

Overview

The Office for Equity and Inclusion undertook an evaluation of the condition of faculty of color at UW Tacoma during the 2016 -2017 academic year. The evaluation covered UW Tacoma faculty of color who are underrepresented on the faculty, defined as people whose racial/ethnic background is African American, Native American, Latino/a, Pacific Islander, or U.S. Asian American. The purpose was to document the experiences of these faculty members regarding how well they fit and how well received they feel at UW Tacoma, rather than have such experiences discounted as mere hearsay. It is necessary to understand their perceptions of the racial climate on our campus in order to improve conditions for the future.

Methodology

The Office for Equity & Inclusion sought to contract with an outside specialist to undertake this evaluation. After several attempts to identify such a specialist, the Office identified Ms. Kimi Ginn in Tacoma. Nearly simultaneously the Office was approached by a faculty member, Dr. Jerry Flores, who sought to undertake a similar project. As a result, in June 2016, both Dr. Flores and Ms. Ginn were contracted to jointly conduct the evaluation. During the ensuing planning meetings, it was agreed that they would use a qualitative research approach¹ that is based on one-on-one in-depth, semi-structured interviews and a content analysis to capture the experiences of underrepresented faculty of color at UW Tacoma. Such methodology would also ensure anonymity of the faculty of color members, as well as to provide space for narrative discourse.

The Assistant Chancellor for Equity & Inclusion, Dr. Sharon Parker, identified the UW Tacoma underrepresented faculty of color based on contacts with the Office. Because no official list of underrepresented faculty of color exists at the campus, an invitational letter (see Appendix 1) was sent to those identified and they were asked to help identify others. Of a total of 26 identified underrepresented faculty of color, 24 were interviewed. These included full-time lecturers and faculty at every rank in the tenure track.

Unless the person being interviewed objected, each interview was recorded and later transcribed by an outside typist. The transcribed interview was returned to the interviewer who then coded it according to the issues raised, such as: issues with other faculty members; lack of support from department heads; lack of support for new faculty; mentor awards removed; legitimacy as instructor questioned; expectation of mentoring students but without compensation; pay inequality; paying lip service to diversity without action; tokenism; other faculty talk about students of color negatively. These codes were recorded in DeDoose software along with other demographic information (numbers of years on faculty, gender) and key questions (see Appendix 2). The data from which this report is drawn remain available in the Dedoose software program. All identities have been removed to protect the anonymity of interviewees.

¹ Esterberg, K. (2002). *Qualitative methods in social research*. Boston: McGraw-Hill.

Findings

In this report the experiences of underrepresented faculty of color at UW Tacoma are addressed. As a whole, the 24 faculty members interviewed reported experiencing a hostile racial climate at UW Tacoma. A campus racial climate is determined according to a four-dimensional model: (a) an institution's historical legacy of inclusion or exclusion of various racial/ethnic groups, (b) its structural diversity, or the numerical representation of various racial/ethnic groups, (c) the psychological climate of perceptions and attitudes between and among groups, and (d) the behavioral climate, of campus intergroup relations.²

The UW Tacoma faculty of color characterized this climate as being pervasive and existing for at least 10 years. Many of the participants felt that the racial climate got “worse” since the passing of Chancellor Debra Friedman and with the arrival of Interim Chancellor Kenyon Chan. This racial hostility manifested itself in individual interactions with other faculty, as well as with staff and students. Hostility issues appeared during faculty meetings, in campus-wide discussions, and in hiring committees. Moreover, faculty of color in general noted that UW Tacoma faculty, staff and students were unable to have an open and productive discussion around issues related to race.

