

LAURA I. RENDÓN

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EDUCATIONAL BACKGROUND

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| 1982 | Ph.D. in Higher Education Administration, University of Michigan, Ann Arbor, Michigan. |
| 1975 | Master of Arts in Guidance and Counseling And Psychology, Texas A&M University, Kingsville, Texas. |
| 1970 | Bachelor of Arts in English and Journalism, University of Houston, Houston, Texas. |
| 1968 | Associate of Arts, San Antonio College, San Antonio, Texas. |
| 1966 | Laredo Junior College, Laredo, Texas. |

FELLOWSHIPS

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| 1998-2001 | Fetzer Institute Fellowship. One of 13 Fetzer Fellows. The three-year, \$30,000 fellowship involved working on an Independent Learning Quest focusing on incorporating authenticity, community and wholeness in the academy. |
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POSTSECONDARY PROFESSIONAL EXPERIENCE

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| 2005-Present | Professor and Chair of the Department of Educational Leadership and Policy Studies, Iowa State University. |
| 1999-2005 | Veffie Milstead Jones Endowed Chair, College of Education, California State University-Long Beach. Joint Professor, Department of Educational Psychology, Administration and Counseling and Department of Teacher Education. |
| 2004-2005 | Professor in the Joint Doctoral Program (with UC-Irvine) on Educational Leadership. |

- 1991-1999 Professor, Department of Educational Leadership and Policy Studies, Arizona State University. Taught graduate courses in the Ph.D. program in policy studies and the Ed.D. program in higher education. Participated as a Research Faculty member with the ASU Hispanic Research Center.
- 1992-1999 Director of Assessment, Ford Foundation Urban Partnership Program. The program involved evaluating the progress of 16 urban cities throughout the nation which organized city-wide alliances to address the participation, retention, and graduation of at-risk students. The partnerships included the K-12 system, two- and four-year institutions, community-based organizations and elected officials. Obtained \$970,000 in funding for this National Center over six years, 1992-1998.
- 1991-1996 Senior Research Associate, National Center for Postsecondary Teaching, Learning and Assessment. Involved conducting research for a Center headquartered at Penn State University funded by the Office of Education Research and Improvement, U.S. Department of Education. The Center involved a consortium, which included Penn State University, Arizona State University, the University of Illinois at Chicago, Syracuse University, the University of Michigan, the University of Southern California, and Northwestern University. Received \$110,507 in funding for this National Center over five years, 1991-1996.
- 1988-1991 Associate Professor and Associate Editor of the *Community College Review*, Department of Adult and Community College Education, North Carolina State University. Taught graduate students in adult and community college education. Served as Associate Editor of the *Community College Review*, a refereed research journal focusing on community college issues.
- 1986-1988 Visiting Assistant Professor of Higher Education and Director, Ford Foundation Southwest Transfer Education Research Project, University of South Carolina, Columbia, SC. Taught graduate students in higher education program. Directed an \$80,000 research project, which examined the transfer education function in six community colleges in the Southwest.
- 1984-1986 Research Associate, Office of Educational Research and Improvement (OERI), Office of Research, Division of Higher Education and Adult Learning, Washington, DC. (Reorganized from the National Institute of Education, October, 1985). Planned, developed and budgeted an OERI Community College Leaders Network; advised the Assistant Secretary for Research on the development of mechanisms to involve the nation's community colleges in OERI sponsored research proposal competition and reviewed OERI funded proposals and research programs.

- 1981-1984 Director, Math Intervention Project, Border College Consortium, Laredo, Texas. Planned, designed and managed a multiple site educational program funded by the Ford Foundation. Established a national model of mathematics education designed to impact the participation of disadvantaged community college students in math and science fields. Assisted math faculty in planning and developing curricular materials; coordinated the development of community college/school district articulation projects involving parents, students, and professional staff from both sets of institutions. Coordinated a binational math education exchange program with technical institutes in Mexico. Made presentations about math models at national conferences, wrote program proposals, and prepared fiscal reports for a budget of over \$300,000 involving six community colleges and one school district located in California, Arizona and Texas.
- 1975-1979 Director, Freshman Year Experience Program for low-income Chicano Students. Laredo Community College.

TEACHING EXPERIENCE

- 2006-Present Teach Leadership and Change for graduate students in ELPS
- 1999-2005 Veffie Milstead Jones Endowed Chair, College of Education, California State University-Long Beach. Taught graduate level courses, including Leadership in the K-16 System, Student Development Theory in Higher Education and Multicultural Education. Also taught Leadership and Change and Field Research in the Joint Doctoral Program with University of California-Irvine.
- 1991-1999 Professor, Department of Educational Leadership and Policy Studies, Arizona State University. Taught graduate level courses, Cultural Pluralism in Education, Professional Seminar in Higher Education and Student Diversity in Higher Education.
- 1991 Summer Director, Community College Leadership Institute for North Carolina community college administrators. Developed graduate program for leadership development in community colleges on Emerging Issues in Community Colleges and Economic Development and Building Communities.
- 1988 Associate Professor, Department of Adult and Community College Education, College of Education and Psychology, North Carolina State University, Raleigh, North Carolina. Taught graduate courses such as Special Populations of Adult Learners; Instructional Strategies for Adult

Learners; The Community College and Two-Year Postsecondary Institutions, and Community College Leadership Institute.

- 1986-1988 Visiting Assistant Professor of Higher Education, College of Education, University of South Carolina, Columbia, S.C. Developed and taught The Community/Junior College for graduate students. Developed concept to establish a two-year college program emphasis involving the South Carolina Technical College System.
- 1975-1979 Psychology and Human Development Instructor, Laredo Community College.

CONSULTING EXPERIENCE (1992-2005)

- 2006 Consultant to the National Postsecondary Education Cooperative, on factors that account for the success of underserved students.
- 2005 Consultant to the ETS on college student success.
- 2004 Consultant to Pathways to College Network on the education of at-risk students.
- 2003 Member, Accreditation Team for InterAmerica University, P.R., Middle States Accreditation.
- 2002 Consultant to the University of Arkansas on assessing the Multicultural Center.
- 2000-2002 Consultant to the Ford Foundation funded Rural Community College Initiative on evaluation design and outcomes assessment.
- 2000-2001 Consultant to the University of Arizona on the status of women in higher education.
- 2000-2002 Consultant to the American Evaluation Association on increasing the pool of minorities in the field of education.
- 2000-2003 Consultant to California Tomorrow on a research project that addresses the role of California community colleges in providing access.
- 2000-2002 Consultant to the Woodrow Wilson Fellowship Foundation on developing connections between schools and colleges and universities in order to improve educational opportunities for urban students.
- 1999-2003 Consultant to the University of Southern California on a research project to assess the transfer of students from two- to four-year colleges and

universities.

- 2000 Proposal Reader. Contemplative Practice Fellowships. American Council on Learned Societies, New York, NY.
- 1998-2002 Consultant to Mellon Foundation study of high achieving minority students. Study conducted by Michael Nettles, University of Michigan.
- 1998-2000 Consultant to Mathtech, Inc. on a study on the outcomes of diversity in higher education, Washington, DC.
- 1998-2000 Consultant to the National Postsecondary Education Cooperative on study of access in issues in higher education.
- 1998 Consultant to Dana Center on a study of access in Texas Institutions of Higher Education, University of Texas-Austin.
- 1997 Consultant to the U. S. Secretary of Education on a study of early intervention programs.
- 1997 Consultant to University of Arizona on the assessment of academic programs for diverse students.
- 1997 Consultant to Intercultural Development Research Association on the assessment of the Tucson Unified School District's Bilingual Education and Hispanic Studies Department.
- 1997 Consultant to Arizona Public Service (APS) on developing a K-16 education vision for Arizona.
- 1997 Consultant to the Puente Project, a program designed to increase the representation of Latinos in higher education, University of California system.
- 1996 Consultant to the Rockefeller Brothers Fund to select minority fellows in the teaching profession.
- 1995-1996 Consultant to Purdue University. Committee to assess Purdue's institutional climate for diversity.
- 1994 Consultant to the Southern Education Foundation's Panel on Educational Opportunity and Postsecondary Desegregation.
- 1993 Member of the Board of Visitors that assessed the effectiveness of undergraduate education at Indiana University, Purdue University at

Indianapolis.

