

SOCORRO MORALES, Ph.D.

Assistant Professor
Educational Leadership Department
College of Education and Integrative Studies
California State Polytechnic University, Pomona
Socorrom1@cpp.edu

EDUCATION

- 2016 **University of Utah, Ph.D.**
Education, Culture, and Society
- 2011 **University of Illinois, Urbana-Champaign, M.A.**
Educational Policy Studies
Division: Social and Cultural Studies
- 2009 **University of California, Los Angeles, B.A.**
Major: Psychology
Minors: Education, Applied Developmental Psychology

PROFESSIONAL EXPERIENCE

- 2023-present **Assistant Professor**
Educational Leadership Department
College of Education and Integrative Studies
California State Polytechnic University, Pomona
- 2017-present **Visiting Scholar**
Center for Critical Race Studies in Education at UCLA
University of California, Los Angeles
- 2019-2023 **Assistant Professor**
Department of Educational Leadership and Policy Studies
College of Education and Human Development
University of Texas at San Antonio
- 2017-2019 **Visiting Assistant Professor**
Department of Educational Leadership and Policy Studies
College of Education and Human Development
University of Texas at San Antonio
- 2016-2017 **Assistant Director**
Ronald E. McNair Scholars Program
University of California, Los Angeles

RESEARCH SPECIALIZATIONS

Chicanx Racialized Experiences in Schools
 Critical Race Theory
 Chicana/Latina Feminisms
 Critical, Race-Gendered Methodologies
 Youth Resistance

TEACHING ACTIVITIES

Course Title	Term	Institution	Level	Modality
EDD 7140: Leadership for Equity and Advocacy	Fall 2023	Cal Poly Pomona	Grad	In person
EDD 7111: Advanced Qualitative Research	Fall 2023	Cal Poly Pomona	Grad	In person
HSA 5403: Partnerships for College Readiness and Success	Summer 2023	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 7023: Theory and Inquiry	Fall 2022	Univ. of Texas at San Antonio	Grad	Online hybrid
HSA 5203: Multicultural Issues and Considerations in Higher Ed	Fall 2022	Univ. of Texas at San Antonio	Grad	Online hybrid
EDU 7213: Educational Reform	Summer 2022	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 7223: Education in a Culturally and Linguistically Diverse Society	Summer 2022	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 5003: Research Methods	Spring 2022	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 6223: Education in a Culturally and Linguistically Diverse Society	Spring 2022	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 7023: Theory and Inquiry	Fall 2021	Univ. of Texas at San Antonio	Grad	Online synchronous
EDL 5003: Introduction to School Administration	Fall 2021	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 5003: Research Methods	Summer 2021	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 7223: Education in a Culturally and Linguistically Diverse Society	Summer 2021	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 5003: Research Methods	Spring 2021	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 7023: Theory and Inquiry	Fall 2020	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 5003: Research Methods	Fall 2020	Univ. of Texas at San Antonio	Grad	Online synchronous
EDL 7103: Administration of Urban Multicultural Institutions	Spring 2020	Univ. of Texas at San Antonio	Grad	Online synchronous

EDU 5003: Research Methods	Spring 2020	Univ. of Texas at San Antonio	Grad	Online synchronous
EDU 7023: Theory and Inquiry	Fall 2019	Univ. of Texas at San Antonio	Grad	In person
EDU 5003: Research Methods	Spring 2019	Univ. of Texas at San Antonio	Grad	In person
EDL 7423: Theoretical Frameworks in Higher Education	Spring 2019	Univ. of Texas at San Antonio	Grad	In person
HSA 5203: Multicultural Issues and Considerations in Higher Ed	Fall 2018	Univ. of Texas at San Antonio	Grad	In person
EDL 7103: Administration of Urban Multicultural Institutions	Fall 2018	Univ. of Texas at San Antonio	Grad	In person
EDU 5003: Research Methods	Spring 2018	Univ. of Texas at San Antonio	Grad	In person
EDU 5003: Research Methods	Spring 2018	Univ. of Texas at San Antonio	Grad	In person
EDU 5003: Research Methods	Fall 2017	Univ. of Texas at San Antonio	Grad	In person
EDU 2103: Social Foundations for Education in a Diverse US Society	Fall 2017	Univ. of Texas at San Antonio	Undergrad	In person

RESEARCH ACTIVITIES & PUBLICATIONS

Refereed Journal Articles

Morales, S., Gaxiola Serrano, T. J., & Lac, V. (under review). Imprinted on our bodies: The invisible taxation on Women of Color faculty when facing white resistance in the graduate classroom. *The Urban Review*.

