

Cristóbal Rodríguez, Ph.D.

“We have a great responsibility to connect the dots from our work in leadership and policy through research, teaching, and service, in order to improve opportunity and equity for all.”

**Associate Dean of Equity, Inclusion and Community Engagement, Mary Lou Fulton Teachers College
Associate Professor (Tenured) of Educational Leadership & Policy Studies, Arizona State University**
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EDUCATIONAL HISTORY

- 2009 **Doctor of Philosophy in Educational Administration, Major: Education Policy & Planning, Portfolio: Mexican-American Studies**
Mixed Methods Dissertation: *The Texas Experiment on the Border: Analysis of Student Access and Success of Borderland Top 10% Students at Borderland and Top Tier Public Universities*
The University of Texas at Austin: Pedro Reyes (Committee Chair)
- 2003 **Master of Arts in Education, Major: Curriculum & Instruction**
New Mexico State University
- 2001 **Bachelor of Arts, Major: Foreign Languages, Emphasis: German & Spanish**
New Mexico State University
- 1994-1995 **U.S. Congress – German Bundestag Scholarship Student Exchange**
Kolleg St. Thomas, Vechta, Niedersachsen, Deutschland

BRIEF BIOGRAPHICAL SKETCH

Dr. Cristóbal Rodríguez is the Associate Dean of Equity, Inclusion, & Community Engagement at the Mary Lou Fulton Teachers College of Arizona State University, “a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed”. His works and collaborations are published in the *Journal of Latinos and Education*, *Harvard Journal of African American Policy*, *Journal of Hispanic Higher Education*, *Equity & Excellence in Education*, *Association of Mexican American Educators Journal*, and the *International Journal for Qualitative Studies in Education*. He has various book chapters, but is proud of his book collaboration published in 2018 with co-editors Melissa A. Martinez and Fernando Valle: *Latino Educational Leadership: Serving Latino Communities and Preparing Latinx Leaders Across the P-20 Pipeline*. More importantly, Dr. Rodríguez provided an expert report/testimony on equity and achievement in the educational opportunity case *Martinez v. New Mexico*, conjoined with *Yazzie v. NM.*, which finalized a decision in favor of families and children in 2019, and has recently been contracted in a school finance case for Bilingual students in Tennessee. In 2016 Dr. Rodríguez was recognized with the White House Initiative on Educational Excellence for Hispanic Faculty Honors by the U.S. Dept. of Education and was most recently honored as the 2019 José A. Cárdenas School Finance Fellow with the Intercultural Development Research Association to collaborate on school finance, equity, and college readiness for Black and Latina/o/x students. He served as the Chair of the Charles H. Thompson Lecture-Colloquium Committee in the School of Education at Howard University, which annually highlights nationally recognized scholars in the education of Black students in coordination with the Journal of Negro Education. Dr. Rodríguez served as the Division A Planning Chair and as the Chair of the Latina/o/x Research Issues SIG for the 2019 AERA Annual Meeting. As an active AERA member since 2007, he has continuously served with mentoring efforts for graduate students and early career faculty across Divisions A, L, and J, and through various student development partnerships with the University Council for Educational Administration (UCEA) as a former Associate Director of Graduate Student Development from 2010-2013. Dr. Rodríguez was elected to a three-year term to the Executive Committee of UCEA in 2019 and serves on the Specialized Professional Association (SPA) Program Review Audit Committee with the National Policy Board for Educational Administration (NPBEA) as part of the Council for the Accreditation of Educator Preparation, and was recently appointed to the Board of Directors for the American Association for Hispanics in Higher Education.

AWARDS AND RECOGNITIONS

- 2019 José A. Cárdenas School Finance Fellow Intercultural Development Research Association (IDRA) fellowship on research on school finance and equity.
- 2016 White House Initiative on Educational Excellence for Hispanics Honors: Hispanic Faculty Honors is a U.S. Dept. of ED program recognizing scholars across disciplines. <https://sites.ed.gov/hispanic-initiative/2016/09/honoring-dr-cristobal-rodriguez/>
- 2014 HFSC Faculty of the Year Award nominated and elected by the executive committee of the Hispanic Faculty Staff Caucus.
- 2013 University Council for Educational Administration Distinguished Service Award in recognition for leadership and service as Associate Director of Graduate Student Development and for the growth and success of the Barbara L. Jackson Scholars Program, given on Nov. 7, 2013 at annual convention in Indianapolis.
- 2012 HFSC Faculty of the Year Award nominated and elected by the executive committee of the Hispanic Faculty Staff Caucus.
- 2011 American Association for Hispanics in Higher Education Dissertation Award Semifinalist, which recognizes the quality of work produced by Latina/o scholars in their dissertation within the past two years. Recognized on March 5, 2011.
- 2010 American Association for Hispanics in Higher Education Faculty Fellow provides the opportunity to be mentored by leading Latina/o scholars and to mentor developing scholars, Costa Mesa, California, March 2-March 7.
- 2009 Inter-University Program for Latino Research Summer Research Workshop at University of Notre Dame, as a competitive program, supports graduate students, or recent graduates, with mentoring and guidance on research methodologies.
- 2009 David L. Clark National Graduate Student Research Scholar in Educational Administration and Policy, University Council for Educational Administration (UCEA), American Educational Research Association (AERA), and SAGE Publications.
- 2007 Minority Doctoral Service-Loan Fellowship, New Mexico Higher Education Dept. – New Mexico State University nomination via Dean of College of Education.
- 2007 American Association for Hispanics in Higher Education Graduate Fellow – Annual award for graduate students in recognition for addressing Hispanic Issues.
- 2004 K. Patricia Cross Leadership Award Semi-finalist and AAHE Fellowship – American Association for Higher Education award by faculty and administrator.
- 1994 U.S. Congress-German Bundestag Scholarship – A Germany/United States funded scholarship for international exchange students in high school. Received and completed one year of student exchange program.

