

Curriculum Vitae: Francisco Xavier Gaytán

Academic Background

- 2010 Doctor of Philosophy, Applied Psychology, New York University
- 2003 Master of Education, Harvard University Graduate School of Education
Completed coursework at Harvard Business School: Entrepreneurship in the Social Sector and Effective Leadership of Social Enterprise
- 2001 Master of Social Welfare, University of California, Berkeley
- 1997 Bachelor of Science, Psychology, *Cum Laude*, Loyola University Chicago
- 1993-95 Moraine Valley Community College (60 credit hours, n.d.)

Academic Positions

Northeastern Illinois University

Associate Professor of Educational Leadership, Higher Education, 2016-Present

Associate Professor of Social Work, 2015-2016

Assistant Professor of Social Work, 2009-2015

New York University

Adjunct Lecturer in Applied Psychology, 2008-2009

Harvard University

Teaching Fellow, 2003-2004

Administrative Positions

Northeastern Illinois University

- **Associate Provost for Student Success and Retention, January 2020-Present**
- ***Interim Associate Provost for Student Success and Retention, December 2018-December 2019***
- ***Provost's Fellow for Student Success and Retention, August 2017-November 2018***

- In each of the above capacities I served as the leading Student Success strategist at NEIU. I coordinated units university-wide, including advising, admissions, student success programs, developmental math and English, student disability services, and residence life through both individual meetings and bi-weekly group meetings to develop and execute a comprehensive undergraduate success and retention strategy that resulted in an increase of first-time full-time retention rates from 46.4% retained for the fall 2016 cohort to 66.9% for the fall 2019 cohort, while simultaneously reducing retention equity gaps between White students and Black and Latinx students. 10 direct reports, 45 state-funded staff and over 100 grant funded staff with a combined annual budget of ~\$17 million.

Units and services under my area include:

- **Academic Advising Center** Advising for undeclared undergraduate students; created the Advisor Institute Professional Development program for all advisors and oversaw the implementation of Starfish, a predictive analytic, early alert retention tool.
- **Proyecto Pa'lante**, a holistic culturally relevant advising program focused on Latinx students
- **Project Success**, a holistic culturally relevant advising program focused on African American students
- **The Wentworth Scholars program**, an intensive wraparound advising program
- **El Centro Campus**, a full-service satellite campus of NEIU targeting Chicago's Latinx community with bilingual/bicultural staff and programming. Academic courses at the undergraduate and graduate level, learning support and tutoring services, library, student affairs and mental health and wellness services are all available at this site.
- **TRIO**-three connected federally funded programs that aim to reach first generation college students from underrepresented groups, students with disabilities, and students interested in becoming educators (\$3.9 million over 5 years; 2020-2025)
- **Title V Hispanic Serving Institution Individual Grant**: A comprehensive federal grant that aims to build the capacity to support student success and retention at federally designated Hispanic Serving Institutions-\$2.6 million dollars over 5 years (2016-2021)
- **Title V Hispanic Serving Institution Cooperative Grant**: "Camino al Éxito" A 5-year \$3.8 million dollar grant focused on increasing college access for 13 Chicago High Schools and increasing transfer and dual enrollment opportunities at Wilbur Wright Community College in Chicago (2018-2023)
- **Title V Hispanic Serving Institution STEM Grant**: "Creating Access to STEM for All" 5-year \$3 million dollar grant focused on early STEM Research Experiences, creation of 2-year STEM cohort with 4 designated general education cohort courses, creation of stretch-calculus, renovate biology lab (2020-2025)
- **Title III: Hispanic Serving Institution STEM Grant**: federal grant with the goal of increasing the number of underrepresented students who choose STEM majors-\$5 million dollars over 5 years (2016-2021)