One of the major themes in the findings is “issues with other faculty.” Faculty of color on campus discussed experiencing multiple issues with White faculty. For example, some White faculty members assumed faculty of color were students, janitors or support staff. Another faculty of color was assumed to have four or five children by White faculty members simply due to her race. During a faculty meeting another faculty of color reported being told, “I am going to ignore you because, I don’t agree with you and I am going to move on,” due to a disagreement about race related issues in their program meeting. Faculty of color respondents also reported being yelled at during faculty meetings, called sexist names like “bitch,” and being followed to their offices by angry White faculty attempting to confront them about issues in faculty meetings. Finally, and perhaps the most alarming finding in this theme, was that faculty of color reported White faculty “stealing” their work. This happened in two ways. First, White faculty would cut and paste material, especially related to issues of race and diversity, and attach it to program and campus reports without attribution. Second, White faculty would take credit for work created by faculty of color, such as courses reports, evaluations and other intellectual property. In one case, a participant’s program requested that she create a new major and study program, but when it was done, credit was given to a White faculty member for the work. “Issues with other faculty” occurred across campus and continue to take place now.

The second major finding reported by the faculty of color is “feeling marginalized.” This marginalization included general experiences of isolation and exclusion from their programs. Faculty of color also mentioned feeling unwelcome during program events or, in some cases, being overtly excluded. One of the newest faculty of color passionately expressed her displeasure with the lack of support and absence of “user friendly” services to acquaint her with campus procedures. She expected a warm welcoming atmosphere, especially because she engaged in a major relocation to come to UW Tacoma. The unwelcoming atmosphere was a big disappointment and gave rise to regret about her choice to come. Additionally, faculty of color

² Hurtado, Clayton-Pedersen, Allen & Milem, *Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice*, The Review of Higher Education, Vol. 21, No. 3, 1998, John Hopkins University.

discussed being actively excluded from hiring committees and committees that had the potential to shape department and university wide policy. Marginalization among faculty of color was fueled by accusations of being called the “diversity police” when they addressed issues of diversity and inclusion or called out racist and bigoted speech to the chagrin of their colleagues. There were also significant feelings of disrespect and devaluing as it related to women of color, particularly in specific fields, such as computer sciences. Together these experiences contributed to feeling marginalized and unwelcome at UW Tacoma.

The third highest reported issue is “having issues with their director or dean.” This concern means that the immediate supervisor does not support their professional trajectory. Respondents reported that their directors made negative racialized comments during faculty meetings. They also reported directors using racist and sexist language in their evaluations. Additionally, respondents reported that directors and deans sided with students against the faculty of color when there were issues in the classroom. Faculty of color also reported supervisors assigning additional new course preparations at the last minute, or changing their classes or teaching times more often than their White counterparts. Very importantly, faculty of color also reported struggling to get paid for their labor. They reported not receiving course buyouts as promised by directors, having summer courses revoked with no valid reason, and not receiving compensation for developing new courses. In an extreme example, a respondent said the director of another faculty of color denied that faculty member an entire month of pay. After several months of protesting to the program and working with human services, this faculty member was able to receive her month of missing pay. These problems with the director also extended into the tenure process and caused faculty unneeded stress. Moreover, such issues cause faculty of color to focus time on negotiating problems with their directors and documenting racist interactions instead of pursuing their professional work.

The faculty of color further stated having additional work compared with their White colleagues. First, they were coerced to do more service work on campus and in the community. This was especially the case for individuals who are connected to the local area or do research in the region. Second, faculty of color were also expected to mentor undergraduate and graduate students of color. Because there are usually more students of color than faculty members in an academic unit or field, faculty of color have a large number of students of color to mentor. Third, faculty of color were expected to put together syllabi, reports, activities, classroom talks and campus events related to issues of diversity and were seldom paid for this work. Not only is such service unpaid, it is labor intensive and under-appreciated by colleagues and supervisors, nor does it count toward tenure. Finally, another area of discontentment and concern is the inequity in the tenure process. As it was consistently cited, there existed a double standard with regard to how White faculty members were awarded tenure versus how faculty of color members were awarded tenure. Faculty of color working toward tenure were expected to publish more, especially single-author books, and produce numerous articles in peer-reviewed, prestigious journals. On top of these ambitious expectations, the research produced by faculty of color was often perceived as questionable by their colleagues and directors. Taken together this meant that faculty of color did more work, received less pay and had higher expectations for promotions, tenure and annual reviews compared with their White colleagues.

