

JUDY MARQUEZ KIYAMA, Ph.D.

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EDUCATION

The University of Arizona; Tucson, AZ

May 2008. Doctor of Philosophy, Higher Education

December 2001. Masters of Arts, Higher Education

December 2000. Bachelors of Science, Family Studies

LEADERSHIP & ADMINISTRATIVE APPOINTMENTS

Associate Vice Provost, July 2020 to June 2023

Faculty Development – Office of Faculty Affairs

University of Arizona

Department Chair, July 2018 to June 2020

Higher Education; University of Denver

Faculty Fellow, January 2018 to June 2019

Office of Diversity & Inclusion; University of Denver

ACADEMIC APPOINTMENTS

Professor, Center for the Study of Higher Education, July 2020 to present

Department: Educational Policy Studies & Practice; University of Arizona

Associate Professor of Higher Education, September 2015 to June 2020

Department: Higher Education; University of Denver

Assistant Professor of Higher Education, September 2013 to August 2015

Department: Educational Research, Policy, & Practice; University of Denver

Assistant Professor of Higher Education, July 2008 to June 2013

Department: Educational Leadership; University of Rochester

STUDENT AFFAIRS EXPERIENCE

Assistant Director, April 2006 to July 2008

Undergraduate Initiatives; Multicultural Affairs & Student Success, The University of Arizona

Leadership Coordinator, July 2003 to April 2006

Center for Student Involvement & Leadership, The University of Arizona

Senior Program Coordinator, September 2002 to June 2003

Program Coordinator for Multicultural & International Student Organizations, October 2001 to September 2002

Office of Student Life, Fairleigh Dickinson University

Acting Director of Orientation, February 2002 to September 2002

Office of the Dean of Students, Fairleigh Dickinson University

LEADERSHIP & ADMINISTRATIVE HIGHLIGHTS

As **Lead Faculty and Developer of the Culturally Responsive Curriculum Development Institute**, I implement the annual week-long, summer immersion focused on training and coaching faculty towards implementation of culturally responsive practices and pedagogy into existing courses of all modalities. The CRCDI brings together faculty from across the university, state of Arizona, and region to thoughtfully redesign an existing course through workshops, discussions, and pedagogical practice. Redesigned courses are guided by models of HSI servingness. Since the pilot program in June 2021, 136 faculty members have participated in the CRCDI with 140 courses redesigned to integrate culturally responsive course design, content, methods, assignments, and assessment. One-time enrollment in these 140 courses reaches over 56,100 students.

As **Associate Vice Provost of Faculty Development**, I: •implemented efforts that furthered the aims of the University of Arizona to excel in its Hispanic Serving Institution (HSI) designation through increasing institutional capacity among faculty; •developed and implemented equity-focused recruitment and hiring guidelines, trainings, and processes; •utilized institutional faculty data to generate reports and develop recommendations to expand recruitment and hiring efforts; •created and led the Centering Servingness faculty webinar series; •developed and implement the Culturally Responsive Curriculum Development Institute; •developed and oversaw HSI Faculty Seed Grant Program; •oversaw the Strategic Priorities Faculty Initiative (SPFI) target hire program advancing UArizona's inclusive excellence goals; •developed and implemented the Steps in the Scholar Journey four-day professional development program for current postdoctoral fellows; •supported the annual promotion and tenure review process for Career Track faculty.

As **Chair of the Department of Higher Education**, I: •oversaw a department with 140 students, 10 faculty, and two staff, and administered three degree programs, inclusive of a partnership with Colorado Mountain College (CMC) which offered a hybrid-degree EdD pathway for CMC employees; •supported early-career faculty in developing their scholarly agendas, inclusive teaching practices, and mechanisms of support with students; •cultivated partnerships across the university and local institutions to establish internship and assistantship opportunities for students; •chaired four faculty searches; •developed annual evaluation guidelines for college faculty; •led department policy, planning, budgeting, and assessment.

As the **Office of Diversity and Inclusion Faculty Fellow** for the Morgridge College of Education, I: •served as the college's diversity and equity officer; •established a comprehensive plan for recruiting, hiring, and retaining faculty of color; •organized regular mentoring sessions with junior faculty of color; •developed an audit tool for implementing recruitment and retention plan; •coordinated recruitment and retention trainings; •led college crisis management initiatives; •advised college leadership on racial justice and equity efforts.

RESEARCH OVERVIEW & PROJECTS

I examine the structures that shape educational opportunities for underserved groups through an asset-based lens to better understand the collective knowledge and resources drawn upon to confront, negotiate, and (re)shape such structures. I organize my work into the role of parents and families, equity and power in educational research, culturally responsive teaching and learning practices; and underserved groups as collective networks of change.

The influence of culturally responsive curriculum development on faculty teaching and learning 2023 to present
Focus: The project documents concrete examples of how faculty integrate culturally responsive pedagogical and curricular practices into their courses and collects examples of student success beyond normative measures.

