

JULIAN VASQUEZ HEILIG

Provost Vasquez Heilig brings a demonstrated track record from 18 years of multifaceted leadership roles in academia, enriched by a deep commitment to community engagement. With tenure as provost, dean, vice chair, director, associate director, program chair, and center head, he has successfully navigated the intricacies of academic administration at various echelons. Positioned as a vanguard in the realm of academic thought in educational leadership and policy, Provost Vasquez Heilig's reputation is underscored by his ability to drive transformative change. His visionary approach, combined with collaborative initiatives, has spurred swift and significant advancements in enrollment, retention, graduation, and academic prestige. These efforts have yielded impressive results across a range of institutions, from R1 AAU, R1 Land-Grant, and R2 to a system MSI comprehensive. His distinguished contributions span states with rich academic landscapes including California, Kentucky, Michigan, and Texas, underscoring his determination and adaptability in navigating diverse institutional cultures while championing excellence.

EDUCATION

Stanford University, Stanford, CA

Ph.D. Educational Administration and Policy Analysis, Graduate School of Education

M.A. Sociology, School of Humanities & Sciences

University of Michigan, Ann Arbor, MI

M.A. Higher Education, Marsal Family School of Education

B.A. History & Psychology, College of Literature Science & Arts

LEADERSHIP AND ACADEMIC APPOINTMENTS

Western Michigan University, Office of the Provost, Kalamazoo, MI

- Provost and Vice President, 2023-
- Professor (tenured), Educational Leadership, Research and Technology, 2023-

University of Kentucky, College of Education, Human Development and Sports Sciences, Lexington, KY

- Dean, 2019-2023
- Professor (tenured), Educational Policy Studies and Evaluation, 2019-2023

University of Kentucky, College of Arts and Sciences, Lexington, KY

- Faculty Affiliate, African American and Africana Studies, 2019-2023

California State University, College of Education, Sacramento, CA

- Director, Doctorate in Educational Leadership, 2014-2019
- Professor (tenured), Educational Leadership and Policy Studies, 2014-2019

University of Texas, College of Education, Austin, TX

- Vice-Chair, Department of Educational Administration Graduate Studies Committee, 2013-2014
- Associate Professor (tenured), Educational Policy and Planning, 2012–2014
- Coordinator, M.Ed. Program in Educational Policy and Planning, 2011–2014
- Assistant Professor, Educational Policy and Planning, 2006–2012
- Co-Director, Texas Center for Collaborative Educational Research and Policy, 2007–2009

University of Texas, College of Liberal Arts, Austin, TX

- Associate Professor, Department of African and African Diaspora Studies (by courtesy), 2012–2014
- Assistant Professor, Department of African and African Diaspora Studies (by courtesy), 2010–2012
- Faculty Affiliate, Center for Mexican American Studies, 2007–2014
- Faculty Affiliate, Center for African and African American Studies, 2007–2014

OUR ACCOMPLISHMENTS DURING THE PROVOSTSHIP

Enrollment Milestones. A modest increase in overall new student enrollment, encompassing both undergraduates and graduates (2%)— only the third increase in decade for our institution. WMU's fall '23 first-year class is 16.3% higher than the fall '21 class. Enrollment for domestic transfer students surged by 6.4%. A 12% increase in Latinx first year enrollment. Overall, graduate student enrollment grew by an outstanding 7.2%, setting a university record. This marked only the second time in a decade that WMU saw an increase in graduate enrollment. The College of Education and Human Development achieved a remarkable 30% enrollment increase. This growth was largely attributed new collaborations with school districts in Michigan. Other colleges, including Engineering, Fine Arts, and Haworth College of Business, also contributed to graduate enrollment increase.

Retention Excellence. Retention rates improved across all classes, demonstrating a commitment to student support and success. In fall '23, the first-to-second year retention rate reached 79.8%, representing a 3.3 percentage point gain over the previous year. This rate was exceeded only once in the past 23 years and marked the most significant increase in nearly a decade. Notably, retention rates among historically underrepresented populations also saw positive growth. These gains were widely shared among historically marginalized populations, with notable increases in retention for Black/African American students (3.1 percentage points), Latinx students (3.9 percentage points), and students identifying as two or more races (11.7

percentage points). WMU attained a remarkable 3.3 percentage point improvement in the first-to-second year retention rate. This rate is a critical indicator of student success. Focusing on retention, our university made substantial progress through a multitude of strategies, including initiatives supported by the Empowering Futures Gift and student support efforts such as the new Success Hub.

Graduation Rate Milestones. Spearheaded initiatives that resulted in notable advancements in graduation rates, including a 1.8 percentage point rise in the 4-year rate, a 2.4 percentage point increase for First Generation students in the 4-year graduation rate, and a 3.7 percentage point improvement for Pell Eligible students in the 6-year rate. Most notably, the 6-year graduation rate surged by 2.7 percentage points for the 2017 cohort, marking the highest rate (57.8%) in at least 25 years. Significant opportunity/equity gap improvements were also recorded, particularly a 3.8 percentage point improvement for URM students in the 6-year rate.

Faculty Development and Innovation. As we prioritize faculty success, we have introduced an innovative pedagogy award to recognize and incentivize innovative teaching methods among faculty. Additionally, we invested in targeted hiring practices focusing on historically marginalized community activity in research and creative fields. We are also investing in artificial intelligence initiatives to enhance research capabilities and educational experiences. Furthermore, we have implemented competitive offers for spousal hiring to attract and retain top-tier faculty talent and introduced bonuses to incentivize recognition in national and international rankings.

Dedication to Student Success. Commitment to the university motto, "So that ALL may learn," remains unwavering. Student success efforts are a collaborative, university-wide endeavor. Furthermore, as part of our commitment to prioritizing student voices and perspectives, I have actively worked to include student representation on leadership committees. We have also established a dedicated student advisory committee for the Provost's Office, ensuring that students have a direct and meaningful role in shaping the university's policies and initiatives. This engagement empowers students and further strengthens our commitment to their success.

OUR ACCOMPLISHMENTS DURING THE DEANSHIP

Highlights of Equity-Focused, Multi-Stakeholder Leadership. It was an honor and privilege to lead the approximately 3,000 students, staff and faculty as the Dean for the College of Education, Human Development and Sport Sciences at the University of Kentucky—a R1 "very high research focused" flagship. While at UK, we rapidly achieved our highest ever U.S. News national rankings (top 30 among public colleges of education for 2020 and top 15 online for 2021 and 2022); Implemented successful faculty and student recruiting (e.g., Approximately 46% overall application growth and a doubling of the freshman class in just 3 years). We prioritized faculty and student diversity (e.g., higher percentage of students of color in applications, admits and increased racial/ethnic diversity in 2022 freshman class by +150%); We also

increased racial/ethnic diversity by ~20% percent among faculty. Demonstrated extensive commitment and results for philanthropic efforts (e.g., number of gifts increased by 43%). 99% of employers surveyed relayed that our alumni were highly qualified.

Advancements in DEI and Anti-Racism Initiatives. Concrete action steps and results grounded in relationships, active listening, courage and commitment; Application population and percent of students of color offered admission were both higher—including a doubling of admitted African American students; Increased racial/ethnic diversity in freshman class by +150%; Overall, about 23% of our College’s enrolled students were of color; Increased population of students of color entering teaching by +350% in three years; Named our College’s first Associate Dean for Inclusiveness and Internationalization; College was almost 29% faculty of color—an increase of ~20%; Immediate action on the gender wage gap at each faculty level (Assistant, Associate, and Full) which led to ~\$1,000 overall average in salary difference between men and women; Appointed by President to Many People, One Community, the University of Kentucky strategic plan workgroup for DEI. Served as co-Executive Sponsor with Provost for faculty and staff DEI workstream.

Research and Creative Work. We had 56 external awards totaling over 23 million; Funding was awarded to every department from 18 different funding sources; Almost 300 faculty publications of different types in 2020-2021; Collaboratively redesigned and buttressed staff support, finance, and research teams to improve faculty and staff success and pre- and post-award support.

Collaborative and Interdisciplinary Community Partnerships. Championed a robust culture of interdisciplinary collaboration at the University of Kentucky College of Education, Human Development and Sport Sciences with more than 70 distinctive partnerships and community-centered Memorandums of Understanding (MOUs). Under our leadership, the College stood out, holding more partnerships than all other colleges on campus combined, emphasizing our dedication to community engagement and advancing holistic educational strategies.

Development Capacity and Alumni Outreach. Total cash giving increased by 104%, increased the number of gifts by 43%, and increased college endowment by 37%. Gained commitments for gifts over \$500,000; received a \$100,000 grant from the NAACP for a collaborative Education and Civil Rights Initiative; called and thanked in writing all donors of \$1,000 and up; Eagerly visited, sent emails, cards, and texts as needed to encourage donors personally and professionally.

COVID-19 Crisis. Embraced an inclusive shared-governance approach, actively seeking and integrating community feedback from faculty, students, and staff throughout decision-making processes during the pandemic. Prioritized and ensured the health and safety of the entire college community while seamlessly transitioning to and managing various instructional modes - in-person, hybrid, and fully remote learning.

Highlights of University Leadership. Council of Academic Deans (2019–2022); University Senate (2019-2022); University Strategic Plan DEI Workgroup (2021); Co-Executive Sponsor, Faculty and Staff DEI Workstream, (2020-2021); University of Kentucky College of Medicine Advisory Board, (2020-2021); Co-Chair, University of Kentucky Rosenberg College of Law Dean Search Committee, (2020-2021); Presidential Council on Diversity, (2018-2019).

HIGHLIGHTS OF WESTERN MICHIGAN UNIVERSITY (WMU) INITIATIVES

Empowering Futures Gift Involvement. As an integral part of the executive leadership surrounding the Empowering Futures Gift, we utilized this monumental \$550 million gift to initiate innovative strategies directly influencing our enrollment, retention, and graduation metrics. Centered on fostering inclusive education, the gift's spectrum covered financial assistance, faculty diversity initiatives, to athletic enhancements. [See <https://wmich.edu/empoweringfutures>]

Student Success Hub. Brought into full swing by late spring 2023, within our Student Success Hub, students enjoy seamless interaction with their dedicated Success Team, comprised of navigators, academic advisors, and program mentors. This holistic approach allows them to conveniently schedule consultations with a wide array of professionals, from career advisors to multicultural affairs specialists. The hub crafts personalized success blueprints tailored to each student's unique academic and personal goals. Moreover, a robust post-appointment task system assists students in crucial activities like scholarship applications and academic planning. Integrated chat features, including live agents, advisors, and the Buster Bot, ensure students have instant access to assistance. Additionally, the hub's proactive alert system flags potential academic challenges, such as registration delays, ensuring students remain on a seamless trajectory (See <https://wmich.edu/navigator/student-success-hub>).

Partnership with the Gardner Institute. Our strategic partnership with the Gardner Institute has been instrumental in reinforcing our commitment to student success at Western Michigan University. Leveraging the Institute's expertise in higher education, we collaboratively identified and addressed areas of potential growth within our academic structures. This joint effort enabled us to craft data-driven strategies that emphasize academic achievement and holistic well-being. The result has been a more supportive environment, ensuring our students thrive from enrollment to graduation, and affirming our proactive approach to institutional advancement.