Nearly all faculty of color on campus, especially women of color, mentioned challenges related to compensation. They reported being paid far less than their White male colleagues were paid. These faculty members often discussed feeling undervalued and frustrated by this lack of

compensation. It was noted that the only way to get more pay is to apply for other positions in order to obtain a job offer from another university in hopes of getting a counter-offer from UW Tacoma. However, in the past some faculty of color with job offers from other institutions still were not given a counter-offer, or retention offer, and so left the position. As can be imagined, receiving less pay for the same or more work caused issues of resentment and unhappiness on campus among faculty of color.

Despite the findings above, the faculty of color we interviewed acknowledged that UW Tacoma is making an effort to address issues of diversity, equity and inclusion. However, they thought these efforts fell short of actually addressing issues of racism and inequality. In other words, faculty of color think the campus was merely paying “lip service” to these issues. For example, faculty noted that the diversity course requirement has very little oversight or rules to ensure strict adherence to the requirements. Additionally, the campus had no mechanism for how to increase and retain faculty of color on campus, such as requiring a diversity representative in hiring committees. Finally, the current Assistant Chancellor of Equity and Inclusion has been working at an 80% capacity for a number of years and her office is understaffed. Given the campus need and status of faculty of color, there needs to be a greater investment in the Office for Equity and Inclusion.

Conclusion

The experiences recounted by the faculty of color demonstrate that UW Tacoma is suffering from a lack of connection between its mission as an urban-serving university that supports diversity and inclusivity, and that of its practice particularly with regard to faculty of color. In far too many instances, those interviewed shared that both faculty of color *and* students of color experience the reality of marginalization and exposure to a racially hostile campus environment. To claim UW Tacoma provides a “kaleidoscope of perspectives crucial to learning, as the Strategic Plan does,” yet permits ongoing disrespect to not only faculty of color but in some instances according to those interviewed, disrespect to the students who attend the university as well, is totally incongruent to the university’s stated commitment to diversity and inclusivity. This report is intended to provide some concrete insights into the experiences of faculty of color on campus and help address some of the long standing racially charged issues on campus.

It is imperative that this report include a very consistent articulation by faculty of color that the main reason they stay at the UW Tacoma, in spite of the racism, sexism, tenure and compensation inequities, disrespect and lack of support, is to serve the students, especially the students of color. This commitment is a strong indicator of the professionalism and passion of faculty of color for the transformational power of education.

APPENDICES

Appendix 1	Letter of invitation
Appendix 2	DeDoose Software
Appendix 3	Interview questions
Appendix 4	Recommended Action Steps
Appendix 5	Interviewer biographical background

APPENDIX 1



EQUITY & INCLUSION

UNIVERSITY of WASHINGTON | TACOMA

Dear faculty colleague,

The Office for Equity and Inclusion is launching an evaluation to learn about the experiences and campus climate for faculty of color at UW Tacoma. We plan to use the information we collect to design and implement practices that would address the findings. To accomplish the information collection, we invite your participation in a one-on-one interview session. Interview sessions will be conducted by UW Tacoma faculty member Jerry Flores, and Tacoma consultant Kimi Ginn who have been contracted for this work. You may expect an email and/or telephone call by one of them very shortly requesting to arrange an interview.

Please know that your identity will be confidential in the analysis and reporting and no identifying information will be made public. We will, however, use the collected information to create a *summary* report that we plan to distribute across campus.

You have been identified as a potential interviewee because of your participation in previous faculty and staff of color events. There is no campus list that identifies all faculty of color at UW Tacoma. So, we seek your help in identifying other current or recent past faculty of color who you think should participate in this evaluation. Please send me an email with names and contact information or inform Jerry or Kimi when they contact you.

Because we seek to ensure a welcoming and inclusive UW Tacoma experience for our faculty of color, we hope you will assist us. Thank you.

