

# JUSTIN A. GUTZWA, PH.D.

Assistant Professor, Michigan State University

Pronouns: they/them/theirs

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## EDUCATION

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**Doctor of Philosophy**, Higher Education & Organizational Change, *University of California, Los Angeles* June 2022  
Dissertation: Trans\* Funds of Identity: Exploring Trans\* Collegians' Classroom Experiences to Envision Anti-oppressive Education

**Master of Arts**, Higher Education & Organizational Change, *University of California, Los Angeles* June 2018

**Bachelor of Arts**, Anthropology, *Pomona College* May 2014

## ACADEMIC & RESEARCH APPOINTMENTS

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**Assistant Professor**, Higher, Adult, & Lifelong Education, Michigan State University July 2023 – present

**Postdoctoral Scholar**, University of Utah March 2022 – July 2023  
Physics Education Research at the University of Utah (PERU) Group  
School for Cultural and Social Transformation (Transform), Department of Gender Studies

**Research Analyst**, UCLA September 2018 – June 2022  
Coordination and Evaluation Center (CEC) – Diversity Program Consortium

**Research Analyst**, UCLA October 2019 – September 2021  
Momentum: Accelerating Equity in Computing & Technology

**Research Analyst**, UCLA June 2019 – October 2019  
Dean's Diversity Student Support Initiative (DSSI 2)  
Project: Building Indigenous Education and Qualitative Research Capacity for Equity, Diversity, and Inclusion

## PUBLICATIONS

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### PEER-REVIEWED JOURNAL ARTICLES

- **Gutzwa, J. A.**, Barthelemy, R. S., Amaral, C., Swirtz, M., Traxler, A., & Henderson, C. (In press). How women and lesbian, gay, bisexual, transgender, and queer physics doctoral students navigate graduate education: The roles of professional environments and social networks. *Physical Review Physics Education Research*.
- **Gutzwa, J. A.** & Marx, R. A. (In press). "I need this person's support to have a career": The material and social impacts of neoliberalism on trans collegians' classroom experiences at a public university. *Critical Education*.
- **Gutzwa, J. A.** (2024). "It's survival mode": Exploring how an Indigenous Trans\* Student of Color (per)forms identity while transgressing space. *Journal of Diversity in Higher Education*, 17(2), 243-255.  
<https://doi.org/10.1037/dhe0000410>
- **Gutzwa, J. A.** & Gonzalez, S. A. (2024). Beyond the gaze of "queer theory": Imagining futurity in the academy as emerging queer & trans tenure-track faculty. *Journal of Queer & Trans Studies in Education*, 1(1).  
<https://doi.org/10.60808/bs18-sq77>
- Karpicz, J. R., Nakajima, T. M., & **Gutzwa, J. A.** (2024). Challenging normalized gendered racism in departmental efforts to broaden participation in computer science. *Journal of Women & Gender in Higher Education*. Advance online publication. <https://doi.org/10.1080/26379112.2024.2373479>

- Nakajima, T. M.\*, Karpicz, J. R., & **Gutzwa, J. A.** (2024). “Why isn’t this space more inclusive?”: De-coding racial equity work in undergraduate computer science. *Journal of Diversity in Higher Education*, 17(1), 27-39. <https://doi.org/10.1037/dhe0000383>
- Cobian, K. P., Hurtado, S., Romero, A. R., & Gutzwa, J. A. (2024). Enacting inclusive science: Culturally responsive higher education practices in science, technology, engineering, mathematics, and medicine (STEMM). *PLOS ONE*, 19(1). <https://doi.org/10.1371/journal.pone.0293953>
- Wofford, A. M. & **Gutzwa, J. A.** (2022). Funds of science identity: Toward an asset-based framework for postsecondary STEM research and praxis. *Journal of Women and Minorities in Science and Engineering*, 28(3), 59-81. <https://doi.org/10.1615/JWomenMinorScienEng.2022036454>
- White-Lewis, D. K., Romero, A. L., **Gutzwa, J. A.**, & Hurtado, S. (2022). "Moving the Science Forward": Mentor Training Outcomes of Faculty Working with Racially/Ethnically Diverse Students in the Biomedical Sciences. *CBE—Life Sciences in Education*, 21(2). <https://doi.org/10.1187/cbe.21-08-0217>
- **Gutzwa, J. A.** (2021). “It’s not worth me being who I am”: Exploring how trans\* collegians navigate classroom experiences through a funds of identity lens. *Journal of Women & Gender in Higher Education*, 14(3), 302-323. <https://doi.org/10.1080/26379112.2021.1990077>
- Harris, J., Karunaratne, N., & **Gutzwa, J. A.** (2021). Effective modalities for healing from campus sexual assault: Centering the experiences of Women of Color undergraduate student survivors. *Harvard Educational Review*, 91(2), 248-272. <https://doi.org/10.17763/1943-5045-91.2.248>

