

LOUIE F. RODRIGUEZ**PROFESSIONAL EXPERIENCE****UNIVERSITY OF CALIFORNIA RIVERSIDE****Riverside, CA**

The University of California Riverside is a public land-grant, research intensive university located in Inland Southern California serving over 26,000 students including 22,000 undergraduates.

Professor in the UCR School of Education & Bank of America Endowed Chair in Education Leadership, Policy, and Practice, July 2016 - Present**Interim Dean, School of Education, July 2019 – August 2022*****Visionary Leadership***

- Supported the establishment of the UC system's 1st Athletic Leadership minor, a master's degree in Educational Policy, and strengthened opportunities to support future bilingual, STEM, and special education teachers for the region and state.
- In collaboration with faculty & staff created SOE's mission and core values focusing on equity, evidence, excellence, community, critical thinking, and compassion.
- Led the School through its name change from the Graduate School of Education to the School of Education, raised the academic profile of the School of Education, and contributed to building a culture of assessment.

Funding & Development

- Raised \$3 million during a global health pandemic including 200 emergency scholarships to help with students' basic needs.
- Created 5 new endowed scholarships for SOE students including the 1st scholarship for students in the education major, a scholarship for future Latina leaders, and a scholarship for future bilingual teachers.
- Successfully acquired the School of Education's 1st named space in its 54-year history.
- Multiplied the number of alumni engaged with the Dean's Circle and revamped the Dean's Community Advisory Board.

Community Engagement & Pipeline Programs

- Established the *SOE in the Community Webinar Series* during the pandemic to address issues such as democracy and education, racial literacy, social/emotional learning, and more.
- Established various teacher education pipeline programs to promote future special education and bilingual teachers, including a district partnership to fully fund future bilingual teachers.
- Supported and promoted an Ethnic Studies Pathway in the Teacher Education Program and collaborated UCR Extension to build Ethnic Studies programming for in-service educators across the state.
- Supported 20 formal and informal partnerships with local districts and non-profits for the School's Community Engaged Learning initiative for undergraduate majors.

Diversity, Equity, and Inclusion

- Hired 30% of the SOE's tenure-track faculty, significantly diversifying the SOE faculty to the point of becoming the most diverse School of Education faculty in the entire UC system. These hires included 90% faculty of color and helped boost the number of Latina/o/x faculty from 1 to 6 over my time at UCR.
- Hired 2 University of California President's/Chancellor's postdocs in the School of Education.
- Supported a stand-alone Equity Advisor for the School of Education and supported collaborative hiring processes across search committees for faculty and staff hiring.
- Launched the FIERCE Scholars Program, a multi-year program designed to provide undergraduate students with scholarships, professional development, mentorship, and a curriculum experience to become future education

professionals dedicated to serving underrepresented communities across the region. This program later secured private donor funding for two additional years.

- Established the Black Community Education Promise (BCEP) Scholars Program, a program designed to support students dedicated to serving the Black community.

Student Support

- Supported the expansion of a new undergraduate major in education serving 90% students of color along with a 90%+ retention rate.
- Made an infrastructure investment to support student success for a writing center, more advising support, and community engaged learning.
- Supported student townhall meetings for School of Education students, developed the *Education JarDean* series, and emphasized maximum flexibility via policy and practice for students during the pandemic.
- Invested in professional development and research support for graduate students.

Associate Dean of Undergraduate Education Programs and Associate Professor, School of Education (2017-2019)

- Launched new undergraduate major in 2018 and grew the program from 0 to 600 students in four years.
- Developed program vision, curriculum development, a community learning infrastructure, and set the foundation for assessment.
- Launched faculty engagement efforts by launching freshman and transfer student seminars, built a student peer mentoring partnership with the campus Academic Resource Center, and built the student ambassador program in the SOE.
- Created student intervention and retention structures to support students who demonstrated academic challenges.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

San Bernardino, CA

California State University, San Bernardino is a public university located in Inland Southern California serving over 19,000 students.

Associate Professor and Co-Director, Doctoral Program in Educational Leadership, College of Education, San Bernardino, September 2012-June 2016

- Developed community-driven program mission focused on equity, social justice, and transformation.
- Led program recruitment and admission efforts, faculty engagement, assessment, accreditation, and student success.
- Grew faculty engagement and built intellectual activities for students, faculty, and community engagement.

Assistant Professor, Department of Educational Leadership & Curriculum, California State University, San Bernardino, 2009-2012

Florida International University, Assistant Professor, Department of Educational Leadership and Policy Studies, 2006-2009

Florida International University, Research Fellow, Center for Urban Education and Innovation, 2006-2009

Carlos Albizu University, Education Faculty, Department of Education, 2005-2006

EDUCATION

Ed.D., Harvard University, Administration, Planning and Social Policy, 2005

Ed.M., Harvard University, Administration, Planning, and Social Policy, 2001

Ed.M., Harvard University, Human Development and Psychology, Risk and Prevention, 1999

B.A., California State University, San Bernardino, with honors, 1998

A.A., San Bernardino Valley College, with honors, Liberal Studies, 1995

LEADERSHIP DEVELOPMENT

Millennium Leadership Initiative Protégé, The American Association of State Colleges and Universities (AASCU), 2021
Minority Serving Institutions (MSI) Aspiring Leader, Rutgers University, 2019 cohort
Regional Leadership Academy, Inland Empire Economic Partnership (IEEP), 2013-2014
Executive Leadership Academy Fellow, University of California, Berkeley, Center for the Study of Higher Education, March 2012

HONORS, FELLOWSHIPS & AWARDS

San Bernardino Valley College Alumni Hall of Fame, December 2019
Harvard Latino Alumni Alliance, Alumni Recognition, 2019
Outstanding Hispanic Faculty of the Year, American Association of Hispanics in Higher Education (AAHHE), 2015
Emerging Leader, Phi Delta Kappa International, Washington, DC 2014
Faculty of the Year (Research), College of Education, CSU, San Bernardino, June 2013
Serving the Hispanic Community Recognition, VA Medical Center, Loma Linda, CA 2012
Person of Distinction Honoree, San Bernardino Valley College, October 2011
Excellence in Education, Ontario-Montclair School District, August 2011
Global Competency Award, Central Language Academy, Ontario, CA, May 2011
Faculty Fellowship, American Association of Hispanics in Higher Education, March 2011
 President's Volunteer Service Award, December 2010 (Gold Level), Awarded by the President's (President Obama) Council on Service and Civic Participation, December 2010
Special Recognition by CA Assembly Member Manuel Perez, 80th District September 2010
30 Under 35, Latinos & Native Americans Making a Difference, September 2010
Distinguished Alumni, Colton Joint Unified School District, Colton School Board, 2009
Co-Founder's Award, Alumni of Color Conference, Harvard Grad. School of Education, 2007
Harold Hunt Fellowship, Harvard Graduate School of Education, 2005
Advanced Doctoral Fellow, Harvard Graduate School of Education, 2004
Conference Fellow, American Association for Higher Education, 2004
Hispanic Caucus Conference Fellow, American Association for Higher Education, 2004
Doctoral Entering Award, Harvard Graduate School of Education, 2001
Leadership Alliance Summer Research Fellow, Harvard University, 1997
Ronald E. McNair Scholar's Program, Scholar, Cal State University San Bernardino, 1996-1997
Sigma Delta Mu, Spanish Honor Society, San Bernardino Valley College, 1995