Sincerely,

Sharon Parker
Assistant Chancellor for Equity & Inclusion

APPENDIX 2



Dedoose is a qualitative and mixed methods research tool. Dedoose lets researchers analyze text, photos, audio, videos, spreadsheets and other types of data. It is web-based, works on both PC and Mac computers, and has built-in collaboration features.

<http://www.dedoose.com/>

APPENDIX 3

INTERVIEW QUESTIONS FOR FACULTY OF COLOR

1. Would you tell me about your experiences as a faculty of color at UW Tacoma?
2. What has been the most challenging part of your time here?
3. What has been the highlight of your time at UW Tacoma?
4. Would you tell me about the racial climate on campus?
5. Do you feel that your time here has been influenced by your race, class, gender, religion, age, ability etc? Would you give me an example?
6. What are your goals? Can you achieve them at UWT? What do you need to achieve these goals?
7. If you could, would you leave UW Tacoma for another faculty position?
8. How satisfied do you feel with the campus?
9. What is your biggest concern as a faculty member of color?
10. How can the campus address these issues?
11. Are there any comments, questions, or concerns you would like to share that I did not ask?

RECOMMENDED ACTION STEPS

- Use transparency in sharing the findings of this report
- Develop and convene a team to review the findings
- Review existing hiring practices for faculty of color
- Ensure that all hiring of new faculty of color include at least one existing faculty of color on the interview panel
- Establish a protocol and related procedures to support newly hired faculty of color
- Establish a protocol and related procedures to provide ongoing support to faculty of color
- Review and make improvements that will eliminate the inequities in tenure track and compensation for faculty of color
- Develop, incorporate and assess a demonstrative focused equity and inclusion requirement in the evaluations for all UW Tacoma staff
- Review and improve a safe method of reporting incidents of discrimination, harassment, exclusionary practices
- Establish and enforce clear consequences for incidents of discrimination, harassment, exclusionary practices
- Enhance support for the Equity and Inclusion Office

APPENDIX 5

KIMI IRENE GINN

(Formerly Kimi (Ginn) Rabun)

Website: www.imikenterprises.com Phone: (253) 273-2999 Email: imik1@msn.com

PROFESSIONAL SUMMARY:

Self-initiating professional with high-level administrative experiences in diversity-focused educational training, program development/implementation and management/assessment. Specialized expertise in the establishment and retention of inclusive school/business/community partnerships. Productive career readiness and college preparation skills. Innovative resource development, sales/marketing and fundraising skills. Cross-cultural competency in effective written and verbal communication processes. Effective strategies for the consistent delivery of productive community relations. Creative AfricanAmerican Storyteller.

EXPERTISE:

Diversity Services - Training, Equity and Inclusion Planning and Program Development
School/Business/Community Partnership Collaboration
Career Readiness/College Preparation
Sales/Marketing and Public Relations
Fundraising and Special Events
Community Outreach, Volunteer Recruitment, Networking and Mobilization
Cross-Cultural Communication Competencies
Performing Arts Talents

EXPERIENCE:

Owner-Consultant 1990 - Present

IMIK Enterprises

Owns and operates a company that develops/provides multicultural programs/services including diversity plan development, educational, corporate and governmental employee diversity/cultural competency workshops, conflict resolution/mediation services, community building seminars, school/business internships, college/career counseling, motivational keynote addresses and cultural arts performances and activities.

*** Past and Current IMIK Enterprises Projects and Contractual Services**

Certified Corporate/Governmental Diversity Trainer 1997 - Present

Conducting The Boeing Company and Pierce County Government in Washington State corporate and governmental level diversity/cultural competency focused workshops that assist with the sustainability of a hostile free work environment.

Soft Skills Facilitator 2001 – Present

Arnold Services of Tacoma, Washington

Career Preparation/Resume Writing Workshops, Leadership Seminars, Teambuilding Retreats
Consultant 2010 – Present

Learning Dynamics, Inc.

Wallingford, Connecticut

Conducts workshops that assist organizations to improve performance, maintain compliance, create and sustain hostile free work environments and enhance customer services.