- **Summer Bridge**-a set of programs that provides socio-emotional and academic support during the summer prior to the first semester of enrollment incoming freshmen.
 - Summer 2018 created a Summer Residential Living Learning Community cohort of 19 students as part of the summer bridge program: 18/19 were retained fall 2019.
- **The First Year Experience Program**-a set of first year seminars based in academic disciplines aimed at improving college readiness using an engaged-learning approach.
 - Co-created Social Justice Leadership Housing Living Learning Community, a scholarship-funded cohort focused on community services and social justice. 34 of 36 students successfully completed their first years as part of the cohort.
- **The Learning Success Center**-campus-wide tutoring center that provides general writing and math tutoring as well as discipline-specific tutoring
- **Center for College Access and Success**-The Center brings together teachers, parents and administrators, and staff from community agencies, universities, arts and cultural organizations, and businesses to share knowledge and resources to help students succeed academically and socially. Center is primarily funded through federal, state, and private grants (~\$12 million/annually) to serve K-12 students in school and in after-school/co-curricular community settings.
 - **Grants included:** TRIO Upward Bound, 21st Century grant, federal GEAR UP grant

Additionally, I served as:

- Member of the Provost's and Dean's Councils, advising the Provost on issues of retention and student success
- Member of the Enrollment Management Council, advising the Associate Vice President of Enrollment Management on issues of undergraduate enrollment, success, and retention.
- Collected and analyzed data to evaluate retention efforts and outcomes in collaboration with Institutional Research.
- Academic Affairs liaison to our American Campus Communities Student Housing team

Interim Coordinator, Program in Latina/o and Latin American Studies (LLAS), Summer 2016-Fall 2017

- Led the program's first external review since becoming a major in 2011, completed a write-up that included compiling assessment data, faculty qualifications, alumni survey, comparison to peer data, and budget and cost efficiency analysis;
- Led recruitment efforts for the undergraduate major and minor including organizing an open house, attending admissions events, hosting high school visits, visiting high schools;
- Created course schedules;
- Created master course templates for all courses in the curriculum;
- Compiled syllabi, working with instructors/faculty to ensure compliance with college and accreditation standards;

- Recruited, assessed, and mentored 2 new instructors;
- Served as the academic advisor for the LLAS major and minor;
- Led faculty meetings of the interdisciplinary LLAS faculty, encompassing 17 members
- Represented Latina/o Studies to the Arts and Sciences Academic Affairs Committee
- Member of the Arts and Sciences Chairs and Coordinators Leadership Team reporting directly to the Dean of Arts and Sciences.

Coordinator of the Educational Leadership, Higher Education M.A. program, January, 2013-July 2018

- Revitalized a program that had been dormant, from admitting 10 students every other year to an enrollment of 51 students in the fall of 2017;
- Served as fiscal agent of the program, managing a budget of \$60,840, not including instructional costs;
- Managed one half-time office manager;
- Served as fiscal agent of two graduate scholarships: The Santos Rivera Endowment Scholarship, awarding \$2300 annually, and the ENLACE graduate scholarship, awarding over \$89,000 in annual tuition assistance to 14 students for a cumulative 252 credit hours of graduate study;
- Successfully raised funds for The Santos Rivera Endowment Scholarship through individual giving and alumni events, increasing the endowment from \$69,000 in 2013 to \$112,000 in 2017.
- Oversaw marketing, recruitment, application review, and admissions;
- Reinigorated the curriculum through systematic review of courses, syllabi, and instructors;
- Recruited 4 new part-time faculty members, adding diversity and rigor to the curriculum, mentoring them while reviewing teaching evaluations and providing face to face and written feedback;
- Oversaw 2 tenured faculty members who taught in the program, including review of teaching evaluations;
- Led regular faculty meetings;
- Initiated the development of program goals aligned with university goals and mission, an assessment plan connected to learning outcomes, and a plan for program review;
- Maintained an active connection to the alumni community, monitoring career progress, assisting with admission to doctoral study in educational leadership, and fundraising;
- Worked with other units on campus, including the Graduate College, Alumni Relations, and undergraduate programs to grow the program and recruit students;
- Provide academic advising as official advisor for all graduate students in the program, ensuring their retention, graduation, and success;
- Reported directly to the Dean of the Graduate College and the Dean of the College of Education regarding the program;
- Led the program to be recognized nationally for academic excellence in 2016 in serving Latino students at the graduate level by the organization, Excelencia in Education.

