

**Curriculum Vitae**  
**Lea Hubbard, Ph.D.**  
**Professor and Chair of the Department of Learning and Teaching**  
**University of San Diego**  
**School of Leadership and Education Sciences**  
**5998 Alcalá Park**  
**San Diego, CA 92110**  
**619-260-7818**  
**lhubbard@sandiego.edu**

**Educational Background**

June 1995	Ph.D.	Sociology, University of California, San Diego
December 1993	M.A.	Sociology, University of California, San Diego
June 1990	B.A.	Sociology, University of California, San Diego, Summa Cum Laude and Sociology Department Honors

**Professional Experience**

June 2007-present	University of San Diego Professor School of Leadership and Education Sciences
August 2004- June 2007	University of San Diego Associate Professor School of Leadership and Education Sciences
January 2003- 2004	University of San Diego Associate Professor Visiting Faculty School of Leadership and Education Sciences
January 2001- 2003	University of California, San Diego Assistant Research Scientist Sociology Department
January, 1997 – 2000	University of California, San Diego Assistant Research Scientist Teacher Education Program
January, 1995 - January, 1997	University of California, San Diego Visiting Assistant Research Sociologist Teacher Education Program

September, 1994 – January, 1997      University of California, San Diego  
Lecturer  
Sociology Department and  
Teacher Education Program

September, 1995 - January, 1995      University of California, San Diego,  
Postgraduate Assistant  
Teacher Education Program

August 1994 - August 1996              Mira Costa Community College  
Lecturer  
Sociology Department

## **Publications**

### **Books**

Hands, C. & **Hubbard**, L. (2011). (Eds.) *Including Families and Communities in Urban Education*. Information Age Publishing

**Hubbard**, L., Mehan, H., & Stein, M.K. (2006). *Reform as learning: When school reform collided with school culture and community politics in San Diego*. New York: Routledge.

Datnow, A., **Hubbard**, L., & Mehan, H. (2002). *Extending educational reform: From one school to many*. New York: Routledge Falmer Press.

Datnow, A., & **Hubbard**, L. (Eds.). (2002). *Doing gender in policy and practice: Perspectives on single sex and coeducational schooling*. New York: Routledge Falmer Press.

Mehan, H., Villanueva, I., **Hubbard**, L., & Lintz, A. (1996). *Constructing school success: The consequences of untracking low achieving students*. Cambridge and New York: Cambridge University Press.

### **Book Chapters**

Hubbard, L. & Hands, C. (2011). The Role of Leadership in Forging School Community Relationships. In: Hands, C. & Hubbard, L. (Eds). *Including Families and Communities in Urban Education*. Information Age Publishing.

Hubbard, L. (2010). Research to Practice: The Case of Boston Public Schools, Education Matters and Boston Plan for Excellence. In C. Coburn & M.K.

Stein (Eds), *Research and practice in education: Building alliances, bridging the divide*. Landham, MD. Rowman & Littlefield Publishers, Inc.

- Stein, M.K., Hubbard, L. and Toure, J. (2010). Travel of District-Wide Approaches to Building Instructional Capacity: How Can Districts Learn from One Another? (Eds.) In Fullan, M., Hargreaves, A. and Lieberman, A. 2<sup>nd</sup> *International Handbook of Educational Change*.
- Mehan, H., Hubbard, L., Datnow, A. (2010). Institutional Perspectives on Organizational Change and Educational Reform. *Learning Research as a Human Science*, William Penuel and Kevin O'Conner (Eds.) New York: Teachers College Press.
- Datnow, A. & Hubbard, L. (2006). School Choice and Gender Equity In Bank, B. (In press). *Gender and Education: An Encyclopedia*. New York: Greenwood Press.
- Datnow, A., Hubbard, L., & Woody, E. (2005). Single sex schooling as a new form of choice: Implications for diversity. In J. Scott (Ed.), *School choice and student diversity: Examining the evidence 112-128*. New York, NY: Teachers College Press.
- Datnow, A. & Hubbard, L., (2005). The meaning of equity in single gender public schooling. In A.S. Wells & J. Petrovich (Eds.), *Bringing equity back 195-218*. New York, NY: Teachers College Press.
- Mehan, H., Datnow, A., & Hubbard, L. (2003). Why educational reforms sustain or fail: Lessons for educational leaders. In B. Davies & J. West-Burnham (Eds.), *Handbook of educational leadership and management*. London: Pearson Education Limited.
- Mehan, H., Datnow, A., & Hubbard, L. (2003). Sustainability of educational reform. In A. Hargreaves (Ed.), *Handbook on educational leadership and management*. New York, NY: Routledge Falmer Press.
- Hubbard, L. & Datnow, A. (2002). The sustainability of single gender public schools. In A. Datnow & L. Hubbard, L. (Eds.), *Doing gender in policy and practice: Perspectives on single sex and coeducational schooling 109-133*. New York, NY: Routledge Falmer Press.
- Mehan, H. & Hubbard, L. (1994). Untracking high school students in preparation for college: Implications for Latino students. In A. Hurtado & E. E. Garcia (Eds.), *The educational achievement of Latinos: Barriers and successes*. Santa Cruz, CA: Regents of the University of California.