SCHOLARSHIP

Books

Ayala, J., Cammarota, J., Berta-Avila, M., Rivera, M., Rodriguez, L.F., Torre, M. (2018). *PAR Entremundos: A Pedagogy of the Americas*. New York: Peter Lang.

Rodriguez, L.F. (2015). *Intentional Excellence: The Pedagogy, Power, and Politics of Excellence in Latina/o Schools and Communities* (Peter Lang Publishing).

Rodriguez, L. F. (2014). *The Time is Now: Understanding and Responding to the Black and Latino Dropout Crisis*. (Peter Lang Publishing).

Conchas, G. Q. & **Rodriguez, L. F.** (2007). *Small Schools and Urban Youth: Using the Power of School Culture to Engage Students*. Thousand Oaks, CA: Corwin Press.

Peer Reviewed Manuscripts

Rodriguez, L. F., Espinoza, E., Gutierrez, L., Calderon, Y., Macias, C., Chang, E. (in progress, 2021) *Latina/o/x Youth Excellence and their Educational Journeys: Learning from the Field.*

Gutierrez, L., Calderon, Y., Rodriguez, L. F. Espinoza, E., Macias, C., Chang, E. (accepted, 2022). "La Excelencia Son Los Valores": Using the Loteria Game to Understand the Foundations of Latina/o/x Excellence Cultivated at Home. *Association of Mexican American Educators Journal*,

Rodriguez, L. F., Espinoza, E., Gutierrez, L., Calderon, Y., Macias, C., Chang, E. (2021,). "...You'll Still Make it to the Top": Using Photovoice to Explore Latina/o/x Excellence from the Perspectives of Latina/o/x Youth. *The High School Journal*.

Rodriguez, L. F. (2018). The Educational Journeys of Students of Color Across the Educational Pipeline: A Pedagogy of Storytelling or a Struggle for Freedom? *Diaspora, Indigenous, and Minority Education*.

Rodriguez, L. F. (2017). Institutionally Responsive Pedagogies: A Community Cultural Wealth Approach to Engaging Latina/o Students Across the Educational Pipeline. *Association of Mexican American Educators Journal*, 10 (3), 68-89.

Brown, T.M. & Rodriguez, L. F. (2017). Collaborating with Urban Youth to Engage Pre-Service Teachers. *Teacher Education Quarterly*, 44 (3), 75-92.

Rodriguez, L. F. & Greer, W. (2017). (Un)Expected Scholars: Counternarratives from Two (Boys) Men of Color Across the Educational Pipeline. *Equity and Excellence in Education*, 50 (1), 108-120.

Rodriguez, L. F. & Oseguera, L. O. (2015). Our Deliberate Success: Recognizing What Work for Latina/o Students Across the Educational Pipeline. *Journal of Hispanics in Higher Education*, 14 (2), 128-150.

Scott, S. & **Rodriguez, L.F.** (2014). "A Fly in the Ointment": African American Male Pre-service Teachers Experiences with Stereotype Threat in Teacher Education. *Urban Education*, doi:10.1177/0042085913519335. *(With Graduate Student).

Rodriguez, L. F. (2013). Moving Beyond *Test Prep Pedagogy*: Dialoguing with Multicultural Pre-Service Teachers for a Quality Education. *Multicultural Perspectives*, 15 (3), 133-140.

Rodriguez, L. F. (2013). The PUEDES Approach: Understanding and Responding to the Latina/o Dropout Crisis in the U.S. *Journal of Critical Thought and Praxis*. 2 (1), 122-153

Rodriguez, L. F., Mosqueda, E., Nava, P. & Conchas, G. (2013). Reflecting on the Institutional Process of College Success: The Experiences of Four Chicanos in the Context of Crisis. *Latino Studies Journal*, 11, 411-427.

Rodriguez, L. F. (2012). "Everybody Grieves, but Still Nobody Sees": Toward a Praxis of Recognition for Latina/o Students in U.S. Schools. *Teachers College Record*, 114 (1), 1-31.

Rodriguez, L. F. & Wasserberg, M. (2010). From the Classroom to the Country: Project POWER Engages Miami's Youth in Action Research Initiatives for Educational Rights. *The Journal of Urban Education: Focus on Enrichment*, 7 (30), 103-107. *(With Graduate Student).

Rodriguez, L. F. & Brown, T. M (2009). Engaging youth in participatory action research for education and social transformation. *New Directions for Youth Development*, 123, 19-34.

Brown, T.M. & **Rodriguez, L.F.** (2009). Editors' Introduction. *New Directions for Youth Development*.

Rodriguez, L. F. (2009). Over-Comeing Test Prep Pedagogy: Getting Urban High School Students to Educate Pre-Service Teachers Using Liberatory Pedagogy. *The Sophist's Bane: The Journal of the Society of Professors of Education*, 5, (1/2), 30-36

Rodriguez, L. F. (2009). Dialoguing, Cultural Capital and Student Engagement: Using Hip Hop Culture in the High School and University Classroom. *Equity and Excellence in Education*, 42 (1), 20-35.