ACADEMIC & LEADERSHIP EXPERIENCES

Statement of Objective: My central goal is to provide expertise in leadership, research, teaching, evaluation, and policy analysis from a critical lens. This goal is influenced by my professional experiences in secondary and post-secondary education in serving and preparing underrepresented students for academic success, while systemically improving equity and opportunity for underserved communities. Thus my efforts center on leadership and policies that influence educational opportunity and equity throughout the educational pipeline, particularly for richly diverse communities, such as the Borderlands and Urban Communities.

2021-Present: **Associate Dean of Equity, Inclusion, and Community Engagement / Associate Professor with Tenure**, Mary Lou Fulton Teachers College, Arizona State University

2017-2021: **Director of Graduate Studies / Associate Professor with Tenure**, School of Education, Howard University

2015-2017: **Doctoral Coordinator / Assistant Professor** Educational Leadership & Policy Studies, Howard University

2014-2015: **Assistant Professor**, Educational Leadership & Policy Studies, Howard University

2009-2014: **Assistant Professor**, Educational Leadership & Administration, New Mexico State University

Graduate Research Assistantships

2007 – 2009: The University of Texas-Austin Education Research Center

2007 – 2009: Office of the Vice-President of Division of Student Affairs

2006 – 2007: University Council for Educational Administration

K-12 & HIGHER EDUCATION LEADERSHIP EXPERIENCES

2005-2006: Assistant Director of Living Learning Communities, NMSU
Initiated living learning communities for Housing and Residential Life.

2004-2005: Director/Coordinator of Health Careers Opportunity Project, NMSU
Directed a medical professions federal grant program in the last year of \$3 Million grant cycle under the U.S. Health Resources and Services Administration.

2003-2004: Coordinator, Engaging Latino Communities for Education, NMSU
Kellogg Foundation national grant for Latino student college access and success.

2002-2003: High School Teacher of German/Spanish, St. Vrain Valley Public Schools
Taught Spanish and German, Coached Baseball, Soccer, Advised MESA Program.

2001-2002: Assistant Director of Chicano Programs, NMSU
Advised and coordinated services for the advocacy of the Latino student community.

Key Academic Leadership Experience Overview

Associate Dean of Equity, Inclusion and Community Engagement, MLFTC, ASU

Position Description

- The Associate Dean of Equity, Inclusion, and Community Engagement serves as a strategic leader and subject matter expert for the Mary Lou Fulton Teachers College, ranked 11th overall in the U.S for Best Education Schools and serving over 4,500 graduate students, and ranked 1st in the nation in funded education research with \$74.7 million. This office is tasked with creating and cultivating a common vision of the College's commitment to Justice, Equity, Diversity, and Inclusion (JEDI) that can be shared amongst students, faculty and staff as well as Teachers College external constituents, while developing and implementing a strategic plan in collaboration with the Equity Council of the College, and with staff of the Office of the Associate Dean of Equity, Inclusion, and Community Engagement. This Office also develops, plans and delivers communication and training/education/workshops to the MLFTC community around JEDI and related subject matter; coordinate meetings with MLFTC leadership and administrators to deliver and discuss data and associated strategies to address any possible areas of under-utilization in the College's strategic plan, ensure that data and performance measures are easily accessible and shared amongst the broader community. Moreover, this Office carries the central role to collaborate with Division and Program leadership to develop and implement JEDI initiatives to recruit, retain and advance a world-class community of faculty and staff and promote inclusivity; create processes and procedures that ensure the inclusion and voice of students; as appropriate.

Director of Graduate School, School of Education, Howard University

Position Description

- As Director of Graduate Studies for the School of Education at Howard University, the role is centered around guiding and advancing the progress of graduate students in 10 academic graduate programs: 1 Ed.D. in Educational Leadership and Policy Studies; 4 Ph.D.s in Ed. Psychology, School Psychology, Counseling Psychology, and Higher Educational Leadership and Policy Studies; and 5 Master's Degrees in Education focused on Educational Leadership and Policy Studies, Elementary Education, Secondary Education, Special Education, and School Psychology and Counseling Services. This role also played a role in the development of a new Ph.D. program in Higher Educational Leadership and Policy Studies and serves as Chair of all dissertation committees to support dissertation advisors and students and serves as the Chair of the Scholarship Committee and oversee and manages scholarships in the School of Education.