## Refereed Articles

- Datnow, A. and Hubbard, L. (2015). Teachers' use of Data to Inform Instruction: Lessons from the past, Prospects for the future. Special Issue. Ellen Mandinach and Edith Gummer (Eds.) *Teachers College Record*. 117, issue 5.
- Hubbard, L. (2014). The Viability of Combining Academic and Career Pathways: A Study of Linked Learning. *Journal of Education for Students Placed at Risk*. 19 (1), 1-19
- Hubbard, L., Datnow, A. and Pruyin, L. (2014). Multiple Initiatives, Multiple Challenges: The Promise and Pitfalls of Implementing Data. *International Studies in Educational Evaluation*. 42, September 54-62. Special Issue. Eds. Kim Schildkamp and Jan Vanhoof.
- Hubbard, L., & Martinez, R. (2014). Power Dimensions of School Reform: The Limitations of Governance Systems. *Pensamiento Educativo*, 51(1), 86-102.
- Hubbard, L. & Kulkarni, R. (2009). Charter Schools: Learning from the Past, Planning for the Future. *Journal of Educational Change*. 10,173-189.
- Hubbard, L. & Spencer, J. (2009). Achieving Equity: More than tinkering at school structure. *Perspectives in Education*, Special Issue.
- Mehan, H., Hubbard, L., & Stein, M.K. (2006). When Reforms Travel: The Sequel. *Journal of Educational Change*.
- Hubbard, L. (2005). Academic achievement: Taking ethnicity, class and gender into account. *International Qualitative Research Journal*, 18(5), 605-623.
- Hubbard, L., & Datnow, A., (2005). Do single-sex schools address the needs of low income and minority students?: An investigation of organizational, financial and social factors. *Anthropology and Education Quarterly*, 38(2), 115-131.
- Stein, M.K., Hubbard, L., & Mehan, H. (2004). Reform ideas that travel far afield: The two cultures of reform in District #2 and San Diego. *Journal of Educational Change*, 5(2), 161-197.
- Mehan, H., Hubbard, L., & Datnow, A. (2003) Peter Hall's Contributions to Public Policy Research. *Studies in Symbolic Interaction* 26: 31-50.
- Datnow, A., Hubbard, L., & Conchas, G. (2001). How context mediates policy: The implementation of single gender public schooling in California. *Teachers College Record*, 103(2), 184-206.

- Hubbard, L., & Datnow A. (2000). A gendered look at educational reform. *Gender and Education, 12*(1), 115-130.
- Hubbard, L., & Mehan, H. (1999). Race and reform: Educational niche picking in a hostile environment. *Journal of Negro Education, 68*(2), 213-226.
- Hubbard, L. (1999). College aspirations among low-income African American high school students: Gendered strategies for success. *Anthropology and Education Quarterly, 30*(3), 363-383.
- Hubbard, L., & Mehan, H. (1999). Scaling up an untracking program: A co-constructed process. *Journal of Education for Students Placed at Risk, 4*(1), 83-100.
- Hubbard, L., & Ottoson, J. (1997). When a bottom-up innovation meets itself as a top-down policy: The AVID untracking program. *Science Communications, 19*(1).
- Mehan, H., & Hubbard, L. (1994). Forming academic identities: Accommodation without assimilation among involuntary minorities. *Anthropology and Education Quarterly, 25*(2):91-113.

