay for Women Leaders in Changing Times. Roundtable presented at the 38th Annual Winter Roundtable Conference at Teachers College, Columbia. Virtual Conference.
56. **Flowers, A.M.** & *Struloeff, K. (2020, March). Social critical theories in education as a lens to unpack leadership during a time of social change. Workshop session presented at the annual convention of the Pennsylvania chapter of the National Association of Multicultural Education (PA-NAME), Philadelphia, PA.
55. **Flowers, A.M.** & *Struloeff, K. (2020, Feb.). Mentoring as a means of critical transformation: A collaborative discussions about the nuanced experiences of faculty of color. Workshop presented at the Teachers College Winter Roundtable, New York, NY.
54. **Flowers, A.M.** (2019, Jan.). Inclusivity matters: Cultivating positive learning environments for students of color in stem. Workshop session presented at the 12th Annual Hawaii International Conference on Education, Honolulu, HI.
53. Bonner, F., Wood, L.J., Davis, J.E., Allen, C., Tuitt, F., **Flowers, A.M.**, Commodore, F., Smith, S., & Howard-Hamilton, M. (2018, Nov.). Black faculty: Transgressing hegemony through counter-storytelling. Interactive symposium session presented at the annual convention of the Association of Higher Education (ASHE), Tampa, FL.
52. **Flowers, A.M.**, & Banda, R.M. (2018, Oct.). Cultivating diverse teaching strategies for boys of color in educational spaces. Roundtable presented at the International Conference on Urban Education, Hamilton, Bermuda.
51. **Flowers, A. M.**, Allen-Handy, A., Chavez, J., Vera, L., & Wright, C. (2018, Mar.). Narratives of microaggressions faculty of color in the classroom. Workshop session presented at the annual convention of the Pennsylvania chapter of the National Association of Multicultural Education (PA-NAME), Philadelphia, PA.
50. **Flowers, A. M.**, Banda, R. M., & Cisneros, J. (2018, Feb.). Leadership in times of social change. Paper session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
49. Cisneros, J., & **Flowers, A. M.** (2018, Feb.). Dreamer resource centers: Institutional supports for undocumented students at Hispanic-serving institutions. Paper session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
48. Cisneros, J., & **Flowers, A. M.** (2017, Nov.). College as the great liberator: Undocuqueer immigrants' meaning making in and out of higher education. Paper session presented at the annual convention of the Association of Higher Education (ASHE), Houston, TX.
47. **Flowers, A. M.**, Banda, R. M., Allen, A., & Cisneros, J. (2016, Jan.). Junior faculty of color and navigating White classroom spaces. Panel presented at the Hawaii International Conference on Education, Honolulu, HI.
46. **Flowers, A.M.**, & Banda, R.M. (2016, Oct.). Crossing the professional bridge: Self-efficacy,

Black males, and the formation of science identity. Roundtable presented at the International Colloquium on Black Males in Education, Hamilton, Bermuda.

45. Banda, R.M., & **Flowers, A. M.** (2016, March). Qualitative research as a vehicle for social justice. Workshop presented at the Texas A&M University-Corpus Christi Qualitative Research Conference, Corpus Christi, TX.
44. Cisneros, J., & **Flowers, A. M.** (2015, Nov.). Undocuqueer: Interacting and working within the intersection of sexuality and immigration status. Paper session presented at the annual convention of the Association of Higher Education (ASHE), Denver, CO.
43. Banda, R.M., & **Flowers, A. M.** (2015, April). Pathways to success within higher education: From enrollment to employment. Workshop presented at the annual convention of the American Association for Blacks in Higher Education, Atlanta, GA.
42. **Flowers, A. M.**, & Banda, R.M. (2015, Feb.). Creating an academic safe zone: Academic community building for students of color in STEM disciplines. Workshop presented at the Teachers College Winter Roundtable, New York, NY.
41. Banda, R.M., & **Flowers, A.M.** (2014, Nov.). Latinas and engineering: Practical recommendations for departments to increase Latina success. Paper presented at the International Conference on Urban Education, Montego Bay, Jamaica.
40. Banda, R.M., & **Flowers, A.M.** (2014, Nov.). Birds of a feather do not always flock together: An Analysis of Latina engineers and their involvement in student organizations. Paper session presented at the annual convention of the Association of Higher Education (ASHE), Washington, D.C.
39. Banda, R.M., **Flowers, A.M.**, & Robinson, P.A. (2014 April). The need for diverse faculty at Minority Serving Institutions (MSIs): A qualitative document analysis of the need for diverse hires. Paper presented at the annual convention of the American Educational Research Association, Philadelphia, PA.
38. Bonner, F.A., Nave, F., Banda, R.M., **Flowers, A.M.**, & Stevenson, T. (2014, July). Academically gifted Black US students in Science, Technology, Engineering, and Mathematics (STEM): Faculty perspectives on achieving successful outcomes. Symposium presented at the International Conference on Excellence in Education, Paris, France.
37. Banda, R.M., & **Flowers, A.M.** (2014, March). What are the "P" factors?: Practical advice for publishable manuscripts. Paper presented at the annual convention of the American Association for Blacks in Higher Education, Atlanta, GA.
36. Nave, F., Bonner, F., Banda, R.M., & **Flowers, A.M.** (2014, Jan.). Identifying the Factors for Success: Academically gifted (high achieving) African American and Latino student success in engineering. Workshop session presented at the 12th Annual Hawaii International Conference on Education, Honolulu, HI.

