

# **JAMES O. FABIONAR**

## Curriculum Vitae

5998 Alcalá Park San Diego, CA 92110-2492  
(619) 260-7669  
[jfabionar@sandiego.edu](mailto:jfabionar@sandiego.edu)

### **EDUCATION**

- Ph.D. University of California, Davis, March 2016  
School of Education  
Program in School Organization and Educational Policy
- Teaching Credential California State University, Sacramento, May 2004  
College of Education, Bilingual Multicultural Education Program  
California Single Subject History and Social Science Credential with  
CLAD Emphasis
- B.A. University of California, San Diego, December 2000  
Department of Ethnic Studies  
Department of Communication

### **AREAS OF SPECIALIZATION**

Critical theoretical frameworks and educational research, social and cultural foundations of education, secondary methods in history and social science education, history of educational policy in the United States, and applied research for inclusion and organizational change.

### **PROFESSIONAL APPOINTMENTS**

- 2017 - present University of San Diego School of Leadership and Education Sciences  
Department of Learning and Teaching  
Assistant Professor

### **TEACHING EXPERIENCE**

#### **Higher Education**

- 2017 - present University of San Diego School of Leadership and Education Sciences  
Department of Learning and Teaching  
Assistant Professor

Teach graduate courses in social justice education and educational advocacy, teaching methods in secondary education, action research and case study design, politics of education and educational policy, and critical theoretical frameworks in educational research. Currently developing two special topics/global education courses: Civil Society and Education Policy in Vietnam and Post-Colonial Education in the Philippines.

2016 – 2017

University of California, Davis School of Education

Lecturer

Taught a doctoral seminar on curriculum and instruction in schools for the California North Doctorate in Education and Learning (CANDEL) program. The course focused on the historical development of curriculum and instruction methodologies in public and private schools and colleges and the impact of these approaches on current curriculum development and reform efforts at the national, state, and local levels. Special emphasis is placed on theories of organizational learning and processes of school reform.

2015 – 2017

California State University, Sacramento Social Science Program

Lecturer

Developed and taught a capstone course for graduating history and social science majors on subject matter competency, history of public education, standards and accountability policy and practice, learning theory, and lesson planning. Developed formative assessments and summative evaluation instruments for subject matter competency in alignment with California Commission on Teacher Credentialing policy. Coordinated with program directors of Social Science and Teacher Credentialing to evaluate student subject matter competency portfolios.

2012 – 2017

California State University, Sacramento Asian American Studies Program

Lecturer

Taught introductory and upper-division courses on population histories of Asian and Pacific Islander Americans in the United States, contemporary issues, and community-based research methods. Core faculty member with the Full Circle Project (FCP), a federally funded retention program for low-income and first-generation Asian and Pacific Islander American students. Developed and taught FCP courses in higher education student development from an ethnic studies and Asian American Studies orientation, participatory action research, and academic writing across the disciplines within a learning community context.

2011 – 2017

California State University, Sacramento Department of Ethnic Studies

Lecturer

Taught lower-division courses on comparative ethnic experiences in the United States centered on population histories, theories and concepts of assimilation and acculturation, media representations, and intersectional politics. Taught upper-division courses on academic writing and critical

frameworks and race with focus on critical race theory, Marxism and race (historical materialism), critical whiteness studies, and cultural studies.

2011 – 2012

University of California, Davis School of Education  
Graduate Student Instructor

Provided instructional support in two courses: Education in Social and Cultural Contexts, an undergraduate writing intensive requirement for education minors and pre-credential students, and Effective Instruction, a Master's/Single-Subject Teaching Credential course on curriculum and assessment theory, research, and practice.

1998 – 1999

University of California, San Diego, Office of Academic Support and Instructional Services (OASIS)  
Teaching Assistant

Provided instructional assistance in Diversity and American Universities, a critical analysis of underrepresented racial and ethnic minority experiences in US colleges and universities.

1997 - 1998

University of California, San Diego, Department of Ethnic Studies  
Teaching Assistant

Developed and co-taught Comparative Filipino American Experience, a lower-division examination of Filipina/o American immigration and settlement in the United States with focus on theories of pan-ethnicity and transnationalism. This course was a student-led project taught under the auspices of the department chair.