Graduate Programs Strategic Support. Recognizing the value of grassroots-level engagement, we forged strong partnerships with numerous local Michigan school districts for Grow-Your-Own (GYO) partnerships. As a direct outcome of these synergistic partnerships, the College of Education and Human Development experienced a significant 30% surge in enrollment. Also central to the success of the graduate student increases was our faculty's commitment. Their adaptability, dedication to excellence, and community-focused approach played a pivotal role in shaping our programs to be more responsive to the needs of prospective students.

Strategic Hiring for the Provost Office. We strategically fortified our Provost Office team, emphasizing innovation, teaching, learning, and championing diversity, equity, and inclusion. We made pivotal hires for our team from R1 and R2 universities like Arizona State, Northwestern, Florida Atlantic, Northern Arizona, and Florida International. Notably, we recruited the Kentucky Commissioner of Education to foster innovation and pedagogical leadership in our Assistant Vice President of Teaching and Learning role. We've also cultivated and promoted talent from within our institution. This strategic hiring ensured our Provost Office was always at the forefront of innovation and inclusivity in both strategy and leadership.

HIGHLIGHTS OF UNIVERSITY OF KENTUCKY (UK) INITIATIVES

Faculty and Staff-Centric Academic Leadership. We emphasized the value of academic contributions, placing faculty and staff at the forefront of institutional progress. Their expertise, commitment, and enthusiasm were channeled to elevate UK's academic standing nationally and internationally.

Research Augmentation. We established a robust framework that nurtured and expanded research initiatives. By integrating innovative research methodologies and facilitating interdisciplinary collaborations, we ensured the University's research contributions remained cutting-edge and relevant (See <https://uknow.uky.edu/campus-news/uk-launches-civil-rights-and-education-initiative-naacp>).

Fundraising & Philanthropic Engagement. A strategic fundraising approach was adopted, targeting alumni, organizations, and other potential benefactors, underpinning our endeavors with the necessary financial resources.

Cultivating a Culture of Success. We instituted a holistic ecosystem that celebrates achievements, encourages perseverance, and acknowledges the significance of every individual's contribution, ensuring educational excellence across the board.

Equity and Inclusive Excellence. A dedicated commitment was made to foster an environment of inclusivity. Initiatives aimed at promoting equity ensured that every faculty member, student, and staff felt valued, represented, and empowered to achieve their best (See <https://uknow.uky.edu/professional-news/college-education-dean-receives-national-educational-equity-award>).

Collaborative Student Success Initiatives. Building on the ethos of collective progress, we harnessed the synergies of academic departments, administrative units, and student bodies to create a cohesive strategy aimed at student achievement and well-being.

Prioritizing Future Educators. In collaboration with UK's financial aid department, we developed special programs and incentives to attract and support students aspiring to be future educators, addressing the need for quality teachers in our communities.

Revolutionizing Recruitment. Embracing the digital age, we transformed our recruitment strategies by leveraging social media platforms and other online tools, enhancing our outreach and engaging prospective students in interactive and meaningful ways (See <https://www.youtube.com/watch?v=VNLwnS1V7d4>)

Interdisciplinary Collaboration & Community Engagement. We championed a culture of collaborative efforts, fostering partnerships within the University and with external entities, enhancing the quality and scope of our educational offerings (See <https://our.uky.edu/news/uk-start-program-receives-golden-apple-award>).

ACADEMIC LEADERSHIP DEVELOPMENT AND PROGRAMS NARRATIVE

In the journey through the realms of academic leadership and development, I've had the privilege of engaging with several transformative programs designed to nurture and prepare the next generation of higher education leaders. My experience with the Millennium Leadership Initiative (MLI), under the auspices of the American Association of State Colleges and Universities (AASCU), stands out as a beacon in this path. Since its inception in 1999, MLI has been pivotal in recruiting and grooming leaders from diverse backgrounds, including Black, Hispanic, Latino, Asian, Indigenous, LGBTQ, and women candidates aspiring to senior roles in academia. The initiative not only connected me to a rich tapestry of communities, expertise, and resources essential for thriving at the pinnacle of higher education leadership but also reinforced a commitment to fostering diverse leadership pipelines and championing equitable student success. Parallel to engagement with MLI, my participation in the MSI Aspiring Leaders program, developed by the Rutgers Center for Minority Serving Institutions (CMSI), further enriched leadership acumen. This program brings together established leaders from Minority Serving Institutions (MSIs) and mid-career aspirants from various sectors to prepare for future presidential roles within MSIs. Through professional development workshops and an extensive 1.5-year mentorship post-forum, MSI Aspiring Leaders equipped me with the necessary 21st-century leadership skills and facilitated invaluable mentor-mentee relationships that have been instrumental in professional growth. Moreover, involvement in other academic leadership development programs has been equally rewarding. Participating in provost professional development convenings by AASCU and APLU has provided me with a comprehensive understanding of the complexities of executive academic administration. These and other academic leadership development experiences have honed skills in strategic planning, fiscal management, and navigating the intricacies of faculty and board relationships, further preparing me for the challenges and responsibilities of senior academic leadership roles.

ACADEMIC LEADERSHIP DEVELOPMENT AND PROGRAMS

- American Association of State Colleges and Universities (AASCU) Academy for New Provosts, 2023
- Association of Public and Land-grant Universities (APLU) Council on Academic Affairs Convening of New Provosts, 2023

- American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative Presidential Protégé, 2021
- Rutgers University Center for Minority Serving Institutions Aspiring Executive Leaders Program, 2020
- Council of Academic Deans from Research Education Institutions (CADREI) Deans Institute, 2019
- Professional Fundraising for Deans and Academic Leaders, 2019
- American Council on Education (ACE) Leadership Academy for Department Chairs, 2017
- 19th Annual California State University Department Chair Workshop, 2015

COMMUNITY ENGAGEMENT AND LEADERSHIP NARRATIVE

Throughout my career, I have dedicated myself to community engagement, focusing on communication and service on numerous boards and advisory committees. Tenure on the executive boards of both the Kentucky and California Hawai'i NAACP, along with active participation in organizations like the American Association of Hispanics in Higher Education and the Network for Public Education, underscores a commitment to equity in education. Advisory roles in field organizations and a gubernatorial appointment to the Kentucky Education Professional Standards Board reflect a deep understanding of educational policy and standards. Philanthropic efforts with the Schott Foundation and the National Education Association Foundation, coupled with service on various school boards, highlight dedication to supporting educational advancement and reform. Also, extensive media engagement, including appearances on notable television and radio outlets, contributions to diverse print and online media, and recognition in blogging awards, demonstrates the high-level ability to communicate effectively and advocate with community and stakeholders. Furthermore, expert testimony on essential educational policies at, state, national, and global levels, alongside leadership in professional development initiatives for school districts, showcases the ability to drive meaningful change. Involvement in national and local public service roles further solidifies a reputation as a leader committed to improving educational opportunities and outcomes for all. This comprehensive community engagement experience has positioned me as an executive leader in higher education, leveraging skills and insights to advance institutional mission and impact.

BOARD SERVICE

Civil Rights

- Kentucky NAACP Executive Board, 2021-2023
- California Hawai'i NAACP Executive Board, 2015-2019

Community Advocacy

- American Association of Hispanics in Higher Education (AAHHE) Board of Directors, 2021-
- Alliance of Latinx Leadership & Policy (ALLP) Advisory Board, 2021
- Network for Public Education Governing Board (Founding Member), 2013-

Field Organizations

- Member, Education Deans for Justice and Equity Steering Committee, 2020-
- WestEd Exploring Longitudinal Outcomes and Trajectories for English Language Learners (ELOTE) Advisory Board, 2014-2016
- National Opportunity to Learn Campaign Advisory Board, 2013-2015
- Magnet Schools of America Research Advisory Board, 2013-2014
- Southwest Educational Development Laboratory Advisory Board, 2013-2014
- Arizona State University Fulton Teachers College Knowledge Mobilization Program Advisory Board, 2013-2014
- National Board for Professional Teaching Standards (NBPTS) Research Panel, 2008-2012

Government (Appointed by Kentucky Governor and Confirmed by Kentucky Senate)

- Kentucky Education Professional Standards Board (Governor Appointed, Senate Confirmed), 2020-2022

Philanthropy

- Schott Foundation Governing Board, 2020-
- National Education Association (NEA) Foundation Governing Board, 2013-2020

School Boards

- University of Texas Elementary Charter, 2012–2014
- The Path Christian Academy, 2008–2012

EXPERT INVITED TESTIMONY

- United Nations Special Rapporteur on the Right to Education, 2024
- US House, House Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education, 2024
- US House Briefing, Educational Accountability 3.0: Beyond ESSA, 2023
- New Jersey Joint Legislative Committee on the Public Schools, Teacher Shortages, 2022
- US Congressional Briefing, Charter School Program (CSP), Zoom, 2021
- California Assembly Education Committee AB221, 2019
- FreedomFest MockTrial, Las Vegas, NV, 2018

- NAACP Quality Education Taskforce Hearing, Los Angeles, 2017
- Texas AFT legislative Briefing, Austin, TX, 2017
- Concerns with the Corporate Model of Online Education, Legislative Briefing, Sacramento, CA, 2015
- US House Briefing, Closed for Learning: The Impact of School Closures, 2015
- Texas House Public Education Committee Senate Bill 14, 2015
- California Senate Education Committee SB322, 2015
- Crutch v. Scott, 2015
- Texas State Board of Education, HB 5, 2013
- Texas Senate Committee on Education SB 2, 2013
- US Senate Briefing S. 1716, 2011

PUBLIC SERVICE ROLES

National Public Service

- Member, Center for Advancing Policy on Employment for Youth Workgroup, 2021-2023
- Member, Alliance of Latinx Leadership & Policy (ALLP) Inaugural Committee, 2021
- Co-Chair, Alliance of Latinx Leadership & Policy (ALLP) Education Pod, 2020
- Co-Chair, Joe Biden Campaign Education Policy Committee, 2020
- Member, AFT New Teacher Research Group, 2019
- Member, National Education Association Community Schools Taskforce, 2017-2018
- Member, National Education Association Charter Taskforce, 2016-2017
- Member, Barack Obama Campaign Education Policy Committee, 2008

Local Public Service

- Member, Pritchard Committee Task Force on Teacher Prep & Professional Learning, 2020
- Member, Kentucky Superintendent of Year Judging Panel, 2019
- Education Chair, California Hawai'i State NAACP, 2015-2019
- Facilitator, California Hawai'i NAACP Leadership Retreat, 2015
- Host Organizer, Latino Legacy Weekend, 2012
- Member, Latino Legacy Weekend Selection Committee, 2010, 2011
- Contributor, NAACP LULAC U.S. Department of Education Texas Compliance Review, 2011
- Austin Area Alumni Recruiter, University of Michigan Ann Arbor, 2006–2014

HIGHLIGHTS OF COMMUNITY ENGAGEMENT IN MEDIA

Print and Online Media

- Capitol & Main

- Education Week
- Houston Chronicle
- New York Times
- Progressive Magazine
- The Conversation