FUNDED RESEARCH AND DEVELOPMENT (1992-2002)

- 2006 Proposal to the Lumina Foundation in collaboration with Michigan State University. ASHE/Lumina Fellows Program (\$82,555, funded). Principal Investigator at ISU.
- 1996-1999 Proposal to the Ford Foundation. Urban Partnership Assessment Project (\$400,000, funded). Served as Principal Investigator and Project Director.
- 1994-1996 Proposal to the Ford Foundation. National Center for Urban Partnership Evaluation Project (\$300,000, funded). Served as Principal Investigator and Project Director.
- 1992-1994 Proposal to the Ford Foundation, Urban Partnership Program Evaluation (\$270,000, funded). Served as Principal Investigator and Project Director.
- 1991-1995 Proposal to the U.S. Department of Education's Office of Educational Research and Improvement to participate in The National Center for Postsecondary Teaching Learning and Assessment (\$110,507 funded from 12/1/91-11/30/95). Served as Principal Investigator and Senior Research Associate at ASU.

NATIONAL PANELS AND COMMITTEES

- 2006-Present Appointed to the Advisory Board of the National Center for Postsecondary Research (NCPR), Teachers College, Columbia University
- 2004-Present Board of Trustees, Naropa University, Boulder, CO
- 2004-2006 National Advisory Board, Research Project on Women's Leadership, The National Council for Research on Women, New York, NY
- 2003-2005 Co-Chair, ASHE/Lumina Foundation Doctoral Fellowship Program.
- 2003-2004 Chair, ASHE Elections Enhancement Committee
- 1999-Present National Board of Directors, National Council on Community and Education Partnerships, Washington, DC.
- 2002-Present Research and Policy Analysis Expert Group, Alliance for Equity in Higher Education, Washington, D.C.

2000-2004	Research Scholars Panel. Pathways to College Network, Boston, MA.
2002-Present	National Advisory Board. National Initiative for Women in Higher Education.
2000-2003	Advisory Board, American Evaluation Association Project on Increasing the Pool of Minorities in the Field of Education, funded by the Kellogg Foundation.
2000-2002	Advisory Board, <i>Encyclopedia of Higher Education</i> in the U.S., Franklin Pierce College, New Hampshire.
2000-2002	Advisory Board, Transfer and Retention of Community College Students research project, University of Southern California.
2000-2002	Advisory Board, Woodrow Wilson Fellowship Foundation, Schools and Scholars Program, Princeton, NJ.
2000-2001	National Advisory Board, Millennium Project for Women and Faculty of Color, University of Arizona, Tucson.
2000-2003	National Advisory Board, Research Project on Access in Community Colleges, California Tomorrow, Oakland, CA.
2000	Past President, Association for the Study of Higher Education (ASHE).
1999-2002	National Advisory Board, National Information Center on Hispanics in Education, Hispanic Association of Colleges and Universities (HACU), San Antonio, TX.
1999-2002	National Advisory Board, National Study of Effective College Preparation Programs, University of Southern California.
1999-2002	National Advisory Panel of Assessment, Phase III, Rural Community College Initiative, American Association of Community Colleges, Washington, DC.
1999-2000	Chair, Nominations Committee, ASHE.
1999	President, Association for the Study of Higher Education (ASHE).
1998-2000	Appointed member, Advisory Committee for High Achieving College Student Persistence Study, University of Michigan.
1998	President-Elect, Association for the Study of Higher Education (ASHE).

- 1997-2000 Appointed member, Community College Research Center, Teachers College, Columbia University.
- 1997-2000 Working Group, National Postsecondary Access Consortium, NCES, US Department of Education.
- 1995-2000 Nationally elected member, Board of Directors, Association for the Study of Higher Education.
- 1993-1996 Nationally elected Director-at-Large, Council of Colleges and Universities, American Association of Community Colleges.
- 1993 Appointed member, National Advisory Committee, Race and Ethnic Studies Institute, Texas A&M University.
- 1992-1995 Elected to Board of Directors, American Association for Higher Education (AAHE).
- 1992-1995 Appointed member, National Advisory Committee, Woodrow Wilson Fellowship Foundation, Princeton, NJ.
- 1992 Appointed member, National Advisory Board, ERIC Clearinghouse on Higher Education, George Washington University, Washington, DC.
- 1992 Appointed member of National Advisory Committee for the Dietary Guidance Graphic Alternatives Study which designed the new "food pyramid" to promote proper diet and nutrition in the U.S. This project was funded by the U.S. Department of Agriculture and Health and Human Services.
- 1990-2002 Appointed member, National Advisory Board, National Center on The Freshman Year Experience and Students in Transition, Columbia, SC.
- 1990-1993 Appointed to Technical Advisors Board, Quality Education for Minorities, Inc. Washington, DC. This project works with national constituencies to develop programs for minority populations.

BOOKS AND MONOGRAPHS

A. Refereed

Rendón, L.I. (In Progress). *Sentipensante (Feeling/Thinking) pedagogy*. Sterling, VA: Stylus Press.

Rendón, L. I., Hope, R. O., & Associates (1996). *Educating a new majority*. San

Francisco, CA: Jossey-Bass Inc.

B. Non-refereed

Rendón, L. I., Garcia, M., & Person, D. (Eds.) (2004) *Transforming the first year of college for students of color*. Columbia, SC: Center for the First-Year Experience and Students in Transition.

Turner, C., Garcia, M., Nora, A., & Rendón, L. I. (Eds.). (1996). *Racial and ethnic diversity in higher education*. Needham Heights, MA: Simon & Schuster.

BOOK CHAPTERS

A. Refereed

Rendon, L. (2003) Foreword. In J. Castellanos and L. Jones (Eds.), *The majority in the minority*. VA: Stylus Press.

Rendón, L. I. (2000). Academics of the heart: Maintaining body, soul and spirit. In M. Garcia (Ed.), *Succeeding in an academic career: A guide for faculty of color*. Greenwood Press.

Rendón, L. I., Jalomo, R.E., & Nora, A. (2000). Theoretical considerations in the study of minority student retention. In Braxton, J. (Ed.), *Rethinking the student departure puzzle: New theory and research on college student retention*. Nashville, TN: Vanderbilt University Press.

Nora, A., Rendón, L. & Cuadraz, G. (1999). Access, choice and outcomes. A profile of Hispanic students in higher education. In A. Tashakkori and H.S. Ochoa (Eds.) *Education of Hispanics in the U.S.: Policies, practices and outcomes*. Vol 17, AMS Press.

Rendón, L. I. (1999). Toward a new vision of the multicultural community college for the next century. In Shaw, Rhoads, & Valadez (Eds.), *Community colleges as cultural texts: Qualitative explorations of organizational and student cultures*. New York: SUNY Press.

Terenzini, P., Rendón, L. I., Upcraft, L., Gregg, P., & Jalomo, R. (1996). Making the transition to college. In M. G. Weimer & R. Menges (Eds.), *Teaching on solid ground: Using scholarship to improve practice* (pp. 43-73). San Francisco, CA: Jossey-Bass, Inc.

Rendón, L. I., & Garza, H. (1996). Closing the gap between two- and four-year institutions. In L. I. Rendón, R. O. Hope, & Associates, *Educating a new majority* (pp. 289-308). San Francisco, CA: Jossey-Bass, Inc.

Rendón, L. I., & Hope, R. O. (1996). An educational system in crisis: Why schools and colleges are failing minority students. In L. I. Rendón, R. O. Hope, & Associates, *Educating a new majority* (pp. 1-32). San Francisco, CA: Jossey-Bass, Inc.

Hope, R. O., & Rendón, L. I. (1996). Educating a new majority: Mandate for a new century. In L. I. Rendón, R. O. Hope, & Associates, *Educating a new majority* (pp. 456-471). San Francisco, CA: Jossey-Bass, Inc.