## **K-12 Education**

2002 – 2006

Sacramento City Unified School District, Community Studies Academy  
Academy Lead

Served as part-time administrator in the development, implementation, and management of a four-year learning community (250 students) in partnership with the CSUS Department of Ethnic Studies and funded by the U.S. Department of Education and the Gates and Carnegie Foundations. Oversaw academy course schedule, budget, hiring, and curriculum design, implementation, and evaluation. Coordinated student support service intervention with site, district, and community programs and resources. Developed community partners with area community-based organizations. Delivered professional development training on service-learning, project-based learning, youth-driven action research, writing assessment, and strategies for cross-discipline collaboration. Provided instructional coaching and support to new teachers.

2000 – 2006

Sacramento City Unified School District, Hiram W. Johnson High School  
Teacher

Taught college preparatory courses in World History, United States History, United States History SDAIE, Contemporary Global Issues,

Geography, Government, and Economics. Developed a ninth-grade course in Ethnic Studies in collaboration with California State University, Sacramento College of Social Sciences and Interdisciplinary Studies faculty and students.

2000 – 2004

The American School In Switzerland (TASIS) The England School (Surrey, UK), TASIS English Language Program (Summer Program)  
Teacher

Taught Upper Intermediate English for Non-native Speakers to middle and high school-aged international students with emerging academic English proficiency. Emphasis placed on preparation for university study in the U.S. and preparation for the Test of English as a Foreign Language (TOEFL).

## **RESEARCH AND GRANT EXPERIENCE**

Exploring Pedagogy in High School Ethnic Studies Courses

Funded by The California Endowment

December 2016 to present

Principle Investigator: Dr. James Fabionar

Through a grounded theory approach, this research explores how high school teachers in California enact ethnic studies through practice. A conceptual framework grounded in three theoretical views of pedagogy frame the study: ecological systems theory (how students' developmental stages shape teacher practice), sociocultural learning theory (how students' cognitive capacities shape instruction), and critical pedagogy (how organizational influences impact teachers' work). Data strategies include analysis of key documents, semi-structured interviews, and classroom observations.

Asian and Pacific Islander American Undergraduate Retention: Dimensions of Success in a Learning Community Context

Funded by the University of Massachusetts, Boston Asian American Student Success Program

September 2016 to present

Principle Investigator: Dr. James Fabionar

Through case study methodology, this project builds from mixed-methods data to identify challenges to college success and personal strategies for overcoming these challenges among participants in a federally-funded learning community of Asian Pacific Islander American (API) students, Full Circle Project (FCP) at California State University, Sacramento. Furthermore, this project explores whether or not and to what degree resolution of these challenges are related to particular dimensions of the FCP program. Findings will serve to inform future program decisions and add to scholarly conversations on APIs in higher education, learning communities in higher education, and first-generation and low-income undergraduate success.

California State University, Sacramento Full Circle Project

Funded by the U.S. Department of Education Asian American, Native American, and Pacific Islander Serving Institution (AANAPISI) Grant.

California State University, Sacramento Department of Ethnic Studies

June 2012 to June 2016

Principle Investigator: Dr. Timothy Fong

Examined key themes in the scholarly literature on higher education student development and ethnic studies to develop research-based practices for the development of courses for a learning community for first-year Asian and Pacific Islander American students.

Healthy Youth, Healthy Environments Latin@ Youth Engagement Project

Funded by University of California Division of Agriculture and Natural Resources

University of California, Davis Department of Human Ecology

January 2013 to August 2014

Principle Investigator: Dr. Nancy Erbstein

Co-authored a white paper commissioned by the University of California Division of Agriculture and Natural Resources on Latin@ youth engagement practices. Provided a detailed review of empirical, practitioner, and theoretical literature at the nexus of positive youth development and critical views on race and youth (Ethnic Studies, Chican@ Studies, Sociology, Anthropology, and Youth Studies).

Presented findings to a consortium of scholars and local leaders in Yolo County, California.

Recommendations for developing sustained engagement of Latin@ youth in community out-of-school-time programs were adopted by the California 4-H Development Program.