35. Burgin, S.R., *McConnell, W.J., **Flowers, A.M.**, *Blythe, S.M. & Moran, T. (2014, Nov.). The impact of a research apprenticeship program developed for diverse high school students. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching. Pittsburgh, PA.
34. Burgin, S.R., *McConnell, W.J., & **Flowers, A.M.** (2014, March). The development and implementation of a research apprenticeship program in STEM for underrepresented high school students. Paper presented at the Annual Meeting of the Association for Science Teacher Education. San Antonio, TX.
33. Burgin, S.R., **Flowers, A.M.**, & Nelson, L. (2013, Jan.). Engaging your high school students in authentic biofuels research. Presented at the Annual Meeting of the Virginia Association of Science Teachers. Norfolk, VA.
32. **Flowers, A.M.** (2013, April). Persistence through mentoring: Guiding African American male community college students through STEM success. Roundtable presented at the Annual CSCC Conference, San Francisco, CA.
31. **Flowers, A. M.** (2013, Feb.). Identity at a crossroads: Academically gifted, poor, African American male, college students, and their multiple identity development. Workshop presented at the Teachers College Winter Roundtable, New York, NY.
30. Cisneros, J., **Flowers, A. M.**, & Lopez, A. L. (2013, Feb.). Undocumented LGBTQ Latinas/os: Understanding the intersectionality of immigration status and sexual orientation for Latina/o college students. Poster session accepted for the Teachers College Winter Roundtable, New York, NY.
29. **Flowers, A.M.** (2013, March). Academically Gifted, African American male undergraduates in engineering: Perceptions of achievement and academic identity. Workshop session presented at the AABHE National Conference on Education, Atlanta, GA.
28. **Flowers, A.M.** (2013, April). Stepping into STEM-Academically gifted African American males and their first-year experiences in STEM. Workshop session presented at the Annual Conference on the First Year Experience. Orlando, FL.
27. **Flowers, A.M.** (2013, Jan.). Captivating the community college learners: Increasing STEM education through community innovation. Workshop session presented at the 11th Annual Hawaii International Conference on Education, Honolulu, HI.
26. **Flowers, A.M.** (2012, Oct.). Giftedness at a crossroads: Examining academically gifted poor African American males' experiences in STEM. Symposium session presented at the annual convention of the Association of Higher Education, Austin, TX.
25. **Flowers, A.M.**, Bonner, F., Robinson, P., & Booker, L. (2012, Nov.). Academically gifted Latino students in Science, Technology, Engineering, and Mathematics (STEM): Una Crisis Silenciosa!. Roundtable session presented at the annual convention of the Association of Higher Education (ASHE), Las Vegas, NV.
24. **Flowers, A.M.**, (2012, Feb.). Achievement and motivation: What influenced minority college students' academic? Paper session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.