Page Two

*** Past and Current IMIK Enterprises Projects and Contractual Services Continued**

Hampton University Kiddie Kamp Hampton, VA Summer 2014

Kelly Professional Services 2011 – 2012

Provided substitute teaching services in greater Hartford, CT area schools.

Faith Summer Arts Program – Faith Congregational Church Hartford, CT Summer 2011

Developed/presented African American history focused arts curriculum for a youth ages 7 – 17.

Consultant 2010 - 2011

The Center for the Advancement of Youth, Family and Community Services Glastonbury, CT

Provided a variety of educational and community focused interventions and enhancements

for diverse school and community populations. Provided children's programming for 2011

Parent Leadership Training Institute Middletown School District.

Joe Jordan Ragtime/Jazz Collection Donation and Project 2006 - Present Hampton University

Contracted Coordinator 2002 - 2003

Communities in Schools of Puyallup Puyallup, Washington

Developed the infrastructure for a sustainable process to identify and deploy the appropriate community resources that can support student success in Puyallup schools.

Consultant 1999 - 2001

High School Career Internship Coordinator and Careers Class Instructor

Seattle Public Schools – Middle College High School

Coordinated internships and taught career classes for high school students.

University of Washington Health Project/Organ Donor and Tissue Transplant Survey 1999

Co-Authored Publication

Area Development Director 1998 – 1999 (one year campaign)

The College Fund/UNCF - Seattle Area Office

Developed/managed 1998-99 fundraising campaign. Raised 1.2 million dollars.

*** Positions and Areas of Responsibility**

AVID Tutor and Substitute Teacher (part time and on call) 2015 – Present

Tacoma Public Schools Tacoma, Washington

Membership and Marketing Manager 2012 – 2014

Girl Scouts of Connecticut – Hartford Service Center

Managing the membership and marketing activities in the greater Hartford area.

Senior Program Officer 2008 – 2009 (grant funded)

College Success Foundation – Issaquah, Washington

Managed the transitional activities for the mentorship and scholarship programs.

Provided supervisory responsibilities to eight (8) of the sixteen (16) high schools that received our agency's college readiness, mentoring and scholarship services.

Partnership Coordinator and Recruiter 2005 – 2007 (grant funded)

Big Brothers Big Sisters of King, Pierce and Jefferson Counties in Washington

Provided recruitment and outreach services for the purpose of increasing the number

of mentors representing diverse populations. Conducted fundraising and public relations.

Page Three

Director 1992 – 1997 (grant funded)

Seattle Community College District: Seattle Coalition for Education Equity Project.

Managed/assessed a 5 million dollar, multi-year Ford Foundation project to create enduring, city-wide partnerships to effect systemic change in the equitable delivery of K-16 educational services.

Monitored equity compliance and equal opportunity accessibility for college transfer activities. Facilitated the institutionalization of students of color programs at the university, community college and high school levels. Grant writing and major fund development. Business internship co-ordination.

Project Manager and Community Relations Coordinator 1987 - 1991

Seattle Public Schools Seattle, Washington

Developed/implemented strategies for the reduction of disproportionality. Coordinated district-wide school/business partnership activities that supported academic success. Facilitated community outreach/mobilization activities, monitored volunteer services, mentorships and school-to-work initiatives for southwest regional schools. Served as the district-wide liaison to the Partnership in Public Education (PIPE) and Communities in Schools (CIS) business and community programs.

