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Mary Lou Fulton College for Teaching and Learning Innovation
Arizona State University
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EDUCATION

- 2011 Ph.D., Social Sciences and Comparative Education
 Specialization: Race and Ethnic Studies in Education
 University of California, Los Angeles
 Los Angeles, CA
- 2003 M.Ed., Administration, Planning, and Social Policy
 Harvard University
 Cambridge, MA
- 2000 B.A., Asian American Studies (*High Honors*)
 University of California, Berkeley
 Berkeley, CA

AREAS OF EXPERTISE

Book bans, coloniality, epistemic justice, expectations, social justice leadership, inclusive excellence

PROFESSIONAL EXPERIENCE

- 2019-Present Associate Professor, Educational Leadership Program
 Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University
- 2017-2018 Affiliated Faculty
 Center for the Art and Science of Teaching, Arizona State University
- 2016-2021 Affiliated Faculty
 Center for Advanced Studies in Global Education, Arizona State University
- 2013-2019 Assistant Professor, Educational Leadership Program
 Mary Lou Fulton Teachers College, Arizona State University
- 2011-2013 Assistant Professor, Educational Administration Program
 School of Education, Iowa State University
- 2005 Visiting Scholar
 Center for the Studies of Higher Education and Training, University of British Columbia

AWARDS AND HONORS

- 2025 Excellence in the Scholarship of Engagement Award
 Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

2023	Professor of Impact Award Mary Lou Fulton Teachers College, Arizona State University
2017	Outstanding Promising Research Scholar Mary Lou Fulton Teachers College, Arizona State University
2015	Social Justice Teaching Award in Educational Leadership American Educational Research Association Leadership for Social Justice Special Interest Group
2005	Honors distinction on comprehensive exams University of California, Los Angeles
1999	Most Inspirational Award University of California, Berkeley
1997	Most Inspirational Award University of California, Berkeley
1997	Excellence Service Award Berkeley High School
1996	Certificate of Recognition Berkeley Unified School District Board and City Mayor

PUBLICATIONS AND MANUSCRIPTS

* Indicates current or former student authors

(Acceptance rates and impact factors are determined by Academic Accelerator, Cabell's, Cosmos, Resurchify, editor, journals' website, and/or other relevant sites)

Note: All authorship is arranged by a set rotation where everyone contributed equally.

Peer-Reviewed Journal Articles

48. Langerud, C. A.*, Adelman, M., & **Liou, D. D.** (2026). Queer of Color critique and the politics of epistemic agency: Rural educators desettling curricular expectations. *Journal of Queer and Trans Studies in Education*, 3(1). <https://doi.org/10.60808/v9kf-xj27>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: August 15, 2024

Returned for revisions: September 22, 2024; April 1, 2025; June 12, 2025; August 30, 2025

September 9, 2025; September 22, 2025

Resubmitted for review: January 16, 2025; April 23, 2025; July 3, 2025; August 31, 2025

September 16, 2025; September 24, 2025

Accepted: January 17, 2026

47. Liang, J. G., & **Liou, D. D.** (2025). Radical care and epistemic injustice: A Thai American school principal and her expectations for refugee students. *International Journal of Qualitative Studies in Education*, 1-22. <https://doi.org/10.1080/09518398.2025.2571487>

Acceptance Rate: 25%

Impact Factor: 1.9 (5 years)

Submitted for review: June 25, 2024

Returned for revisions: August 5, 2024; December 12, 2024; October 8, 2025

Resubmitted for review: October 24, 2024; June 24, 2025; October 9, 2025

Accepted: October 15, 2025

46. Sun, W. L., & **Liou, D. D.** (2025). Coloniality and the template of white beings: Hegemonic expectations in school discipline. *Whiteness and Education*, 1-25. <https://doi.org/10.1080/23793406.2025.2557025>

Acceptance Rate: Not reported

Impact Factor: 2.64

Submitted for review: January 6, 2025

Returned for revisions: June 2, 2025; August 3, 2025

Resubmitted for review: July 16, 2025; August 13, 2025

Accepted: September 5, 2025

45. **Liou, D. D.**, Langerud, C.*, & Adelman, M. (2025). Navigating book bans: How U.S. rural educators counter misliteracy with racially diverse LGBTQ+ literature. *The Dragon Lode*, 43(2), 40-52.

Acceptance Rate: 20%

Impact Factor: Not reported

Submitted for review: January 31, 2025

Returned for revisions: March 28, 2025; May 22, 2025; July 12, 2025

Resubmitted for review: April 15, 2025; May 26, 2025; July 17, 2025

Accepted: July 27, 2025

44. **Liou, D. D.** (2025). Examining school leaders' expectations from the perspective of an Asian Pacific American student. *Journal of Cases in Educational Leadership*, 28(2), 101-118.

<https://doi.org/10.1177/15554589251318282>

Acceptance Rate: 67.2%

Impact Factor: 0.5

Submitted for review: September 19, 2024

Returned for revisions: October 15, 2024; January 9, 2025; January 17, 2025; February 10, 2025

Resubmitted for review: October 28, 2024; January 16, 2025; January 17, 2025; February 10, 2025

Accepted: February 14, 2025

43. Adelman, M., **Liou, D. D.**, Langerud, C.*, Rady, M., & Moorthy, S. (2024). Book banning and contractual expectations of white cisheteropatriarchy: A praxis for epistemic justice in K-12 schools. *Discourse: Studies in the Cultural Politics of Education*, 45(5-6), 734-753.

DOI: 10.1080/01596306.2024.2426302

Acceptance Rate: 25%

Impact Factor: 2.2 (5 years)

Submitted for review: December 21, 2023

Returned for revisions: December 23, 2023; March 18, 2024; April 4, 2024; May 2, 2024; May 17, 2024; May 24, 2024; November 11, 2024; November 21, 2024

Resubmitted for review: March 16, 2024; April 4, 2024; April 5, 2024; May 15, 2024; May 23, 2024; November 8, 2024; November 22, 2024

Accepted: November 24, 2024

42. **Liou, D. D., & Kim, J.** (2024). Rejecting the “minority but not underrepresented minority” expectational default: Racial invisibilization in higher education. *The Forum of the American Journal of Education*.
<https://www.ajeforum.com/rejecting-the-minority-but-not-underrepresented-minority-expectational-default-racial-invisibilization-in-higher-education-by-daniel-d-liou-and-jeongeun-kim/>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: June 30, 2023

Returned for revisions: October 30, 2023; January 12, 2024; May 7, 2024

Resubmitted for review: November 14, 2023; January 30, 2024; May 15, 2024

Accepted: May 20, 2024

41. Anthony-Stevens, V., & **Liou, D. D.** (2023). Covid and the liberatory potentials of local knowledge: Disrupting school expectations for knowledge production. *The Forum of the American Journal of Education*.
<https://www.ajeforum.com/covid-and-the-liberatory-potentials-of-local-knowledge-disrupting-school-expectations-for-knowledge-production-by-vanessa-anthony-stevens-and-daniel-d-liou/>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: June 30, 2023

Returned for revisions: October 20, 2023

Resubmitted for review: November 3, 2023

Accepted: November 27, 2023

40. **Liou, D. D., & Deits Cutler, K.** (2023, July 11). Key lessons from book bans: Critical literacy as a practice of freedom. *Literacy Today*, (July/August/September), 44-49. <https://publuu.com/flip-book/24429/445819/page/46>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: June 13, 2023

Returned for revisions: June 20, 2023

Resubmitted for review: June 20, 2023

Accepted: July 11, 2023

39. **Liou, D.D.** (2023). Expectations as property of white supremacy: The coloniality of ascriptive expectations within the racial contract. *Race Ethnicity and Education*, 26(4), 478-496.
<https://doi.org/10.1080/13613324.2023.2207982>

There is a reprint of this publication as a book chapter, which is noted in the next section of the CV.

Acceptance Rate: 12%

Impact Factor: 3.6 (5 years)

Submitted for review: May 19, 2021

Resubmitted for revisions: July 5, 2021; April 25, 2022; April 27, 2022

Resubmitted for review: October 27, 2021; April 25, 2022; April 29, 2022

Accepted: May 2, 2023

38. **Liou, D. D., & Deits Cutler, K.** (2023, February). A framework for resisting book bans: It's time to reclaim inclusive curriculum and affirm students' lived experiences. *Educational Leadership*, 80(5), 48-53.

Acceptance Rate: Not reported

Impact Factor: 0.4

Submitted for review: August 31, 2022

Resubmitted for revisions: November 9, 2022; December 5, 2022
Resubmitted for review: November 12, 2022; December 7, 2022
Accepted: December 7, 2022

37. Rotheram-Fuller, E., Locke, J., Park, H., & **Liou, D. D.** (2022). Friendships, rejection, and standardized test scores over time. *Sage Open*, 12(4). <https://doi.org/10.1177/21582440221130051>

Acceptance Rate: Not reported

Impact Factor: 2.6 (5 years)

Submitted for review: February 5, 2021

Returned for revisions: October 6, 2021; July 12, 2022

Resubmitted for review: February 7, 2022; September 5, 2022

Accepted: September 15, 2022

36. **Liou, D. D.**, & Rojas, L. (2022). Reimagining expectations and rigor in the college classroom amid the global pandemic: Lessons from the field. *About Campus*, 26(6), 8-12.

<https://doi.org/10.1177/10864822221082694>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: February 2, 2021

Returned for revisions: April 19, 2021; October 6, 2021; October 7, 2021; February 16, 2022

Resubmitted for review: April 26, 2021; October 7, 2021; October 7, 2021; February 18, 2022

Accepted: May 14, 2022

35. **Liou, D. D.**, & Boveda, M. (2022). The colonality of false racial binaries: Intersectional consciousness as antiracist expectations for multiracial coalition-building. *Educational Studies*, 58(3), 368-385.

<https://doi.org/10.1080/00131946.2022.2033751>

Acceptance Rate: 3%

Impact Factor: 1.6

Submitted for review: June 1, 2021

Returned for revisions: June 9, 2021; October 10, 2021; December 27, 2021; January 25, 2022; January 30, 2022

Resubmitted for review: June 11, 2021; October 22, 2021; January 13, 2022; January 25, 2022; January 30, 2022

Accepted: February 2, 2022

34. **Liou, D. D.**, & Alvara, R.* (2021). Anti-critical race theory movement in postsecondary education: Faculty expectations confronting emotionalities of whiteness. *Journal of Higher Education Policy and Leadership Studies*, 2(4), 77-98. <https://doi.org/10.52547/johepal.2.4.77>

Acceptance Rate: 50%

Impact Factor: .86

Submitted for review: December 23, 2021

Returned for revisions: December 29, 2021

Resubmitted for review: December 29, 2021

Accepted: December 30, 2021

33. **Liou, D. D.**, & Rojas, L. (2021). An Asian American teacher's antiracist pedagogy disrupting the racial contract as ideology of educational expectations. *The SoJo Journal: Educational Foundations and Social Justice Education*, 7(1), 1-14.

Acceptance Rate: 20%

Impact Factor: Not reported

Submitted for review: May 14, 2021
Returned for revisions: June 30, 2021; September 2, 2021
Resubmitted for review: July 5, 2021; September 3, 2021
Accepted: September 3, 2021

32. Rojas, L., & **Liou, D. D.** (2021). Fostering pre-service teachers' antiracist expectations through online education: Implications for teacher education in the context of global pandemics. *International Journal of Multicultural Education*, 23(3), 7-24. <https://doi.org/10.18251/ijme.v23i3.2527>

Acceptance Rate: 7-8%
Impact Factor: 0.91
Submitted for review: April 18, 2020
Returned for revisions: November 12, 2020; August 19, 2021
Resubmitted for review: December 1, 2020; August 25, 2021
Accepted: August 25, 2021

31. **Liou, D. D.**, Martinez, J. A. L.*, & Rotheram-Fuller, E. (2021). Latinas at a Hispanic-serving institution: Resilient resistance affirming race-gender expectancies for college attainment. *Journal of Diversity in Higher Education*, 16(3), 333-345. <https://doi.org/10.1037/dhe0000340>

Acceptance Rate: 15%
Impact Factor: 3.7 (5-Year)
Submitted for review: December 3, 2020
Returned for revisions: March 11, 2021; June 9, 2021; June 24, 2021; July 7, 2021
Resubmitted for review: May 16, 2021; June 17, 2021; July 8, 2021
Accepted: July 8, 2021

30. Stewart, K. O*, Rotheram-Fuller, E., & **Liou, D. D.** (2021). Beginning teacher support model: Elementary teachers' resilience and retention in Arizona. *International Journal of Modern Education Studies*, 5(1), 49-73. <https://doi.org/10.51383/ijonmes.2021.75>

Acceptance Rate: Not reported
Impact Factor: 2.417
Submitted for review: February 19, 2021
Returned for revisions: March 7, 2021; March 19, 2021
Resubmitted for review: March 17, 2021; March 19, 2021
Accepted: March 19, 2021

29. Brooks, M. C., Deits Cutler, K., Sanjakdar, F., & **Liou, D. D.** (2020). Teaching Jihad: Developing religious literacy through graphic novels. *Religions*, 11(11), 622. <https://doi.org/10.3390/rel11110622>

Acceptance Rate: Not reported
Impact Factor: 0.6 (2024)
Submitted for review: October 19, 2020
Returned for revisions: November 4, 2020; November 17, 2020
Resubmitted for review: November 12, 2020; November 19, 2020
Accepted: November 20, 2020

28. Rojas, L., & **Liou, D. D.** (2020). The role of Mestiza consciousness in the three dimensions of educational expectations: A self-narrative of borderland pedagogy. *Journal of Latinos and Education*, 22(2), 793-803. <https://doi.org/10.1080/15348431.2020.1825961>

Acceptance Rate: 69%
Impact Factor: 1.4 (5 year)
Submitted for review: December 7, 2019

Returned for revisions: July 7, 2020; October 12, 2020; November 3, 2020
Resubmitted for review: July 20, 2020; October 19, 2020; November 3, 2020
Accepted: November 5, 2020

27. **Liou, D. D., & Liang, G.** (2020). Towards a theory of sympathetic leadership: Asian American school administrators' expectations for justice and excellence. *Educational Administration Quarterly*, 57(3), 403-436.
<https://doi.org/10.1177/0013161X20941915>

Acceptance Rate: 6-10%

Impact Factor: 4.4 (5-year)