- Rodríguez, L. F.** & Conchas, G. Q. (2009). Preventing Truancy and Dropout among Urban Middle School Students: Understanding Community-Based Action from the Student Perspective. *Education and Urban Society*, 41 (2), 216-247.
- Rodríguez, L. F.** (2008). "I've Never Heard of the Word Pedagogy Before": Using Liberatory Pedagogy to Forge Hope for New Teachers in Our Nation's Public Schools. *Interactions: UCLA Journal of Education and Information Studies*, 4 (2), <http://repositories.cdlib.org/gseis/interactions/vol4/iss2/art2>
- Rodríguez, L. F.** (2008). Struggling to Recognize Their Existence: Student-Adult Relationships in the Urban High School Context. *The Urban Review*, 40 (5), 436-453.
- Rodríguez, L. F.** (2008). Integrate or Adapt? Reflections on Educating for Critical Consciousness. *The New Educator*, 4 (4), 291-308.
- Rodríguez, L. F.** (2008). Latino School Dropout and Popular Culture: Envisioning Solutions to a Pervasive Problem. *Journal of Latinos and Education*, 7 (3), 258-264.
- Rodríguez, L. F.** (2008). "Teachers Know You Can Do More": Manufacturing Deliberate Cultures of Success for Urban High School Students. *Educational Policy*, 22 (5), 758-780.
- Brown, T. M. & **Rodríguez, L. F.** (2008). School and the Co-Construction of Dropout. *International Journal for Qualitative Studies in Education*, 22 (2), 221-242.
- Normore, A. H., **Rodríguez, L. F.**, & Wynne, J. (2007). Making All Children Winners: *Confronting Social Justice Issues to Redeem America's Soul*. *Journal of Educational Administration*, 45(6), 653-671.

Book Chapters

Rodriguez, L. F. & Nevarez, A. (2021). Reclaiming Our Excellence: Toward a Framework for Latina/o/x Hemispheric Excellence in Education. In J. Cammarota (Ed.), *Liberatory Practices for Learning. Dismantling Social Inequality and Individualism with Ancient Wisdom*. Palgrave Macmillan.

Cammarota, J. Ayala, J., Rivera, M., Rodriguez, L. F. , Berta-Avila, M, Torre, M. (2018). Roots & Principles of PAR Entremundos. In J. Ayala et al. (Eds.), *PAR Entremundos: A Pedagogy of the Americas*. Peter Lang Publishing.

Cammarota, J. Ayala, J., Rivera, M., Rodriguez, L. F. , Berta-Avila, M, Torre, M. (2018). Theoretical Lineages & Guiding Principles. In J. Ayala et al. (Eds.), *PAR Entremundos: A Pedagogy of the Americas*. Peter Lang Publishing.

Rodriguez, L. F. (2018). The Praxis Project: Participatory Research Advocating for Excellence in Schools. In J. Ayala et al. (Eds.), *PAR Entremundos: A Pedagogy of the Americas*. Peter Lang Publishing.

Rodriguez, L. F. & Brown, T. M. (2018). Toward Transformative Practices in Teacher Development: Lessons from Research with Youth of Color. In *Transformative Pedagogies for Teacher Education: Moving Towards Critical Praxis in an era of Change*. Information Age Publishing. Charlotte, NC.

Rodriguez, L. F. (2018). *A Testimonio Rooted in the Community: Three Pedagogical Approaches to Develop Equity-Minded Educational Leaders for and with the Latina/o Community*. In C. Rodriguez (Ed.), *Latino Educational Leadership: Serving Latino Communities and Preparing Latina/o Leaders Across the P-20 Pipeline*. Information Age Publishing. Charlotte, NC.

Rodriguez, L. F. (2018). Nuestra Excelencia: Building an Institutional Culture of Excellence through a Latina/o Excellence Pedagogy at the Post-Secondary Level. In A. de los Santos (Ed.). *New Directions: Assessment and Preparation of Hispanic College Students*. Bilingual Press.

Cammarota, J., Berta-Avila, M., Ayala, J., Rivera, M, & Rodriguez, L. F., (2016). PAR Entremundos: A Practitioner’s Guide. In A. Valenzuela’s (Ed.), *Growing Critically Conscious Teachers: A Social Justice Curriculum for Educations of Latina/o Youth* (pp. 67-89). Teachers College Press.

Rodriguez, L. F. (2015). “Listen to Us”: Using Participatory Action Research to Engage Latina/o High School Intellectuals in Transforming Race and School Inequality. In G. Conchas,(Ed.), *Cracks in the Schoolyard Critical Case Studies in Latino Education*. Teachers College Press.

Rodriguez, L.F. (2013). Learning From Catalina: Reflections on Bridging Communities and Schools in the Context of a “Post-racial” Society. In D. Carter & F. Tuit (Eds.) *Contesting the Myth of a ‘Post-Racial Era:’ The Continued Significance of Race in U.S. Education*. Peter Lang Publishing.

Rodriguez, L. F. (2012). Beyond School Structures and Individual Blame: Centralizing School Culture to Understand and Respond to the Latina/o Dropout Crisis. In B. Gastic and R. R. Verdugo’s (Eds.), *The Education of the Hispanic Population: Selected Essays*. Information Age Publishing.

Rodriguez, L.F. (2011). Over-Comeing Test Prep Pedagogy: Getting Urban High School Students to Educate Pre-Service Teachers Using Liberatory Pedagogy. In, B. Schultz (Ed.), *Listening to and Learning from Students: Possibilities for Teaching, Learning, and Curriculum*. Charlotte, NC: Information Age Publishing.

Research Reports

Rodriguez, L. F. (2011). Learning from the Voices and Experiences of Students at Colton High School: Towards a 10-Point Plan to Reduce Dropout, Promote Student Engagement, and Build 21st Century Schools Across the Inland Empire and Beyond. The PRAXIS Project.

Rodriguez, L. F. (2011). Executive Summary on Research Report, “Learning from Our Students.”

Rodriguez, L. F. (2011). Polimemo Series based on report, “Learning from Our Students.”

Other Scholarship

Rodriguez, L. F. (2021). Showing we care: Centering 'cariño' in the return to in-person learning. <https://edsources.org/2021/showing-we-care-centering-carino-in-the-return-to-in-person-learning/660646>

Rodriguez, L. F. (2020). Dear Teachers: You're Our Country's Greatest Hope Right Now. *Education Week*, October 2020. <https://www.edweek.org/teaching-learning/opinion-dear-teachers-youre-our-countrys-greatest-hope-right-now/2020/10>

Rodriguez, L. F. (2018). Listening to Our Ancestors Every Day of the Week: 5 Ways to Make the Most of School for Latina/o/x Students. Blog post: www.drlouiefrodriguez.com

Rodriguez, L. F. (2018). Beyond College and Career: Education for What and for Whom? Blog post: www.drlouiefrodriguez.com

Rodriguez, L. F. (2018). AAHHE Creating Spaces That Affirm, Support And Develop Latina/o Scholars In Higher Education. *Hispanic Outlook on Education Magazine*, May 2018.