EDUCATION:

Wilson High School Honor Graduate and ASB President Tacoma, Washington

Bachelor of Arts Degree Major: Elementary Education Minor: Library Science

Antioch College/Prometheus Campus: Tacoma, Washington

Graduate Studies in Human Development/Multicultural Education

Pacific Oaks College: Pasadena, California

MEMBERSHIP/AFFILIATIONS:

Member of Allen A.M.E. Church – Tacoma, WA

Member and Past Officer, Alpha Kappa Alpha Sorority, Incorporated

Member, City of Tacoma Sister City Program (Health and Education Initiatives) – George South Africa

Past Co-Chair and Member of Board of Directors, Communities in Schools (CIS) of Seattle, WA

Member, Faith Congregational Church – Hartford, CT

Member, Girl Scouts of Washington and Connecticut

Mt. Tahoma Seventh Day Adventist Church Education Committee – Tacoma, WA

Member, NAACP Education Committee – Tacoma, WA

Founding Community Member, University of Puget Sound Race and Pedagogy Initiative - Tacoma, WA

Co-Founder/Advisory Board Member – Rites of Passage Program for African American Males - Tacoma, WA

Member, STAND for Children/Washington State

Member, Tacoma Black Collective

Graduate – Tacoma/Pierce County Chamber of Commerce Candidate Academy

Member, Vibrant Schools Tacoma. WA

Founding Member, Washington State Association for Multicultural Education

Jerry Flores

University of Washington-Tacoma, Social Work Program □ Tacoma, WA 98402
626-354-8845 □ jerry.flores830@gmail.com

ACADEMIC POSITIONS

2014- Present Assistant Professor of Criminal Justice & Graduate Faculty
Social Work Program, University of Washington-Tacoma

2015 UC President’s Post-Doctoral Fellow
Department of Social and Behavioral Sciences, University of California, San
Francisco

EDUCATION

2014 Ph.D., Sociology, University of California, Santa Barbara
M.A., Sociology, University of California, Santa Barbara

2009 M.A., San Diego State University (Sociology)

2007 B.A., San Diego State University (Sociology)

RESEARCH AND TEACHING INTERESTS

Latina/os in the Criminal Justice System; Race, Gender and Crime; Interpersonal and
Institutional
Pharmaceutical Abuse; Juvenile Delinquency; Ethnography and Qualitative Sociology;
Correctional Education; Feminist Studies

PUBLICATIONS

Books

Flores, Jerry (in press) Caught: Girls, Surveillance and Wraparound Incarceration University
of California Press-Series on Gender and Justice

Articles and Chapters

Flores, Jerry, (Under Review) “Academic Punishment for Offenses Committed outside of
School: An Unexplored Facet of the School-to-Prison Pipeline.” *Social Problems*

Flores, Jerry, (in press) “A Race Conscious Pedagogy: Correctional Educators and Creative Resistance inside California Juvenile Detention Facilities.” *Association of Mexican American Educators Journal*.

Flores, Jerry, 2013. “Staff here let you get down”: The Cultivation and Co-optation of Violence in a California Juvenile Detention Center.” *Signs: The Journal of Women and Culture*, Vol. 39:1, 221241.

Flores, Jerry, 2012. “Jail Pedagogy: Liberatory Education Inside a California Juvenile Detention Facility.” *The Journal Of Education for Students Placed At Risk*, Vol. 17:4, 286-300

Jones, Nikki and **Jerry Flores**. 2012. “At the Intersections: Race, Gender and Violence” Handbook of Gender and Crime Studies, editors, Claire Renzetti, Susan Miller, and Angela Gover. Routledge Press.

**Reprint, “At the Intersections: Race, Gender and Violence” in *Critical Criminology* (2014), edited by Walter S. DeKeseredy and Molly Dragiewicz, Routhledge Press

Esbenshade, Jill, Ben Wright, Paul Cortopassi, Art Reed and **Jerry Flores**. 2010. “The Law-andOrder” Foundation of Local Ordinances: A Four-Locale Study of Hazleton,PA, Escondido, CA, Farmers Branch, TX, and Prince William County,VA.” Chapter in “Taking Local Control: Immigration Policy Activism in U.S. Cities and States.” Palo Alto, CA: Stanford University Press.

Research Reports

Rios, Victor M. Ph.D., Lopez-Aguado, Patrick, Galicia, Mario, Lopez-Tello, Gisselle, **Flores, Jerry**. Santa Barbara School District Gang Intervention Specialist Evaluation Report, 2010.