23. **Flowers, A.M.,** & Cisneros, J. (2012, Feb.). Uncovering the complexities of identity development and achievement for students of color. Workshop session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
22. **Flowers, A.M.,** & Santos, R. (2012, Feb). Teaching millennial students of color. Workshop session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
21. Banda, R.M., **Flowers, A.M.,** Parker, J., & Santos, R. (2011, March). Race matters: The intersection of race and giftedness. Workshop presented the Texas Association for the Gifted and Talented, Austin TX.
20. **Flowers, A.M.** (2011, Nov.). Academically gifted poor African American males in STEM disciplines. Paper session presented at the annual convention of the Association of Higher Education (ASHE), Charlotte, NC.
19. **Bonner, F.,** Flowers, A.M., & Booker, L. (2011, Nov.). Standing in the intersection: African American, male, millennial college student. Discussion session presented at the annual convention of the Association of Higher Education (ASHE), Charlotte, NC.
18. Banda, R., Booker, L., **Flowers, A.M.,** & Santos, R. (2011, Nov.). Mentoring experiences of doctoral students/candidates: Narratives of students of color at a predominately White institution. Workshop session presented at the annual convention of the Association of Higher Education (ASHE), Charlotte, NC.
17. **Flowers, A. M.,** Murry, J., & Bonner, F. (2010, Nov.). Family Matter: Facilitating the academic success of high-achieving African American male in predominately White college and universities. Workshop presented at the Association of Higher Education (ASHE), Indianapolis, IN.
16. **Flowers, A. M.,** Banda, R., Zuniga, N., & Santos R. (2010, Feb.). Measuring the academic self-worth of college students of color. Workshop session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
15. **Flowers, A. M.,** Banda, R. M., Byrd, D., Zuniga, N., & Santos, R. (2010, Nov.). Giftedness in a cultural context: Understanding the experiences of gifted students of color. Workshop presented at the Texas Association for the Gifted & Talented at the Fort Worth Convention Center. Fort Worth, TX.
14. Banda, R., **Flowers, A. M.,** Huggins, K., & Zuniga, N. (2010, Feb). Implications for educators: Becoming an advocate for the gifted poor. Workshop session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
13. **Flowers, A. M.,** Banda R., & Zuniga, N. (2009, April) When Is it my turn?: Implications and practices for teachers to become advocates for the gifted poor. Workshop presented the Texas Association for the Gifted and Talented, Houston TX.
12. **Flowers, A. M.,** Banda R., & Zuniga, N. (2009, Nov.). From big man on campus to metrosexuals: Exploring the changes in the perception of masculinity for college males. Poster session presented at the annual convention of the Association of Higher Education (ASHE), Vancouver CA.

11. Bonner, F., Booker, L., Banda, R., **Flowers, A. M.**, & Survillion, T. (2009, Nov.). Millennial college students of color: Implications for faculty, staff, and student affairs planning & policy. Workshop presented at the Association of Higher Education (ASHE), Vancouver CA.
10. Booker, L., Banda R. M., **Flowers, A M.**, & Santos, R., (2009, Feb.). Minority doctoral students' experiences attending a predominantly White institution. Session presented at the annual convention of the Teacher Winter Roundtable, Columbia University, New York, NY.
9. **Flowers, A. M.**, Banda R., & Zuniga, N. (2009, Oct.). Going Gutta: African American men & their representation in popular mass media. Workshop presented at the Southwest Black Leadership Conference at Texas A&M University, College Station, TX.
8. **Flowers, A. M.**, & Banda, R. (2009, March). Exploring millennials perception of race: Racial cohesiveness? Workshop session presented at the annual convention of the Southwest Educational Research Association (SERA), San Antonio, TX.
7. **Flowers, A. M.**, Banda R., & Zuniga, N. (2009, Feb.). Diversification of instructional strategies for millennial students. Poster session presented at the annual convention of the Teacher Winter Roundtable New York, NY.
6. Banda R., **Flowers, A. M.**, Booker, L., & Santos, R. (2009, Feb.). Equity pedagogy: Its role in multicultural education. Poster session presented at the annual convention of the Teacher Winter Roundtable New York, NY.
5. Booker, L., Banda R., **Flowers, A.M.**, & Santos, R. (2009, Feb.). Welcome to the Twilight Zone: Narratives of the experiences among first-year doctoral students of color enrolled in a research/extensive university. Session presented at the annual convention of the Teacher Winter Roundtable New York, NY.
4. Banda, R., & **Flowers, A.M.** (2008, March). Collaboration of the minds: Creating an effective learning environment in undergraduate education. Session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
3. **Flowers, A.M.**, Banda, R., & Booker, L. (2007, Feb). Renewing your leadership spirit: Exploring leadership development among black Greeks. Session presented at the annual convention of the National Black Greek Association, Charlotte, NC.
2. **Flowers, A.M.**, & Banda, R. (2005, March). The Completion Barrier: Why Hispanic students fall off the college map? Session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.
1. Banda, R., & **Flowers, A.M.** (2005, March). Students of color and their academic experiences at PWIs. Session presented at the annual convention of the Southwest Educational Research Association (SERA), New Orleans, LA.