Submitted for review: December 29, 2018

Returned for revisions: June 26, 2019; October 30, 2019; March 10, 2020; June 12, 2020; July 8, 2020

Resubmitted for review: October 28, 2019; October 31, 2019; April 7, 2020; June 14, 2020; July 9, 2020

Accepted: July 9, 2020

26. **Liou, D. D., & Deits Cutler, K.*** (2020). Disrupting the educational racial contract of Islamophobia: Racialized curricular expectations of Muslims in children's literature. *Race Ethnicity and Education*, 24(3), 410-430.
<https://doi.org/10.1080/13613324.2020.1753680>

Acceptance Rate: 12%

Impact Factor: 3.6 (5-year)

Submitted for review: January 27, 2019

Returned for revisions: August 28, 2019; January 8, 2020; February 1, 2020; February 28, 2020; April 16, 2020

Resubmitted for review: January 5, 2020; January 10, 2020; February 2, 2020; February 28, 2020; April 17, 2020

Accepted: April 17, 2020

25. Ambroso, E. P.*, Rotheram-Fuller, E., & **Liou, D. D.** (2020). Interdistrict choice and teacher beliefs: Implications for educational expectations, equity, and policymaking. *Journal of Multicultural Affairs*, 5(1), Article 2. <https://scholarworks.sfasu.edu/jma/vol5/iss1/2>

Acceptance Rate: 20%

Impact Factor: Not reported

Submitted for review: May 17, 2019

Accepted: September 25, 2019

24. **Liou, D. D., & Rojas, L.** (2020). The significance of the racial contract in teachers' college expectancies for Students of Color. *Race Ethnicity and Education*, 23(5), 712-731.
<https://doi.org/10.1080/13613324.2018.1511529>

Acceptance Rate: 12%

Impact Factor: 3.6 (5-year)

Submitted for review: June 26, 2017

Returned for revisions: December 8, 2017; June 27, 2018

Resubmitted for review: February 25, 2018; June 27, 2018

Accepted: July 23, 2018

23. **Liou, D. D.** (2019). Disrupting the ideology of settled expectations: Forging new social movements to dismantle the educational racial contract. *Berkeley Review of Education*, 9(1).
<http://dx.doi.org/10.5070/B89146424>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: September 15, 2019

Returned for revisions: November 9, 2019; December 16, 2019

Resubmitted for review: November 27, 2019; December 19, 2019

Accepted: December 27, 2019

22. **Liou, D. D.,** & Bornstein, J. (2019). Holding school leaders to higher expectations: Embodying the “transformative” in educational leadership. *The Sojo Journal: Educational Foundations and Social Justice Education*, 4(2), 107-110. <https://doi.org/10.1108/SOJO-12-2019-0008>

Acceptance Rate: 20%

Impact Factor: Not reported

Submitted for review: July 19, 2019

Returned for revisions: September 10, 2019

Resubmitted for review: September 16, 2019

Accepted: September 16, 2019

21. Bornstein, J., & **Liou, D. D.** (2019). Transformative educational leadership praxis engaged with critical race and whiteness theory. *The Sojo Journal: Educational Foundations and Social Justice Education*, 4(2), 1-4.

Acceptance Rate: 20%

Impact Factor: Not reported

Submitted for review: July 19, 2019

Returned for revisions: September 10, 2019

Resubmitted for review: September 16, 2019

Accepted: September 16, 2019

20. **Liou, D. D.,** & Matias, C. E. (2019). Affirming immigrant families’ educational expectations: Race-conscious transformative leadership breaking the educational racial contract. *The Sojo Journal: Educational Foundations and Social Justice Education*, 4(2), 73-89. <https://doi.org/10.1108/SOJO-12-2019-0006>

Acceptance Rate: 20%

Impact Factor: Not reported

Submitted for review: February 22, 2019

Returned for revisions: March 5, 2019; May 19, 2019; September 10, 2019

Resubmitted for review: March 31, 2019; June 17, 2019; September 16, 2019

Accepted: September 16, 2019

19. **Liou, D. D.,** & Rojas, L. (2019). W. E. B. DuBois’ concept of sympathetic touch as a mediator of teachers’ expectations in an urban school district. *Teachers College Record*, 121(7), 1-38.

<https://doi.org/10.1177/016146811912100701>

Acceptance Rate: 8%

Impact Factor: 1.9 (5-year)

Submitted for review: March 20, 2017

Returned for revisions: September 19, 2017

Resubmitted for review: December 24, 2017

Accepted: March 7, 2018

18. **Liou, D. D.,** Leigh, P. R., Rotheram-Fuller, E., & Cutler, K.* (2019). The influence of teachers’ colorblind expectations on the political, normative, and technical dimensions of educational reform. *International Journal of Educational Reform*, 28(1), 122-148. <https://doi.org/10.1177/105678791882420>

Acceptance Rate: 30%

Impact Score: 1.11

Submitted for review: April 12, 2017

Returned for revisions: August 31, 2017; October 12, 2017

Resubmitted for review: September 24, 2017; December 8, 2017

Accepted: December 20, 2017

17. Allen, R. L., & **Liou, D. D.** (2019). Managing whiteness: The call for educational leadership to breach the contractual expectations of white supremacy. *Urban Education*, 54(5), 677-705.

<http://dx.doi.org/10.1177/0042085918783819>

Acceptance Rate: 27%

Impact Factor: 3.89

Submitted for review: April 26, 2016

Returned for revisions: May 13, 2016; July 8, 2016; July 28, 2016; September 29, 2016

Resubmitted for review: July 1, 2016; July 24, 2016; July 28, 2016; November 1, 2016

Accepted: March 6, 2017

16. Rojas, L., & **Liou, D. D.** (2018). Teaching for social justice: The promise of transformative expectations for urban Chicanx/Latinx youth. *Equity and Excellence in Education*, 51(2), 161-181.

<https://doi.org/10.1080/10665684.2018.1509747>

Acceptance Rate: 7%

Impact Factor: 2.6 (5-year)

Submitted for review: September 20, 2016

Returned for revisions: June 23, 2017; June 26, 2018

Resubmitted for review: July 30, 2017; July 8, 2018

Accepted: July 24, 2018

15. Liang, J. G., & **Liou, D. D.** (2018). Asian American female school administrators' self-concept and expectations for students' educational success. *Leadership and Research in Education*, 4, 70-96.

Acceptance Rate: 15%

Impact Factor: Not reported

Submitted for review: January 6, 2017

Returned for revisions: February 26, 2017; December 18, 2017

Resubmitted for review: March 18, 2017; December 18, 2017

Accepted: June 30, 2018

14. **Liou, D. D.**, & Hermanns, C. (2017). Preparing transformative leaders for diversity, immigration, and equitable expectations for school-wide excellence. *International Journal of Educational Management*, 31(5), 661-678.

<https://doi.org/10.1108/IJEM-10-2016-0227>

Acceptance Rate: 19%

Impact Factor: 1.636

Submitted for review: October 26, 2016

Returned for revisions: October 30, 2016; April 3, 2017

Resubmitted for review: November 10, 2016; April 4, 2017

Accepted: April 4, 2017

13. Rojas, L., & **Liou, D. D.** (2017). Social justice teaching through the sympathetic touch of caring and high expectations for Students of Color. *Journal of Teacher Education*, 68(1), 28-40.

<https://doi.org/10.1177/00224871166763>

Acceptance Rate: 5%

Impact Factor: 5.8 (5 years)

Submitted for review: March 11, 2016

Returned for revisions: August 13, 2016

Resubmitted for review: August 26, 2016

Accepted: September 4, 2016

12. **Liou, D. D.**, Marsh, T. E. J., & Antrop-González, R. (2017). Urban sanctuary schools for diverse populations: Examining curricular expectations and school effectiveness for student learning. *Equity & Excellence in Education*, 50(1), 68-83. <https://doi.org/10.1080/10665684.2016.1250237>

Acceptance Rate: 7%

Impact Factor: 2.6 (5-year)

Submitted for review: December 30, 2015

Returned for revisions: April 21, 2016

Resubmitted for review: June 6, 2016

Accepted: June 22, 2016

11. **Liou, D. D.**, Marsh, T. E. J., & Antrop-González, R. (2016). The spatiality of schooling: A quest for equitable classrooms and high expectations for low-income Students of Color. *InterActions: UCLA Journal of Education and Information Studies*, 12(2), 1-20. <https://doi.org/10.5070/D4122028575>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: September 2, 2015

Returned for revisions: November 20, 2015; December 28, 2015; April 16, 2016

Resubmitted for review: December 11, 2015; February 24, 2016; May 20, 2016

Accepted: May 25, 2016

10. **Liou, D. D.**, & Rojas, L. (2016). Teaching for empowerment and excellence: The transformative potential of teacher expectations in an urban Latina/o classroom. *The Urban Review*, 48(3), 380-402. <https://doi.org/10.1007/s11256-016-0359-8>

Acceptance Rate: 6-10%

Impact Factor: 2.95

Submitted for review: June 27, 2015

Returned for revisions: January 30, 2016

Resubmitted for review: February 19, 2016

Accepted: March 1, 2016

9. **Liou, D. D.** (2016). Fostering college-going expectations of immigrant students through the sympathetic touch of school leadership. *Multicultural Perspectives*, 18(2), 82-90. <https://doi.org/10.1080/15210960.2016.1155152>

Acceptance Rate: 23%

Impact Factor: 1.0 (5-year)

Submitted for review: January 8, 2015

Returned for revisions: June 12, 2015; January 6, 2016; February 12, 2016

Resubmitted for review: September 21, 2015; February 10, 2016; February 14, 2016

Accepted: February 14, 2016

8. **Liou, D. D.**, & Rotheram-Fuller, E. (2016). Where is the real reform? African American students and their school's expectations for academic performance. *Urban Education*, 54(3), 397-429. <https://doi.org/10.1177/0042085915623340>

Acceptance Rate: 27%

Impact Factor: 3.89

Submitted for review: September 14, 2014

Returned for revisions: February 21, 2015; September 6, 2015

Resubmitted for review: May 7, 2015; October 10, 2015

Accepted: November 19, 2015

7. **Liou, D. D.**, Martinez, A.*, & Rotheram-Fuller, E. (2015). Don't give up on me: Critical mentoring pedagogy for the classroom building students' community cultural wealth. *International Journal of Qualitative Studies in Education*, 29(1), 104-129.
 Acceptance Rate: 15%
 Impact Factor: 1.9 (5-year)
 Submitted for review: March 6, 2013
 Returned for revisions: June 23, 2013; January 27, 2014; October 30, 2014
 Resubmitted for review: September 19, 2013; August 6, 2014; November 17, 2014
 Accepted: January 5, 2015

6. Covarrubias, A., & **Liou, D. D.** (2014). Asian American education and income attainment in the era of post-racial America. *Teachers College Record*, 116(6), 1-38. <https://doi.org/10.1177/016146811411600602>
 Acceptance Rate: 8%
 Impact Factor: 1.9 (5-year)
 Submitted for review: December 8, 2014
 Accepted: February 16, 2015

5. Matias, C. E., & **Liou, D. D.** (2014). Tending to the heart of communities of color: Toward critical race teacher activism. *Urban Education*, 50(5), 601-625. <https://doi.org/10.1177/0042085913519338>
 Acceptance Rate: 27%
 Impact Factor: 3.89
 Submitted for review: Not available
 Returned for revisions: July 2, 2013
 Resubmitted for review: August 26, 2013
 Accepted: November 20, 2013

4. Cooper, R., **Liou, D. D.**, & Antrop-González, R. (2010). The relationship between high-stakes information and the community cultural wealth model perspective: Lessons from Milwaukee and beyond. *Multicultural Learning and Teaching*, 5(2), 73-94.
 Acceptance Rate: Not reported
 Impact Factor: 0.11

3. **Liou, D. D.**, Antrop-González, R., & Cooper, R. (2009). Unveiling the promise of community cultural wealth to sustaining Latina/o students' college-going information networks. *Educational Studies*, 45(6), 534-555. <https://doi.org/10.1080/00131940903311347>
 Acceptance Rate: 3%
 Impact Factor: 1.6 (2024)
 Submission and acceptance dates not available.

2. **Liou, D. D.** (2008). Beyond politics of school size: An essay review. *Education Review*, 11(5).
 Acceptance Rate: 70%
 Impact Factor: Not reported
 Submission and acceptance dates not available.

1. Cooper, R., & **Liou, D. D.** (2007). The structure and culture of information pathways: Rethinking opportunity to learn in urban high schools during the ninth grade transition. *The High School Journal*, 91(1), 43-56. <https://doi.org/10.1353/hsj.2007.0020>
 Acceptance Rate: 20%
 Impact Factor: 0.38
 Submission and acceptance dates not available.

Editorially Reviewed Book Chapters

17. **Liou, D. D.**, & Liang, G. J. (In press). Leadership for identity-safe schools: One Southeast Asian American principal's antiracist expectations of refugee and newcomer students. In E. R. Crawford, B. Mann, M. Bittel, & R. Rumpf (Eds.), *Leading with refugees and newcomers: Cases for K-12 schools*. Harvard Education Press. The publisher has not yet assigned page numbers.

Submitted for review: February 1, 2024

Returned for revisions: March 1, 2024; November 12, 2024; September 23, 2025

Resubmitted for review: September 15, 2024; December 14, 2024

Accepted: September 24, 2025

16. **Liou, D. D.** (2025). Expectations as property of white supremacy: The coloniality of ascriptive expectations within the racial contract. In Matias, C. E. (Ed.), *The legacy of Charles W. Mills and the racial contract in educational justice: His work lives on* (pp. 478-496). Routledge. (Reprinted from Expectations as property of white supremacy: The coloniality of ascriptive expectations within the racial contract, 2023, *Race Ethnicity and Education*, 26(4), 478-496. DOI: 10.1080/13613324.2023.2207982).

Submitted for review: This is a reprint from a peer-review journal article. There was no submission date.

15. Deits Cutler, K., & **Liou, D. D.** (2024). Reviving a pedagogy of knowledge: Decoloniality content analysis of media expectations for banned antiracist books. In F. Sanjakdar & M. W. Apple (Eds.), *Engaging critical pedagogy in education: Global phenomenon, local praxis* (pp. 75-92). Routledge.