## **BOOK CHAPTERS**

- **Gutzwa, J. A.** & Owis, B. (2023). Transgressing educational divides: Building bridges between K-12 and postsecondary trans studies. In A. Duran, K. K. Strunk, & R. Schey (Eds.), *Bridging the Rainbow Gap*.
- McLewis, C. C., **Gutzwa, J. A.**, & Hurtado, S. (2023). Feminist and critical approaches to gender in qualitative research. In R. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education (4<sup>th</sup> ed.)*. Elsevier.
- **Gutzwa, J. A.** (2021). Social media & queerness. In K. K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of Queer Studies in Education*. Brill.
- **Gutzwa, J. A.** (2021). Trans exclusionary radical feminists (TERFs). In K. K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of Queer Studies in Education*. Brill.

## **REPORTS & WORKING PAPERS**

- Newhouse, K. N. S., Karpicz, J., **Gutzwa, J. A.** Lehman, K. J., Stout, J. G., & Nhien, C. (2021, June). Technical methods report for the Momentum Literature Matrix: Developing a database of contemporary research on broadening participation in computing. Technical report. Momentum: Accelerating Equity in Computing & Technology, UCLA, Los Angeles, CA.
- Moses, M., **Gutzwa, J. A.**, Ramos, H., Romero, A., & Hurtado, S. (2019, June). BUILD program evaluation: Case study methods, data collection, and analysis. Technical report. Diversity Program Consortium (DPC) Coordination and Evaluation Center, UCLA, Los Angeles, CA.

## **REFEREED CONFERENCE PRESENTATIONS**

- **Gutzwa, J. A.** & Ortiz, G. C. (2024). Dollification as a Theoretic for Trans-Liberation: Celebrating Trans Femininity in Postsecondary Education. Paper presented at the 2<sup>nd</sup> International Trans Studies Conference, Evanston, IL.
- Traxler, A., **Gutzwa, J. A.**, Amaral, C., Swirtz, M., Donis, L., Hatcher, C., Henderson, C., & Barthelmy, R. S. (2024). Instrumental Support in the Ego Networks of Women and LGBTQ+ Physicists and Astronomers. Paper presented at the International Network for Social Network Analysis Sunbelt Meeting, Edinburgh, Scotland.