**INVITED NATIONAL/INTERNATIONAL/LOCAL
PRESENTATION, KEYNOTES AND WORKSHOPS**

17. **Flowers, A.M.** (2024, April). **Keynote Address:** Elevating Voices: Faculty research as a catalyst for change, challenging norms, and shaping realities through critical qualitative inquiry. Prairie View A&M University, Faculty Research Day: Research Vibes: Changing Ideas into Reality. Prairie View, TX.
16. **Flowers, A.M.** (2022, Oct.). **Keynote Address:** The notion of Critical Race Theory (CRT) should not be a dirty word in higher education: Research's Positionality in STEM Research and Teaching. Madison, WI.
15. **Flowers, A.M.** (2022, April). Antiracist pedagogies in action: Faculty actively fostering a sense of belonging in the classroom. **Invited Critical Discussion** for Peirce College Faculty Training and Development, Philadelphia, PA
14. **Flowers, A.M.**, Ghosh, R., May, T., & Provenzano, K. (2022, Feb.). Tips and tricks of the trade: getting your manuscript published. **Invited Panel Discussion** for the Drexel School of Education, Philadelphia, PA.
13. **Flowers, A.M.** (2021, Oct.). A candid conversation about impostor syndrome and Black males. **Invited Guest Lecture** for the Drexel University Drexel Pathway to Medical School Program, Philadelphia, PA.
12. **Flowers, A.M.** (2021, June). Buckle up- "It's Going to be a Wild Ride"- From Doctoral Student to Associate Dean. **Invited Guest Lecture** for Higher Education Program at Prairie View A&M University, Prairie View, TX.
11. *Struloeff, K. & **Flowers, A.** (2020, Nov.) JAAME: Surviving and thriving: Using the Journal of African American Males in Education as A Publication Venue for Critical Scholarship, **Invited Panel Discussion** Association for the Study of Higher Education (ASHE). Virtual Conference, Philadelphia, PA.
10. **Flowers, A.M.** (2020, Oct.). Exploring the complexities of identity in education. **Invited Panel Speaker** at Drexel University doctoral student lecture series, Philadelphia, PA.
9. **Flowers, A.M.** (2020, Sept.). A beginner's guide to qualitative research as a tool for action and change. **Invited Guest Lecturer** at University of the Cumberlands 2020 Virtual Doctoral Residency Program, Williamsburg, KY.
8. **Flowers, A.M.** (2019, June). Achievement and self-identity of African American males. **Invited Guest Lecture** for Focused athletics after-school program, Philadelphia, PA.
7. **Flowers, A.M.** (2018, March). **Keynote Address:** Gifted, Black, male, and poor in STEM: Achieving Despite the Odds. The 11th Annual Educational Summit, Austin, TX.
6. **Flowers, A.M.** (2018, Feb.). African American males in engineering education: Pathways to academic success. **Invited Guest Lecture** for Engineering Science and Civil Engineering Technology Department at Mercer County Community College, West Windsor, NJ.

5. **Flowers, A.M.** & Poon, O. (2017, Nov.). Carving out a scholarly identity and combatting the imposter syndrome. Workshop invited session for presentation at the annual convention of the Association of Higher Education (ASHE)- Council for Ethnic Participation program (CEP), Houston, TX.
4. **Flowers, A.M.** & Kiyama, J. (2017, Nov.). Job searches and career advancement strategies in the academy. Workshop invited session for presentation at the annual convention of the Association of Higher Education (ASHE)- Council for Ethnic Participation program (CEP), Houston, TX.
3. **Flowers, A.M.** (2017, May). Post-Obama discussion on the direction of higher education. Invited Guest Speaker at Drexel University True Science Talks, Philadelphia, PA.
2. **Flowers, A.M.** (2013, Oct). Black male in engineering and beyond: achievement and identity development. Invited Guest Speaker at International Colloquium on Black Males in Education, St. Thomas, Virgin Islands.
1. **Flowers, A.M.** (2012, Dec.). Keynote Address: Giftedness at a Crossroads- Examining academically gifted poor African American male experiences in STEM. Texas Higher Education Journal. African American Males in College Achievement & Success Symposium. Austin, Texas.