Submitted for review: May 13, 2022

Returned for revisions: July 28, 2022; September 25, 2023; March 31, 2024

Resubmitted for review: August 19, 2022; September 26, 2023; April 3, 2024

Accepted: May 30, 2024

14. Rojas, L., & **Liou, D. D.** (2024). College worthiness as a culture of care and transformative expectations: Implications for school leaders. In R. Cooper III (Eds.), *Equity-Minded systems thinking leadership* (pp. 91-113). Cognella Academic Publishing.

Submitted for review: February 19, 2021

Returned for revisions: May 16, 2021; September 15, 2021; November 2, 2021; December 6, 2021; May 9, 2022; March 11, 2023

Resubmitted for review: June 9, 2021; September 29, 2021; November 30, 2021; December 6, 2021; May 11, 2022; March 11, 2023

Accepted: November 20, 2023

13. **Liou, D. D.**, & Deits Cutler, K. (2023). Coloniality of Islamophobic expectations in children's books: Implications for curricular epistemicide. In M. Adamska (Ed.), *EDUKACJA ZORIENTOWANA NA PRZYSZŁOŚĆ* (pp. 7-38). Didacta Krakow.

Submitted for review: October 30, 2023

Accepted: November 22, 2023

12. Deits Cutler, K., & **Liou, D. D.** (2023). Beyond representation: Decoloniality content analysis as a methodology to de/reconstructing the sociology of expectations in curriculum. In M. D. Young & S. Diem (Eds.), *Handbook of critical education research: Qualitative, quantitative, and emerging approaches* (pp. 715-734). Routledge. DOI: <https://doi.org/10.4324/9781003141464-42>

Submitted for review: November 14, 2020

Returned for revisions: August 6, 2021; September 30, 2022; February 16, 2023

Resubmitted for review: September 11, 2021; October 1, 2022; March 21, 2023

Accepted: March 21, 2023

11. **Liou, D. D.,** & Zang, A.* (2021). The color of coloniality: White administrators' expectations of Black males in school discipline. In A. Welton, S. Diem, & D. Owens (Eds.), *Developing anti-racist leaders: Advocating for racial equity in turbulent times* (pp. 81-92). Bloomsbury Publishing.
Submitted for review: July 7, 2020
Returned for revisions: August 31, 2020; November 25, 2020; June 14, 2021
Resubmitted for review: September 11, 2020; November 28, 2020; June 19, 2021
Accepted: June 21, 2021
10. Cooper, R., **Liou, D. D.,** & Tefera, A. (2018). Urban school leadership and positive expectations during the ninth grade transition through a critical third space. In J. C. McDermott, M. Cotic, & A. Kozuh (Eds.), *Lodging the theory in educational practice* (pp. 35-60). University of Los Angeles Press.
Submitted for review: October 20, 2018
Returned for revisions: October 25, 2018
Resubmitted for review: November 5, 2018
Accepted: December 15, 2018
9. **Liou, D. D.,** Coronella, T.*, Fong, R.*, & Ramasanta, L.* (2019). The influence of the "Trump effect" on Latina immigrant student aspirations and expectations for STEM achievement. In K. Arar, K. Haj-Yehia, & D. Ross (Eds.), *Higher education challenges for migrants and refugee students in a global world* (pp. 151-170). Peter Lang International Academic Publishers.
Submitted for review: December 16, 2017
Returned for revisions: January 29, 2018
Resubmitted for review: February 23, 2018
Accepted: March 6, 2018
8. Ramasanta, L.*, & **Liou, D. D.** (2018). A photo-testimonio: Educational expectations of resiliencies of first-generation Latina STEM college students. In J. S. Brooks & G. Theoharis (Eds.), *Whiteucation: Privilege, power, and prejudice in school and society* (pp. 132-157). Information Age Publishing.
Submitted for review: November 20, 2017
Returned for revisions: July 16, 2018
Resubmitted for review: July 17, 2018
Accepted: July 23, 2018
7. **Liou, D. D.,** Ambroso, E.*, & Antrop-González, R. (2018). Latinx parental expectations in the home: Educación and the assets of religiosity, family, and community. In W. Jeynes (Ed.), *The Wiley handbook of Christianity and education* (pp. 365-380). Wiley-Blackwell.
Submitted for review: June 18, 2016
Returned for revisions: December 23, 2016
Resubmitted for review: February 19, 2017
Accepted: September 15, 2017
6. **Liou, D. D.,** & Antrop-González, R. (2016). Transformative leadership and creating conditions to empower students marginalized by low academic expectations. In T. E. J. Marsh & N. Croom (Eds.), *Envisioning a critical race praxis in K-12 education through counter-storytelling* (pp. 141-162). Information Age Publishing.
Acceptance Rate: 25%
Submitted for review: September 2, 2015
Returned for revisions: February 9, 2016
Resubmitted for review: February 9, 2016
Accepted: February 9, 2016

5. **Liou, D. D.,** & Antrop-González, R. (2011). To upend the boat of teacher mediocrity: The challenges and possibilities of critical race pedagogy in diverse urban classrooms. In C. Malott & B. Porfilio (Eds.), *Critical pedagogy in the twenty-first century: A new generation of scholars* (pp. 455-470). Information Age Publishing.

Submission information not required at time of publication.

4. Antrop-González, R., **Liou, D. D.,** & Cooper, R. (2009). Examining the community cultural wealth model to meet students' aspirations. In G. Williams & F. Obiakor (Eds.), *The state of education of urban learners and possible solutions: The Milwaukee experience* (pp. 75-92). Kendall Hunt.

Submission information not required at time of publication.

3. Antrop-González, R., & **Liou, D. D.** (2009/2008). Toward a theory of high-stakes information networks: Examining student voices of color. In B. Kožuh, R. Kahn, & A. Kozłowska (Eds.), *Practical science of society* (pp. 285-302). University of North Dakota.

Submission information not required at time of publication

2. Fuentes, E., & **Liou, D. D.** (2006). Language, culture, and access. In P. A. Noguera & J. Y. Wing (Eds.), *Unfinished business: Closing the racial achievement gap in our schools* (pp. 52-55). Jossey-Bass.

Submission information not required at that time.

1. Rubin, B., Wing, J. Y., Noguera, P. A., Fuentes, E. H., **Liou, D. D.,** Rodriguez, A. P., & McCready, L. T. (2006). Structuring inequality at Berkeley High. In P. A. Noguera & J. Y. Wing (Eds.), *Unfinished business: Closing the racial achievement gap in our schools* (pp. 29-86). Jossey-Bass.

Submission information not required at time of publication.

Editorially Reviewed Book Reviews

2. **Liou, D. D.** (2015, February 16). Uprooting urban America: Multidisciplinary perspectives on race, class, and gentrification. [Review of the book *Uprooting urban America: Multidisciplinary perspectives on race, class, and gentrification* by H. R. Hall, C. C. Robinson, & A. Kohli]. *Teachers College Record*. <https://www.tcrerecord.org/content.asp?contentid=17862>

1. **Liou, D. D.** (2007, March 8). Education research in the public interest: Social justice, action, and policy. [Review of the book *Education research in the public interest: Social justice, action, and policy* by G. Ladson-Billings & W. F. Tate]. *InterActions: UCLA Journal of Education and Information Studies*, 3(1).

Learning Standards

1. Douglas, D. M., Alvara, R., Basham, J., Benally, C., Bowen, A., Clary, C., Collins, J., Dunn, L., Frederico Brummer, M. C., Gilpatrick, M., Groenig, N., Frances Haluska, M., Hernandez, D., Herrera, G., **Liou, D. D.,** Lippert, C. Martin, J., Migali, F., Owen-West, R., Pete, C., Ramirez, N. G., Sallu, A., Sanchez, H. T., Waller, T., & Yee, M. C. (2017). *Culturally inclusive practices: Implementation guidance for local educational agencies*. Arizona Department of Education. <https://cms.azed.gov/home/GetDocumentFile?id=58dc00111130c015400d4b0a1>

Policy Briefs

4. Ballanyne, C., Basile, C., McNulty, R. B., Beghetto, R., Cary, E., Clausen, J., Dorn, S., Elliott, L., Filloon, C., Foulger, T., Gediman, P., Gibbs, P., Giorgis, C., Gummer, E., Hart, B., Hermanns, C., Jennewein, H., Laack, K., **Liou, D. D.,** Lowry, S., Ludlow, C., Marsh, P., Mitchell, E., Morse, R., Nagashima, J., Nieri, C., Oakes, W., Puckett, K., Sampson, C., Santa-Ramirez, S., Smuddle, C., Stein, J., Thompson, N., Tovar, A., & Weinberg, A. (2019). *Principled innovation in the systems of educator and leader preparation*. Mary Lou Fulton Teachers College, Arizona State University. <https://education.asu.edu/sites/default/files/framework-for-principled-innovation.pdf>

3. Covarrubias, A., & **Liou, D. D.** (2014). *Asian American educational attainment and earning power in post-racial America*. Asian American Legal and Education Defense Fund. <https://files.eric.ed.gov/fulltext/ED547249.pdf>

2. **Liou, D. D.** (2003). *What President Bush and Governor David don't want you to know about tax cuts and deficit increases*. The Greenlining Institute.

1. Fuentes, E., **Liou, D. D.**, Sanchez, P., & Dyrness, A. (2000). *Interim report from the English language learners committee*. Diversity Project, University of California, Berkeley.

Research Videos and Podcasts

3. Koyama, J., & **Liou, D. D.** (Interviewees). (2022, July 26). Futures of equity in education (Season 4, No. 7) [Audio podcast episode]. In *Learning futures*. ASU Mary Lou Fulton Teachers College. <https://learning-futures.simplecast.com/episodes/futures-of-equity-in-education-dteRtmdC>

2. Rojas, L., & **Liou, D. D.** (Interviewees). (2017, March 3). Podcast interview: Rojas & Liou [Audio podcast episode]. In *JTE insider*. JTE. <https://education.msu.edu/jte-insider/2017/podcast-interview-rojas-liou/>

1. **Liou, D. D.** (Interviewee) (2014, March 27). *Asian American educational attainment and earning power in post-racial America*. [Video]. The Voice of Teachers College Record. <https://www.vialogues.com/vialogues/play/14426>

Newspaper Op-Eds, Commentaries, and Prominent Blogs

11. **Liou, D. D.**, & Poulson, D. (2023, August 31). Defend your child's freedom to read. *Peoria Times*.

10. **Liou, D. D.**, & Poulson, D. (2023, August 31). Defend your child's freedom to read. *The Glendale Star*.

9. **Liou, D. D.** (2022, February). Responses to the UNESCO report, Reimagining our futures together: A new social contract for education. *Global Institute of Sustainability and Innovation*. <https://learningfutures.education.asu.edu/responses-to-the-unesco-report-reimagining-our-futures-together-a-new-social-contract-for-education/>

8. **Liou, D. D.** & Rodela, K. C. (2021, March 26). Equity, inclusion & action spring 2021 updates. *AERA Division A Newsletter*. <http://www.aeradivisiona.org/equity-inclusion--action-blog.html>

7. **Liou, D. D.**, & Rodela, K. C. (2020, August 30). Introducing the 2020-2021 equity, inclusion, and action committee. *AERA Division A Newsletter*. <http://www.aeradivisiona.org/equity-inclusion--action-blog.html>

6. **Liou, D. D.** (2020, June 11). Families critical in any plan to reopen schools. *Ahwatukee Foothills News*. https://www.ahwatukee.com/opinion/article_2c02413c-ab44-11ea-bdc0-fb0689524dfc.html

5. **Liou, D. D.** (2020, June 9). Families critical in any plan to reopen schools. *East Valley Tribune*. https://www.eastvalleytribune.com/opinion/families-critical-in-any-plan-to-reopen-schools/article_dea12ffa-a9a6-11ea-95cd-57fc05fab631.html

4. **Liou, D. D.** (2020, June). Families critical in any plan to reopen schools. *The Mesa Tribune*. <https://themesatribune.com/families-critical-in-any-plan-to-reopen-schools/>

3. **Liou, D. D.** (2020, May 27). Opinion: Reopening schools requires purposeful partnership with families. Mary Lou Fulton Teachers College. <https://education.asu.edu/news/opinion-reopening-schools-requires-purposeful-partnership-families>

2. **Liou, D. D.** (2017, September). Opinion: Culturally inclusive tools for teachers. Mary Lou Fulton Teachers College. https://education.asu.edu/news/culturally_inclusive_tools_for_teachers

1. **Liou, D. D.** (2017, September 30). Opinion: Culturally inclusive tools get results for teachers. *The Arizona Republic*. http://arizonarepublic.az.newsmemory.com/clip_article.php?token=0MbO3d3P19vGsLfD3svIzdPYysqVnp

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Doctoral Dissertation

1. **Liou, D. D.** (2011). *Students of Color and their teachers' expectations for academic success* [Unpublished doctoral dissertation]. University of California, Los Angeles. Dissertation committee: Don T. Nakanishi (Co-Chair), Daniel G. Solórzano (Co-Chair), Tyrone C. Howard, Belinda Tucker

Manuscripts Under Review and/or Revision

7. Parra, I., Kim, J., & **Liou, D. D.** (Under Review). Knowledge, belonging, and justice: Asian international faculty in U.S. academy. In Arar, K. H., Haj-Yehia, K., Guo-Brennan, L., & Saiti, A. (Eds.), *Handbook on migration and higher education* (pp. x-x). Edward Elgar Publishing.

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: November 3, 2025

Returned for revisions:

6. Adelman, M., Coleman, J. J., Langerud, C. A., **Liou, D. D.**, & McQuillan, M. (Under Review). School resurgent anti-gender politics: How rapid policy incrementalism builds anti-trans permission structures in U.S. Education. *Educational Review*.

Acceptance Rate: 6%

Impact Factor: 4.4 (5-year)

Submitted for review: October 21, 2025

Returned for revisions: October 23, 2025

5. **Liou, D. D.** & Rojas, L. (Under Review). College worthiness at a Latine high school: Building coalitions in the pursuit of epistemic justice. *Youth*.

Acceptance Rate: Not provided

Impact Factor: 1.5 (5-year)

Submitted for review: October 6, 2025

Returned for revisions: October 13, 2025

4. **Liou, D. D.** (Under Review). Book foreword. In L. DeMartino & L. Fetman (Eds.), *Moving from involvement to equitable community collaboration in schools* (pp. x-x). Meyers Education Press.

Submitted for review: August 18, 2025

Returned for revisions: Still under review.