Delgado Bernal, D., Flores, A. I., Gaxiola Serrano, T. J., & **Morales, S.** (2023). An introduction: Chicana/Latina feminista pláticas in educational research. *International Journal of Qualitative Studies in Education*, 36(9), 1627-1630.

Morales, S., Flores, A. I., Gaxiola Serrano, T. J., & Delgado Bernal, D. (2023). Feminista pláticas as a methodological disruption: Drawing upon embodied knowledge, vulnerability, healing, and resistance. *International Journal of Qualitative Studies in Education*, 36(9), 1631-1643.

Morales, S. (2022). Locating the "white" in critical whiteness studies: Considerations for white scholars seeking to dismantle whiteness within educational research. *International Journal of Qualitative Studies in Education*, 35(7), 703-710.

Mendoza Aviña, S., & **Morales, S.** (2022). Towards a rasquache resistance: Conceptualizing Chicana youth subjectivities. *Urban Education*, 1-28.

Mendoza Aviña, S., & **Morales, S.** (2018). “Ratchet of the Earth”: using Black feminisms and Chicana methodologies to understand Brown youth resistance in schools. *Chicana/Latina Studies*, 18(1), 118-152.

DeNicolo, C., Gonzalez, M., **Morales, S.**, & Romani, L. (2015). Teaching through *testimonio*: accessing community cultural wealth in school. *Journal of Latinos and Education*, 1-16.

Refereed Book Chapters

Gaxiola Serrano, T. J., **Morales, S.**, & Flores, A. I. (in press). Freedom dreaming: Visions of refusal and collectivity from the past, present, and future. In K. Watson, N. Cisneros, L. Pérez Huber, & V. Vélez (Eds.), *Like a path in tall grasses: A handbook of race and refusal in higher education*. Edward Elgar Publishing.

Mendoza Aviña, S., & **Morales, S.** (in press). Mexican corridos as resistance. In N. Baham, J. Sacramento, C. Salomon, J. K. Tran, & A. L. Wilson (Eds.), *Introduction to comparative Ethnic Studies: Decolonial love, knowledge, and revolution*.

Mendoza Aviña, S., & **Morales, S.**, Delgado Bernal, D., & Alemán, E. (2022). Confronting our own complicity: Complexities and tensions of a Critical Race Feminista praxis in higher education during the movement for Black lives. In M. Lynn and A. D. Dixson (Eds.), *Handbook of critical race theory in education* (2nd ed., pp. 296-307). Routledge.

Flores, A., & **Morales, S.** (2022). A Chicana/Latina feminist methodology: Examining pláticas in educational research. In E. Murillo, D. Delgado Bernal, S. Morales, L. Urrieta, E. R. Bybee, J. Sánchez Muñoz, V. B. Sáenz, D. Villanueva, M. Machado-Casas, & K. Espinoza (Eds.), *Handbook of Latinos and education: Theory, research, and practice* (2nd ed., pp. 35-45). Routledge.

Morales, S., & Delgado Bernal, D. (2022). History, theory, and methodology: An introduction. In E. Murillo, D. Delgado Bernal, S. Morales, L. Urrieta, E. R. Bybee, J. Sánchez Muñoz, V. B. Sáenz, D. Villanueva, M. Machado-Casas, & K. Espinoza (Eds.), *Handbook of Latinos and education: Theory, research, and practice* (2nd ed., pp. 3-7). Routledge.

