



Leslie Patricia Luqueño

- Ph.D. Student in Education, admitted Autumn 2020
- Ph.D. Minor, Comparative Studies in Race and Ethnicity
- Graduate Student Worker, Ctr for Comparative Studies in Race and Ethnicity (CCSRE)
- Research Assistant for CTL grant, Feminist, Gender, and Sexuality Studies

Bio

BIO

Leslie Patricia Luqueño is a 6th year doctoral candidate at Stanford's Graduate School of Education, specializing in the Sociology of Education. She holds an M.A. in Sociology from Stanford University and a B.A. with honors in Anthropology and Educational Studies from Haverford College. Her research interests lie at the intersection of migration, higher education, and family studies, with a focus on the experiences of the children of immigrants within higher education. Particularly, she is interested in how the children of migrants develop unique pockets of familial and experiential knowledge that help them survive and thrive at college institutions. Furthermore, she is deeply committed to advancing qualitative research methods within sociology and expanding the use of autoethnography, community-based participatory research, and Chicana feminist methodology within the discipline.

Leslie's dissertation is titled "College is a Familia Occasion: How Latinx Immigrant Families Navigate the Transition toward Higher Education." In her two-year qualitative, longitudinal study, she follows a group of Latinx parents and students as they go through the college application process and transition into the first year of college, learning deeply about how the transition shapes familial dynamics and relationships as well as how family affects educational change. Utilizing her novel conceptual framework, immigrant legacies, Leslie delves into how immigration familial histories manifest and the ways in which they inform how families support each other during this critical point of change. Using qualitative interviews, participant-observation, oral histories, and autoethnographic vignettes, Leslie's book-length dissertation centers families as experts of their lived experiences and cultivates a community-engaged research methodology that contributes to the organizations and people Leslie works with alongside in this project. As a first-generation-to-college Latina student from a working-class, immigrant family herself, Leslie is dedicated to the expansion of justice and equity within higher education and engages in research projects that will have real-life impact on the communities she works with.

HONORS AND AWARDS

- Ford Foundation Dissertation Fellowship, Ford Foundation (07/01/2024)
- Diversity Dissertation Research Opportunity, Stanford University (06/01/2024)
- Best Scholarly Paper Award, American Association for Hispanics in Higher Education (04/08/2024)
- Distinguished Graduate Student Paper Award, Pacific Sociological Association (03/23/2024)
- Research, Impact, and Action through Strategic Engagement (RAISE) Doctoral Fellowship, Stanford University (06/01/2022)
- McCoy Family Center for Ethics Graduate Fellowship, Stanford University (07/30/2021)
- Haas Center Graduate Public Service Fellowship, Stanford University (07/07/2021)
- Ford Foundation Predoctoral Fellowship, Ford Foundation (03/22/2021)
- North American Winning Undergraduate Paper in Law/Legal Studies, The Global Undergraduate Awards (09/01/2020)
- Highly Commended Undergraduate Paper in Sociology/Social Policy, The Global Undergraduate Awards (09/01/2020)

- Enhancing Diversity in Graduate Education (EDGE) Fellowship, Stanford University (06/01/2020)
- Center for Comparative Studies in Race and Ethnicity Fellowship, Stanford University (06/01/2020)
- Dell Scholars Continuing Graduate Student Scholarship, Michael & Susan Dell Foundation (06/01/2020)
- Departmental Honors in Anthropology, Haverford College (05/27/2020)
- Hispanic Scholarship Fund Scholar, Hispanic Scholarship Fund (06/01/2019, 06/01/2020)
- Mellon Mays Undergraduate Fellowship, Haverford College (05/10/2018)

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

- Committee Member, Haverford College Young Alumni Action Group (2022 - present)
- Predoctoral Fellow, Ford Foundation (2021 - present)
- Graduate Student Fellow, McCoy Family Center for Ethics in Society (2021 - present)
- Graduate Student Fellow, Haas Center for Public Service (2021 - present)
- Graduate Fellow, Center for Comparative Studies in Race and Ethnicity (2020 - present)
- Member, Leadership Alliance - Early Identification Program (2019 - present)
- Undergraduate Fellow, Mellon Mays Undergraduate Fellowship (2018 - 2020)

EDUCATION AND CERTIFICATIONS

- M.A., Stanford University , Sociology (2022)
- B.A., Haverford College , Anthropology (honors), Educational Studies (2020)

Research & Scholarship

RESEARCH INTERESTS

- Equity in Education
- Higher Education
- Immigrants and Immigration
- Parents and Family Issues
- Research Methods
- Sociology

CURRENT RESEARCH AND SCHOLARLY INTERESTS

At the heart of my research is the commitment to highlight the unique assets, values, and knowledge sets that immigrant families pass down to their children that help them survive and thrive across different contexts, particularly within higher education. As a college admissions researcher, I investigate how this intergenerational exchange manifests across different aspects of the college application process such as choosing where and whether to apply to college, writing admissions essays, supporting students persist through the application cycle, and inspiring them to pursue higher education through enseñanzas, dichos, and cuentos.