Rendón, L. I., Jalomo, R., & Garcia, K. (1994). The university and community college paradox: Why Latinos do not transfer. In A. Hurtado & E. E. Garcia (Eds.), *The educational achievement of Latinos: Barriers and successes* (pp. 227-255). Santa Cruz, CA: University of California.

Rendón, L. I., & Nora, A. (1991). Hispanic women in non-traditional careers. In L. Wolfe (Ed.), *Women, work and school: Occupational segregation and its roots in education* (pp. 117-139). Boulder, CO: Westview Press.

Justiz, M., & Rendón, L. I. (1989). The freshman year experience for Hispanic students. In J. Gardner & L. Upcraft (Eds.), *Enhancing success in the first-year of college: The freshman year experience* (pp. 261-276). San Francisco, CA: Jossey-Bass, Inc.

Nora, A., & Rendón, L. I. (1988). Hispanic students in community colleges: Reconciling access with outcomes. In L. Weis (Ed.), *Class, race and gender in U.S. education* (pp. 126-143). New York: State University of New York Press.

Non-refereed

Rendón, L. (2004). Transforming the first year of college for students of color: Where do we begin? In Rendón, et al., *Transforming the first year of college for students of color*. Columbia, SC: Center for the First-Year Experience and Students in Transition.

Rendón, L., Garcia, M., & Person, D. (2004). A call for transformation. In Rendón, et al., *Transforming the first-year of college for students of color*. Columbia, SC: Center for the First-Year Experience and Students in Transition.

Jalomo, R. & Rendón, L. (2004). Moving to a new culture: The upside and downside of the transition to college. In Rendón, et al. *Transforming the first year of college for students of color*. Columbia, SC: Center for the First-Year Experience and Students in Transition.

Rendón, L. (2000). Partnerships for success in higher education. In *California K-16 partnerships and student success*. (Results of a Statewide Conference Report), 7-9.

Rendón, L. I., Gans, W., & Calleroz, M. (1998, Fall). No pain, no gain: The learning curve in assessing collaboratives. In D. McGrath (Ed.), *Creating and benefiting from institutional collaboration: Models for success*. *New Directions for Community*

Colleges, 103, 71-83. San Francisco, CA: Jossey-Bass.

Rendón, L. I., & Nora, A. (1994, Fall). Improving opportunities for minorities to transfer. In M. Justiz (Ed.), *Minorities in Higher Education*, 120-138. Washington, DC: Oryx/American Council on Education.

Rendón, L. I., & Valadez, J. (1994). New wave students and the community college. In G. Baker (Ed.), *A handbook on the community college in America: Its history, mission and management* (pp. 565-579). Westport, CT: Greenwood Press.

Rendón, L. I., & Robinson, T. (1994). A diverse America: Implications for minority seniors. In Hartel et al. (Eds.), *Ready for the real world* (pp. 170-188). Belmont, CA: Wadsworth Publishing Company.

Rendón, L. I., & Frederickson, J. (1993, Spring). General education for at-risk students. In N. A. Raisman (Ed.), *Directing general education outcomes. New Directions for Community Colleges*, 81, 67-73. San Francisco, CA: Jossey-Bass.

Rendón, L. I. (1992). From the barrio to the academy: Revelations of a Mexican American "scholarship girl." In L. S. Zwerling & H. B. London (Eds.), *First generation students: Confronting the cultural issues. New Directions for Community Colleges*, 80, 55-64. San Francisco, CA: Jossey-Bass.

Rendón, L. I. (1992). Minorities: The coming majority. In J. N. Gardner & J. A. Jewler (Eds.), *Your college experience: Strategies for success* (pp. 245-263). Belmont, CA: Wadsworth Publishing Company.

JOURNAL ARTICLES

Refereed

Burgis, L. and Rendon, L. (2006). Learning with heart and mind: Embracing wholeness in learning communities. *Journal of Religion and Education*, Vol 33, No. 2, 1-19.

Rendon, L. (2005, Spring). Recasting agreements that govern teaching and learning: An intellectual and spiritual framework for transformation. *Journal of Religion and Education*. Vol 32, No 1, 79-108.

Osei-Kofi, N. & Rendon, L. (2005). Latinos, higher education and the "needs" of the market. *Latino Studies*, 3, 249-260.

Rendon, L., Novack, V. & Dowell, D. (2004, December). Testing race-neutral admissions models: The Case of California State University-Long Beach. *The Review of Higher Education*, Vol. 28, No. 2.

Saggio, J. & Rendon, L. (2004) Persistence among American Indian/Native American

college students at a Bible college: the importance of family, spirituality and validation. *Christian Higher Education*, 223-240, Vol. 3, No. 3.

Rendón, L.I. (2002). The Puente Project: A validating model of education. *Educational Policy*, 16 (4), 642-667.

Rendón, L.I. (2000). Academics of the heart: Reconnecting the scientific mind with the artistry of the spirit. *The Review of Higher Education*, 24 (1), 1-13.

Kim, H., Rendón, L., & Valadez, J. (1998). Student characteristics, school characteristics, and educational aspirations of six Asian American ethnic groups. *Journal of Multicultural Counseling and Development*, 26 (3), 166-176.

Yang, X., Rendón, L. I., & Shearon, R. W. (1994, summer). A profile of Asian students in North Carolina community colleges. *Community College Review*, 22 (1), 19-32.

Rendón, L. I. (1994, Fall). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative Higher Education*. 19 (1), 33-51.

Terenzini, P. T., Rendón, L. I., Upcraft, M. L., Millar, S., Allison, K. W., Gregg, P. L., & Jalomo, R. (1994). The transition to college: Diverse students, diverse stories. *Research in Higher Education*, 35 (1), 57-73.

Rendón, L. I. (1993, Fall). Eyes on the prize: Students of color and the bachelor's degree. *Community College Review*, 21 (2), 3-13.

Rendón, L. I., & Valadez, J. R. (1993, February). Qualitative indicators of Hispanic student transfer. *Community College Review*, 20 (4), 27-37.

Nora, A., & Rendón, L. I. (1991). Determinants of student pre-disposition to transfer: A structural model. *Research in Higher Education*, 31 (3), 235-255.

Rendón, L. I., & Taylor, M. T. (1991, Summer). The American history curriculum in North Carolina public community colleges and universities: A comparative study. *Community College Review*, 19 (1), 36-41.

Nora, A., & Rendón, L. I. (1990, Fall). Differences in mathematics and science participation among community college minority and non-minority students. *Community College Review*, 18 (2), 29-40.

Rendón, L. I., & Matthews, T. (1989, May). The success of community college students: Current issues. In L. Bjork, (Ed.), *Minorities in the educational system*. Special issue of *Education and Urban Society*, 21 (3), 312-327. Beverly Hills, CA: SAGE Publications.

Rendón, L. I., & Nora, A. (1989, Summer). A synthesis and application of research on Hispanics in community colleges. *Community College Review*, 17 (1), 17-21.

Rendón, L. I., & Nora, A. (1988 Fall, 1989 Winter). Hispanics in the educational pipeline: Stopping the leaks. *Educational Record*, (68)4/(69)1, 79-85.

B. Non-refereed

Rendon, L. I. (2003, November 28). Educating the Largest Minority Group. Invited commentary for the *Chronicle of Higher Education*, *The Chronicle Review*, Section 2. Volume L, Number 14, pp. B6-B9.

Rendón, L. I. (2000). Academics of the heart. *About Campus*, 5 (3), 3-5.

Rendón, L. I. (1996). The first amendment case study response. *The National Teaching and Learning Forum*, 5 (5), 4-7.

Rendón, L. I. (1996, Nov./Dec.). Do you validate? *National Teaching and Learning Forum*, 14 (5), 1-3.

Rendón, L. I. (1996, Nov./Dec.). Life on the border. *About Campus*, 1 (5), 14-18.

Rendón, L. I. (1993, May). The transition to college for culturally diverse students. *Office of Minority Affairs Newsletter*. Providence, RI: Brown University.

Rendón, L. I. (1993, Fall). Putting pressure on institutions to embrace diversity. *Journal for Minority Medical Students*, 6 (1), 49-51.