Operationalizing Youth Assets in a Community Change Initiative: A Social Cognitive Perspective (Dissertation Research)

Funded by University of California Faculty Mentor Fellowship

January 2007 to December 2015

Committee: Dr. Nancy Erbstein (Chair), Dr. David Campbell, and Dr. Gloria Rodriguez

Through case study methodology, this research explored how community educators in seven adult-youth coalitions conceptualized and enacted youth assets. I argue that conflation of the various notions of assets in the applied social science fields reflects a contested term that is under-theorized. Framing this study are three concepts rooted in theories of sociocultural learning: schema theory, mental models, and organizational learning. Applied to a rich data set (semi-structured interviews, field observations, and key documents) of a regional youth and community development initiative, these framing ideas provide the basis for building participant-level cases and the means for looking across these cases. Findings suggest that in practice, assets are not simply characteristics belonging to individuals or found in the immediate social environment. Rather, assets are signifiers of shared cognition among learner, educator, and organization. The findings imply that the notion of “assets versus deficits” found in the existing literature is a false binary based on a linear view of learning that overemphasizes individual sense-making. In addition, the findings suggest a need to shift the focus of scholarship on youth assets to the conditions necessary for their enactment to improve learning opportunities for vulnerable and diverse youth populations.

Sierra Health Foundation REACH Initiative External Evaluation

Funded by the Sierra Health Foundation

University of California, Davis California Communities Program

January 2007 to May 2010

Principle Investigators: Dr. David Campbell and Dr. Nancy Erbstein

Evaluation study of a three-year, \$7-million youth and community development initiative encompassing seven diverse communities across the Sacramento region. Research design involved multiple forms of data collection, including semi-structured interviews at key phases before, during, and after the funding period, field observations of grantee and initiative-wide events (grantee

organization meetings, community events, summer camps), youth media, youth focus groups, and surveys. Goals were to provide a feedback loop for foundation and initiative learning about youth engagement in community-level systems change work, evaluate progress on a range of process outcomes associated with positive youth development, and publish and present research to impact local practitioners and scholarship in adolescent development, positive youth development, community development, education, and related fields.

#### California Healthy Start Community Schools Database

Funded by UC Davis Cooperative Research and Extension Services for Schools Center (CRESS),  
Center for Community-School Partnerships

University of California, Davis School of Education

Project Coordinator: Dr. Joanne Bookmeyer

June 2007 to August 2009

Developed an online database on community schools in California from California Department of Education data. Analyzed literature on California Healthy Start training and evaluation resources. Developed and implemented an online resource bank for Healthy Start centers.

#### Social Justice Leadership in Education

Funded by University of California, Davis School of Education

University of California, Davis School of Education

Principle Investigator: Dr. Gloria Rodriguez

September 2006 to May 2008

Study of educators who identify as “leaders for equity” or “leaders for social justice” to examine how they conceptualize these identities and commitments in practice. Project goal is to contribute theoretical knowledge that is largely under-investigated in the area of social justice leadership. A grounded theory approach allowed the research to extend beyond the articulation of behaviors to a deeper analysis of leaders’ construction of meaning about social justice leadership through their own lived experience as practitioners in school and community contexts.

#### 65<sup>th</sup> Street Corridor Community Collaboration Project

Funded by the Corporation for National and Community Service Learn and Serve America

California State University, Sacramento/Sacramento City Unified School District

Principle Investigator: Dr. Greg Mark

September 2002 to June 2006

Multi-faceted service and research partnership between CSUS College of Social Science and Interdisciplinary Studies and Sacramento City Unified School District encompassing transformative, participatory, and traditional qualitative research. Research focused on four topics: the impact of ethnic studies courses on youth violence prevention, community mobilizing and service-learning from an ethnic studies perspective, school-university partnerships, and the influence of service-learning on undergraduate and graduate participants’ leadership development. Data gathering strategies included multi-lingual community needs assessment surveys and interviews, youth media projects, focus groups, surveys, and student- and school-level academic performance data.

## REFEREED PUBLICATIONS

### Journal Articles

Erbstein, N., & Fabionar, J. O. (2019) Supporting Latinx youth participation in out-of-school time programs: A research synthesis. *Afterschool Matters*. (in press)

Mark, G.Y., Sobredo, J., Kim-Ju, G., Figueroa, J., & Fabionar, J. (2008) An ethnic studies model of community mobilization: Collaborative partnership with a high-risk public high school. *American Journal of Preventive Medicine* 34(3 Suppl):S82-8.

### Book Chapters

Fabionar, J. (2019). "Exploring the nexus of student development and ethnic studies research: Conceptualizing course content and practice for a first year learning community." In Miramba, D. C. & Fong, T. (eds.) *Models of Practice: Asian American, Native American and Pacific Islander Serving Institutions (AANAPISI) in Action*. (in press).