Resubmitted for review:

3. Deits Cutler, K., Brooks, M. C., Sanjakdar, F., **Liou, D. D.** (Under Review). Distorted epistemology: Epistemicide as curricular expectations in children's literature featuring Muslim characters. *Berkeley Review of Education*.

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: May 7, 2025

Returned for revisions: July 22, 2025

Resubmitted for review: September 14, 2025

2. Adelman, M., **Liou, D. D.**, & Langerud, C.* (Under Review). The power of ten books: Testimonial difficulties, educator activism, and LGBTQ+ epistemic capital. *Journal of Queer and Trans Studies in Education*.

Acceptance Rate: Not reported
 Impact Factor: Not reported
 Submitted for review: March 1, 2025
 Returned for revisions: April 22, 2025; October 23, 2025
 Resubmitted for review: August 25, 2025

1. Langerud, C. A.*, Adelman, M., **Liou, D. D.** (Under Review). Creating an expectation that everybody's story is worth being told: How school librarians decenter whiteness. *Journal of Curriculum and Pedagogy*.

Acceptance Rate: 24%
 Impact Factor: 1.29
 Submitted for review: October 8, 2024
 Returned for revisions: November 6, 2024; August 8, 2025
 Resubmitted for review: May 5, 2025; December 3, 2025

Manuscripts in Progress

3. Deits Cutler, K., & **Liou, D. D.** (In Progress). Faculty's expectations and mentorship for racial trans-selfing: Re-writing the racial educational contract with white teacher candidates. *Urban Education*.

2. **Liou, D. D.**, & O'Brien, C. (In Progress). Language-restrictive ideologies and ableist expectations: Dilemmas between leadership ethics and standards. *Journal of Cases in Educational Leadership*.

1. **Liou, D. D.**, & Diaz, M. J.* (In Progress). Stop the white noise machine: Interrogate the narrativized expectations of white supremacy as a social system. *Journal of Multicultural Affairs*.

FUNDED RESEARCH AND FELLOWSHIPS

2022	Co-Principal Investigator, <i>Preparing Early Childhood Educators for Arizona's Indigenous Communities (PEAIC)</i> , USAID <i>Educating the Future Activity</i> (\$2,501,300); PI: Iveta McGurty
2021	Co-Principal Investigator, <i>Preparing Early Childhood Educators for Arizona's Indian Communities (PEAIC)</i> , Indian Education Discretionary Grants Programs—Professional Development Grants Program, Office of Elementary and Secondary Education, US Department of Education (\$1,439,017); PI: Nicole Thompson
2021	Founder and Principal Investigator (Recognition: 30%), <i>Division A Literature in Action Series</i> , American Educational Research Association (\$3,000); Co-PIs: Katherine Rodela, and Karen Ramlackhan
2016-2022	Co-Principal Investigator (Recognition: 9%), <i>Character Education in Systems of Teacher and Leader Preparation</i> , Kern Family Foundation (\$13,764,716); PI: Carole Basile
2014	Principal Investigator (Recognition: 100%), <i>Arizona Successful Schools Project</i> , Arizona State University Mary Lou Fulton Teachers College Internal Research Grant Program (\$10,000)
2014	Collaborator, <i>First-Generation Pathways to Success (1GPS) Program</i> , ASU Academic Excellence Through Diversity Program (\$2,500); PI: Laurie Mook
2010	University of California Los Angeles, Graduate Division, Summer Fellowship (\$6,000)
2009-2010	Research Assistant, <i>Civil Rights Project/Proyecto Derechos Civiles</i> , <i>Spencer Suburban Research Project</i> , University of California Los Angeles; PI: Gary Orfield; Spencer Foundation: amount unknown
2008	University of California, Los Angeles, Graduate Students Association in Education (\$100)

2008	Berkeley High School Development Group (\$700)
2006-2007	University of California, Los Angeles, Graduate Division, Project ADVANCE Fellowship (\$27,000)
2006	University of California, Los Angeles, Graduate Students Association (\$1,000)
2006	University of California, Los Angeles Graduate Students Association in Education (\$300)
2005	United States Department of Education, Fund for the Improvement of Postsecondary Education Scholarship (\$2,000)
2004-2006	Grant Writer, University of California Pacific Rim Faculty Research Grant (Multi-Campus Grant) (\$22,000)
2004-2005	University of California, Los Angeles, Graduate Division, Year of Engagement Fellowship (\$8,000)
2003-2006	Research Assistant, <i>Educating the Global Citizens in 16 Countries</i> ; University of California at Los Angeles; PI: Carlos A. Torres; funded: \$22,000, Pacific Rim Faculty Research Grant, University of California (multi-campus grant)
2003-2004	University of California, Los Angeles Graduate Division First-Year Research Fellowship (\$10,000)
2003	Grant Writer, Greenlining Institute Leadership Academy Summer Associate Program (\$2,000)
1997-2000	Grant Writer, Berkeley High School (\$23,000)
1997	Grant Writer, Berkeley High School, In Dulce Jubilo (\$500)
1996-1997	Grant Writer, University of California at Berkeley Afterschool Academic Program (\$5,000)
1996	Grant Writer, Berkeley High School, In Dulce Jubilo (\$500)
1994-1997	Grant Writer, Berkeley Unified School District (\$3,600)

NON-SPONSORED RESEARCH

2023-Present	Co-Principal Investigator, <i>Minority but not Underrepresented</i> ; Co-PIs: Jeongeun Kim and Ivet Parra
2023-Present	Co-Principal Investigator, <i>Inclusive Curriculum</i> , Arizona State University; PI: Madelaine Adelman
2023	Research Team Member, <i>Project Oasis</i> , Arizona State University; PI: Erin Rotheram-Fuller
2023-Present	Principal Investigator, <i>Decolonial Wellness Studies in Education</i> , Arizona State University; Co-PI Leticia Rojas
2019-2020	Principal Investigator, <i>Co-Constructing Equity, Diversity, and Inclusivity Through State-District-University Partnerships</i> , Arizona State University
2016-2018	Co-Principal Investigator, <i>Counterspaces of Color: Leadership and College Preparatory Opportunities for First-Generation Students of Color</i> , Arizona State University; PI: Carrie Sampson
2013	Principal Investigator, <i>Youth Voices and the Challenges of Bullying in Diverse Rural Schools</i> , Iowa State University

- 2013 Collaborator, *Facing History and Ourselves*; Iowa State University; PI: Nana Osei-Kofi; funded: amount unknown
- 2012 Co-Principal Investigator, *Understanding Cooperative Extension Initiatives and Students of Colors' Decisions to Pursue Higher Education and Agriculture Careers*, Iowa State University; PI: Natasha N. Croom
- 2012 Principal Investigator, *Iowa Consortium of Administrators for Responsive Education (ICARE)*, Iowa State University
- 2012 Principal Investigator, *The Use of Research Evidence in Developing Educational Policies for Immigrant Children*, Iowa State University
- 2011 Principal Investigator, *Equity and Access Studies in Education*; Iowa State University
- 2004-2006 Research Associate, *Equity and Access Studies in Education*, University of California at Los Angeles; PI: Robert Cooper
- 2002-2003 Research Assistant, *Pathways for Student Success*, Harvard University; PI: Pedro A. Noguera
- 1999-2000 Research Assistant, *Diversity Project*, University of California at Berkeley; PI: Pedro A. Noguera

Grants Applied for but Not Funded

- 2024 Humanities Institute, Arizona State University (\$14,716.94)
- 2020 An Evaluation of the Innovative Middle School Program, Clark County School District (\$500,000)
- 2019 Spencer Foundation Research-Practice Partnership Program (\$400,000)
- 2015 William T. Grant Scholars Program (\$350,000)
- 2015 Andrew Carnegie Fellows Program (\$200,000)
- 2013 Spencer Post Doc Fellowship (\$55,000)
- 2013 Spencer Foundation (\$350,000)
- 2013 William T. Grant Foundation (\$600,000)
- 2011 Foundation for Child Development Grant (\$150,000)
- 2011 Iowa State University Untenured Faculty Seed Grant (\$9,996)

PRESENTATIONS

Distinguished Lectures and Keynote Addresses

10. **Liou, D. D.** (2023). *Resisting book bans: A proactive approach to critical inclusivity using CSK book award titles to engage all learners in all communities* [Presenter]. First Inaugural Coretta Scott King Book Awards Round Table (CSKBART Chair's Program), American Library Association, Chicago, IL, United States.
9. **Liou, D. D.** (2023). *Research on social and emotional learning for multilingual students in Los Angeles County*. [Panelist]. Arizona State University California Center, Greater Los Angeles Education Foundation, and Los Angeles County Office of Education, Los Angeles, United States.
8. **Liou, D. D.** (2022). *Transforming school expectations: Interrogating the terms of engagement as a method for rejecting the racial contract* [Invited speaker]. Center for Educational Leadership's Third Annual National Speaker Series, Trinity University, Virtual, United States.
7. **Liou, D. D.** (2022). *Misconceptions about Asian Pacific Islander Desi Americans and affirmative action* [Invited Panelist]. Fireside Chat: Affirmative Action, APIDA Communities, and Advancing Equity, WestEd, Virtual, United States.

6. **Liou, D. D.** (2022). *Leading for advocacy and empowerment: Strategies for disrupting inequity and transforming school communities* [Invited speaker]. Center for Educational Leadership's Third Annual National Speaker Series, Trinity University, Virtual, United States.
5. **Liou, D. D.** (2020). *Unpacking the sociology of expectations: An interdisciplinary perspective challenging knowledge and power in education* [Distinguished university lecture]. Vanguard Lecture Series, Kansas State University, Virtual, United States.
4. **Liou, D. D., & Alvara, R.** (2018). *Arizona culturally inclusive practices guidelines: Advancing equity and high expectations in every classroom* [Keynote lecture]. Seventh Annual Arizona Multicultural Education Conference, Mesa, AZ, United States.
3. **Liou, D. D.** (2017). *The student in the back row: Educators' expectations, school safety, and students' intellectual and civic engagement* [Keynote lecture]. Emergency Preparedness and School Safety Annual Conference, Phoenix, AZ, United States.
2. **Liou, D. D.** (2016). *Teachers' expectations in the classroom and closing the achievement gap through rigor* [Keynote lecture]. Kyrene Fall Equity Institute, Tempe, AZ, United States.
1. **Liou, D. D.** (2015). *The incomplete national dialogue on school accountability: Teachers' expectations in the classroom* [Keynote lecture]. Kyrene Fall Equity Institute, Tempe, AZ, United States.

Refereed International Conferences

5. **Liou, D. D., & Deits Cutler, K.** (2025). *A framework for resisting book bans*. [Conference session]. Korean Association for Multicultural Education International Conference, National Institute for International Education, Seongnam-si, Gyeonggi-do, Republic of Korea.
4. **Liou, D. D., Kim, J., & Parra, I.** (2024). *"Minority but not underrepresented" faculty: A systematic review on Asian American Pacific Islander faculty experiences* [Conference session]. Comparative and International Education Society Conference, Miami, FL, United States.
3. Deits Cutler, K., Bornstein, J., **Liou, D. D., & Rojas, L.** (2020). *Exposing whiteness: Transformative actions for educational leaders* [Conference session]. National Association for Multicultural Education, Virtual Conference, International.
2. **Liou, D. D.** (2005). *Meaning of citizenship in a global world* [Conference session]. Comparative and International Education Society Conference, Vancouver, BC, Canada.
1. **Liou, D. D.** (2005). *Mainstream and others* [Conference session]. Comparative and International Education Society Conference, Vancouver, BC, Canada.

Refereed National Conferences

73. **Liou, D. D.** (2026). *Controversial issues, policies, power, and practice: How educators navigate hostile and divisive political climates*. American Educational Research Association, Los Angeles, CA, United States.
72. **Liou, D. D., & Liang, J. G.** (2025). *School leadership for refugees and newcomers in K-12 schools* [Paper presentation]. University Council for Educational Administration, San Juan, PR, United States.
71. **Liou, D. D.** (2025). *Invisibilized but not erased: Leveraging invisibility as a strategic power for educational justice engagement*. Special session: Developing the communication & engagement-oriented capacities of the UCEA community workshop [Facilitator]. University Council for Educational Administration, San Juan, PR, United States.

70. **Liou, D. D.** (2025). *Building cross-racial solidarities through dialectical humanism* [Invited Speaker]. University Council for Educational Administration, San Juan, PR, United States.
69. Adelman, M., Langerud, C., & **Liou, D. D.** (2025). *Rural K-12 Educators & Racially Diverse Queer Epistemic Justice in the U.S.* [Round table presentation]. American Educational Research Association, Denver, CO, United States.
68. Sun, W. L., & **Liou, D. D.** (2025). *(De)Coloniality of School Discipline Systems: A Critical and Historical Review of the Literature* [Paper presentation]. American Educational Research Association, Denver, CO, United States.
67. Ishimaru, A. Kim, T, Lac, V. Liang, G. J. **Liou, D. D.**, Yoon, I. (2024). *Asian American & Pacific Islanders (AAPI) in educational leadership, organizations, and policy SIG meeting* [Co-facilitator]. University Council for Educational Administration, Los Angeles, CA, United States.
66. Sun, W. L., & **Liou, D. D.** (2024). *(De)Coloniality of school-wide discipline systems: A historical and sociopolitical inquiry* [Paper presentation]. University Council for Educational Administration, Los Angeles, CA, United States.
65. **Liou, D. D.** (2024). *Asian American and Pacific Islander Mentoring Workshop: The Paradox of Injustice and Joy in Academia* [Co-facilitator]. University Council for Educational Administration, Los Angeles, CA, United States.
64. Sun, W. L. & **Liou, D. D.** (2024). *(De)Coloniality of school-wide discipline systems: A historical and sociopolitical inquiry* [Paper presentation]. American Educational Studies Association, Greenville, SC, United States.
63. **Liou, D. D.** (2024). *The Art of Mentoring* [Invited Speaker]. Research on the Education of Asian Pacific Americans Special Interest Group Business Meeting. American Educational Research Association, Philadelphia, PA, United States.
62. **Liou, D. D.** (2024). *Division A Fireside Chat: Equity-focused K-12 School Leadership* [Invited speaker]. Division A Graduate Student Council. American Educational Research Association, Philadelphia, PA, United States.
61. **Liou, D. D.** (2024). *What is Access Equity?: Understanding and Critique, Starting with the Affirmative Action Ruling, from a Multiracial Perspective* [Discussant]. Invited Speaker Session. Research on the Education of Asian and Pacific Americans. American Educational Research Association, Philadelphia, PA, United States
60. Ishimaru, A., Kim, T., Lac, V., Liang, G. J., **Liou, D. D.**, & Yoon, I. (2023). *Asian Americans and Pacific Islanders in Educational Leadership, Organizations, and Policy* [Co-facilitator]. University Council for Educational Administration Annual Convention, Minneapolis, MN, United States.
59. **Liou, D. D.** (2023). *Fostering Asian American & Pacific Islanders research agendas in educational leadership* [Presenter]. University Council for Educational Administration Annual Convention, Minneapolis, MN, United States.
58. Liang, J., & **Liou, D. D.** (2023). *This can be their homeland; this is their home!": Disrupting border/ lines and caring for refugee students* [Paper presentation]. University Council for Educational Administration Annual Convention, Minneapolis, MN, United States.
57. **Liou, D. D.** (2023). *Program coordinator critical conversation: Sharing strategies to support students and each other in a new normal* [Presenter]. University Council for Educational Administration Annual Convention, Minneapolis, MN, United States.
56. **Liou, D. D.** (2023). *Community cultural wealth: A live literary discourse on the past, present, and future of CCW* [Presenter]. Association for the Study of Higher Education Conference, Minneapolis, MN, United States.
55. **Liou, D. D.** (2022). *The politics of revision: Color-blind racism in response to anti-CRT whitelash* [Facilitator]. University Council for Educational Administration Annual Convention, Seattle, WA, United States.