Rendón, L. I., & Taylor, M. T. (1990, Dec./Jan.). Hispanic students: Action for access. *AACJC Journal*, 60 (3), 18-23.

Rendón, L. I. (May, 1989). The lie and the hope: Making higher education a reality for at risk freshman students. *AAHE Bulletin*, 41 (9), 4-7.

C. Reprints

Rendón, L. I. (1996). From the barrio to the academy: Revelations of a Mexican American scholarship girl. Reprinted in Turner, et al. *Racial & ethnic diversity in higher education*. Needham Heights, MA: Simon & Schuster.

Nora, A., & Rendón, L. I. (1996). Hispanic student retention in community colleges: Reconciling access with outcomes. Reprinted in Turner et al. *Racial & ethnic diversity in higher education*. Needham Heights, MA; Simon & Schuster.

RESEARCH PUBLICATIONS

Monographs/Commissioned Papers/Policy Papers

Rendon, L. Kanagala, V., Laanan, F.S., Nichols, G.S., Shelley, M.C. & Starobin, S. S. (2006). *Iowa Public Education: Enrollment Challenges, Opportunities for Future Growth*. Education Policy and Practice Perspectives. No. 1, Iowa State University, Department of Educational Leadership and Policy Studies.

Rendon, L. (2006). Reconceptualizing access for underserved students. Commissioned paper for the National Postsecondary Education Cooperative. Washington, DC: NPEC.

Rendón, L. (2002). *Invoking the wisdom of the heart and the intellect in the classroom*. Veffie Milstead Jones Endowed Lecture Series. California State University, Long Beach, College of Education.

Rendón, L. I. (2000). *Building a pathway to college for at-risk youth: Lessons from the Ford Foundations Urban Partnership Program*. California State University, Long Beach.

Rendón, L. I. (2000). *Partnerships for success in higher education*. In California K-16 partnerships and student success. (Results of a Statewide Conference Report), 7-9.

Rendón, L. I. (1999). *Fulfilling the promise of access and opportunity: Toward a vision of collaborative community colleges for the 21st century*. Commissioned paper for the American Association of Community Colleges, New Expeditions Project.

Rendón, L. (1998). *Access in a democracy: Narrowing the opportunity gap*. In U.S. Department of Education, National Center for Education Statistics, Reconceptualizing access in postsecondary education and its ramifications for data systems, NCES 98-283. Washington, DC: National Postsecondary Education Cooperative.

Rendón, L., Gans, W., & Calleroz, M. (1998). *City profile data report*. Urban Partnership Assessment Center, Arizona State University.

Rendón, L., Nora, A., Gans, W. & Calleroz, M. (1998). *Student academic progress report, baseline 1997-98*. Urban Partnerships Assessment Center, Arizona State University.

Rendón, L., Garza, H. & Garcia, M. (1998). *Institutional outreach strategies*. Commissioned paper for the Secretary of Education, U.S. Department of Education, Washington, DC.

Knott, E.J. & Rendón, L. (1998). *Renewal of commitment: An assessment of the University of Arizona's programs in support of student diversity and achievement*. Commissioned report for the Assistant Vice President and Dean of Students, The University of Arizona.

Rendón, L. I. (1997). *Access in a democracy*. Commissioned paper for the National

Postsecondary Education Cooperative. Washington, DC.

Rendón, L. I. (1997). *A K-16 action plan for Arizona minority education*. Commissioned paper for Arizona Public Service.

Rendón, L. I., Nora, A., London, H., Gans, W. L., & Calleroz, M. D. (1997). *Assessment guide*. Arizona State University, Tempe, AZ: The Ford Foundation's Urban Partnership Program National Assessment Center.

Rendón, L. I., Nora, A., London, H., Gans, W. L., & Calleroz, M. D. (1997). *Student academic progress: Key data trends, baseline 1995-96*. Arizona State University, Tempe, AZ: The Ford Foundation's Urban Partnership Program National Assessment Center.

Rendón, L. I., Nora, A., & London, H. (1997). *Assessment in the Ford Foundation's Urban Partnership Program*. Arizona State University, Tempe, AZ: The Ford Foundation's Urban Partnership Program National Assessment Center.

Rendón, L. I., Nora, A., & London, H. (1996). *Assessment guide*. Arizona State University, Tempe, AZ: The Ford Foundation's Urban Partnership Program National Assessment Center.

Rendón, L. I., & Nora, A. (1996). *It takes a partnership: Student victories in the Ford Foundation's Urban Partnership Program*. Arizona State University, Tempe, AZ: The Ford Foundation's Urban Partnership Program National Assessment Center.

Ratcliff, J., & Associates. (1995, June). *Realizing the potential*. National Center on Teaching Learning and Assessment. Penn State University.

Millar, S. B. (coordinator), Rendón, L. I., Terenzini, P. T., & Upcraft, M. L. (speakers). (1994). *Voices of transition: First-year students and the transition to college*. (Cassette Recording). University Park: PA: National Center on Postsecondary Teaching Learning & Assessment.

Rendón, L. I., Nora, A., & London, H. (1994). *Evaluation manual*. Arizona State University, Tempe, AZ: Ford Foundation's Urban Partnerships Program National Assessment Center.

Terenzini, P. T., Rendón, L. I., Allison, K., Gregg, P., Jalomo, R., Millar, S., & Upcraft, L. (1993). *The transition to college: Easing the passage*. Pennsylvania State University: National Center on Postsecondary Teaching, Learning and Assessment.

Quality Education for Minorities Project. (1990). *Education that works: An action plan to improve the quality education of minorities*. (Contributing Researcher). Cambridge, MA: Massachusetts Institute of Technology.

Rendón, L. I., & Triana, E. (1989, December). *Making mathematics and science work for Hispanics*. Washington, DC: American Association for the Advancement of Science.

Rendón, L. I., Justiz, M., & Resta, P. (1988). *The transfer function in southwest border community colleges*. Columbia, SC: University of South Carolina. (ERIC Document Reproduction No. ED 296 748).

Rendón, L. I., & Nora, A. (1988, November). *Salvaging transfer students: Toward alternative structures to the baccalaureate*. Commissioned paper for the Carnegie Corporation Quality Education for Minorities Project. Cambridge, MA: M.I.T. (ERIC Document Reproduction No. ED 305 098).

Rendón, L. I., & Nora, A. (1987). *Hispanics in the educational pipeline: Addressing the causes and cures of attrition*. Commissioned paper for Raza Administrators and Counselors in Higher Education. Irvine, CA.

Nora, A., & Rendón, L. I. (1987). *A discriminate analysis of math and science students in community colleges*. Institute for Higher Education, Law and Governance. Houston, TX: The University of Houston.

Rendón, L. I. (1986). *What works: Research about teaching and learning*. (Contributing Researcher) Washington, DC: U.S. Department of Education.

Rendón, L. I. (1985). *Preparing Mexican Americans for math and science-based fields: A guide for developing school and college intervention models*. Las Cruces, NM. ERIC Clearinghouse on Rural Education and small schools. (ERIC Document Reproduction No. ED 260 853).

Resta, P., & Rendón, L. I. (1985). *The Border College Consortium Mathematics 20Intervention Project. Strengthening math education for Hispanics: New community college, public school and private sector partnerships*. El Centro, CA: Border College Consortium.

ARTISTIC WORK

Rendón, L. I. (1988). *C/S (Con Safos), a Two-Act Play*. First place winner of Chicano Drama Contest, Teatro El Sol, Tucson, AZ. Staged in Tucson, AZ (1988), San Antonio, TX (1988), Laredo, TX (1999), and Austin, TX (2000).

NATIONAL MEDIA

Out of Step, A Symposium on Student Success. Insider Higher Ed, Washington, DC, November 2, 2006.

Featured as one of the nation's leading experts on Hispanic faculty and students. *Chronicle of Higher Education*, November 28, 2003.

Featured in *The College Track*, a PBS documentary on college access for low-income students, Fall 2004

Featured in article, "Perspectives on Diversity-Beyond Lip Service." *Hispanic Outlook*, April 19, 2004.

Featured article, "Education for the Next Millennium." *Hispanic Business Magazine*, 50, April, 1999.