Cultivating educational aspirations in low-income and families of color through education, engagement, and empowerment. 2015-2020
Focus: In partnership with RISE Colorado, an organization serving immigrant and refugee families in Aurora, CO, this community-based research project explores how educational aspirations are developed in early childhood families and how those aspirations lead to future educational engagement, advocacy, and college-going.

Developing a college-going culture in Latina/o families: Exploring the influence of funds of knowledge in family

- outreach programs* 2014-2018
Focus: In partnership with the College Academy for Parents at the University of Arizona, this community-based research project explores how a funds of knowledge programmatic framework has been incorporated into a college outreach program and seeks to understand the long-term influence of the household setting (i.e., family funds of knowledge and college ideologies) on students' college access after attending such programs.
- Parents and Families in Transition: The role of orientation programs in engaging families of students of color, first-generation, and low-income students during the transition to college* 2013 to 2016
Focus: A multiple case study design that examined the perspectives of parents and families of students of color, first-generation, and low-income students as they experienced the transition to college and the role of orientation programs in engaging these families during their transition.
- School Experiences of Latinas: Stories of Resistance and Implications for Student Affairs Practitioners* 2011 to 2015
Focus: A qualitative follow-up study with college-going Latinas from the *School Experiences of Latina/o Students* study to understand how violence in secondary school influences access to and success in postsecondary education.
- School Experiences of Latina/o Students in Rochester, NY: A Community-Based Study of Resources, Challenges, and Successes* 2008 to 2011
Focus: In partnership with the Ibero-American Action League in Rochester, NY, this community-based, mixed methods study examined both the resources that promote and barriers that impact Latina/o student transitions and success in secondary schools from the perspective of the families and students.
- Role of Peer Mentors in First Year Retention Programs* 2009 to 2010
Focus: Examined the role, experiences, and social and academic benefits of college students employed as peer mentors with university retention programs.

REFEREED JOURNAL ARTICLES - (* indicates student co-author at time of writing)

- *Lopez, S.L. **Kiyama, J.M.** & Sarubbi, M. (2024). Mobilization of funds of knowledge in ecological environments: Latine parent engagement in a college outreach program. *Education Sciences*. 14(10), <https://doi.org/10.3390/educsci14101098>
- Hernandez Rivera, S., **Kiyama, J. M.**, & Daché, A. (2023). Evoking the guerrera spirit: Latinas pursuing self-definition and navigating college access. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000539>
- Harper, C., **Kiyama, J.M.**, & *Lee, A. (2023). Finding balance: Staff members' beliefs about parental contributions to college students' independence. *Journal of Student Affairs Research and Practice*. 61(4)
DOI: 10.1080/19496591.2023.2242305
- Harper, C., **Kiyama, J.M.**, & *Lee, A. (2022). Communication patterns between institutions and the families of first-generation college students: A multiple case study. *Journal of First-generation Student Success*. 1-18.
DOI: 10.1080/26906015.2022.2080613
- Kiyama, J.M.**, Minthorn, R., Museus, S.D., & Quaye, S.J. (2022). A letter to future scholars in the struggle for justice. *International Journal of Qualitative Studies in Education*. 35(5), 453-455.
- *Contreras, L.R. & **Kiyama, J.M.** (2022) "There are Obstacles...but We Can Do It": Latina/o/x Activate Community Cultural Wealth and Funds of Knowledge in the College Transition. *Journal of the First-Year Experience and*

Students in Transition. 34(1), 9-26.