Accomplishments

- **Faculty Development and Governance** – Served in the School of Education wide Advancement, Promotion, and Tenure Committee beyond reviewing faculty candidates, as well as, served in the Howard University wide Faculty and Leadership Development Committee, that strategically engaged and developed workshops that support faculty development in the School of Education and supported the Department Chair Leadership Academy across campus, especially as the School of Education is renewing the Faculty Handbook around promotion and tenure. Served on the Ethics Subcommittee of the Accreditation Committee in a successful accreditation review of Howard University.
- **Academic Program Development** – Supported the implementation of a new Ph.D. program in Higher Educational Leadership and Policy Studies as well as contributed to the program review process of all programs in the Department of Educational Leadership and Policy Studies. Co-developed the 5-year Strategic Plan for the School of Education through various faculty and staff lead discussions and collaborations.
- **Strategic Partnerships & Collaborations** – Continued to enhance partnerships with surrounding large urban school districts and national research organizations in Washington DC that provided internship opportunities for students, as well as, developed recruitment efforts for all graduate programs in the School of Education through such partnerships, as well as serve on the Steering Committee of the Urban Superintendents Academy, a co-founded partnership between Howard University and the American Association of School Administrators (The Superintendents Association)

Doctoral Coordinator, Educational Leadership and Policy Studies, Howard University

Position Description

- The Doctoral Coordinator in the Department of Educational Leadership and Policy Studies coordinates all program of doctoral students, including admissions, comprehensive exams, and dissertation completion. This role is critical to maintaining student retention efforts and seeing the success of graduating students in guiding students through all program requirements and academic engagement. Moreover, this position contributes to new doctoral program development in the Department.

Accomplishments

- **Academic Program Development** – Contributed to the development of a new Ph.D. of Higher Educational Leadership and Policy Studies, with a specific focus on Minority Serving Institutions. Additionally chaired the search for the first faculty and program coordinator of the Ph.D. program that would finalize its program approval by the Board of Trustees of Howard University. This program launched with its first cohort of students in the Fall of 2017.
- **Strategic Partnerships & Collaborations** – Contributed and assisted with two university and district doctoral program partnerships with Prince George’s County Public Schools and Montgomery County Public Schools. These two partnerships has successfully completed 28 doctoral graduates who have advanced in career and contributed key research for district improvements through course collaborations.

GRANT AND FUNDING COLLABORATIONS

- 2021 Bill & Melinda Gates Foundation \$115,000 Research grant on the relationship between school finance and college readiness for Dual-Language Learners in Texas.
- 2019 José A. Cárdenas School Finance Fellow \$20,000 Intercultural Development Research Association (IDRA) fellowship on research on school finance and equity.
- 2016 National Science Foundation STEM Equity Audits for K-12 Schools \$50,000 Co-Pi effort to develop and implement STEM based equity audits with K-12 school and district leaders.
- 2015 Howard University Summer Research Fellowship \$10,000 Summer Fellowship awarded as a pre-tenure award for developing research around serving Black and Latino elementary schools towards college access.
- 2013 La Catrina con Vino y Tapas Scholarship Fundraiser Chair In collaboration with La Catrina Quartet and the Hispanic Faculty Staff Caucus of New Mexico State University this evening event fundraised \$8,500 for scholarships.
- 2005 Health Careers Opportunity Project, US Health Resources and Services Administration Directed \$900,000 federal project by the Health Resources and Services Administration for diversifying health professions through college readiness.
- 2003 Coordinator, Engaging Latino Communities for Education (ENLACE) Coordinated both K-12 and Higher Education student events and activities that promoted graduation rates as part of a national \$3,000,000 statewide Kellogg Grant Initiative.

PUBLICATIONS AND CREATIVE ACTIVITIES

Peer-Reviewed Publications

Cristóbal Salinas Jr & **Cristóbal Rodríguez** (2020). *Tocayo* epistemology for Latino males in education. *Journal of Latinos and Education*. DOI: 10.1080/15348431.2020.1714626.

Rodríguez, C. (2019). Achievement, politics and policy shifts: Expert report on achievement For *Martinez/Yazzie v. New Mexico*. Invited Special Issue in *Association of Mexican American Educators Journal* found at <http://amaejournal.utsa.edu/index.php/amae/article/view/455>.

Khalil, D. & **Rodríguez, C.** (2017). #NoBanNoWall from a Borderlands love ethic: Testimonios of a Chicano and a Falestinia for an education of love. *International Journal of Qualitative Studies in Education*. London: Taylor and Francis, 30(10), 1019-1026. DOI:10.1080/09518398.2017.1312604.

Rodríguez, C., & Amador, A. G. & Tarango, B. A. (2016). Mapping educational equity and reform policy in the Borderlands: LatCrit spatial analysis of grade retention. *Equity & Excellence in Education*, 49(2), 228-240. DOI:10.1080/10665684.2016.1144834.

Rodríguez, C., & Martínez, M. A., & Valle, F. (2016). Latino educational leadership across the pipeline: For Latino communities and Latina/o leaders. *Journal of Hispanic Higher Education*, 15(2). 136-153.

Rodríguez, C. (2016). Top 10% Admissions in the Borderlands: Access and success of Borderland top students at Texas public universities. *Journal of Hispanic Higher Education*, 15(1). 41-54.

Rodríguez, C. (2014). Recovering and Framing the George I. Sanchez Legacy of Chicana/o Student and Policy Advocacy: Utilizing Data for Social Change. *Journal of Hispanic Higher Education*, 13(2). 81-91.

Wolfe Poel, E., & Brown, M., & Reyes, L. V., & **Rodríguez, C.** (2013, Fall) Helping preservice special educators scaffold the reflection process. *Journal of the American Academy of Special Education Professionals*, 70-86.

Vazquez Heilig, J., & Reddick, R. J., & Hamilton, C., & **Rodríguez, C.,** & Dietz, L. (2011). Actuating Equity: Historical and Contemporary Analyses of African American Access to Selective Higher Education from Sweatt to the Top 10 Percent Law. *Harvard Journal of African American Policy*, found at <http://isites.harvard.edu/icb/icb.do?keyword=k74757&pageid=icb.page414105>.