### **Non-Refereed Articles**

- Hubbard, L. (2012). New Zealand Educators' Reflections on Implementing National Standards. *Education Today*. Issue 1.
- Datnow, A., & Hubbard, L. (2004). Single sex public schools: Lessons from California's experiment. *Orbit, 34*(1), 9-11.
- Datnow, A., Hubbard, L., & Woody, E. (2001). Is single gender schooling viable in the public sector? Lessons from California's pilot program. Retrieved from [www.oise.utoronto.ca/depts/tps/adatnow/research](http://www.oise.utoronto.ca/depts/tps/adatnow/research).
- Mehan, H., & Hubbard, L. (1999). *Tracking untracking: Evaluating the effectiveness of an educational innovation* (Research Brief). Santa Cruz, CA: Center for Research on Education, Diversity and Excellence.
- Datnow, A., Hubbard, L., & Mehan, H. (1998). *Educational reform implementation: A co-constructed process* (Research Rep. No. 5). Santa Cruz, CA: Center for Research on Education Diversity and Excellence.

### **Book reviews**

Hubbard, L. (2012). A Match on Dry Grass: Community organizing as a catalyst for school reform. *Social Forces*.

Hubbard, L. (2011). Book Review: Mothers United: An Immigrant Struggle for Socially Just Education. *Teachers College Record*. September 7.

Hubbard, L. (2002). Book Review: *Uncertain lives: Children of Promise, Teachers of Hope*. New York: Teachers College Press, 2001. *Anthropology and Education Quarterly*.

Hubbard, L. (2000). Book Review: *Resilience, gender and success at school* by Sue McGinty. New York: Peter Lang, 1999 *Anthropology and Education Quarterly*.

Hubbard, L. (1996). Book Review: *Amazing grace: The lives of children and the conscience of a nation* by Jonathan Kozol. *Journal of Education for Students Placed at Risk*.

### **Commentaries**

Datnow, A. & Hubbard, L. (2008) What is the status of single gender education? *Teachers College Record Commentary*. [www.tcrecord.org](http://www.tcrecord.org). October 13.

### **Dissertation**

Hubbard, L. (1995). Academic achievement among minority students: The effects of institutional mechanisms and student ideology. University of California, San Diego.

### **Research Reports**

Hubbard, L. (2013). Implementation of AVID's African American Male Initiative. August. Prepared for AVID Center. San Diego.

Hubbard, L. (2012). Reforming High Schools: The Linked Learning Approach. Linked Learning Conference. University of San Diego, August.

Hubbard, L. & Franey, J. (2011). The V4 Transformation Initiative: Developing the Differing Capacities of Teacher and Principal Candidates. USD. February.

Hubbard, L. (2010). Chula Vista Postsecondary Institution Study. CEPAL. September

Hubbard, L. (2010). Successful Professional Development for Veteran Principals: A matter of structure, culture and agency. POST evaluation. University of San Diego. SOLES.

Hubbard, L. (2009) Insights for San Diego Unified School Improvement. San Diego Unified School District Profile Study. San Diego: CEPAL. September.

Hubbard, L. (2006). *Research into Practice: A Case Study of the Boston Public Schools, The Boston Plan for Excellence and Education Matters*. University of Pittsburgh.

Datnow, A. & Hubbard, L. (2006). School Choice and Gender Equity In Bank, B. *Gender and Education: An Encyclopedia*. New York: Greenwood Press.

Datnow, A., Hubbard, L., & Woody, E. (2005). Single sex schooling as a new form of choice: Implications for diversity. In J. Scott (Ed.), *School choice and student diversity: Examining the evidence 112-128*. New York, NY: Teachers College Press.

Datnow, A. & Hubbard, L., (2005). The meaning of equity in single gender public schooling. In A.S. Wells & J. Petrovich (Eds.), *Bringing equity back 195-218*. New York, NY: Teachers College Press.

Mehan, H., Datnow, A., & Hubbard, L. (2003). Why educational reforms sustain or fail: Lessons for educational leaders. In B. Davies & J. West-Burnham (Eds.), *Handbook of educational leadership and management*. London: Pearson Education Limited.

Mehan, H., Datnow, A., & Hubbard, L. (2003). Sustainability of educational reform. In A. Hargreaves (Ed.), *Handbook on educational leadership and management*. New York, NY: Routledge Falmer Press.

### **Editorial Activities**

2006 – present Editorial Board, *Journal of Education for Students Placed at Risk*

### **Board of Advisors**

African American Male Educational Initiative. AVID. National organization of the Advancement Via Individual Determination.

