

Daniel D. Liou, PhD

Mary Lou Fulton Teachers College
Arizona State University
1050 South Forest Mall, Suite 402
Tempe, Arizona 85281
dliou@asu.edu | (424) 278-8188

EDUCATION

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

AREAS OF EXPERTISE

Social justice leadership, epistemic justice, expectations, coloniality, knowledge

ACADEMIC POSITIONS

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

AWARDS AND HONORS

| | |
|------|--|
| 2023 | Arizona State University Mary Lou Fulton Teachers College Professor of Impact Award |
| 2017 | Arizona State University Mary Lou Fulton Teachers College Outstanding Promising Research Scholar |
| 2015 | American Educational Research Association Social Justice Teaching Award in Educational Leadership (Leadership for Social Justice Special Interest Group) |

- 2005 University of California at Los Angeles Honors distinction on comprehensive exams
- 1999 University of California at Berkeley Most Inspirational Award
- 1997 University of California at Berkeley Most Inspirational Award
- 1997 Berkeley High School Excellence Service Award
- 1996 Berkeley Unified School District Board and City Mayor, Certificate of Recognition

GRANTS AND FELLOWSHIPS

- 2021 Preparing Early Childhood Educators for Arizona’s Indian Communities; 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 American Educational Research Association, Division A Literature in Action (\$3,000); PI: Daniel Liou, Katherine Rodela, and Karen Ramlackhan
- 2018 Character Education in Systems of Teacher and Leader Preparation; Kern Family Foundation (\$1,244,645.00); PI: Carole Basile
- 2014 Arizona State University Mary Lou Fulton Teachers College Internal Research Grant Program (\$10,000)
- 2010 University of California at Los Angeles Graduate Division Summer Fellowship (\$6,000)
- 2008 University of California at Los Angeles Graduate Students Association in Education (\$100)
- 2008 Berkeley High School Development Group (\$700)
- 2006-2007 University of California at Los Angeles Graduate Division Project ADVANCE Fellowship (\$27,000)
- 2006 University of California at Los Angeles Graduate Students Association (\$1,000)
- 2006 University of California at 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 University of California Pacific Rim Faculty Research Grant (Multi-Campus Grant) (\$22,000)
- 2004-2005 University of California at Los Angeles Graduate Division Year of Engagement Fellowship (\$8,000)
- 2003-2004 University of California at Los Angeles Graduate Division First-Year Research Fellowship (\$10,000)
- 2003 Greenlining Institute Leadership Academy Summer Associate Program (\$2,000)
- 1997-2000 Berkeley High School (\$23,000)
- 1997 Berkeley High School, In Dulce Jubilo (\$500)
- 1996-1997 University of California at Berkeley Afterschool Academic Program (\$5,000)

- 1996 Berkeley High School, In Dulce Jubilo (\$500)
 1994-1997 Berkeley Unified School District (\$3,600)

RESEARCH PROJECTS

- 2023 Research Team Member, *Project Oasis*, Arizona State University; PI: Erin Rotheram-Fuller
- 2023 Research Team Member, *Inclusive Curriculum*, Arizona State University; PI: Madelaine Adelman
- 2023 Principal Investigator, *Decolonial Wellness Studies in Education*, Arizona State University; Co-PI Leticia Rojas
- 2022 Co-Principal Investigator, *Ed Leadership Redesign*, Arizona State University; PI: Lok-Sze Wong
- 2021 Co-Principal Investigator, *Preparing Early Childhood Educators for Arizona's Indigenous Communities*, Arizona State University; PI: Nicole Thompson; funded: \$1,439,017, Office of Elementary and Secondary Education, Department of Education
- 2019-2020 Principal Investigator, *Co-Constructing Equity, Diversity, and Inclusivity Through State-District-University Partnerships*, Arizona State University
- 2018-2022 Co-Principal Investigator, *Character Education*, Arizona State University; PI: Carole Basile; funded: \$1,244,565, Kern Family Foundation
- 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
- 2016-2017 Faculty Research Associate, *Character Education*, Arizona State University; PI: Carole Basile
- 2015-2017 Principal Investigator, *Arizona Successful Schools Project*, Arizona State University
- 2014 Collaborator, *First-Generation Pathways to Success (1GPS) Program*, Arizona State University; PI: Laurie Mook; funded: \$2,500, ASU Academic Excellence Through Diversity Program
- 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, Facing History and Ourselves
- 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
- 2009-2010 Research Assistant, *Civil Rights Project/Proyecto Derechos Civiles, Spencer Suburban Research Project*, University of California at Los Angeles; PI: Gary Orfield; funded: amount unknown, Spencer Foundation

- 2004-2006 Research Associate, *Equity and Access Studies in Education*; University of California at Los Angeles; PI: Robert Cooper
- 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)
- 2002-2003 Research Assistant, *Pathways for Student Success*; Harvard University; PI: Pedro A. Noguera
- 1999-2000 Research Assistant, *Diversity Project*; University of California at Berkeley; PI: Pedro A. Noguera

Grants Applied for but Not Funded

- 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)

PUBLICATIONS AND MANUSCRIPTS

(* indicates current or former student authors)