To conduct this research, I employ a wide range of qualitative methods such as interviews, ethnographic participant-observation, discourse analysis, and more to both capture the richness of student experiences and also expand the possibilities of qualitative methodology within the sociology of education. Though qualitative methodology is the centerpiece of most of my work, I also work at the intersection of data science and qualitative methodology, investigating the possibilities of mixed methods research that covers the breadth and depth of student experiences. Devoted to methodological

exploration, equity and justice within higher education, and an assets-based perspective on immigrant families, my interdisciplinary research draws from a multitude of fields in order to capture the richness of immigrant descendants' journeys within postsecondary education.

Publications

PUBLICATIONS

- **"A Win for All of Us": A Counterstory on What Counts as Success in Latinx Students' College Decision-Making** *EDUCATION SCIENCES*
Luqueno, L.
2024; 14 (10)
- **The Role of Family Histories in Students of Immigrant Origin's Aspirations and College Decision-making Process** *Supporting College Students of Immigrant Origin: New Insights from Research, Policy, and Practice*
Luqueño, L. P.
Cambridge University Press.2024
- **From Immigrant Legacy to Educational Future: Redefining Latinx Immigrant Familial Engagement in College-Going Habitus** *Cultivation Journal of Latinos and Education*
Luqueño, L. P.
2024
- **Promoting Equity and Justice Through Pedagogical Partnership**
de Bie, A., Marquis, E., Cook-Sather, A., Luqueño, L. P.
Stylus Publishing.2021
- **Time to Degree, Identity, and Grant Writing: Lessons Learned From a Mixed-Methods Longitudinal Case Study of Biosciences PhD Students** *SAGE OPEN*
Alvero, A., Pena, C., Moore, A. R., Luqueno, L., Barron, C. B., Steele, L., Eberle, S., Botham, C. M.
2024; 14 (2)
- **"I Saw a Change": Enhancing Classroom Equity through Student-Faculty Pedagogical Partnership** *CANADIAN JOURNAL FOR THE SCHOLARSHIP OF TEACHING AND LEARNING*
Marquis, E., de Bie, A., Cook-Sather, A., Prasad, S., Luqueno, L., Ntem, A.
2021; 12 (1)
- **VALUING KNOWLEDGE(S) AND CULTIVATING CONFIDENCE: CONTRIBUTIONS OF STUDENT-FACULTY PEDAGOGICAL PARTNERSHIPS TO EPISTEMIC JUSTICE** *STRATEGIES FOR FOSTERING INCLUSIVE CLASSROOMS IN HIGHER EDUCATION: INTERNATIONAL PERSPECTIVES ON EQUITY AND INCLUSION*
de Bie, A., Marquis, E., Cook-Sather, A., Luqueno, L.
edited by Hoffman, J., Blessinger, P., Makhanya, M.
2019; 16: 35–48

PRESENTATIONS

- El Barrio Vive en mi Sangre: The Experiences of Leaving Latinx Enclaves Amongst Chicana College Students - University of California-Irvine (August 2018)
- The Wound as a Bridge: Using Pedagogy as a Tool Toward Healing and Resistance - Temple University (April 2019)
- Making it Work or Working to Make it?: Variations in Federal Work-Study Programs Over Time and Amongst Institutions - Leadership Alliance (7/2019)
- Making it Work or Working to Make it?: Variations in Federal Work-Study Programs Over Time and Amongst Institutions - Harvard University (8/2019)
- The Wound as a Bridge: Pedagogical Recommendations for Healing and Social Justice - West Chester University of Pennsylvania (November 2019)
- An Autoethnography about Autoethnographies: A Tool Toward Self-Preservation, Healing, and Resistance for Scholars of Color - Swarthmore College (11/2019)
- Following my Migrant Legacy: Toward an Autoethnographic Framework that Reimagines the Transition to College as a Migration - Haverford College (5/2020)