DANIEL D. LIOU, PHD
Mary Lou Fulton College for Teaching and Learning Innovation
Arizona State University
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ORCID iD: https://orcid.org/0000-0001-5911-0181

Google Scholar Profile:
https://scholar.google.com/citations?user=jaHyvlUAAAAJ&hl=en&authuser=1

EDUCATION

2011 Ph.D., Social Sciences and Comparative Education
Specialization: Race and Ethnic Studies in Education
University of California, Los Angeles
Los Angeles, CA
Dissertation: *Students of Color and their teachers' expectations for academic success*
Dissertation committee: Don T. Nakanishi (Co-Chair), Daniel G. Solórzano (Co-Chair), Tyrone C. Howard, Belinda Tucker

2003 M.Ed., Administration, Planning, and Social Policy
Harvard University
Cambridge, MA
Advisor: Marcelo Suárez-Orozco
Research supervisor: Pedro A. Noguera

2000 B.A., Asian American Studies (*High Honors*)
University of California, Berkeley
Berkeley, CA
Honors Thesis Supervisor: Pedro A. Noguera

AREAS OF EXPERTISE

Expectations, education leadership, coloniality, epistemic justice, knowledge censorship

PROFESSIONAL EXPERIENCE

2019-Present Associate Professor, Division for Advancing Education Policy, Practice, and Leadership
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

2016-2019 Affiliated Faculty
Center for Advanced Studies in Global Education, Arizona State University

2013-2019 Assistant Professor, Education 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

HONORS AND AWARDS

2026 The Paula Silver Case Award
University Council for Educational Administration

2026 Distinguished Researcher Award
American Educational Research Association
Asian American and Pacific Islander Education and Research Special Interest Group

2026 Professor of Impact Award
Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

2026 Sun Award
Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

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

FUNDED RESEARCH AND FELLOWSHIPS

2022 Co-Principal Investigator, *Preparing Early Childhood Educators for Arizona's Indigenous Communities (PEAIC)*, *USAID Educating the Future Activity* ($2,501,300); PI: Iveta McGurty

2021 Co-Principal Investigator, *Preparing Early Childhood Educators for Arizona's Indian Communities* (PEAIC), 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%), *Division A Literature in Action Serie*s, American Educational Research Association ($3,000); Co-PIs: Katherine Rodela, and Karen Ramlackhan

2016-2022 Co-Principal Investigator (Recognition: 9%), *Character Education in Systems of Teacher and Leader Preparation*, Kern Family Foundation ($13,764,716); PI: Carole Basile

2014 Principal Investigator (Recognition: 100%), *Arizona Successful Schools Project*, Arizona State University Mary Lou Fulton Teachers College Internal Research Grant Program ($10,000)

2014 Collaborator, *First-Generation Pathways to Success (1GPS) Program*; 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, *Civil Rights Project/Proyecto Derechos Civiles, Spencer Suburban Research Project*; 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, *Educating the Global Citizens in 16 Countries*; 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)

GRANT APPLICATION UNDER REVIEW

2026	Integrating Digital Public Goods to Advance AI Enabled Formative Assessment, K-12 AI Infrastructure Program: *CogniBridge: An Open AI Harness for Teacher-Guided Formative Assessment* ($600,000)
2026	Humanity AI, *Communities Leading on AI* ($150,000)
2026	Spencer Foundation, Vision Grant, *Reimagining Whose Knowledge Counts and How: Teacher–AI Epistemic Co-Agency in Equitable Elementary Instructional Ecosystems* ($75,000)
2026	Nathan Cummings Foundation, *Educators for Knowledge Justice* ($100,000)

GRANTS APPLIED FOR BUT NOT FUNDED

2026	U.S. Department of Education, Personnel Preparation of Special Education, Early

	Intervention, and Related Services Personnel, ($1,249,906)
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)