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

Peer-Reviewed Journal Articles

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 American Journal of Education*. <https://www.ajeforum.com/covid-and-the-liberatory-potentials-of-local-knowledge-disrupting-school-expectations-for-knowledge-production-by-vanessa-anthony-stevens-and-daniel-d-liou/>

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: June 30, 2023

Returned for revisions: October 20, 2023

Resubmitted for review: November 3, 2023

Accepted: November 27, 2023

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

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: June 13, 2023

Returned for revisions: June 20, 2023

Resubmitted for review: June 20, 2023

Accepted: July 11, 2023

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

Acceptance Rate: 6-10%

Impact Factor: 3.657 (5 years)

Submitted for review: May 19, 2022

Resubmitted for revisions: July 5, 2022; April 25, 2023; April 27, 2023

Resubmitted for review: October 27, 2022; April 25, 2023; April 29, 2023

Accepted: May 2, 2023

38. **Liou, D. D., & Deits Cutler, K.** (2023). 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: 0.607

Submitted for review: August 31, 2022

Resubmitted for revisions: November 9, 2022; December 5, 2022

Resubmitted for review: November 12, 2022; December 7, 2022

Accepted: October 21, 2022

37. Rotheram-Fuller, E., Locke, J., Park, H., & **Liou, D. D.** (2022). Friendships, rejection, and standardized test scores over time. *SAGE Open*. DOI: 10.1177/21582440221130051

Acceptance Rate: Not reported

Impact Factor: 2.1 (5 years)

Submitted for review: February 5, 2021

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

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

Accepted: September 15, 2022

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

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

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: February 2, 2021

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

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

Accepted: May 14, 2022

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

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

Acceptance Rate: 11-20%

Impact Factor: 0.86

Submitted for review: June 1, 2021

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

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

Accepted: February 2, 2022

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

Acceptance Rate: 50%

Impact Factor: 0.07

Submitted for review: December 23, 2021

Returned for revisions: December 29, 2021

Resubmitted for review: December 29, 2021

Accepted: December 30, 2021

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

Acceptance Rate: 20%

Impact Factor: Not reported

Submitted for review: May 14, 2021

Returned for revisions: June 30, 2021; September 2, 2021

Resubmitted for review: July 5, 2021; September 3, 2021

Accepted: September 3, 2021

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

Acceptance Rate: 8%

Impact Factor: 0.88

Submitted for review: April 18, 2020

Returned for revisions: November 12, 2020; August 19, 2021

Resubmitted for review: December 1, 2020; August 25, 2021

Accepted: August 25, 2021

31. **Liou, D. D.**, Martinez, J. 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*. <https://doi.org/10.1037/dhe0000340>

Acceptance Rate: 15%

Impact Factor: 4.762

Submitted for review: December 3, 2020

Returned for revisions: March 11, 2021; June 9, 2021; June 24, 2021; July 7, 2021

Resubmitted for review: May 16, 2021; June 17, 2021; July 8, 2021

Accepted: July 8, 2021

30. Olson Stewart, K., 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. DOI: 10.51383/ijonmes.2021.75

Acceptance Rate: Not reported

Impact Factor: 2.417

Submitted for review: February 19, 2021

Returned for revisions: March 7, 2021; March 19, 2021

Resubmitted for review: March 17, 2021; March 19, 2021

Accepted: March 18, 2021

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

Acceptance Rate: Not reported

Impact Factor: 0.56

Submitted for review: October 19, 2020

Returned for revisions: November 4, 2020; November 17, 2020

Resubmitted for review: November 12, 2020; November 19, 2020

Accepted: November 20, 2020

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

Acceptance Rate: 4.3%

Impact Factor: 1.000

Submitted for review: December 7, 2019

Returned for revisions: July 7, 2020; October 12, 2020; November 3, 2020

Resubmitted for review: July 20, 2020; October 19, 2020; November 3, 2020

Accepted: November 5, 2020

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

Acceptance Rate: 6-10%

Impact Factor: 4.000 (5 years)