Rodriguez, L. F. (2014). "School is like...": What Students Can Teach Us about the Power of Relationships in Public Schools. *Praxis, 1*, (3), 1-2. A publication of the San Bernardino City Unified School District.

Rodriguez, L. F. (2011). From the Inland Empire to the White House: Building Community and Winning *Our* Future. Published on US DOE Website: www.ed.gov

Rodriguez, L. F. (2011). White House Summit Lights a Spark in the Inland Empire's Education Community. Submitted to *The Los Angeles Times*, November 12, 2011.

Rodriguez, L. F. (2011). Occupying Our Schools with *Excellence* to Respond to the Dropout Crisis in the Inland Empire. Submitted to *The San Bernardino Sun*, November 17, 2011.

Rodriguez, L. F. (2010). What Schools Can Do About the Dropout Crisis. *Leadership*, 40 (1), 18-22.

Rodriguez, L. F. (2007). Recognizing the Wealth that Parents Bring to Urban Schools. In, *Project GATE Gazette*, 1 (7), 5-6. A publication by the Miami-Dade County Public Schools.

Rodriguez, L. F. (2005). "Yo, Mister! An Alternative Urban High School Offers Lessons on Respect." *Educational Leadership*, 62, 7, 78-80.

Rodriguez, L. F. (2004). "Latinos and School Reform: Voice, Action, and Agency." *ReVista: Harvard Review of Latin America*, 3(2), 38-39. David Rockefeller Center for Latin American Studies, Harvard University.

Rodriguez, L. F. (2003). Book Review of *The Latino Student's Guide to College Success*, by L. A. Valverde (2001) in the *Journal of Latinos and Education*, 2 (3), 187-191, 2003.

Rodriguez, L. F. (2002). Article Abstract of "The Political Construction of Accountability: When Rhetoric Meets Reality", by L. D. Fusarelli, in *Education and Urban Society*, Vol. 33, No. February 2001, pp. 157-69. *SAGE Race Relations Abstracts*, Vol. 27 (4): 126, 2002.

Rodriguez, L. F. (2002). Article Abstract of "Conclusion: Polar Positions on the Texas Assessment of Academic Skills (TAAS): Pragmatism and the Politics of Neglect," by H. T. Trueba, in *Education and Urban Society*, Vol. 33, No. 3, May 2001, pp. 333-44. *SAGE Race Relations Abstracts*, Vol. 27 (4): 126, 2002.

Technical Reports

Tuitt, F., Carter-Andrews, D., Rodriguez, L. F. & Howard, L. (2009). Funded \$30, 000 by ABEKAM in partnership with National Head Start Association (NHSA) to study the impact of the *Health and Physical Activity Initiative* on preschoolers' physical development, health lifestyle, and innate love for physical activity?

Tuitt, F., Carter-Andrews, D., Rodriguez, L. F. & Howard, L. (2008). Jordan Fundamentals Social Impact Study. Funded \$100,000 to study the impact of Jordan Fundamentals Teacher Innovation Grant Program.

Conchas, G. Q. & **Rodríguez, L. F.** (2003) "Engaging Urban Youth through Community-based Action: How the 'School Success' Truancy Prevention Program Motivates Middle Graders," Report for the Boston Urban Youth Foundation. Boston, MA.

RESEARCH

Latina/o/x Leadership Experiences in the Context of the Health Pandemic and Racial Justice Movement: 2020-Present.

An interview study focusing on the Latina/o/x educational leaders across the Inland Empire Educational Pipeline. The Center for Educational Transformation at UCR.

Collaborative Research for Equity and Excellence in ouR Schools & Universities (CREER-U): Principal Investigator, 2016-Present: An interview study focusing on the university students' perspectives on educational excellence from the Inland Empire region. The Center for Educational Transformation at UCR.

Collaborative Research for Equity and Excellence in ouR Schools (CREER): Principal Investigator, 2016-Present: A research initiative aimed at exploring and understanding youth excellence in U.S. schools. The Center for Educational Transformation at UCR.

The PRAXIS Project: Participatory Research for Advocacy and Excellence in Schools: Principal Investigator, 2010-2016, Collaborative project between California State University, San Bernardino and Colton Joint Unified School District and San Bernardino Unified School District.

This multi-site initiative aims to generate a research-based approach that understands, intervenes, and reduces the dropout crisis among Inland Empire youth. Using various methods and pedagogies, our research team aims to actively engage the school and larger community in processes and projects for positive change that results in higher graduation and college-going rates in the region. High school youth are active participants in the process and eventually transform themselves in public intellectuals addressing the educational crisis facing the region.

Project POWER (Promoting Our Will through Education and Research), Principal Investigator, Florida International University, Center for Urban Education and Innovation, and Miami Dade County Public Schools, 2007-2008

This research project seeks to engage Latina/o and African Diaspora urban high school students, pre-service teachers, and district educators in participatory action research initiatives. Using the high school classroom as vehicle, the research team and PI are engaging with a classroom of high school students in a research seminar that addresses the issues of equity and civil rights and education, particularly in the context of low-income urban communities. This project seeks to: 1) create opportunities for young people to practice their agency for school change, 2) train researchers in participatory action research methodology for the purposes of applying their learning to other settings, and 3) build bridges between the universities and the K-12 public schools.

Action Research Seminar, Algebra Project—Miami, Research Fellow

Center for Urban Education and Innovation, Florida International University, Summer 2007

This summer-long research seminar sought to engage Latina/o and African Diaspora, urban high school students in action research initiatives for the purposes of school change. Twenty students were trained in research design and methodology, data collection and analysis, and presented their final work to the community upon completion of their projects. Student-researchers examined power and the culture of low expectations in urban schools, social class and curriculum, electives and student engagement, racism and discrimination in urban schools, and the connection between politics and education.

COMMUNITY ENGAGEMENT

Los Estudiantes VALEn (2018-2019). A community engagement initiative in partnership with Eleanor Roosevelt High School in Eastvale, CA aimed at mentoring, community building, and youth voice. The Center for Educational Transformation at UCR.

The Latina/o/x Doctors Project (2018-2019). A community engagement effort to identify every Latina/o/x with a doctoral degree in any field in the Inland Empire and create opportunities for students, parents, and educators to learn from local talent to inspire educational success and community investment. The Center for Educational Transformation at UCR.