RESEARCH GRANTS

Alonzo M. Flowers (Principal Investigator), Sharon Nichols (Co-PI), and Han Bum Lee. Unveiling the Journey of Black Male Medical Students in Texas: A Mixed Methods Exploration Empowering Tomorrow's Healers. NSF: Division of Graduate Education: Racial Equity in STEM Education (EHR Racial Equity). **2024**, (1,328,290, SUBMITTED).

** This project seeks to address the pervasive systemic racism impacting the academic and professional trajectories of Black male students in Texas, focusing specifically on the experiences of Black male medical school students. This project is anchored in an explanatory sequential mixed-method research design approach to investigate the experiences and challenges faced by these students as they traverse the educational system in Texas. The selection of these medical schools is grounded in their explicit commitment to diversity and their initiatives aimed at addressing health disparities within marginalized communities.*

Alonzo M. Flowers (Principal Investigator). Telling Our Stories: Using Portraiture Research to Center Black and Latinx Male Student Lived Experiences in How Community College Leadership Develop Academic Support Initiatives-Spencer Foundation –Racial Equity Research Grants. **2023**, (75,000, SUBMITTED).

** The Telling Our Stories (TOS) project is a unique partnership with the San Antonio College MEN Program, which is dedicated to supporting male students, especially those from underrepresented backgrounds, in achieving success. By utilizing portraiture research, TOS seeks to amplify the voices of Black and Latinx male students and provide them with a platform to share their stories. This will inform policies and programs that are designed to promote academic success among this demographic. Ultimately, TOS is an initiative that aims to empower underrepresented male students by centering their experiences and perspectives.*

Jennifer Stanford, Adam Fontecchio, Dan King, Erin Horvat, *** Alonzo M. Flowers** and Sujoy Das. (Co-Principal Investigator). Howard Hughes Medical Institute (HHMI). **2021**, (1.1 million, FUNDED).

** The objective of this grant is to address and eliminate systemic injustice in STEM education by prioritizing inclusive teaching practices. It seeks to enhance STEM education in higher education by promoting a more*

equitable and inclusive culture that facilitates the learning of all students. As one of the Co-PIs on the grant planning and development team at Drexel University, I leveraged my expertise in JEDI programming, qualitative research design, and STEM education to contribute to the success of the project.

Adam Zahn, Anne Willkomm, Joseph Amon, ***Alonzo M. Flowers**, and Atheia Mobley (AEI Partners). The Mandela Washington Fellowship. Alumni Enrichment Institute-US State Department. **2021**, (450,000, FUNDED).

** The Alumni Enrichment Institutes has partnered with the US State Department to assist young Africans in driving economic growth and prosperity, promoting democratic governance, and improving peace and security throughout Africa. As part of this fellowship grant, I played a key role as the JEDI specialist and program liaison between the Graduate College and the Office of International Student Support at Drexel University. My responsibilities included facilitating communication and collaboration between the two entities and providing expertise on JEDI matters to ensure the success of the program.*

Toni May (Principal Investigator). Developing and Evaluating Assessments for Problem-Solving in Computer Adaptive Testing Environments. **2020**, (DEAP-CAT, NSF FUNDED). ***Alonzo M. Flowers- DEAP-CAT Bias Panel member.**

** The National Science Foundation (NSF) provided funding for a project that involved the evaluation of math testing questions for middle school students (6th-8th grade) with the goal of creating questions that are appropriate and fair for a diverse population of students across the United States. As a lead member of the DEAP-CAT Bias Panel, I played an important role in this project. My responsibilities included guiding the panel's efforts to identify potential biases in the questions, developing strategies to mitigate those biases, and ensuring that the questions were appropriate for all students, regardless of their backgrounds or experiences.*

Alonzo M. Flowers, Chris Wright, and Leon McCrea. (Co-Principal Investigator). In the Search for Racial Equity and Dismantling Systemic Racism Associated with STEM Professional and Educational Trajectories: A Study of Black Male Medical Students Educational Experiences. National Science Foundation Career Grant. **2020**, (350,000, NOT FUNDED).

