

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

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.

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 7 (co)-6 .5 444.6Un a7 aenectruTo ()7 (o)-6(e)-6 (m(d)-6

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 H a w a N A A G P, 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 b6 (c)21 (a)rious schooiotic43u/T

Community Advocacy

- American Association of Hispanics in Higher Education (AAHHE) Board of Directors, 2021-
- Alliance of Latinx Leadership & Policy (ALLP) Advisory Board, 2021
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- Education Week
- Houston Chronicle
- New York Times
- Progressive Magazine
- The Center for the New South

LIVE and Taped Television

- Al Jazeera, The Stream

- 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)



- 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”
- California H a w a N A A G P 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

- 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
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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 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,

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

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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 t t re sc08025 454.7 64 ()7 0e

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

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>*

Vasquez Heilig, J., Brewer, J. and Williams, Y. (2019). Choice without inclusion?: Comparing the intensity of racial segregation in charters and public schools at the local, state and national levels. *Journal of Education Sciences*, 9(3), 1-17.*

Vasquez Heilig, J. & Brewer, J. (2019). in knowledge: Mobilization and purposeful public scholarship in social media. *Critical Questions in Education*, 10(2), 81-91.*

Vasquez Heilig, J., Brewer, J. & Pedraza, J. (2018). Examining the myth of accountability, high-stakes testing and the achievement gap. *Journal of Family Strengths*, 18(1), 1-14.*

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*

FIRST AND CO-

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

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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/>*

BOOKS

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-

Vasquez Heilig, J. & Jez, S. (2010).

- 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 A Middle School, University Council for Educational Administration, New Orleans, November 2010.*
- A Conceptual Continuum for Immigrants: High School Experiences in an

- Getting in the Act: The Actions of High Schools Encountering High Stakes Accountability, American Educational Research Association, San Diego, April 2004.*
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- 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
-



- 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
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ACADEMIC SERVICE ROLES

- 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

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 (PoluDiet.525 63.275 -6 7



ACADEMIC, SERVICE, COMMUNITY, AND TEACHING MERIT AND RECOGNITION

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- 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
- 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 Hawaii) at Mnoa

COMMUNITY