BOARD SERVICE AND OTHER LEADERSHIP DEVELOPMENT

Southern Education Foundation, Institutional Governance & Effectiveness attendee, June 2013

Carnegie Project on the Education Doctorate (CPED), Convening Participant, 2012-present

Coalition of Inland Empire Latino Organizations (CIELO), Founding Board Member, 2012

Faculty Fellow Program Co-Chair, American Association of Hispanics in Higher Education (AAHHE). 2011-2014

Selection Committee, 30 Under 35 Committee, CA Assembly Member Wilmer Amina Carter, 62nd District, State of CA, 2011

Advisory Board Member, Diocesan Youth Ministry Advisory Board (DYMAB), San Bernardino County, 2011

Advisory Board Member, California Council on Economic Education, 2010-2011

Elected Board Member, Hispanic Alumni Board, CSU, San Bernardino, Spring 2010-2013

Advisory Member, San Bernardino County Public Schools, *Stakeholders to Address the Dropout Crisis.* Spring 2010-Present

Executive Council, Latino Education and Development Projects, California State University, San Bernardino, 2009-2010

Regional Board (California), National Latino Education Research and Policy Project, PAR and Policy Committee, 2010-Present

PREVIOUS RESEARCH/CONSULTING PROJECTS

Michael Jordan Fundamental Grant Program, 2008, Research Consultant/Evaluator. Collaborated with colleagues on a multi-city evaluation of the Jordan Fundamental Grant Program.

School and the Co-Construction of Dropout, (with Tara M. Brown), 2003-2004. An in-depth qualitative examination of Latino student dropouts in two urban high schools.

Pathways for Student Success, Research Assistant, PI Pedro A. Noguera, 2001-2003, HGSE. A multi-year research study examining the relationship between school structure and culture in several Boston urban high schools serving lower-working class Latina/o and African American students and communities.

Boston Urban Youth Foundation, Research Associate with Gilberto Conchas, 2000-2003, HGSE. An examination of a community-based truancy and dropout prevention programs serving Black and Latina/o students in urban Boston.

Youth as Researchers, Research Associate, 2002-3, Harvard Graduate School of Education/BPS. A participatory action research project aimed at engaging Black and Latina/o high school students in student voice initiatives in a Boston high school.

Voices of Love & Freedom Project, Research Assistant, PI Robert Selman, HGSE, Summer 1997. A summer long research experience examining the impact that VLF curriculum had on students' dispositions in schools.

TEACHING & OTHER PROFESSIONAL EXPERIENCE

Associate Professor, University of California Riverside, 2016-Present

Sociology of Education (graduate)

Qualitative Research (graduate)

Special Topics in Urban Education (master's)

Education for Critical Consciousness (undergraduate)

Freshman Seminar (undergraduate)

Associate Professor, California State University, San Bernardino, 2012-Present
 Doctoral Research Seminar (graduate)
 Equity and Diversity in Educational Leadership (graduate)
 Introduction to Qualitative Research (graduate)
 Communications in Education (graduate)

Assistant Professor, California State University, San Bernardino, 2009-2012
 Doctoral Seminar, (graduate)
 Writing for Field of Education (undergraduate)
 Secondary School Culture (credential program, post-baccalaureate)
 Equity and Diversity in Educational Leadership (graduate, doctoral)
 Research Methods in Educational Research (graduate, masters)
 Introduction to Qualitative Research (graduate, doctoral)

Assistant Professor, Florida International University, 2006-2009
 Social and Cultural Foundations of Education (undergraduate)
 Special Topics in Urban Education: An Introduction to the Field (graduate)
 Special Topics in Urban Education: The Role of Research in Transforming Schools and Communities (graduate)

Education Faculty, Carlos Albizu University, 2005-2006
 Critical Issues in Urban Education
 Introduction to Education
 Introduction to the Foundations of Education

Teaching Fellow, Harvard Graduate School of Education, 2003
 Dr. Pedro Noguera, *The Role of Research in Transforming Urban Schools and Communities*

Teaching Fellow, Harvard Graduate School of Education, 2003
 Dr. Gary Orfield, *Education Policy and Urban Poverty*

Teaching Fellow, Harvard Graduate School of Education, 2003
 Dr. Mark Warren, *Education Organizing*

Teaching Fellow, Harvard Graduate School of Education, 2002
 Dr. Pedro Noguera, *The Role of Research in Challenging Racial Inequality in Urban Education*

Teaching Fellow, Harvard Graduate School of Education, 2002
 Dr. Pedro Noguera, *Race, Inequality, and the Unfulfilled Promise of Public Education*

Teaching Fellow, Harvard Graduate School of Education, 2001
 Dr. James Diego Vigil, *Cross-Cultural Research on Urban Gangs*

Teaching Fellow, Harvard Graduate School of Education, 2000
 Dr. James Diego Vigil, *Understanding the Mexican People*

Urban Public School Teacher, Boston Public Schools, 2001 and 2003-2005
 Roxbury, Massachusetts, Middle and Secondary School Algebra

Program Coordinator/Prevention Practitioner, Boston Public Schools, 1998-2000
 GEAR UP/RALLY Coordinator, Middle School

GRANT ACTIVITY

PI, Rodriguez, L. F. (2017). Project CREER (Collaborative Research for Equity and Excellence in OuR Schools: Examining Excellence in the Inland Empire. The Spencer Foundation, \$49,370 (Submitted).

PI, Rodriguez, L. F. (2016). Collaborative Research for Equity and Excellence in Our Schools. The Haynes Foundation, \$173,000. University of California, Riverside (not funded).

PI, Rodriguez, L. F. (2016). Studying Excellence Across the Inland Empire. LOI submitted to Ford Foundation. (not invited).

Co-PI, Guarino, C., Ream, R., Smith, T., Rodriguez, L.F. A comprehensive investigation of how and why achievement gaps in mathematics have shifted in the transition to the Common Core and new aligned assessments. Institute of Education Sciences (not funded)

Co-Pi, Guarino, C., Ream, R., Smith, T., Rodriguez, L.F. A comprehensive investigation of how and why achievement gaps in mathematics have shifted in the transition to the Common Core and new aligned assessments. **National Science Foundation, \$1,399,935. (not funded)**

(PI) Rodriguez, L. F. (2010). “Quality Teachers for the 21st Century: Listening to the Voices and Perspectives of Low-Income Youth.” Received (\$3,000) for CSUSB Summer Fellowship, Office of Sponsored Research. (Received)

(PI) Rodriguez, L. F. (2009). “Engaging Schools and Communities for a Quality Education as a Right.” Office of Community-University Partnerships, CSUSB, \$5,000. (Received).