Submitted for review: December 29, 2018

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

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

Accepted: July 9, 2020

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

Acceptance Rate: 6-10%

Impact Factor: 1.760

Submitted for review: January 27, 2019

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

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

Accepted: April 17, 2020

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

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: September 15, 2019

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

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

Accepted: December 27, 2019

24. Ambroso, E.*, Rotheram-Fuller, E., & **Liou, D. D.** (2020). Interdistrict choice and teacher beliefs: Implications for educational expectations, equity, and policymaking. *Journal of Multicultural Affairs*, 5(1), Article 2. <https://scholarworks.sfasu.edu/jma/vol5/iss1/2>
 Acceptance Rate: 20%
 Impact Factor: Not reported
 Submitted for review: May 17, 2019
 Accepted: September 25, 2019
23. **Liou, D. D.**, & Bornstein, J. (2019). Holding school leaders to higher expectations: Embodying the “transformative” in educational leadership. *Educational Foundations and Social Justice Education Journal*, 4(2), 107-110.
 Acceptance Rate: 20%
 Impact Factor: Not reported
 Submitted for review: July 19, 2019
 Returned for revisions: September 10, 2019
 Resubmitted for review: September 16, 2019
 Accepted: September 16, 2019
22. Bornstein, J., & **Liou, D. D.** (2019). Transformative educational leadership praxis engaged with critical race and whiteness theory. *Educational Foundations and Social Justice Education Journal*, 4(2), 1-4.
 Acceptance Rate: 20%
 Impact Factor: Not reported
 Submitted for review: July 19, 2019
 Returned for revisions: September 10, 2019
 Resubmitted for review: September 16, 2019
 Accepted: September 16, 2019
21. **Liou, D. D.**, & Matias, C. E. (2019). Affirming immigrant families’ educational expectations: Race-conscious transformative leadership breaking the educational racial contract. *Educational Foundations and Social Justice Education Journal*, 4(2), 73-89.
 Acceptance Rate: 20%
 Impact Factor: Not reported
 Submitted for review: February 22, 2019
 Returned for revisions: March 5, 2019; May 19, 2019; September 10, 2019
 Resubmitted for review: March 31, 2019; June 17, 2019
 Accepted: September 16, 2019
20. Rojas, L., & **Liou, D. D.** (2018). Teaching for social justice: The promise of transformative expectations for urban Chicano/Latino youth. *Equity and Excellence in Education*, 51(2), 161-181.
 Acceptance Rate: 20%
 Impact Factor: 1.540
 Submitted for review: September 20, 2016
 Returned for revisions: June 23, 2017; June 26, 2018
 Resubmitted for review: July 30, 2017; July 8, 2018
 Accepted: July 24, 2018

19. **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: 6-10%
 Impact Factor: 1.760
 Submitted for review: June 26, 2017
 Returned for revisions: December 8, 2017; June 27, 2018
 Resubmitted for review: February 25, 2018; June 27, 2018
 Accepted: July 23, 2018
18. Liang, G., & **Liou, D. D.** (2018). Asian American female school administrators' self-concept and expectations for students' educational success. *Leadership and Research in Education, 4*, 70-96.
 Acceptance Rate: 15%
 Impact Factor: Not reported
 Submitted for review: January 6, 2017
 Returned for revisions: February 26, 2017; December 18, 2017
 Resubmitted for review: March 18, 2017; December 18, 2017
 Accepted: June 30, 2018
17. **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.
 Acceptance Rate: 8%
 Impact Factor: 1.519
 Submitted for review: March 20, 2017
 Returned for revisions: September 19, 2017
 Resubmitted for review: December 24, 2017
 Accepted: March 7, 2018
16. **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.
 Acceptance Rate: 30%
 Impact Factor: Not reported
 Submitted for review: April 12, 2017
 Returned for revisions: August 31, 2017; October 12, 2017
 Resubmitted for review: September 24, 2017; December 8, 2017
 Accepted: December 20, 2017
15. **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.
 Acceptance Rate: 19%
 Impact Factor: 1.636
 Submitted for review: October 26, 2016
 Returned for revisions: October 30, 2016; April 3, 2017
 Resubmitted for review: November 10, 2016; April 4, 2017
 Accepted: March 8, 2017
14. 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: 4.655 (5 years)

Submitted for review: April 26, 2016

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

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

Accepted: March 6, 2017

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.

Acceptance Rate: 5%

Impact Factor: 5.357

Submitted for review: March 11, 2016

Returned for revisions: August 13, 2016

Resubmitted for review: August 26, 2016

Accepted: September 4, 2016

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

Acceptance Rate: 20%

Impact Factor: 1.540

Submitted for review: December 30, 2015

Returned for revisions: April 21, 2016

Resubmitted for review: June 6, 2016

Accepted: June 22, 2016

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

Acceptance Rate: Not reported

Impact Factor: Not reported

Submitted for review: September 2, 2015

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

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

Accepted: May 25, 2016

10. **Liou, D. D.**, & Rojas, L. (2016). Teaching for empowerment and excellence: The transformative potential of teacher expectations in an urban Latina/o classroom. *The Urban Review*, 48(3), 380-402.

<https://doi.org/10.1007/s11256-016-0359-8>

Acceptance Rate: 6-10%

Impact Factor: 1.410

Submitted for review: June 27, 2015

Returned for revisions: January 30, 2016

Resubmitted for review: February 19, 2016

Accepted: March 1, 2016

9. **Liou, D. D.** (2016). Fostering college-going expectations of immigrant students through the sympathetic touch of school leadership. *Multicultural Perspectives*, 18(2), 82-90.

Acceptance Rate: 21-30%

Impact Factor: 0.400

Submitted for review: January 8, 2015

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

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

Accepted: February 14, 2016

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

Acceptance Rate: 27%

Impact Factor: 4.655 (5 years)

Submitted for review: September 14, 2014

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

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

Accepted: November 19, 2015

7. Covarrubias, A., & **Liou, D. D.** (2014). Asian American education and income attainment in the era of post-racial America. *Teachers College Record*, 116(6).

Acceptance Rate: 8%

Impact Factor: 1.519

Submitted for review: December 8, 2014

Accepted: February 16, 2015

6. **Liou, D. D.**, Martinez, A.*, & Rotheram-Fuller, E. (2015). Don't give up on me: Towards a 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: 1.650

Submitted for review: March 6, 2013

Returned for revisions: June 23, 2013; January 27, 2014; October 30, 2014

Resubmitted for review: September 19, 2013; August 6, 2014; November 17, 2014

Accepted: January 5, 2015

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.