Vazquez Heilig, J. & **Rodríguez, C.,** & Somers, P. (2011) Immigrant DREAMs: English learners, the Texas 10% admissions plan, and college academic success. *Journal of Latinos and Education*, 10(2). 106-126.

Young, M.D. & **Rodríguez, C.** & Lee, P. (2008). The role of trust in strengthening relationships between schools and Latino parents. Michelle D. Young and Edward J. Fuller (Guest Eds), Special Issue of *Journal of School Public Relations*, 29(2), 174-209.

Editorial Publications

Rodríguez, C. Genao, S. & Sankofa, S. D. (Eds) (In Progress). Invited Special Issue: Re/Building Coalitions and Solidarity for Education Policy Advocacy *and Justice for All...*, *Education Studies*.

Torres-Velásquez, D., **Rodríguez, C.**, Hinjosa, D. G. & Bono, M. (Eds.) (2019). Invited Special Issue: Education, law and the courts: Communities in the Struggle for Equality and Equity in Public Education, *Association of Mexican American Educators Journal*, found at <http://amaejournal.utsa.edu/index.php/amae/issue/view/39>.

Book Publications

Rodríguez, C. & Martinez, M. A. & Valle, F. (Eds.) (2018). *Latino educational leadership: Serving Latino communities and preparing Latinx leaders across the P-20 pipeline*. Charlotte, NC: Information Age Publishing.

Non-Peer-Reviewed Publications

Rodríguez, C. & Valle, F. & Aleman, E. & Espino, M. & Gonzalez, J. C. & Hernandez, I. & Zamora, S. (Commissioned). Defining Latina/o Educational Leadership. *Hispanic Association of Universities and Colleges and Lumina Research Project*.

Valle, F. & **Rodríguez, C.** (2012). Leading the 21st Century demographic: Multicontext theory and Latina/o Leadership (Commissioned White Paper). *The HACU Hispanic Higher Education Research Collective*, found at http://www.hacu.net/hacu/H3ERC_Research_Initiative.asp.

Rodríguez, C. (2009). The Texas Experiment on the Border: Analysis of Student Access and Success of Borderland Top 10% Students at Borderland and Top Tier Public Universities. *Dissertation*.

Aguilar, A. & **Rodríguez, C.** (2008). "Histories, Discomforts, and Dreams": The realities of central Texas immigrant students and the search for a quality higher education. Presented on May 9, 2008 at Immigration and Education Conference at St. Edwards University.

Book Chapters (Invited)

Rodríguez, C., Santos, J. L. & Valdez, P. J. (2018). A history and advocacy of federal policy: improving access and success for Latina/o college students. In *Hispanic College Students Move Forward: Policies, Planning, and Progress in Promoting Access*. Eds. De los Santos Jr., A. G. & Rendon, L. J. & Keller, G. F. & Acereda, A. & Bensimón, E. & Tannenbaum, R. Phoenix, AZ: Bilingual Press.

Martinez, M. & **Rodríguez, C.** (Accepted). Roadblocks and pathways to college access for Latina/o students. In Chavez, L. & Ponjuan, L. & Saenz, V. (Eds.) *Latino higher education policy*. Notre Dame, IN: University of Notre Dame Press. (Expected Print 2018).

Ivory, G. & **Rodríguez, C.** & McClellan, R. (2015). Promoting the success of every student with integrity, fairness, and in an ethical manner: What if the way is not clear? In Ivory, G., & Hyle, A., & McClellan, R., & Acker-Hocevar, M., Eds. *Quandaries of the Small-District Superintendency*. Palgrave-McMillan.

Rodríguez, C. (2012). Top 10% Linguistically Diverse Students' Access and Success at Texas Public Universities. In Kanno Y. & Harklau L. (Eds.) *Minority Immigrants Go to College: Preparation, Access, and Persistence*. New York: Routledge.

International Conference Proceedings

Rodríguez, C. (Chair/Facilitator/Presenter), (2019). Aligning Culturally Responsive Educational Leadership Through Policy. *World Education Leadership Symposium*, Zug, Switzerland. Presented on September 26, 2019.

Rodríguez, C. (Chair/Facilitator/Presenter), (2017). Systemic equity leadership and policy towards an equality of outcomes: Group, school, and district considerations for improving schools for diverse learners. *World Education Leadership Symposium*, Zug, Switzerland. Presented on September 7, 2017.

Rodríguez, C. (2015). Language policy and access over time: Language and culture for a 21st century global society beyond accountability. Symposium on Equity, European Education Research Conference/World Education Research Association Focus Meeting, Budapest, Hungary.

Rodríguez, C. (2015). Language policy and access over time: Language and culture for a 21st century global society beyond accountability. Symposium on Equity, School Leadership Symposium, Zug, Switzerland.

Conference Proceedings

Rodríguez, C. (Chair), (2019). Reauthorization of HEA: Preparation and Retention of Educational Professionals Act. *American Education Research Association Annual Meeting*, Toronto. Presented on April 7, 2019.

Rodríguez, C. (Chair), (2018). Narrowing the space between grant funders and grant writers in educational leadership. *American Education Research Association Annual Meeting*, New York City. Presented on April 13, 2018.

Rodríguez, C. (2018). Seminar: Culturally relevant assessment tools, implications for policy: Reframing the assessment discourse. *American Association for Hispanics in Higher Education*, Riverside, CA. Presented on March 8, 2018.

O'Brien, C., & **Rodríguez, C.**, & Martinez, M. A. (2017). Deaf Latino Children: A Painful State of Deaf Education. *University Council for Educational Administration Annual Convention*, Denver, CO. Presented on November 17, 2017.