Featured in article, "Passages," in *Graduating Engineer*, 18(4a), April 8, 1997.

Featured in the film, *Shattering the Silences*, a documentary about minority professors breaking into the ivory tower. Aired on PBS, January 24, 1997.

Featured in "The Nation's Top Cities for New Grads," cover story in Managing Your Career: The *College Edition of the National Business Employment Weekly*. (Winter/Spring 1996). New York: The Wall Street Journal, 4-7.

Featured presenter in Coping With Changing Campus Culture, an award-winning teleconference sponsored by the R. Jan LeCroy Center for Educational Telecommunications, Dallas Community College District. The videoconference won the National University Teleconference Network 1996 Best Videoconference Award.

Invited participant on National Public Radio to discuss the transfer and vocational-technical mission of community colleges, December, 1996.

DISSERTATION

Chicano students in south Texas community colleges: A study of student- and institution-related determinants of educational outcomes. Unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1982. (Winner of The Dissertation of The Year Award, Higher, Adult, and Continuing Education Department).

REPRESENTATIVE KEYNOTE, RESEARCH, AND WORKSHOP PRESENTATIONS (1992-2006)

A. Invited Keynote/Plenary Presentations

Envisioning the Next Generation of Diversity Work: Core Agreements and Connections. Plenary Session, Association of American Colleges and Universities, Philadelphia, Pennsylvania, October 20, 2006

Reconceptualizing Success for Underserved Students, National Symposium Plenary Session. National Postsecondary Education Cooperative, Washington, DC, November 3,

2006.

Factors Accounting for the Success of Latino Students. National Symposium Plenary Session. National Postsecondary Education Cooperative, Washington, DC, November 3, 2006.

Creating an Inclusive Curriculum. Plenary Session. Iowa State University, February 22, 2006.

Creating Holistic Learning Communities. Keynote Address, Center for Learning and Teaching, Iowa State University, May 8, 2006.

Teaching and Learning for Wholeness and Social Justice. Luncheon Keynote. National Retention Conference, Las Vegas, Nevada, May 23, 2006.

Facilitating Success for Community College Students. Seminar on Community Colleges, Golden West College, California, June 12, 2006.

Promoting Diversity in Higher Education. Luncheon Keynote. Cottey College, Kansas, August 13, 2006.

Promoting Diversity and Student Success. Keynote Address. Oklahoma State University, October 2, 2006.

New Assumptions and Agreements in Higher Education. National Council for Research on Women, New York, June 23, 2006.

Facilitating Student Success: Transforming Teaching and Learning. [Pennsylvania State University](#), April 27, 2006.

[Shattering Barriers: Transforming the College Experience for Students of Color](#), National Teleconference, The National Resource Center for the First-Year Experience and Students in Transition, April 20, 2006.

Shattering the Belief System About Diversity: New Agreements for Institutional Transformation, University of Virginia, February 8, 2006

Transforming the Pedagogy of Student Affairs: Connecting the Intellect, Spirituality and Multiculturalism with Student Learning. Keynote address, NASPA Multicultural Institute, Las Vegas, Nevada, December 8, 2005.

Latinos in STEM Fields. Invited presentation at Latino STEM Conference, Princeton, NJ, November 10, 2005.

Employing Heuristic Research Methods to Study Teaching and Learning. Invited presentation, Arizona State University, April 30, 2005.

Toward a New Vision of Working with Diverse Students: New Agreements for Teaching and Learning. Invited keynote address, Arizona State University, April 29, 2005.

Latino Enrollment and Equity Issues in California. Invited presentation at Latino Convocation, San Francisco, CA, February 8, 2005.

Addressing Intellectual, Social, Emotional and Spiritual Development in Higher Education. Invited keynote at University of Monterrey, Mexico, October 7, 2004.

Deepening the Pedagogy of the First-Year Experience. Invited keynote for the International Conference on the First-Year Experience. Maui, Hawaii, June 14, 2004.

The Latino Religious Experience. Invited presentation at the Tomas Rivera Center Seminar, Newport Beach, CA, January 31, 2004.

Facilitating Student Success in the Community College. Invited keynote for the William Priest Center, University of North Texas, November 21, 2003.

What You Need to do To Send Your Child to College. Presentation for parents at Bret Harte Elementary (with Liz Nagy and Nancy Gonzalez, two SDHE students), April 16, 2003.

Enhancing the Success of Students of Color. The Importance of Involvement and Validation. Keynote address at Los Angeles Valley Community College, April 2, 2003.

Addressing the "Whole Student:" Improving Instruction for Community College Students. Keynote address at Los Angeles Valley Community College, April 2, 2003

Reawakening Heart, Mind and Spirit. Keynote address at National Gear Up conference, Washington, DC, July 19, 2002.

Fostering Student Retention in the Community College. Keynote address at Dona Ana Community College, Las Cruces, NM, January 6, 2003.

Enhancing Teaching and Learning in the Community College. Keynote address at Dona Ana Community College, Las Cruces, NM, January 6, 2003.

Creating a New Pedagogical Feeling/Thinking Model. Presentation to Steering Committee for the National Initiative of Women in Higher Education, May 29, 2003.

Reawakening Our Authentic Selves. Using Inner Wisdom to Guide Our Work as Educators. Three Day Workshop for the National Council for Community and Education Partnerships, Amatlan, MX, June 20, 2003.

Awakening Heart, Mind and Spirit: Nurturing the Inner and Outer Lives of Students and

Educators. Plenary Panel. National GEAR UP Conference, Washington, DC, July 15, 2002.

Speaker at Dr. Mildred Garcia's Presidential Inauguration, Berkeley College, NY, April 24, 2002.

Authentic Teaching and Learning: Engaging the Heart and Intellect in the Classroom. Workshop, Association of American Colleges and Universities Spirituality and Learning Conference, San Francisco, CA, April 19, 2002.

Enhancing Teaching & Learning in Community Colleges. Keynote Presentation, UCLA, April 6, 2002. Invoking the Wisdom of the Heart and the Intellect in the Classroom, Keynote Presentation, ACPA Conference, Long Beach, CA, March 18, 2002.

Enhancing the Success of Latino Students, Keynote Address, Spring 2002 Chicano and Latino Access and Retention and Graduation Symposium, California State University, Long Beach, CA, February 27-28, 2002.

Creating Validating Holistic Teaching and Learning Environments. Workshop, Western New Mexico University, Silver City, New Mexico, February 15, 2002.

Latino Student Retention, Keynote Presentation, Western New Mexico University, Silver City, New Mexico, February 15, 2002.

Teaching with Mind/Heart, Workshop, El Camino College, Torrance, CA, February 7, 2002.

Latino Student Retention in the California State University System. Keynote Presentation, Latino Students Summit, Fullerton, CA, May 11, 2001.

The Retention of Latino Students in Community Colleges. Keynote Presentation, Canada College, CA, May 10, 2001.

Retaining American Indian Students. Keynote Presentation, American Indian College, Phoenix, AZ, April 6, 2001.

Academics of the Heart: Invoking Spirit in Higher Education. Keynote Address, National Conference on The First-Year Experience, Houston, TX, February, 2001.

Student Retention in Higher Education. Keynote Address, New Mexico Higher Education Assessment/Retention Conference, Albuquerque, NM, February, 2001.

Academics of the Heart in Higher Education. Keynote Presentation, Richland College's Spirit of Learning Series, Dallas, TX, October, 2000.

Helping First-Generation Students Succeed in College. Keynote Presentation, Richland

College, Dallas, TX, October, 2000.

Academics of the Heart in Higher Education. Presentation, Fetzer Institute Retreat, Estes Park, CO, September, 2000.

Academics of the Heart in Higher Education. Keynote Presentation, Learner Centered Summer Institute, Arizona State University-West, August, 2000.

Retaining Students in Community Colleges. Keynote Presentation, South Mountain Community College, Phoenix, AZ, July, 2000.

Educating Students for A New Century. Plenary Panel, Higher Education for A New Century Conference, University of Southern California, July 1, 2000.