Rodriguez, G.M., & Fabionar, J.O. (2010). "The impact of poverty on students and schools: Exploring the social justice leadership implications." In Marshall, C. & Oliva, M. (eds.) *Leadership for Social Justice: Making Revolutions in Education, Second Edition*. Boston: Pearson.

### Book Reviews

Campbell, D., & Fabionar, J. (2008). Review of Elliot, D.S., Menard, S. Rankin, B., Alliert, A., Wilson, W.J., & Huizenga, D. (2006). *Good Kids from Bad Neighborhoods: Successful Development in Social Context*. In *Journal of Community Development Society*, 39(4) 108-119.

## LIMITED DISTRIBUTION PUBLICATIONS AND REPORTS

Erbstein, N., & Fabionar, J. (2014). *Latin@ Youth Participation in Youth Development Programs*. Davis, CA: University of California Division of Agriculture and Natural Resources.

Fabionar, J., & Campbell, D. (2010). *Community-School Partnerships to Support Youth Development*. Sacramento, CA. Sierra Health Foundation. Available at:  
[http://www.sierrahealth.org/assets/REACH\\_IssueBrief\\_Two\\_Nov10.pdf](http://www.sierrahealth.org/assets/REACH_IssueBrief_Two_Nov10.pdf)

Fabionar, J., & Campbell, D. (2010). *Using Camp to Bolster Youth-Driven Community Change*. Sacramento, CA. Sierra Health Foundation. Available at:  
[http://www.sierrahealth.org/assets/REACH\\_IssueBrief\\_Five\\_Nov10.pdf](http://www.sierrahealth.org/assets/REACH_IssueBrief_Five_Nov10.pdf)

Campbell, D., Erbstein, N., Carrasco, L.C., Fabionar, J., & Wilcox, W. (2010). *Engaging Youth in Community Change: Outcomes and Lessons Learned from Sierra Health Foundation's REACH Youth Program*. Sacramento, CA: Sierra Health Foundation. Available at:

[http://www.sierrahealth.org/assets/Reach\\_EvaluationRprt\\_Nov10.pdf](http://www.sierrahealth.org/assets/Reach_EvaluationRprt_Nov10.pdf)

Campbell, D., Erbstein, N., Moore Kubo, M, Fabionar, J., Wilcox, & Cruz Carrasco, L. (2009). Sierra Health Foundation REACH Youth Development Program: First Interim Evaluation Report. Sacramento, CA: Sierra Health Foundation. Available at:

[http://ucanr.edu/sites/UC\\_CCP/files/125979.pdf](http://ucanr.edu/sites/UC_CCP/files/125979.pdf)

## **PUBLICATIONS IN PROGRESS**

*“Bringing Them to the Table”*: *Asset-Based Roles for Youth in Community Settings* (single authored book manuscript)

“Teacher Pedagogy in High School Ethnic Studies: Exploring the Positive Youth Development Possibilities” (single authored report to The California Endowment)

“Retaining First-Generation Asian and Pacific Islander American College Students: Strategies and Successes in a Learning Community Context” (single authored report to the University of Massachusetts, Boston Asian American Student Success Program)

“Constructions of Race in Educational Policy: A Critical Race Analysis of Three Policy Contexts,” journal article (single authored journal article).

“Bridging Comprehensive School Reform and School Partnerships: A Review of the Research Literature,” (single authored journal article).

## **GRANTS, FELLOWSHIPS, & RECOGNITION**

Research Affiliate, California State University Asian Pacific Islander American Research and Resource Center, 2018 - present

Research Affiliate, University of Pennsylvania Center for Minority Serving Institutions, 2017 - present

Travel Grant, University of San Diego Center for Educational Excellence, 2017 (\$1,500)

International Opportunity Grant for research in the Republic of the Philippines, University of San Diego International Center, 2017 (\$2,000)

Special Projects Grant, The California Endowment, 2016 (\$12,500)

CSUS College of Social Sciences and Interdisciplinary Studies Faculty Development Award, Sacramento, 2016 (\$5,500)

Asian American Student Success Program Grant, University of Massachusetts, Boston, 2016 (\$3,000)  
College of Social Sciences and Interdisciplinary Studies Professional Development Grant, California State University, Sacramento, 2016 (\$500)



CSUS Nakatani Asian American Studies Endowment Research Grant, 2015 (\$1,000)

Research Travel Grant, University of California, Davis School of Education, 2011 (\$1,300)