Acceptance Rate: 27%

Impact Factor: 4.655 (5 years)

Submitted for review: Not available

Returned for revisions: July 2, 2013

Resubmitted for review: August 26, 2013

Accepted: November 20, 2013

4. Cooper, R., **Liou, D. D.**, & Antrop-González, R. (2010). The relationship between high-stakes information and the community cultural wealth model perspective: Lessons from Milwaukee and beyond. *Multicultural Learning and Teaching*, 5(2), 73-94.

Acceptance Rate: Not reported

Impact Factor: 0.11

Submission and acceptance dates not available.

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.

Acceptance Rate: 11-20%

Impact Factor: 0.86

Submission and acceptance dates not available.

2. **Liou, D. D.** (2008). Beyond politics of school size: An essay review. *Education Review*, 11(5).

Acceptance Rate: 70%

Impact Factor: Not reported

Submission and acceptance dates not available.

1. Cooper, R., & **Liou, D. D.** (2007). The structure and culture of information pathways: Rethinking opportunity to learn in urban high schools during the ninth grade transition. *The High School Journal*, 91(1), 43-56.

Acceptance Rate: 20%

Impact Factor: 0.38

Submission and acceptance dates not available.

Editorially Reviewed Book Chapters

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

Submitted for review: February 19, 2021

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

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

Accepted: November 20, 2023

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

Submitted for review: October 30, 2023

Accepted: November 22, 2023

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

Submitted for review: November 14, 2020

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

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

Accepted: March 21, 2023

11. **Liou, D. D.**, & Zang, A.* (2021). The color of coloniality: White administrators' expectations of Black males in school discipline. In A. Welton, S. Diem, & D. Owens (Eds.), *Developing anti-racist leaders: Advocating for racial equity in turbulent times* (pp. 81-92). Bloomsbury Publishing.

Submitted for review: July 7, 2020

Returned for revisions: August 31, 2020; November 25, 2020; June 14, 2021

Resubmitted for review: September 11, 2020; November 28, 2020; June 19, 2021

Accepted: June 21, 2021

10. Cooper, R., **Liou, D. D.**, & Tefera, A. (2019). Urban school leadership and positive expectations during the ninth grade transition through a critical third space. In J. C. McDermott, M. Cotic, & A. Kozuh (Eds.), *Lodging the theory in educational practice* (pp. 35-60). University of Los Angeles Press.
 Submitted for review: October 20, 2018
 Returned for revisions: October 25, 2018
 Resubmitted for review: November 5, 2018
 Accepted: December 15, 2018
9. Ramasanta, L.*, & **Liou, D. D.** (2018). A photo-testimonio: Educational expectations of resiliencies of first-generation Latina STEM college students. In J. S. Brooks & G. Theoharis (Eds.), *Whiteucation: Privilege, power, and prejudice in school and society* (pp. 132-157). Information Age Publishing.
 Submitted for review: November 20, 2017
 Returned for revisions: July 16, 2018
 Resubmitted for review: July 17, 2018
 Accepted: July 23, 2018
8. **Liou, D. D.**, Coronella, T.*, Fong, R.*, & Ramasanta, L.* (2019). The influence of the “Trump effect” on Latina immigrant student aspirations and expectations for STEM achievement. In K. Arar, K. Haj-Yehia, & D. Ross (Eds.), *Higher education challenges for migrants and refugee students in a global world* (pp. 151-170). Peter Lang International Academic Publishers.
 Submitted for review: December 16, 2017
 Returned for revisions: January 29, 2018
 Resubmitted for review: February 23, 2018
 Accepted: March 6, 2018
7. **Liou, D. D.**, Ambroso, E.*, & Antrop-González, R. (2018). Latinx parental expectations in the home: Educación and the assets of religiosity, family, and community. In W. Jeynes (Ed.), *The Wiley handbook of Christianity and education* (pp. 365-380). Wiley-Blackwell.
 Submitted for review: June 18, 2016
 Returned for revisions: December 23, 2016
 Resubmitted for review: February 19, 2017
 Accepted: September 15, 2017
6. **Liou, D. D.**, & Antrop-González, R. (2016). Transformative leadership and creating conditions to empower students marginalized by low academic expectations. In T. E. J. Marsh & N. Croom (Eds.), *Envisioning a critical race praxis in K-12 education through counter-storytelling* (pp. 141-162). Information Age Publishing.
 Acceptance Rate: 25%
 Submitted for review: September 2, 2015
 Returned for revisions: February 9, 2016
 Resubmitted for review: February 9, 2016
 Accepted: February 9, 2016
5. **Liou, D. D.**, & Antrop-González, R. (2011). To upend the boat of teacher mediocrity: The challenges and possibilities of critical race pedagogy in diverse urban classrooms. In C. Malott & B. Porfilio (Eds.), *Critical pedagogy in the twenty-first century: A new generation of scholars* (pp. 455-470). Information Age Publishing.
 Submission information not required at that time.
4. Antrop-González, R., **Liou, D. D.**, & Cooper, R. (2009). Examining the community cultural wealth model to meet students’ aspirations. In G. Williams & F. Obiakor (Eds.), *The state of education of urban learners and possible solutions: The Milwaukee experience* (pp. 75-92). Kendall Hunt.
 Submission information not required at that time.