***Alonzo M. Flowers** (Principal Investigator). The Interplay of Institutional Systems and the Academic Experiences of African Americans Males at Drexel University in STEM Cooperative (Co-op) Programs. Drexel University Faculty Summer Research Awards. **2018**, (5,000, FUNDED).

** As the principal investigator, I led a grant project that utilized funding to explore the firsthand experiences of African American male students participating in engineering experiential learning programs at Drexel University. The study focused on gathering and analyzing qualitative data to better understand the perspectives of these students.*

Trish Gordon McCown Kristin M. Sample-Lord and Alonzo M. Flowers. (Co-Principal Investigator). "Building Capacity in STEM Education." National Science Foundation. **2017**, (800,000, NOT FUNDED).

***Alonzo M. Flowers** (Principal Investigator). "Navigating the Engineering Experience- Examining African American males engineering majors Experiences at Urban Universities" Drexel University- School of Education Faculty Research Funding Initiative. **2017**, (1,300, FUNDED).

** As the principal investigator, I led a grant project that utilized funding to explore the lived experiences of African American male engineering students in their decision-making processes when selecting their majors at Drexel University. The study focused on gathering and analyzing qualitative data to gain a better understanding of the factors that influence major selection for these students.*

***Alonzo M. Flowers** (Principal Investigator). "A Pilot Study on Cooperative (Co-op) Engineering Programs as a Means of Cultivating Successful Identity Formation in Men of Color (MoC) as Engineering Students at Drexel University." Drexel University Faculty Summer Research Awards. **2017**, (6,920, FUNDED).

** This grant facilitated the investigation of the influence of environmental context and social systems of support on the identity formation of African American male engineering students at Drexel University. As the PI of this project, I was responsible for overseeing the collection and analysis of qualitative data.*

***Alonzo M. Flowers** and Stephen R. Burgin (Co-Principal Investigator). Biofuels Research Apprenticeship Program at ODU: An Authentic Experience for Underrepresented High School Students in Science and Engineering. Old Dominion University. Summer Experience Enhancing Collaborative Research Grant. **2014**, (17,000, FUNDED).

** This grant provided high school students interested in science with a chance to work in a biofuel research lab at Old Dominion University, collaborating with a diverse team of faculty mentors and industry professionals. As a Co-PI, I contributed to the grant's management, including overseeing the collection and analysis of qualitative data. Additionally, I served as the program manager for the STEM summer program, responsible for its day-to-day operations.*

Alonzo M. Flowers III (Principal Investigator). Cooperative (Co-op) Engineering Programs as a Means of Cultivating Successful Identity Formation in Men of Color (MoC) as Engineering Students and Professionals. National Science Foundation Career Grant. **2012**, (650,000, NOT FUNDED).

TEACHING AND TECHNOLOGY INTEGRATION

- Face to Face (Traditional)
- Hybrid
- Blackboard / Zoom
- Adobe Connect
- Moodle
- Team Teaching/Co-teaching
- Classroom Multimedia with PowerPoint, Prezi, & Powtoon

GRADUATE COURSES DESIGNED/TAUGHT

- Student Development Theory II
- Student Affairs Personal Development
- Multicultural University
- Students in Higher Education
- Organization and Administration in Higher Education
- Power and Politics in Education
- Strategic Approaches to Educational Administration
- Community College Leadership and Development
- Community College Curriculum
- Conceptualizing PK-20 Education
- Foundations of Student Affairs

- Effective College Teaching
- Research Design I
- Research Design II
- Qualitative Research
- Advance Qualitative Research II
- Qualitative Research III
- College Teaching and Learning
- Higher Education Curriculum
- The Modern Community College
- Introduction to Enrollment Management
- Strategies for Educational Success in PK-20
- Dissertation Seminar
- Proposal Preparation
- Current Issues in Higher Education
- Community and Technical Colleges

TEACHING/DISSERTATION SUPPORT & ADVISING

DISSERTATION COMMITTEES CHAIR

* Student has graduated **Student has won an award for research project

Pesha Mabrie

The University of Texas at San Antonio

Dissertation Title: TBD

Role: Department committee member

Veronica Black (2024)

Drexel University

Dissertation Title: *Exploring the Experiences of Foreign-Born Black Teachers to Ascertain Perceived Factors and Barriers to Passing the Teacher Licensure Exam: A Hermeneutic Phenomenological Study*

Rebecca Lubin (2024)

Drexel University

Dissertation Title: *The Critical Exploration of Leadership Perspectives on Elementary Gifted Education Pedagogy, A Qualitative Instrumental Case Study*