Morales, S., Alemán, S., & Alemán, E. (2021). Uncovering internalized Whiteness through Critical Race counterstories: Navigating our experiences in the state of Texas. In C. E. Matias (Ed.), *The handbook of critical theoretical research methods in education* (pp. 79-94). Routledge.

Morales, S. (2020). Facing the becky within. In C. E. Matias (Ed.), *Surviving Becky(s): Pedagogies for deconstructing whiteness and gender* (pp. 225-233). Lexington Books.

Morales, S., & Gaxiola Serrano, T. J. (2020). Disrupting the colonial project: Walking the path of conocimiento in pedagogical practices of teaching research. In M. Cantú-Sánchez, C. de León Zepeda, & N. E. Cantú (Eds.), *Teaching Gloria E. Anzaldúa: Pedagogy and practice for our classrooms and communities* (pp. 222-239). University of Arizona Press.

Delgado Bernal, D., Alemán, Jr., E., **Morales, S.**, & Mendoza Aviña, S. (2019). Critical race feminista methodology: The challenges and promises of preparing graduate students in community engaged research. In N. Deeb-Sossa (Ed.), *Community-based participatory research: Testimonios from Chicana/o studies* (pp. 19-42). University of Arizona Press.

Morales, S., Mendoza Aviña, S., & Delgado Bernal, D. (2016). Education in nepantla: A Chicana feminist approach to engaging Latina/o elementary youth in ethnic studies. In D. Sandoval, A. Ratcliff, T. Buenavista, & J. Marin (Eds.), *“White” washing American education: The new culture wars in ethnic studies (Vol. 1)*, (pp. 67-93). Praeger Publishing.

Edited Journals

Delgado Bernal, D., Flores, A. I., Gaxiola Serrano, T. J., & **Morales, S.** (guest editors). Chicana/Latina feminista pláticas in educational research. *International Journal of Qualitative Studies in Education*.

Edited Books

Murillo, E., Delgado Bernal, D., **Morales, S.**, Urrieta, L., Bybee, E. R., Sánchez Muñoz, J., Sáenz, V. B., Villanueva, D., Machado-Casas, M., & Espinoza, K. (Eds.) (2022). *Handbook of Latinos and education: Theory, research, and practice* (2nd ed). Routledge.

Research Briefs

Morales, S. (2017). Re-defining counterspaces: New directions and implications for research and praxis. CCRSE Research Brief, #8. Center for Critical Race Studies in Education at UCLA.
https://issuu.com/almaiflores/docs/sm_counterspaces?e=25160478/49582341

GRANTS

2021	Engagement Scholarship Consortium (ESC), ESC Grants Program August 2021-July 2022 Project Title: Latinx Youth Empowerment through Ethnic Studies: Developing Critical Youth Educators and Anti-Racist Advocates Amount: \$5000
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AWARDS AND FELLOWSHIPS

2021	Awardee, Sponsorship to participate in the National Center for Faculty Development and Diversity Faculty Success Program, UTSA COEHD
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SCHOLARLY PRESENTATIONS