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

Submission information not required at that time.

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

Submission information not required at that time.

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

Submission information not required at that time.

Editorially Reviewed Book Reviews

2. **Liou, D. D.** (2015, February 16). Uprooting urban America: Multidisciplinary perspectives on race, class, and gentrification. [Review of the book *Uprooting urban America: Multidisciplinary perspectives on race, class, and gentrification* by H. R. Hall, C. C. Robinson, & A. Kohli]. *Teachers College Record*.

<https://www.tcrerecord.org/content.asp?contentid=17862>

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

Learning Standards

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

Policy Briefs

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

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

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

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

Research Videos and Podcasts

3. Koyama, J., & **Liou, D. D.** (Interviewees). (2022, July 26). Futures of equity in education (Season 4, No. 7) [Audio podcast episode]. In *Learning futures*. ASU Mary Lou Fulton Teachers College. <https://learning-futures.simplecast.com/episodes/futures-of-equity-in-education-dteRtmdC>
2. Rojas, L., & **Liou, D. D.** (Interviewees). (2017, March 3). Podcast interview: Rojas & Liou [Audio podcast episode]. In *JTE insider*. JTE. <https://education.msu.edu/jte-insider/2017/podcast-interview-rojas-liou/>
1. **Liou, D. D.** (Interviewee) (2014, March 27). *Asian American educational attainment and earning power in post-racial America*. [Video]. The Voice of Teachers College Record. <https://www.vialogues.com/vialogues/play/14426>

Newspaper Op-Eds, Commentaries, and Prominent Blogs

11. **Liou, D. D.** & Poulson, D. (2023, August 31). Defend your child's freedom to read. *Peoria Times*.
10. **Liou, D. D.** & Poulson, D. (2023, August 31). Defend your child's freedom to read. *The Glendale Star*.
9. **Liou, D. D.** (2022, February). Responses to the UNESCO report, Reimagining our futures together: A new social contract for education. *Global Institute of Sustainability and Innovation*. <https://learningfutures.education.asu.edu/responses-to-the-unesco-report-reimagining-our-futures-together-a-new-social-contract-for-education/>
8. **Liou, D. D.** & Rodela, K. C. (2021, March 26). Equity, inclusion & action spring 2021 updates. *AERA Division A Newsletter*. <http://www.aeradivisiona.org/equity-inclusion--action-blog.html>
7. **Liou, D. D.** & Rodela, K. C. (2020, August 30). Introducing the 2020-2021 equity, inclusion, and action committee. *AERA Division A Newsletter*. <http://www.aeradivisiona.org/equity-inclusion--action-blog.html>
6. **Liou, D. D.** (2020, June 11). Families critical in any plan to reopen schools. *Abnaukeee 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=0MbO3d3P19vGsLfD3svIzdPYysqVnpKrmfFwd5Ckpkall6iHIZLez9%252FdwqKh26OSxJ6gnIeVkJCRp6DAoqHC0ZKWoMbmgdTVp5ConJdtdJeflJakiKOGlpKe#.WdBmeUvYnHc.gmail

Doctoral Dissertation

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

Manuscripts Under Revision and Review

3. Adelman, M., **Liou, D. D.**, Langerud, C. Rady, M., & Moorthy, S. (Revised/Resubmitted). Disrupting contractual expectations of white cisheteropatriarchy in the context of book bans. *Discourse: Studies in the Cultural Politics of Education*.

Submitted for review: December 21, 2023

Returned for revisions: December 23, 2023; March 18, 2024; April 4, 2024

Resubmitted for review: March 16, 2024; April 4, 2024; April 5, 2024

2. **Liou, D. D.** & Kim, J. (Revised/Resubmitted). Rejecting the “minority but not underrepresented minority” racial contract in post-pandemic higher education. *The Forum of American Journal of Education*.

Submitted for review: June 30, 2023

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

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

1. Deits Cutler, K., & **Liou, D. D.** (Revised/Resubmitted). Reviving a pedagogy of knowledge: Decoloniality content analysis of media expectations for banned antiracist books. In F. Sanjakdar & M. Apple (Eds.), *Engaging critical pedagogy in education: Global phenomenon, local praxis*. Routledge.

Submitted for review: May 13, 2022

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

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

Manuscripts Under Review

1. Deits Cutler, K., Brooks, M. C., **Liou, D. D.** & Sanjakdar, F. (Under Review). The “murder of knowledge”: Exploring epistemicide in race-gender Islamophobic expectations in children’s literature. *Equity & Excellence in Education*.