Administrative Responsibilities as Social Work Faculty Member

- Member of the Departmental Personnel Committee responsible for faculty teaching observations and evaluations, recommendations for retention and tenure, review of faculty research and service.
- Co-led quantitative assessment planning for social work department, creating and aligning social work learning goals and outcomes to university baccalaureate goals using TK20 and LiveText technology.
- Member of the social work Council on Social Work Accreditation re-accreditation team-responsible for quantitative analysis of student learning outcomes, achievement of program goal, and compliance with Council on Social Work Education educational policies.
- Led the Human Behavior in the Social Environment Curriculum Team, which included creating the syllabus and curriculum for a two-course social work theory sequence, oversaw faculty teaching between 3 and 6 sections of the courses each semester to ensure effective teaching that was true to the curriculum, and that all sections met Council on Social Work Accreditation standards.

Refereed Papers

Gaytán, F.X. (In Progress). “Don’t Be Like Me”: The paradox of a strong ethnic identity among Mexican American youth in New York City.

Moreno, G. & Gaytán, F.X. (In Progress). Addressing the Needs of Latino Students with Challenging Behaviors: Recommended Actions to Stem Inappropriate Referrals to Special Education. Submitted to *Multicultural Perspectives*.

Moreno, G. & Gaytán, F.X. (2013). Focus on Latino learners: Developing a foundational understanding of Latino cultures to cultivate student success. *Preventing School Failure: Alternative Education for Children and Youth*, 57:1, 7-16.

Moreno, G. & Gaytán, F.X. (2012). Reducing subjectivity in special education referrals by educators working with Latino students: Encouraging the incorporation of the Functional Behavioural Assessment as a pre-referral practice in student support teams. *Emotional and Behavioural Difficulties*, iFirst, 1-14.

Suárez-Orozco, C., Gaytán, F. X. Bang, H, J. Pakes, O’Connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, 46, 602-618.

Gaytán, F.X., Carhill, A., Suarez-Orozco, C. (2007). Understanding and responding to the needs of newcomer immigrant youth and families. *The Prevention Researcher*, 14, 10-13.

Book Chapters

Gaytán, F.X. (2013). Social capital and the academic and ethnic resources of Mexican youth in New York City. In A. Sawyer & B. Jensen (Eds.), *Regarding Educación: Mexican American Schooling the 21st Century*. New York: Teachers College Press.

Gaytán, F.X. & Suárez-Orozco, C. (2011). Social-emotional challenges for newcomer Latino youth in educational settings. In N.J. Cabrera, F.A. Villaruel, & H.E. Fitzgerald (Eds.), *Latina and Latino Children's Mental Health, Volume 1: Development and Context*. Santa Barbara, CA: Praeger.

Suárez-Orozco, C., Gaytán, F.X., & Kim, H.Y. (2010). Facing the Challenges of Educating Latino Immigrant Origin Students. In *Growing up Hispanic: Health and Development of Children of Immigrants*. Nancy Landale, Susan McHale, & Alan Booth (Eds.), Washington, D.C.: The Urban Institute.

Suárez-Orozco, C. & Gaytán, F.X. (2010). Schooling pathways of newcomer immigrant youth. In G. Sonnert & G. Holton (Eds.) *How to Help Immigrant Youth Succeed*. London: Palgrave MacMillan.

Suárez-Orozco, M.M. & Gaytán, F.X. (2009). Preface to 2009 edition. In *Latinos: Remaking America*, 2nd Edition by Marcelo M. Suarez-Orozco & Mariela Paez (eds.). Berkeley, CA: University of California Press.