David L. Clark Graduate Research Seminar Series Participant, 2011 AERA Division L and University Council for Educational Administration (UCEA) joint recognition

UCD School of Education Summer Research Fellowship, 2010 (\$4,000)

California State University Chancellor's Doctoral Incentive Program, 2007-2010 (\$30,000)

UCD Faculty Mentorship Fellowship 2007-08 (\$40,000)

UCD School of Education Block Grant Fellowship 2006-07 (\$4,000)

Innovation in Education Award, Sacramento Asian Pacific American Chamber of Commerce, 2005

Nominee, Teacher of the Year, Sacramento City Unified School District, 2004-05, 2003-04, 2002-03

### **INVITED LECTURES**

“Re-Imagining College Life and Success: Lessons for Programs for First-Year, First-Generation College Students.” Fresno State University, August 2015.

“The Impact of Emerging Integrative Learning Systems.” Sonoma State University, July 2015

“Teaching Ethnic Studies in High Schools: Researching Youth Violence Prevention,” Asian Pacific Islander Youth Violence Prevention Center, University of Hawaii John Burns School of Medicine, March 2005

### **PRESENTATIONS AND CONFERENCE EXPERIENCE**

#### **International Meetings**

“Tensions and Strategies in Implementing a Dual Credential and Master’s Degree Program: A Case Study of Integrating General and Special Education,” International Conference on Teacher Education, Quezon City, Philippines, August 2018

“Implementing Ethnic Studies at Hiram Johnson High School: Curriculum Development, Community Collaboration and Research,” International Conference on Civic Education Research, New Orleans, LA, November 2003

“Contemporary Ethnic Studies Research and Collaboration: Bridging Theory and Practice in an Inner-City High School,” International Conference on Social Science Research, Honolulu, HI, June 2003

## **National Meetings**

“Following the Family Calling: Four Generations of Filipino-American Educators.” Filipino American National Historical Society (FANHS) National Conference, Chicago, IL. July 2018

“Advocating for Domestic and Gender-Based Violence Survivors in the Era of Trump: An Analysis of a Statewide, Multiethnic Network of Shelter-Based Service Providers,” Critical Ethnic Studies Association (CESA) Annual Conference, Vancouver, B.C. July 2018.

“Curriculum Development and Implementation in an Ethnic Studies Learning Community: Promising Outcomes and Emerging Research Directions,” Asian Pacific Islander American Scholarship Fund (APIASF) Annual Conference, Washington, D.C. June 2016

“Exploring the Nexus of Student Development and Ethnic Studies Research: Conceptualizing Course Content and Practice for a First-Year Learning Community.” Asian Pacific Americans in Higher Education (APAHE) Annual Conference, San Francisco, CA. April 2015

“Images and Activities of Learners and Learning: Exploring Conceptualizations of Assets and Deficits in Diverse Educational Settings,” American Educational Research Association (AERA Division L) David L. Clark Graduate Research Seminar Series, New Orleans, LA, April 2011

“Promising Strategies for Linking Schools and Community Non-Profits to Support Community Youth Development,” Association of Researchers of Non-Profit Organizations and Voluntary Action (ARNOVA) Annual Conference, Washington, D.C., November 2010

“Developing Student Ownership of University Service-Learning Programs,” National Conference on Race and Ethnicity in Higher Education, New York, NY, June 2005

“An Ethnic Studies Model of Service-Learning,” National Conference on Race and Ethnicity in Higher Education, Miami, FL, June 2004

“Community-Based Research and Service-Learning: Teaching Ethnic Studies at Hiram Johnson High School,” Association of Asian American Studies (AAAS), San Francisco, CA, May 2003

“Service-Learning: Implementing Ethnic Studies Praxis in the High School Level,” National Conference on Race and Ethnicity in Higher Education (NCORE), San Francisco, CA, May 2003

“Contemporary Ethnic Studies Community Research and Activism: Theory and Practice in an Inner-City School,” Columbia University Center on Racial Diversity. New York, NY, February 2003

## **State and Regional Meetings**

“Latin@ Youth Participation in Development Programs.” University of California Agriculture and Natural Resources Diversity Work Group, Davis, CA. June 2014

“Lesson from the REACH Community Youth Development Evaluation,” University of California Human Resources Coordinating Conference, Emeryville, CA, June 2009

“Mobilizing Communities: An Ethnic Studies Service-Learning Model,” Campus Compact Western

Regional Conference on Service-Learning, San Diego, CA, March 2004

### **Community Meetings and Campus Lectures**

“Unit Planning for Ethnic Studies Courses: A Practical Workshop for High School Teachers.” Organized by Sacramento City Unified School District and San Juan Unified School District. Sacramento, CA, August 2016.