Submitted for review: June 9, 2023

Manuscripts in Progress

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

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

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

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

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

64. **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.
63. **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.
62. **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.
61. **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.
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* [Presenter]. 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

14. Newsom, J. M., **Liou, D. D.**, Deits Cutler, K. (2024). *Resisting book bans: Proactive critical inclusivity using Coretta Scott King Book Awards* [Conference session]. 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, United States.
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

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, Idaho, 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, Idaho, 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, 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* [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, 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 at Los Angeles, Los Angeles, CA, United States.
26. **Liou, D. D.** (2012). *The relevance of research* [Guest speaker]. University of California at Los Angeles Center for Community College Partnerships, Los Angeles, CA, United States.
25. **Liou, D. D.** (2012). *The legacy of Ronald E. McNair and the mission for social change* [Guest speaker]. University of California at Los Angeles McNair Research Scholars Program, Los Angeles, CA, United States.
24. **Liou, D. D.** (2012). *Beyond self-respect: A community perspective* [Guest speaker]. Student Assembly, Creston Middle School, Creston, IA, United States.
23. **Liou, D. D.** (2011). *Activism and wholeness* [Guest speaker]. Education for Social Justice Certificate Graduate Program, Iowa State University, Ames, IA, United States.
22. **Liou, D. D.** (2011). *A response to Governor Branstad's educational policy blueprint* [Round table presentation]. Discussion with State Legislators Lisa Heddens and Beth Wessel-Kroeschell, Iowa State University, Ames, IA, United States.
21. **Liou, D. D.** (2011). *Equity and access studies in education* [Guest speaker]. Education for Social Justice Certificate Graduate Program Retreat, Iowa State University, Ames, IA, United States.

20. **Liou, D. D.** (2011). *Be a Little Rock nine: Educational researchers and the work of social justice* [Guest speaker]. Education for Social Justice Certificate Graduate Program Retreat, Iowa State University, Ames, IA, United States.
19. **Liou, D. D.** (2011). *Giving an academic job talk* [Guest speaker]. Educational Leadership and Policy Studies Research Committee, Iowa State University, Ames, IA, United States.
18. **Liou, D. D.** (2011). *The relationships between the dissertation process and graduate students' social justice commitments* [Guest speaker]. Education for Social Justice Graduate Program Fall Retreat, Iowa State University, Ames, IA, United States.
17. **Liou, D. D.** (2011). *The role of mentoring in breaking the chains of deficit thinking for academic success* [Guest speaker]. Center for Community College Partnerships, University of California at 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 at 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 at 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 at 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, United States.
12. **Liou, D. D.** (2007). *Demystifying graduate school* [Symposium participant]. University of California Students of Color Conference, University of California at Santa Cruz, Santa Cruz, CA, United States.
11. **Liou, D. D.** (2007). *Why teach?* [Guest speaker]. The Academic Affairs Commission, University of California at 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 at 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 at 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 at 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 at 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 at Sacramento, Sacramento, CA, United States.

UNIVERSITY TEACHING AND MENTORING

Arizona State University Teaching

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

Iowa State University Teaching

- 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 at Los Angeles Teaching

Socialization of Emerging Scholars in the Academy (in person)

Ethnographies of the Academy: Familiarizing Yourself With Your Academic Discipline (in person)

Academic Writing Course (in person)

University of California at Berkeley Teaching

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)

- Chaomuangkong, T. (In progress). *Critical portraits of heritage-language-speaking pre-service teachers of color (HLS-PSTOCS) in Arizona* [Unpublished doctoral dissertation]. Arizona State University.
- Choi, K. (In progress). *Fostering critical consciousness within AAPI community college students through critical work-based learning curriculum* [Unpublished doctoral dissertation]. Arizona State University.
- Claeyssen, C. (In progress). *Project CRP: Exploring the impact of culturally responsive pedagogy on teacher perspectives of student success* [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. *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

| | |
|-----------|---|
| 2023 | Research Supervisor for Ivet Parra, Doctor of Philosophy in Educational Policy and Evaluation Program, Arizona State University |
| 2021 | Summer Research Mentor for Daniel Garcia, Doctor of Philosophy in 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 in Educational Policy and Evaluation Program, Arizona State University |
| 2019 | Career Advisor for Bronson Goodsell, Master of Education in Educational Leadership Program, Arizona State University |
| 2017-2019 | Publication Mentor for David Hernandez-Saca, Doctor of Philosophy in 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 in Educational Policy and Evaluation Program, Arizona State University |
| 2013-2014 | Research Supervisor for David Martinez, Doctor of Philosophy in 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 at 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 at Berkeley |
| 2000-2002 | Alumni Mentor for Ngan Tran, Senior Researcher, California Research Bureau |

Fulbright Scholars

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

International Visiting Scholars

| | | |
|-----------|------------------------|--------------------|
| 2023-2024 | Jessie Xiangzhen Liang | Qingdao University |
| | Daniel Liou | |

May 2024

China

| | | |
|-----------|------------------|---|
| 2023-2024 | Linda Yunxia Liu | Qingdao University China |
| 2023-2024 | Kaili Zou | Qingdao University China |
| 2018-2019 | Roman Capaul | University of St. Gallen Switzerland |

High School Research Apprenticeship

| | | |
|------|---------------------|---------------|
| 2019 | Sruthi Sudalaimuthu | BASIS Phoenix |
|------|---------------------|---------------|