- Rodríguez, C.** (Chair/Facilitator), (2017). Critical conversation and networking session: A dialogue on whiteness and white racism in educational leadership and policy. *University Council for Educational Administration Annual Convention*, Denver, CO. Presented on November 17, 2017.
- Rodríguez, C.** (Chair/Facilitator), (2017). Symposium: Defining Latino Educational Leadership: Guiding the Field to Serve Latino Communities and Prepare Latinx Leaders. *American Education Research Association Annual Meeting*, San Antonio, TX. Presented on April 29, 2017.
- Salinas, C. & **Rodríguez, C.** (2016). Tocayo epistemology for Chicana/o scholars in educational leadership. *Association for the Study of Higher Education: Columbus, OH.*
- Rodríguez, C.**, & Garcia Amador, A. & Tarango, B. A. (2016). Mapping educational opportunity and reform policy in the Borderlands: LatCrit spatial analysis and grade retention. *American Education Research Association*. Washington, DC.
- Rodríguez, C.**, Martinez, M. A., & Valle, F. (2015). Latino educational leadership across the pipeline: For Latino communities and Latina/o leaders. *American Association for Hispanics in Higher Education*, Frisco, TX.
- Rodríguez, C.**, & Garcia Amador, A. & Meyer, B. A. (2014). Mapping educational opportunity and reform policy in the Borderlands: LatCrit spatial analysis and grade retention. *University Council for Educational Administration*. Washington, DC.
- Shetley, P., Stevenson, Z., Magruder, C., Gillens, P. & **Rodríguez, C.** (2014). Critical Conversation Roundtable. Social Justice in a University/School District Collaborative Partnership: Giving Voice to a Need. *University Council for Educational Administration*. Washington, DC.
- Rodríguez, C.**, Martinez, M. A., & Valle, F. (2014). Symposium on Latino educational leadership: For Latino communities and Latina/o leaders. *University Council for Educational Administration*, Washington, DC.
- Rodríguez, C.**, Martinez, M. A., & Valle, F. (2014). Symposium on Latino higher educational leadership: For Latino communities and Latina/o leaders. *Association for the Study of Higher Education*, Washington, DC.
- Rodríguez, C.** (2013). The legacy of Chicana/o student and policy advocacy: Utilizing data for social change. 2013 American Association of Hispanics in Higher Education, San Antonio, TX.
- Rodríguez, C.** (2013). Coordinator and Host: AERA Jackson Scholar Workshop: 2013 Annual Meeting of the American Education Research Association, San Francisco, CA.
- Rodríguez, C.** (2012). Coordinator and Host: Jackson Scholar Research Symposium: 2012 University Council for Educational Administration, Denver, CO.

- Rodríguez, C.** (2012). Coordinator and Host: AERA Jackson Scholar Workshop: 2012 Annual Meeting of the American Education Research Association, Vancouver, Canada.
- González, C., & Reyes, L. V., & **Rodríguez, C.** (2012). Aligning National and State Policies to Early Childhood Philosophy. 2012 Border Learning Conference, Las Cruces NM.
- Rodríguez, C.** (2011). Symposium Discussant: Research, Policy, and Politics in the Preparation of our Doctoral Students (Mark Barela, Connie Gonzalez, Wendi Miller-Tomlinson, Frank Mirabal); 2011 University Council for Educational Administration, Pittsburgh, PA.
- Rodríguez, C.** (2011). Coordinator and Host: Jackson Scholar Research Symposium: 2011 University Council for Educational Administration, Pittsburgh, PA.
- Rodríguez, C.** (2011). Coordinator and Host: AERA Jackson Scholar Workshop: 2011 Annual Meeting of the American Education Research Association, New Orleans, LA.
- Rodríguez, C.** (2010). Coordinator and Host: Jackson Scholar Research Symposium: 2010 University Council for Educational Administration, New Orleans, LA.
- Rodríguez, C.** (2010). Coordinator and Host: AERA Jackson Scholar Workshop: 2010 Annual Meeting of the American Education Research Association, Denver, CO.
- Rodríguez, C.** & Acosta, S. & Martinez, M. (2010). *The Uneven Race Neutral Admissions: Chicana Feminist Theory on Borderland Top 10% Access and Success.* Annual Meeting Of the American Educational Research Association, Denver, CO.
- Aguilar, A. & **Rodríguez, C.** (2009). "Historias, inquietudes, y sueños:" Immigrant student transformative resistance through counternarratives. Annual Conference of the Association for the Study of Higher Education.
- Vazquez Heilig, J., & **Rodríguez, C.**, & Somers, P. (2009) Immigrant DREAMs: The Texas 10% admissions plan, English learner college choice and academic success. 6th International Workshop on Higher Education Reform at Mexico City.
- Aguilar, A. & **Rodríguez, C.** (2009). "Historias, inquietudes, y sueños": The policy-inflicted realities of immigrant students and the search for a quality higher education. Annual Meeting of the American Educational Research Association.
- Vazquez Heilig, J. & **Rodríguez, C.**, & Somers, P. (2009) Boon, bust, or neither? Considering the Texas 10% admissions plan and ELL student migration, enrollment, and academic success. Annual Meeting of the American Educational Research Association.
- Rodríguez, C.** (2008). The Texas experiment: Top ten percent admissions students and public universities from the Borderland. *Texas Higher Education Opportunity Project at Princeton University*, Research Symposium.
- Vasquez Heilig, J. & Somers, P. & **Rodríguez, C.** & Suchitra, S. (2008). Staying in the saddle: Texas ELL's college choice, persistence, and completion. University of Texas / Texas Association of School Administrators Summer Conference on Education.