- Hatcher, C., Amaral, C., Donis, L., **Gutzwa, J. A.**, Swirtz, M., Traxler, A., Barthelemy, R. S., & Henderson, C. (2024). Coding Qualitative Data for Social Network Analysis. Paper presented at the April Meeting of the American Physical Society, Sacramento, CA.
- Swirtz, M., Barthelemy, R. S., Amaral, C., **Gutzwa, J. A.**, Traxler, A., & Henderson, C. (2024). Queer Failure: A Theoretical Framework for Reimagining Career Pathways in Physics. Paper presented at the April Meeting of the American Physical Society, Sacramento, CA.
- Amaral, C., Swirtz, M., Traxler, A., Henderson, C., Barthelemy, R. S., **Gutzwa, J. A.**, & Hatcher, C. (2024). How are DEI initiatives impactful for women and LGBT+ physicists: Insights from a Social Network Analysis Research. Paper presented at the April Meeting of the American Physical Society, Sacramento, CA.
- Donis, L. Barthelemy, R. S., Amaral, C., Buzzell, A., Swirtz, M., Hatcher, C., **Gutzwa, J. A.**, & Traxler, A. (2024). Quantifying qualitative social networks for women and LGBTQ+ PhD Physicists. Paper presented at the April Meeting of the American Physical Society, Sacramento, CA.
- **Gutzwa, J. A.**, Barthelemy, R. S., Amaral, C., Swirtz, M., & Traxler, A. (2023). “I Saw a Lot of Shit”: How Minoritized Physics Doctoral Students Navigate Exclusionary Departmental Climates. Paper presented at the Association for the Study of Higher Education, Minneapolis, MN.
- **Gutzwa, J. A.** (2023). Pedagogical Panopticons: Exploring how Trans Collegians Navigate Identity Performance in Remote Classrooms. Roundtable session presented at the American Educational Research Association, Chicago, IL.
- **Gutzwa, J. A.** (2022). Exploring how Trans\* Collegians of Color Navigate Intersections of White Supremacy and Transphobia in Classrooms. Paper presented at the Association for the Study of Higher Education, Las Vegas, NV.
- **Gutzwa, J. A.** & Marx, R. M. (2022). “I Need This Person’s Support to Have a Career”: Neoliberalism and Trans Collegians’ Classroom Experiences. Paper presented at the Association for the Study of Higher Education, Las Vegas, NV.
- **Gutzwa, J. A.** & Wofford, A. M. (2022). Eliciting Identity Artifacts to Harness Creative Expression in Qualitative Higher Education Research. Roundtable session presented at the American Educational Research Association, San Diego, CA.
- Amaral, C; Swirtz, M; **Gutzwa, J. A.**; Barthelemy, R. (2022). Qualitative Social Network Analysis (SNA) and Applications in Physics Education Research. AAPT Summer Meeting 2022, Grand Rapids, MI.
- Amaral, C; Swirtz, M; Traxler, A; LaForge, E; **Gutzwa, J. A.** (non-presenting author); Henderson, C; Barthelemy, R. (2022). Qualitative Social Network Analysis of Women and LGBT+ Professional Physicists. AAPT Summer Meeting 2022, Grand Rapids, MI, United States.
- Amaral, C; Swirtz, M; Traxler, A; LaForge, E; **Gutzwa, J. A.**; Henderson, C; Barthelemy, R. (2022). Qualitative Social Network Analysis of Women and LGBT+ Professional Physicists. PERC 2022, Grand Rapids, MI.
- **Gutzwa, J. A.** (2021). From funds of knowledge to funds of identity: Extending funds of identity to trans\* communities. In symposium “Spanning the borders of funds of knowledge to unsettle dominant structures within higher education” presented at the Association for the Study of Higher Education, San Juan, PR.
- **Gutzwa, J. A.** (2021). “It’s survival mode”: Exploring how trans\* collegians (per)form identity while transgressing space. Paper presented at the American Educational Research Association, Orlando, FL.
- Nakajima, T. M. & Karpicz, J. R., & **Gutzwa, J. A.** (2021). “Why isn’t this space more inclusive?”: De-coding racial equity work in undergraduate computer science. Paper session (oral) presented at the American Educational Research Association, Orlando, FL.

- Zavala C., **Gutzwa, J. A.**, Neri, R. C., & Rios-Aguilar, C. (2020). Centering the voices of LGBTQ+ Students of Color in community college research. Paper accepted at the American Educational Research Association, San Francisco, CA.; conference cancelled due to COVID-19 pandemic
- Harris, J., Karunaratne, N., & **Gutzwa, J. A.** (2020). Effective modalities for healing from campus sexual assault: Centering the experiences of Women of Color undergraduate student survivors. Structured poster session accepted at the American Educational Research Association, San Francisco, CA.; conference cancelled due to COVID-19 pandemic
- **Gutzwa, J. A.** (2019). “It’s not worth me being who I am”: Exploring how trans\* collegians navigate classroom experiences. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- **Gutzwa, J. A.** (2018). Queer funds of identity: Expanding funds of identity frameworks to queer and trans\* Students of Color. Paper presented at the Association for the Study of Higher Education, Tampa, FL.