- Ramos, D. & **Kiyama, J.M.** (2021). Tying it all together: Defining the core tenets of funds of knowledge. *Educational Studies*. DOI:10.1080/00131946.2021.1904932
- *Aguilar-Smith, S. & *Flores, A. with Flores Lopez, D., *Hall, K., *Lambaren Sanchez, C. A., *Lopez, S. L., *Pajaro, K., *Rosas, O., George Mwangi, C.A., Gonzales, L.D., Jones Boss, G., **Kiyama, J.**, Martinez, E., & Satterfield, J.W. (2020). Intergenerational Lessons to and from Higher Education Educators of Color. *About Campus*, 25(2), 20–23. <https://doi.org/10.1177/1086482220913023>
- Tyson, M., Orphan, C., **Kiyama, J.M.** & Nelson, C. (2020) Leveraging higher education departments to promote institutional change for equity and the public good. *Journal for the Study of Postsecondary and Tertiary Education*. 5, 39-55. doi.org/10.28945/4511
- *Mariscal, J., **Kiyama, J.M.**, & *Benavides, V. (2019). The embodiment and enactment of funds of knowledge among Latina/o university outreach staff. *Journal of Latinos and Education*. doi.org/10.1080/15348431.2019.1653299
- Harper, C., *Zhu, H., & **Kiyama, J. M.** (published online 2019; 2020). Parents and families of first-generation college students experience their own college transition. *Journal of Higher Education*. 91(4), 540-564. doi: 10.1080/00221546.2019.1647583
- Dache-Gerbino, A., **Kiyama, J. M.**, & Sapp, V. T. (2018). The dangling carrot: Proprietary institutions and mirage of college choice for Latina students. *The Review of Higher Education*. 42(1), 29-60.
- *Sarubbi, M., **Kiyama, J.M.**, & Harper, C.E. (2018) Ideologies of invisibility and support for families of color during orientation initiatives. *Journal of Student Affairs Research and Practice*. 1-15. DOI: 10.1080/19496591.2018.1490304
- Harper, C., **Kiyama, J.M.**, *Aguayo, D., & *Ramos, D. (2018) Examining the inclusivity of parent and family college orientations: A directed content analysis. *Journal of College Orientation & Transition*. 25(1), 30-42.
- Kiyama, J.M.** & Harper, C. (2018). Beyond hovering: A conceptual argument for an inclusive model of family engagement in higher education. *The Review of Higher Education*. 41(3), 365-385.
- *Ramos, D., **Kiyama, J.M.**, & Harper, C. (2017). Controlling Images: Institutional stereotypes of engagement of low-income families, first-generation families, and families of color. *The Journal Committed to Social Change on Race and Ethnicity*. 3(1), 126-158.
- Kiyama, J.M.** (published online: 2017; 2018) “We’re serious about our education”: A collective testimonio from college-going Latinas to college personnel. *Journal of Hispanic Higher Education*. 17(4), 415-429. DOI: 10.1177/1538192717709583
- Kiyama, J.M.**, Harris, D.M., & *Dache-Gerbino, A. (2016). Fighting for *respeto*: Latinas’ stories of violence and resistance shaping educational opportunities. *Teachers College Record*. 118, 1-50.
- *Sapp, V. T., **Kiyama, J. M.**, & *Dache-Gerbino, A. (2016). Against all odds: Latinas activate agency to secure access to college. *NASPA Journal about Women in Higher Education*. 9(1), 39-55.
- Kiyama, J.M.**, Luca, S.G., *Raucci, M., & *Crump-Owens, S. (2014). A cycle of retention: Peer mentors’ accounts of active engagement and agency. *College Student Affairs Journal*, 32(1), 81-95.
- *Quiñones, S. & **Kiyama, J. M.** (2014). *Contra la corriente* (Against the current): The role of Latino fathers in

family-school engagement. *The School Community Journal*, 24(1), 149-176.

Kiyama, J.M. & Luca, S.G. (2013-2014) Structured opportunities: Exploring the social and academic benefits for peer mentors in retention programs. *Journal of College Student Retention: Research, Theory, & Practice*, 15(4), 489-514.

Harris, D.M. & **Kiyama, J.M.** (published online: 2013; 2015). The role of community and school-based programs in aiding Latina/o student high school persistence. *Education and Urban Society*, 47(2), 182-206. DOI: 10.1177/0013124513495274.

Kiyama, J.M., Lee, J.J. & Rhoades, G. (2012). A critical agency network model for building an integrated outreach program. *The Journal of Higher Education*, 83(2), 276-303.

Rios-Aguilar, C. & **Kiyama, J.M.** (2012). Funds of knowledge: A proposed approach to study Latina/o students' transition to college. *Journal of Latinos and Education*, 11(1), 2-16.

Rios-Aguilar, C., **Kiyama, J.M.**, *Gravitt, M. & Moll, L.C. (2011). Funds of knowledge for the poor and forms of capital for the rich?: A Capital approach to examining funds of knowledge. *Theory and Research in Education*, 9(2), 163-184.

Kiyama, J.M. (2011). Family lessons and funds of knowledge: College-going paths in Mexican American families. *Journal of Latinos and Education*, 10(1), 23-42.

Espino, M.M., Muñoz, S., & **Kiyama, J.M.** (2010). Transitioning from doctoral study to the academy: Theorizing *trenzas* of identity for Latina sister scholars. *Qualitative Inquiry*, 16(10), 804-818.

Kiyama, J.M. (2010). College aspirations and limitations: The role of educational ideologies and funds of knowledge in Mexican American families. *American Educational Research Journal*, 47(2), 330-356.

Rhoades, G., **Kiyama, J.M.**, McCormick, R., & Quiroz, M. (2008). Local cosmopolitans and cosmopolitan locals: New models of professionals in the academy. *The Review of Higher Education*, 31(2), 209-235.

BOOKS & MONOGRAPHS

(* indicates student co-author at time of writing)

McClellan G.S. & **Kiyama, J.M.** (Eds.) (2023). *The Handbook of Student Affairs Administration, 5th ed.* San Francisco, CA: Jossey-Bass.

Kiyama, J.M. & Rios-Aguilar, C. (Eds.) (2017). *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths.* Routledge: Taylor & Francis Group.