Rodríguez, C. (2008). Staying in the saddle: Texas ELL's college choice, persistence, and completion. Annual Meeting of the American Education Research Association.

Rodríguez, C. (2007). The University of Texas Center for Collaborative Educational Research and Policy (UTCCERP): Top 10% admissions in Texas. Presented on October 26, 2007 at the UCLA Civil Rights Project / Proyecto Derechos Civiles, Roundtable Conference in Austin, TX.

Young, M.D., & **Rodríguez, C.** & Fuller, E. (2006). Importance of trust in increasing parental involvement and student achievement in Mexican American communities. Presented on November 10 at University Council for Educational Administration Convention.

Gutierrez Spencer, L. & **Rodríguez, C.** (2004) Teaching and Working with 1st Generation Students and Minority Students. Presented on February 27 at New Mexico Higher Education Assessment and Retention Conference.

Creative Activities: Regional Media

Rodríguez, C. (2019). Equity Audits – Assessing Equity Across Education – Visiting Scholar Webinar-On-Demand. *Intercultural Development Research Association – Equity Assistance Center South*: San Antonio, TX, <https://youtu.be/PUCtLTzyajs> .

Rodríguez, C. (2018). Visiting Scholar Webinar: College Readiness and Equity: Research, Policy, Practice and Advocacy for Schools and Districts. *Intercultural Development Research Association – Equity Assistance Center South*: San Antonio, TX, <https://youtu.be/qaT1jDWFedo> .

Rodríguez, C. (2012). Hopes and anxieties through the New Mexico educational system / Esperanzas e inquietudes a través del sistema educativo en Nuevo México. *Tu Revista Latina*: Las Cruces, NM. 5(3) pp. (14-17, 38-40).

Creative Activities: Policy Research Briefs for Legislators and Community

Rodríguez, C. (2016). Policy Research Brief: Understanding and Collaborating for Equity in DCPS.

Rodríguez, C. (2013). Policy Research Brief: The NM Lottery Scholarship and Graduation.

Rodríguez, C. (2012). Policy Research Brief: Teacher and School Leader Effectiveness Act.

Rodríguez, C. (2011). Policy Research Brief: 3rd Grade Reading Retention.

Contributed Creative Activities-Not Authored

Winograd, P. & Wiburg, K. & Boberg, K. (2012). Education in Doña Ana County: The Challenges, The Choices, The Future. Las Cruces, NM: The Bridge of Southern New Mexico.

TEACHING AND STUDENT ADVISING

Narrative Summary: The central focus of my education philosophy is that all students learn and learn in multiple ways, and it is through pedagogical learning that can transform students and promote transactional leadership in students. I believe that an educator always lives through teachable moments, whether for myself or for others, with a focus on critical and socially just considerations. An example of Cristobal's critical approach to teaching is the application of equity analyses and systemic/community assessments, with particular attention to linguistically and racially diverse populations in schools through: graduate courses such as Education Policy, Bilingual Education Leadership, School Law, School Finance and Ethics.

Chaired/Advised Doctoral Student Dissertations

- 2021 Sofia Vega-Ormeño, Howard University: The Path to Latina Principalship in Urban Mid-Atlantic School Districts: A Narrative Approach
- 2021 Miriam S. Lynch, Howard University: The Ripple Effect: The Political Discourse and the Role of Race Involving Policy and Practice in Water Safety Education and Drowning Prevention Programming in African American Communities.
- 2021 Albandari Aldrees, Howard University: An Organizational Learning Study on the Inclusive Practices in Elementary Schools from Educators' Perceptions in Saudi Arabia
- 2021 Selena Swilling, Howard University: The Exploration of New Principals and their Leadership Support Teams' Perceptions of Professional Standards for Educational Leaders (PSEL) and Associated Practices
- 2020 Amber Williams, Howard University: How Informed Is "Trauma-Informed"? The Voices of Black Male Principals In Urban High Schools Concerning Trauma-Informed School Policy
- 2019 Lorenzo Prillman, Howard University: Moving Toward a Pathway of Anti-Deficit Thinking About the Educational Aspirations of Black and Latino Male Students
- 2019 Lama Al Assaf, Howard University: Higher Education and Empowerment of Saudi Women: The Role of the King Abdullah Scholarship Program (KASP)
- 2019 Lynda P. Young, Howard University: The Influence of the Middle States Accreditation Processes on Historically Black Colleges and Universities (HBCUs): A Case Study of Howard University's Leadership & Governance from 1989-2009
- 2018 Tenika Holden-Flynn, Howard University: Sustainable Data Driven Professional Development: An Exploratory Survey
- 2017 Sheila Jefferson, Howard University: Urban Title 1 Elementary Principals' Perception of Parent Involvement in Black and Latino Schools
- 2017 Dana Tutt, Howard University: Educational Leadership Policy Standards and Aligned Professional Development: Examining Perceptions Of Urban Principals' Performance
- 2017 Lisa Green, Howard University: Implementing Standards-Based Reform Policy: An Examination of Special and General Education Teacher Perceptions of the Common Core State Standards for Students in a Mid-Atlantic School District