LIVE and Taped Television

- Al Jazeera, The Stream
- Al Jazeera, America Tonight
- KXAN NBC
- KLRU PBS
- Louisiana PBS
- MSNBC, Melissa Harris-Perry Show
- NBC Latino
- NBC Now
- Real News Network
- Univision 62
- WEAN News 8
- WKYT CBS

Syndicated and Local Radio

- Cambridge Forum
- Intelligence Squared
- Jeff Santos Show
- John C. Scott Show (Regular contributor)
- Kathleen Dunn Show
- Rick Smith Show
- Tom Ficklin Show

LIVE and Taped Radio

- WUKY 91.3
- KAZI 88.7
- KFPA 94.1
- KOOP 91.7
- KUHF 88.7
- KURO 97.3
- KUT 90.5
- KVOI 1030
- KXJZ 90.9
- WUFC 1510
- WWNO 89.9

Podcasts Appearances

- Activate Live

- BustED Pencils
- Empowerment Starts Here
- FreshEd
- Inside Higher Education
- Rock the Schools
- Truth For America (Co-Host)
- War Report on Education
- We Act Radio B.U.S. Education Townhall Show

Print/Online Media

- Austin American Statesman
- Austin Chronicle
- Axios
- Bloomberg
- Daily Texan
- Dallas Morning News
- Diverse Issues in Higher Education
- Education Week
- El Latino
- El Paso Times
- Galveston Daily News
- Houston Chronicle
- Huffington Post
- Inside Higher Education
- Kansas City Star
- Mother Jones
- Orlando Sentinel
- New York Times
- Sacramento Bee
- San Antonio Express-News
- Tampa Bay Times
- Texas Tribune
- Texas Observer
- The American Prospect
- The Nation
- The Monitor
- USAToday
- Washington Post
- Victoria Advocate

Blogging Awards

- MyJobmag (Top 10)
- Greatest (Top 20)
- ShoutAbout (Top 40)
- Feedspot (Top 50)
- Teach100 (Top 50)

INVITED COMMUNITY KEYNOTES, TESTIMONY, PANELS AND LECTURES

Keynotes

- Community Voices for Public Education, Houston, TX, 2024
- Network for Public Education, Privatization of Public Education, Washington, D.C., 2023
- AACTE Diversified Teacher Workforce, Indianapolis, IN, 2023
- Rotary Club of Lexington, Ecology of Hope and Action for Teacher Education, Lexington, KY, 2022
- GEAR UP annual conference, What's Next? Creating an Atlas of Hope for Education and Democracy, Washington, D.C., 2022
- National Education Association Minority Leadership Training/Women Leadership Training Seminar, Zoom, 2020
- American Association for Employment in Education, Zoom, 2020
- Tucson Urban League 33rd Annual MLK Drum Major Awards, Tucson, AZ, 2020
- National Council of Teachers of English, Whole Language Umbrella Literacies for All Summer Institute, Columbia, SC, 2019
- National Council of Urban Education Associations Urban Minorities Issues Dialogue, Des Moines, IA, 2018
- Missouri Association of Colleges for Teacher Education, Columbia, MO, 2017
- Teacher Policy Institute, Hartford, CT, 2017
- National Council of Urban Education Associations Urban Minorities Issues Dialogue, San Antonio, TX, 2016
- Northern Rocky Mountain Educational Research Association, Reno, NV, 2016
- Council of Urban Boards of Education, Miami, FL, 2016
- National Association of Legislative & Political Specialists for Education, San Antonio, TX, 2014
- Texas Education Service Center 17 Texas Association of School Administrators, Lubbock, TX, 2014
- National Society for Hispanic MBAs, Austin, TX, 2014
- Houston Federation of Teachers, Houston, TX, 2014
- Texas Association of School Administrators Summer Conference on Education, Austin, TX, 2014
- Network for Public Education, Austin, TX, 2014
- National Council of Urban Education Associations Fall Conference, Austin, TX, 2013
- Confederation of Oregon School Administrators, Seaside, OR, 2013
- US Department of Education, Office of English Language Acquisition, Washington, DC, 2011

Panelist/Speaker

- The National Conference on Race and Ethnicity in Education (NCORE), Transforming Academia NOW: Revolutionizing Leadership and Curriculum with ED&I, Honolulu, HI, 2024

- Network for Public Education, Education Reform 2.0, The New Playbook, Washington, D.C., 2023
- Kentucky NAACP, We Must Deliver for Children: Advocating for Education in Kentucky, Bowling Green, KY, 2022
- Concordia Summit, Education Pipelines in the Heartland, Lexington, KY, 2022
- Kentucky Education Association, Do Charter Schools Equal Equity?, Zoom, 2022
- National Institutes of Health, Fostering Cohort Recruitment Virtual Forum: Cultural change through Diversity, Zoom, 2022
- Council of Academic Deans from Research Education Institutions Inclusive Excellence/Antiracism Roundtable, Portland, OR, 2021
- Texas Mexican American School Boards Association, Zoom, 2020
- University of Kentucky NAACP, Zoom, 2020
- Austin Voices “Stand up for Schools” Annual Luncheon, Zoom, 2020
- California Hawai'i NAACP 33rd State Convention, Equity and Education in the Pandemic, Zoom, 2020
- Ambedkar/King Study Circle, Prop 16: Using the Ballot Box to Increase Access and Equity, Zoom, 2020
- Sigma Pi Phi Boule 55th Grand, Education of African Americans, Zoom, 2020 Summit for Civil Rights, Zoom, 2020
- Kentucky African American Initiative, Zoom, 2020
- Kentucky Center for Economic Policy, Lexington, KY, 2019
- Council of State Governments National Conference, San Juan, PR, 2019
- Backpack Full of Cash Documentary Panels (Oakland, San Antonio, Sacramento, Santa Ana), 2017-2019
- Convening for the Handbook of Research on Teachers of Color, Houston, TX, 2018
- Learning Policy Institute, Advancing Equity in Accountability Systems, Washington D.C., 2018
- FreedomFest Mock Trial, Las Vegas, NV, 2018
- National Education Association Hispanic Caucus Symposium, San Diego, CA, 2018
- AERA Music SIG Business Meeting, New York, NY, 2018
- US Department of Education, Office of Civil Rights Lau Speaker Series, 2017
- Independent Charter School Symposium, New York, NY, 2017
- Network for Public Education, Oakland, CA, 2017
- Sacramento Hispanic Chamber of Commerce, Sacramento, CA, 2017
- National Organization of Lawyers for Education Associations, Salt Lake City, UT, 2017
- Berks County Community Foundation, Reading, PA, 2017
- National Education Association Ethnic Caucus Symposium, Las Vegas, NV, 2017
- A Better Chicago Foundation Education Summit, Chicago, IL, 2017
- Nevada Public Education Foundation, Las Vegas, NV, 2017
- Charter Schools and the Future of Public Education, American Educational Research Association Presidential Panel, San Antonio, TX 2017*
- National Urban League Conference, Baltimore, MD, 2016
- University Council for Educational Administration, Jackson Scholars Convocation, Detroit, MI, 2016
- Journey for Justice Alliance, Long Island, NY, 2016

- Los Angeles Chamber of Commerce, Los Angeles, CA, 2016
- First Focus, Place, Race, and Economy – Closing the Gap for Kids, Washington, D.C., 2016
- Save Our Schools Lincoln Memorial Rally, Washington, D.C., 2016
- Mi Familia Vota, Houston, TX, 2016
- National Education Association White House Champion of Change Event, Washington, DC, 2016
- Career Threats and Opportunities: What Is the Role of Social Media in Public Scholarship?, American Educational Research Association Presidential Panel, Washington DC, 2016.
- Texas Federation of Teacher, Accountability Forum, Austin, TX, 2016
- Block By Block Organizing Network (BBON), Questioning Common Enrollment, Oakland, CA, 2016
- Society for Prevention Research Conference Symposium, San Francisco, CA, 2016
- Oakland Post Salon Education Forum, Oakland, CA, 2016
- Institute for Justice and Journalism, Atlanta, GA, 2016
- Jesuit High School, Black History Month, Sacramento, CA, February 2016.
- Maryland State Education Association, Forecasting the Next Ten Years of Education, Annapolis, MD, December 2015.
- Nevada LEAD Caucus, Las Vegas, NV, November 2015.
- University Council for Educational Administration, Demystifying the Academic Job Search, Part II: The Nuts and Bolts Workshop, San Diego, CA, November 2015.
- California Hawai'i NAACP, Manhattan Beach, CA, October 2015
- Council of State Governments West, Reframing the Refrain: Charters Schools and Civil Rights, Vail, Co, July 2015
- Netroots Nation, Corporate Takeover Goes Local: Communities Fight Back, Phoenix, AZ, July 2015.
- American Educational Research Association Presidential Town Hall Meeting, Chicago, IL April 2015.*
- Linking our Struggles, American Educational Research Association Presidential Panel, Chicago, April 2015.*
- SxSW.edu, Policy Forum, Austin, TX, 2015
- IDRA Jose A. Cardenas School Finance Symposium, San Antonio, TX, 2015
- Albert Shanker Institute, Washington, DC, 2014
- Dallas NAACP, Dallas, TX, 2014
- Dallas Schools Administrators Association, Dallas, TX, 2014
- Network for Public Education, Austin, TX, 2014
- Texas Public Policy Foundation, Policy Orientation, Austin, TX, 2014
- SxSW.edu, The Politics of Charter School Policy, Austin, TX, 2014
- Southern Education Foundation, Preserving Public Education in the South, Atlanta, GA, 2013
- National Summit of Hispanic State Legislators, Orlando, FL, 2013
- Division A & L Graduate Student Breakfast: Publishing 101, University Council for Educational Administration Indianapolis, IN, 2013
- Students for Education Reform, Austin, TX, 2013
- Community Voices in Education Corporate Education Reform Teach-In, Houston, TX, 2013

OTHER PROFESSIONAL EXPERIENCES NARRATIVE

Over the span of my career, I've engaged in a diverse array of professional experiences that have significantly contributed to development as an educator, researcher, and leader in the field of educational leadership and policy. From overseeing research centers at the University Council for Educational Administration to conducting impactful research at Stanford and instructing at the East Palo Alto Aspire Charter School, each role has deepened a commitment to improving educational leadership and policy. My work has spanned various facets of education, including curriculum development, policy analysis, and the promotion of equity and inclusion within academic communities. These experiences, coupled with roles in university housing, fundraising, and international research, have equipped me with a comprehensive understanding of the K-12 and higher education sector's challenges and opportunities. This journey reflects a dedication to fostering transformative change and a lifelong pursuit of learning, teaching, and contributing to the educational landscape.

OTHER PROFESSIONAL EXPERIENCES

Associate Director of Research Centers | University Council for Educational Administration | Austin, TX | 2006–2014

Responsible for overseeing UCEA-affiliated research centers hosted at universities across the nation that met UCEA's dual mission of improving the preparation of educational leaders and promoting the development of professional knowledge in school improvement and administration.

Researcher | Stanford School Redesign Network | Palo Alto, CA | 2003–2006

Under the auspices of Linda Darling-Hammond, conducted research examining the relationship between student achievement outcomes and teacher quality, training and development. One project involved developing expert testimony research for the Massachusetts School Adequacy lawsuit (Hancock v. Driscoll).