54. **Liou, D. D.** (2022, November 19). *Sustaining equity and social justice in leadership, policies, and for future possibilities: National and international perspectives* [Symposium participant]. University Council for Educational Administration Annual Convention, Seattle, WA, United States.
53. **Liou, D. D.** (2022, November 18). *Asian American & Pacific Islanders' reflexive praxis in research for equity* [Critical conversation facilitator]. University Council for Educational Administration Annual Convention, Seattle, WA, United States.
52. **Liou, D. D., & Liang, G. J.** (2022, April 25). *Research and the politics of re/building coalitions for racial justice leadership and advocacy in education* [Symposium participant]. American Educational Research Association Annual Meeting, San Diego, CA, United States.
51. **Liou, D. D., & Zang, A.** (2021, November 12). *Strengthening antiracist educational leaders in turbulent times* [Critical conversation participant]. University Council for Educational Administration Annual Convention, Virtual, United States.
50. **Liou, D. D., & Rodela, K. C.** (2021, April 10). *Queering at the crossroads: Researching, teaching, and liberation at the intersections of LGBTQIA identities in education* [Session co-chair]. American Educational Research Association Annual Meeting, Virtual, United States.
49. **Liou, D. D., & Liang, G. J.** (2020; canceled due to COVID-19 pandemic). *Toward a theory of sympathetic leadership: Asian American school administrators' expectations for justice and excellence* [Session participant]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
48. Tabron, L., & **Liou, D. D.** (2020; canceled due to COVID-19 pandemic). *Queering at the crossroads: Researching and teaching at the intersections of LGBTQIA identities in education* [Session co-chair]. American Educational Research Association Annual Meeting, San Francisco, CA.
47. **Liou, D. D.** (2020; canceled due to COVID-19 pandemic). *Navigating academic "freedom" in the era of institutional silencing, neoliberalism, and conservative white nationalist political climate* [Session participant]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
46. **Liou, D. D.** (2019). *Affirming immigrant families' educational expectations: Race-conscious transformative leadership breaking the educational racial contract* [Paper presentation]. Consortium for the Study of Leadership and Ethics in Education Annual Values and Leadership Conference, New Orleans, LA, United States.
45. **Liou, D. D.** (2019). *Flippin' the ecology: Engaging student voices to confront paradigms shaping higher education support systems* [Symposium chair and participant]. American Educational Research Association Annual Meeting, Toronto, ON, Canada.
44. **Liou, D. D., & Liang, G.** (2019). *Towards a theory of sympathetic leadership: Asian American school administrators' expectations for equity and social justice* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, ON, Canada.
43. **Liou, D. D.** (2018). *The role of transformative leadership to disrupt negative expectations of students across the educational pipeline* [Symposium participant]. University Council for Educational Administration Annual Convention, Houston, TX, United States.
42. Liang, G., & **Liou, D. D.** (2018). *School administrators' self-concept and expectations for students' educational success* [Paper presentation]. University Council for Educational Administration Annual Convention, Houston, TX, United States.
41. **Liou, D. D., & Rojas, L.** (2018). *The significance of the racial contract in teachers' college expectancies for Students of Color* [Paper presentation]. American Educational Research Association Annual Meeting, New York, NY, United States.

40. Liang, G., & **Liou, D. D.** (2018). *Defying race and gender expectations: Asian American women administrators leading for educational justice* [Paper presentation]. American Educational Research Association Annual Meeting, New York, NY, United States.
39. **Liou, D. D.** (2017). *Social justice and methodologies: Writing critically for an academic audience* [Workshop presentation]. University Council for Educational Administration Annual Convention, Denver, CO, United States.
38. Liang, G., & **Liou, D. D.** (2017). *School administrators' self-concept and expectations for students' educational success* [Paper presentation]. University Council for Educational Administration Annual Convention, Denver, CO, United States.
37. **Liou, D. D.** (2017). *Examining ourselves in service of our mission: A critical conversation* [Critical conversation presentation]. University Council for Educational Administration Annual Convention, Denver, CO, United States.
36. **Liou, D. D.** (2017). *Teaching justice in the academy: Arizona, Indiana, and Oregon* [Symposium participant]. Teachers 4 Social Justice Annual Conference, San Francisco, CA, United States.
35. **Liou, D. D.**, & Rojas, L. (2017). *Teaching for social justice: The promise of transformative expectations for urban Latina/o youth* [Round table presentation]. American Educational Research Association Annual Meeting, San Antonio, TX, United States.
34. Romasanta, L., & **Liou, D. D.** (2016). *A photovoice study on the expectations and resiliencies of first-generation Latina college students* [Paper presentation]. University Council for Educational Administration Annual Convention, Detroit, MI, United States.
33. **Liou, D. D.**, & Rojas, L. (2016). *Teaching for empowerment and excellence: The transformative potential of teacher expectations in an urban Latina/o classroom* [Paper presentation]. American Educational Research Association Annual Meeting, Washington, DC, United States.
32. **Liou, D. D.** (2015). *Where is the real reform?: African American students and their teachers' expectations for academic performance* [Paper presentation]. University Council for Educational Administration Annual Convention, San Diego, CA, United States.
31. Rojas, L., & **Liou, D. D.** (2015). *The role of teacher leadership as empowerment agents in creating conditions of high academic expectations for urban students* [Paper presentation]. University Council for Educational Administration Annual Convention, San Diego, CA, United States.
30. **Liou, D. D.** (2015). *The centrality of race in creating equitable conditions across normative boundaries of educational achievement* [Conference session]. University Council for Educational Administration Annual Convention, San Diego, CA, United States.
29. **Liou, D. D.** (2015). *Can equity and excellence ever coexist? African Americans and the racial politics of expectations and performance* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
28. **Liou, D. D.** (2015). *Racial formation in American education: School reform and the ideology of academic achievement* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
27. **Liou, D. D.** (2014). *Beyond the rhetoric of Common Core accountability: Deepening school reform through college readiness expectancies* [Paper presentation]. University Council for Educational Administration Annual Convention, Washington, DC, United States.

26. **Liou, D. D.** (2014). *White privilege and educational leadership in school and society: Problems and possibilities* [Session participant]. University Council for Educational Administration Annual Convention, Washington, DC, United States.
25. **Liou, D. D.** (2014). *Comunidad, cariño y coraje: Building capacities for positive academic expectations* [Paper presentation]. National Association for Multicultural Education Conference, Tucson, AZ, United States.
24. **Liou, D. D.** (2014). *Disrupting the educational status quo through action-oriented, community-based research* [Paper presentation]. National Association for Multicultural Education Conference, Tucson, AZ, United States.
23. **Liou, D. D.** (2014). *School reform and college readiness expectancies: Technical, normative, political, and social context considerations* [Round table presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
22. **Liou, D. D., & Marsh, T. E. J.** (2013). *Don't give up on me: Towards a critical mentoring pedagogy for the classroom* [Paper presentation]. National Association for Multicultural Education Conference, Oakland, CA, United States.
21. **Liou, D. D., & Martinez, A.** (2013). *The importance of mentoring as an effective teaching strategy for low-income Students of Color* [Round table presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
20. **Liou, D. D.** (2013). *The relevance of critical race theory in the examination of school norms: Teachers' expectations and the self-fulfilling prophecies of race* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
19. **Liou, D. D.** (2012). *Rethinking teachers' expectations as a blueprint for systemic reform* [Paper presentation]. University Council for Educational Administration Annual Convention, Denver, CO, United States.
18. **Matias, C., & Liou, D. D.** (2012). *Puttin' race back in urban education: Invoking critical race activism for social justice teachers* [Paper presentation]. Critical Race Studies in Education Association Conference, New York, NY, United States.
17. **Liou, D. D., & Martinez, A.** (2012). *Teachers' effectiveness and roles as mentors for low-income Students of Color* [Paper presentation]. American Educational Research Association Annual Meeting, Vancouver, BC, Canada.
16. **Liou, D. D.** (2012). *Critical race photovoice: A methodological and pedagogical tool for critical race theorists* [Session participant]. American Educational Research Association Annual Meeting, Vancouver, BC, Canada.
15. **Liou, D. D.** (2011). *Asian Americans in the post racial America and the era of anti-affirmative action* [Paper presentation]. American Educational Studies Association Annual Conference, St. Louis, MO, United States.
14. **Liou, D. D.** (2011). *The right to learn: The educational mobility of Latinos in US higher education* [Session participant]. American Educational Studies Association Annual Conference, St. Louis, MO, United States.
13. **Liou, D. D.** (2011). *Breakin' down the HOW-pedagogical translations of critical race theory* [Paper presentation]. American Educational Studies Association Annual Conference, St. Louis, MO, United States.
12. **Liou, D. D.** (2011). *Four critical expectancies in teaching and learning: A pedagogical consideration to raising expectations in urban classrooms* [Paper presentation]. American Educational Studies Association Annual Conference, St. Louis, MO, United States.
11. **Liou, D. D.** (2010). *Situating an Asian American research agenda in the movement to creating a more equitable and sustainable multiracial democracy* [Paper presentation]. American Educational Studies Association Annual Conference, Denver, CO, United States.

10. **Liou, D. D.** (2010). *Students of Colors' perception of their teachers' expectations for their academic success* [Paper presentation]. Critical Race Studies in Education Conference, Salt Lake City, UT, United States.
9. **Liou, D. D.** (2009). *Teachers' expectations for students' academic success* [Paper presentation]. American Education Studies Association Annual Conference, Pittsburgh, PA, United States.
8. **Liou, D. D.** (2009). *A social justice conversation: Renewing the political will to raising student achievement through teachers' expectations for students' academic success* [Paper presentation]. American Education Studies Association Annual Conference, Pittsburgh, PA, United States.
7. **Liou, D. D.** (2009). *Writing to in press: Demystifying the process of publishing for graduate students* [Session participant]. American Education Studies Association Annual Conference, Pittsburgh, PA, United States.
6. **Liou, D. D.** (2007). *Emerging scholars on the purpose and directions of educational foundations research in conservative times* [Session participant]. American Education Studies Association Annual Conference, Cleveland, OH, United States.
5. **Liou, D. D.** (2006). *Decolonization in the age of empire and globalization* [Session participant]. American Education Studies Association Annual Conference, Spokane, WA, United States.
4. Antrop-González, R., & **Liou, D. D.** (2006). *Examining information networks and their impact on the academic achievement of urban Youth of Color: A contrastive analysis* [Paper presentation]. American Educational Studies Association Annual Conference, Spokane, WA, United States.
3. **Liou, D. D.** (2006). *Persistent forces of inequalities: Differentiated distributions of possibilities and information pathways* [Paper presentation]. American Education Research Association Annual Meeting, San Francisco, CA, United States.
2. **Liou, D. D.** (2006). *Globalization and education in sixteen countries* [Paper presentation]. American Education Research Association Annual Meeting, San Francisco, CA, United States.
1. **Liou, D. D.** (2005). *The role of counselors in facilitating 9th grade students' transition in San Fernando High School* [Round table presentation]. American Education Research Association Annual Meeting, Montreal, QC, Canada.

Refereed Regional Conferences

15. **Liou, D. D.** (2025). *The politics of reading: Challenging book bans* [Paper presentation]. Texas Library Association, Dallas, TX.
14. Newsom, J. M., **Liou, D. D.**, & Deits Cutler, K. (2024). *Resisting book bans: Proactive critical inclusivity using Coretta Scott King Book Awards* [Paper presentation]. Texas Library Association, San Antonio, TX, United States.
13. Rojas, L., & **Liou, D. D.** (2021). *Re-imagining teachers' expectations through borderland pedagogy* [Round table presentation]. California Council on Teacher Education Conference, San Diego, CA, United States.
12. **Liou, D. D.**, & Alvara, R. (2019). *Igniting the conversation around culturally inclusive practices* [Workshop presentation]. Leading Change Conference, Tucson, AZ, United States.
11. Alvara, R., & **Liou, D. D.** (2018). *Arizona's culturally inclusive practices guidelines: Advancing equity and high expectations in every classroom* [Workshop presentation]. Office of English Language Acquisition Services Conference, Tucson, AZ, United States.
10. **Liou, D. D.**, & Hermanns, C. (2018). *The role of transformative leadership in creating conditions of equity and excellence in Arizona schools* [Workshop presentation]. Seventh Annual Arizona Multicultural Education Conference, Mesa, AZ, United States.