Bender, H., Ruiz-Navarro, P., Echavarria, M., Feygina, I., Gaytan, F., & Lucic, L. (2009). Immigration and Education. *Encyclopedia of Cross Cultural School Psychology*. New York: Springer.

Yoshikawa, H., McCartney, K., Myers, R., Bub, K., Lugo-Gil, J., Ramos, M., Knaul, F., Gaytán, F.X., Buitrago, C., Rincon, C., Abina-Sotomayor, K., Caronogan, P., Roy, A., & Godfrey, E. (2006). Educación preescolar en México. In F. Reimers (Ed.) *Aprender más y mejor: Políticas, programas y oportunidades de aprendizaje en educación básica en México*. Mexico City: Fundación de Cultura Económica.

Research Reports/Policy Briefs

Meade, B. Gaytán, F., Fergus, E. & Noguera, P. (2009). A Close Look at the Dropout Crisis: Examining Black and Latino Males in New York City [Research Brief]. New York: Metropolitan Center for Urban Education, New York University.

Meade, B. Gaytán, F., (2009). Examining the Pre-High School Roots of the Black and Latino Male Dropout Crisis in New York City [Research Brief]. New York: Metropolitan Center for Urban Education, New York University.

Meade, B. Gaytán, F., (2009). The New York City High Schools Contributing the Most to the Achievement of Black and Latino Males [Research Brief]. New York: Metropolitan Center for Urban Education, New York University.

Book Reviews

Gaytán, F.X. (2009). [Review of the Book *Immigrants and schooling: Mexicans in New York*.] *Journal of Latinos and Education*, 8, 79-81.

Gaytán, F.X. (2007). [Review of the book *The power of parents: A critical perspective of bicultural parent involvement in public schools*]. *Teachers College Record* (Online). June 4, 2007, from <http://www.tcrecord.org/Content.asp?ContentId=14509>

Refereed Presentations

Gaytán, F.X. (May, 2018). *HSI Students in STEM: Understanding Their Lives and Setting Them Up for Success*. Presented at Catalyzing Progress in Undergraduate STEM Education with Insights from Midwestern HSIs Conference May 3-4, 2018, Chicago, IL.

Gaytán, F.X. (September, 2017). *Latinos Moving From High School to College Enrollment, Completion, and Beyond*. Presented at The Chicagoland Equity Symposium: Committing to Equity and Inclusive Excellence, Wilbur Wright College, Chicago, IL.

Gaytán, F.X. (March, 2017). *Latino Studies, Latino Students: Fostering Positive Ethnic Identity in the Classroom*. Presented at The National Association of Student Personnel Administrators (NASPA) National Conference, San Antonio, TX.

Moreno, G. & Gaytán, F.X. (February, 2016) *Moving Away from the Policy and Practice of Zero Tolerance: Designing Pathways to Assist Students from Diverse Backgrounds with Challenging Behaviors*. Illinois Council for Exceptional Children (ICEC), Naperville, IL.

Gaytán, F.X. (March, 2015). *Latino Lives Off Campus at an Urban Hispanic Serving Institution*. Presented at The National Association of Student Personnel Administrators (NASPA) National Conference, New Orleans, LA.

Gaytán, F.X. (March, 2015). *ENLACE: An MA Program Creating Tomorrow's Latino Higher Education Leadership Today*. Presented at The Alliance of Hispanic Serving Institution Educators (AHSIE) 7th Annual HSI/Title V Best Practices Conference, San Antonio, TX.

Gaytán, F.X. & Valencia, M. (March, 2014). *College Success Courses How Do They Affect Latino Students?* Presented at the American Association for Hispanics in Higher Education Conference, Costa Mesa, CA.

Gaytán, F.X. (March, 2014). *All Latino, All Good? Benefits and Challenges in Having a Cohort of All Latino Graduate Students in an Educational Leadership Program Focused on Latino Issues in Higher Education*. Presented at the American Association for Hispanics in Higher Education Conference, Costa Mesa, CA.