ACADEMIC HONORS, GRANTS, AND AWARDS

2015 University of California, President’s Post Doctoral Fellow, (\$80,000 plus \$8,000 for Research)

2015 Association of Hispanics in Higher Education (AAHHE) Outstanding Dissertation Award (3rd Place, \$1000)

2011- 2014 Ford Foundation Diversity Pre-Doctoral Fellowship, National Research Council of the National Academies (\$60,000 plus \$6,000 for tuition and fees)

2011 Graduate Opportunity Fellowship, Dean’s Fellowship, University of California, Santa Barbara (\$18,000) (**Declined**)

2010 Summer Institute on Youth Violence Prevention, University of California, Berkeley-
CoSponsored by The Center for Culture, Immigration and Youth Violence Prevention and The
Southern California Center of Excellence on Youth Violence

2010 UC-DIGSSS (Diversity Initiative for Graduate Students in Social Sciences), UCSB
Division of Social Sciences, Summer Research Fellowship Award funded by the National
Science Foundation, University of California, Santa Barbara, Amount (\$4,000)

2009 Sociology Departmental Fellowship, University of California, Santa Barbara, Amount
(\$14,000)

2009 UC-DIGSSS (Diversity Initiative for Graduate Students in Social Sciences), UCSB
Division of Social Sciences, Graduate Department Fellowship funded by the National Science
Foundation, University of California, Santa Barbara, Amount (\$7,000) **TEACHING
EXPERIENCE**

Undergraduate Courses

Ethnographic Research Methods (Upper-Level Undergraduate)
Diversity and Social Justice (Upper-Level Undergraduate)
Criminological Theory (Upper-Level Undergraduate)
Introduction to Criminal Justice

LECTURES, CONFERENCE PAPERS AND INVITED TALKS

Conference Paper, “Pathway Community School and the New Face of Alternative Education”
August 2014, American Society of Criminology, Section on Policy Alternatives, San Francisco,
CA

Conference Paper, “Pathway Community School and the New Face of Alternative Education”
August 2014, American Sociological Association, Section on Criminology, San Francisco, CA

Conference Paper, ““I Fight because I have too:” Violence and Life in a California Juvenile
Detention Center,” August 2013, American Sociological Association, Section on Criminology,
Chicago, IL

Conference Paper, ““I Fight because I have too:” Violence and Life in a California Juvenile
Detention
Center.” November 2013, American Society of Criminology, Section on Gendering Violence,
Atlanta,
GA

Conference Paper, “Staff Here Let you Get Down,” November 2013, American Society of
Criminology, Section on Critical Perspectives on Crime over the Life Course Chicago, IL

Conference Paper, “Staff Here Let you Get Down,” August 2012, American Sociological
Association, Section on Crime, Law, & Deviance Roundtable Session, Denver, CO

Invited Panelist, “Keys to Success in Graduate School,” April 2012 California Forum for Diversity in Graduate Education, University of Southern California, Los Angeles, CA

Conference Paper, “School is the Last Thing on my Mind When I am on the Out’s: Incarcerated Girls and Correctional Education,” May 2011, African American Girls and Young Women and the Juvenile Justice System: A Call to Action, University of California, Berkeley School of Law, Berkeley, CA

Conference Paper, “Co-opting Girls Reputations Inside a California Juvenile Detention Facility,” March 2011, Pacific Sociology Association, Section on Gender and Crime, Seattle, WA

Conference Paper, “Jail Pedagogy: Teaching Prisoners,” August 2010, American Sociological Association, Section on Crime, Law, & Deviance Roundtable Session, Atlanta, GA

Session Organizer, “Democratic Pedagogy,” March 2009, Pacific Sociology Association Conference, San Diego, CA.

PEER REVIEWER

Violence Against Women Journal
Association of Mexican American Educators Journal
Critical Criminology
Canadian Scholars’ Press

LANGUAGES

Fluent in Spanish

PROFESSIONAL AFFILIATIONS

American Sociological Association (ASA)
American Society of Criminology (ASC)