Kiyama, J.M. & Harper, C. with *Ramos, D., *Aguayo, D., *Page, L., & *Riester, K. A. (2015). *Parent and Family Engagement in Higher Education.* ASHE Higher Education Report Series. San Francisco, CA: Jossey-Bass. (Recognized as 2016 Outstanding Contribution to Research and/or Literature by the Association of Higher Education Parent / Family Program Professionals.)

Harris, D.M. & **Kiyama, J.M.** (2015). *The Plight of Invisibility: A Community-Based Approach to Understanding the Educational Experiences of Urban Latina/os.* Peter Lang.

SPECIAL ISSUES & EDITED VOLUMES

Harper, C.E. & **Kiyama, J.M.** (2024). Special Issue: Familial and Relational Influences on College Outcomes among Minoritized Students. *Education Sciences*. 14.
https://www.mdpi.com/journal/education/special_issues/XZ9H822ZQ9

¹**Kiyama, J.M.**, Minthorn, R.Z.S., Museus, S.D., & Quaye, S.J. (Eds.) (2022). Special Issue: Solidarity in Scholarly Resistance and Activism. *International Journal of Qualitative Studies in Education*. 35(5).

Kiyama, J.M., Yi, V., & *Contreras, L. (Eds.) (2020). Refugee Students and Postsecondary Realities. *New Directions for Higher Education*. 191.

BOOK CHAPTERS - (* indicates student co-author at time of writing)

McClellan G. & **Kiyama, J.M.** (2023). Student Affairs in the Moment and In the Future. In G. McClellan and J.M. Kiyama (Eds.) *The Handbook of Student Affairs Administration*, 5th ed. San Francisco, CA: Jossey-Bass.

*Adamo, P., *Diaz Solodukhin, L., *Mackey, J., *Martinez, A., **Kiyama, J. M.** (2022). (Re)Shaping higher education classrooms with inclusive pedagogies. In R.M. Johnson, U. Anya, & L. Garces (Eds.) *Racial Equity on College Campuses: Connecting Research and Practice*. SUNY Press.

Kiyama, J.M. & Crespin-Palmer, V. (2020). Cultivating postsecondary aspirations in immigrant and refugee families through community education, engagement, and empowerment. In Kiyama, J.M., Yi, V., & Contreras, L. (Eds.) *Refugee Students and Postsecondary Realities. New Directions for Higher Education*, 191, pp. 11–20. <https://doi.org/10.1002/he.20378>

Rios-Aguilar, C. & **Kiyama, J.M.** (2019, reprint). Funds of knowledge: An approach to studying Latina(o) students transition to college. In E. Murillo, Jr. (Ed.) *Critical readings on Latinos in Education: Tasks, themes, and solutions*. Routledge: Taylor & Francis Group.

Kiyama, J.M. & Gonzales, L.D. (2019). “In academia, but not of it” —Redefining what it means to serve. In P. Perez (Ed.) *The Tenure-Track Process for Chicana and Latina Faculty: Experiences of Resisting and Persisting in the Academy*. Routledge: Taylor & Francis Group.

Clark-Taylor, A., *Sarubbi, M., & **Kiyama, J.M.**, Waterman, S. (2018). Modeling, mentoring, and pedagogy: Cultivating public scholars (pp. 179-195). In A. Kezar, J. Drivalas, & J.A. Kitchen (Eds.) *Envisioning Public Scholarship: Models to Expand the Scope of Higher Education Research*. Stylus Publishing.

Kiyama, J.M., Harper, C.E. & *Ramos, D. (2018). First-generation students and their families: Institutional responsibility during college access and transition (pp. 203-231). In A.C. Rondini, B. Richards-Dowden, & N. Simon (Eds.) *Clearing the Path: Qualitative Studies of the Experience of First-Generation College Students*. Lexington Press.

Rios-Aguilar, C. & **Kiyama, J.M.** (2017). Introduction: The need for a funds of knowledge approach in higher education contexts. In J.M. Kiyama & C. Rios-Aguilar (Eds.) *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*. Routledge: Taylor & Francis Group.

Rios-Aguilar, C. & **Kiyama, J.M.** (2017). A complementary framework: Funds of knowledge and the forms of capital.

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¹ Authorship is presented in alphabetical order and is representative of a collective, equal effort.

In J.M. Kiyama & C. Rios-Aguilar (Eds.) *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*. Routledge: Taylor & Francis Group.

Kiyama, J.M., Rios-Aguilar, C., & *Sarubbi, M. (2017). A review of existing research on funds of knowledge and the forms of capital. In J.M. Kiyama & C. Rios-Aguilar (Eds.) *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*. Routledge: Taylor & Francis Group.

Kiyama, J.M. (2017, reprint) College aspirations and limitations: The role of educational ideologies and funds of knowledge in Mexican American families. In J.M. Kiyama & C. Rios-Aguilar (Eds.) *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*. Routledge: Taylor & Francis Group.

