

Sylvia Hurtado

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Born: San Antonio, Texas

Moore Hall, 405 Hilgard Avenue
Graduate School of Education &
Information Studies (GSE&IS)
University of California, Los Angeles
Los Angeles, CA 90095-1521

EDUCATION

Ph.D. in Education (Cognate: Sociology), 1986-1990
Graduate School of Education, University of California, Los Angeles (UCLA)

Ed.M. in Administration, Planning and Social Policy, 1982-1983
Graduate School of Education, Harvard University

A.B. in Sociology (Cognate: Anthropology), 1976-1980
Princeton University; Certified teacher in Spanish and Social Studies, State of New Jersey

ACADEMIC AWARDS AND HONORS

International Latino Book Awards, 1st Place Best Academic Themed Category, 2016
American Educational Research Association, Division J Exemplary Research Award, 2015
American Association of Hispanics in Higher Education, Outstanding Latina/o Faculty in Higher Education Research Award, 2011
American Educational Research Association, AERA Fellow, 2011—
Association for the Study of Higher Education: Leadership Award, 2010; Mildred Garcia Exemplary Research Award, Committee on Ethnic Participation, 2007; President 2004-05; Special Merit Award: University of Michigan Affirmative Action Defense Team, 2003
Honorary Doctorate in Humane Letters, Northeastern University, 2008
Honorary Doctorate in the Social Sciences, Denison University, 2006
Black Issues in Higher Education, Named Top 15 Influential Faculty who personify scholarship, service and integrity and whose work has had substantial impact on the academy, 1999
Harold R. Johnson Diversity Award, University of Michigan, 1998
Distinguished Early Career Award, Association for the Study of Higher Education, 1995-96
Evan and Helen Geib Pattishall Junior Faculty Research Award, University of Michigan SOE, 1994
University of California President's Postdoctoral Fellowship, 1990-92
Dorothy Danforth Compton Graduate Fellowship, UCLA, 1986-1990

ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

Full Professor 2004—; Director, Higher Education Research Institute, GSE &IS, UCLA, 2004-15.
Director and Department Chair, Center for the Study of Higher and Postsecondary Education, 2000-03;
Associate (1997-2003) Assistant (1992-97) Professor, School of Education, University of Michigan
University of California President's Postdoctoral Fellow, Department of Sociology, UCLA, 1990-92
Research Assistant, Center for the Study of Evaluation/CRESST, UCLA, Summer 1987
Research Assistant, Higher Education Research Institute, UCLA, 1986-1990
Assistant to the Graduate Dean, Division of Graduate Studies and Research, UC Santa Cruz, 1983-1986
Special Assistant to the Director of Admissions, Massachusetts Institute of Technology, 1982-1983
Assistant Regional, Interim Associate Director of Admissions, Princeton University, 1980-1982

PUBLICATIONS

Books and Monographs

- Zambrana, R. & Hurtado, S. (Eds.) (2015). The magic key: The educational journey of Mexican Americans from K–12 to college and beyond. Austin, TX: University of Texas Press.
- Núñez, A-M., Hurtado, S. & Calderón Galdeano, E. (Eds) (2015). Hispanic-serving institutions: Advancing research and transformative practice. New York: Routledge.
- Harper, S. & Hurtado, S. (Eds.) (2010). Racial and ethnic diversity in higher education. ASHE Reader Series (3rd ed.). Boston: Pearson.
- Gurin, P., Lehman, J. S., Lewis, E., with Dey, E. L., Gurin, G., & Hurtado, S. (2004). Defending diversity: Affirmative action at the University of Michigan. Ann Arbor: University of Michigan Press.
- Schoem, D. & Hurtado, S. (Eds.) (2001). Intergroup dialogue: Deliberative democracy in school, college, community, and workplace. Ann Arbor: University of Michigan Press.
- Hurtado, S., Milem, J. F., Clayton-Pederson, A., & Allen, W. A. (1999). Enacting diverse learning environments: Improving the campus climate for racial/ethnic diversity in higher education. ASHE-ERIC Series. San Francisco: Jossey-Bass.

Articles in Scholarly and Professional Journals

- Estrada, M., Burnett, M., Campbell, A. G, Campbell, P. B., Denetclaw, W., Gutiérrez, C. G., Hurtado, S., John, G.H., Matsui, J., McGee, R., Okpodu, C.M., Robinson, T.J., Summers, M.F., Werner-Washburne, M. & Zavala, M. (2016). Improving Underrepresented Minority Student Persistence in STEM. CBE-Life Science Education, 15 (8), 1-10.
- Pfund, C., Byars-Winston, A., Branchaw, J., Hurtado, S. & Eagan, K. (2016). Principles and metrics of effective mentoring relationships. Aids and Behavior. DOI 10.1007/s10461-016-1384-z
- Hurtado, S., Ruiz Alvarado, A. & Guillermo-Wann, C. (2015). Creating inclusive environments: The mediating effect of faculty and staff validation on the relationship of discrimination/bias to students' sense of belonging. Journal Committed to Social Change on Race and Ethnicity, 1 (1), online.
- Hurtado, S. and Ruiz Alvarado, A. (2015). Thinking about race: The salience of racial identity at two- and four-year colleges and the climate for diversity. Journal of Higher Education, 86 (1), 127-155.
- Chang, M., Sharkness, J., Hurtado, S. & Newman, C. (2014). What matters in college for retaining aspiring scientists and engineers from underrepresented racial groups. Journal of Research on Science Teaching, 51 (5), 555-580.
- Eagan, M. K., Hurtado, S., Chang, M. J., Garcia, G., Herrera, F., & Garibay, J. (2013). Making a difference in science education: The impact of undergraduate research programs. American Education Research Journal, 50 (4), 683-713.

- Johnson Ahorlu, R.N., Alvarez, C., Hurtado, S. (2013). Undermining the Master Plan: Divestment in higher education and student experiences. Journal of College Admission (Winter), 22-35.
- Gasiewksi, J. A., Eagan, M. K., Garcia, G. A., Hurtado, S., & Chang, M. J. (2012). From gatekeeping to engagement: A multicontextual, mixed method study of student academic engagement in introductory STEM courses. Research in Higher Education, 53 (2), 229-261.
- Hurtado, S. & DeAngelo, L. (2012). Linking diversity and civic-minded practices with student outcomes. Liberal Education, Spring, 14-23.
- Hurtado, S., Mayhew, M. J., & Engberg, M. E. (2012). Diversity courses and students' moral reasoning: A model of predispositions and change. Journal of Moral Education, 42, 201-224.
- Chang, M. J., Eagan, M. K., Lin, M. H., & Hurtado, S. (2011). Considering the impact of racial stigmas and science identity: Persistence among biomedical and behavioral science aspirants. Journal of Higher Education, 82 (5), 564-596.
- Engberg, M. & Hurtado, S. (2011). Developing pluralistic skills and dispositions in college: Examining racial/ethnic group differences. Journal of Higher Education, 82 (4), 416-443.
- Hurtado, S., Cuellar, M., & Guillermo-Wann, C. (2011). Quantitative measures of students' sense of validation: Advancing the study of diverse learning environments. Enrollment Management Journal, 5 (2), 53-71.
- Hurtado, S., Eagan, M. K., Tran, M. C., Newman, C. B., Chang, M. J., & Velasco, P. (2011). "We do science here": Underrepresented minority student interactions with faculty in different college contexts. Journal of Social Issues, 67 (3), 553-579.
- Hurtado, S. & Pryor, J. H. (2011). Toward devising measures of quality and effectiveness across all institutions. College and University, 86 (4), 20-27.
- Eagan, M. K. Jr., Sharkness, J., Hurtado, S., Mosqueda, C. M., & Chang, M. J. (2010). Engaging undergraduates in science research: Not just about faculty willingness. Research in Higher Education, 52 (2), 151-177.
- Hurtado, S., Cabrera, N. L., Lin, M. H., Arellano, L., & Espinosa, L. (2009). Diversifying science: Underrepresented student experiences in structured research programs. Research in Higher Education, 50 (2), 189-214.
- Hurtado, S. & DeAngelo, L. (2009). Keeping senior women at your college. Academe, 95 (6), 18-20.
- Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M. (2009). Assessing the value of climate assessments: Progress and future directions. Journal of Diversity in Higher Education, 1 (4), 204-221.
- Oseguera, L., Denson, N., & Hurtado, S. (2009). Hispanic students and the Gates Millennium Scholarship Program: Promising results extending to the third college year. Journal of College Student Retention, 10 (3), 307-338.