“Forming a Local Queer Asian Pacific Islander American Political Agenda.” Panel presentation organized by APIs RISE. The California Endowment, Sacramento, CA, December 2015.

“Queer Men of Color: Building Community at the Intersection.” CSUS Pride Center, April 2015

“The Strength in Our Stories: Positive Ethnic Identity and Pilipin@ American Youth.” UC Davis Pilipin@ Youth Conference Keynote Address, Davis, CA, February 2015

“Critical Race Theory and Contemporary Educational Policy Contexts.” UC Davis School of Education, EDU 280 A: Inquiry and Practice: Qualitative Research for Educational Leaders (doctoral seminar), May 2013

“Queer Teachers, Queer Students: Strategies for Cultivating Community, Support, and Justice in an Inner-City High School.” CSUS College of Education, EDTE 150: Urban Education (undergraduate), April 2013

“Conceptualizing History Education: Situating Teacher Practice in Sociopolitical Contexts.” UC Davis School of Education, EDU 150: Social and Cultural Contexts of Education (undergraduate), April 2013

“Student Experience and Teacher Practice in Social and Cultural Contexts.” UC Davis School of Education, EDU 150: Social and Cultural Contexts of Education (undergraduate), April 2012

“Strategies for Focused and Consistent Student Engagement in Secondary Classrooms.” UC Davis School of Education, EDU 270: Effective Teaching (graduate), June 2010

“Project-Based Learning and Assessment.” UC Davis School of Education, EDU 270 Effective Teaching (graduate), July 2010

“Strategies in Activism: Student-Run Service-Learning Programs.” Diversity Leadership Conference, California State University, San Luis Obispo, San Luis Obispo, CA, April 2005

“Developing Community-School-University Service-Learning Programs.” California State University Conference on Service Learning, Sacramento, CA, February 2004

“Developing School and University Partnerships.” Education for the 21st Century Small Schools Conference Sacramento City Unified School District, Sacramento, CA, February 2004

“Service-Learning: Participatory Research in Urban High Schools.” Social Science Research Conference, California State University, Sacramento. Sacramento, CA, December 2002

“Student Activism and Community Service.” Diversity Leadership Conference, California State University, San Luis Obispo, San Luis Obispo, CA, April 2002

## **CONSULTANT PROJECTS**

Consultant, My Sister’s House Multi-Year Language Access Resources (MYLAR) project, January 2017 – June 2017

Contracted as a curriculum specialist in a statewide and multi-agency project to develop culturally relevant training materials for mainstream service providers of victims of domestic violence and human trafficking. The MYLAR project strives to remove barriers to services for the Latino and Asian and Pacific Islander (API) communities, two of California’s largest and fastest growing populations. These impediments to effective service include: language, stigma and shame, loss of “face” and subsequent isolation, distrust and fear of law enforcement, immigration concerns, and childcare.

Curriculum Consultant, CSUS Department of Ethnic Studies, Full Circle Project, June 2012 – June 2017

Develop learning community curriculum for two core courses on student development from an Ethnic Studies and Asian American Studies perspective (ETHN 21) and contemporary issues and social change (ETHN 96). Collaborate with faculty and staff in Ethnic Studies and Asian American Studies, Educational Opportunity Program (EOP), First-Year Experience Program (FYE), and Student Organizations and Leadership (SOAL). Design summer orientation and provide weekly semester-long support sessions to four first-time lecturers.

Research Consultant, CSUS College of Social Sciences and Interdisciplinary Studies 65<sup>th</sup> Street Corridor Service-Learning Program, September 2002 – June 2006

Partnered with university faculty in the College of Social Sciences and Interdisciplinary Studies to establish service-learning programs and conduct qualitative research on community mobilization, service-learning, school-university pipelines, and youth violence. Co-authored a successful proposal for a multi-year federal Learn and Serve grant. Designed and facilitated training sessions for undergraduate and graduate student service-learners and program coordinators. Facilitated strategies for gathering student, school, and community-level data.