Kiyama, J.M., Rios-Aguilar, C., & Deil-Amen, R. (2017). Funds of knowledge as a culturally responsive pedagogy in higher education. In J.M. Kiyama & C. Rios-Aguilar (Eds.) *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*. Routledge: Taylor & Francis Group.

Kiyama, J.M. & Rios-Aguilar, C. (2017). Conclusion: The future of funds of knowledge in higher education. In J.M. Kiyama & C. Rios-Aguilar (Eds.) *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*. Routledge: Taylor & Francis Group.

Kiyama, J.M., Museus, S.D., & *Vega, B. (2015). Cultivating campus environments to maximize success among Latino and Latina college students. In M. Freeman & M. Martinez (Eds.) *College Completion for Latino/a Students: Institutional and System Approaches*. New Directions for Higher Education. Jossey-Bass. 2015(172), pp. 29-38.

Harris, D.M. & **Kiyama, J.M.** (2015). Making visible the invisible: Latina/o students' insights about the barriers and resources to high school persistence. In Y. Medina & A.D. Macaya (Eds.) *Latinos on the East Coast. A Critical Reader*. Peter Lang.

Guiffrida, D.A., **Kiyama J.M.,** Waterman, S.J., & Museus, S.D. (2012). Moving from cultures of individualism to cultures of collectivism to serve college students of color. In S.D. Museus & U.M. Jayakumar (Eds.) *Creating Campus Cultures that Foster Success Among Racially Diverse Student Populations*. Routledge.

COMMISSIONED REPORTS

McClure, K. R., Salle, M.W., Ford, J., Gonzales, L.D., Griffin, K., Jenkins, T., **Kiyama, J.M.,** Martinez, M. Martínez-Alemán, A.M., Miao, S., Perez, R.J., & Porter, C.J. (2023). The Impact of COVID-19 on Faculty, Staff, and Students: Using Research to Help Higher Education Heal through the Pandemic and Beyond. Association for the Study of Higher Education. <https://www.ashe.ws/positiontaking>

Yi, V. & **Kiyama, J.M.** (2018). Failed Educational Justice: Refugee Students' Postsecondary Realities in Restrictive Times. Association for the Study of Higher Education & National Institute for Transformation and Equity Report Series. Lumina Foundation. Indianapolis, IN.

(Recognized as 2018-2019 Outstanding Publication by the Department of Educational Leadership, Kermen School of Education & Human Development at California State University, Fresno.)

RESEARCH REPORTS - (* indicates student co-author at time of writing)

Kiyama, J.M., Harper, C.E., *Ramos, D. & *Aguayo, D. (2016). *Parents in Transition: A Multiple Case Study of Parent and Family Orientation Programs*. A report for participant institutions.

Kiyama, J.M. & Harris, D.M. with Ares, N., *Dache-Gerbino, A., *Quiñones, S., *Smalls, M.M., *Soler, A. & *Vogt, E.M. (2010). *School Experiences of Latina/o Students: A Community-Based Study of Resources, Challenges,*

and Successes. Rochester, NY: Ibero-American Action League.

NON-REFEREED PUBLICATIONS - (* indicates student co-author at time of writing)

Lozano, G. & **Kiyama, J.M.** (2021). Centering Social Justice in the Learning Experience Across Disciplines. *Bringing Theory to Practice Newsletter*. <https://bttop.org/fall-2021-newsletter/>.

*Adamo, P., *Diaz Solodukhin, L., *Mackey, J., *Martinez, A., **Kiyama, J. M.** (2019). (Re)Shaping higher education classrooms with inclusive pedagogies. Brief prepared for *A National Symposium on Racial Equity in Higher Education*. State College, PA.

Kiyama, J.M. & Harper, C.E. (2020). Parent Involvement in postsecondary choices and higher education experience. In David, M., & Amey, M., (Eds). *The SAGE Encyclopedia of Higher Education*, pp. 1152-1154. DOI: <http://dx.doi.org/10.4135/9781529714395.n428>

Kiyama, J.M. (2018). Relationship and trust-building between researchers and practitioners: Toward educational equity for under-served populations (pp. 36-42). In H.T. Rowan-Kenyon, M. Cahalan, M., & M. Yamashita (Eds). *Reflections on connecting research and practice in college access and success programs*. Pell Institute for the Study of Opportunity in Higher Education. Washington, DC.

Kiyama, J.M. (2016). I am from the Ranch: A spoken testimonio. *As Us Journal: A Space for Women of the World*, Issue 6, pp. 17-19.

Kiyama, J.M. (2016, January 15). Latino/a Scholars' Corner. Latino/a Knowledge Community blog, National Association of Student Personnel Administrators.

Kiyama, J.M. (2015, April 7). Organizational Change and Survival through Collectivism and Critical Agency Networks. Community of Higher Ed Scholars, blog of AERA Division J.

Bell, L.F.; Espino, M.M.; **Kiyama, J.M.**, & Seemiller, C.R. (2007) P2O: Exploring Power, Privilege, and Oppression with College Students. *PRAXIS! Connecting Theory and Research to Student Affairs Practice*. IV(1), p. 3.