- Hurtado, S., Eagan, M. K., Cabrera, N. L., Lin, M. H., Park, J., & Lopez, M. (2008). Training future scientists: Predicting first-year minority student participation in health science research. Research in Higher Education, 49 (2), 126-152.
- Hurtado, S. & Sharkness, J. (2008). Scholarship is changing, and so must tenure review. Academe, 94 (5) 37-40.
- Locks, A. M., Hurtado, S., Bowman, N., & Oseguera, L. (2008). Extending notions of campus climate and diversity to students' transition to college. Review of Higher Education, 31 (3), 257-285.
- Hurtado, S., Han, J. C., Sáenz, V. B., Espinosa, L., Cabrera, N., & Cerna, O. (2007). Predicting transition and adjustment to college: Biomedical and behavioral science aspirants' and minority students' first year of college. Research in Higher Education, 48 (7), 841-887.
- Hurtado, S. (2007). ASHE Presidential Address: Linking Diversity with the Educational and Civic Missions of Higher Education. Review of Higher Education, 30 (2), 185-196.
- Sáenz, V. B., Ngai, H. N., & Hurtado, S. (2007). Factors influencing positive interactions across race for African American, Asian American, Latino, and White college students. Research in Higher Education, 48 (1), 1-38.
- Engberg, M. E., Hurtado, S., & Smith, G. (2007). Developing attitudes of acceptance toward lesbian, gay, and bisexual peers: Enlightenment, contact, and the college experience. Journal of Gay and Lesbian Issues in Education, 4 (3), 49-77.
- Oseguera, L., Hurtado, S., Denson, N., Cerna, O., & Sáenz, V. B. (2006). The pre-college characteristics and experiences of minority students committed to scientific research careers. Journal of Women and Minorities in Science and Engineering, 12, 61-83.
- Hurtado, S. (2005). The next generation of diversity and intergroup relations research. Journal of Social Issues, 61 (3), 595-610.
- Hurtado, S. & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. Journal of Hispanic Higher Education, 4 (3), 235-251.
- Laird, T. N., Engberg, M. E., & Hurtado, S. (2005). Modeling accentuation effects: Enrolling in a diversity course and the importance of social action engagement. Journal of Higher Education, 76 (4), 448-476.
- Gurin, P., Dey, E. L., Gurin, G., & Hurtado, S. (2003). How does racial diversity promote education? Western Journal of Black Studies, 27 (1), 22-29.
- Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (Fall, 2002). Diversity and higher education: Theory and impact on educational outcomes. Harvard Educational Review, 72 (3), 330-366.
- Reprinted in A. Howell & F. Tuitt (Eds.), Race and higher education: Rethinking pedagogy in diverse college classrooms, 9-42. HER Reprint Series, 36. Cambridge, MA: Harvard Education Publishing Group, 2003.
- Hurtado, S., Engberg, M. E., Ponjuan, L., & Landreman, L. (2002). Students' precollege preparation for participation in a diverse democracy. Research in Higher Education, 43 (2), 162-186.

Hurtado, S. (1999). Reaffirming educators' judgment: Educational value of diversity. Liberal Education, Spring, 24-31. Washington, DC: American Association of Colleges and Universities.

Hurtado, S., Milem, J. F., Clayton-Pederson, A., & Allen, W. A. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. Review of Higher Education, 21 (3), 279-302.

Reprinted in S. Harper & S. Hurtado (Eds.), Racial and ethnic diversity in higher education, 254-268. ASHE Reader Series (3rd ed.). New York: Pearson Learning Solutions, 2011.

Hurtado, S. & Carter, D. F. (1997). Effects of college transition and perceptions of campus racial climate on Latinos' sense of belonging. Sociology of Education, 70 (4), 324-345.

Hurtado, S., Inkelas Kurotsuchi, K., Briggs, C. U., & Rhee, B. S. (1997). Differences in college access and choice among racial/ethnic groups: Identifying continuing barriers. Research in Higher Education, 38 (1), 43-75.

Dey, E. L. & Hurtado, S. (1996). Faculty attitudes toward regulating speech on college campuses. Review of Higher Education, 20 (1), 15-32.

Hurtado, S. (1996). How diversity affects teaching and learning. Educational Record, 77 (4), 27-29.

Hurtado, S., Carter, D. F., & Spuler, A. (1996). Latino student transition to college: Assessing difficulties and factors in successful adjustment. Research in Higher Education, 37 (2), 135-157.

Dey, E. L. & Hurtado, S. (1995). College impact, student impact: A reconsideration of the role of students within American higher education. Higher Education: The International Journal of Higher Education and Educational Planning, 207-223.

Reprinted in J. Bess (Ed.), Foundations of American higher education, 81-93. ASHE Reader Series. Needham Heights, MA: Simon & Schuster, 1999.

Hurtado, S. (1994). The graduate school racial climate and academic self-concept among minority graduate students in the 1970s. American Journal of Education, 102 (3), 330-351.

Hurtado, S. (1994). The institutional climate for talented Latino students. Research in Higher Education, 35 (1), 21-41.

Hurtado, S. (1994). Review of Does college make a difference? Contemporary Sociology, 23 (4), 566-567.

Hurtado, S. (1992). Campus racial climates: Contexts for conflict. Journal of Higher Education, 5 (September/October), 539-569.

Reprinted in C. S. Turner et al. (Eds.) (2002). Racial and ethnic diversity in higher education. ASHE Reader Series (2nd ed.). Boston: Pearson Custom Publishing.

Reprinted in C. S. Turner et al. (Eds.) (1996). Racial and ethnic diversity in higher education, 485-506. ASHE Reader Series (1st ed.). Needham Heights, MA: Simon and Schuster.

Hurtado, S., Astin, A. W., & Dey, E. L. (1991). Varieties of general education programs: An empirical taxonomy. Journal of General Education, 40, 133-162.

Book Chapters, Proceedings, and Invited Articles

Cabrera, N.L. & Hurtado, S. (2015). The ivory tower is still White: Chicana/o-Latina/o college students on racism, ethnic organizations, and campus racial segregation. In Zambrana, R. & Hurtado, S. (Eds.) The magic key: The educational journey of Mexican Americans from K-12 to college and beyond (pp. 145-167). Austin, TX: University of Texas Press.

Hurtado, S. (2015). Trend Analyses from 1971 to 2012 on Mexican American/Chicano freshmen: Are we making progress? In Zambrana, R. & Hurtado, S. (Eds.) The magic key: The educational journey of Mexican Americans from K-12 to college and beyond (pp. 53-75). Austin, TX: University of Texas.

Ruiz Alvarado, A. & Hurtado, S. (2015). Campus climate, intersecting identities, and institutional support among Mexican American college students. In Zambrana, R. & Hurtado, S. (Eds.) The magic key: The educational journey of Mexican Americans from K-12 to college and beyond. (pp. 168-191). Austin, TX: University of Texas.

Zambrana, R. . & Hurtado. S. (2015). Locked doors; closed opportunities: Who holds the magic key? In Zambrana, R. & Hurtado, S. (Eds.) The magic key: The educational journey of Mexican Americans from K-12 to college and beyond (pp. 3-24.). Austin, TX: University of Texas.

Zambrana, R.E. & Hurtado, S. (2015). Using an intersectional lens: Theorizing the Mexican American educational trajectory. In Zambrana, R. & Hurtado, S. (Eds.) The magic key: The educational journey of Mexican Americans from K-12 to college and beyond (pp. 77-99). Austin, TX: University of Texas.

Hurtado, S. (2015). The transformative paradigm: Principles and challenges. In A. Aleman, Pusser, B.P. & Bensimon, E. (Eds.), Critical approaches to the study of higher education. (pp. 285-307) Baltimore, MD: Johns Hopkins University.

Ramirez, J.J. & Hurtado, S. (2015). La selección Latina: Latina/o students at selective four-year colleges and universities. In Perez, P. & Ceja, M. (Eds.) Higher education access and choice for Latino students. New York: Routledge.

Ruiz Alvarado, A., & Hurtado, S. (2015). Salience at the intersection: Latina/o identities across different campus contexts. In D. J. Davis, R. J. Brunn, & J. L. Olive (Eds.), Intersectionality in research in education (pp. 48-67). Sterling, VA: Stylus Publishing, LLC.