College Begins In Grade School. Keynote Address, California K-16 Partnerships and Student Success Conference, CSULB, June 22, 2000.

Retention Theory for Minority Students. Keynote Address, CSU Fullerton, June 13, 2000.

Becoming Successful Early Childhood Educators. Master's in Early Childhood Education Ceremony, CSULB, May 4, 2000.

Improving Student Retention for At-Risk Students. Plenary Presentation, New York City Technical College, April 14, 2000.

College Begins in Grade School: Building a Pathway to College for At-Risk Youth. Veffie Milstead Jones Spring Institute, CSULB, April 11, 2000.

Academics of the Heart: Invoking Spirit in Teaching and Learning. Keynote Address, Women's Conference, Metropolitan State College, Denver, CO, March 23, 2000.

Advancing Women Into Powerful Careers. Keynote Speaker, Career Conference: Intersections for Women, CSULB, March 3, 2000.

Academics of the Heart in Teaching and Learning. Keynote Address, Freshman Experience Program Conference, Santa Ana College, Santa Ana, CA, February 24, 2000.

Academics of the Heart: Invoking Spirit in Higher Education. Presentation, Claremont University Graduate School of Education, Claremont, CA, February 9, 2000.

Early Intervention Programs for At-Risk Youth. Opening Plenary Panel filmed for PBS, ConnectED Conference, The College Board, San Diego, CA, January 9, 2000.

Celebration of Teaching. Keynote Speaker, Hill Middle School, Long Beach Unified School District, December, 1999.

Academics of the Heart: Reconnecting the Scientific Mind with the Artistry of the Spirit. Presidential Keynote Address, Association for the Study of Higher Education, San Antonio, TX, November, 1999.

Democratic Access: College-Prepared Students, Student-Prepared Colleges. Fall CED Institute, November 5, 1999.

Creating Validating In- and Out-of-Class Learning Environments. Invited Presentation, California State Polytechnic University, Pomona, October 22, 1999.

Outstanding Teachers Reception, CSU Celebrating Teachers, Keynote Address. October 12, 1999.

Academics of the Heart: Toward a Connected Model of Teaching and Learning in Higher Education. Keynote Address. College of Lake County, Grayslake, IL, August, 1999.

Reclaiming the Heart in Teacher Education. Presentation, CSU-Long Beach Teacher Education Program faculty, August 26, 1999.

Academics of the Heart: Toward a Connected Model of Teaching and Learning in Higher Education. Keynote Address. College of Lake County, Grayslake, IL, August 16, 1999.

Flor y Canto: Toward a Spiritual Model of Academics of the Heart, Keynote Presentation, Noel-Levitz Retention Conference, San Francisco, CA, July 16, 1999.

Academics of the Heart: Fostering Purpose, Commitment, Community and Responsibility in Higher Education. Invited Keynote Address, National Conference on Race and Ethnicity, June 12, 1999.

Flor y Canto: Academics of the Heart in Higher Education. Invited Keynote Address, Transforming Campuses through Learning Communities National Conference, Seattle, WA, May 21, 1999.

Diverse Voices of Leadership: Different Rhythm and Emerging Harmonies. Invited Keynote Address, Indiana University/Purdue, University at Indianapolis, September 25, 1998.

Unleashing the Power of Learning: Validating and Involving Non-traditional Students In the First Year of College. Invited Keynote Address, Northern Arizona University, June 24, 1998.

Chicano Student Access and Retention at the Community College Level. Invited

Address, USV-ARCO Lecture Series, University of Southern California, April 2, 1998.

Validating Culturally Diverse Students in the Community College. Invited Keynote, Cerritos College, Norwalk, CA, February 26, 1998.

Unleashing the Power of Learning for Community College Students. Invited keynote at Laredo Community College, Laredo, TX, January 5, 1998.

Unleashing the Power of Learning: Validating and Involving First-Year Students. Invited Keynote, NASPA Annual Fall Conference, Portland State University, Portland, OR, November 17, 1997.

Unleashing the Power of Learning: Validating Non-Traditional Students the First Year of College. Invited Keynote, Mesa Community College Fall Convocation, Mesa, AZ, August 18, 1997.

Nontraditional Students in Higher Education. Invited Keynote Presentation, Bryn Mawr Summer Institute for Women in Higher Education, Bryn Mawr, PA, July 5, 1997.

Creating a New Vision of Student Affairs Leadership. Invited Keynote, Fostering Diversity in Leadership in Student Affairs conference, El Paso, TX, June 20, 1997.

Invited Keynote for Hispanic Convocation, Northern Arizona University, Flagstaff, AZ, May 10, 1997.

Preparing the Next Generation of Math/Science Professionals. Invited Keynote Address, 18th Annual Office of Minority Student Affairs Awards Banquet, Rensselaer Polytechnic Institute, Albany, New York, April 12, 1997.

Renewing Our Spiritual Nobility. Invited Keynote, OMSA Awards Banquet, Office of Minority Student Affairs at Rensselaer Polytechnic Institute, Troy, NY, April 12, 1997.

Diversity and Leadership in the Veteran's Administration Hospital. Invited Keynote, Hispanic Heritage Month breakfast, Phoenix VA Hospital, September 16, 1996.

Passport for Student Success. Invited Keynote, International Conference on the Freshman Year Experience, St. Andrews, Scotland, July 18, 1996.

Assessing Culturally Diverse Students. Invited Keynote, 1996. American Association for Higher Education Conference on Assessment and Quality, Washington, DC, June 11, 1996.

Realizing the Potential: Improving Teaching and Learning. Invited Seminar. NEA Higher Education Conference, Tempe, AZ, March 1, 1996.

Nontraditional Students: The Transition to College. Invited Keynote, National

Association of Student Personnel Administrators, Western Regional Conference, Phoenix, AZ. January 19, 1996.

Non-traditional Students in Community College: Transitions and Development. Invited Keynote Address, California Community College League, San Francisco, CA, November, 1995.

Growth and Loss: The Transition to College for Nontraditional Students: Invited Keynote Presentation, Freshman Year Experience Conference, Dallas, TX, November 11, 1995.

Factors Affecting the Retention of At-Risk Students in Community Colleges. Invited Keynote Presentation, Ford Foundation Rural Community College Initiative meeting, Española, NM, March 1, 1995.

Beyond Involvement: Creating Validating Academic and Social Communities in The Community College. Invited Keynote Address, American River College, Sacramento, CA, August 15, 1994.

Succeeding in Graduate School: A Minority Scholar's Perspective. Invited Keynote Address, Mellon Institute for Minority Graduate Students, Princeton University, Princeton, NJ, June 25, 1994.

Minorities in Higher Education: Participation and Retention. Invited Presentation, Southern Education Foundation's Panel on Educational Opportunity and Postsecondary Desegregation, Austin, TX, February 1, 1994.

Transforming Community College Students Into Powerful Learners. Keynote Address, Puente Project State-wide conference, Pomona, CA, October 6, 1993.

Being a Successful Scholar: Confronting the Academic and Cultural Issues. Invited Keynote Address to graduate students in the Mellon Foundation Institute, Princeton University, June 25, 1993.

Making a Successful Transition to College. Keynote Address, Conference of the Freshman Year Experience, Charleston, SC, May 27, 1993. Si Se Puede! Being a Successful College Student. Keynote presentation for students at Chaffey College, Ontario, CA, May 18, 1993.

The Transition to College for Culturally Diverse Students. Invited keynote address, National Community College Chairs conference, Phoenix, AZ, February 19, 1993.

Evaluating The Ford Foundation Urban Partnership Program. Plenary Presentation, Director's Meeting of the Urban Partnership Program, San Antonio, TX, December 3, 1992.

The Condition of Education for Hispanics in Arizona. Invited luncheon address, Arizona Association of Chicanos in Higher Education, Tucson, AZ, November 13, 1992.

Building a Community of Researchers. Plenary presentation, Association for the Study of Higher Education, Minneapolis, MN, October 31, 1992.

Sensitivity to Cultural Diversity: How Higher Education Treats Minorities. Invited keynote address, Minority Student Today conference, San Antonio, TX, October 5, 1992.