Kiyama, J.M. & Washington White, K. (2006). New Start Summer Program: One initiative in the effort to retain under-represented students. *NASPA Student Affairs West*, 26(3), pp. 6-7.

Seemiller, C. & **Kiyama, J.M.** (2004). Leadership identity development and the Arizona Blue Chip Program. *Concepts & Connections*, 12(3), p. 6.

Kiyama, J.M. & McCormick, R.B. (2002). Providing service and leadership opportunities to students in an existing summer bridge program. *PRAXIS! Connecting Theory and Research to Student Affairs Practice*, 2(1) p. 9.

OTHER

Kiyama, J.M., Washington White, K., & Gasser, H. (Eds.) (2007). *Orientation and Transition: Success Strategies & University Engagement*. Dubuque, IA: Kendall Hunt Publishing Company.

Gasser, H., **Kiyama, J.M.**, Washington White, K. (Eds.) (2007). *Connections: Making the Most of Your University Experience*. Dubuque, IA: Kendall Hunt Publishing Company.

SELECTED SCHOLARLY PRESENTATIONS

- Kiyama, J.M., Sierra, K, Palacio, A. & Oka, C. (October 2024). Building and Measuring STEM Sense of Belonging through Cultural Responsiveness. *AZ HSI Annual Summit*. Flagstaff, AZ.
- Lee, A. & Kiyama, J.M. (April 2024). Culturally Responsive Curriculum Development as a Communal Faculty Practice at HSIs. *American Educational Research Association*. Philadelphia, PA.
- Bueno, E., Kiyama, J.M., & Calderon, E. (April 2024). The Role of Latinx Families in Fostering College Academic Achievement among Youth. *American Educational Research Association*. Philadelphia, PA.
- Harper, C., Kiyama, J.M., & Lee, A. (April 2022). Striving for Balance: How Parents and Institutions Foster First-Generation College Students' Sense of Independence. *American Educational Research Association*. San Diego, CA.
- Perna, L., Gonzales, L., Griffin, K., Kiyama, J.M., & Martinez-Aleman, A. (November 2021). Higher Education Scholar-Leaders: Advancing Equity, Justice, and Faculty Diversity. *Association for the Study of Higher Education*. San Juan, Puerto Rico.
- Holsapple, M.A., Coca, V., Hillman, N., Kiyama J.M., Rios-Aguilar, C., & Tseng, V., (November 2019). Presidential Session: Spanning Boundaries and Broadening Impact: Research-practice Partnerships as a Method for Research Engagement in Higher Education. *Association for the Study of Higher Education*. Portland, OR.
- Contreras, L. & Kiyama, J.M. (November 2019). “There are Obstacles...but We Can Do It”: Latina/o Students Draw on Community Cultural Wealth and Funds of Knowledge to Access & Persist in Higher Education. *Association for the Study of Higher Education*. Portland, OR.
- Kiyama, J.M., Hillkirk, K.M., Drevon, J., & Evans, Z. (March 2019). Parent and Family Partnerships Foster Personal and Academic Success for Students. *National Association of Student Personnel Administrators*. Los Angeles, CA.
- Kiyama, J.M. & Palmer, V.C. (November 2018). Cultivating Postsecondary Aspirations in Immigrant and Refugee Families through Community Education, Engagement, and Empowerment. *Association for the Study of Higher Education*. Tampa, FL.
- Lopez, S. & Kiyama, J.M. (November 2018). “We’ve got to speak Up”: A collective *testimonio* of Latina/o parent and family educational engagement. *Association for the Study of Higher Education*. Tampa, FL.
- Tyson, M., Orphan, C., & Kiyama, J.M. (September 2018). Leveraging Higher Education Departments to Promote Institutional Change for Equity and the Public Good. *International Conference on Higher Education Reform*. Baltimore, MD.
- Kiyama, J.M., Mariscal, J., & Ramirez, A. (April 2018). College Academy for Parents: Fostering College-going with Latino Families. *Prepárate (College Board)*. Los Angeles, CA.
- Mariscal, J., Kiyama, J., Sarubbi, M., & Benavides, V. (April, 2017). The embodiment and enactment of funds of knowledge among university outreach staff. *American Educational Research Association*. San Antonio, TX.
- Sarubbi, M., Kiyama, J., Mariscal, J., & Benavides, V. (April, 2017). Mobilization of funds of knowledge in Latina/o families: A systems analysis of involvement. *American Educational Research Association*. San Antonio, TX.
- Kiyama, J.M., Rios-Aguilar, C., Garcia, L-G., Montiel, G.I., & Neri, R. (April 2017). Funds of knowledge in higher education. *American Educational Research Association*. San Antonio, TX.