- Hurtado, S., González, R. & Calderón Galdeano, E. (2015). Organizational learning for student success: Cross-institutional mentoring, transformative practice, and collaboration among Hispanic-Serving Institutions. In Núñez, A.M., Hurtado, S. & Calderón Galdeano, E. (Eds.). Hispanic-serving institutions: Advancing research and transformative practice (pp. 283-312). New York: Routledge Press.
- Hurtado, S. & Ruiz Alvarado, A. (2015). Realizing the potential of Hispanic-Serving institutions: Multiple dimensions of organizational transformation. In Núñez, A-M., Hurtado, S. & Calderón Galdeano, E. (Eds.). Hispanic-serving institutions: Advancing research and transformative practice (pp. 283-312). New York: Routledge Press.
- Núñez, A-M., Hurtado, S. & Calderón Galdeano, E. (2015). Why study Hispanic-Serving institutions? In Núñez, A-M., Hurtado, S. & Calderón Galdeano, E. (Eds.). Hispanic-serving institutions: Advancing research and transformative practice (pp. 283-312). New York: Routledge Press.
- Herrera, F. A. & Hurtado, S. H. (2014). Community college pathways in the science technology, engineering and math (STEM) pipeline: National trends and implications for increasing representation. In J. L. Wood & R. T. Palmer (Eds.), STEM models of success: Programs, policies, and practices in the community college. Charlotte, NC: Information Age Publishing.
- Hurtado, S. & Figueroa, T. (2013). Women of color among STEM faculty: Experiences in academia. In Seeking Solutions: Maximizing American Women of Color in Academia. Conference Proceedings (pp. 93-107). Washington DC: National Research Council of the National Academies. Washington, DC.
- Papadimitriou, A., Ivankova, N. & Hurtado, S. (2013). Addressing challenges of conducting quality mixed methods studies in higher education. In Husiman, J. & Tight, M. (eds.) Theory and method in higher education research, International Perspectives on Higher Education Research, Volume 9, (pp. 133-153). Bingley, United Kingdom: Emerald Group Publishing Limited.
- Hurtado, S. (2012). Foreword. In T. L. Strayhorn, College students' sense of belonging: A key to educational success for all students (pp. ix-x). New York: Routledge.
- Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J. C. Smart & M. B. Paulsen (Eds.), Higher education: Handbook of theory and research, 27, 41-122.
- Hurtado, S., Garcia, G. A., Tran, M. C., & Eagan, M. K. (2012). Doctoral programs, racial/ethnic diversity. In J. A. Banks (Ed.), The encyclopedia of diversity in education (pp. 715-718). Thousand Oaks, CA: SAGE Publications.
- Griffin, K. A. & Hurtado, S. (2011). Institutional diversity in American higher education. In J. H. Schuh, S. R. Jones, & S. R. Harper (Eds.), Student services: A handbook for the profession (6th ed.) (pp. 24-42). San Francisco: Jossey-Bass.
- Hurtado, S., Newman, C., Tran, M., & Chang, M. J. (2010). Improving the rate of success for underrepresented racial minorities in STEM fields: Insights from a national project. In S. R. Harper & C. B. Newman (Eds.), Students of color in STEM: An evolving research agenda. New Directions in Institutional Research, Vol. 148, 5-15.

- Hurtado, S. (2009). Benefits and barriers: Racial dynamics of the undergraduate experience. In D. L. Featherman, M. Hall, & M. Krislov (Eds.), The next twenty five years? Affirmative action and higher education in the United States and South Africa, 196-207. Ann Arbor: University of Michigan Press.
- Hurtado, S. (2009). Foreword. In Consejos: The undergraduate experiences of Latina/o students. Special Issue, Harvard Educational Review, (Winter), 545-549.
- Denson, N., Oseguera, L., & Hurtado, S. (2009). A profile of Hispanic students transitioning to college: The impact of the Gates Millennium Scholars Program. In W. T. Trent & E. P. St. John (Eds.), Resources, assets, and strengths among successful diverse students: Understanding the contribution of the Gates Millennium Scholars Program. Readings in Equal Education, 23, 49-71.
- Hurtado, S., Sáenz, V. B., & Dar, L. (2009). Low-income students of color in higher education and the Gates Millennium Scholars: National Comparisons. In W. T. Trent & E. P. St. John (Eds.), Resources, assets, and strengths among successful diverse students: Understanding the contribution of the Gates Millennium Scholars Program. Readings in Equal Education, 23, 229-253.
- Hurtado, S. (2008). Foreword. In S. Harper (Ed.), Creating inclusive campus environments for cross-cultural learning and student engagement, ix-xi. Washington, DC: National Association of Student Personnel Administrators.
- Hurtado, S. (2008). Higher education: Advancing human and social development in the United States. In P. Taylor (Ed.), Higher education in the world 2008: New challenges, changing roles: Steering a course for human and social development (pp. 273-278). Global University Network for Innovation. Great Britain: Palgrave Macmillan.
- Carter, D. F. & Hurtado, S. (2007). Bridging key research dilemmas: Quantitative research using a critical eye. In F. K. Stage (Ed.), Using quantitative data to answer critical questions. New Directions for Institutional Research, Vol. 133, 25-35. San Francisco: Jossey-Bass.
- Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. In S. R. Harper & L. D. Patton (Eds.), Responding to the realities of race on campus. New Directions for Student Services, Vol. 120, 7-24. San Francisco: Jossey-Bass.
- Reprinted in S. R. Harper & S. Hurtado (Eds.), Racial and ethnic diversity in higher education, 204-216. ASHE Reader Series (3rd ed.). Boston: Pearson, 2011.
- Hurtado, S. (2007). The study of college impact. In P. Gumport (Ed.), The sociology of higher education: Problems and prospects (pp. 94-112). Baltimore, MD: John Hopkins University Press.
- Sáenz, V. B., Oseguera, L., & Hurtado, S. (2007). Losing ground? Exploring racial/ethnic enrollment shifts in freshman access to selective institutions. In G. Orfield, P. Marin, S. M. Flores, & L. M. Garces (Eds.), Charting the future of college affirmative action: Legal victories, continuing attacks, and new research (pp. 79-103). Los Angeles, CA: The Civil Rights Project, UCLA.
- Hurtado, S. (2006). Diversity and learning for a pluralistic democracy. In W. Allen, M. Bonous-Hammarth, & R. Teranishi (Eds.), Higher education in a global society: Achieving diversity, equity, and excellence (pp. 249-267). Oxford, England: Elsevier.

- Dey, E. L. & Hurtado, S. (2005). Changing students in changing contexts. In R. Altbach, R. Berdahl, & P. Gumpert, (Eds.), The American university in the 21st century: Social, political, and economic challenges (2nd ed.) (pp. 315-339). Baltimore, MD: Johns Hopkins University Press.
- Hurtado, S., Laird, T. N., & Perorazio, T. (2005). The transition to college for low-income students: The impact of the Gates Millennium Scholars Program. Readings on Equal Education, 20, 153-180.
- Gurin, P., Dey, E. L., Gurin, G., & Hurtado, S. (2004). The educational value of diversity. In P. Gurin, J. S. Lehman, & E. Lewis, with E. Dey, G. Gurin, & S. Hurtado (Eds.), Defending diversity: Affirmative action at the University of Michigan (pp. 97-188). Ann Arbor: University of Michigan Press.
- Hurtado, S. (2003). Institutional diversity in American higher education. In S. Komives & D. Woodard (Eds.), Student services: A handbook for the profession (pp. 23-44). San Francisco: Jossey-Bass.
- Hurtado, S. (2003). Preparing college students for a diverse democracy. In Minorities in the chemical workforce: Diversity models that work (pp.16-35). Proceedings of the Chemical Sciences Roundtable, National Academies of Science. Washington, DC: National Academies Press.
- Hurtado, S., Dey, E. L., Gurin, P., & Gurin, G. (2003). The college environment, diversity, and student learning. In J. Smart (Ed.), Higher education: Handbook of theory and research, 18, 145-189. Amsterdam: Kluwer Academic Press.
- Hurtado, S. & Kamimura, M. (2003). Latina/o retention in four-year institutions. In J. Castellanos & L. Jones (Eds.), The majority in the minority: Retaining Latina/o faculty, administrators, and students in the 21st century (pp.139-150). Sterling, VA: Stylus Publishing, Inc.
- Rowley, L. & Hurtado, S. (2003). The non-monetary benefits of undergraduate education. In D. Lewis & J. Hearn (Eds.), The public research university: Serving the public good in new times (pp. 207-229). Lanham, MD: University Press of America.
- Hurtado, S. (2002). Toward an inclusive community: Understanding Latino college students. In W. Smith, P. Altbach, & K. Lomotey (Eds.), The racial crisis in American higher education (pp. 121-136). Albany, NY: SUNY Press.
- Hurtado, S. (2001). Linking diversity with educational purpose: How the diversity impacts the classroom environment and student development. In G. Orfield (Ed.), Diversity challenged: Legal crisis and new evidence (pp.187-283). Cambridge, MA: Harvard Publishing Group.
- Hurtado, S. (2001). Research and Evaluation on Intergroup Dialogue. In D. Schoem & S. Hurtado (Eds.), Intergroup dialogue: Deliberative democracy in school, workplace, and community (pp. 22-36). Ann Arbor: University of Michigan Press.
- Hurtado, S. & Wathington, H. (2000). Time for retreat or renewal? The Impact of *Hopwood* on Campus. In D. Heller (Ed.), The states and public higher education: Affordability, access, and accountability (pp. 100-120). Baltimore, MD: Johns Hopkins University Press.
- Dey, E. L. & Hurtado, S. (1998). Students, colleges, and society: Considering the interconnections. In P. Altbach, R. Berdahl, & P. Gumpert (Eds.), The American university in the 21st century: Higher education and society. Baltimore, MD: Johns Hopkins University Press.