4th Grade 21st Century Community Learning Center Instructor | Aspire Charter School | East Palo Alto, CA | 2005–2006

Led additive curriculum development and instruction in Math, Reading, and Art for a vibrant classroom of 4th-grade students, integrating innovative teaching methods to cater to diverse learning styles and backgrounds. Ensured the incorporation of the latest educational standards and strategies tailored for holistic student development.

Teaching Assistant | Stanford School of Education | Palo Alto, CA | 2003–2004

Instructed graduate-level students to increase their policy analysis and writing proficiencies in EDUC 221A: Policy Analysis in Education (Winter 2003 and 2004). The course examined the ways in which educational policies are conceived, carried out and assessed. Course considered social and educational thought about the goals,

purposes, and methods of schooling to federal, state, and local policy initiatives, and it explored the interplay between politics, social conditions, and educational philosophies.

Researcher | Stanford BRIDGE Project | Palo Alto, CA | 2003–2004

Under the auspices of Dr. Michael Kirst, I assisted on research project that examined the alignment between higher education admissions requirements and K-12 curriculum frameworks, standards, and assessment.

Researcher | Consortium for Policy Research in Education Policy | Palo Alto, CA | 2002–2004

Research project examined how high poverty schools and districts in California were responding to the growing pressures to improve instruction and meet the performance expectations being set by state and local accountability systems.

Researcher | State Higher Education Executive Officers Association | Denver, CO | 2002–2002

Involved in projects related to K-16 and teacher quality issues, including the expansion and update of a compendium of teacher quality data resources.

Researcher | Stanford Institute for Higher Education Research | Stanford, CA | 2001–2002

Under the auspices of Dr. Anthony Antonio, I contributed to projects that analyzed higher education challenges from varied analytical perspectives, encompassing viewpoints of social scientists, policy makers, and institutional leaders both domestically and internationally.

Research Specialist | Houston Independent School District | Department of Research and Accountability | Houston, TX | 1999 – 2001

Involved in developing, coordinating, designing, implementing and reporting the planning, research and/or evaluation activities needed for the on-going development, improvement, and monitoring of district programs that served 211,000 students.

Resident Advisor | University of Michigan Housing | Ann Arbor, MI | 1995–1999

Assisted 25 residents in selecting and implementing their research projects in the Undergraduate Research Opportunity Living Learning Program in 1997-1998.

Events Coordinator | University of Michigan Housing | Ann Arbor, MI | 1998–1999

Oversaw the coordination of events for the University of Michigan's 1999 Diversity Theme Semester within the Housing division. Acted as the student representative, collaborating on hosting events featuring renowned scholars such as Nikki Giovanni and bell hooks.

Consultant | University of Michigan Ross Business School | Battle Creek, MI | 1998–1998

Interdisciplinary *MBA Domestic Corps* project team detailed school district reorganization strategies for Greater Battle Creek Area School Districts to increase operating efficiencies to improve student achievement and success.

Grant Writer | University of Michigan Marsal School of Education | Ann Arbor, MI | 1997–1998

Under the direction of Professor Michael T. Nettles, developed a symposium grant proposal for submission to the National Science Foundation. Began campus preparations for a symposium entitled, A Renaissance Symposium on Underrepresented Minorities in the U.S. Educational Pipeline: Research, Policy and Practice.

Research Fellow | Educational Development Center | Boston, MA | 1997–1997

Prepared a planning guide that used the lens of "valuing diversity in schools" as a way to focus school restructuring toward equitable opportunities, appropriate supports, and a commitment to the success of all students in New England schools for the New England Comprehensive Center and the Women's Educational Equity Act Resource Center

Fundraising Associate | University of Michigan Development | Ann Arbor, MI | 1994–1997

Successfully raised approximately \$200,000, marking a noteworthy achievement with a 50% give rate from non-donors. I focused heavily on honing rapport-building skills, which proved instrumental in cultivating strong relationships with donors and maximizing our fundraising efforts. My dedication and results-driven approach were recognized, and within just a year, I earned a promotion from Caller to Manager. In this leadership role, I took the responsibility of overseeing and mentoring a diverse group of 100 student employees, ensuring that we maintained a collaborative and productive work environment.

Research Fellow | Chinese Academy of Sciences Institute of Psychology | Beijing, CN | 1996–1996

Awarded the prestigious Fogarty Fellowship from the National Institutes of Health, allowing me to investigate the achievement motivation of Beijing high school students. In this process, I delved deep into analyzing the underlying factors and cultural influences driving their educational aspirations. In collaboration with local educators, psychologists, and researchers, I shared insights and gathered pivotal data to shape the study. A pivotal aspect of this research journey was cultural immersion, which enriched my perspective, giving me a deeper understanding of the Chinese educational system, societal norms, and their subsequent impact on student performance and motivation.

English as a Second Language (ESL) Teacher | Sanyu International Language Institute | Beijing, CN | 1996–1996

Designed and delivered tailored curriculum to teach English grammar and conversation skills to over 100 Chinese professionals. Employed a range of teaching methodologies to cater to diverse learning styles and ensure comprehensive understanding. Conducted regular assessments to monitor student progress and adjust teaching techniques as needed. Facilitated interactive learning sessions, enhancing students' confidence in practical communication and real-world application of language skills.

Research Fellow | Committee on Institutional Cooperation | Ann Arbor, MI, | 1995–1995

Research project under the auspices of Dr. Sylvia Hurtado examined the process by which Latinos transition from high school to college and the early phases of their progress toward the baccalaureate degree. Conducted comprehensive literature reviews to understand existing data and trends concerning Latino students' higher education experiences.

RESEARCH NARRATIVE

My scholarship blends a thread of equity and excellence in education and public policy, placing an emphasis on understanding how local, state, and federal policies affect urban students. I analyze the effects and intricacies of school choice, high-stakes testing, accountability and educator quality on both student achievement and non-academic outcomes. Notably, my research delves into the nuances of neoliberal education policy, shedding light on the impact of education reform measures and the challenges faced by marginalized student populations. Furthermore, I examine the influence of technology and media in shaping educational narratives.

2023 – Present Western Michigan University

Scholarly activity: In 2023, we delved deep into several critical educational policy themes in 3 publications and a new book. The work, "Consequential research in education," underscored the importance of translating educational theory into actionable practices, particularly drawing inspiration from Rich Milner. We further explored the intersections of democracy, school finance policy, and racial dynamics in America, with the work appearing in the esteemed Peabody Journal of Education. Notably, I co-edited my first book titled "Equity & access: An analysis of educational leadership preparation, policy, & practice" in 2023. This publication underscores the pivotal themes of equality and accessibility within the sphere of educational leadership, highlighting the importance of preparation, policy considerations, and practical applications. Furthermore, an article is in press at the Loyola University Chicago Law Journal, which delves into the historical impact of policy regimes on school finance and educational policy inequities.

2019 – 2023 University of Kentucky

Scholarly Activity: From 2019-2022, I authored or co-authored a total of 11 publications, addressing topics such as the racial segregation in charter schools, the role of digital media in education discourse, and the challenges faced by immigrant newcomers in urban high schools. Our collaboration in a law review led to a national media-cited piece on the ethnoracial and gender diversity of faculty in U.S. higher educational institutions. We also contributed to the new edition of the Handbook of Research on School Choice, providing a nuanced examination of market-based school choice research. In addition to these, we also made contributions to book chapters where we scrutinized the ethos of school choice for Black parents and highlighted the transformative role of social media in influencing education policy conversations.

2014 – 2019 California State University, Sacramento

Scholarly Activity: From 2014 to 2018, we made significant contributions to the education and public policy discourse with 21 published articles, book chapters, and policy reports. We collaboratively authored 9 articles in professional journals, addressing topics ranging from high-stakes testing myths to the role of charter schools in communities of color. We also delved into the broader implications of educational policies on marginalized communities, examining the segregation of special populations and the dynamics of urban school enrollment. Additionally, we also published in the legal sphere, with two articles in law reviews that critically evaluated the racial and special needs dynamics in charter schools. In four book chapters, we explored and reframed debates on charter schools and Teach For America, as well as the examination of teacher quality in relation to English Learners in Latino growth states. Moreover, we produced a series of education policy reports, reviews, and briefs, underscoring our commitment to disseminating research insights to broader audiences. A standout in this collection was a co-authored review, "Teach For America: A return to the evidence," which offered a comprehensive examination of the program's impact and has been cited in the national media such as the show Adam Ruins Everything.

2006 – 2013 University of Texas at Austin

Scholarly Activity: From 2006 to 2013, we extensively explored educational inequities, reforms, and policies, contributing 32 published articles, book chapters, and policy reports. We scrutinized topics like the illusion of inclusion through standards, the interaction between high-stakes tests and English language learners, and the impacts of school accountability on minority students. We also participated in field dialogue on African American, Latina/o, and English Language Learner students' persistent school segregation nearly 50 years post-Jim Crow. Our contributions extend to co-authored articles on topics such as the state of African American male crime and education, the disappearance of high school English Language Learners, and the potential of school-based youth courts as alternatives to the school-to-prison pipeline. We also delved into law, co-authoring articles in law reviews examining issues like diversity in the post-Parents Involved era and the impacts of alternative certification and Teach For America on the search for high-quality teachers. Our writing also appeared in handbooks and book chapters, discussing topics like the

narrowing of knowledge and curriculum for African Americans and the experiences of Black male students at Hispanic-serving institutions. We also actively engaged in educational policy discourse through reports and briefs, analyzing educational data in Texas and the efficacy of vouchers, among other issues. The assortment and depth of works during this period underscore the commitment to understanding and addressing multifaceted educational disparities and reforms.