### **Conference Presentations (all refereed)**

Datnow, A and Hubbard, L. (2015) Teacher Capacity for and Beliefs about Data Use: A Review of International Research. ICSEI. Cincinnati, Ohio.

Hubbard, L. (2014). The Viability of Combining Academic and Career Pathways: A Study of Linked Learning. AERA. Philadelphia. April.

Hubbard, L., Datnow, A. (2014) Teachers' Use of Assessment Data to Inform Instruction: Lessons from the Past and Prospects for the Future. AERA. Philadelphia. April.

- Hubbard, L., Martinez, L. (2013). Linked Learning and the Power Dimensions of Reform. UCEA. Indianapolis, Indiana. November.
- Hubbard, L., Datnow, A. and Pruyun, L. (2013). When Data Driven Decision Making Co-Exists with Other Reform Initiatives. ICSEI Conference. Santiago Chile. January.
- Hubbard, L., and Martinez, L. (2013). The Power Dimensions of Reform: Why Governance matters. ICSEI Conference. Santiago Chile. January.
- Hubbard, L. and Annan, B. (2012) The Influence of National and Local Policy mandates on Data Use: The New Zealand Case. AERA. Vancouver, B.C.
- Hubbard, L. (June 2011). The Influence of National and Local Policy Contexts on Data Use: The New Zealand Case. ICET. Glasgow, Scotland
- Hubbard, L. (April 2011). Successful Professional Development for Veteran Principals: Making Sense of the Research-Practice Connection. New Orleans.
- Hubbard, L., Moriarty, T., Schafer, K. (November 2010). Successful Development of Veteran Principals: A Matter of Structure Culture and Agency. UCEA Annual Conference. New Orleans.
- Hubbard, L., Cordeiro, P. and Moriarty, T. (April 2010). Supporting Veteran Principals: A Matter of Coaching and Context. NZEALS International Educational Leadership Conference. Christ Church. New Zealand.
- Hubbard, L. (2009). The Role of Leadership in Forging Community-School Partnerships: The Case of a Conversion Charter School. UCEA. Los Angeles, California
- Hubbard, L. & Hands, C. (2008). Community Involvement and School Change. American Anthropological Association. November. San Francisco.
- Hubbard, L. (2008). Examining a Charter School through a Socio-cultural Lens. ISCAR September. San Diego. (Paper and panel Chair)
- Stein, M.K. and Hubbard, L. (March 2008). District-led educational change: Learning from other district leaders. AERA. New York
- Hubbard, L. (2008). The Boston Case. MacArthur Foundation Meta Group Conference. January. Phoenix, Arizona
- Hubbard, L., Silver, M., Cordeiro, P. (2007). The Role of Universities in Building the Capacity of Educational Leaders. UCEA Alexandria Virginia
- Hubbard, L. (2007) Organizational Learning and Socio-Cultural Theory: A Review. Discussant UCEA Alexandria Virginia



- Hubbard, L. (April 2006). *Intermediary Organizations and the Research and Practice Connection: The Culture, and Politics of Change*. AERA. San Francisco, California.
- Getz, C., Ammer, J., Hubbard, L. (February 2006). *The Challenges and Possibilities of Demonstrating Measurable Outcomes*. Paper presented at AACTE. San Diego, California.
- Hubbard, L. (February 2006). *A Unique Collaboration: IMP Program Overview*. Paper presented at AACTE. San Diego, California.
- Ammer, J., Getz, C., & Hubbard, L. (July 2005). *Exploring electronic portfolios: An IHE NCATE Assessment Journey*. Paper accepted by the Los Angeles Syllabus Conference. Los Angeles, California.
- Hubbard, L. (February 2005). *Enhancing teacher quality among beginning teachers: A matter of building a community of learners*. Paper and panel organizer for the AACTE. Washington, D. C.
- Hubbard, L. (February 2005). *View from the trenches: The new teachers' perspective*. Paper accepted by the AACTE. Washington, D.C.
- Hubbard, L. (2004). *Dealing with disconnectedness: Collaboration between a university principal preparation program and an urban school district*. Paper accepted by the UCEA Annual Meeting. Kansas City, Missouri.
- Hubbard, L. (October 2004). *Improving the academic achievement of Latino high school students: A social constructivist perspective*. Paper accepted by the Fourth Binational Border Pedagogy Conference. Universidad Iberoamericana. Tijuana BC, Mexico.
- Hubbard, L., Hidalgo, N., Bredder, C., & Kravatz, T. (April 2004). *Principal leadership development in the context of school reform*. Paper accepted by the AERA National Conference. San Diego. California.
- Hubbard, L. (April 2004). *The tensions of top-down reform: A multi-year case study of a district level school improvement initiative*. Paper accepted by the AERA National Conference. San Diego. California.
- Hubbard, L. (November 2003). *Academic achievement: Taking ethnicity, class and gender into account*. Paper accepted by the American Anthropological Association Invited Session: *Understanding Minority academic achievement: A tribute to John Ogbu*. Chicago, Illinois.