- Hurtado, S., Carter, D. F., & Kardia, D. B. (1998). The climate for diversity: Key issues for institutional self-study. In K. Bauer (Ed.), Campus climate: Understanding the critical components of today's colleges and universities. New Directions for Institutional Research, Vol. 98, 53-63. San Francisco: Jossey Bass.
- Hurtado, S. & Inkelas, K. K. (1998). New dilemmas of access and implications for national data use/availability: A summary and annotated bibliography. In U.S. Department of Education and National Center for Education Statistics, Reconceptualizing access in postsecondary education: Report of the Policy Panel on Access (pp. 81-166). Washington, DC: U.S. Department of Education.
- Hurtado, S. & Dey, E. L. (1997). Achieving the goals of multiculturalism and diversity. In M. W. Peterson, D. D. Dill, & L. A. Metz (Eds.), Planning and management for a changing environment: A handbook on redesigning postsecondary institutions (pp. 405-431). San Francisco: Jossey-Bass.
- Hurtado, S. & Navia, C. (1997). Reconciling college access and the affirmative action debate. In Mildred Garcia (Ed.), Affirmative action's testament of hope: Strategies for a new era (pp. 105-139). Albany, NY: SUNY Press.
- Hurtado, S. & Carter, D. F. (1996). Latino Students' sense of belonging in the college community: Rethinking the concept of integration on campus. In F. K. Stage, G. L. Anaya, J. V. Bean, D. Hossler, & G. D. Kuh (Eds.), College students: The evolving nature of research (pp. 123-136). Needham Heights, MA: Simon and Schuster.
- Dey, E. L. & Hurtado, S. (1994). College students in changing contexts. In P. Altbach, R. Berdahl, & P. Gumport (Eds.), Higher education in American society (3rd ed.) (pp. 249-367). Amherst, NY: Prometheus.
- Hurtado, S. (1994). Latino consciousness and academic success. In A. Hurtado & E. Garcia (Eds.), Latino educational achievement. Santa Cruz, CA: University of California.

Research Reports, Large Distribution Media, Commissioned Work, and Survey Instruments

- Ruiz Alvarado, A., Hurtado, S. & Stewart Ambo, T. (2016). The high-achieving low-income college student experience study: Jack Kent Cooke Scholars and a national comparative sample, 134 pages. Los Angeles, CA: Higher Education Research Institute.
- Ruiz Alvarado, A., Hurtado, S. & Stewart Ambo, T. (2016). The high-achieving low-income college student experience study: LEDA Scholars and a national comparative sample, 106 pages. Los Angeles, CA: Higher Education Research Institute.
- Hurtado, S. & Sork, V. (December, 2015). Enhancing Student Success and Building Inclusive Classrooms at UCLA. Report to the Executive Vice Chancellor and Provost. Released 2016 via website <http://evc.ucla.edu/reports>.
- Eagan, M.K., Stolzenberg, E.B., Ramirez, J.J., Aragon, M.C., Suchard, M.R. & Hurtado, S. (2015). The American freshman: National norms Fall 2014, 183 pages. Los Angeles, CA: Higher Education Research Institute.

- Eagan, M.K., Stolzenberg, E.B., Berdan Lozano, J., Aragon, M.C., Suchard, M.R. & Hurtado S. (2014). Undergraduate teaching faculty: The 2013-14 HERI faculty survey, 200 pages. Los Angeles, CA: Higher Education Research Institute.
- Hurtado, S. & Halualani, R. (2014). Diversity assessment, accountability and action: Going beyond the numbers. Diversity & democracy: Civic learning for shared futures, 17 (4), pp. 8-11.
- Hurtado, S., Gasiewski, J. & Alvarez, L. C. (2014). The climate for diversity at Cornell University: Student Experiences. Report online at: diversity.cornell.edu/sites/default/files/Qualitative-Study-of-Student-Climate-Full-Report.pdf.
- Eagan, K., Lozano, J.B., Hurtado, S. & Case, M.H. (2014). The American freshman: National norms Fall 2013. Los Angeles, CA: Higher Education Research Institute
- Hughes, B.E. & Hurtado, S. (2013). College experiences that contribute to students' thinking about their sexual orientation identity. In National Association for College Personnel Administrators (NASPA), Bold Without Boundaries: A Knowledge Communities Publication.
- Hurtado, S. & Guillermo-Wann, C. (2013). Diverse learning environments: Assessing and creating conditions for student success - Final report to the Ford Foundation. Los Angeles: HERI. <http://heri.ucla.edu/dle/DiverseLearningEnvironments.pdf>
- Hurtado, S. & Ruiz Alvarado, A. (2013). Diversity in teaching and learning: Affirming students as empowered learners. Diversity & democracy: Civic learning for shared futures, 16 (3), pp. 7-9. Washington, DC: AAC&U.
- Pryor, J. H. & Hurtado, S. (2012). Using CIRP student-level data to study input-adjusted degree attainment. In Contexts for Student Success. The Bill and Melinda Gates Foundation.
- Hurtado, S. (2012). Do graduation rates matter? We have yet to use them where they are needed the most. In Commentary/Special Report, The Chronicle of Higher Education, LVIII (27), A18.
- Hurtado, S., Eagan, M. K., Pryor, J. P., Whang, H., & Tran, S. (2012). Undergraduate teaching faculty: The 2010-11 HERI faculty survey (104 pages). Los Angeles: Higher Education Research Institute.
- Hurtado, S., & Ruiz, A. (2012). The climate for underrepresented groups and diversity on campus. HERI Brief Series. Developed for the Amicus Brief submitted by Social Scientists in support of the University of Texas, in *Fisher v. University of Texas* heard by the Supreme Court in Fall 2012. <http://heri.ucla.edu/briefs/urmbrief.php>
- Hurtado, S. & Ruiz, A. (2012). Realizing the potential of Hispanic-Serving Institutions: Multiple dimensions of institutional diversity for advancing Hispanic higher education (38 pages). Commissioned by the Hispanic Association of Colleges and Universities (HACU); final report to the Lumina Foundation.
- Hurtado, S., Ruiz, A. & Whang, H. (2012). Advancing and assessing civic learning: New results from the Diverse Learning Environments Survey. Diversity & Democracy: Civic Learning for Shared Futures, 15 (3), 10-12.

- Pryor, J. H., DeAngelo, L., Palucki Blake, L., Hurtado, S., & Tran, S. (2012). The American freshman: National norms for Fall 2011 (177 pages). Los Angeles, CA: Higher Education Research Institute.
- DeAngelo, L., Franke, R., Hurtado, S., Pryor, J. H., & Tran, S. (2011). Completing college: Assessing graduation rates at four-year institutions (55 pages). Los Angeles, CA: Higher Education Research Institute.
- Pryor, J. H., Hurtado, S., DeAngelo, L., Palucki Blake, L., & Tran, S. (2011). The American freshman: National norms for Fall 2010 (69 pages). Los Angeles, CA: Higher Education Research Institute.
- Hurtado, S. (February 2, 2010). Chair, Board of Admissions and Relations with Schools, UC Academic Senate. Testimony before the Special Joint Committee of the Master Plan, California Assembly, Sacramento, CA (6 pages).
<http://www.cpec.ca.gov/CompleteReports/ExternalDocuments/MasterPlan2010AccessHurtado.pdf>
- Pryor, J. H., Hurtado, S., DeAngelo, L., Palucki Blake, L., & Tran, S. (2010). The American freshman: National norms for Fall 2009 (165 pages). Los Angeles, CA: Higher Education Research Institute.
- DeAngelo, L., Hurtado, S., Pryor, J. H., Kelly, K. R., & Santos, J. L. (2009). The American college teacher: National norms for the 2007-2008 HERI faculty survey (292 pages). Los Angeles: Higher Education Research Institute.
- Hurtado, S. (2009). Assessing higher education's advancement toward a new vision of society. Diversity & Democracy: Civic Learning for Shared Futures, 12 (1), 1-3.
- Hurtado, S. & Jayakumar, U. (2009). Civic commitment and responsibility: Comparing Gates Millennium Scholars and non-recipient peers (20 pages). Final research report to the Bill and Melinda Gates Foundation.
- Hurtado, S. (2008). Assessing diverse learning environments: Outcomes, challenges, and opportunities (25 pages). White paper presented for Measuring Undergraduate Learning Outcomes: A workshop agenda for public universities, University of Minnesota.
- Hurtado, S., Sáenz, V. B., Santos, J. L., & Cabrera, N. L. (2008). Advancing in higher education : A portrait of Latina/o college freshmen at four-year institutions, 1975-2006 (90 pages). Los Angeles, CA: Higher Education Research Institute.
- Pryor, J. H., Hurtado, S., DeAngelo, L., Sharkness, J., Romero, L. C., Korn, W. S., & Tran, S. (2008). The American freshman: National norms for Fall 2008 (189 pages). Los Angeles: Higher Education Research Institute.
- Pryor, J. H., Hurtado, S., Sáenz, V. B., Santos, J. L., & Korn, W.S. (2007). The American freshman: Forty year trends (261 pages). Los Angeles: Higher Education Research Institute.
- Sáenz, V. B., Hurtado, S., Barrera, D., Wolfe, D., & Yeung, F. (2007). First in my family: A profile of first-generation college students at four-year institutions since 1971 (63 pages). Los Angeles: Higher Education Research Institute.
- Hurtado, S. (2006). Higher learning for citizenship. The 28th Annual Earl V. Pullias Distinguished Lecture. Los Angeles, CA: University of Southern California (printed as monograph).