NON-SPONSORED RESEARCH

2026-Present	Co-Principal Investigator, *Civic Engagement for Inclusive Excellence in Public Education*; Co-PIs: Madelaine Adelman, Jason Boronowitz, Josh Coleman, Vivet Gupta, and Carrie Sampson
2023-Present	Co-Principal Investigator, *Minority but not Underrepresented*; Co-PIs: Jeongeun Kim and Ivet Parra
2023-Present	Co-Principal Investigator, *Inclusive Curriculum*, Arizona State University; PI: Madelaine Adelman
2023	Research Team Member, *Project Oasis*, Arizona State University; PI: Erin Rotheram-Fuller
2023-2025	Principal Investigator, *Decolonial Wellness Studies in Education*, Arizona State University; Co-PI: Leticia Rojas
2021-Present	Principal Investigator, Content Analysis of the Expectations of Banned Books in the United States, Co-PI: Kelly Deits Cutler, Sky Educational Consulting Services
2019-2020	Principal Investigator, *Co-Constructing Equity, Diversity, and Inclusivity Through State-District-University Partnerships*, Arizona State University
2018-Present	Principal Investigator, Disrupting Islamophobia through Critical Content Analysis of Children's Literature, Co-PI: Dr. Kelly Deits Cutler, Sky Educational Consulting Services
2016-2018	Co-Principal Investigator, *Counterspaces of Color: Leadership and College Preparatory Opportunities for First-Generation Students of Color*, Arizona State University; PI: Carrie Sampson
2013	Principal Investigator, *Youth Voices and the Challenges of Bullying in Diverse Rural Schools*, 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

PUBLICATIONS AND MANUSCRIPTS

- * Represents current or former students
- Order of citation is based on a set rotation with research team members, including graduate students
- Acceptance rates and impact factors are determined by Academic Accelerator, Cabell's, Cosmos, Resurchify, editor, journals' website, and other relevant sites

Peer-Reviewed Journal Articles

49. **Liou, D. D.** & Rojas, L. (2026). Social justice education at a Latiné high school: Community coalition and expectations of college worthiness, *Youth, 6*(3).
99. https://doi.org/10.3390/youth6030099
Acceptance Rate: 62%
Impact Factor: 1.7 (5 years)

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

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)

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

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

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: 53% (71,883 full-text downloads in 2025)

Impact Factor: 0.5

- *The 2026 Paula Silver Case Award, recognized by the University Council for Educational Administration (UCEA)*

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. https://doi.org/10.1080/01596306.2024.2426302

Acceptance Rate: 25%

Impact Factor: 2.2 (5 years)

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

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

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 (International Literacy Association has 35,000 members)

Impact Factor: Not reported

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)

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

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)

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

35. **Liou, D. D.,** & Boveda, M. (2022). The coloniality 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

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

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

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

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)

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

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: 40%
Impact Factor: 0.8 (5 year)

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: 66%
Impact Factor: 1.4 (5 year)

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)

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)

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

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)

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

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

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

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

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)

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

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

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)

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

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

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)

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)

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

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

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)

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

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)

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)

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

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%

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

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

Editorially Reviewed Book Chapters

18. Parra, I.*, Kim, J., & **Liou, D. D.** (In press). Knowledge, belonging, and injustice: Asian international faculty in the 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.

17. **Liou, D. D.,** & Liang, G. J. (2026). 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 for refugees and newcomers: Cases for K-12 schools* (pp.123-134). Harvard Education Press.

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.
Note: This book chapter is a reprint from a peer-review journal article.

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.

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.

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.

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. https://doi.org/10.4324/9781003141464-42

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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.

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.

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.

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.

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.

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.

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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.

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.tcrecord.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).

Manuscripts Under Review and/or Revision

8. Chaomuangkhong, T.*, **Liou, D. D.**, & López, P. M.*. (Under Review). Queer critical race pedagogy and imagined futures: Latino preservice teacher's political selfies countering white cisheteronormative expectations. *International Journal of Qualitative Studies in Education.*

7. **Liou, D. D.**, Langerud, C. A., & Adelman, M. (Under Review). Educators defending the freedom to know in the Trump era. *Texas Education Review.*

6. **Liou, D. D.**, Kim, J., & Parra, I. (Under Review). Asian American faculty members' experiences with Asianization in higher education: A systematic review of their counterstories. *Review of Research in Education.*

5. 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. *Teachers College Record.*

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.