FIRST AND SINGLE AUTHORED ARTICLES IN PROFESSIONAL JOURNALS (*REFEREED/PEER-REVIEWED)

Vasquez Heilig, J. (2023). Consequential research in education: Bridging the gap between theory and action inspired by the ideas of Rich Milner. *Journal of Education Human Resources*, 41(3), 391-394 [https://doi: 10.3138/jehr-41.03.01](https://doi.org/10.3138/jehr-41.03.01)

Vasquez Heilig, J., Brewer, J., Kim, A. & Sanchez, M. (2020). A digital ethnography of Teach For America: Analysis of the Truth For America podcast. *Urban Education*, <https://doi.org/10.1177/0042085920953880>*

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Vasquez Heilig, J & Brewer, J (2019). Making the Case for Academia's engagement in knowledge: Mobilization and purposeful public scholarship in social media. *Critical Questions in Education*, 10(2), 81-91.*

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Vasquez Heilig, J. & Clark, B. (2018). New insights and directions: Considering the impact of charter school attributes on communities of color, *Journal of Transformative Leadership and Policy Studies*, 7(1), 3-9.*

Vasquez Heilig, J., Romero, L. & Hopkins, M. (2017). Coign of vantage and action: Considering California' local accountability and school finance plans for English learners, *Education Policy Analysis Archives*, 25(15), 1-24.*

Vasquez Heilig, J., Ward, D.R., Weisman, E. & Cole, H. (2014). Community-based school finance and accountability: A new era for local control in education policy? *Urban Education*, 49(8), 871-894. doi: 10.11770/0042085914557647*

Vasquez Heilig, J. (2013). Reframing the refrain: Choice as a Civil Rights issue. *Texas Education Review*. 1(1), 83-94.*

Vasquez Heilig, J. & Holme, J. (2013). Nearly 50 years post-Jim Crow: Persisting and expansive school segregation for African American, Latina/o and ELL students in

Texas. *Education and Urban Society*, 45(5), 609-632. doi: 10.1177/0013124513486289*

Vasquez Heilig, J., Brown, K. & Brown, A. (2012). The illusion of inclusion: Race and standards. *Harvard Educational Review*, 83(3), 403-424.*

Vasquez Heilig, J., Young, M. & Williams, A. (2012). At-risk student averse: Risk management and accountability. *Journal of Educational Administration*, 50(5), 562-585.*

Vasquez Heilig, J. (2011). As good as advertised?: Tracking urban student progress through high school in an environment of accountability. *American Secondary Education*, 39(3), 17-41.*

Vasquez Heilig, J. (2011). Understanding the interaction between high-stakes graduation tests and English language learners. *Teachers College Record*, 113(12), 2633–2669.* Vasquez Heilig, J., Dietz,

Vasquez Heilig, J., Dietz, L. & Volonnino, M. (2011). From Jim Crow to the Top 10% Plan: A historical analysis of Latina/o access to a selective flagship university. *Enrollment Management Journal: Student Access, Finance, and Success in Higher Education*, 5(3), 83-109.*

Vasquez Heilig, J., Reddick, R., Hamilton, C. & Dietz, L. (2011). Actuating equity?: Historical and contemporary analyses of African American access to selective higher education from Sweatt to the Top 10% Law. *Harvard Journal of African American Public Policy*, 27(1), 11-27.*

Vasquez Heilig, J., Rodriguez, C., & Somers, P. (2011). Immigrant DREAMs: The Texas 10% admissions plan, ELL student college choice and academic success. *Journal of Latinos and Education*, 10(2), 106-126.*

Vasquez Heilig, J., Williams, A., McNeil, L & Lee, C. (2011). Is choice a panacea? An analysis of black secondary student attrition from KIPP, other private charters and urban districts. *Berkeley Review of Education*, 2(2), 153-178.*

Vasquez Heilig, J., Cole, H. & Aguilar, A. (2010). From Dewey to No Child Left Behind: The evolution and devolution of public arts education. *Arts Education Policy Review*, 111(4), 136-145.*

Vasquez Heilig, J., Williams, A. & Jez, S. (2010). Inputs and student achievement: An analysis of Latina/o serving urban elementary schools. *Association of Mexican American Educators Journal*, 10(1), 48-58.*

Vasquez Heilig, J. & Darling-Hammond, L. (2008). Accountability Texas-style: The progress and learning of urban minority students in a high-stakes testing context. *Educational Evaluation and Policy Analysis*. 30(2), 75-110.*

FIRST AND CO-AUTHORED ARTICLES IN LAW REVIEWS

Martinez, D., Vasquez Heilig, J., Osworth, D., Knight, D. & Diaz, H. (in press). Understanding the legacy of dysconscious policy regimes: Implications for inequitable school finance and educational policy. *Loyola University Chicago Law Journal*.

Martinez, D. & Vasquez Heilig, J. (2022). An Opportunity to Learn: Engaging in the praxis of school finance policy and civil rights. *Law & Inequality: A Journal of Theory and Practice*, 40(2), 311-334.

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Vasquez Heilig, J., Nelson, S., & Kronzer, M. (2018). Does the African American need separate charter schools? *Law & Inequality: A Journal of Theory and Practice*, 36(2), 247-267.

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Richards, M., Stroub, K., Vasquez Heilig, J. & Volonnino, M. (2012). Achieving diversity in the Parents Involved era: Evidence for geographic integration plans in metropolitan school districts. *Berkeley Journal of African-American Law & Policy*, 14(1), 65-94.

Cole, H. & Vasquez Heilig, J. (2011). Developing a school-based youth court: A potential alternative to the school to prison pipeline. *Journal of Law and Education*, 4(2), 1-17.

Vasquez Heilig, J., Cole, H. & Springel, M. (2011). Alternative certification and Teach For America: The search for high quality teachers. *Kansas Journal of Law and Public Policy*, 20(3), 388-412.

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Martínez, D. G., Osworth, D., Knight, D. S., & Vasquez Heilig, J. (in press). Southern Hospitality: Democracy and school finance policy praxis in a racialized America. *Peabody Journal of Education*. doi: [10.1080/0161956X.2023.2261308](https://doi.org/10.1080/0161956X.2023.2261308)

Matias, C., Hannegan-Martinez, S. & Vasquez Heilig, J. (2021) Interrogating democracy, education, and modern white supremacy: A (Re)Constitution towards racially just democratic teacher education. *Teachers College Record*.*

Noureddine, I. & Vasquez Heilig, J. (2020) The Role of Schools: Middle Eastern and North African Newcomers' Challenges in Restorative Versus Non-Restorative Ethia High Schools. *Multicultural Education Review*, 12(4), 284-305.* doi: 10.1080/2005615X.2020.1842670*

Brewer, J & Vasquez Heilig, J. (2019). The digitally connect academic: Public scholarship and activism in the era of the internet. *Critical Questions in Education*, 10(2), 78-80.*

Brewer, J., Vasquez Heilig, J., Gunderson, M. & Brown, J. (2018). Chi-Town Educator and Community-Based Activism: Confronting a Legacy of Education Privatization in the Nation's Windy City. *Thresholds in Education*, 41(3), 138-152.*

Portales, J., & Vasquez Heilig, J. (2015). Understanding universal vouchers and urban public schools in Santiago de Chile: Educational administrators' responses to choice. *Multidisciplinary Journal of Educational Research*, 5(2), 194-237.*

Horsford, S. & Vasquez Heilig, J. (2014). Community-based education reform in urban contexts: Implications for leadership, policy, and accountability. *Urban Education*, 49(8), 1-4. doi: 10.1177/0042085914557647*

Pazey, B., Vasquez Heilig, J., Cole, H. & Sumbera, M. (2014). The more things change, the more they stay the same: Comparing Special Education students' experiences of accountability reform across two decades. *Urban Review*, 47(3), 365-392. doi:10.1007/s11256-014-0312-7*

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Gururaj, S., Vasquez Heilig, J., & Somers, P. (2010). Graduate student persistence: A meta-analysis of evidence from three decades. *Journal of Student Financial Aid*, 40(1), 31-46.*

McNeil, L. M., Coppola, E., Radigan, J., & Vasquez Heilig, J. (2008). Avoidable losses: High-stakes accountability and the dropout crisis. *Education Policy Analysis Archives*, 16(3). Retrieved from <http://epaa.asu.edu/epaa/v16n3/>*

Valenzuela, A., Fuller, E., & Vasquez Heilig, J. (2006). The disappearance of high school English language learners from Texas high schools. *Williams Review*, 1(1), 166-200.*

Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Vasquez Heilig, J. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13(42). Retrieved from <http://epaa.asu.edu/epaa/v13n42/>*

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Fowler, J., Vasquez Heilig, J., Jougantatos, S., & Johnson, A. (Eds.). (2023). *Equity & access: An analysis of educational leadership preparation, policy, & practice*. Charlotte, NC: Information Age Publishing.

BOOK CHAPTERS

Vasquez Heilig, J. (submitted). Leading transformative change in department leadership: Strategies for embedding equity, diversity, and inclusion. In C. R. Chambers, A. Muhammad, & E. Gomez (Eds.), *Colleague to colleague: Just-in-time advice for department leaders*. Albany, NY: SUNY Press.

Vasquez Heilig, J. (2021). Scrutinizing the school choice Equity Ethos for Black parents. In D. Berliner & C. Hermanns (Eds.), *Public Education: The Cornerstone of American Democracy*, (pp. XX-XX). New York, NY: Teachers College Press.

Ravitch, R, Vasquez Heilig, J. & Brewer, J. (2021). Why we're bloggers: Utilizing blogs and social media to influence education policy conversations and decisions. In A. Urick, D. DeMatthews, & T. Ford (Eds.), *Maximizing the policy-relevance of research for school improvement*, (pp. 375-386). Charlotte, NC: Information Age Publishing.

Muñoz, C. Vasquez Heilig, J & Del Real, M. (2019) Property functions of Whiteness: Counter-narrative analysis of Teach For America and their partnership with Black and Latinx fraternities and sororities. In K. Gillion, C. Beatty, & C. Salinas (Eds.), *New directions for student affairs: Critical considerations of race, ethnicity, and culture in fraternity/sorority life*, (61-71) San Francisco: Jossey-Bass Publishing.

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Reddick, R. J., Heilig, J. V., & Valdez, P. L. (2012). Bridging a Black-Brown divide: Black male students at Hispanic-serving institutions In A. A. Hilton, J. L. Wood, & C. W. Lewis (Eds.), *Black males in postsecondary education: Examining their experiences in diverse institutional contexts*, (pp. 183-208). Charlotte, NC: Information Age Publishing.

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Kim, A., Brewer, T. J. & Vasquez Heilig, J. (2022). Planting toxic seeds in fertile soil: The knowledge acquisition, achievement, and behavioral beliefs inculcated into Teach For America corps members of color. In C. Gist and T. Bristol (Eds.), *Handbook of Research on Teachers of Color* (pp. XX-XX). Washington, DC: American Educational Research Association.*

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EDUCATION POLICY REPORTS, BRIEFS, AND FIELD PUBLICATIONS

Vasquez Heilig, J. (2018). *NEPC Review: "Bigger Bang, Fewer Bucks?"* (University of Arkansas Department of Education Reform, February 2018). Boulder, CO: National Education Policy Center.

Vasquez Heilig, J. (2015). *Should Louisiana and the Recovery School District receive accolades for being last and nearly last?* Tucson, AZ: The Network for Public Education.

Vasquez Heilig, J., LeClair, A.V., Lemke, M., & McMurrey, A. (2014). *Remarkable or poppycock?: Lessons from school voucher research and data*. Austin, TX: Texas Center for Education Policy, University of Texas at Austin.

Vasquez Heilig, J. & Riley, J. C. (2014). *Dallas Home Rule takeover*. Austin, TX: Texas Center for Education Policy, University of Texas at Austin.