- Hubbard, L., Beldock, D., & Osborne, C., (March 2003). Struggles and challenges at the “top”: Principals must learn and researchers can help. Paper accepted by the AERA National Conference. Chicago, Illinois.
- Hubbard, L & Newman, R. (November 2002). The role of principal leadership training in urban school reform. Paper accepted by the UCEA National Conference. Pittsburgh, Pennsylvania.
- Hubbard, L. & Stein, M.K. (November 2002). Leadership that fosters adult learning: An analysis of adult professional learning in the San Diego School District. Paper accepted by the UCEA National Conference. Pittsburgh, Pennsylvania.
- Hubbard, L., Stein, M.K., & Sisserson, K. (April 2002). Reculturing an urban school district. Paper accepted by the American Anthropological Association Annual Meeting. New Orleans, Louisiana.
- Stein, M.K., Hubbard, L. & Mehan, H., (April 2002). Reform ideas that travel far afield: The two cultures of reform in District #2 and San Diego. Paper accepted by the AERA National Conference. New Orleans, Louisiana.
- Hubbard, L. (April 2002). District research: Lessons learned. Panel Discussant at the AERA National Conference. New Orleans, Louisiana.
- Hubbard, L, Datnow, A., & Woody, B., (April 2001). Are single sex schools sustainable in the public sector? Paper presented at the AERA National Conference. Seattle, Washington.
- Hubbard, L., Mehan, H., & Mickelson, R. (April 2001). Students’ perspectives on racism and reform. Paper accepted by the AERA National Conference. Seattle, Washington.
- Beldock, D., Hubbard, L., & Mehan, H. (April 2001). School reform within a community of learners. Paper accepted at the AERA National Conference. Seattle, Washington.
- Datnow, A., Hubbard, L. & Woody, E. (April 2001) Assumptions and realities of single gender public schooling: Findings from a study of California’s single gender academies. Paper accepted at the AERA National Conference. Seattle, Washington.
- Hubbard, L. & Datnow, A. (August 2000). Do single gender schools address the needs of at-risk students? The case of California’s single gender public schools. Paper accepted by the American Sociological Association Conference. Washington D.C.

- Datnow, A. & Hubbard, L. (August 2000). The meaning of equity in single gender public schooling. Paper accepted by the American Sociological Association Conference. Washington, D.C.
- Hubbard, L. & Mehan, H. (April 2000). Race and reform: Educational niche picking in a hostile environment. Paper accepted by the AERA National Conference. New Orleans, Louisiana.
- Villanueva, I. & Hubbard, L. (November 1999). A cultural synthesis approach to parent involvement. Paper accepted by the American Anthropological Association Annual Meeting. Chicago, Illinois.
- Datnow, A., Hubbard, L., & Conchas, G. (April 1999). How context mediates policy: The implementation of single gender public schooling in California. Paper accepted by the American Educational Research Association Meeting. Montreal Canada.
- Mehan, H. & Hubbard, L. (1998). Scaling up an untracking program: A co-constructed process. Paper accepted by the American Educational Research Association Annual Meeting. San Diego, California.
- Hubbard, L. & Mehan, H. (1997). Educational reform: Implementation challenges. Paper accepted by the American Educational Research Association Annual Meeting. San Francisco, California.
- Hubbard, L. & Datnow, A. (August 1997). A gendered look at educational reform. Paper accepted by the American Sociological Association Annual Meeting. Toronto, Canada.
- Hubbard, L. (1997). A gendered look at the academic achievement of low income African-American high school students: Strategies of success. Paper accepted by the American Educational Research Association Conference. Chicago, Illinois.
- Mehan, H., Hubbard, L., & Lintz, A. (1997). Makin' it: Toward a comprehensive sense of social agency. Paper accepted by the American Educational Research Association Conference. Chicago, Illinois.
- Hubbard, L. (November 1995). Is school success an individual or a collective enterprise? Evidence from student narratives. Paper accepted by the American Anthropological Association Conference. Washington, D.C.
- Hubbard, L. (April 1995). Gender and inequality. Paper accepted by the Second Annual Sociological Conference, San Diego State University.
- Hubbard, L. (August 1994). Academic achievement among African-American students. Paper accepted by the American Sociological Association.