9. **Liou, D. D.** (2018). *Self-defining expectations: Using Latinas' community cultural wealth as a driver for STEM achievement* [Session chair]. Women of Color STEM Entrepreneurship Conference, Phoenix, AZ, United States.
8. **Rojas, L., & Liou, D. D.** (2016). *Teaching for empowerment and excellence: The transformative potential of teacher expectations in an urban Latina/o classroom* [Paper presentation]. Getting Serious About Urban Education: Sixth Annual Educational Leadership Symposium, Long Beach, CA, United States.
7. **Liou, D. D.** (2013). *Students of Color and the role of teacher mentoring in the classroom* [Session participant and paper presentation]. National Association for Multicultural Education Region 7 Conference, Kansas City, MO, United States.
6. **Liou, D. D.,** Hernandez, S., & Butler, M. (2012). *The role of academic advising in the K-16 pipeline in the context of demographic transformation* [Paper presentation]. Iowa Academic Advising Network's Third Annual Drive-In Conference, Ankeny, IA, United States.
5. **Liou, D. D.** (2006). *Building a high-stakes information network for 9th grade students: A strategic consideration to moving beyond the early high school dropout* [Paper presentation]. University of Wisconsin, Milwaukee Summer Institute: Beyond the Achievement Gap Conference, Milwaukee, WI, United States.
4. **Liou, D. D., & Velez, V.** (2005). *Community cultural wealth as praxis for family-school relationships* [Paper presentation]. University of Southern California Theatre of the Oppressed Conference, Los Angeles, CA, United States.
3. **Liou, D. D.** (2004). *The third space as a zone of resiliency in 9th grade students' transitions to high school* [Paper presentation]. Emerging Scholars Conference, Graduate Center, City University of New York, New York, NY, United States.
2. **Liou, D. D.** (2004). *Cultural wealth as a policy and pedagogical tool to overcome deficit thinking* [Paper presentation]. Emerging Scholars Conference, Graduate Center, City University of New York, New York, NY.
1. **Liou, D. D.** (1998). *Policy analysis of proposition 227 and its implications for English language learners* [Paper presentation]. Asian Pacific Americans for Higher Education Conference, Sacramento, CA, United States.

Other Invited Public Presentations

77. **Liou, D. D.** (2026). *Inside the dissertation writing process: What scholars really do* [Invited speaker]. Division G, American Educational Research Association, Virtual, United States.
76. **Liou, D. D.** (2025). *Cultivating your scholarly voice in the academy* [Presenter]. College of Education, University of Maryland, Virtual, United States.
75. **Liou, D. D.** (2025). *Being in academia and what it means by living as a professor and academic* [Invited speaker]. 5.31 Coalition Conference, the Korean Educational Administration Association, the Korean Society for Teacher Education, the Korean Society for Educational Finance and Economics, the Korean Society for Educational Politics, the Korean Society for Local Education Management, and the Korean Society for the Sociology of Education, Yonsei University, Republic of Korea.
74. **Adelman, M., Langerud, C., & Liou, D. D.** (2025). *Narrating racially diverse LGBTQ+ stories within the context of book banning politics* [Co-presenter]. Right to Read Education Working Group, Virtual, United States.
73. **Liou, D. D.** (2025). *Navigating scholarly identity, voice, and ethics in academia* [Panelist]. 46th Clark Seminar, University Council for Educational Administration, Denver, CO, United States.
72. **Liou, D. D.** (2025). *Promotion and tenure* [Panelist], Presidential scholar professional development, Graduate College, Arizona State University, Tempe, AZ, United States.

71. **Liou, D. D.** (2025). *The hidden curriculum of the personal statement: Making a compelling case for tenure and promotion* [Round table panelist]. Division A Professional Learning Session, American Educational Research Association, Denver, CO, United States.
70. **Liou, D. D.** (2024). *Democratic Policy Design and Democracy in Educational Policy* [Guest speaker]. Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ, United States.
69. Rangel, V, & **Liou, D. D.** (2024). *AERA Division A mentoring session for mid-career scholars: Is higher education administration for me?* [Co-Facilitator]. American Educational Research Association, Virtual, United States.
68. **Liou, D. D.** (2024). *Advancing the distributive and relational dimensions of Justice in precarious times* [Guest speaker]. College of Education, University of Idaho, Moscow, ID, United States.
67. Anthony-Stevens, V., & **Liou, D. D.** (2024). *We are NOT back to normal* [Panelist]. Diverse Dialogues: Issues of Equity and Education Series. College of Education, University of Idaho, Moscow, ID, United States.
66. **Liou, D. D.**, & Sampson, C. (2024). *School leadership and governance* [Guest speaker], Project OASIS Learning Futures Collaborative. Mary Lou Fulton Teachers College, Arizona State University, Virtual, United States.
65. **Liou, D. D.** (2023). *A framework for resisting book bans: It's time to reclaim inclusive curriculum and affirm students' lived experiences* [Guest speaker]. Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ, United States.
64. **Liou, D. D.** (2023). *Los Angeles College Prep Academy and California Special Education Local Plan Areas*. [Invited speaker]. Los Angeles County Office of Education, Virtual, United States.
63. **Liou, D. D.**, & Rangel, V. (2023). *AERA Division A mentoring session for mid-career scholars: Promotion to full professorship* [Co-Facilitator]. American Educational Research Association, Virtual, United States.
62. **Liou, D. D.** (2023). *Decolonizing research* [Guest speaker]. College of Education, University of Idaho, Virtual, United States.
61. **Liou, D. D.** (2023). *Decolonizing research* [Guest speaker]. School of Transborder Studies, Arizona State University, Tempe, AZ, United States.
60. **Liou, D. D.** (2022). *Activating transformative leadership to elevate the purpose of the doctorate in education* [Guest speaker]. Ed.D. Program, San Jose State University, Virtual, United States.
59. **Liou, D. D.** (2022). *Disrupting oppressive systems through engagement with intersectional equity work in contentious times* [Invited speaker]. American Educational Research Association Annual Meeting, San Diego, CA, United States.
58. **Liou, D. D.** (2022). *Division A early career scholar session* [Panelist]. American Educational Research Association Annual Meeting, San Diego, CA, United States.
57. **Liou, D. D.** (2022). *The sociological manifestations of expectations: A transdisciplinary perspective challenging the educational racial contract* [Panelist]. Equity Research Panel for Ph.D. Applicants, Arizona State University, Virtual, United States.
56. **Liou, D. D.** (2022). *Division A early career mentoring seminar: Insights from journal editors* [Panelist]. American Educational Research Association Annual Meeting, Virtual, United States.
55. **Liou, D. D.** (2021). *Faculty-led diversity in education research panel* [Panelist]. Ph.D. Students Onboarding Event, Arizona State University, Tempe, AZ, United States.
54. **Liou, D. D.** (2021). *The school or scholarship dilemma: Becoming a transformative public intellectual during and the Covid-19 pandemic* [Guest speaker]. Ed.D. Program, San Jose State University, Virtual, United States.

53. **Liou, D. D.** (2021). *Summer scholarship series: Empathy in schools as a combatant to racism* [Panelist]. Samuel Dewitt Proctor Institute for Leadership, Equity, & Justice, Rutgers University, Virtual, United States.
52. **Liou, D. D.** (2021). “*So I finally made it*”: *Insights from recently tenured professors* [Presenting author]. Division A Early Career Scholar Seminar, American Educational Research Association, Virtual, United States.
51. **Liou, D. D.** (2021). *Equity panel: Virtual campus visit* [Panelist]. Arizona State University, Virtual, United States.
50. Coronella, T., & **Liou, D. D.** (2020). *Mentoring students in the Ed.D. program: Co-constructing expectations between faculty and students* [Guest speaker]. Ed.D. Program, San Jose State University, Virtual, United States.
49. Guleserian, C., Hermanns, C., **Liou, D. D.**, Marsh, P., & Cary, E. (2020). *Kern Partners in character education and leadership: Team case study* [Session presentation]. Kern Family Foundation Partners in Character and Educational Leadership, Center for Character & Social Responsibility, Boston University, Virtual, United States.
48. **Liou, D. D.** (2020). *Unpacking the sociology of expectations: A race-based perspective challenging knowledge and power in urban education* [Guest speaker]. Research Apprenticeship Course, University of California at Los Angeles, Los Angeles, CA, United States.
47. **Liou, D. D.** (2019). *Unpacking black box of promotion & tenure* [Guest speaker]. Junior Faculty Luncheon, Arizona State University, Tempe, AZ, United States.
46. **Liou, D. D.** (2019). *Moving from problem identification to action: Connecting anti-racist leadership, theory, and practice* [Workshop]. Strengthening Anti-Racist Leaders to Advocate for Racial Equity Amongst Political Uncertainty Conference, Chicago, IL, United States.
45. **Liou, D. D.**, & Foulger, T. (2018). *Building capacity for character education: An exploration of the standards of academe for research, teaching, and service* [Session presenter]. Character Initiative Conference: Creating a Culture of Character and Community, Tempe, AZ, United States.
44. **Liou, D. D.** (2018). *The power of students’ first-generation college-going identity to defying low teachers’ expectations for college-readiness* [Guest speaker]. Leaders in Training Conference, Las Vegas, NV, United States.
43. **Liou, D. D.**, & Alvara, R. (2017). *Culturally inclusive practices guidelines* [Workshop presenter]. Arizona School Administrators Superintendency/Higher Ed Conference, Prescott, AZ, United States.
42. **Liou, D. D.**, & Alvara, R. (2017). *Culturally inclusive practices guidelines* [Workshop presenter]. Indian Education Stakeholders Summit, Office of Indian Education, Fort McDowell, AZ, United States.
41. **Liou, D. D.**, & Alvara, R. (2017). *Culturally inclusive practices guidelines* [Paper presentation]. The Center for the Future of Arizona, Phoenix, AZ, United States.
40. **Liou, D. D.**, & Alvara, R. (2017). *Culturally inclusive practices guidelines* [Paper presentation]. Educational Leadership Program and Teacher Education Program, Arizona State University, Glendale, AZ, United States.
39. **Liou, D. D.** (2017). *Iowa’s new demographic reality and educators’ collective responsibilities to expect the academic success of diverse populations* [Guest speaker]. Special Education Program, University of Northern Iowa, Cedar Falls, IA, United States.
38. **Liou, D. D.** (2017). *The role of teachers’ educational expectations in perpetuating the relationship between race and student achievement* [Guest speaker]. Mary Lou Fulton Teachers College Faculty Spotlight, Arizona State University, Tempe, AZ, United States.

37. **Liou, D. D.** (2017). *Working with marginalized populations* [Guest speaker]. Mary Lou Fulton Teachers College Faculty Spotlight, Arizona State University, Tempe, AZ, United States.
36. **Liou, D. D.** (2016). *College for whom and for what?: Being a first-generation college student* [Guest speaker]. Leaders in Training College Visit, Arizona State University, Tempe, AZ, United States.
35. **Liou, D. D.** (2016). *Leader-scholar communities*. Faculty Workshop, Arizona State University, Glendale, AZ, United States.
34. **Liou, D. D.** (2015). *Will the real leaders stand up for America's children?: Preparing school principals for social justice* [Paper presentation]. Mary Lou Fulton Teachers College Faculty Spotlight, Arizona State University, Tempe, AZ, United States.
33. **Liou, D. D.** (2014). *American educational system: A collective prophecy* [Guest speaker]. Arizona State University I-Lead Program, Phoenix, AZ, United States.
32. **Liou, D. D.** (2013). *Qualitative research methods* [Guest speaker]. Educational Policy and Evaluation Program, Arizona State University, Tempe, AZ, United States.
31. **Liou, D. D.** (2013). *Discovering your research agenda as first year PhD students* [Guest speaker]. Educational Policy and Evaluation Program, Arizona State University, Tempe, AZ, United States.
30. **Liou, D. D.** (2013). *Schools' low expectations and the self-fulfilling prophecies of race* [Guest speaker]. School of Education, Iowa State University, Ames, IA, United States.
29. **Liou, D. D.** (2012). *Organizing data for qualitative research* [Guest speaker]. School of Education, Iowa State University, Ames, IA., United States.
28. **Liou, D. D.** (2012). *Centering participants' voices in research analysis* [Guest speaker]. School of Education, Iowa State University, Ames, IA, United States.
27. **Liou, D. D.** (2012). *No Child Left Behind and the efforts to raising teachers' expectations for students' academic success* [Guest speaker]. Principal Leadership Institute, University of California, Los Angeles, Los Angeles, CA, United States.
26. **Liou, D. D.** (2012). *The relevance of research* [Guest speaker]. University of California at Los Angeles Center for Community College Partnerships, Los Angeles, CA, United States.
25. **Liou, D. D.** (2012). *The legacy of Ronald E. McNair and the mission for social change* [Guest speaker]. University of California at Los Angeles McNair Research Scholars Program, Los Angeles, CA, United States.
24. **Liou, D. D.** (2012). *Beyond self-respect: A community perspective* [Guest speaker]. Student Assembly, Creston Middle School, Creston, IA, United States.
23. **Liou, D. D.** (2011). *Activism and wholeness* [Guest speaker]. Education for Social Justice Certificate Graduate Program, Iowa State University, Ames, IA, United States.
22. **Liou, D. D.** (2011). *A response to Governor Branstad's educational policy blueprint* [Round table presentation]. Discussion with State Legislators Lisa Heddens and Beth Wessel-Kroeschell, Iowa State University, Ames, IA, United States.
21. **Liou, D. D.** (2011). *Equity and access studies in education* [Guest speaker]. Education for Social Justice Certificate Graduate Program Retreat, Iowa State University, Ames, IA, United States.
20. **Liou, D. D.** (2011). *Be a Little Rock nine: Educational researchers and the work of social justice* [Guest speaker]. Education for Social Justice Certificate Graduate Program Retreat, Iowa State University, Ames, IA, United States.