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BIOGRAPHY

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RESEARCH GRANTS

- American Educational Research Association Grant (\$20,000), Achieving Diversity in the post-PICS era: Modeling the effects of geographic integration plans, PI, 2010-2011.
- Texas Education Agency (\$1,000,000), Educational Research Center, Co-PI, 2007-2009
- University of Texas at Austin Summer Research Grant (\$17,000), Changing of the guard: A study of high school and post-secondary outcomes in reconstituted and low-performing urban high schools, PI, 2009
- University of Texas Warfield Center for African and African American Studies Grant (\$1,000), Turnaround of new leaders and staff: Restructuring strategies used to improve high schools in Texas, PI, 2008

CONFERENCE PRESENTATIONS (*REFEREED/PEER-REVIEWED)

Domestic

- A Digital Ethnography of Teach For America: An Analysis Of The Truth For America Podcast, Ethnographic & Qualitative Research Conference (EQRC), Las Vegas, NV, February 2019*
- Research and Civil Rights Community Perspectives on School Choice and Segregation, Conference on Academic Research in Education (CARE), Las Vegas, Nv, February 2019*

- Examining The Myth of Accountability, High-Stakes Testing and the Achievement Gap, Association For Advancement Of Educational Research, Ft. Meyers, Fl, November 2018*
- Does the African American Need Separate Charter Schools?, Education Law Association, Cleveland, Oh, November 2018
- Reevaluating Popular Narratives: Considering the Impact Of Charter School Attributes on Students of Color, Conference on Academic Research in Education (CARE), Las Vegas, Nv, February 2018*
- Learning While Black: Addressing The Educational and Social Deprivation of Black Students in Schools, American Educational Research Association, San Antonio, Tx April 2017*
- Rationales and Realities of Market-Based School Restructuring, American Educational Research Association, San Antonio, Tx April 2017*
- A Digital Ethnography of Teach For America: An Ethnographic Analysis of the Truth For America Podcast, Comparative and International Education Society, Atlanta, Ga, March 2017*
- Rationales and Realities of Market-Based School Restructuring: A Digital Ethnography of Teach For America, American Educational Research Association, San Antonio, Tx April 2017*
- What Instead?: Education Activists Share Community-Based Reform, Save Our Schools Activists Conference, Howard University, Washington, D.C., July 2016
- Examining Teach For America in Social Media, Save Our Schools Conference, Howard University, Washington, D.C., July 2016
- Division L/Graduate Student Council Joint Fireside Chat: Reducing Research Misuse and Disuse By Taking Scholarship Beyond The Journal to Public Influence, American Educational Research Association, Washington Dc, April 2016.
- The Intersection of Public Scholarship and Social Media: Possibilities, Politics, and Pitfalls, American Educational Research Association, Washington Dc, April 2016.
- Social Context and Social Media: Extending Our Research Through a Professional Online Presence, American Educational Research Association, Washington Dc, April 2016.
- Graduate Student Council Fireside Chat: Fundamentals of Public Scholarship, American Educational Research Association, Washington Dc, April 2016.
- Blogging and Other Tools To Educate, Persuade and Mobilize Targeted Audiences, Network For Public Education Conference, Charlotte, Nc, April 2016
- The Impact of Education Reform on Latino Students, Network For Public Education Conference, Charlotte, Nc, April 2016
- Community-Based Accountability: A New Era of Democratic and Local Control for Esea? American Educational Research Association, Chicago, April 2015.*
- Community-Based Education Reform: Implications for Policy and Accountability, University Council for Educational Administration, Washington DC 2014.*
- High-Stakes Reforms And Urban Education, American Educational Research Association, Philadelphia, April 2014.*
- Teachers Unions, Race, and Education Research: Innovations in Grassroots Organizing for Equity, American Educational Research Association, Philadelphia, April 2014.*

- At-Risk Student Averse: Risk Management and Accountability, American Educational Research Association, San Francisco, April 2013.*
- Examining Teacher Quality, Educational Policy and English Learners in Latina/O Growth States, American Educational Research Association, San Francisco, April 2013.*
- Exploring School Success and Segregation By Race/Ethnicity and English Language Learner Status in Texas Charter Schools, American Educational Research Association, San Francisco, April 2013.*
- A Multi-Method Exploration of School Access and Segregation by English Language Learner, Sped,
- And Economically Disadvantaged Status in Texas Charter Schools, University Council for Educational Administration, Denver, November 2012.*
- Bridging A Black-Brown Divide? Black Male Students at a Hispanic-Serving Institution, Association for The Study Of Higher Education, Las Vegas, November 2012*
- At-Risk Student Averse: Risk Management and Accountability. University Council for Educational Administration, Pittsburgh, November 2011.*
- Race, Standards, and the Politics of Texas-Style Curriculum Policy, Critical Race Studies in Education Association, San Antonio, May 2011.*
- High-Stakes Decisions: The Legal Landscape of Exit Exams and the Implications for Schools and Leaders, American Educational Research Association, New Orleans, April 2011.*
- Inputs and Student Achievement: An Analysis Of Latina/O-Serving Urban Elementary Schools, American Educational Research Association, New Orleans, April 2011.*
- Implementation of a Youth Court at Austin Independent School District's Webb Middle School, University Council for Educational Administration, New Orleans, November 2010.*
- A Conceptual Continuum for Immigrants: High School Experiences in an Environment Of High-Stakes Testing and Accountability, American Educational Research Association, San Diego, April 2009.*
- Boon, Bust, or Neither?: Considering The Texas 10% Admissions Plan and ELL Student Migration, Enrollment, and Academic Success, American Educational Research Association, San Diego, April 2009.*
- Diversity at the University of Texas: A Historical Analysis, American Educational Research Association, San Diego, April 2009.*
- The Vanishing African American and Latino Male in Higher Education: A Critical Dialogue at a Critical Time, Association For The Study Of Higher Education, Jacksonville, October 2008.*
- Learning from the Texas Experience: English Language Learners in a Leaky Educational Pipeline, American Educational Research Association, New York, March 2008.*
- Accountability Texas-Style: Student Outcomes and Experiences in a High-Stakes Testing Context, American Educational Research Association, Chicago, April 2007.*
- Tracking the Loss of Low-Income and Urban Minority Students Under a High-Stakes Accountability Policy, American Educational Research Association, Chicago, April 2007.*

- Getting in the Act: The Actions of High Schools Encountering High Stakes Accountability, American Educational Research Association, San Diego, April 2004.*
- Home "Disadvantage" and Promotion Policy: A Sociological Understanding of the Negative Achievement Effects Of Promotion Standards on Low-Income Urban Minority Students, Honolulu, Hawai'i International Conference On Education, Honolulu, January 2004.*
- College Knowledge and Implications for College Access in California, American Educational Research Association, New Orleans, April 2002.*
- Psychological Characteristics of Chinese Vocational School Students, National Minority Research Symposium, Miami, November 1996.

International

- Professional Teacher Standards: Opportunities and Cautions, 8th Education International World Congress, Bangkok, Thailand, 2018
- School Choice and Black Communities: Discussing Educational Equity And Educational Racism Beyond Test Scores, International School Choice And Reform Conference, Lisbon, Portugal 2019.*
- What Instead? Reframing The Debate About Market-Based Reform, Chinese Ministry of Education Think Tank Dialogue, Beijing, China 2016
- At-Risk Student Averse: Risk Management and Accountability. Improving Education Through Accountability and Evaluation: Lessons From Around The World, INVALSI, Rome, October 2012.*
- Role of University Centers in Policymaking, American Educational Research Association Vancouver, BC, April 2012.
- Is Choice A Panacea? An Analysis Of Black Student Attrition From Charters And Urban Districts, American Educational Research Association, Vancouver, Canada April 2012.*
- Illusion Of Inclusion: Race, Politics and Standards, American Educational Research Association, Vancouver, Canada April 2012.*
- The Role Of Teachers In Culturally Responsive Schooling For American Indian and Alaskan Natives, American Educational Research Association, Vancouver, Canada April 2012.*
- Immigrant Dreams: English Learners, The Texas 10% Admissions Plan and College Academic Success
- 6th International Workshop On Higher Education Reform, Mexico City, Mexico November 2009.*
- Longitudinal Progress and Learning Of Urban Minority Students In An Environment Of Increasingly Stringent Accountability, American Educational Research Association, Montreal, Canada April 2005.*
- Teacher Characteristics and Student Achievement In The Houston Independent School District, American Educational Research Association, Montreal, Canada April 2005.*

RESEARCH AFFILIATIONS

- Fellow, Santa Clara University Latinx Education Research Center, 2019-
- Fellow, National Education Policy Center (NEPC), 2013-
- Affiliate, Stanford Center for Opportunity Policy in Education, 2010–2014
- Associate, Texas Education Research Center, 2009–2014
- Affiliate, Texas Center for Education Policy, 2006–2014

TEACHING AND MENTORSHIP NARRATIVE

Throughout my journey in academia, I've passionately dedicated myself to teaching and mentoring, offering courses that span critical policy analysis to quantitative research design. These classes aim to not only impart knowledge but to cultivate critical thinking and an understanding of education's role in societal transformation. My role extends into guiding doctoral candidates, masters students and undergraduates through their scholarly pursuits, emphasizing the importance of rigorous research and analysis in educational policy and leadership. A commitment to fostering a diverse and inclusive academic environment is reflected in advising and teaching, where I encourage students to explore complex issues surrounding identity, ideology, and inclusion. This journey has reinforced a belief in education as a powerful tool for empowerment and social change, inspiring me to continue nurturing future generations of educators and policymakers.

COURSES

- Critical Policy Analysis: Focuses on the analysis of policy, including both traditional and critical approaches to policy analysis.
- Education Economics & Finance Policy: Examines the application of economic analysis to PK-12 educational policy.
- Identity, Ideology, and Inclusion: Explore ways of knowing, teaching, and learning related to differences in identity and affiliation including trends and issues in education, curriculum, instruction, and our communities.
- Foundations of Educational Policy: Presents the history of school reform utilizing the lenses of race/ethnicity and poverty across several eras of the U.S. educational system.
- Introduction to Systems of Human Inquiry: Introduces the range of different epistemological perspectives that are used in the conduct of social science research.
- Policy Issues in Research: Designed to assist the process of designing and proposing large-scale research projects (including dissertations, thesis, and grants) and advance their skills in academic scholarship.
- Qualitative Research Design: Provides exposure to the methods, theoretical foundations, and conceptual frameworks utilized in qualitative methods.
- Quantitative Research Design and Analysis: Investigates the fundamental concepts and principles of quantitative research design and analysis.

- School Law & Policy: Considers key federal and state education-related court rulings— particularly those that impact on the functions of education leaders.