- Oseguera, L., Denson, N., & Hurtado, S. (2006). Hispanic students in higher education and the Gates Millennium Scholarship Program. Report to the Bill and Melinda Gates Foundation.
- Pryor, J. H., Hurtado, S., Sáenz, V. B., Lindholm, J., Korn, W. S., & Mahoney, K.M. (2006). The American freshman: National norms for Fall 2005 (188 pages). Los Angeles: Higher Education Research Institute.
- Allen, W. R., Jayakumar, U. M., Griffin, K. A., Korn, W. S., & Hurtado, S. (2005). Black undergraduates from *Bakke* to *Grutter*: Freshmen status, trends and prospects, 1971-2004 (41 pages). Los Angeles: Higher Education Research Institute.
- Lindholm, J. A., Szelenyi, K., Hurtado, S., & Korn, W. S. (2005). The American college teacher: National norms for the 2004-2005 HERI Faculty Survey (156 pages). Los Angeles: Higher Education Research Institute.
- Sax, L., Hurtado, S., Lindholm, J., Astin, A. W., Korn, W. S., & Mahoney, K. M. (2005). The American freshman: National norms for Fall 2004 (188 pages). Los Angeles: Higher Education Research Institute.
- Hurtado, S. (2003). Preparing college students for a diverse democracy. Final report to the U.S. Department of Education, Office of Educational Research and Improvement, Field Initiated Studies Program. (www.umich.edu/~divdemo/presentations.htm for PDF copy)
- Hurtado, S., Maestas, R., Hill, L., Inkelas, K., Wathington, H. D., & Waterson, E. (1998). Perspectives on the climate for diversity: Findings and suggested recommendations for the Texas A & M University campus community. Ann Arbor: Center for the Study of Higher and Postsecondary Education.
- Dey, E. L., Hurtado, S., Rhee, B. S., Inkelas, K. K., Wimsatt, L. A., & Guan, F. (1997). Improving research on postsecondary student outcomes: A review of the strengths and limitations of national data resources. National Center for Postsecondary Improvement, Stanford University.
- Hurtado, S. & Navia, C. (1997). Assessment of college students. Module produced for the instruction of Brazilian higher education administrators and faculty. Translated into Portuguese, printed, and distributed for use in assessment training in Brazil.
- Hurtado, S. & Dey, E. L. (1996). A framework for monitoring and increasing undergraduate student participation in mathematics education. In K. Travers, J. Dossey, & C. McKnight (Eds.), Charting the course: Quality indicators to monitor undergraduate mathematics education, a joint publication of the American Educational Research Association and the Mathematical Association of America (published as CD).
- Hurtado, S., Milem, J., Allen, W., & Clayton-Pederson, A. (1996). Improving the climate for diversity in higher education institutions. Final report to the Lilly Foundation, sponsored by the Common Destiny Alliance. Nashville, TN: Vanderbilt University.
- Hurtado, S. (1992). National Hispanic Scholar Awards program evaluation: Final report to the Andrew W. Mellon Foundation. Los Angeles: Higher Education Research Institute.
- Hurtado, S., Astin, A. W., Korn, W. S., & Dey, E. U. (1989). The American college student, 1987. Los Angeles: Higher Education Research Institute.

Astin, A. W., Green, K. C., Korn, W. S., Schalit, M., Dey, E. L., & Hurtado, S. (1988). The American college student, 1985. Los Angeles: Higher Education Research Institute.

Gonzalez, J. & Hurtado, S. (1987). Expanding educational opportunity in California's schools and colleges: A review of existing and proposed programs, 1986-87. Sacramento: California Postsecondary Education Commission.

National Survey Instruments

Revisions of all CIRP instruments, including new constructs to examine diversity, civic engagement, habits of mind for lifelong learning, and STEM items.

Diverse Learning Environments Survey (2010 pilot 15 institutions, 2011 national launch web-based).

Introductory STEM classroom surveys (web and paper versions, 91 classrooms, 15 campuses)

Instrument #1 Pretest, 2010

Instrument #2 End of term, and Instructors' Survey, 2010

Instrument #3 18-24 months after, and Instructors' Survey 2012

BEST Practices Survey of STEM Deans and Department Chairs, 2009 (web-based, 444 campuses)

Exploratory Introductory STEM classrooms in case study institutions (12 classrooms, 5 campuses)

Instrument #1 & 2 Pretest and End of term survey Spring 2007

Postbaccalaureate Survey, administered to 2004 STEM aspirants seven years after college entry, 13,600 respondents.

Preparing College Students for a Diverse Democracy: First Year and Followup Survey of Student Views and Experiences, administered to over 20,000 public university students.

Classroom-based Survey on Thinking and Interacting, Version 1, Version 2 (pre and post instruments), administered along with cognitive tests to over 2,000 students in classrooms.

Institutional Practices on Diversity and Civic Engagement, administered to 1,400 Chief Academic Officers.

NCPI Student Experiences and Faculty Survey on Teaching, Learning and Assessment (with Dey).

NCPI Departmental Chair Survey on Teaching Learning and Assessment (with Dey and Peterson).

Quoted numerous times in the *New York Times*, *USA Today*, *Washington Post*, *Boston Globe*, CNN.com, Inside Higher Education, the *Chronicle of Higher Education*, as well as local newspapers across the country.

Interviewed on National Public Radio for feature stories and local television stations regarding research.

FUNDED RESEARCH/PROJECTS

Understanding the College Experiences of Low-Income Students, 2014-2016, PI, Jack Kent Cooke Foundation, Funds: \$285,000.

Transforming the Culture of Teaching and Learning at UCLA: Development of a Change Strategy for STEM Education, 2014-16 Co-PI (with Pat Turner), NSF WIDER Planning Grant, Funds (for campus teaching and learning activities): \$249,529

NIH Coordination and Evaluation Center 2014-19, Data Coordination Core, Co-Director, in collaboration with the Geffen School of Medicine and Fielding School of Public Health at UCLA, NIH, Funds: 8.7 million dollars.

Qualitative Student Climate Assessment 2013-2014, Principal Investigator, Cornell University, Funds: \$101,559.

- Broadening Impact: Key Factors That Improve Diversity in STEM Research Careers, 2013-2017, Co-PI with Kevin Eagan, National Institutes of Health, NIGMS, Funds: \$1,139,515 <http://heri.ucla.edu/nih/>
- The Production of Future Scientists Phase I: Understanding the Efficiencies in Institutions' STEM Degree Production, 2013-14, Co-PI with Kevin Eagan, Leona Helmsley Foundation. Funds: \$120,914.
- The Role of Faculty and Institutional Performance in STEM, 2013-14, Co-PI with Kevin Eagan, Howard Hughes Medical Institute. Funds: \$172,788.
- Organizing for Equity and Success, 2013-14. Principal Investigator, Spencer Foundation. Funds: \$40,000.
- A Cross-National Comparison (U.S., Japan, & Korea) of College Impact on Student Learning Outcomes: A Longitudinal Multilevel Approach, 2011-13. Research collaborator, with Principal Investigator Byung Shik Rhee, Yonsei University (Education). Global Network Program, Korea Research Foundation, South Korea. Funds: 300,000 in 1,000 won KRW.
- Using Input-Adjusted Measures to Assess Graduation Rates, 2011-12. Co-Principal Investigator, Bill and Melinda Gates Foundation. Funds: \$40,000.
- Diverse Learning Environments, 2009-12. Principal Investigator, Ford Foundation. Funds: \$750,000. <http://heri.ucla.edu/dle/index.php>
- Introductory STEM Courses: Sorting, Harvesting, or Nurturing Student Talent, 2009-12. Principal Investigator (with Mitchell Chang), National Institutes of Health, NIGMS, American Recovery and Reinvestment Act Challenge Grant. Funds: \$827,382. <http://heri.ucla.edu/nih/>
- Postcollege Pathways: A Longitudinal Study of Biomedical and Behavioral Scientific Career Aspirants, 2008-13. Principal Investigator (with Mitchell Chang), National Institutes of Health, NIGMS. Funds: \$1,702,571. <http://heri.ucla.edu/nih/>
- Becoming Scientists: Practices in Undergraduate Education that Contribute to Degree Completion and Advanced Study in STEM Disciplines, 2008-13. Principal Investigator (with Mitchell Chang), National Science Foundation, STEP Program. Funds: \$1,485,136, and supplemental grant \$138,452 for dissemination in 2013 (with Kevin Eagan). <http://heri.ucla.edu/nih/>
- Educational Outcomes for a Multicultural Society: A Focus on Students and Institutions of Higher Education, 2007-10. Principal Investigator, Ford Foundation. A planning grant to determine the next directions in diversity research. Funds: \$250,000. <http://heri.ucla.edu/dle/index.php>
- Civic Commitment and Responsibility: Comparing Gates Millennium Scholars and Non-Recipient Peers, 2007. Principal Investigator, Bill and Melinda Gates Foundation. Funds: \$10,000.
- Higher Education Research Institute Data Archives Project, 2006-07. Principal Investigator, Spencer Foundation and Andrew W. Mellon Foundation. A project to organize, analyze, and publicize the HERI data archives to advance higher education scholarship. Funds: \$113,000.
- Promoting Diversity: Access and Engagement in Biomedical and Behavioral Science Research Preparation, 2004-08. Principal Investigator (with Mitchell Chang), National Institutes of Health, NIGMS. A longitudinal study of underrepresented students seeking research training and careers in the biomedical and behavioral sciences. Funds: \$1,679,726. (See publications.) <http://heri.ucla.edu/nih/>