B. Research Presentations (1992-2005)

Policy Issues in Higher Education. Discussant at ASHE/Lumina Fellows Panel, ASHE preconference, November 10, 2005.

Research on Spirituality and Education. AERA conference symposium, Montreal, Canada, April 12, 2005.

Latino Identity and Social Class. AERA conference symposium (discussant), Montreal, Canada, April 13, 2005.

Recasting Higher Education's Fundamental Agreements for Teaching and Learning. Presentation at AACU conference, January 23, 2004.

Revisiting Student Retention Theory. Critical Cultural Perspectives. Presentation at national ASHE conference, November 13, 2003.

The End of Universal Access? The Case of CSU-Long Beach. Presentation at national ASHE conference, November 15, 2003.

Authentic Teaching and Learning: Engaging the Heart and Intellect in the Classroom, Veffie Milstead Jones Distinguished Lecture, CSULB, May 6, 2002.

Parental Involvement and Access to College, Association for the Study of Higher Education, November 16, 2001.

Spiritual Maturation and Adult Development. Panel Discussant, Student Development in Higher Education Institute, CSULB, November 10, 2000.

Academics of the Heart in Higher Education. Presentation, Fetzer Institute, September 9, 2000.

Retaining Students at CSULB. Plenary Panel, Academic Senate Retreat, August 28, 2000.

Educating Students for a New Century. Plenary Panel, Higher Education for a New

Century Conference, University of Southern California, June 30, 2000.

Challenges Facing California Public Education. Panel Reactor, California K-16 Partnerships and Student Success Conference, CSULB, June 21, 2000.

Improving Access for Hispanics in Higher Education. Panel Presentation, National meeting of President Clinton's White House Initiative on Educational Excellence for Hispanic Americans, White House, June 16, 2000.

Bringing Spirit to Teaching and Learning. Panel Presentation, Going Public with Spirituality Conference, University of Massachusetts, Amherst, June 5, 2000.

Connecting Spirit and Intellect in Higher Education. Panel Presentation, Going Public with Spirituality Conference, University of Massachusetts, Amherst, June 5, 2000.

Validating Culturally Diverse Students. Presentation, City University of New York, April, 2000.

Academics of the Heart in Research. Women's Research Colloquium, CSULB, April 12, 2000.

Validating Students. Special Presentation to Azusa Pacifica Student Development Students and Faculty, March 16, 2000.

Academics of the Heart in Student Development. Presentation, CED Student Development Program, CSULB, January 20, 2000.

Listening to the Voices of Practicing Teachers to Examine the Effectiveness of a Teacher Preparation Program, Panel Discussant, CED Meeting, December 6, 1999.

Connecting Research with Practice. National AERA Conference. Montreal, Canada, April 21, 1999.

Un Paso Pa' Lante Y Dos Pa' Tras: Promoting Access for Latinos/as in Higher Education. Panel Presentation, 1848/1898@1998 Transhistoric Trends conference, Arizona State University, December 12, 1998.

Panel presentation at conference of the Association for the Study of Higher Education, Miami, FL, November 1998.

Issues in the Study of First-Generation Students. Panel Presentation, Conference of the Association for the Study of Higher Education, Miami, FL, November 1998.

Spirituality in American Higher Education. Panel Presentation, Conference of the Association for the Study of Higher Education, Miami, FL, November 1998.

Unleashing the Power of Learning: Validating and Involving First-Year Students. Invited Keynote Address, 17th Annual Fall Conference, Northwest Association of Special Programs, Portland, Oregon, November 16, 1997.

Shattering the Silences. Symposium Presentation, Annual Conference of the Association for the Study of Higher Education, Albuquerque, NM, November 7, 1997.

The Academic Progress of Students in the Ford Foundation's Urban Partnership Program. Presentation, Annual Conference of the National Center for Urban Partnerships, Phoenix, AZ, October 23, 1997.

Redefining Merit in College Admissions. Presentation, ACE Educating One-Third of a Nation National Conference, Miami, FL, October 17, 1997.

Access in a Democracy. Invited Research Presentation, National Postsecondary Education Cooperative, Washington, DC, September 9, 1997.

Preparing the Next Generation of Math/Science Professionals. Invited Keynote Address, 18th Annual Office of Minority Student Affairs Awards Banquet, Rensselaer Polytechnic Institute, Albany, NY, April 12, 1997.

Transforming the K-16 Educational System. Symposium presentation, Annual Conference of the Association for the Study of Higher Education, Memphis, TX, November 2, 1996.

Assessment Workshop. Presentation, Annual National Conference of the Ford Foundation's National Center for Urban Partnerships, Minneapolis, MN, October 10, 1996.

Race-Based Programs. Presentation, Arizona Board of Regents, September 26, 1996.

Hispanic Women and the Political System. Panel Discussant, Hispanic Women's Corporation conference, Phoenix, AZ, September 20, 1996.

Diversity in America. Workshop, Indonesian Delegation. Arizona State University, August 22, 1996.

The Postmodern Community College. Panel Discussant. AERA Conference, New York, NY, April 11, 1996.

Facilitating the Transition to College for Culturally Diverse Students. Invited Workshop, American Association for Higher Education annual conference, Chicago, IL, March 17, 1996.

Realizing the Potential: Improving Teaching and Learning. Invited Seminar. NEA Higher

Education Conference, Tempe, AZ, March 1, 1996.

Latino Leaders in Higher Education. Symposium Presentation, Annual Association for the Study of Higher Education Conference, November 4, 1995.

Constructing Student Affirming Campuses. Presentation, ACE One-Third of a Nation Conference, Kansas City, KS, October 21, 1995.

We're Not Their Kids: Involvement and Validation for Latino Students. Presentation, ACE One-Third of a Nation conference, October 19, 1995.

Retaining and Validating At-Risk Students: Implications for Policy Makers and Practitioners. Invited Presentation, Annual Conference of the Education Commission for the States Conference, Denver, CO, July 10, 1995.

Factors Related to Student Progress, Student Aspirations and Systemic Change in the Urban Partnerships Program. Presentation, National Conference of the National Center for Urban Partnerships, Seattle, WA, May 5, 1995.

The Postmodern Community College. Discussant presentation, AERA conference, April 19, 1995.

Validating Culturally Diverse Students. Presentation, Annual Conference of the American Association for Higher Education, March 21, 1995.

Building Validating Environments. Symposium Presentation, Research Conference of the Association for The Study of Higher Education, Tucson, AZ, November 12, 1994.

Mapping Higher Education In a Postmodern Era. Symposium Discussant, Research Conferences of the Association for the Study of Higher Education, Tucson, AZ, November 11, 1994.

Negotiating The First Year of College: The Importance of Validation. Invited Research Presentation, Annual Conference of the Arizona Association of Chicanos in Higher Education, Flagstaff, AZ, November 4, 1994.

Qualitative Approaches to Community College Research. Roundtable Discussion, Research Conference of the Association for The Study of Higher Education, Tucson, AZ, November 10, 1994.

Evaluating Systemic Change. Presentation, Conference of the National Center for Urban Partnerships, Richmond, VA, June 11, 1994.

Transforming At-Risk Students Into Powerful Learners. Presentation, Annual Conference of The American Association for Higher Education, Chicago, IL, March 24, 1994.

Factors Affecting Student Transfer. Symposium Presentation, Association for the Study of Higher Education Conference, Pittsburgh, PA, November 5, 1993.

The In- and Out-of-Class Experiences of Community College Students. Research Presentation, Association for the Study of Higher Education Conference, Pittsburgh, PA, November 4, 1993.

Validating Culturally Diverse Students. Presentation, One-Third of a Nation Conference, sponsored by the American Council on Education, Houston, TX, October 21, 1993.

Creating Systemic Change. Panel Presentation, Conference of the Urban Partnerships Project, Memphis, TN, June 5, 1993.

Factors Influencing the Transfer of Latino Students. Latino Eligibility Conference of the University of California System, San Diego, CA, May 17, 1993.

Campus Innovation and Change: Structural and Cultural Strategies. Discussant, American Educational Research Association National Conference, Atlanta, GA, April 14, 1993.