- Sarubbi, M., Kiyama, J.M., & Harper, C.E. (November 2016). Ideologies of invisibility impacting diverse families: An analysis of orientation programs. *Association for the Study of Higher Education*. Columbia, OH.
- Harper, C.E., Zhu, H., Kiyama, J.M. (November 2016). Parents and families of first-generation college students experience a transition to college. *Association for the Study of Higher Education*. Columbia, OH.
- Saelua, N., Kiyama, J.M., Museus, S., Gonzales, L., Zavala, M., Perez, P., & Cutforth, N. (November 2015). Exploring the power and potential of community-based research to address educational inequality. *Association for the Study of Higher Education*. Denver, CO.
- Ramos, D., Kiyama, J.M., & Harper, C. (November 2015). Limiting levels of involvement of low-income, first-generation, families of color through Controlling Images. *Association for the Study of Higher Education*. Denver, CO.
- Kiyama, J.M., Harper, C., Ramos, D., Aguayo, D. & Page, L. (March 2015). Toward inclusive models of engaging diverse parents and families: Rejecting characterizations of hovering, bulldozing, and snowplowing. *National Association of Student Personnel Administrators*. New Orleans, LA.
- Kiyama, J.M, & Harper, C. (November 2014). Behind the hovering: How “helicopter parenting” has stalled developing inclusive models of higher education family engagement. *Association for the Study of Higher Education*. Washington, D.C.
- Kiyama, J.M., Quinones, S., Ares, N., Noel, T., Antrop-Gonzalez, R. (October 2014). The Plight of Invisibility: A Community-Based Approach to Understanding the Educational Experiences of Urban Latina/os. *Puerto Rican Studies Association*. Denver, CO.
- Kiyama, J.M. & Harper, C. (November 2013). Parents in transition: Perspectives of parents of students of color, first-generation, and low-income students during the transition to college. *Association for the Study of Higher Education*. St. Louis, MO.
- Dache-Gerbino, A., Kiyama, J.M., & Sapp, V.T. (November 2012). The dangling carrot: Proprietary institutions and the mirage of college choice for Latina students. *Association for the Study of Higher Education*. Las Vegas, NV.
- Sapp, V.T., Kiyama, J.M., & Dache-Gerbino, A. (November 2012). Against all odds: Latinas activate agency to secure access to college. *Association for the Study of Higher Education*. Las Vegas, NV.
- Kiyama, J.M., Harris, D.M., Dache-Gerbino, A., & Vogt, E.M. (April 2011). Fighting for *respeto*: Latina stories of resistance shaping educational opportunities. *American Educational Research Association*. New Orleans, LA.
- Quinones, S., Antrop-Gonzalez, R., Kiyama, J.M., Mazurett-Boyle, R., Mercado, C. (October 2010). Buscando una buena educación: Expanding Funds of Knowledge to Enhance Home-School Community Connections. *Puerto Rican Studies Association*. Hartford, CT.
- Kiyama, J.M., Luca, S.G., Raucci, M., & Crump-Owens, S. (April 2010). Peer mentors as savvy consumers of education: Accounts of active engagement leading to enhanced retention. *American Educational Research Association*. Denver, CO.
- Kiyama, J.M., Luca, S.G., Crump-Owens, S. & Raucci, M. (March 2010). Enhancing retention: Peer mentors as navigators of education. *National Association of Student Personnel Administrators*. Chicago, IL.
- Sax, L., Wartman, K.L., Kiyama, J.M., & Wolf, D. (November 2009). Parental Involvement in Higher Education: Advancing the Next Generation of Research. *Association for the Study of Higher Education*. Vancouver, BC

Kiyama, J.M., & Luca, S.G. (November 2009). The Invisible Web of Opportunity: Exploring the Unintended Social Benefits of Peer Mentors in Retention Programs. *Association for the Study of Higher Education*. Vancouver, BC.

Rios-Aguilar, C. & Kiyama, J.M. (March 2008). Funds of Knowledge: A Proposed Approach to Study Latina/o Students' Transition to College. *American Educational Research Association*. New York, NY.

Kiyama, J.M. (November 2007). College Aspirations versus College Limitations: The Role of Educational Ideologies and Funds of Knowledge in College Access. *Association for the Study of Higher Education*. Louisville, KY.

Kiyama, J.M., Bensimon, E., Dowd, A., Rios-Aguilar, C., & Moll, L. (November 2007). Funds of Knowledge: An Alternative Approach to Studying Minority Students' Success in Higher Education. *Association for the Study of Higher Education*. Louisville, KY.

Kiyama, J.M. & Lee, J.J. (April 2006). Faculty Agency and Community Engagement through College Outreach. *American Educational Research Association*. San Francisco, CA.

Kiyama, J.M. & Lee, J.J. (April 2005). Bridging Multiple Departments: A Campus-Wide Approach towards Outreach to Latino Parents. *American Educational Research Association*. Montreal, Canada.

SELECTED INVITED TALKS & PRESENTATIONS

Kiyama, J.M. (December 2024). Cultivating Servingness through Culturally Responsive Faculty Development. *AZ HSI Consortium Webinar*.

