

Ishara Casellas Connors
Bush School of Government & Public Service
Texas A&M University 4220 TAMU College Station, TX 77843
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EDUCATION

Boston College, Lynch School of Education

Doctor of Philosophy, Higher Education, 2020

Dissertation: Examining Racial Discourse in Diversity Policies at Hispanic Serving Institutions

Columbia University, Teachers College

Master of Arts, Higher and Postsecondary Education, 2011

Clark University

Bachelor of Arts, Business Management, 2006

PROFESSIONAL EXPERIENCE

- 8/2021- present **Assistant Professor, Public Service and Administration**
Bush School of Government and Public Service - Texas A&M University, College Station, Texas
- 9/2018- 7/2021 **Assistant Dean for Diversity**
College of Geosciences - Texas A&M University, College Station, TX
- 1/2015- 7/2018 **Associate Director**
Institute for Democracy & Higher Education - Tufts University, Medford, MA
- 9/2016- 7/2018 **Graduate Research Assistant**
College Point Persistence Study - Boston College, Boston, MA

PUBLICATIONS AND SCHOLARLY ACTIVITIES

PEER-REVIEWED ARTICLES

Arnold, A., **Casellas Connors, I.** (2021). The anti-Instagram: Using visual methods to study the college experiences of underrepresented students. *Visual Studies*.

Casellas Connors, I. (under review). Policy Implications of Racial Discourse: Florida's Public Hispanic Serving Institutions. Revise and resubmit from *Education Policy Analysis Archives*. Received January 4, 2021. Resubmitted April 30, 2021

Unangst, L., **Casellas Connors, I.** , & Barone, N. (under review) State based policy supports for

refugee, asylee, and TPS-background students in U.S. higher education. Revise and resubmit from *Refuge: Canada's Journal on Refugees*.

Unangst, L., **Casellas Connors, I.**, Borg, N., & Barone, N. (under review). Diversities at US colleges and universities: Online diversity statements at institutions employing Chief Diversity Officers. Submitted to *International Journal of Educational Research*.

Casellas Connors, I. (under review) Diversity, Equity, and Inclusion Policy: The Construction of Intersectional Latinx Students. Revise and resubmit from *AERA Open*

Casellas Connors, I. (under review). Racial Diversity in the Geosciences: Engaging Community Cultural Wealth for Success. Revise and resubmit from *Women and Minorities in Science*.

MANUSCRIPTS IN PREPARATION

Casellas Connors, I., Loomis, J., Pollard, J., & Rosenman, E. The racialized implications of financial vulnerability in higher education in the United States. Intended for *Critical Studies in Education*.

Casellas Connors, I. Where are the AfroLatinx students?: A Florida state snapshot of race and Latinx students in postsecondary education. Intended for *Journal of Latinos and Education*.

Casellas Connors, I. Responses to BLM: A critical discourse analysis of racialized discourse of university presidents. Intended for *Journal of Higher Education Policy and Management*

POLICY BRIEFS, REPORTS & NEWS

Thomas, N., Bergom, I., **Casellas Connors, I.**, Gautam, P., Gismondi, A., & Roshko, A. (2017). *Democracy counts: A report on U.S. college and university student voting*. Institute for Democracy & Higher Education, Jonathan M. Tisch College of Civic Life, Tufts University.

Thomas, N. and **Casellas Connors, I.** (2017). *More, and more diverse, US college students voted in 2016. The Conversation*.

Thomas, N. and **Casellas Connors, I.** (2016). *Talking politics: A campus conversations guide about your campus voting*. Institute for Democracy & Higher Education, Jonathan M. Tisch College of Civic Life, Tufts University.

CONFERENCES AND PRESENTATIONS

Casellas Connors, I. (2021). *Where are the AfroLatinx Students?: A state snapshot considering Latinx students*. American Educational Research Association, Virtual.

Casellas Connors, I. (2020). *Examining Diversity in the Geosciences Through an Asset-based Framework*. Association for the Study of Higher Education, Virtual.

Rosenman, E.*, **Casellas Connors, I.**, Pollard, J., & Loomis, J. (2020) *Uneven geographies of financial vulnerability in US higher education*. Regional Inequality in Europe and the US. Virtual. *presenting author

Casellas Connors, I. (2020). *Examining Racial Discourse in Equity Reports: Florida's Public Hispanic Serving*. American Educational Research Association, Virtual.