(PI) Rodríguez, L. F., Shealey, M. & Valle-Riestra, D. (2007). Using Participatory Action Research in an Urban High School for Youth Engagement and Achievement. Letter of Inquiry Submitted to the William T. Grant Foundation. (not funded)

(Co-PI) Wynne, J., Bowe, G., Rodríguez, L. F., & Salinas, A. (2007). Engaging Urban Youth Using the Cohort Model: Building an Intervention to Boost Engagement and Achievement in a Historically Underperforming High School. Submitted to the Institute of Education Services, U.S. Department of Education. (\$1.5 million over three years, not funded).

(PI) Rodríguez, L. F. (2007). *Understanding and Building Momentum around the Dropout Issue in Miami and Beyond.* Submitted to Kauffman Professor Program at The Entrepreneurial Academy of the Eugenio Pino & Family Global Entrepreneurship Center of Florida International University. (not funded)

(PI) Rodríguez, L. F. (2007). Project POWER (Promoting Our Will through Education and Research): (Re)Engaging Miami’s High School Students through Research for School Success. Submitted to the Provost’s Office, Faculty Development Grant at Florida International University. (applied)

SELECTED CONFERENCE & ACADEMIC PRESENTATIONS (partial list)

Rodriguez, L. F. (2018). “This is something so you can never be lost...” Keynote Speech, Nuestra Graduación, San Bernardino Valley College.

Rodriguez, L. F. (2018). Engaging with PAR in Challenging Times: Connecting Research with the Community and the Community with the Research. Harvard Graduate School of Education, Cambridge, MA.

Rodriguez, L. F., Gutierrez, L., Calderon, Y., Arteaga, N., Ramirez Rueda, F. (2018). Reclaiming and Cultivating Intentional Excellence with Our Communities. University of La Verne.

Rodriguez, L. F. (2017). This is Not an Intellectual Exercise: From Colton to Harvard and Back to the I.E. Roosevelt High School, Eastvale, CA.

Rodriguez, L. F. (2017). Beyond Me: Telling Our stories and building *with* our communities for excellence. Orange Coast College, CA.

Rodriguez, L. F. (2017). Invited Discussant, American Education Research Association, Washington, DC.

Rodriguez, L.F. (2016). Workshop on writing and publishing to Division J Emerging Scholar Workshop. AERA, Washington, DC.

Rodriguez, L. F. (2015). Recognizing Our Excellence: Toward a New Movement in Latina/o Education. CSU, San Bernardino, Book Launch.

Rodriguez, L. F. (2015). Intentional Excellence. Mills College, Oakland, CA. Book Talk.

Rodriguez, L. F. (2015). Nuestra Excelencia: Recognizing the Brilliance in Our Children. Ontario-Montclair School District.

Rodriguez, L. F. (2013). [Engaging Black and Latino Students in Urban High Schools: Lessons From the PRAXIS Project's 10-Point Plan](#). The American Education Research Association, San Francisco, CA.

Rodriguez, L. F. (2013). Learning From Our Students: Lessons from The PRAXIS Project. Keynote Speaker, District Wide Principal Meeting, San Bernardino City Unified School District, March 2013.

Rodriguez, L. F. (2012). Responding to the National Latino Education Crisis: Lessons from the Inland Empire. White House Initiatives for Educational Excellence for Hispanics, U.S. Department of Education, Washington, D.C. July 2012 (invited presentation).

Rodriguez, L.F. et al (2012). PRAXIS In the Inland Empire. Harvard Graduate School of Education. Alumni of Color Conference. Cambridge, MA. March 2012.

Rodriguez, L. F. (2011). Keynote Speaker. Recognition and Excellence in Public Schools. Ontario-Montclair School District. Superintendent's Administrative Leadership Retreat.

Rodriguez, L. F. (2011). Responding to the Education Crisis Facing the Inland Empire: The PRAXIS Project. Invited Presentation to the Mexican Consulate.

Rodriguez, L. F. (2010). Recognizing and Responding to the Education Crisis in the Inland Empire. White House Officials Visit to CSUSB, September 2010.

Rodriguez, L. F. (2009). Invited Panel: Participatory Action Research and Student/Teacher Development: Implications for Pedagogy and Teacher Development. The First Triennial Conference on Latino Education and Immigrant Education. University of Georgia, Athens, GA (Invited)

Rodriguez, L. F. & Brown, T. M. (2009). School Dropout and the Co-Construction of the Latino Dropout Problem. The First Triennial Conference on Latino Education and Immigrant Education. University of Georgia, Athens, GA.

Rodriguez, L. F. (2008). Invited to the Bill and Melinda Gates Foundation to discuss a research agenda related to Disconnected Men in the U.S. Seattle, WA, April, 2008. (Invited Participant).

PROFESSIONAL DEVELOPMENT & OTHER SERVICE

Content Expert, Carnegie Center for Educational Excellence, Stanford University, Improvement Science Initiative, 2016

Presenter, Latina/o Student Achievement & Educational Excellence, Santa Fe Public Schools, New Mexico, August 2013 & 2014

Presenter, National Institute of Urban School Leaders, Harvard Graduate School of Education, Cambridge, MA, July 2013 and 2014.

- Trainer**, National Latino Education Research and Policy Project, Training teachers in PAR. Sacramento, CA.
- Presenter**, PAR in Latino Communities Across the U.S. and Beyond. American Association of Hispanics in Higher Education (AAHHE). April 2012.
- Research Advisor**, Coachella Valley Health Education Resource Manual, 2011. Responsible for providing research advice on community-engagement initiatives associated with project.
- Presenter**, Michigan School District, Keynote Address to district leaders. March 2012.
- Consultant**, Lancaster Unified School District, 2011. Workshops provided to district leadership, school administrators, and district instructional staff on best practices, student engagement, and parent engagement.
- Presenter**, Ontario-Montclair School District, 2011. Keynote speaker for Superintendent’s Administrative Leadership Retreat. Addressed cultural competency, community engagement, aiming for excellence in public schools.
- Facilitator**, Coachella Valley Health Initiative, December 2011.
- Guest Speaker**, Relationships, Research & Recognition to Address the Dropout Crisis, Bloomington Middle School, Colton Joint Unified School District, November 3, 2010.
- Guest Speaker**, Voices, Relationships & Learning in the Context of Poverty, Shandin Hills Middle School, San Bernardino City Unified School District, October 27, 2010.
- Guest Speaker**, Understanding Student Motivation: Context, Research and Action, Shandin Hills Middle School, San Bernardino City Unified School District, September 2010.
- Consultant**, Dropout Institute, *Families in Schools*, Sacramento, CA April 2010-June 2010. Served as expert consultant on dropout crisis. Designed and delivered two-day institute to statewide group of grantees addressing dropout crisis across the state of California.
- Keynote Speaker**, “The Struggle to Recognize Our Youth in San Bernardino in a Time of Crisis,” San Bernardino City Unified School District, First Counselor’s Forum, December 9, 2009.
- Guest Speaker**, “Political and Ideological Clarity with SIATech Teachers,” SIATech Academy/Job Corps, San Bernardino, CA, November/December 2009