- Low-Income, High Ability Racial/Ethnic Minority College Students and the Gates Millennium Scholars, 2004-05. Principal Investigator, Bill and Melinda Gates Foundation. Research on low-income, high ability students to compare the long-term effects of the program. Funds: \$54,000. (See publications.)
- AERA Postdoctoral Fellowship Support, 2000-2002. Principal Investigator. Funds: Approximately \$191,700 for sponsorship of Amanda Kim.
- Promising Practices in Preparing Students for a Diverse Democracy, 2001-04. Principal Investigator, Hewlett Packard Foundation. Extends research to highlight promising practices that result from addressing diversity and civic engagement in a cross-campus collaboration. Funds: \$150,000.
- Higher Education Emerging Scholars Program, 2000-02. Principal Investigator, Spencer Foundation Mentor Grants. Awarded in recognition of an important role in the mentorship of researchers in higher education. The program supported the professional development of graduate students working under my supervision. Funds: \$50,000.
- Creating Diverse Learning Environments, 2000. Principal Investigator, Spencer Foundation Major Grants Program, in collaboration with the American Council on Education and Don Heller. A study of campus access and financial aid policies and longitudinal study of how public institutions prepare students for a diverse democracy. Funds: \$396,550. (See publications.)
- Preparing College Students for a Diverse Democracy, 1999-2003. Principal Investigator, OERI, U.S. Department of Education, Field Initiated Studies Program. A longitudinal study of the skills and dispositions college students learn from interaction with diverse peers during college, focusing on outcomes necessary to participate in a diverse democracy. Funds: \$765,000. (See publications.)
- Improving Postsecondary Teaching, Learning, and Assessment, 1996-2001. Co-Principal Investigator with Michael Nettles, Marvin Peterson, and Eric Dey. Documents innovations in teaching, learning, and assessment practices. Subcontract of OERI-sponsored National Center for Postsecondary Improvement includes \$2,371,563 for integrated Michigan team projects.
- Climate Study, Texas A&M University, 1997-98. Principal Investigator. A study of the climate for racial/ethnic diversity for faculty, staff, and students after elimination of race-sensitive admissions and programs. Funds: Approximately \$51,000.
- Comparing the Educational Progress of High-Achieving Latinos, 1996-97. Principal Investigator, Office of the Vice Provost for Academic and Multicultural Affairs. Funds: Approximately \$13,000 in release.
- The Transition to College: Comparative Study of Latino and Other Racial/Ethnic Groups, 1994-96. Principal investigator, AERA/NSF Grants program. Explored national databases for racial/ethnic comparisons of college choice, access, and longitudinal analysis of college experiences using CIRP data, the National Survey of Hispanic Students, the NELS '88, and the Beginning Postsecondary Study of Students (BPS). Funds: \$25,000. (See publications.)
- Psychological and Sociological Influences on Minority Progress Through the Educational Pipeline, 1993-94. Principal Investigator, Rackham Distinguished Partnership Program, University of Michigan. Highly competitive, university-wide grant to encourage successful research partnerships between faculty and graduate students. Funds: Approximately \$22,000 in research assistantship funds.

National Longitudinal Study of Hispanic College Students, 1991-93. Principal Investigator, Andrew W. Mellon Foundation and the Office of Vice President for Research, University of Michigan. A national longitudinal study of five cohorts of talented Latino college students. Funds: \$69,000. (See publications.)

NATIONAL SERVICE

American Association of State Colleges and Universities (AASCU) and AAC&U 2012—

National Steering Committee, Working Group on the Assessment of Civic Learning in the Degree Qualifications Profile (DQP)

American Association of University Professors, National Campaign Committee for the Common Good, 2004-05

American Educational Research Association, AERA Fellows Program, 2011—; AERA Presidential Panel on Racial Dynamics in Higher Education, 1997-99; Division J Council, 1997-99; Undergraduate Mathematics Indicators Project, 1994-96; Affirmative Action Committee, Division J, 1992-93; Division J Program Committee, 1992

American Association for Higher Education, Board Member, 1996-2000

Association of American Colleges and Universities, National Leadership Council, Liberal Education and America's Promise, 2004—, advancing liberal education skills among college students in the 21st century

Association of American Universities, STEM Technical Advisory Committee, 2011—

Association for the Study of Higher Education, Director of the Critical Quantitative Policy Analysis Institute, 2009-11; Equity Task Force, 2007-10; Past President, 2006; Publications Committee, 2006; President, 2005; President Elect, 2004; Chair, Dissertation Award Committee, 2002-03; Nominations Committee, 1996; Chair, Conference Program Research Papers, 1995; Chair, Conference Program Symposia, 1992; Board Member, 1990-92

Association of American Colleges and Universities, National Task Force on Civic Learning and Democratic Engagement, resulted in national call to action: A Crucible Moment: College Learning & Democracy's Future, 2012; A National Leadership Council, Liberal Education and America's Promise 2004—; Greater Expectations, National Panel, 2000-02, an initiative advancing the aims and purposes for twenty-first century college-level study; Diversity Works, Advisory Committee, 1996-2000

Gates Millennium Scholarship Program, Research and Evaluation Advisory Board, 2001-08.

Higher Learning Commission (North Central Accreditation Association), Board Member, 2000-04.

National Academy of Sciences, National Academy of Engineering, commissioned study on outcomes of engineering graduates in the U.S., 2014-2015 for consensus report on Understanding the Engineering Education–Workforce Continuum; Committee on Advancing Institutional Transformation for Minority Women in Academia, 2011-12; Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline, 2008-10. Study group to advance science policy in education affecting underrepresented groups, released report Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads, 2011.

National Research Council, Study Committee of the Behavioral, Social Sciences and Education Division, Board on Testing and Assessment, to produce the consensus report on Assessing 21st Interpersonal and Intrapersonal Competencies, 2015-2017; National Research Council Study Committee on Undergraduate STEM Degrees at Two and Four-Year Institutions 2013-15, produced the consensus report on Barriers and Opportunities In Completing 2- and 4-Year STEM Degrees, Policy and Global Affairs Division, Board on Higher Education and the Workplace, 2009-2014. Committee oversees the production of congressionally mandated research reports and issues related to advancing higher education in the U.S.

EDITORIAL WORK AND PROPOSAL REVIEW

Search committee for Editor, Journal of Higher Education, 2011
 Search committee for Editor, Research in Higher Education, Spring 2009
 Editorial Advisory Board, Educational Researcher, 2010-12
 Editorial Board, Sociology of Education, 1998-2002, 2006-10
 Editorial Board, Atzlan: A Journal of Chicano Studies, 2005-08
 Editorial Advisory Board, American Educational Research Journal, 1999-2003
 Editorial Board, Journal of Higher Education, 1997-2002
 Editorial Board, Journal of College Student Development, 1997-99
 Editorial Board, and Associate Editor, Review of Higher Education, 1993-96
 Advisory Board, ASHE Reader on Racial and Ethnic Diversity in Higher Education, 1996
 Advisory Board, ASHE Reader on Women in Higher Education: A Feminist Perspective, 1993

Manuscript Reviewer for: Personality and Social Psychology Bulletin, Research in Higher Education, Social Science Quarterly, Journal of Diversity in Higher Education, Review of Higher Education, Social Problems, Teachers' College Record, Journal of General Education, and Temple University Press.

Research Proposal Reviewer for: Lilly Foundation, Spencer Foundation Major Grants Program, National Science Foundation, Directorate for Education & Human Resources, Rockefeller Foundation, Association for Institutional Research-NCES/NSF Grants Program, and Ford Foundation.