UNIVERSITY GUEST LECTURES AND EVENTS

- Western Michigan University, FYE 2100, Lakeland Correctional Facility, 2003
- Western Michigan University, HRS 3302: Civil Rights and Jazz 1970-75, 2023
- University of Michigan Undergraduate Research Opportunity Program (UROP) Annual Symposium, Ann Arbor, MI, 2023
- Flagler College, Freedom to Teach Conference, St. Augustine, FL, 2023
- University of Michigan, Engaging Latinx Youth Across the Educational Pipeline, Ann Arbor, MI, 2023
- Loyola University Law School San Antonio Independent School District v. Rodriguez: Fifty Years Later, Chicago, IL, 2023
- University of Kentucky NAACP Education and Civil Rights Initiative, Do Charter Schools=Civil Rights?, Zoom, 2022
- UC San Diego, Your Talent Our University: Enhancing the Black Student Experience UC San Diego, Zoom, 2022
- University of Wisconsin, Wisconsin Center for Education Research (WCER) and School of Education Graduate Research Scholars (EdGRS), 2021
- University of California Davis, AAS 130 African American Education, 2021
- North Dakota State University, 5 ways for educational leaders to lead anti-racist work, Fargo, ND, 2021
- Universidade de Passo Fundo, Knowledge Week, Zoom, 2021
- University of Kentucky, Professional Learning Series, 2020
- University of California Berkeley, Sociology of School Choice 190, 2020
- University of Arizona Brown Bag, Tucson, AZ, 2020
- University of Georgia, It's Time to Talk: Forums on Race, Zoom, 2020
- Indiana University–Purdue University Indianapolis, School-University-Community Partnerships for Education Equity, Zoom, 2020
- University of California Berkeley, Contemporary Issues in U.S. Education 163, 2018
- University of Minnesota Law School, Summit for Civil Rights, Minneapolis, MN, 2018
- California Polytechnic State University, Educational Policy and Leadership Program Symposium, San Luis Obispo, CA, 2017
- Antioch University, Los Angeles, CA, 2017
- Stanford University, Race, Inequality, Language in Education Conference, Stanford, CA, 2017
- California State University Sacramento Education 10 Critical Thinking Skills and the Educated Person, 2017
- University of Michigan, Policy Contexts of Teaching and Teacher Education 772, 2017
- Hofstra University Brown Bag, Long Island, NY, 2016
- California State University Sacramento, Diversity Leadership Conference, Sacramento, CA, January 2016.
- Bowdoin College Brodie Family Lecture, Brunswick, ME, 2016

- University of California Berkeley, Contemporary Issues in U.S. Education 163, 2016
- California State University, Sacramento Criminal Justice 160, 2015
- Howard University Brown Bag, Washington, DC, 2015
- University of California Berkeley GSE Colloquium, 2015
- University of Utah Brown Bag, Salt Lake City, UT, 2015
- Loyola University, 523 School Reform, 2015
- Northern Kentucky University, Highland Heights, KY, 2015
- University of Southern California EdMonth, Los Angeles, CA, 2015
- University of Minnesota, Institute for Advanced Study, Minneapolis, MN, 2015
- Penn State University African American Studies, 2014
- Northeastern University Law School, Boston, MA, 2104
- University of Arkansas, Fayetteville, AR, 2014
- University of Michigan Ann Arbor UROP, Ann Arbor, MI, 2014
- University of Texas at Austin Multicultural Greek Council's Roundtable, Austin, TX 2014
- New York University Colloquium on the Law, Economics and Politics of Urban Affairs, 2014
- University of Texas at Austin College of Education Promotion and Tenure Panel, Austin, TX, 2013
- University of Texas at Austin AFR 380D Race, Ethnicity and Gender Policies, 2013
- University of Texas at Austin Language and Literacy Seminar, 2013
- University of Texas at Austin BDP 101 Children and Society, 2012-2014
- University of Texas at Austin MAS 374 Covering the U.S. Latino Community, 2009, 2010
- University of Texas at Austin Hispanic Faculty and Staff Association, Austin, TX, 2010
- University of Texas at Austin LBJ School Social, Health, and Economic Policymakers Symposium, Austin, TX, 2010
- New York University E63 Academic Achievement Gaps, 2010
- University of Texas at Austin New Faculty Orientation, Austin, TX, 2009
- University of Texas at Austin, Texas Center for Education Policy Symposium, Austin, TX, 2009
- Rice University Hazel Creekmore Symposium, Houston, TX, 2008
- University of Texas at Austin LAW 397S Changing American Schools, 2008
- University of Texas at Austin EDC 383T Instructional Theory, 2007

STUDENT ADVISING (*DISSERTATION AWARD)

Dissertation Committee Chair

- Joseph Barry, University of Kentucky, Educational Policy Studies and Evaluation, Ph.D. 2022
- Ikbal Noureddine, California State University Sacramento, Educational Leadership, Ed.D 2019

- Karen Bridges, California State University Sacramento, Educational Leadership, Ed.D. 2019
- Ryne Johnson, California State University Sacramento, Educational Leadership, Ed.D. 2018
- Rebecca Cohen, University of Texas at Austin, Educational Policy, Ph.D. 2013
- Laurel Dietz, University of Texas at Austin, Educational Policy, Ph.D. 2013*
- Amy Williams, University of Texas at Austin, Educational Policy, Ph.D. 2013
- Robert Peters, University of Texas at Austin, Cooperative Superintendency, Ed.D. 2013
- Lyli Ana Gastañadui, University of Texas at Austin, Educational Policy, Ph.D. 2013
- Dora Saucedo, University of Texas at Austin, Cooperative Superintendency, Ed.D. 2012
- Choquette Hamilton, University of Texas at Austin, Educational Policy, Ph.D. 2012
- Bonita Homer, University of Texas at Austin, Educational Policy, Ph.D. 2012
- Ertha Patrick, University of Texas at Austin, Educational Policy, Ph.D. 2011

Dissertation Committee Member

- Te'Asia Martin, University of Kentucky, Educational Policy Studies and Evaluation, Ph.D. 2024
- Rasheed Flowers, University of Kentucky, Educational Policy Studies and Evaluation, Ph.D. 2022
- Selene Barceló, California State University Sacramento, Educational Leadership, Ed.D. 2020
- Katie Russell, University of Texas at Austin, Curriculum and Instruction, Ph.D. 2014
- Linda Cavazos, University of Texas at Austin, Curriculum and Instruction, Ph.D. 2013
- Elizabeth Barkowski, University of Texas at Austin, Educational Policy, Ph.D. 2012
- Karla Bender, University of Texas at Austin, Community College Leadership, Ph.D. 2012
- Leslie Coward, University of Texas at Austin, Community College Leadership, Ph.D. 2012
- Pei-Ling Lee, University of Texas at Austin, Educational Policy, Ph.D. 2012
- Jaime Portales, University of Texas at Austin, Educational Policy, Ph.D. 2012
- Virginia Snodgrass Rangel, University of Texas at Austin, Educational Policy, Ph.D. 2012
- Erin Atwood, University of Texas at Austin, Educational Policy, Ph.D. 2011
- Brian Dalton, University of Texas at Austin, Higher Education, Ph.D. 2011
- Suchitra Gururaj, University of Texas at Austin, Higher Education, Ph.D. 2011
- Young Hyeo Joo, University of Texas at Austin, Educational Policy, Ph.D. 2011
- Shin-Hyun Ka, University of Texas at Austin, Educational Policy, Ph.D. 2011
- Madlene Hamilton, University of Texas at Austin, Educational Policy, Ph.D. 2009
- Antonio Juarez, University of Texas at Austin, Cooperative Superintendency, Ed.D. 2009
- Cristobal Rodriguez, University of Texas at Austin, Educational Policy, Ph.D. 2009

- Eric Malmberg, University of Texas at Austin, Higher Education, Ph.D. 2008

Undergraduate Thesis Advisor

- Ellie Chernosky, University of Texas at Austin, Plan II, B.A. 2012
- Sonia C. Lopez, University of Texas at Austin, Mexican American Studies, B.A. 2007

Mentoring

- University Council for Education Administration Barbara Jackson Scholars, 2011-present
- David L. Clark National Graduate Student Research Seminar, 2010, 2014, 2021, 2022
- William L. Boyd National Educational Politics Workshop, 2010-2015, 2017, 2021, 2023
- Institute of Education Sciences Pathways Training Program, 2017-2019
- American Educational Research Association Division A Junior Faculty Mentoring Seminar, 2016
- University of Texas at Austin School of Undergraduate Studies Bridging Disciplines Program, 2014
- Ronald E. McNair Scholar Program, 2013
- American Educational Research Association Committee on Scholars of Color in Education, 2011, 2013
- J. William Fulbright Fellowship Program, 2010

ACADEMIC AND PROFESSIONAL SERVICE CONTRIBUTIONS NARRATIVE

Throughout my career, I have dedicated myself to serving the academic community through a variety of roles that span national service, university commitments, college engagement, departmental initiatives, accreditation processes, and editorial contributions. My involvement has included leadership positions such as chairing committees for the American Educational Research Association and strategic planning committees at multiple institutions, as well as participating in review committees for prestigious academic awards and accreditation bodies like SACSCOC and WASC. I have also contributed significantly to the editorial boards of respected educational journals and offered expertise as a peer reviewer for a wide range of professional journals and organizations, including the U.S. Department of Education and the National Science Foundation. This breadth of service reflects a commitment to advancing educational leadership, research, policy, and practice, as well as supporting the growth and development of the academic community and its scholars.

ACADEMIC SERVICE ROLES

National Academic Service

- Member, University Council for Educational Administration Linda C. Tillman Social and Racial Justice Award Committee, 2023
- Chair, American Educational Research Association Division L Outstanding Dissertation Award Committee, 2018-2019
- University Council for Educational Administration Host Proposal Review Committee, 2019
- Member, American Educational Research Association Division L Social Media Committee, 2017-2019
- Member, American Educational Research Association Division L Outstanding Policy Report Award Committee, 2014-2015
- Member, Association for Education Finance and Policy conference program committee, 2014-2015
- Member, American Educational Research Association Relating Research to Practice Award Committee, 2014
- Member, University Council for Educational Administration, Culbertson Early Career Award Committee, 2012, 2013, 2022
- Chair, American Educational Research Association E.F. Lindquist Award Committee, 2012-2013
- Chair, American Educational Research Association Division L Section 5 (Accountability), 2012
- Chair, American Educational Research Association Division A Section 2 (School Organization and Effects), 2011
- Chair Designate, American Educational Research Association E.F. Lindquist Award Committee, 2011-2012
- Peer Reviewer, University Council for Educational Administration David L. Clark Seminar, 2010-2012, 2016
- Member, American Educational Research Association Division A Emerging Scholar Selection Committee, 2009

College Service

- Member, Sacramento State College of Education Strategic Planning, Accountability & Resources Committee, 2017-2019
- Chair, Sacramento State College of Education Strategic Planning, Accountability & Resources Committee, 2016-2017
- Co-Chair, Sacramento State College of Education Strategic Planning, Accountability & Resources Committee, 2014-2016
- Member, Sacramento State College of Education Dean's Advisory Council, 2014-2019
- Faculty Sponsor, Texas Education Review Journal, 2013-2014
- Member, University of Texas at Austin College of Education Summer Research Assignment Selection Committee, 2013

- Member, University of Texas at Austin College of Education Faculty Research Assignment Selection Committee, 2013
- Member, University of Texas at Austin Institute for Urban Policy Research & Analysis Director Search Committee, 2011-2013
- Co-Chair, University of Texas at Austin College of Education ESPN Longhorn Network Planning Committee, 2011
- Judge, University of Texas at Austin Hamilton Book Award Selection Committee, 2010
- Member, University of Texas at Austin Multicultural Information Center Search Committee, 2007

Department Service

- Member, Sacramento State College of Education Educational Policy and Leadership Faculty Search Committee, 2018-2019
- Chair, Sacramento State College of Education Educational Policy and Leadership Faculty Search Committee, 2017-2018
- Chair, Sacramento State College of Education Educational Policy and Leadership Faculty Search Committee, 2013-2014
- Member, University of Texas at Austin African and African Diaspora Studies Quantitative Social Sciences Faculty Search Committee, 2013-2014
- University of Texas at Austin Department of Educational Administration IRB Review Chair, 2012-2014
- Coordinator, University of Texas at Austin M.Ed. Program in Educational Policy and Planning, 2010-2014
- Member, University of Texas at Austin African and African Diaspora Studies APAC Review Team, 2011
- Member, University of Texas at Austin African and African Diaspora Studies Curriculum Committee, 2010-2011
- Member, University of Texas at Austin Department of Educational Administration Quantitative Courses Review Committee, 2008
- Member, University of Texas at Austin Department of Educational Administration Strategic Planning Committee, 2007