19. **Liou, D. D.** (2011). *Giving an academic job talk* [Guest speaker]. Educational Leadership and Policy Studies Research Committee, Iowa State University, Ames, IA., United States.
18. **Liou, D. D.** (2011). *The relationships between the dissertation process and graduate students' social justice commitments* [Guest speaker]. Education for Social Justice Graduate Program Fall Retreat, Iowa State University, Ames, IA, United States.
17. **Liou, D. D.** (2011). *The role of mentoring in breaking the chains of deficit thinking for academic success* [Guest speaker]. Center for Community College Partnerships, University of California, Los Angeles, Los Angeles, CA, United States.
16. **Liou, D. D.** (2011). *Socialization of emerging scholars in the academy: A review* [Guest speaker]. McNair Scholars Program, University of California, Los Angeles, Los Angeles, CA, United States.
15. **Liou, D. D.** (2009). *Creating a school culture of high expectations for Student of Color's academic success* [Guest speaker]. Teacher Education Program, California State University, Los Angeles, Los Angeles, CA, United States.
14. **Liou, D. D.** (2008). *Beyond nickels and dimes: How to fund your graduate education and stay focused on your degree attainment* [Guest speaker]. McNair Scholars Program, University of California, Los Angeles, Los Angeles, CA, United States.
13. **Liou, D. D.** (2007). *Overcoming the limits of the black and white paradigm: Asian Americans in U.S. schools* [Guest speaker]. Master of Arts in Teaching English to Speakers of Other Languages, Pepperdine University, Los Angeles, CA.
12. **Liou, D. D.** (2007). *Demystifying graduate school* [Symposium participant]. University of California Students of Color Conference, University of California Santa Cruz, Santa Cruz, CA, United States.
11. **Liou, D. D.** (2007). *Why teach?* [Guest speaker]. The Academic Affairs Commission, University of California, Los Angeles, Los Angeles, CA, United States.
10. **Liou, D. D.** (2007). *The power of school culture: What teachers ought to know beyond their classroom walls* [Guest speaker]. College of Education, California State University, Los Angeles, Los Angeles, CA, United States.
9. **Liou, D. D.** (2006). *Keys to success in graduate school for low-income Students of Color* [Guest speaker]. Graduate Division, University of California, Los Angeles, Los Angeles, CA., United States.
8. **Liou, D. D.** (2006). *Developing college-going identities among low-income first-generation students* [Guest speaker]. Adelante Program, Inglewood High School, Inglewood, CA, United States.
7. **Liou, D. D.** (2005). *Purpose of graduate school for international students in the United States: Possibilities and challenges* [Guest speaker]. Intercultural Communications Program, University of British Columbia, Vancouver, BC, Canada.
6. **Liou, D. D.** (2005). *Purpose of graduate school for first-generation students* [Guest speaker]. University of California at Los Angeles Summer Research Program, Los Angeles, CA, United States.
5. **Liou, D. D.** (2005). *How does student leadership contribute to campus racial climate?* [Guest speaker]. Associate Students of University of California, Los Angeles, Los Angeles, CA, United States.
4. **Liou, D. D.** (2004). *Racism, ideology, and the eugenics movement* [Guest speaker]. Education Studies Minor Program, Graduate School of Education, University of California, Los Angeles, Los Angeles, CA., United States.

3. **Liou, D. D.** (2004). *Fifty years after Brown v. Board: Educational equity for immigrant students in California high schools* [Guest speaker]. Department of Sociology, Columbia University, New York, NY, United States.
2. **Liou, D. D.** (2003). *Politics on language: A bicoastal perspective* [Guest speaker]. Dual Degree in Teaching Program, School of Education, University of San Francisco, San Francisco, CA, United States.
1. **Liou, D. D.** (1999). *Experiences of immigrant students at Berkeley High School* [Workshop presenter]. Asian Pacific Americans in Higher Education Conference, College of Education, California State University, Sacramento, Sacramento, CA.

UNIVERSITY TEACHING AND MENTORING

Arizona State University

COE 501: Introduction to Research and Evaluation in Education (online)
 DCI 706: Scholarly Practices Seminar in Academic Writing (in person)
 EDA 501: Foundations of Education Leadership (online)
 EDA 501: Competency & Performance in Educational Administration (Hybrid)
 EDA 505: American Education System (online)
 EDA 505: American Education System (hybrid)
 EDA 548: School, Family, and Community Connections (in person)
 EDA 548: School, Family, and Community Connections (online)
 EPA 691: Race and Equity in Education (in person)
 EPA 692: Pro-seminar in Education Policy Studies (first half of yearlong Ph.D. seminar; in person)
 EPA 702: Pro-seminar in Education Policy Studies (second half of yearlong Ph.D. seminar; in person)
 EPA 792: Independent Study: Sociology of Education (in person)
 TEL 702: Dynamic Contexts of Education (online)
 TEL 702: Dynamic Contexts of Education (hybrid)
 TEL 707 and 791: Reading the Research (online)
 TEL 711: Strategies for Inquiry (in person)
 TEL 713: Advanced Qualitative Methods (in person)
 TEL 792 and 799: Dissertation (in person)
 Sociology of Urban Education (newly developed course for the Ed.D. program)
 Contemporary Issues in Educational Leadership: Immigrant Students in P-20 Educational System (newly developed elective for the Ed.D. program)

Iowa State University

EDADM 554: Leading School Reform (hybrid)
 EDADM 556: School Systems as Learning Cultures (hybrid)
 EDADM 654X: Contemporary Issues in Educational Administration: Immigrant Children in American Schools (in person)
 RESEV 550: Introduction to Educational Research (in person)
 RESEV 550XA: Introduction to Educational Research (hybrid)

University of California, Los Angeles

Honors 193A: Socialization of Emerging Scholars in the Academy (in person)
 SRP 99: Ethnographies of the Academy: Familiarizing Yourself with Your Academic Discipline (in person)
 Writing Seminar (in person)

University of California, Berkeley

Field Study (course cross-listed in Asian American Studies Program, Chicano/Latino Studies Program, Graduate School of Education, and School of Social Welfare; in person)

Dissertation Committees (Chair)

Coronella, T. (2018). *Validation theory into practice: Asset-based academic advising with first-generation Latina engineering college students* [Unpublished doctoral dissertation]. Arizona State University.

Fong, R. (2018). *Utilizing academic advising to cultivate adaptability in students changing majors within the education field* [Unpublished doctoral dissertation]. Arizona State University.

Ramos, R. (2018). *Implementing differentiated instruction by building on multiple ways all students learn* [Unpublished doctoral dissertation]. Arizona State University.

Williams, N. (2018). *Norming at scale: Faculty perceptions of assessment culture and student learning outcomes assessment* [Unpublished doctoral dissertation]. Arizona State University.

Zichichi, T. (2018). *Gifted second-graders' perceptions of teachers' expectations* [Unpublished doctoral dissertation]. Arizona State University.

Cason, J. (2016). *Career aspirations of first-generation doctoral students: Preparing future scholars for academia and beyond* [Unpublished doctoral dissertation]. Arizona State University.

Romasanta, L. (2016). *Students as experts: Using the testimonios of low-income, first-generation college students to guide retention initiatives* [Unpublished doctoral dissertation]. Arizona State University.

Saltmarsh, S. (2016). *Mentor teacher engagement in comprehensive school reform* [Unpublished doctoral dissertation]. Arizona State University.

Sorkin, D. (2016). *Empowering high school students through transformative leadership development: A project-based approach* [Unpublished doctoral dissertation]. Arizona State University.

Villena, B. (2016). *Creating an opportunity to learn environment: Rethinking caring-oriented intervention for systemically labeled "at-risk" students* [Unpublished doctoral dissertation]. Arizona State University.

Dissertation Committees (Member)

German, C. (In progress). *Civic literacy as activism: A critical ethnography of first-generation U.S. female students' engagement with participatory school leadership*. [Unpublished doctoral dissertation]. Arizona State University.

Dempsey, T. (In progress). *The hidden innovators: Elevating staff power, voice and legitimacy* [Unpublished doctoral dissertation]. Arizona State University.

Bustos, C. (In progress). *Vouchers in the U.S.* [Unpublished doctoral dissertation]. Arizona State University.

Nellis, J. (In progress). *Unfinished frameworks: LGBTQ+ students, critical trans politics, and participatory action research* [Unpublished doctoral dissertation]. Arizona State University.

Chaomuangkhong, T. (2025). *Between compliance and resistance: Portraits of former English learners and bilingual pre-service teachers of color in structured English immersion teacher training* [Unpublished doctoral dissertation]. Arizona State University.

Vitrukh, M. (2023). *Embodied educational experiences of students who were forced to move from Ukrainian war areas and study at Ukrainian displaced universities* [Unpublished doctoral dissertation]. Arizona State University.

- Alvara, R. (2022). *Power of family voice: A study of two elementary schools applying the principles of equitable collaboration* [Unpublished doctoral dissertation]. Arizona State University.
- Ambroso, E. P. (2021). *Language ideologies, identity construction, and educational barriers: Teaching and being students from refugee backgrounds in Arizona* [Unpublished doctoral dissertation]. Arizona State University.
- Bell, K. L. (2020). *Creating the prison-to-college pipeline: An examination of the educational experiences of formerly incarcerated women* [Unpublished doctoral dissertation]. Arizona State University.
- Davis, J. C. W. (2020). *Leave no collegian behind, negotiated access to college: Micro-politics, school actors, and college-going cultures* [Unpublished doctoral dissertation]. University of California at Los Angeles.
- Michael, J. (2020). *Black males' perceptions of their teachers' curricular expectations in culturally sustaining mathematics classrooms* [Unpublished doctoral dissertation]. Arizona State University.
- Cleveland, J. (2015). *Fostering critical thinking in a fourth-grade classroom through comprehensive Socratic circles* [Unpublished doctoral dissertation]. Arizona State University.
- Kubasko, W. (2015). *The principal network: A model of peer collaboration around critical case studies of practice* [Unpublished doctoral dissertation]. Arizona State University.
- Law, L. (2015). *Humanizing education: Teacher leaders influencing pedagogical change* [Unpublished doctoral dissertation]. Iowa State University.
- Olson-Stewart, K. (2015). *New to the state and new to teaching: Supporting beginning teachers using digital narratives and support sessions* [Unpublished doctoral dissertation]. Arizona State University.
- Shanahan, C. (2015). *See yourself in history: Using imagery and journaling to promote critical thinking in secondary world history* [Unpublished doctoral dissertation]. Arizona State University.
- Yankey, J. B. (2014). *Dude, where is my passport?: An exploration of masculine identity of college men who study abroad* [Unpublished doctoral dissertation]. Iowa State University.
- Prusha, J. A. (2012). *Voices of high school seniors: Perceptions of national honor society students regarding their cognitive engagement in high school* [Unpublished doctoral dissertation]. Iowa State University.

Ph.D. Capstone Committees

Lichoro, D. (2012). *Transitional support for faculty members transitioning to teaching in an online environment: A case study of support available to faculty members at a midwestern university* [Unpublished doctoral dissertation]. Iowa State University.

Post-Doctoral Fellows and Students

2026	Research Supervisor for Seoyoung Lim, Doctor of Philosophy, Educational Policy and Evaluation Program, Arizona State University
2025	Research Supervisor for Celina German, Doctor of Philosophy, Educational Policy and Evaluation Program, Arizona State University
2024	Faculty Mentor for Joyce Koo, Department of Teaching and Learning, Policy and Leadership, University of Maryland
2023	Research Supervisor for Ivet Parra, Doctor of Philosophy, Educational Policy and Evaluation Program, Arizona State University

2021	Summer Research Mentor for Daniel Garcia, Doctor of Philosophy, Educational Leadership and Innovation Program, Arizona State University
2020-2021	Publication Mentor for Jo Ann Martinez, Doctor of Education Program, Arizona State University
2019-2020	Faculty Mentor for Julie Nagashima, Visiting Assistant Professor of Ethical Leadership, North Central College
2019-2020	Research Supervisor for Stephen Santa-Ramirez, Doctor of Philosophy, Educational Policy and Evaluation Program, Arizona State University
2019	Career Advisor for Bronson Goodsell, Master of Education, Educational Leadership Program, Arizona State University
2017-2019	Publication Mentor for David Hernandez-Saca, Doctor of Philosophy, Learning, Literacies, and Technologies Program, Arizona State University
2016-2017	Research Supervisor for Megan Hoelting, Doctor of Philosophy in, Educational Policy and Evaluation Program, Arizona State University
2016	Independent Studies Instructor for Sarah Diaz, Doctor of Philosophy, Educational Policy and Evaluation Program, Arizona State University
2013-2014	Research Supervisor for David Martinez, Doctor of Philosophy. Educational Policy and Evaluation Program, Arizona State University
2013-2014	Dissertation Mentor for Carissa Morrison, Doctor of Education Program, Arizona State University
2009-2011	McNair Mentor for José Del Real, Assistant Professor, University of Illinois at Urbana-Champaign
2009-2011	McNair Mentor for América Martinez, University of California, San Diego
2009-2011	McNair Mentor for Nidia Ruedas-Gracia, Assistant Professor, University of Illinois at Urbana-Champaign
2009-2011	McNair Mentor for Maira Sanchez, University of California, Berkeley
2000-2002	Alumni Mentor for Ngan Tran, Senior Researcher, California Research Bureau

Fulbright Scholars

2021	Denis Kiprotich, Chesower Secondary School, Uganda Fulbright Distinguished Award in Teaching Program
2020	Mame Awa Mbow, Babacar Cobar Ndaw High School, Senegal Fulbright Distinguished Award in Teaching Program

International Visiting Scholars

2023-2024	Jessie Xiangzhen Liang, Qingdao University, China
2023-2024	Linda Yunxia Liu, Qingdao University, China
2023-2024	Kaili Zo, Qingdao University, China
2018-2019	Roman Capau, University of St. Gallen, Switzerland

High School Research Apprenticeship

2019 Sruthi Sudalaimuthu, BASIS Phoenix

PROFESSIONAL SERVICE

University Service Committees

- 2024-2025 Proposal Committee, LIFT (Listen, Invest, Facilitate, Teach) Initiative--Presidential Graduate Assistantship (PGA) program, Arizona State University
- 2018-2019 Proposal reviewer, Achievement Rewards for College Scientists (ARCS) Awards Committee, Arizona State University
- 2015-2016 Committee member, Dean Search Committee, Mary Lou Fulton Teachers College, Arizona State University

College and Departmental Service Committees

- 2006 Member, Faculty Awards Committee, Arizona State University
- 2025-2026 Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
- 2025-2026 Member, Governance and Policy Committee, Arizona State University
- 2024-2025 Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
- 2023 Summer Proposal Reviewer, Curriculum Standing Committee, Arizona State University
- 2022-2023 Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
- 2022-2023 Co-Chair, Curriculum Standing Committee, Arizona State University
- 2021-2022 Member, Curriculum Standing Committee, Arizona State University
- 2021-2023 Chair, Associate Professor of Educational Leadership Search Committee, Arizona State University
- 2021-2023 Member, Justice, Equity, Diversity, and Inclusion Council, Arizona State University
- 2021 Co-author, LIFT (Listen, Invest, Facilitate, Teach) Initiative, Arizona State University
*Proposal resulted in the funding of two presidential post-doctoral scholars for the purposes of enhancing diversity, growth, and opportunity for Black undergraduate and graduate students
- 2021 Interim Program Co-Coordinator, Master of Education in Educational Leadership Program, Arizona State University
*Ranked #1 by *U.S. News & World Report* as best online master's in educational administration and supervision program
- 2021 Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
- 2020-2021 Member, Vice-Dean Search Committee (External search), Arizona State University
- 2019-2021 Member, Doctor of Education Program Admissions Committee, Arizona State University
- 2019-2020 Member, Division Director Search Committee (Internal search), Arizona State University
- 2019 Peer Reviewer, Faculty Teaching for Dr. Mildred Boveda, Arizona State University
- 2019 Curriculum Reviewer, Bank of America Mentors Program, Arizona State University