Gaytán, F.X., Jajou, A., & Bocanegra, E. (March, 2014). *Making art and creating hope for gang-affiliated Latino youth*. Presented at the 12th Annual Alumni of Color Conference, Harvard University Graduate School of Education, Cambridge, MA.

Gaytán, F.X. (May, 2013). *Building the Pipeline to the PhD for Latinos at a Hispanic Serving Institution*. Presented at the College Board Préparate Conference, Chicago, IL.

Gaytán, F.X. (March, 2013). *Academic Challenges and Opportunities for Latino Students at an Urban, Midwestern, Hispanic Serving Institution*. Presented at the National Association of Chicano and Chicana Studies Conference, San Antonio, TX.

Gaytán, F.X., Velez, A., Ballinas, C., & Loeza, M. (February, 2013). *Enhancing the Latino Graduate School Pipeline by Tapping into Our Funds of Knowledge at a Hispanic Serving*

Institution. Presented at the 11th Annual Alumni of Color Conference, Harvard University Graduate School of Education, Cambridge, MA.

Gaytán, F.X. (April, 2012). "Don't Be Like Me": The Paradox of Strong Ethnic Identity Among Mexican American Youth in New York City. Presented at the American Educational Research Association Conference, Vancouver, BC.

Gaytán, F.X. (March, 2012). Narratives of Chicano/a College Student Success at a Hispanic Serving Institution in Mexican Chicago. Presented at the National Association of Chicano and Chicana Studies Conference, Chicago, IL.

Gaytán, F.X. (November, 2011). 'Don't be like me:' Mexican Americans' academic achievement across generational divides – current and historical perspectives from New York City and Chicago. Presented at the History of Education Society Conference, Chicago, IL.

Gaytán, F.X. (April, 2011). Teaching Latino social work practice to social work students and professionals. Presented at the Latino Social Workers Organization Conference, Chicago, IL.

Gaytán, F.X. (January, 2010). The role of social capital and support from adults in the academic identity of Mexican immigrant youth in New York City. Presented at The Students We Share: New Research from the United States and Mexico, a Binational Conference, Mexico City, Mexico.

Gaytán, F.X. (March, 2010). Supporting the education of Mexican and Latino immigrant youth through culturally competent socio-emotional support in the schools. Presented at the Latino Social Workers Organization Conference, Chicago, IL.

Gaytán, F.X. (June, 2008). Supportive relationships and the academic behavior of Mexican-descent youth in New York City. Presented at Childhood & Migration: Interdisciplinary Conference, Drexel University, Philadelphia, PA.

Gaytán, F.X. (March, 2008). Social capital and the academic adaptation of Mexican immigrant youth in New York City. Presented at the Annual Meeting of the American Educational Research Association, New York City, NY.

Gaytán, F.X. (March, 2008). Social networks and academic engagement among Mexican Immigrant Youth in New York City. Presented at the Annual Meeting of the American Educational Research Association, New York City, NY.

Gaytán, F.X. (March, 2008). Supportive school relationships and the academic performance of Latino immigrant youth. Presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.

Gaytán, F.X., Carhill, A., Suarez-Orozco, C. (October, 2007). The role of social networks in the academic and language development of immigrant youth. Poster presented at On New Shores: Understanding Immigrant Children Conference, University of Guelph, Guelph, ON, Canada.

Gaytán, F.X., Xue, Q., Yoshikawa, H. (June, 2006). Transnational babies: Patterns and predictors of early childhood travel to immigrant mothers' native countries. Paper presented at the annual National Head Start Research Conference, Washington D.C.

Gaytán, F.X. & Suarez-Orozco, C. (April, 2006). "My heart was staying behind": The psychosocial and academic experience of separation and reunification among Latino immigrant families. Paper presented at the annual meeting of the Latin American Studies Association, San Juan, PR.

Gaytán, F.X. (July, 2006). Latino families: Bridging the gap between home and school to improve Latino students' educational futures. Presented at the Metro Center Summer Institute on gaining tools for addressing racial/ethnic disproportionality in special education and discipline. New York University, New York City, NY.