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

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

1. Langerud, C. A.*, Adelman, M., **Liou, D. D.** (Under Review). "I don't want a whitewashed lens": The contradictions of White librarians desettling whiteness. *Journal of Curriculum and Pedagogy.*

Manuscripts in Progress

3. **Liou, D. D.** (In Progress). Deficit misappropriations of community cultural wealth: Implications for educational leadership preparation and practices. *Education Administration Quarterly.*

2. **Liou, D. D.** & Chaomuangkhong, T*. (In Progress). Leverage Asian American pre-service teachers' experiential knowledge to defy raciolinguistic expectations of multilingual learners. *The Urban Review*.

1. Chaomuangkhong, T.*, López, P*. & **Liou, D. D.** (In Progress). Queer of color critique and the politics of raciolinguistic ideologies for a Latine pre-service teacher. *International Journal of Qualitative Studies in Education*.

Public Scholarship

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., Eliott, 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

5. **Liou, D. D.** (Interviewee). (2026, June). Supporting immigrant students and families in a changing context: Leadership, belonging, and community engagement. (Episode 3) [Video podcast episode]. In Integration Now: Center for Education Equity. Mid-Atlantic Equity Consortium, Inc. https://cee-maec.org/resource/supporting-immigrant-students-and-families-in-a-changing-context-leadership-belonging-and-community-engagement-episode-3/

4. **Liou, D.D.**, & Bornstein, J. (Interviewees). (2026, April 15). Beyond the labels: How our expectations shape student success. (Season 1, No. 20) [Video podcast episode]. In OASIS:

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Innovation. https://projectoasiscollaborative.substack.com/p/beyond-the-labels-how-our-expectations?utm_source=podcast-email&publication_id=3141289&post_id=193834988&utm_campaign=email-play-on-substack&utm_content=watch_now_button&r=2lsqcw&triedRedirect=true&utm_medium=email

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=0MbO3d3P19vGsLfD3svIzdPYysqVnpKrmpFwd5Ckkpall6iHlZLez9%252FdwqKh26OSxJ6gnIeVkKCRp6DAoqHC0ZKWoMbmgdTVp5ConJdtdJeflJaklKOGlpKe#.WdBmeUvYnHc.gmail

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, Gyeongii-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

75. **Liou, D. D.** (2026). *Building communities without fences* [Presenter]. University Council for Educational Administration, Pittsburgh, PA, United States.

74. **Liou, D. D.** (2026). *Reflecting and embedding identity in research* [Presenter]. Invited session: Asian Diaspora Research and Action Network, University Council for Educational Administration, Pittsburgh, PA, United States.

73. **Liou, D. D.** (2026). *Controversial issues, policies, power, and practice: How educators navigate hostile and divisive political climates* [Paper presentation]. 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). *Invisiblized 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* [Presenter]. 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

80. Adelman, M., Langerud, C. A.*, Gamboa, J.*, **Liou, D. D.** (2026). *Multidisciplinary and multigenerational research teams: Purpose, processes, and power* [Panelist]. School of Social Transformation, Arizona State University, Tempe, AZ, United States.

79. **Liou, D. D.**, & Labistre Champion, A. M. (2026). *Meet the editors informational session* [Speaker]. American Educational Research Association, Los Angeles, United States.

78. **Liou, D. D.** (2026). *Knowledge entrepreneurship* [Panelist]. Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University, Glendale, United States.

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* [Invited speaker]. 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. A.*, & **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 Branstadt'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 701: Pro-seminar Education Policy I (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, newly developed for Ph.D. students)
EPA 792: Independent Study: Sociology of Education: Global Perspectives (hybrid)
TEL 702: Dynamic Contexts of Education (online)
TEL 702: Dynamic Contexts of Education (hybrid)
TEL 704: Leadership for Organizational Change (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)
TEL 792 Leader Scholar Community (online)
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.