2019	Mock Interviewer, Educational Leadership Program, Arizona State University
2018-2022	Member, Character Initiative/Principled Innovation Steering Committee, Arizona State University
2018	Member, Faculty Recognition Awards Committee, Arizona State University
2018	Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
2018	Admissions Reviewer, Doctor of Education Program, Arizona State University
2017-2019	Member, Governance and Policy Committee, Arizona State University
2017-2019	Convocation Reader, Mary Lou Fulton Teachers College, Arizona State University
2016	Member, Educational Policy and Evaluation David L. Clark Graduate Student Research Seminar Committee, Arizona State University
2016	Member, Learning, Literacies, and Technologies Program Admissions Reviewer, Arizona State University
2015-2016	Member, Educational Leadership Assistant/Associate Professor Search Committee, Arizona State University
2015	Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
2014-2016	Admissions Reviewer, Doctor of Education Program, Arizona State University
2013-2017	Portfolio Reviewer, Master of Education, Arizona State University
2013-2014	Member, Downtown Phoenix Doctor of Education Program Executive Committee, Arizona State University
2013	Member, School of Education Undergraduate Scholarship Committee, Iowa State University
2012-2013	Member, Educational Administration Program Admissions Committee, Iowa State University
2011-2012	Member, School of Education Communications/Events Committee, Iowa State University
2011-2012	Member, Personnel Committee, Iowa State University

External/Internal Faculty Reviewer, Promotion, Promotion to Tenure, or Sabbatical

2024	Promotion from Assistant to Associate Professor University of Connecticut, Storrs, CT
2023	Promotion from Associate to Full Professor Portland State University, Portland, OR
2023	Promotion from Assistant to Associate Professor University of South Florida, Tampa, FL
2023	Promotion from Assistant to Associate Professor University of New Mexico, Albuquerque, NM
2023	Promotion from Assistant to Associate Professor

Washington State University, Pullman, WA

- 2022 Promotion from Clinical Associate to Clinical Full Professor
Arizona State University, Tempe, AZ
- 2022 Promotion from Associate to Full Professor
University of California, Los Angeles, Los Angeles, CA
- 2022 Promotion from Assistant to Associate Professor
Farleigh Dickinson University, Teaneck, NJ
- 2021 Research plan for sabbatical
Washington State University, Pullman, WA
- 2021 Promotion from Senior Lecturer to Associate Professor
Monash University, Melbourne, Australia
- 2021 Promotion from Assistant to Associate Professor
Texas Tech University, Lubbock, TX

Journal Editorship

- 2025-Present Co-Editor, *Review of Educational Research*
- 2022-2025 Associate Editor, *Review of Educational Research*
- 2021-2023 Section Editor, *International Journal of Modern Education Studies*
- 2021-2023 Section Editor, *Journal of Educational Studies and Multidisciplinary Approaches*
- 2019-2023 Associate Editor, *Education Policy Analysis Archives*
- 2019 Guest Co-Editor, *Educational Foundations and Social Justice Education*

Journal Editorial Boards

- 2026-2029 Editorial Board Member, *Journal of Cases in Educational Leadership*
- 2025-Present Editorial Board Member, *The SoJo Journal: Social and Cultural Foundations of Education*
- 2019-Present Editorial Board Member, *The International Journal of Critical Media Literacy*
- 2019-2025 Editorial Board Member, *Educational Foundations and Social Justice Education*
- 2020-2023 Editorial Board Member, *International Journal of Modern Education Studies*
- 2017-2022 Editorial Board Member, *Journal of Multicultural Affairs*
- 2015-2016 Editorial Board Member, *Journal of Education Policy, Planning, and Administration*
- 2008-2009 Advisory Board Member, *InterActions*

Additional Editorial Commitments

2025-Present Occasional Reviewer, *Journal of Queer and Trans Studies in Education*

2022-Present Occasional Reviewer, *Race Ethnicity and Education*

2022-Present Occasional Reviewer, *Psychology in the Schools*

2021-Present Occasional Reviewer, *Journal of Community & Applied Social Psychology*

2021-Present Occasional Reviewer, *Whiteness and Education*

2021-Present Occasional Reviewer, *European Journal of Education*

2021-Present Occasional Reviewer, *Education Research International*

2021-Present Occasional Reviewer, *Religions*

2021-Present Occasional Reviewer, *Journal of Community Practice*

2021 Occasional Reviewer, *Curriculum Inquiry*

2020-Present Occasional Reviewer, *International Journal of Qualitative Studies in Health & Well-Being*

2020-Present Occasional Reviewer, *Educational Studies*

2020-Present Occasional Reviewer, *International Journal of Leadership in Education*

2020 Review Editor, *Frontiers in Education*

2019-Present Occasional Reviewer, *Educational Research for Policy and Practice*

2019-Present Occasional Reviewer, *Sage Open*

2019-Present Occasional Reviewer, *International Journal of Educational Research*

2019-2020 Occasional Reviewer, *Teacher Education Quarterly*

2018-Present Occasional Reviewer, *Education 3-13*

2018-Present Occasional Reviewer, *Educational Policy*

2018-Present Occasional Reviewer, *American Journal of Education*

2017-Present Occasional Reviewer, *Educational Researcher*

2017-Present Occasional Reviewer, *Equity & Excellent in Education*

2017-Present Occasional Reviewer, *Educational Administration Quarterly*

2017-Present Occasional Reviewer, *Education and Urban Society*

2017-Present Occasional Reviewer, *International Journal of Educational Reform*

2016-Present Regular Reviewer, *Teachers College Record*

2016-Present Occasional Reviewer, *Multicultural Perspectives*

2016-Present Occasional Reviewer, *Journal of Critical Thought and Praxis*

2015 Occasional Reviewer, *Diaspora, Indigenous, and Minority Education*

2014-Present Occasional Reviewer, *American Educational Research Journal*

2014	Occasional Reviewer, <i>Educational Foundations</i>
2014	Occasional Reviewer, <i>International Journal of Qualitative Studies in Education</i>
2014	Occasional Reviewer, <i>Journal of Research on Leadership Education</i>
2013-Present	Regular Reviewer, <i>Urban Education</i>
2013	Occasional Reviewer, <i>Education Policy Analysis Archive</i>
2013	Occasional Reviewer, <i>Association of Mexican American Educators</i>
2012	Occasional Reviewer, <i>The High School Journal</i>
2008-2015	Regular Reviewer, <i>Educational Studies</i>
2007-2009	Regular Reviewer, <i>InterActions</i>

International and National Leadership and Service Committees

2025-Present	Education Working Group, The Right to Read Project
2025-2026	Mentor, Educational Leadership and Policy Mentoring Program (ELPMP), University Council for Educational Administration
2024-Present	Co-Chair, Mid-Career Mentoring Committee, Division A (Administration, Organization, & Leadership); American Educational Research Association
2024-2025	Mentor, Research on the Education of Asian and Pacific Americans Special Interest Group; American Educational Research Association
2023-2024	Chair, Excellence in Research Award Committee, Division A (Administration, Organization, & Leadership); American Educational Research Association
2022-2023	Member, Excellence in Research Award Committee, Division A (Administration, Organization, & Leadership); American Educational Research Association
2021-2022	Member, Research Advisory Group: Creating a Field Guide for School Leaders to Unpack PSEL Standard 3: Equity and Cultural Responsiveness; National Policy Board for Educational Administration
2020-2021	Chair, Equity, Inclusion, & Action Committee, Division A (Administration, Organization, & Leadership); American Educational Research Association
2019-2020	Co-Chair, Equity, Inclusion, & Action Committee, Division A (Administration, Organization, & Leadership); American Educational Research Association
2019	Master's Thesis Examiner; Monash University
2018-2019	Member, Equity, Inclusion, & Action Committee, Division A (Administration, Organization, & Leadership); American Educational Research Association
2018-2019	Co-Chair, Award Committee, Leadership for Social Justice Special Interest Group; American Educational Research Association
2018-2019	Plenum Partner, University Council for Educational Administration
2017-2018	Reviewer, Award Committee, Division G (Social Context of Education); American Educational Research Association

- 2016-2019 Plenary Session Representative; University Council for Educational Administration
- 2016-2017 Reviewer, Dissertation of the Year Award, Leadership for Social Justice Special Interest Group; American Educational Research Association
- 2007-2009 Graduate Student Representative; American Education Studies Association

Proposal Reviewer for Research Conferences

- 2015-2018 University Council for Educational Administration Convention
- 2013 American Educational Research Association, Division A (Administration, Organization, & Leadership)
- 2010-2011 American Educational Studies Association
- 2007 American Educational Research Association, Division G (Social Context of Education)
- 2007 American Educational Research Association, School Community, Climate, and Culture SIG
- 2005 American Educational Research Association, Division L (Educational Policy & Politics)

International Conference Planning

- 2024 Event Organizer, Mid-career Scholars Mentoring Session
American Educational Research Association, Online
- 2023 Event Organizer, Mid-career Scholars Mentoring Session
American Educational Research Association, Online
- 2021 Event Organizer, Literature in Action Series
American Educational Research Association, Online
- 2005 Session Planner for International Researchers
SNU ERI Conference on Education Research
Seoul National University, Seoul, Korea
- 2005 Conference Organizer
Comparative and International Education Society Conference
University of British Columbia, Vancouver, BC, Canada

National Conference Planning

- 2010 Session Planner, Annual Meeting
American Education Studies Association, Denver, CO
- 2009 Session Planner, Annual Meeting
American Education Studies Association, Pittsburgh, PA

Regional Conferences, Events, and Workshops

- 2026 Event organizer, Mentoring Dinner with Dr. Sharon Radd
Mary Lou Fulton College for Teaching and Learning Innovation, Tempe, AZ
- 2025 Co-Sponsor, Five Practices for Equity-Focused School Leadership

Teachers College Doctoral Council (TCDC), Mary Lou Fulton College for Teaching and Learning Innovation, Tempe, AZ

- 2011 Event Organizer, Social Justice Week
McNair Scholars Program, University of California, Los Angeles, Los Angeles, CA
- 2010 Event Organizer, Delegation Presentation, Save Ethnic Studies
University of California, Los Angeles, Los Angeles, CA
- 2008 Event Organizer, The Dropout Crisis in the Northwest:
Confronting the Graduation Crisis in All Communities with
Special Focus on American Indian and Alaska Native Students
UCLA Civil Rights Project, Seattle, WA
- 2006 Event Organizer, UCLA Paulo Freire Institute
California Association of Freirian Educators Conference, Los Angeles, CA
- 2005 Event Organizer, UCLA Paulo Freire Institute
California Association of Freirian Educators Conference, Los Angeles, CA
- 2005 Event Volunteer, Statewide Summit on *Williams vs. California*
Californians for Justice, UCLA Institute of Democracy, Education, & Access, Los Angeles, CA
- 2004 Event Organizer, UCLA Paulo Freire Institute
California Association of Freirian Educators Conference, Los Angeles, CA
- 2003 Event Organizer, Southern California Gubernatorial Debate
Greenlining Institute, Los Angeles, CA
- 2003 Event Organizer, Youth Leadership Forum
Harvard Graduate School of Education, Cambridge, MA

State and Local Leadership Experience

- 2019-2020 Member, Equitable and Inclusive Practices Advisory Council, Arizona Department of Education
- 2017 Judge, A+ Schools of Excellence Program, Arizona Educational Foundation
- 2015-2019 Member, Culturally Inclusive Practices Advisory Council, Arizona Department of Education

School Boards

- 2021-2024 President, Los Angeles College Prep Academy
- 2020-2021 Elected Board Member, Los Angeles College Prep Academy

Reviewer for United States Residency

- 2024 EB1B Permanent Residency Application
University of Nevada, Reno, Reno, NV
- 2023 EB1B Permanent Residency Application
University of North Carolina at Chapel Hill, Chapel Hill, NC

OTHER PROFESSIONAL EXPERIENCE

Higher Education

- 2006 Teaching Assistant, “Current Problems in Education”,
Graduate School of Education and Information Studies, University of California, Los Angeles
Professor Carlos A. Torres
- 2005-2008 Teaching Associate, “The Collegiate Experience”
College of Letters and Science, University of California, Los Angeles
Professor Bruce Barbee
- 2005 Reader, “The Collegiate Experience”
Graduate School of Education and Information Studies, University of California, Los Angeles
Professor Bruce Barbee
- 2004 Teaching Assistant, “Race, Class, and School Inequalities in the United States”
Graduate School of Education and Information Studies, University of California, Los Angeles
Professor Tyrone C. Howard
- 2004 Teaching Assistant, “Race, Class, and School Inequalities in the United States”
Graduate School of Education and Information Studies, University of California, Los Angeles
Professor Jeff Duncan-Andrade
- 2001-2002 K-12 Outreach and Training Coordinator,
Cal Corps Public Service Center, University of California, Berkeley
- 2000-2002 Alumni Mentor, University of California, Berkeley
- 1992 Co-President, Asian American Theme House
University of California, Berkeley
- 1991-1993 Fundraiser, Upward Bound Program
University of California, Berkeley

K-12 Education

- 2008-2009 Internship Teacher
Berkeley High School, Berkeley, CA
- 2003-2005 Evaluator
Puente Valley Charter School, Bassett, CA
- 2001-2002 Program Director
Richmond Village Beacon at George Washington High School, San Francisco, CA
- 2001-2002 Art Teacher
Richmond District Neighborhood Center, San Francisco, CA
- 1997 Summer Residential Counselor
Upward Bound Program, TRIO, AACE Education Services, San Francisco and Oakland, CA

1994-1999	English as a Second Language Yearbook Teacher Berkeley High School, Berkeley, CA
1994-1996	English as a Second Language Speech Team Coach Berkeley High School, Berkeley, CA
1993-1999	Bilingual Community Home-School Liaison Berkeley High School, Berkeley, CA
1993	Middle School Youth Counselor Community Youth Center, San Francisco, CA