- 2017 Monique Lamar, Howard University: Prepared for Leadership: A Case Analysis of the Perceptions of School Leaders Regarding their Propensity Towards Applied Critical Leadership
- 2017 Dana Doggett, Howard University: Hip-Hop used as a Learning Tool to Foster Student Achievement in an Urban School
- 2017 Dorothy Egbufor, Howard University: A Grounded Theory Approach to Understanding Ethical Leadership with School Leaders in Southern Nigeria: A Perspective of Three Primary Schools
- 2017 Hani Abo Awad, Howard University: Multi-Ethnic Identity Among Bedouin Children In Israel: A Study Of Bedouin Children And Home Demolition
- 2016 Alicia Renix, Howard University: Declaring the Truth of Her Voice: Portraits of African American Women Principals and the Staff Cultures They Lead
- 2016 Charnita Whitmyer, Howard University: A Bolman and Deal Framework of Science Teachers' Beliefs on Teacher Preparation and Reform Practices for Diverse Learners
- 2015 Rudolph Saunders, Howard University: A Critical Quantitative Analysis of the Effects of Budgeting Models in Creating Equity for High School Students in an Urban District
- 2015 Rodney Henderson, Howard University: A Critical Quantitative Analysis of Equity of Elementary Schools in a Large Urban School District Using Weighted Student Formulas
- 2014 Lorenzo Reyes, NMSU: Immigrant Parents' Experience in the College Decision Process of Their Children
- 2013 Graciela Martínez, NMSU: "Las Colegas" Principal Mosaic: A Portraiture of Three Successful Borderland School Principals
- 2013 Arsenio Romero, NMSU: Political Power of New Mexico Public School Superintendents: A Qualitative Exploratory Study
- 2012 Anita M. Roybal, NMSU: A Hispanic Woman in Educational Leadership in Northern New Mexico: An Auto-Ethnography
- 2012 Teófilo Ugalde, NMSU: Community Wealth Capitals, Resources and Educational Success in the El Paso Borderlands

Thesis Research

- 2011 Antoinette Sellers, NMSU Honors Thesis: Oral History on Booker T. Washington Elementary, a segregated Black School in southern New Mexico.

Courses Developed and Taught

ELPS 514: Organization Change and Theory, Howard University (Hybrid)

ELPS 231: Multicultural Leadership, Howard University

ELPS 422: Education Policy Seminar, Howard University (Hybrid)

ELPS 455: Ethics in Decision Making in Education, Howard University (Online/Face)

ELPS 520: Financial Management in Education, Howard University (Hybrid)

EMD 676: Educational Financial Management, NMSU (Hybrid Delivery)

EMD 578: Administration and Leadership of Bilingual Education, NMSU (On-line)

EMD 579: School Law (Masters Level), NMSU (On-line)
EMD 679: K-12 Law and Policy (Doctoral Level), NMSU (Hybrid Delivery)
HIST 367: Mexican Americans in the U.S., NMSU
EMD 575: Elements of Research, NMSU (ITV)
EMD 576: Multicultural Leadership, NMSU (On-line)
EDA 391K: Legislative Issues in Higher Education (Teaching Assistant) UT-Austin
LAW 397S: Seminar on Changing American Schools (Teaching Assistant) UT-Law School

Keynote or Guest Lecture

Rodríguez, C. (December 6, 2019). Maryland Equity Project-Education Policy Colloquium Series: *Developing a College Readiness Equity Index: Texas as a Case Study using CRDC Data with National Policy Implications*. University of Maryland, College of Education.

Rodríguez, C. (July 9, 2019). Keynote:... *And Excellence for All: Systemic and Cultural Transformations for Equity*. Virginia is for All Learners Equity Conference. Richmond, VA: Virginia Department of Education.

Rodríguez, C. (November 9, 2018). *Reframing the Achievement Gap Towards Equity: Research, Policy and Practice for Latinx Students Amidst ESSA*. Georgetown University.

Rodríguez, C. (October 8, 2018). *Towards Equity and Success for Latinx Students*. UNC-Chapel Hill: Latinx Heritage Month Speaker.

Rodríguez, C. (2016, 2017, 2018, 2019). *The Achievement Gap and Equity: Research, Policy, Practice and Advocacy for Superintendents Leading Urban/Diverse Communities*. AASA-Howard University – Urban Superintendents Academy.

Rodríguez, C. (January 27, 2016). *A policy discussion on affirmative action and the Texas top 10% undergraduate admission program*. Howard University - School of Law.

Rodríguez, C. (March 18, 2015). *Latino policy research and advocacy and the George I. Sánchez legacy of improving educational opportunity*. George Washington University – Department of Sociology & Officer of Diversity and Inclusion.

Webinars

Rodríguez, C. (2019). Equity Audits – Assessing Equity Across Education – Visiting Scholar Webinar-On-Demand. *Intercultural Development Research Association – Equity Assistance Center South*: San Antonio, TX, <https://youtu.be/PUCtLTzyajs> .

Rodríguez, C. (2018). Visiting Scholar Webinar: College Readiness and Equity: Research, Policy, Practice and Advocacy for Schools and Districts. *Intercultural Development Research Association – Equity Assistance Center South*: San Antonio, TX, <https://youtu.be/qaT1jDWFedo> .

Workshops

Rodríguez, C. (January 15, 2016) Leadership and love matters: Transforming a school's culture towards equity. St. Mary's County Public Schools.

Rodríguez, C. (June. 25, 2015) Publishing your dissertation. Prince George's County Public Schools: Flowers H.S.