Nellis, J. (2026). *"To feel what was felt while creating everything": Art-based participatory action research centering transgender and nonbinary community college students* [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

2027	Research Supervisor for Leticia Rojas, Visiting Scholar, Hixon Teacher Preparation Programs, Pasadena City College
2026	Faculty Mentor for Dylan Van Duyne, Doctor of Philosophy, Education Policy Program, University of Pennsylvania
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

INSTITUTIONAL, PROFESSIONAL, & COMMUNITY SERVICE

Institutional Service Experience

2026 Presidential Postdoctoral Fellowship (PFF) Committee, LIFT Initiative (Listen, Invest, Facilitate, Teach), Office of Inclusive Excellence, Arizona State University

2025 Presidential Graduate Assistantship (PGA) Committee, LIFT Initiative (Listen, Invest, Facilitate, Teach), Office of Inclusive Excellence, Arizona State University

2024 Presidential Graduate Assistantship (PGA) Committee, LIFT Initiative (Listen, Invest, Facilitate, Teach), Office of Inclusive Excellence, 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 Service Committees

2026-2029	Member, Student Issues Committee, Arizona State University
2026	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
2022-2023	Chair, Associate Professor of Educational Leadership Search Committee, Arizona State University
2021-2022	Chair, Associate Professor of Educational Leadership Search Committee, Arizona State University
2021-2023	Member, Justice, Equity, Diversity, and Inclusion Council (JEDI), Arizona State University
2022	Internal Reviewer, Promotion from Clinical Associate to Clinical Full Professor, Arizona State University, Tempe, AZ
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 minoritized 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

Professional Service Experience

Affiliations and Activities

2025	Member, Korean Association for Multicultural Education (KAME)
2023-Present	Member, International Literacy Association (ILA)
2021-Present	Member, UCEA Asian Diaspora+ Research and Action Network (AAPI-RAN)
2021-Present	Member, California Council on Teacher Education (CCTE)
2020-Present	Member, Harvard Asian American Alumni Alliance (HAAAA)
2013-Present	Member, National Association for Multicultural Education (NAME)
2011-Present	Member, University Council for Educational Administration (UCEA)
2005, 2024	Member, Comparative and International Education Society (CIES)
2004-Present	Member, American Education Research Association • Division A: Administration, Organization, & Leadership • Division G: Social Context of Education • Asian American and Pacific Islander Education and Research Special Interest Group (AAPI-ER) • Leadership for Social Justice Special Interest Group • School Community, Climate, and Culture Special Interest Group
2006-2012	Member, American Educational Studies Association (AESA)

External Faculty Reviewer for Tenure, Promotion, and Sabbatical

2026	Promotion from Assistant to Associate Professor University of Arizona, Tucson, AZ
2026	Promotion from Assistant to Associate Professor University of Kansas, Lawrence, KS
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 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

External 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, Chapell Hill, NC

Journal Editorship

2025-2026 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, *The SoJo Journal: Social and Cultural Foundations of 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*

2007-2008 Advisory Board Member, *InterActions*

Additional Editorial Commitments (Reviewer)

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, *Educational Foundations*

2014 Occasional Reviewer, *International Journal of Qualitative Studies in Education*

2014 Occasional Reviewer, *Journal of Research on Leadership Education*

2013-Present Regular Reviewer, *Urban Education*

2013 Occasional Reviewer, *Education Policy Analysis Archive*

2013 Occasional Reviewer, *Association of Mexican American Educators*

2012 Occasional Reviewer, *The High School Journal*

2008-2015 Regular Reviewer, *Educational Studies*

2007-2009 Regular Reviewer, *InterActions*

National Committee

2026-2027 Member, Awards Committee, Asian American and Pacific Islander in Education and Research Special Interest Group; American Educational Research Association

2025-2026 Member, Education Working Group, The Right to Read Project

2025-2026 Mentor, Educational Leadership and Policy Mentoring Program (ELPMP), University Council for Educational Administration

2024-2028 Mentor, Research on the Education of Asian and Pacific Americans Special Interest Group; American Educational Research Association
- *2026 Certificate of Appreciation*

2024-2026 Co-Chair, Mid-Career Mentoring Committee, Division A (Administration, Organization, & Leadership); 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
- *2021 Certificate of Appreciation*

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, Awards Committee, Leadership for Social Justice Special Interest Group; American Educational Research Association

2018-2019 Plenum Partner, University Council for Educational Administration

2017-2018 Member, Award Committee, Division G (Social Context of Education); American Educational Research Association
- *2018 Certificate of Appreciation*

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)

Conference and Events Planning

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

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

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

Community Service Experience

2021-2024 School Board President, Los Angeles College Prep Academy

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

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

OTHER PROFESSIONAL EXPERIECE

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