Refereed Scholarly Papers

- 2023 Morales, S., Flores, A. I., Gaxiola Serrano, T. J., & Delgado Bernal, D. *Feminista Pláticas as a Methodological Disruption: Drawing Upon Embodied Knowledge, Vulnerability, Healing, and Resistance*. Presented at the Mujeres Activas en Letras y Cambio Social (MALCS) Annual Conference. July 12-15, Davis, CA.
- 2020 Morales, S., & Gaxiola Serrano, T. J. *Resisting the Master Narrative: Utilizing the Path of Conocimiento to Uncover Tensions in Teaching Research Courses*. Presented at the American Educational Research Association (AERA) Annual Meeting. April 12-17, San Francisco, CA. <http://tinyurl.com/ql97vea> (Conference Canceled)
- 2019 Morales, S. *Facing the Becky Within*. Presented at the Critical Race Studies in Education Association (CRSEA) Annual Conference. May 30-31, Los Angeles, CA.
- 2019 Morales, S., & Gaxiola Serrano, T. J. *Disrupting the Colonial Project: Walking the Path of Conocimiento in Pedagogical Practices of Teaching Research*. Presented at the National Association for Chicana and Chicano Studies (NACCS) Annual Conference. April 3-7, Albuquerque, NM.
- 2019 Morales, S., & Mendoza Aviña, S. *Towards a Ratcheta/x Resistance in Schools: Understanding the Nuanced Experiences of Brown Youth*. Presented at the National Association for Chicana and Chicano Studies (NACCS) Annual Conference. April 3-7, Albuquerque, NM.
- 2019 Morales, S., Delgado Bernal, D., Mendoza Aviña, S., & Aleman, Jr., E. *Critical Race Feminista Methodology*. Presented at the National Association for Chicana and Chicano Studies (NACCS) Annual Conference. April 3-7, Albuquerque, NM.
- 2018 Morales, S. *Classrooms as Contested Borderlands: Nepantlera Pedagogy in Navigating Identities within Higher Education*. Presented at the El Mundo Zurdo Conference. May 17-19, San Antonio, TX.
- 2018 Morales, S. *The Path of Conocimiento for Young Brown Girls*. Presented at the American Educational Research Association (AERA) Annual Meeting. April 12-17, New York, NY.
- 2017 Morales, S., & Mendoza, S. *Using Plática Methodology to Explore Chicanx Youth Ratchet Subject Positions*. Presented at the National Association for Chicana and Chicano Studies (NACCS) Annual Conference. March 22-25, Irvine, CA.

Symposia and Roundtables

- 2021 Morales, S. *Latinx Youth Empowerment through Ethnic Studies: Developing Critical Youth Educators and Anti-Racist Advocates*. Symposium presentation at the Engagement Scholarship Consortium (ESC) Annual Meeting. September 13-15, Virtual.
- 2017 Morales, S., Mendoza, S., Oliva, N., Flores Carmona, J., Delgado Bernal, D., Alemán, Jr., E., Castellon, L., De Leon, A., & Perez Torres, J. *Utilizing Critical Race Feminista Praxis with Latinx Youth*. Symposium presentation at the American Educational Research Association (AERA) Annual Meeting. April 26-May 1, San Antonio, TX.
- 2017 Morales, S., Mendoza, S., Oliva, N., Flores Carmona, J., Delgado Bernal, D., Alemán, Jr., E., Castellon, L., De Leon, A., & Perez Torres, J. *Critical Race Feminista Praxis: A Decade of Co-Creating Educational Pathways in a Chicanx/Latinx Community*. Symposium presentation at the National Association for Chicana and Chicano Studies (NACCS) Annual Conference. March 22-25, Irvine, CA.

PROFESSIONAL GROWTH

Activity	Role	Date(s)
Cal Poly Pomona's New Faculty Affinity Group	Participant	August 2020-present
National Center for Faculty Diversity and Development Webinar, <i>Dynamic Presentations: How to Engage Audiences at Conferences, in the Classroom and Beyond!</i>	Participant	October 2023
CAFE: Course Design for Cal Poly Pomona	Participant	Summer 2023

STUDENT ADVISING & COMMITTEES

Doctoral Dissertations

Chair

1. Rebecca Alejos, UTSA

Co-Chair

- 2022 Lisa Mendoza Knecht, *Ancestral Knowledges: Chicanx and Latinx Leadership in Community Organizations of South Central Texas*, Educational Leadership and Policy Studies, UTSA.

Member

- 2023 Simone Carnegie-Diaz, *From the Job Site to the College Classroom: Exploring the Life Histories of Low-Income Latinx Students*, Educational Leadership and Policy Studies, UTSA.
- 2023 Kristi Jordan, *Understanding AntiBlackness and Loss Nearly 70 Years After Brown: Counterstories of Black Education Told by a Town's Black Teens*, Educational Leadership and Policy Studies, UTSA.