## **GENERAL POLICY ANALYSIS**

Governor’s Advisory Committee on Education Excellence, 2006-2007

Assisted Dr. Tom Timar, Executive Director, UC Davis Center for Applied Research in Education (CAP-Ed). Provided syntheses of policy research to committee members on teacher credentialing, high school principals, instructional leadership, and models of whole school reform.

## **ACADEMIC SUPPORT EXPERIENCE**

- 1999 – 2000      Los Rios Community College District, Sacramento City College, RISE Writing Program  
Coordinator  
Developed a writing support program for students who were subject to dismissal from the community college for low academic achievement. Coordinated services with campus writing instructors and counseling faculty to identify struggling students, trained peer tutors, and provided impact reports to program directors.
- 1997 – 1998      University of California, San Diego, Office of Academic Support and Instructional Services (OASIS), Language Program  
Workshop Facilitator  
Facilitated three quarter-long workshops to support first-year students in UCSD Thurgood Marshall College’s academic writing program, Dimensions of Culture (DOC). These courses included DOC 1: Diversity (Fall), an examination of the history of social stratification in the United States with focus on the intersections of race, ethnicity, gender, socioeconomic status, and sexual orientation; DOC 2: Justice (Winter) an analysis of historic civil rights cases in the United States and the social and cultural movements that led to them; and DOC 3: Imagination (Spring), an exploration of the influence of cultural texts (videos, novels, plays, music, film, and television) on social change in the United States.
- 1996 – 1998      University of California, San Diego, Office of Academic Support and Instructional Services (OASIS), Academic Transition Program  
Academic Transition Counselor  
Provided social and academic support to a small group of first-year under-represented students. Organized social and cultural events to promote campus engagement and student connectedness.
- 1995 – 1996      University of California, San Diego, Early Academic Outreach Program (EAOP)  
Counselor-Aide  
Provided small group and individual academic counseling to students from underrepresented backgrounds in South San Diego County high schools (Sweetwater School District) on college affordability (financial aid), admissions requirements, and application process.

## **SELECTED ACADEMIC & COMMUNITY SERVICE**

- 2018 -              Member  
School of Leadership and Education Sciences Strategic Planning Committee  
University of San Diego

- 2018 - Faculty Research Mentor  
McNair Scholars Program  
University of San Diego
- 2018 - Member  
School of Leadership and Education Sciences Appointment, Reappointment,  
Retention, and Tenure Policy Committee  
University of San Diego
- 2018 - Member  
School of Leadership and Education Sciences Global Committee  
University of San Diego
- 2017 - Member  
Advisory Board, RISE Urban Principal Preparation Program,  
San Diego, CA
- 2017 - Member  
Ph.D. Program Development Ad Hoc Committee, Department of Learning and  
Teaching, University of San Diego
- 2016 – 2017 Member  
Taskforce for the Center on Race, Ethnicity, Immigration, and Social Justice  
California State University, Sacramento College of Social Science and  
Interdisciplinary Studies
- 2016 – 2017 Member  
Board of Directors, Philippine National Day Association, Inc.  
Sacramento, CA
- 2013 – 2015 Instructional Coach to First-Time Lecturers  
Department of Ethnic Studies  
California State University, Sacramento
- 2015 – 2016 Member  
Campus-wide Diversity Task Force  
California State University, Sacramento
- 2012 – 2017 Member  
Full Circle Project Steering Committee  
California State University, Sacramento
- 2004 – 2005 Alumni Delegate  
California State University, Sacramento Delegation to Hong Kong University  
Hong Kong

- 2003 – 2004      Member  
Teacher Credential Program Re-Design Focus Group  
Bilingual Multicultural Education Department  
California State University, Sacramento
- 2002 – 2005      Chair  
Western Association of Schools and Colleges (WASC) Standards Based  
Curriculum and Instruction Committee  
Hiram Johnson High School, Sacramento Unified School District
- 2002              Testifier  
California State Assembly Education Committee  
Assembly Bill 2004 (Diaz) on Ethnic Studies and State Curriculum Standards
- 2001 – 2006      Cooperating/Supervising Teacher  
Bilingual Multicultural Education Department  
California State University, Sacramento

#### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA)

Asian Pacific Americans in Higher Education (APAHE)

Association of Researchers of Non-Profit Organization and Voluntary Action (ARNOVA)

Association for Asian American Studies (AAAS)

Filipino American National Historical Society (FAHNS)

National Association for Ethnic Studies (NAES)

University Council for Educational Administration (UCEA)

**REFERENCES** - References are available upon request