Gaytán, F.X. (October, 2005). Mexican families and the psychological, social, and cultural adjustment of Mexican students in NYC Public Schools. Presented at the Mexican Students in New York Schools Symposium, New York University, New York City, NY.

Gaytán, F.X. (October, 2005). Understanding the gender gap in Latino education. Paper presented at The Unacknowledged crisis: Latino males and higher education conference at the Tomas Rivera Policy Institute, University of Southern California, Los Angeles, CA.

Lutyens, M. & Gaytán, F.X. (June, 2003). Understanding and transforming an afterschool tutoring program through qualitative research: making meaning of memos. Paper presented at the Ethnographic and Qualitative Research in Education Conference, Duquesne University, Pittsburgh, PA.

Invited Presentations and Workshops

Gaytán, F.X. (December, 2016). Latinos by the Numbers. Presented to the Northeastern Illinois University President's Administrative Team Meeting.

Gaytán, F.X. (March, 2014). The Role of Hispanic Serving Institutions in Increasing Opportunity for Latino Students, presented at the Illinois Latino Council on Higher Education (ILACHE) Annual Conference, Roosevelt University, Chicago, IL.

Gaytán, F.X. (March, 2014). Working with Young Latino Men & Latino Masculinity. Workshop presented at The Chicago School of Professional Psychology, The Latino/a Mental Health Providers Network Training, Chicago, IL.

Gaytán, F.X. (October, 2013). The Social and Emotional Lives of Latino Students in Schools. DePaul University College of Education Forum on Latino Students, Chicago, IL.

Gaytán, F.X. (July, 2013). Ethics in Diversity and Organizational Development. National Museum of Mexican Art/Yollocalli Arts Reach, Hive Chicago Learning Collaborative, Chicago, IL.

Gaytán, F.X. (October, 2012). Using Art to Engage Hard to Serve Latino Youth. Workshop presented at the Illinois Education Association Conference, Lisle, IL.

Gaytán, F.X. (June, 2012). Engaging Latino Youth Through Art. Workshop presented at the Illinois Statewide Migrant Education Workshop, Alsip, IL.

Teaching

*Northeastern Illinois
University*

Graduate:

Summer 2017	Resources, Institutional Planning, and Finance in Higher Education
Summer 2016, 2017	Seminar in Higher Education: Critical Policy Issues in Latino Higher Education,
Spring 2017	The Problematic Pipeline - Latinos and Latinas in Higher Education
Summer 2011, Fall 2013, Fall 2015, Summer 2016	Research Methods in Educational Leadership

Undergraduate:

Summer, 2013, 2014, 2015, 2016	Introduction to Latina/o and Latin American Studies
Spring 2011, 2012, 2013, 2014	Social Work Practice with Latino Communities
Fall 2010, 2011, 2012	Human Behavior in the Social Environment I
Summer 2010, 2011, 2012	Human Behavior in the Social Environment II
Spring 2011, 2012, 2013	
Spring 2010	Social Work with Groups
Spring 2010	Social Work Research Practicum II
Fall 2009, 2010, 2011	Social Work with Immigrants and Refugees
Fall 2009	Social Work Research Practicum I

Brooklyn College/ Organización Mixteca

Summer 2008	College Now: College Preparatory Course
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New York University

Fall 2008	Latinos in Urban Schools
Fall 2008	Introduction to Developmental Psychology
Summer 2008	Adolescent Development [cross-listed as Multilingual and Multicultural Studies and the Development of Immigrant Origin Youth, co-taught with Carola Suárez-Orozco]
	Graduate Study Abroad in Puebla, Mexico
Spring 2008, 2009	Cultures of Psychology

Teaching Assistantships

Harvard University Graduate School of Education:

Spring 2004	H-236 Adolescent Development
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Fall 2003	H-331 Risk and Resilience Across Childhood and Adolescence
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Yearlong 2003-2004 H-397 Research Experience in Risk and Prevention: Adolescent Focus

Dissertation Committee Member

Caitlyn O’Grady-University of Illinois, Chicago, Social Work, dissertation defended 2017

Manuel Salgado-Loyola University Chicago, Counseling Psychology, dissertation defended 2017

Undergraduate Thesis Supervisor

Sonia Hussain, Honors Scholar, NEIU, English

Katherine Shah, Honors Scholar, NEIU, music

Perla Lopéz, McNair Scholar, NEIU, social work

Gabriel García, McNair Scholar, NEIU, social work

Daniel Olavarría, McNair Scholar, NEIU, social work

Jessica Guillen, McNair Scholar, NEIU, social work

John Gómez, Honors Scholar, NEIU, economics

Tomás Ortiz, Non-Traditional Degree Program, University Without Walls

Honors and Awards

2013 Northeastern Illinois University, Provost’s Research Grant, \$5000, (w/ Erica Meiners)

2011 Northeastern Illinois University, Office of Academic Affairs, Research Community Grant (w/ René Alvarez), \$5000

2010 Northeastern Illinois University, Office of Academic Affairs, Immigration Research Grant, \$5000

2007-2008 Spencer Dissertation Fellowship for Research Related to Education, “The Role of Non-relative Adults in Generating Social and Cultural Capital for Mexican Immigrant Youth in New York City.” \$25,000

2005 W.T. Grant Junior Scholars of Color Supplemental Pre-dissertation Fellowship, \$60,000

2003-2004 Harvard-MIT Cooperative Society Public Service Grant, \$1500

1999 Recipient Title IV-E Child Welfare Training Award, University of California at Berkeley

1995-1997 Member of Psi Chi, National Honor Society in Psychology

Activities & Service

Spring 2021 *Member, Founding EdD Program Director Search Committee*

Fall 2017 *Member, NEIU President Search Committee*

Fall 2017 *Member, Carruthers Center for Inner City Studies Director Search Committee*

Fall 2017-Present *University Budget Task Force Member, charged with making budget model recommendations for all units of the university*

Fall 2016 *Chair, Higher Education Faculty Search and Screen Committee*

Fall 2016- Present	<i>Member, Institutional Review Board for Research Involving Human Subjects, NEIU</i>
Fall 2016	<i>Member, Sociology Faculty Search and Screen Committee</i>
Fall 2015- Present	<i>Chair, Financial Aid Committee on Student Satisfactory Academic Progress</i>
Fall 2014, Spring 2016	<i>Chair, Social Work Faculty Search and Screen Committee</i>
Fall 2012, Fall 2013	<i>Member, Social Work Faculty Search and Screen Committee</i>
Fall 2011	<i>Member, Northeastern Illinois University Provost Search and Screen Committee</i>
Summer 2009-Fall 2012	<i>Chair, Northeastern Illinois University Latino Heritage Committee</i>
Fall 2009- Spring 2011	<i>Social Work Representative to the Northeastern Illinois University College of Arts and Sciences Academic Affairs Committee</i>
May 2004- Aug. 2004	<i>Co editor, Harvard Educational Review, Harvard University</i>
2003 and 2004	<i>Student Reader, Risk and Prevention Ed.M. Admissions Committee, Harvard Graduate School of Education</i>
Aug. 2000- May 2001	<i>Member Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A), University of California at Berkeley (Latino Student Group)</i>
Oct. 1999- May 2001	<i>Vice Chair, Social Welfare Graduate Assembly, School of Social Welfare, University of California at Berkeley</i>
Sept. 1999- May 2001	<i>Member, La Raza Caucus, Student Group at the School of Social Welfare, University of California at Berkeley</i>

Skills

Proficient in written and spoken Spanish, Computer Skills: Macinotsh, MS Access, MS Excel, MS Power Point, MS Word, SAS, SPSS, Internet, Atlas.Ti