Brock Mayers (2022)*

Drexel University

Dissertation Title: *The Impact of Self-Perception of Academic Ability on Academic Performance in African American, Male, First Generation College Students*

Van Truong (2021)*

Drexel University

Dissertation Title: *Bridging the Gap Between Urban Adolescent Females of Color and STEM: A Hermeneutic Phenomenological Study*

Kenneth Jones (2021)*

Drexel University

Dissertation Title: *Broken Chains: Non-Traditional Aged Black Male Experiences in the College Admissions Process, a study in Portraiture*

Christine Heaton (2017)*

The University of New Orleans

Dissertation Title: *Understanding the Unique Experiences of*

First-year Transgender Students as they Transition to College at a Four-Year University

Jennifer Grace (2016)*

The University of New Orleans

Dissertation Title: *Rerouting the School-to-Prison Pipeline: A*

Phenomenological Study of the Educational Experiences of African

American Males who have been expelled from Traditional Public

Schools

****American Association of Blacks in Higher Education Dissertation of the Year**

DISSERTATION COMMITTEE MEMBER

* Student has graduated

**Student has won an award for a research project

RaLynn McGuire

The University of Texas at San Antonio

Dissertation Title: TBD

Role: Department committee member

Xavier Loredó

The University of Texas at San Antonio

Dissertation Title: TBD

Role: Department committee member

Taylor Roby

The University of Texas at San Antonio

Dissertation Title: TBD

Role: Department committee member

Anthony Carusotto (2021) *

Drexel University

Dissertation Title: *Efficacy of Hatha Yoga on Doctor of Physical Therapy Student's Perceived Stress*

Role: Department committee member

Jocelyn Gutierrez (2020)*

Texas A&M University-Corpus Christi

Dissertation Title: *Beyond the Moniker: An In-Depth Analysis of Faculty Roles In Shared Governance When Research 1 Institutions Receive A Hispanic Serving-Institution Designation*

Role: Committee member (Outside Faculty Member)

Guillermo Ibarrola Recalde (2020)*

Drexel University

Dissertation Title: *A Quantitative Study Evaluating the Integration of Climate Change and Environmental Context into Process Oriented Guided Inquiry Learning (POGIL) Activities and their Effects in a First-Year University Level Chemistry Classroom*

Role: Department committee member

Rasheda Likely (2020)*

Drexel University

Dissertation Title: *Exploring Science Learning and Perceptions of Middle School Black Girls from a Culturally Sustaining Approach*

Role: Department committee member

Jennifer Dessus (2017)*

Drexel University

Dissertation Title: *Understanding the Value of a Pre-College Program on the Academic Achievement and Retention of Underrepresented College Students*

Role: Program Faculty

Michael Hoffshire (2017) *

The University of New Orleans

Dissertation Title: *Understanding the Challenges Faced by Undergraduate LGB Students in their Career Development*

Role: Methodologist

Decina Rodriguez (2017)*

The University of New Orleans

Dissertation Title: *Interpretive Phenomenological Analysis of Student Perceptions of Bullying based on Media, Parental, and School Influences*

Role: Methodologist

HIGHER EDUCATION MASTERS CAPSTONE CO-OP PROJECT ADVISOR

Ariel Basch	(Spring 2018 Completed Project)
Brittany Jessie	(Spring 2018 Completed Project)
Christine Marconi	(Spring 2018 Completed Project)
Cassidy Moellers	(Spring 2018 Completed Project)
Catarina Moreira	(Spring 2018 Completed Project)
Rasheeda Mumford	(Spring 2018 Completed Project)
Zakarias Thornton	(Spring 2018 Completed Project)
Cynthia Compere	(Spring 2019 Completed Project)
Emily Delany	(Spring 2019 Completed Project)
Yuliana Gonzalez	(Spring 2019 Completed Project)
Palwinder Kaur	(Spring 2019 Completed Project)
Monet Harbison	(Spring 2019 Completed Project)
Nakia Jones	(Spring 2019 Completed Project)
Kelsie LeVan	(Spring 2019 Completed Project)
Holly McGarrity	(Spring 2019 Completed Project)
Julia Scanlon	(Spring 2019 Completed Project)
Laura Sheehan	(Spring 2019 Completed Project)
Janet Terry	(Spring 2019 Completed Project)