## INVITED SPEAKING ENGAGEMENTS

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- **Gutzwa, J. A.** (2023). Working with trans students in higher education. Lecture for EDAD-842: College Students in America (Instructor: Dr. Channel McLewis), University of Nebraska – Lincoln, Lincoln, NE
- **Gutzwa, J. A.** (2022). Qualitative data analysis: Working with data you did and didn’t collect. Lecture for PBPL 26303: Public Policy Practicum: Interview Project on Urban Education (Instructor: Dr. Karlyn Gorski), University of Chicago, Chicago, IL.
- Wofford, A. & **Gutzwa, J. A.** (2022). Funds of science identity: Actualizing critical approaches to STEM education research. Invited talk for the Critical Science Studies Consortium, Salt Lake City, UT.
- **Gutzwa, J. A.** (2022). Centering identity & equity in physics & STEM education. Invited talk for the 23<sup>rd</sup> International Workshop on Neutrinos from Accelerators (NuFACT), University of Utah Department of Physics & Astronomy, Snowbird, UT.
- **Gutzwa, J. A.** (2021). Reimagining gender equity research in postsecondary education. Workshop for Momentum: Accelerating Equity in Computing & Technology, UCLA Graduate School of Education & Information Studies, Los Angeles, CA.
- **Gutzwa, J. A.** (2020). Queer theory in higher education and student affairs research and practice. Lecture for EDUC 261F: Cognitive and Personal Development of College Students (instructor: Dr. Jessica C. Harris), UCLA Graduate School of Education & Information Studies, Los Angeles, CA.
- **Gutzwa, J. A.** (2020). Queer theory & student affairs. Lecture for SDAD 5400: Student Development Theory, Research, & Practice (instructor: Dr. Krystle Palma Cobian), Seattle University College of Education, Seattle, WA.
- **Gutzwa, J. A.** (2020). LGBTQ+ Issues in Higher Education. Lecture for LGBTQS M114: Introduction to Lesbian, Gay, Bisexual, Transgender, & Queer Studies (instructor: Dr. Morgan Woolsey), UCLA Program in LGBTQ Studies, Los Angeles, CA.
- **Gutzwa, J. A.** (2019). Applying queer theory to student affairs research and practice. Lecture for EDUC 261F: Cognitive and Personal Development of College Students (instructor: Dr. Jessica C. Harris), UCLA Graduate School of Education & Information Studies, Los Angeles, CA.

## TEACHING EXPERIENCE

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**Instructor of Record**, Michigan State University

EAD 965: Diversity and Equity in Postsecondary Education

EAD 866: Teaching in Postsecondary Education

EAD 870: Foundations of Postsecondary Education

## Instructor of Record, UCLA

LGBTQS 183: Queer Realities & Futurities: How Queer & Transgender Communities Build  
Worlds of Possibility

## STUDENT AFFAIRS ADMINISTRATION EXPERIENCE

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**Graduate Intern**, Dashew Center for International Students & Scholars, UCLA 2017 – 2018  
**Admission Officer**, Whitman College 2014 – 2016

## SERVICE

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### University Service

Coordinator, Annual DEI Learning Initiative, *Michigan State University College of Education* 2023 – 2024  
Member, Diversity, Equity, & Inclusion Committee, *University of Utah College of Sciences* 2022  
Member, Qualitative Research Methodology Program Planning Advisory Group, *UCLA* 2021 – 2022  
Member, Search Committee, Professor – Higher Education & Organizational Change, *UCLA* 2019 – 2020

### Professional Service

Program-Chair, *AERA Queer Studies Special Interest Group* 2023 – 2025  
Steering Committee Member, *The 2<sup>nd</sup> International Trans Studies Conference* 2023 – 2024  
Proposal Reviewer, *AERA (Division J; Queer Studies Special Interest Group)* 2022 – present  
Member, Graduate Student Committee, *AERA Queer Studies Special Interest Group* 2021 – 2022  
Proposal Reviewer, *ASHE* 2021 – present

### Journal Editorial Boards

Journal of Women and Gender in Higher Education, Review Board Member 2023 – 2026  
Journal of Queer & Trans Studies in Education, Associate Editor 2023 – 2026

### Ad Hoc Journal Reviews

American Educational Research Association Open  
Educational Evaluation and Policy Analysis  
Gender & Education  
Journal of LGBT Youth  
Journal of Women and Minorities in Science and Engineering  
Science Education

### External Advisory Boards

Institutional change studios at the University of Utah: A new model for shared equity leadership praxis 2023 - 2028  
(National Science Foundation, ADVANCE), *University of Utah*

### Affiliations and Association Memberships

Association for the Study of Higher Education  
American Educational Research Association (Division J; Queer Studies SIG)  
International Network for Social Network Analysis

## MEDIA MENTIONS

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- Spruch-Finer, S. (2023, August 4). How and why Glow Recipe anonymously cast its biggest campaign. <https://www.glossy.co/beauty/glossy-pop-newsletter-how-and-why-glow-recipe-anonymously-cast-its-biggest-ever-campaign/>
- Cole, S. (2022, August 12). A researcher jerked off to underage Japanese cartoon boys and published his findings in an academic journal. <https://www.vice.com/en/article/4ax34p/qualitative-research-paper-karl-andersson-shota>