PROFESSIONAL SERVICE

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

| | | |
|------|--|--|
| 2024 | Promotion from Assistant to Associate Professor | University of Connecticut Storrs, CT |
| 2023 | Promotion from Associate to Full Professor | Portland State University Portland, OR |
| 2023 | Promotion from Assistant to Associate Professor | University of South Florida Tampa, FL |
| 2023 | Promotion from Assistant to Associate Professor | University of New Mexico Albuquerque, NM |
| 2023 | Promotion from Assistant to Associate Professor | Washington State University Pullman, WA |
| 2022 | Promotion from Clinical Associate to Clinical Full Professor | Arizona State University Tempe, AZ |
| 2022 | Promotion from Associate to Full Professor | University of California, Los Angeles Los Angeles, CA |
| 2022 | Promotion from Assistant to Associate Professor | Farleigh Dickinson University Teaneck, NJ |
| 2021 | Research plan for sabbatical | Washington State University Pullman, WA |
| 2021 | Promotion from Senior Lecturer to Associate Professor | Monash University Melbourne, Australia |
| 2021 | Promotion from Assistant to Associate Professor | Texas Tech University Lubbock, TX |

Journal Editorship

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

Journal Editorial Boards

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

Additional Editorial Commitments

- 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, <i>International Journal of Educational Research</i> |
| 2019-2020 | Occasional Reviewer, <i>Teacher Education Quarterly</i> |
| 2018-Present | Occasional Reviewer, <i>Education 3-13</i> |
| 2018-Present | Occasional Reviewer, <i>Educational Policy</i> |
| 2018-Present | Occasional Reviewer, <i>American Journal of Education</i> |
| 2017-Present | Occasional Reviewer, <i>Educational Researcher</i> |
| 2017-Present | Occasional Reviewer, <i>Equity & Excellent in Education</i> |
| 2017-Present | Occasional Reviewer, <i>Educational Administration Quarterly</i> |
| 2017-Present | Occasional Reviewer, <i>Education and Urban Society</i> |
| 2017-Present | Occasional Reviewer, <i>International Journal of Educational Reform</i> |
| 2016-Present | Regular Reviewer, <i>Teachers College Record</i> |
| 2016-Present | Occasional Reviewer, <i>Multicultural Perspectives</i> |
| 2016-Present | Occasional Reviewer, <i>Journal of Critical Thought and Praxis</i> |
| 2015 | Occasional Reviewer, <i>Diaspora, Indigenous, and Minority Education</i> |
| 2014-Present | Occasional Reviewer, <i>American Educational Research Journal</i> |
| 2014 | Occasional Reviewer, <i>Educational Foundations</i> |
| 2014 | Occasional Reviewer, <i>International Journal of Qualitative Studies in Education</i> |
| 2014 | Occasional Reviewer, <i>Journal of Research on Leadership Education</i> |
| 2013-Present | Regular Reviewer, <i>Urban Education</i> |
| 2013 | Occasional Reviewer, <i>Education Policy Analysis Archive</i> |
| 2013 | Occasional Reviewer, <i>Association of Mexican American Educators</i> |
| 2012 | Occasional Reviewer, <i>The High School Journal</i> |
| 2008-2015 | Regular Reviewer, <i>Educational Studies</i> |
| 2007-2009 | Regular Reviewer, <i>InterActions</i> |

International and National Leadership and Service Committees

| | |
|-----------|--|
| 2023-2024 | Chair, Excellence in Research Award Committee, Division A; American Educational Research Association |
| 2022-2023 | Member, Excellence in Research Award Committee, Division A; 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; American Educational Research Association |
| 2019-2020 | Co-Chair; Equity, Inclusion, & Action Committee, Division A; American Educational Research Association |
| 2019 | Master's Thesis Examiner; Monash University |
| 2018-2019 | Member; Equity, Inclusion, & Action Committee, Division A; American Educational Research Association |
| 2018-2019 | Member; Award Committee, Leadership for Social Justice Special Interest Group; American Educational Research Association |
| 2018-2019 | Plenum Partner; University Council for Educational Administration |
| 2017-2018 | Reviewer; Award Committee, Division G; American Educational Research Association |
| 2016-2019 | Plenary Session Representative; University Council for Educational Administration |
| 2016-2017 | Reviewer; Dissertation of the Year Award, Leadership for Social Justice Special Interest Group; American Educational Research Association |
| 2007-2009 | Graduate Student Representative; American Education Studies Association |

Proposal Reviewer for Research Conferences

| | |
|-----------|---|
| 2015-2018 | University Council for Educational Administration Convention |
| 2013 | American Educational Research Association, Division A |
| 2010-2011 | American Educational Studies Association |
| 2007 | American Educational Research Association, Division G |
| 2007 | American Educational Research Association, School Community, Climate, and Culture SIG |
| 2005 | American Educational Research Association, Division L |

State and Local Leadership Experience

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

School Boards

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

University Service Committees

- 2018-2019 Achievement Rewards for College Scientists (ARCS) Awards Committee, Arizona State University
- 2015-2016 Dean Search Committee, Mary Lou Fulton Teachers College, Arizona State University