SERVICE TO THE DEPARTMENT, COLLEGE, UNIVERSITY

PROFESSIONAL MEMBERSHIPS

- Association for the Study of Higher Education
- American Educational Research Association
- American Association for Higher Education
- American Association of Community Colleges
- National Association of Student Affairs Professionals
- Texas Association for the Gifted and Talent
- Southwest Educational Research Association

NATIONAL LEVEL SERVICE * *Current appointments while at UTSA*

***Journal of Critical Race and Ethnic Studies, Review Board, 2022-Present**

***Journal of African American Males in Education, Co-Editor in Chief, 2020-2023**

***Southwest Educational Research Association (SERA) Member at Large, 2022-Present**

American Educational Research Association (AERA) Chair, Poster Awards Committee, Division J annual meeting, 2017-2019

Association of Higher Education: Co-chair the CEP Mentor-Protégé Program- The Council on Ethnic Participation (CEP) 2015-2017

American Educational Research Association (AERA)- QRSIG: Mentoring Committee member, 2013-2016

The University of Texas at San Antonio, San Antonio, Texas

College Level

- o ***Member, College Strategic Planning Committee, 2022-Present**

Drexel University, Philadelphia

University Level

- o Member at Large, faculty Senate Budget Development and Planning Committee, 2021-2022
- o Member, Academic Affairs Committee Vice-Provost Office, 2021-Present
- o Ad Hoc Member, Graduate Diversity Advisory Council, Graduate College, 2022-Present
- o Chair, Graduate Diversity Advisory Council, Graduate College, 2020-2022
- o Member, Anti-Racism Task Force: Graduate & Doctoral Student Life, University, 2020
- o Member, Faculty Affairs Office- Teaching and Learning Advisory Committee, 2019-2021
- o Member, Faculty Affairs Office- Teaching and Learning Envisioning Committee, 2018-2019
- o Member, Faculty Affairs Office- Teaching and Learning Director Search Committee, 2018-2019
- o Temporary Member, Senate Committee on Student Life, 2017

School Level

- o Chair, Faculty Steering Committee- Bylaws Committee, 2019-2021
- o Member, Faculty Steering Committee, 2019-2021
- o Member, Faculty Steering Committee- Bylaws Committee, 2017-2019
- o Member, Critical Conversations in Education Committee, 2016-Present
- o Member, Educational Leadership Search Committee, 2016-2017
- o Member, Educational Leadership Doctoral Degree Advisory Committee, 2016

Philadelphia Community Service

Guest Speaker at the 8th Annual Mastery Shoemaker Career Day, 2017

The University of New Orleans, New Orleans, Louisiana
Department Level

- Chair, Educational Leadership Colloquia Series, 2014

Old Dominion University, Norfolk,
Virginia University Level

- Member, Student Engagement and Enrollment Committee 2013

College Level

- Member, College of Education Diversity Committee, 2012 Department Level
- Co- Chair, Higher Education Curriculum Committee, 2012
- Member, Educational Leadership and Foundation Policy Committee, 2012
- Chair, Higher Education Colloquia Series, 2012
- Diversity Recruitment Team, Higher Education and Community College Leadership, 2012

Blinn College, Bryan, Texas
College Level

Achieving the Dream Committee Member, Blinn College 2010-2012

- Faculty/Staff Advisors Training Committee
- Student Orientation Committee
- Research Funding Committee

OTHER PROFESSIONAL ACTIVITIES

Editor, Journal of African American Males in Education (JAAME) 2020-2023

Editorial Board, National Journal of Urban Education and Practice 2018-Present

Editorial Board, The Journal of Race and Policy 2020-Present

Board Member/reviewer for scholarly publication, 2012-Present

Editorial Review Committee, Southwest Educational Research Association (SERA) and Reviewer for conference scholarly publication, 2011-Present

Editorial Board Member, Journal of African American Males in Education (JAAME)

Graduate Representative Advisory Board, Texas A&M University Member, 2007-2011

RECOGNITION & AWARDS

2021	Drexel University, School of Education Teaching Excellence Award for Tenured/Tenure Track Faculty
2017	Faculty Conference on Teaching Excellence Award- Drexel University
2009- 2011	Phi Kappa Phi Educational Honor Society
2011	Distinguished Graduate, Texas A&M University, College Station, Texas
2010	Teachers College Graduate Research Award, Columbia University, New York, New York