TEACHING EXPERIENCE (since May 1992)

Research Practicum (required for doctoral students, HEOC, UCLA)
 Intergroup Relations: Building Skills (UCLA graduate and undergraduate course, annual elective)
 Dialogues Across Difference (UCLA graduate and undergraduate course, annual elective)
 Seminar: Advanced Topics in Research (HEOC elective)
 Seminar: Research Apprenticeship (HEOC elective)
 Lectures in Educational Leadership Program (Ed.D. students in GSE&IS, UCLA)
 Fundamentals of U.S. Higher Education (core course for all HEOC M.A., MSA, Ph.D.)
 The Cognitive and Personal Development of College Students (HEOC elective and core course for Masters in Student Affairs program)
 Race, Ethnicity, and Gender in Higher Education (elective HEOC, UCLA)
 Professional Seminar in Higher Education (core course for doctoral students, CSHPE, University of Michigan)
 Reform and Innovation in Undergraduate Education (elective CSHPE, University of Michigan)
 Introduction to Higher Education (core course for masters students, CSHPE, University of Michigan)
 The American College Student (elective CSHPE, University of Michigan)
 Research on Women and Feminist Perspectives in Higher Education (elective CSHPE, University of Michigan)
 Research Design (core course for doctoral students, CSHPE, University of Michigan)

NATIONAL SERVICE

American Association of State Colleges and Universities (AASCU) and AAC&U 2012—
 National Steering Committee, Working Group on the Assessment of Civic Learning in the Degree Qualifications Profile (DQP)
American Association of University Professors, National Campaign Committee for the Common Good, 2004-05

American Educational Research Association, AERA Fellows Program, 2011—; AERA Presidential Panel on Racial Dynamics in Higher Education, 1997-99; Division J Council, 1997-99; Undergraduate Mathematics Indicators Project, 1994-96; Affirmative Action Committee, Division J, 1992-93; Division J Program Committee, 1992

American Association for Higher Education, Board Member, 1996-2000

Association of American Colleges and Universities, National Leadership Council, Liberal Education and America's Promise, 2004—, advancing liberal education skills among college students in the 21st century

Association of American Universities, STEM Technical Advisory Committee, 2011—

Association for the Study of Higher Education, Director of the Critical Quantitative Policy Analysis Institute, 2009-11; Equity Task Force, 2007-10; Past President, 2006; Publications Committee, 2006; President, 2005; President Elect, 2004; Chair, Dissertation Award Committee, 2002-03; Nominations Committee, 1996; Chair, Conference Program Research Papers, 1995; Chair, Conference Program Symposia, 1992; Board Member, 1990-92

Association of American Colleges and Universities, National Task Force on Civic Learning and Democratic Engagement, resulted in national call to action: [A Crucible Moment: College Learning & Democracy's Future](#), 2012; A National Leadership Council, Liberal Education and America's Promise 2004—; Greater Expectations, National Panel, 2000-02, an initiative advancing the aims and purposes for twenty-first century college-level study; Diversity Works, Advisory Committee, 1996-2000

Gates Millennium Scholarship Program, Research and Evaluation Advisory Board, 2001-08.

Higher Learning Commission (North Central Accreditation Association), Board Member, 2000-04.

National Academy of Sciences, National Academy of Engineering, commissioned study on outcomes of engineering graduates in the U.S., 2014-2015; Committee on Advancing Institutional Transformation for Minority Women in Academia, 2011-12; Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline, 2008-10. Study group to advance science policy in education affecting underrepresented groups, released report [Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads](#), 2011.

National Research Council, Study Committee of the Behavioral, Social Sciences and Education Division, Board on Testing and Assessment, to produce the consensus report on [Assessing 21st Interpersonal and Intrapersonal Competencies](#), 2015-2017; Study Committee on Undergraduate STEM Degrees at Two and Four-Year Institutions 2013-15, produced the consensus report on [Barriers and Opportunities In Completing 2- and 4-Year STEM Degrees](#); NRC Policy and Global Affairs Division, Board on Higher Education and the Workplace, 2009-2014. Committee oversees the production of congressionally mandated research reports and issues related to advancing higher education in the U.S.

UNIVERSITY SERVICE

University of California System

Enrollment Management Council, University of California, the Office of the President (UCOP), appointed by President Yudof, 2009-10

Academic Senate Council, systemwide Intersegmental Council of Academic Senates for all California public higher education institutions, 2008-10

Board on Admissions and Relations with Schools (BOARS), Chair 2008-10; Vice Chair, 2007-08; Member, 2004-08

Admissions Processing Task Force, systemwide committee of Directors of Admission, 2007-10

Advisory Committee, University of California Undergraduate Experience Survey (UCUES), 2006-07

University of California, Los Angeles

Vice Chancellor for Academic Affairs/Provost appointments: Moreno Implementation Committee, Member, 2014-2015; subcommittee on Vice Chancellor for Equity, Diversity & Inclusion; subcommittee with Dean Sork, Life Sciences on Building Inclusive Classrooms 2014-15.

Vice Chancellor for Research appointment, Cabinet 2012-2015.

Chancellor's Council on Diversity and Inclusion, 2010-14.

Education Department:

Division Head, Higher Education and Organizational Change (HEOC), 2012-13, 2015-17.

GSE&IS Committee on Race and Ethnic Relations, 2013-2014.

GSE&IS, Review Committee for Jose Luis Santos, 2012, 2008; Chair, Ad Hoc Promotion Committee for Mitchell Chang, 2007; Member, Faculty Search Committee, 2006-07; Chair, HEOC Faculty Search Committee, 2004-05

Gender Studies, Faculty Affiliate, 2012—

Chicano Studies Research Center, Chair of Faculty Affiliates, 2007-09; Faculty Affiliate, 2004—

Intergroup Relations Committee, Student Affairs, 2008—

Review Committee for Vice Chancellor of Student Affairs, May-September 2008

Academic Senate Committee on Undergraduate Admissions and Relations with Schools (CUARS), Chair, 2007-08; Vice Chair, 2006-07; Member, 2004-07

Graduate Summer Research Mentorship Program, Faculty Mentor (annual participant), UCLA Graduate Division, 2006-15

WASC Accreditation Committee, Member, 2004-08

University of Michigan, Ann Arbor

Harold Johnson Diversity Award Committee, 2002, 1996

Provost's Committee on Diversity and Democracy, 2001-03

President's Advisory Committee on Women, 2001-03

Capital Campaign Committee, appointed by the Provost, 2000-03

Administrative Leadership Council; Ex-Officio, School Executive Committee, 2000-03

Academic Affairs Advisory Committee, appointed by SACUA, 1999-2002

Chair, Promotion and Tenure Committee, School of Education, 1999-2000

Diversity Dialogue Committee, appointed by the Dean of Rackham Graduate School, 1998-2003

Dean's Search Committee, appointed by the Provost, 1997-99

University of Michigan, legal defense team providing the social science evidence in *Gratz v. Bollinger*, *Grutter v. Bollinger*, 1996-2003; heard by U.S. Supreme Court in 2003

Co-chair, Planning Committee, Women and Leadership Living/Learning Community, 1996-98

Council on a Multicultural University (COMU), appointed by Vice Provost, 1995-97

Women of Color in the Academy Conference Steering Committee, Women's Studies and the Center for the Education of Women, 1995-96

Student Relations Committee, Senate Advisory Committee on University Affairs, 1994-95

Rockefeller Brothers Fund for Minority Undergraduates Entering the Teaching Profession, Campus Selection Committee, 1993-95

Latino Studies Advisory Committee, Program in American Culture, 1993-94, 1997-98

President's Advisory Committee on Minority Affairs, 1992-94

PROFESSIONAL CONSULTANCIES

- Howard Hughes Medical Institute (HHMI), Advisory Committee, institutional transformation adaption experiment on STEM education in college 2014-2016.
- Minority-Serving Institution Student Success Collaborative, (HACU, AIHEC, NAFEO) funded by WalMart Foundation, Advisor to Hispanic-Serving Institutions, presented the scholarship on student success, 2011-13.
- National Institute of General Medical Sciences, NIH. Invited to consult on next stages of funding priorities for STEM undergraduate education and development of program initiatives, 2011-12.
- U.S. Department of Education, Postsecondary. Invited to meeting to consult on the College Completion Agenda, January 2012
- Bill and Melinda Gates Foundation, Gates Millennium Scholars Program. Invited to consult on next stage of postsecondary initiatives that involve research and practice, including contexts for success initiative 2011, college access initiatives 2010, and postsecondary priorities 2009. Advisory Council to monitor evaluation of the scholarship program and long-term outcomes for racial/ethnic minority recipients 2000-09.
- Indiana University-Purdue University at Indianapolis, Diversity Self-Study. External Reviewer of materials and recommendations for change, April 2000.
- National Center for Urban Partnerships (sponsored by the Ford Foundation), Evaluation Team. Assisted three cities in evaluating K-16 initiatives 1994-97.
- National Institutes of Health. Program consultant for the review of minority undergraduate training in biomedical fields, 1994.
- Lilly Foundation. Review Panel for the Program on Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges, 1996.
- American College Testing Program. Test item-review panel for COMPASS, placement tests for community college student and review tests for sensitivity to different gender and ethnic groups, 1993-95.