Hubbard, L. (April 1994). Academic achievement among African-American females: An analysis of the effects of institutional mechanisms and student ideology. Paper accepted by the National Graduate Women Studies Conference. San Diego, California.

Villanueva, I., & Hubbard, L. (April 1994). Toward redefining parent involvement: Making parents' invisible strategies and cultural practices visible. Paper accepted by the American Educational Research Association.

Hubbard, L., & Villanueva, I. (November 1993). Redefining parent involvement: Employing parents' perspective and culture. Paper accepted by the California Educational Research Association. Long Beach, California.

Mehan, H., & Hubbard, L. (May 1993). Untracking high school students in preparation for college: Implications for Latino students. Paper accepted by the Conference of the University of California Latino Eligibility Project.

Hubbard, L. (May 1993). Ideology and achievement. Paper accepted by the Linguistic Minority Research Institute Conference at the University of California Santa Barbara, California.

Mehan, H. & Hubbard, L. (June 1992). Untracking and college enrollment. Paper accepted by the National Center for Research on Cultural Diversity and Second Language Learning. Santa Cruz, California.

Hubbard, L. (February 1992). Paper accepted by the Society for the Study of Symbolic Interaction Stone Symposium. Las Vegas, Nevada.

### **Professional Presentations**

UCSD John Muir College Social Justice and Educational Equity Program. Panel.  
January 2014

### **Professional Affiliations**

2004 – present	American Association of Colleges of Teacher Education
1994 - present	American Educational Research Association (AERA)
1994 - present	American Anthropology Association (AAA)
2005 – 2011	Phi Delta Kappa International
2003 – present	University Council for Educational Administrators (UCEA)
1994 – 2001	American Sociological Association
1993 - 2000	Linguistic Minority Research Institute (LMRI)

### **Editorial Affiliations**

Editorial Board: Journal of Education for Students Placed At Risk (JESPAR)  
Review Editing for: Sociology of Education; Education Evaluation and Policy Archives (EEPA); Journal of Educational Change

**Teaching Experience**

Historical Struggles for Educational Equity (USD, graduate)  
Research and Inquiry (Leadership Studies, USD, graduate)  
Educational Reform (Learning and Teaching, USD, graduate)  
The Policy Making Process (Leadership Studies, USD, graduate)  
Advanced Qualitative Research Methods (Leadership Studies, USD, graduate)  
Philosophical and Multicultural Foundations of Education (Learning and Teaching, USD, graduate and undergraduate)  
Dissertation Proposal Seminar (Leadership Studies, USD, graduate)  
Minorities in the Schooling Process (UCSD, undergraduate)  
Sociology of Education (UCSD, undergraduate)  
Women in Poverty (UCSD, undergraduate)  
Sex and Gender Roles (UCSD, undergraduate)  
Qualitative Research Methods (UCSD, undergraduate)  
Introduction to Sociology (Mira Costa College, undergraduate)

### **Consulting Experience**

- 2013 AVID Center. San Diego, CA.
- 2006-2012 Center for Education Policy and Law. University of San Diego.
- 2005 – 2006 Evaluation of the Preuss Charter School pre-calculus class Innovation project with UCSD.
- 2000 Expert Witness. Hoots v. Commonwealth of Pennsylvania Lawyers' Committee for Civil Rights Under Law.
- 1996-1997 Education Matters. Cambridge, Mass. Evaluator of Middle School Standards Based Reform.
- 1995-1996 City of San Diego Unified School District. Evaluator of Even Start.

### **Awards**

- University of San Diego Professorship Award (January 2010)
- SOLES Global International – Language School in Costa Rica (Summer 2009)
- Academic Strategic Priorities Award. USD. (November 2006). (\$18, 600).
- CIEE International Faculty Development. (Summer 2006). Stipend to attend the Conference “Building a Multiracial and Multicultural Society in South African. Cape Town and Pretoria, South Africa.
- Spencer Foundation Summer Fellowship. (Summer 1995). Center for the Advanced Study of Behavioral Sciences. Stanford University.