- 2021 Angela Watts, *Navigating the Multidimensionality of Whiteness: A Grounded Theory Study on the Experiences of White, First-Generation Graduate Students from Rural Central Appalachia*, Educational Leadership and Policy Studies, UTSA.
- 2021 Nicholas Garcia, *The Experiences of Mexican American Studies Teachers in San Antonio, Texas: A Community Cultural Wealth Approach*, Educational Leadership and Policy Studies, UTSA.
- 2020 David Villalobos, *The Impact of Growing up and now Teaching at the Same Title-I School District*, Educational Leadership and Policy Studies, UTSA.

In progress:

1. Tomeika Carter, CPP
2. Bonnie Gallegos, CPP
3. Andrea Cortes, UTSA

Graduate Research Assistant Mentoring

- 2022-2023 Yousef Alotaibi, UTSA
- 2021-2022 Christina Diaz, UTSA
- 2020-2021 Peshma Mabrie, UTSA
- 2018-2021 Brianda De Leon, UTSA
- 2019-2020 Lisa Mendoza Knecht, UTSA

Advising

1. Martha Calderon, CPP
2. Stephanie Abraham, CPP
3. Alma Ulloa, CPP

SERVICE

Department

- Jan. 2024-present Member, Higher Ed Masters of Counseling Program Development Subcommittee
- Aug. 2023-present Member, Educational Leadership Doctoral Council
- Aug. 2023-present Advisor, Doctoral student advising (3 total)
- Aug. 2023-present Faculty Volunteer, Ed Leadership EDD Virtual Info Sessions
- Aug. 2023-present Interviewer, EDD Applicant Interviews

College and University

- Jan. 2024-present Member, University GIS Board
- Nov. 2023-present Member, University Research, Scholarship, and Creative Activity (RSCA) Committee

Nov. 2023 Panelist, GIS in Education: A Tool to Increase Social Justice Advocacy and Action, CEIS Panel for University GIS Day

Disciplinary

2021-present Reviewer, *Whiteness and Education*

2021-present Reviewer, *Equity and Excellence in Education*

2021-present Reviewer, *International Journal of Qualitative Studies in Education*

2020-present Member, Editorial Advisory Board, *Journal of Latinos and Education*

2019-present Reviewer, *Education Policy Analysis Archives*

2023 Reviewer, *Teachers College Record*

2022 Chair and Discussant, AERA Annual Meeting

2021-2022 Member, Conference Planning Committee, Society for the Study of Gloria Anzaldúa, El Mundo Zurdo Conference, San Antonio, TX

2020 Reviewer, Conference Proposals, AERA Annual Meeting
Division K: Socio Cultural and Racial Foundations of Teaching and Teacher Education

2019 Reviewer, Conference Proposals, Critical Race Studies in Education Association

2017-2020 Member, Advisory Board, Community College to PhD Association at UCLA

Invited Lectures

2024 Guest lecture. *“Elements of Research: Ontology, Epistemology, and Theory.”* January 19. Presented in Introduction to Qualitative Research (graduate course) at San Diego State University.

2021 Guest lecture. *“Saving my Sanity:” Approaches to Social Justice Leadership.* November 24. Presented in Administration of Various Special Programs (graduate course) at Texas A & M University, San Antonio.

2021 Invited panelist. *Panel/Plática: The Role of Hispanic-Serving Institutions Within the Context of the Anti Critical Race Theory Movement.* September 16. Palo Alto College, Latinx Heritage Month, San Antonio, TX.

2020 Guest lecture. *Ethnic Studies Praxis with Chicanx and Latinx Youth.* November 10. Presented in Ethnic Studies in Education (graduate course) at California State University, Sacramento.

- 2019 Guest lecture. *Community Engaged Research with Latinx Communities*. April 18. Presented in Community Based Health Research (graduate course) at the University of California, Davis.
- 2018 Guest lecture. *Critical Theories and Methodologies*. June 21. Presented in Theoretical Frameworks in Higher Education (graduate course) at the University of Texas at San Antonio.
- 2018 Guest lecture. *Community Engaged Research and Praxis*. May 10. Presented in Ethnic Studies and Education (graduate course) at the University of California, Riverside.

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
Critical Race Studies in Education Association (CRSEA)
Mujeres Activas en Letras y Cambio Social (MALCS)