INVITED ADDRESSES AND PRESENTATIONS (selected since 2000)

- Keynote Speaker, Equity and Diversity in Higher Education: Best Practices and Challenges. A national seminar for educators from different universities, Santiago, Chile, August, 2013. [\[International\]](#)
- Keynote Speaker, Policy for Equity and Diversity in Higher Education: Beyond Funding Mechanisms, public forum sponsored by U.S. Embassy in Chile and the University of Chile, Santiago, Chile, August, 2013. [\[International\]](#)
- Keynote Speaker, Building an Environment of Support for Student Centered Learning. Presented at the Fifth International Conference, focused on Student-Centered Learning: Reform in Undergraduate Education, Chinese Association for Institutional Research (CHAIR), Huazhong University of Science and Technology (HUST), Wuhan, China, July 2012. [\[International\]](#)
- Panel Presenter, Women of Color Among STEM Faculty at the conference, Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia, National Academy of Sciences, June 2012.
- Speaker, Science Education Alliance Board, Howard Hughes Medical Institute and National Institute of General Medical Sciences, National Institutes of Health (NIH), Chevy Chase, MD, June 2012.
- Panel Presenter, Diversity Panel, Engineering Deans Institute, American Society for Engineering Education Kauai, HI, April 2012.
- Keynote Speaker, Student Success Institute, American Association of Hispanics in Higher Education, Costa Mesa, CA, March 2012.
- Keynote Speaker, Diverse Learning Environments: Creating the Conditions for Inclusive Student Success, The University of Kansas, Lawrence, KS, March 2012.

Keynote Speaker, Student Persistence at SJSU: How Student Affairs Can Help Light the Way, San Jose State University, San Jose, CA, March 2012.

Participant, Invitational Meeting on the College Completion Agenda, U.S. Department of Education, Washington, DC, January 2012.

Panelist, Minority Males in STEM, Association of Public and Land Grant Universities Annual Meeting, San Francisco, CA, November 2011.

Panelist, Education Writers Association, 20 Million and Rising: Meeting the Demand for More College Graduates, Los Angeles, CA, November 2011.

Keynote Speaker, AAC&U, Educating for Personal and Social Responsibility Conference, Long Beach, CA, October 2011.

Speaker, Diversity Lecture Series, Enacting Diverse Learning Environments in Higher Education: Campus climate, Practices and Student Outcomes, Gallaudet University, Washington, DC, September 2011.

Keynote Speaker, 2011 President's Summit, Teaching and Learning in Diverse Learning Environments, University of Wisconsin System Administration, Madison, WI, April 2011.

Panel Presenter, Penn IES Lecture Series, Advancing the Study of Diverse Learning Environments, University of Pennsylvania, Philadelphia, PA, March 2011.

Panel Presenter, AAC&U, Core Commitments Annual Meeting, San Francisco, CA, February, 2011.

Keynote Speaker, Citizenship in a Diverse World, Duke University, Durham, North Carolina, January 2011.

Keynote Speaker, Fall Plenary Session, The Future of Our College: Embracing the Possible, Academic Senate of California Community Colleges, Anaheim, CA, November 2010.

Plenary Speaker, Professional and Organizational Development in Higher Education, Assessment in STEM: Thinking and Acting like a Scientist, St. Louis, MO, November 2010.

Keynote Speaker, Keeping our Faculties of Color Symposium, Minneapolis, MN, November 2010.

Keynote Speaker, Expanding and Diversifying STEM Degree Recipients: What We Know From Students and Faculty Experiences, Howard Hughes Medical Institute and National Institute of General Medical Sciences, NIH, Chevy Chase, MD, October 2010.

Keynote Speaker, Understanding Campus Climate, Practices, and Student Outcomes, St Mary's College, Moraga, CA October 2010.

Keynote Speaker, Enhancing Diversity Seminar, Texas A&M University, College Station, TX, September 2010.

Plenary Speaker, 2010 Joint Annual Meeting, Sustaining Diverse Environments, National Science Foundation, Washington, DC, June 2010.

Speaker, National Summer Institute, Promoting Multicultural Excellence in the Academy, University of Denver, June 2009.

Keynote Speaker, American Association of State Colleges & Universities, American Democracy Project Annual Meeting, June 2009.

Keynote Speaker, Chester E. Peters Distinguished Lecture Series, Kansas State University, April 2009.

Speaker, "The Future of Diversity and Opportunity in Education: A National Forum for Innovation and Collaboration," at Rutgers University in New Brunswick, NJ, December 2008.

Speaker, Measuring Undergraduate Learning Outcomes: A Working Agenda for Public Universities, University of Minnesota, October 2008.

Keynote Speaker, Principles of Best Practice with Diverse College Students, Student Affairs Professional Development Conference, UC Irvine, CA, October 2008.

Plenary Speaker, AAC&U, Diversity and Learning Conference, San Diego, CA, October 2009.

Keynote Speaker, Presidential Inauguration of Pamela Reid, St. Joseph's College, September 2008.

Panelist, Leadership Retreat, University of Illinois at Chicago, August 2008.

Commencement Speaker, Northeastern University, May 2008.

Keynote Speaker, Lecture Series Hampshire College, April 2008.

Keynote Speaker, Teaching and Learning Center, Temple University, January 2008.

- Keynote Speaker, Middle States Accreditation Association, Annual Meeting, Philadelphia, PA, December 2007.
- Keynote Speaker, National Science Foundation: “Excellence Empowered by a Diverse Workforce and Equity in Chemistry,” September 2007.
- Speaker, Student Diversity and Success Summit, UC Riverside, March 2007.
- Keynote Speaker, Distinguished Lecture Series, Sam Houston State University, February 2007.
- Speaker, Joint Meeting of Hispanic Association of Colleges and Universities (HACU) with researchers in higher education and HSI institutions, coordinated by the Higher Education Research Institute, Los Angeles, CA, July 2006.
- Speaker, Academic Convocation, Seattle University, September 2006.
- Commencement Speaker, Denison University, May 2006.
- Speaker, Retreat of the Washington Higher Education Secretariat (all higher education organizations in DC), October 2005.
- Keynote Speaker, The 28th Annual Earl V. Pullias Distinguished Lecture, University of Southern California, September, 2005 (see publications).
- Plenary Speaker, National Association of Student Personnel Administrators, Annual Meeting, Tampa, FL, April 2005.
- Keynote Speaker, Association of College Research Librarians, Minneapolis, MN, April 2005.
- Keynote Speaker, Provost’s Lecture Series, Eastern Washington University, March 2005.
- Panelist, Western Regional Forum of the College Board, March 2005.
- Presenter/Advisor, Office of the Governor of California. Presented information regarding higher education in a briefing to the Governor’s Los Angeles staff; received letters of thanks from the Governor’s office and Executive Director of State Government Relations, March 2005.
- Speaker, Professional Experience, Invitational Conference, The Future of the American Public Research University, Pennsylvania State University, February 2005.
- Keynote Speaker, Association of American Colleges and Universities, Annual Meeting, San Francisco, January 2005.
- Keynote Speaker, Student Affairs and College of Letters & Science. Presented research at the annual retreat of all UCLA staff involved in undergraduate education, 2005.
- Keynote Speaker, Moore Chair Distinguished Lecture, North Carolina State University, September 2004.
- Keynote Speaker, Ohio University, Campus Diversity Initiative, February 2004.
- Keynote Speaker, Minnesota State Colleges and Universities, Teaching and Learning Center Faculty Workshop, January 2004.
- Keynote, UniDiversity Day, Texas A&M University, April 2003.
- Keynote Speaker, Kansas State University’s Provost’s Lecture Series, April 2003.
- Speaker, Achieving Diversity in Tertiary and Higher Education: Problems and Prospects, Bellagio, Italy, March 2003. [\[International\]](#)
- Speaker, Indiana University Retention Conference, Indianapolis, IN, February 2003.
- Keynote, Texas Association of Chicanos in Higher Education, Austin, TX, January 2003.
- Speaker, National Conference on the First Year Experience, Costa Mesa, CA, January 2003.
- Keynote Speaker, Presidential Leadership Colloquium, Campus Compact, Providence, RI, November 2002.
- Keynote Speaker, Diversity and Learning Conference, AAC&U, St. Louis, MO, October 2002.
- Keynote Speaker, DOW Chemical Corporation, Midland, MI, October 2002.
- Keynote Speaker, Indiana University Retreat for Chief Academic Officers, February 2002.
- Keynote Speaker, Assessing Students for Citizenship in a Diverse Society, American Association for Higher Education, Annual Assessment Conference, Denver, CO, June 2001.
- Panelist, Bridging Gender Divides National Conference, Center for the Education of Women, University of Michigan, March 2001.
- Keynote Speaker, Retention and Student Success conference, Colorado State University, March 2001.
- Keynote Speaker, presentation “Diversity and Learning on Campus,” University of Illinois, Urbana-Champaign, February 2001.

Speaker, Spencer Research Training Grant Network Conference, Cape Town, South Africa, January 2001.

[\[International\]](#)

Keynote Speaker, Retention 2000 Conference, University of Maryland, College Park, November 2000.

Panel Speaker, Applying and Expanding Diversity and Affirmative Action Research, an AERA Minicourse (four-hour workshop), New Orleans, LA, April 2000.

Panel Speaker, the University of Virginia Symposium on “Charting Diversity: Commitment, Honor, and Challenge,” February 2000. Featured on a live webcast.

COMMUNITY SERVICE

Asian Pacific American Legal Counsel, meeting on admissions reform, May 22, 2009

Board Member, The Achievement Council, an NGO involved in school improvement, 2004-2006

Volunteer, West Los Angeles Democratic Party, weekly voter registration activity, 2004