Education of Culturally Diverse Students. Invited Discussant, Race and Ethnic Studies Institute, Texas A&M University, April 7, 1993.

Making the Transition to College: The Role of Out-of-Class Experiences. Presentation, National Conference of the American Association for Higher Education, March 16, 1993.

What We Take for Granted: The Out-of-Class Experiences of College Students. Research Presentation, Association for the Study of Higher Education, Minneapolis, MN, October 30, 1992.

Community College Research Issues. Presentation, Association for the Study of Higher Education, Minneapolis, MN, October 29, 1992.

Chicanos in Higher Education. Presentation, Conference of Mujeres Activas en Letras y Cambios Sociales, University of California, Berkeley, CA, July 4, 1992.

Diversity in Community Colleges. Presentation, Conference of the American Association for Higher Education, Chicago, IL, April 7, 1992.

C. Workshops (1992-2006)

New Agreements for Diversity as Transformational Work. University of Virginia, February 8, 2006.

Realizing Engaging Classroom Environments. Canada College, Redwood City, CA,

November 4, 2005.

Toward a New Vision of Working with Diverse Students: New Agreements for Student Affairs Professionals. Iowa State Personnel Association Annual Conference, October 10, 2005.

The Next Generation of Transformational Work: Recasting Agreements for Teaching and Learning. Workshop for the American Association of Colleges and Universities, Nashville, TN, October 21, 2004.

Authentic Teaching and Learning: Engaging the Heart and Intellect in the Classroom Workshop, Association of American Colleges and Universities Spirituality and Learning Conference, San Francisco, CA, April 19, 2002.

Creating Validating Holistic Teaching and Learning Environments Workshop, Western New Mexico University, Silver City, New Mexico, February 15, 2002.

Teaching with Mind/Heart Workshop, El Camino College, Torrance, CA, February 7, 2002.

Non-Traditional Student Retention Workshop, New Mexico Higher Education Commission, February, 2001.

Diversity in the Curriculum. CSULB Faculty Panel, Multicultural Workshop, Faculty-Teaching-Faculty About Diversity Series. October, 1999.

Learning By Heart: A Retreat Focusing on Spirituality and Higher Education. Pre-Conference Workshop, Educating All of One Nation Conference, American Council on Higher Education, Albuquerque, NM, October 28, 1999.

Creating Validating In- and Out-of-Class Learning Environments. Invited Presentation, California State Polytechnic University, Pomona, October 22, 1999.

Diversity in the Curriculum. CSU-Long Beach Faculty Panel, Multicultural Workshop, Faculty-Teaching-Faculty About Diversity Series, October 20, 1999.

Reclaiming the Heart in Teacher Education, Presentation, CSU-Long Beach Teacher Education Program faculty, August 26, 1999.

Strategic Planning Workshop. College of Education, California State University, Long Beach, August 25, 1999.

Assessment in the Ford Foundation's Urban Partnership Program. Workshop Presentation, Leadership Institute, Alianza Metropolitana de San Juan Para La Educacion, Aguadilla, Puerto Rico, May 31, 1998.

Facilitating the Transition to College for Non-Traditional Students. NASP Annual Fall Conference, Portland State University, Portland, OR, November 17, 1997.

Assessment Workshop. Annual National Conference, Ford Foundation's National Center for Urban Partnerships, Phoenix, AZ, October 23, 1997.

Assessment Workshop. Annual National Conference, Ford Foundation's National Center for Urban Partnerships, Minneapolis, MN, October 10, 1996.

Diversity in America. Workshop, Delegation of Indonesians, Arizona State University, August 22, 1996.

Facilitating The Transition to College for Culturally Diverse Students. Invited Workshop, Annual Conference of the American Association for Higher Education, Chicago, IL, March 20, 1996.

Engaging the New Learner In and Out of the Classroom. Invited Workshop Presentation, Student Development in Higher Education Institute, California State University, Long Beach, CA, October 27, 1995.

The Urban Partnership Project Evaluation. Directed a workshop for evaluation staff of 16 sites in the Ford Foundation Urban Partnerships Project, Miami, FL, December 10-12, 1993.

Educating Culturally Diverse Students in Community Colleges. Invited Presentation, North Carolina Community College Leadership Institute, July 16, 1992.

EDITORIAL WORK (1992-2006)

2006-Present	Editorial Board, <i>NASPA Journal</i> , National Association of Student Personnel Administrators
2005-Present	Local Editorial Advisory Board, <i>NWSA Journal</i> , official publication of the National Women's Studies Association.
2005-Present	Advisory Board. <i>The Handbook of Latinos and Education: Research, Theory and practice</i>
2005-Present	Resource Advisory Group. <i>On Campus with Women</i> , Published by AACU
2004-05	Editorial Advisory Board, <i>ASHE Reader on Community Colleges</i> .
2004-Present	Editorial Board Member, <i>The Review of Higher Education</i> , ASHE
2004	Guest Editor. Special issue on access to college. <i>The Review of</i>

Higher Education.

2004-Present	Editorial Board Member, <i>Educational Researcher</i> , AERA
2001-Present	Editorial Board Member, <i>Journal of Latino Education</i> , CSU-Fullerton.
1995-Present	Editorial Board. <i>Chicana/Latina Studies. The Journal of Mujeres Activas en Letras Y Cambio Social</i> , Loyola Marymount University, Los Angeles, CA
1993-Present	Associate Editor, <i>The Journal of Women and Minorities in Science and Engineering</i> . Virginia Polytechnic Institute, Blacksburgh, VA.
1995-2004	Board of Contributing Editors, <i>About Campus</i> . Jossey-Bass, Inc., San Francisco, CA.
2001-2002	Editorial Advisory Board, <i>ASHE Reader on the College Curriculum</i> .
2001-2002	Editorial Advisory Board, <i>ASHE Reader on Community College</i> .
1991-2002	Editorial Board Member, <i>National Teaching and Learning Forum</i> . Washington, DC: ERIC Clearinghouse on Higher Education.
2001	Editorial Advisory Board, <i>ASHE Reader on Evaluation</i> .
2000	Publications Committee Member, Association for the Study of Higher Education.
1996	Feature Editor, <i>About Campus</i> , November/December 1996 issue.
1991-95	Editorial Board Member, <i>Community College Review</i> . North Carolina State University, Raleigh, NC.
1990-95	Editorial Board Member, <i>Planning for Higher Education</i> . University of North Carolina at Chapel Hill.
	Editorial Advisory Board Member, <i>Reader on Community Colleges</i> , Association for The Study of Higher Education.
1993-94	Editorial Advisory Board Member, <i>Qualitative Research In Higher Education Reader</i> , Association for The Study of Higher Education.

1988-91 Associate Editor, *Community College Review*. North Carolina State University.

PROFESSIONAL ACTIVITIES AND MEMBERSHIPS

American Educational Research Association (AERA)

American College Personnel Association (ACPA)

Association for the Study of Higher Education (ASHE)

American Association of Hispanics in Higher Education (AAHE)

Mujeres Activas en Letras y Cambios Sociales

Spirituality and Education Network (AERA)

Consortium of Spirituality in Higher Education

AWARDS AND HONORS (2000-2006)

2006 Distinguished Service Award, ASHE

2006 Rossmann Manatt Award, Iowa State University

2004 Senior Scholar Award. American College Personnel Association.

2004 Student Retention Research Award. California State University Dominguez Hills
Laura I. Rendon/Chicano Faculty Association Scholarship, Arizona State University

2003 Appreciation Award for Chairing the Ad Hoc ASHE Elections Enhancement Committee.

1998 Fetzer Institute Fellowship

2000 Appreciation Award for Leadership as a Member of the Board of the Association for the Study of Higher Education.

2000 Appreciation Award for Leadership as Chair of the 1999-2000 Nominations Committee, Association for the Study of Higher Education.

2000 Outstanding Leadership Award, Committee on Ethnic Participation, Association for the Study of Higher Education.

2000 Tiger Legend. Outstanding Graduate of Martin High School, Laredo, Texas.

FOREIGN LANGUAGE

Reading, writing, and speaking fluency in Spanish.

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