PROFESSIONAL AFFILIATIONS

American Education Research Association

MEDIA ACTIVITY

Fall 2009 to Present (CSUSB):

- 1) *Learning from Our Schools*, Charter TV Interview, CNN Headline News, January 2012.
- 2) “Cal State Professor Launches Plan to Respond to ‘Dropout Crisis,” *The San Bernardino Sun*, November 15, 2011.
- 3) Research in the community, *Inland Empire Weekly*. November 2011.
- 4) *Research in the community*, *Coyote Chronicle*.
- 5) “The Latino Dropout Crisis,” El Sembrador Radio, February 2011
- 6) Merit Pay May be On Way in Fontana, quoted in *San Bernardino Sun*, May 12, 2010
- 7) Teachers Resist Merit Pay, quoted in *San Bernardino Sun*, May 1, 2010
- 8) Number of Spanish Speakers Soars, quoted in *San Bernardino Sun*, April 30, 2010
- 9) San Bernardino City Districts’ Kids Poor at the Top, quoted in *San Bernardino Sun*, April 25, 2010
- 10) State has Little Power to Correct Failing Schools, Experts Say, quoted in *San Bernardino Sun*, April 9, 2010
- 11) “Former Dropouts Talk about Better Schools at CSUSB,” work cited in *San Bernardino Sun*, March 13, 2010
- 12) “No Easy Fix for San Bernardino’s Struggling Schools,” quoted in *San Bernardino Sun*, March 14, 2010
- 13) “Previous Dropouts to Speak on the Dropout Crisis,” work announced in *PRNewswire*, March 11, 2010
- 14) “CSU System Joins ‘Es El Momento’ Campaign,” quoted in *Coyote Chronicle*, February 26, 2010
- 15) “The Latino Education and Advocacy Day and the State of Latinos and Education” guest appearance on Coyote TV, February 18, 2010
- 16) “Latino Education and Advocacy Day and My Pathway,” Guest appearance, Latino Scholastic Achievement Network, February 4, 2010
- 17) “Federal Education Grants May be Tied to Teacher Evaluations” quoted in *San Bernardino Sun*, February 4, 2010
- 18) “\$630 Million to teach English to Immigrant Adults,” quoted in *San Bernardino Sun*, February 6, 2010
- 19) “Tackling Truancy,” quoted in the *Bismarck Tribune*, North Dakota, December 2009

- 20) “What Can This Student Teach You About the Classroom?” Research profiled in *Teaching Tolerance* magazine, a project of the Southern Poverty Law Center, October 2009.

Prior to CSUSB:

- 21) “The Most Interesting People in Miami,” *The Chris Wolfe Show*, 880 a.m., profiled panelist, April 29, 2009.
 22) “School budget cuts: Broward considers switch to four-day weeks,” quoted in *The Sun-Sentinel*, April 19, 2009
 23) “Immigration and Immigrant Youth,” *Connections*, Channel 2, WPBT, invited guest panelist
 24) “FCATs make week pressure-packed for South Florida students,” quoted in *The Sun-Sentinel*, March 9, 2009
 25) “Unequal Education,” quoted and research cited in *In These Times* magazine, February 16, 2009.
 26) “Texas Edition—Challenging Dropout Factories.” Guest Interviewee on Linea Abierta on Radio Bilingue on XM Radio. April 16, 2008
 27) **“Florida’s Education Quality 10th Best?,” one-on-one interview on WPBT, Channel 2, Issues, Miami FL, January 9, 2009 (television appearance)**
 28) “School Budget Crisis,” panel interview on WPBT, Channel 2 Issues, Miami, FL, November 21, 2008 (television appearance)
 29) “FCAT and Accountability in Education,” discussion panelist on WPBT, Channel 2, *Issues* Program, Miami, FL, August 2007 (television appearance)
 30) “FCAT, Accountability, and Graduation Rates in Florida,” one-on-one interview on WPBT, Channel 2, Issues, Miami, FL, April 2008 (television appearance)

EDITORIAL SERVICE

Reviewer, Association of Mexican American Educators Journal, 2022

Reviewer, *Sociology of Education*, 2021

Manuscript Review, Routledge, 2016

Reviewer, *American Educational Research Journal*, 2016

Reviewer, *Equity & Excellence in Education*, 2015-Present

Invited Special Issue Review, *The Urban Review*, 2012

Reviewer, *Urban Education*, 2010-Present

Occasional Reviewer, *The Journal of Latinos and Education*, 2010-Present

Reviewer, *New Directions in Youth Development*, Winter 2010 (invited)

Co-Guest Editor, Special Issue on Participatory Action Research with Youth in *New Directions in Youth Development. Forthcoming, Winter 2009.*

Educational Policy (Invited to Review Manuscript) March 2009

Equity and Excellence in Education (Invited to Review Manuscript) December 2008

American Educational Research Association (Proposal Reviewer)

Division B: Curriculum Studies, *invited* proposal reviewer, 2009-2010

Division K: Teachers and Teacher Education, *invited* proposal reviewer, 2009-2010

Division G: Social Context of Education, Social Context of Educational Policy, Politics and Praxis

SIG: Hispanic Research Issues

SIG: Critical Examination of Race, Ethnicity, Class and Gender in Education

SIG: School Community, Climate and Culture, July 2007-8

The Dubois Review (Manuscript Reviewer)

Fall 2007-2008

Journal of Latinos and Education (Occasional Manuscript Reviewer)

July 2007-2010

OTHER PROFESSIONAL ACTIVITIES AND SERVICE

UCR

Provost’s Cabinet, 2019-present

Dean’s Council, 2019-present

Campus Leadership, 2019-present

Compliance Advisory, 2020-present

Campus Finance Committee, 2020-present

SOE Senior Leadership, 2017-2022

SOE Teacher Education Committee, 2019-2022

SOE, Administrative Leadership Committee, 2019-2022

Greater Mexico and U.S. Latinx Studies Cluster Search Committee, 2016-2017

SOE Undergraduate Education Committee, 2016-Present

CSUSB University Service:

College Evaluation Committee (Tenure & Promotion Committee), 2013-2015

Department Chair Evaluation Committee, 2013

University Executive Committee, Faculty Representative, 2012-2013

Philanthropic Board of Directors Committee, Faculty Representative, University-Wide, 2011-2012

Dean's Cabinet, CSUSB College of Education, 2012-2014

Curriculum Committee, CSUSB, 2011-2012

Association of Latino Faculty, Staff, Students, Faculty Representative, CSUSB, 2009-2010

Core Doctoral Faculty Committee, CSUSB, 2009-2016

Ed.D. Director Search Committee, CSUSB, 2009

Dean's Educational Leadership Council, CSUSB, 2009-2011

Ed.D. Admissions & Recruitment Committee, CSUSB, 2009-2016

Latino Education and Advocacy Day, Coordinating Committee, CSUSB, 2009-2010

Research Committee, College of Education, CSUSB, 2010-2011

Dissertation & Theses Service:

Chair, LaTanya Greer, School Culture Issues at the Middle School Level

Chair, Beth Brenner, Women and the University Presidency

Chair, Gordon Ammerson, Ed.D. Student, Topic: Narrowing the Achievement Gap for African American Students in K-12 School (Graduated, 2014)

Chair, Lari Nelson, Ed.D. Student, 2010-2016, Topic: Examining School Culture in the Middle of a Curriculum Reform Effort. (Graduated, 2014)

Chair, Cecilia Ornelas, Ed.D. Student, 2011-2016, Topic: The Experiences of Latina/o Students in a For-Profit College.

Chair, Philip Lutterdot, Ed.D. Student, 2011-2019, Topic: Intervention Strategies for Students of Color in Community College. (Graduated, 2019)

Chair, Joe Boffa, Ed.D. Student, Topic: Examining the Lived Experiences of Late-Entry English Learners in a Rural School District (Graduated, 2014)

Committee Member, Sussana Ortega, Ed.D. Student, CSUSB, 2009-2016

Committee Reader, Courtney Dousett, Ed.D. Student (Graduated, 2015)

Committee Reader, Tabitha Muteti, Ed.D. Student (Graduated June 2013)

Co-Chair, Henry Yzaguirre, Ed.D. Student, CSUSB, 2009-2012 (Graduated)

Committee Member, Miguel Lopez, Ed.D. Student, CSUSB, 2009-2012 (Graduated)

Chair, Gustavo Chamorro, Ed.D. Student, CSUSB, 2010-2012 (Graduated)

Chair, Sonya Scott, Ed.D. Student, CSUSB, 2011-2013 (Graduated)

Chair, Aja Henriquez, Ed.D. Students, CSUSB, 2011-2012 (Graduated)

Committee Member, Eric Vreeman, Ed.D. Student, CSUSB, 2010-2012 (Graduated)

Chair, Ericka Shuss, Master's degree in Educational Administration, Graduated 2011

Chair, Jesus Nolasco, Master's degree in Educational Administration, Graduated 2011

Chair, Theresa Gomez, Master's degree in Educational Administration, Graduated 2011

Reader, Jennifer Brooks, Master's in Education, Graduated June 2012

Chair, Elizabeth Glick, Master's in Education, Graduated, June 2012

Chair, Ralph Garibaldi, Master's in Education, Graduated, 2010

Chair, Paul Robinson, Master's in Education, Graduated, 2010

Community Service:

7 Steps to Success, De Anza Middle School, College Day Speaker, March 2013

District-Wide Parent Workshop on School Culture, Creating Institutional Cultures that Result in Student Success. Ontario Montclair School District, March 2013

Getting to College and Beyond, Invited Panelist, Central Language Academy, January 2011

Mentor, Puente Program, San Bernardino Valley College, January 2011-Present
 Mentor, Inland Empire Scholarship Fund, Fall 2010-Present
 Featured Presenter, McKinley Elementary, Career Day, February 17, 2011

Florida International University Service:

University Curriculum Committee, University-Wide, Member, FIU, 2008-2009
 Undergraduate Policies Committee, College of Education at FIU, 2008-2009 (Chair)
 Search Committee, Chair, Educational Leadership and Policy Studies, Spring 2008
 Urban SEALS (Special Education Academic Leaders) Leadership Board, Fall 2007-2009
 Florida International University, College of Education, 2006-2007
 Undergraduate Policies Committee
 Cultural Reform Committee

Florida International University Dissertation Committees:

Dissertation Committee Member, Martin Wasserberg, Ph.D. Candidate, Florida International University: Title: Stereotype threat, domain identification, and the high-stakes testing of African-American third-graders in an urban elementary school: A mixed methods analysis. Graduated June 2010.

Dissertation Committee Member, Avis Proctor, Ed.D. Candidate, Florida International University, The Relationship Between Persistence and Mathematics at an Urban Community College.

Dissertation Committee Member, Giselle George, Ph.D. Candidate, Florida International University,

Faculty Advisor, Students for Educational Equity (Student Organization)

Other Service:

Commencement Speaker: SIATech Academy/Inland Empire Job Corps, San Bernardino, CA, August 2009

Panel Moderator, "Student Voices: The Real Impact of Educational Policy," Harvard University, Kennedy School of Government, 2003

Steering Committee, Second Annual Alumni of Color Conference, "Reconnecting the I and We: Building Community for Change," Harvard Graduate School of Education, 2004

Inaugural Conference Co-Chair/Co-Founder, First Annual Alumni of Color Conference, "Exploring Issues of Race, Ethnicity, Gender, and Identity in Education," Harvard Graduate School of Education, 2003

Faculty Search Committee (Student Representative), Assistant Professor in Communities and Schools, Harvard Graduate School of Education, 2002

Committee Member, Dean's Standing Committee on Diversity, Harvard Graduate School of Education, 2000-2001

Committee Member, Doctoral Student Advisory Committee for Area Chair, Harvard Graduate School of Education, 00-01

Panelist, Information Session, Harvard Graduate School of Education, University of California, Los Angeles, 2001

Panel Organizer & Presenter, Information Session: Recruiting Students to the Harvard Graduate School of Education, California State University, San Bernardino, 2000

Admissions Committee, Master's Degree Candidate Applications, Harvard Graduate School of Education, 2000-2001

AREAS OF RESEARCH INTERESTS/EXPERTISE

Urban Education, Policy & Reform

Latina/o Education

Social & Cultural Issues in Education

Social Context of Education

Educational Equity

Institutional Excellence

School Dropout

School Culture & Climate

Educational Leadership

Qualitative Research

Student/Youth Engagement

Student-Teacher Relationships