McGregor-Mendoza, P. & **Rodríguez, C.** (Oct. 17, 2013) Teaching Online: Getting Started Modules. *Teaching Academy of New Mexico State University.*

Rodríguez, C. (Feb. 1, 2013) Due process and the evaluation of educators. *School Principal Professional Development Conference of North-Western New Mexico.*

Reyes, L. V., & **Rodríguez, C.** (March, 2011) Analyzing State Policy: 3rd Grade Reading Retention Bills in New Mexico. *League of Women Voters, Doña Ana County, NM.*

Teaching Professional Development

-2010, 2011, 2012, 2013 Teaching Academy Distinguished Member Award at NMSU.

-Online Course Improvement Program (2010-2011), Quality Matters Rubric integration.

SERVICE & LEADERSHIP

Narrative Summary: I believe that the central concept of service and leadership is to support the development, growth, and empowerment of the community at large. To highlight this focus, I have served as a colleague and administrator to K-12 and higher education educators. How I align that sense of development, growth, and empowerment has been through providing support both individually and organizationally to foster sound research-based practices that align to the success of children and back to my role as a leader, and today to my role as a professor. Further, it should be noted that additional grounding in community-oriented efforts are vital to improving educational opportunity for children.

Local Leadership & Service

2018-Current: Chair, Charles Thompson Colloquium and Lecture Committee, HU – School of Education

2016-2017: Dean of School of Education Search Committee, Howard University Service
Appointed by the Office of the Provost and recognized as university service.

2015-2017: DCPS Chancellor's Parent Cabinet Appointed to serve in an advisory role capacity to the Chancellor of District of Columbia Public Schools.

2014-Current: Ceremony and Commencement Committee, HU – School of Education.

2013-2014: University of New Mexico, College of Education Community Partners Advisory Committee is a state-wide committee to inform the Dean search and a reconceptualization of the College of Education under the auspices of the Office of the Provost, Chaouki Abdallah.

2013-2014: Doña Ana Place Matters, National Kellogg Initiative
County wide collaborative initiative to address health inequities and economic justice.

2010-2014: Hispanic Education Task Force, Southern New Mexico
Serving as co-chair of a collaborative effort to address the Hispanic Education Gap.

2010-2014: Border Center for Education Studies (BoCES), NMSU College of Ed.
Serving as associate advisor in fulfilling the mission of teaching, research, and policy.

2012-2014: Faculty Senate, New Mexico State University
The NMSU Faculty Senate serves as the legislative body representing the faculty.

2010-2013: College of Education Research Committee, NMSU
The NMSU College of Education Council Committee supports mini-grant funding efforts.

2012-2013: Vice-Chair of the Hispanic Faculty Staff Caucus of NMSU
The Hispanic Faculty Staff Caucus is an NMSU advocacy/social.

2005-2006: Chair of the Hispanic Faculty Staff Caucus of NMSU
The Hispanic Faculty Staff Caucus is an NMSU advocacy/social organization.

National Leadership & Service

2021-2024: Board of Directors of the American Association for Hispanics in Higher Education

2020-2022: SPA Audit Review Committee for NPBEA with the Council for the Accreditation of Educator Preparation (CAEP)

Specialized Professional Association (SPA) Program Review Audit Committee with the National Policy Board for Educational Administration (NPBEA) as part of the Council for the Accreditation of Educator Preparation (CAEP).

2019-2022: UCEA National Executive Committee Member

Elected by the Plenum Session Representatives by all institutional members of the University Council for Educational Administration to a 3-year term, which supports development for the discipline of Educational Leadership and Policy as the premier national academic organization.

2019: AERA Annual Meeting Planning Committee: Division A Planning Chair

Planning Chair for Division A 2019 Annual Meeting for Toronto Meeting.

2019: AERA Annual Meeting Planning Committee:

AERA Planning Committee for 2019 Annual Meeting for Toronto Meeting.

2018-2019: Chair of Latina/o/x Research Issues SIG

Hispanic Research Issues SIG of the American Education Association.

2012-2018: Plenum Session Representative for NMSU/Howard University, UCEA

The University Council for Educational Administration has a governance structure within its member institutions acting as an institutional based voting council for policy and election purposes.

2017-2018: 2018 AERA Annual Meeting Planning Committee: Division A

Assistant Chair of Division A Planning Committee for 2018 New York Meeting.

2017: UCEA Convention Planning Committee

Appointed to 2017 UCEA Convention Committee to be held in Denver, CO.

2016-2017: 2017 AERA Annual Meeting Planning Committee: Division A

Chaired Section 5 for 2017 for San Antonio Meeting, for 2018 New York Meeting.

2014-2017: Martinez v. New Mexico: School Finance Case Expert Witness

Expert witness using state data K-12 achievement data for a legal case filed on behalf of families throughout New Mexico by Mexican American Legal Defense and Education Fund (MALDEF) for lack of adequate/efficient school funding levels.

2012-2014: Educational Leadership and Policy Studies Advisory Board, Howard Univ.

The department of Educational Leadership and Policy Studies under the School of Education at Howard University initiated an advisory board for program development efforts.

2010-2013: Associate Director of Graduate Student Development, UCEA

Coordinating mentoring and efforts for the University Council for Educational Administration to support the Barbara L. Jackson Scholars Program.

Editorial and Review Boards

2018-Current: Journal of Hispanics in Higher Education Editorial Board

2011-Current: Educational Administration Quarterly Editorial Board

2011-Current: Journal of Cases in Educational Leadership Editorial Board

2015-2017: Journal of Equity and Excellence in Education Reviewer