Accreditation

- Reviewer (Off-site Review Cluster), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Auburn University, 2022
- Reviewer (Off-site Review Cluster), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Clemson University, 2022
- Reviewer (Off-site Review Cluster), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Texas Woman's University, 2022
- Respondent (College Leader), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), University of Kentucky, 2022
- Respondent (Program Leader), WASC Senior College and University Commission (WSCUC), California State University Sacramento, 2017
- Respondent (Program Leader), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), University of Texas at Austin, 2008

EDITORIAL WORK

Professional Journal Editorial Boards

- Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas, 2016-
- American Educational Research Journal, 2016-2017
- Anthropology and Education Quarterly, 2008

Peer Review for Professional Journals

- American Educational Research Association Open
- American Educational Research Journal
- American Journal of Education
- Berkeley Review of Education
- Critical Education
- Critical Questions in Education
- Demography
- Education Policy Analysis Archives
- Educational Administration Quarterly
- Educational Studies
- Educational Policy
- Educational Researcher
- International Journal of Leadership in Education
- International Journal of Qualitative Studies in Education
- Journal of Education for Students Placed at Risk
- Journal of Education Policy
- Journal of Educational Administration
- Journal of Educational Administration and Foundations
- Journal of Latinos and Education
- Journal of Negro Education
- Journal of Research on Leadership Education
- Peabody Journal of Education
- Politics of Education Association Yearbook
- Public Administration Review
- Social Problems
- Teachers College Record
- Teaching and Teacher Education
- Urban Education
- Urban Review

Peer Review for Field Organizations

- American Educational Research Association-SDL Fellowship Program
- American Educational Research Association Division A (Administration, Organization, & Leadership)

- American Educational Research Association Division G (Social Context of Education)
- American Educational Research Association Division L (Policy and Politics)
- American Educational Research Association Committee on Scholars of Color in Education
- American Educational Research Association Hispanic Research Issues SIG
- California Federation of Teachers
- National Education Policy Center
- Nevada System of Higher Education
- The National Academies
- University Council for Educational Administration
- U.S. Department of Education

Peer Review for National Organizations

- Reviewer, National Science Foundation, Alliance RSV, 2024
- Reviewer, U.S. Department of Education, Charter School Program, 2022
- Member, IES Technical Working Group on Increasing Diversity & Representation of IES-funded Education Researchers, 2020
- Reviewer, National Academies of Science, Engineering and Mathematics Ford Fellowships, 2020, 2021
- Reviewer, National Science Foundation, Education and Human Resources Core Research program, 2015
- Reviewer, U.S. Department of Education, i3, 2010, 2012
- Reviewer, U.S. Department of Education, Promise Neighborhoods, 2010

ENTREPRENEURIAL INITIATIVES IN EDUCATIONAL LEADERSHIP AND POLICY NARRATIVE

Throughout my career, I've embraced entrepreneurial initiatives aimed at fostering educational equity and development. I've led professional development for school districts across the United States, focusing on themes such as restorative ecology, anti-racist work, and community-driven alternatives to privatization. Notable engagements include symposiums and equity conclaves in Jefferson and Fayette County Public Schools, as well as targeted programs in districts from Anaheim to Houston. My consulting work further extends impact, with roles ranging from rapid response equity interventions in Jefferson County to facilitating retreats for the California Hawai'i NAACP and advising organizations like Raise Your Hand Texas and the Dallas Foundation for Community Empowerment. This blend of professional development and consulting underscores a commitment to actionable, sustainable change in education through innovative and entrepreneurial approaches.

PROFESSIONAL DEVELOPMENT FOR SCHOOL DISTRICTS

- Jefferson County Public Schools Deeper Learning Symposium (Louisville, KY), Restorative Ecology for Equity and Deeper Learning, 2021

- Jefferson County Public Schools Equity Conclave (Louisville, KY), Deeper Equity for Deeper Learning, 2021
- Fayette County Public Schools (Lexington, KY), 5 ways for educators to lead anti-racist work, 2021
- Jefferson County Public Schools (Louisville, KY), 5 ways for educators to lead anti-racist work, 2021
- Anaheim Union High School District (Anaheim, CA), Considering the John Rebel Mascot, 2017
- Centennial School District (Philadelphia, PA), Community-based, Locally-driven alternatives to top down private-control and privatization of education, 2017
- Houston Independent School District (Houston, TX), Summer Program Evaluation & Research Series, 2011.
- Houston Independent School District (Houston, TX), Summer Program Evaluation & Research Series, 2010.

CONSULTING

- Jefferson County Public School Equity Rapid Response, 2021
- Retreat Facilitator, California Hawai'i NAACP, 2015
- Consultant, Dallas Foundation for Community Empowerment, 2014
- Consultant, Raise Your Hand Texas, 2013
- Consultant, Dallas Foundation for Community Empowerment, 2013
- Consultant, Stanford Center for Opportunity Policy in Education (SCOPE), 2012
- Consultant, College Board, 2012

ACADEMIC, SERVICE, AND TEACHING MERIT AND RECOGNITION NARRATIVE

Throughout my career, I have been incredibly fortunate to receive a series of awards that honor my work in education and research, while also reinforcing the values I hold dear. The University of Michigan Marsal Family School of Education Distinguished Alumni Award in 2024 marked a pinnacle in my journey, reflecting years of dedication and passion in postsecondary education. Being commissioned as a Kentucky Colonel by Governor Andy Beshear in 2022 was a humbling honor, symbolizing my commitment to service and community. In 2024, I was recognized as one of the *25 Most Influential Latinos in Michigan* by *Vive Magazine* and as a *Notable Black Leader in Michigan* by *Crain's Magazine*, acknowledgments that highlight my ongoing efforts to support and uplift underrepresented communities. Awards like the Linda C. Tillman Social and Racial Justice Award from UCEA in 2022, along with recognitions from the California Assembly and AERJ, have underscored my efforts to champion social justice and scholarly rigor. The foundational support and recognition through the Ford Foundation Dissertation Fellowship and as an AAHHE Fellow early in my career were instrumental in paving the way for future achievements. I am profoundly grateful for these accolades, which serve not only as milestones but also as enduring inspirations to continue advocating for meaningful, equitable change in education.

ACADEMIC, SERVICE, COMMUNITY, AND TEACHING MERIT AND RECOGNITION

- Vive Magazine 25 Most Influential Latinos in Michigan, 2024
- Crain's Magazine Notable Black Leader in Michigan, 2024
- University of Michigan Marsal Family School of Education Distinguished Alumni Award for Postsecondary Education, 2024
- Phi Beta Kappa (honorary), 2023
- Kentucky Colonel (Commissioned by Governor Andy Beshear), 2022
- University Council for Educational Administration (UCEA) Linda C. Tillman Social and Racial Justice Award, 2022
- EdFunders Equity, Empowerment and Storytelling Fellow, 2022
- California Assembly Resolution 1459 (by the Honorable Kevin McCarty 7th Assembly District), 2019
- University of Michigan Undergraduate Research Opportunity Program (UROP) Alumni Award, 2019
- John Swett Award for Media Excellence (Capitol and Main contributor), 2017
- American Educational Research Journal (AERJ) Outstanding Reviewer, 2016
- Diversity in Education Magazine Multicultural Champion, 2015
- Harvard Education Next Top 10 K-12 Education Policy People on Social Media, 2015, 2017
- The Progressive Magazine Education Fellow, 2015-2019
- University Council for Educational Administration (UCEA) Hanne Mawhinney Distinguished Service Award, 2014
- National Education Association (NEA) Foundation Global Learning Fellow, 2014
- University of Texas at Austin Sid W. Richardson Regents Fellow, 2013
- Emerald Literati Award for Excellence Highly Commended Paper, 2013
- Robert Wood Johnson Foundation New Connections Invitee, 2013
- Journal of Educational Administration A. Ross Thomas Highly Commended Paper, 2013
- Institute for Urban Policy Research and Analysis Faculty Fellowship, 2013
- University of Texas Diversity & Community Engagement Faculty Fellowship, 2011-2012
- University Council for Educational Administration (UCEA) Jack Culbertson Early Career Award, 2011
- University of Texas at Austin John L. Warfield Faculty Teaching Award, 2010
- University of Texas at Austin Co-op Hamilton Award for Best Research Paper, 2009
- Bill & Melinda Gates Foundation Young Researchers Invitee, 2007, 2008
- University of California President's Postdoctoral Fellowship, declined, 2006
- David L. Clark Education Administration and Policy Research Award, 2005
- Ford Foundation Dissertation Fellowship, 2004
- U.S. Department of Education Martin Luther King, Jr. Scholar, declined, 2003
- Stanford University Andrea Neves Fellowship, 2001-2004
- American Association of Hispanics in Higher Education (AAHHE) Fellow, 1999
- University of Michigan Rackham Merit Fellowship, 1997-1998
- University of Michigan cum laude, 1997

- National Institutes of Health (NIH) Fogarty Fellowship, 1996
- Committee on Institutional Cooperation (CIC) Fellowship, 1995
- University of Michigan Scholar Recognition Award, 1993-1997

EXECUTIVE REFERENCES

Donna Arnett, Provost, University of South Carolina

David Blackwell, Dean, University of South Florida (former Provost at University of Kentucky)

Linda Darling-Hammond (doctoral advisor), Emeritus Professor, Stanford University and President and CEO of the Learning Policy Institute

Alexander Gonzalez, former President, California State University Sacramento

Edward Montgomery, President, Western Michigan University

Greg Vincent, former President, Talladega College

REPORTING LINE REFERENCES

Heather Erwin, Department Chair, University of Kentucky

Margaret Mohr-Schroeder, Vice Provost for Academic Affairs and Innovation, Kansas State University

Carlos Nevarez, Interim Provost, California State University Sacramento

Cristobal Rodriguez, Associate Provost of Equity-Centered Initiatives in Academic Affairs, Western Michigan University

Dee Sherwood, Special Assistant to the Provost for Indigenous and Native Affairs, Western Michigan University

Tina Kaneko Weekley, Administrative Analyst, California State University Sacramento (University of Hawai'i at Mānoa alumni)

COMMUNITY REFERENCE

Alphonso Braggs, President, Honolulu-Hawaii NAACP

LANGUAGE SKILLS

English: Fluent
Spanish: Working Knowledge
Mandarin Chinese: Basic Knowledge

DISSERTATION

“Progress and Learning of Urban Minority Students in an Environment of Accountability”

Doctoral Advisor: Linda Darling-Hammond

Reading Committee: Anthony Antonio, Luis Fraga, Sean Reardon

Found Texas-style “first-generation” high-stakes testing and accountability policies led to an escalation of deleterious outcomes disproportionately impacting students of color such as rising student retention, hidden dropout/disappearance, and, ultimately, failure to advance to graduation.