College and Departmental Service Committees

- 2023 Summer Reviewer, Curriculum Standing Committee, Arizona State University
- 2022-2023 Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
- 2022-2023 Co-Chair, Curriculum Standing Committee, Arizona State University
- 2021-2022 Member, Curriculum Standing Committee, Arizona State University
- 2021-2023 Chair, Associate Professor of Educational Leadership Search Committee, Arizona State University
- 2021-2023 Member, Justice, Equity, Diversity, and Inclusion Council, Arizona State University
- 2021 Co-author, LIFT (Listen, Invest, Facilitate, Teach) Initiative, Arizona State University
*Proposal resulted in the funding of two presidential post-doctoral scholars for the purposes of enhancing diversity, growth, and opportunity for Black undergraduate and graduate students
- 2021 Interim Program Co-Coordinator, Master of Education in Educational Leadership Program, Arizona State University
*Ranked #1 by U.S. News & World Report as best online master's in educational administration and supervision program
- 2021 Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
- 2020-2021 Member, Vice-Dean Search Committee (External search), Arizona State University
- 2019-2021 Member, Doctor of Education Program Admissions Committee, Arizona State University
- 2019-2020 Member, Division Director Search Committee (Internal search), Arizona State University
- 2019 Peer Reviewer, Faculty Teaching for Dr. Mildred Boveda, Arizona State University
- 2019 Curriculum Reviewer, Bank of America Mentors Program, Arizona State University
- 2019 Mock Interviewer, Educational Leadership Program, Arizona State University
- 2018-2022 Member, Character Initiative/Principled Innovation Steering Committee, Arizona State University
- 2018 Member, Faculty Recognition Awards Committee, Arizona State University
- 2018 Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University
- 2018 Admissions Reviewer, Doctor of Education Program, Arizona State University
- 2017-2019 Member, Governance and Policy Committee, Arizona State University
- 2017-2019 Convocation Reader, Mary Lou Fulton Teachers College, Arizona State University

| | |
|-----------|--|
| 2016 | Member, Educational Policy and Evaluation David L. Clark Graduate Student Research Seminar Committee, Arizona State University |
| 2016 | Member, Learning, Literacies, and Technologies Program Admissions Reviewer, Arizona State University |
| 2015-2016 | Member, Educational Leadership Assistant/Associate Professor Search Committee, Arizona State University |
| 2015 | Admissions Reviewer, Educational Policy and Evaluation Program, Arizona State University |
| 2014-2016 | Admissions Reviewer, Doctor of Education Program, Arizona State University |
| 2013-2017 | Portfolio Reviewer, Master of Education, Arizona State University |
| 2013-2014 | Member, Downtown Phoenix Doctor of Education Program Executive Committee, Arizona State University |
| 2013 | Member, School of Education Undergraduate Scholarship Committee, Iowa State University |
| 2012-2013 | Member, Educational Administration Program Admissions Committee, Iowa State University |
| 2011-2012 | Member, School of Education Communications/Events Committee, Iowa State University |
| 2011-2012 | Member, Personnel Committee, Iowa State University |

International Conference Planning

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

National Conference Planning

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

Regional Conferences, Events, and Workshops

| | | |
|------|--------------------------------------|-------------------------|
| 2011 | Event Organizer, Social Justice Week | McNair Scholars Program |
|------|--------------------------------------|-------------------------|

| | | |
|------|---|--|
| 2010 | Event Organizer, Save Ethnic Studies Delegation Presentation | University of California, Los Angeles Los Angeles, CA |
| 2008 | Event Organizer, The Dropout Crisis in the Northwest: Confronting the Graduation Crisis in All Communities with Special Focus on American Indian and Alaska Native Students | Civil Rights Project Seattle, WA |
| 2006 | Event Organizer, California Association of Freirian Educators Conference | Paulo Freire Institute Los Angeles, CA |
| 2005 | Event Organizer, California Association of Freirian Educators Conference | Paulo Freire Institute Los Angeles, CA |
| 2005 | Event Volunteer, Statewide Summit on <i>Williams vs. California</i> | Californians for Justice Institute of Democracy, Education, & Access Los Angeles, CA |
| 2004 | Event Organizer, California Association of Freirian Educators Conference | Paulo Freire Institute 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 |

OTHER PROFESSIONAL EXPERIENCE

Higher Education

| | | |
|-----------|---|---|
| 2006 | Teaching Assistant, “Current Problems in Education” Professor Carlos A. Torres | Graduate School of Education and Information Studies University of California, Los Angeles |
| 2005-2008 | Teaching Associate, “The Collegiate Experience” Professor Bruce Barbee | College of Letters and Science University of California, Los Angeles |
| 2005 | Reader, “The Collegiate Experience” Professor Bruce Barbee | Graduate School of Education and Information Studies University of California, Los Angeles |
| 2004 | Teaching Assistant, “Race, Class, and School Inequalities in the United States” Professor Tyrone C. Howard | Graduate School of Education and Information Studies University of California, Los Angeles |
| 2004 | Teaching Assistant, “Race, Class, and School Inequalities in the United States” Professor Jeff Duncan-Andrade | Graduate School of Education and Information Studies University of California, Los Angeles |
| 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 |
| 1993-199 | Bilingual Community Home-School Liaison | Berkeley High School Berkeley, CA |
| 1993 | Middle School Youth Counselor | Community Youth Center San Francisco, CA |