Casellas Connors, I. (2018). *The limitations of diversity policy: Critical discourse analysis of SUNY Diversity, Equity and Inclusion Policy*. Association for the Study of Higher Education, Tampa FL.

Arnold, A., **Casellas Connors, I.** (2017). *The anti-Instagram: Using visual methods to study the college experiences of underrepresented students*. Association for the Study of Higher Education, Houston TX.

Nespoli, L., **Casellas Connors, I.** (2011). *Community college big ideas: Identifying the best and boldest ideas to promote sustainability, maintain or improve quality, and, most significantly, improve student success*. American Association of Community Colleges. New Orleans, LA.

INVITED PRESENTATION

Casellas Connors, I. (2019). *Strategies for Increasing Diversity in the Geosciences*. Catalyzing Opportunities for Research in the Earth Sciences (CORES): A Decadal Survey for NSF's Division of Earth Science, Houston, TX.

Thomas, N., **Casellas Connors, I.** (2018). *Strategies for Improving Campus Climates for Political Engagement*. Association of American Colleges and Universities, Washington DC.

Thomas, N., **Casellas Connors, I.** (2017). *Educating for the Democracy We Want, Not the One We Have*. Civic Learning and Democratic Engagement Meeting, Baltimore, MD.

Casellas Connors, I. (2016). *Fostering campus climates for political learning & engagement*. Plenary panel. Civic Learning and Democratic Engagement Meeting, Indianapolis, IN. *Panelist*.

Casellas Connors, I. & Thomas, N. (2016). *Facilitating political conversations*. New England Campus Compact Conference. Worcester, MA. *Workshop*

Casellas Connors, I. (2015). *Politics 365: Campus climate for political learning*. Massachusetts Campus Compact. Boston, MA

GRANTS & FUNDING

2021 **Casellas Connors, I. (PI)**, Brannstrom, C., Riggs, E. Thriving in the geosciences: An integrated approach to diversity support and mentoring. National Science Foundation. 349,953 (*unfunded*)

2020 **Casellas Connors, I. (PI)**, Loomis, J., Pollard, J., & Rosenman, E. COVID-19 and Implications for Equity in US Higher Education. TIAA Institute \$69,648 (*unfunded*)

2020 **Casellas Connors (Co-PI)** & Rosenman, E. (PI). COVID-19's Equity Implications for Higher Education Finance: Tracking the Impacts and Responses from Minority-Serving Institutions. Spencer Foundation COVID-19 Related Grants. \$49,835. (*Unfunded*).

2019 **Casellas Connors, I. (Co-PI)**, Loomis, J., Pollard, J. & Rosenman, E. The financial restructuring of higher education in the United States: Uneven implications of institutional financial uncertainty. Spencer Foundation. \$437,748. Finalist application.

(Unfunded)

2019 Halliburton Foundation. Thriving in the Geosciences: An Integrated Approach to Supporting First-Year Students. \$35,000 *(Funded)*

2019 Texas A&M University Diversity Seed Grant Funding. \$2,000 *(Funded)*

2018 Boston College Graduate Student Travel Scholarship. \$430 *(Funded)*

2018 Branstrom, C. (PI) & **Casellas Connors, I.** (Co-PI), Riggs, E. (Co-PI). Thriving in the Geosciences: An integrated approach to recruitment, diversity, support and mentoring at Texas A&M University. National Academy of Sciences. \$349,900 *(Unfunded)*

OTHER PROFESSIONAL EXPERIENCES

- 6/2011 –12/2013 **Director, Future Ready Massachusetts Coalition & Director of Policy and Research** - Massachusetts Business Alliance for Education, Boston, MA
- Summer 2011 **Education Pioneers Fellow** - Massachusetts Department of Elementary and Secondary Education, Malden, MA
- 7/2010 –6/2011 **Graduate Research Assistant** - New Jersey Council of County Colleges, Trenton, NJ
- 2010-2011 **Faculty Development Consultant** - Mercy College, Dobbs Ferry, NY
- 2/2008 – 5/2010 **Manager of Development and Alumni Relations** - International House, University of California, Berkeley, CA
- 2/2006 – 9/2007 **Annual Giving Officer** - Brandeis University, Waltham, MA

MEMBERSHIPS

American Educational Research Association

- Division J
- Latina/o/x Research Issues
- Critical Examination of Race, Ethnicity, Class and Gender (CERECG)

Association for the Study of Higher Education

- Council on Ethnic Participation