Kiyama, J.M. (April 2024). *Centering Belonging in Faculty Recruitment and Retention. Inclusive Futures: Belonging in Higher Education and Beyond*. University of Virginia.

Franco, M. & Kiyama, J.M. (October 2023). Evidenced-based HSI Conceptual Frameworks. Research and Grant Capacity Building Institute. *Hispanic Association of Colleges and Universities (HACU)*. Chicago, IL.

Kiyama, J.M. (January 2021 & May 2021) Keynote Address – Centering Community: A Funds of Knowledge Approach to Organizational Advocacy and Change. *SU21 EdD Immersion Program*. University of Dayton.

Kiyama, J.M. (February 2020). Keynote Address – Coalitions, Collaborations, & Solidarity beyond Strategy: A Moral Imperative. *Student Success Conference - Building Bridges: Collaborating for Student Success*. University of Arizona. Tucson, AZ.

Kiyama, J.M., Nzinga-Johnson, S., & Rich, K.E.L. (March 2019). Keynote panel – *Women of Color Leadership Summit*. Bowling Green State University. Bowling Green, OH.

Interactive Symposium. (November 2018). Intergenerational Sharing of Knowledge among Scholars of Color —A *Plática* for our Future. *Association for the Study of Higher Education*. Tampa, FL.

Panel Presentation (April 2018). Vice Presidential Session: Following Their Dreams: Considering K12 and Higher Education Practices that Enable First-Generation College Students' Success. *American Educational Research Association*. New York, NY.

Duncan-Andrade, J., Kiyama, J.M., & Venzant Chambers, T. (April 2018). Division G Fireside Chat: Rethinking Academic Expectations: Doing Good for our Communities While in the Academy. *American Educational Research Association*. New York, NY.

Kiyama, J.M. (February 2018). Keynote Address - Funds of Knowledge as a Pedagogical and Conceptual Tool for

Advancing Equity in Education. *Gifted Education Conference & Policy Symposium*. University of Denver, Denver, CO.

- Kiyama, J.M. (January 2018). Keynote Address - Intentionality, Positionality, and Relationality: Connecting theory and research design in humanizing and culturally responsive ways. *Higher Education Leadership Program Winter Doctoral Retreat*. Colorado State University, Fort Collins, CO.
- Kiyama, J.M. (August 2017). Keynote Address - Solidarity beyond Strategy; Solidarity as a Moral Imperative. *Second Annual Faculty & Staff of Color Luncheon*. Colorado College. Colorado Springs, CO.
- Panel Presentation (April 2017). Vice Presidential Session: (New) American Injustices and the “Ticket” to Higher Education: Social Dispossession and Community Protectors. *American Educational Research Association*. San Antonio, TX.
- Kiyama, J.M., & Museus, S.D. (April 2017). Cultivating Campus Environments to Maximize Success among Latino and Latina College Students. *Alliance of Hispanic Serving Institution Educators*. Las Vegas, NV.
- Kiyama, J.M. & Harper, C.E. (November 2016). Keynote Address – Elevating Engagement with First-Generation, Low-income, and Families of Color. *Association of Higher Education Parent / Family Program Professionals*. Boulder, CO.
- Kiyama, J.M., (October 2016). College Access & Transition for Latina/o Students: Agency, Collectivism, & Community. *University of Redlands School of Education and Center for Educational Justice, EdD Speaker Series*. Redlands, CA.
- Kiyama, J.M., Waterman, S., Carter, D., & Oseguera, L. (November 2015). Presidential Session: Culturally relevant research in higher education. *Association for the Study of Higher Education*. Denver, CO.
- Museus, S.D., Gildersleeve, R.E., Kiyama, J.M., Rhoades, G., & Blanco, Gerardo. (April 2015). Neoliberalism, Academic Capitalism, and Faculty Crises in Higher Education. *American Educational Research Association*, Chicago, IL.
- Hallett, R. & Kiyama, J.M. (April 2015). Division J Social Justice Initiative: Parent and Family Presentation to SGA Youth & Family Services. *American Educational Research Association*, Chicago, IL.
- Harper, C. & Kiyama, J.M. (November 2014). Supporting Family Members of First-Generation College Students. *National Orientation Directors Association – Pre-Conference Meeting*. Orlando, FL.
- Kiyama, J.M. (November 2013). Keynote Address - Creating college opportunity: Families and communities as partners in the college-going process. *College Knowledge for Counselors*. University of Arizona. Tucson, AZ.
- Kiyama, J.M. (April 2013). When violence interferes with educational opportunity: Narratives of resistance and agency. *Monroe Community College, Damon City Campus – Empowering Women Program: “Addressing the Challenges Latina and African American Women Experience in Education.”* Rochester, NY.
- Kiyama, J.M. & Sapp, V.T. (November 2011). A Follow-Up: School Experiences of Latina/o Students: A Community-Based Study of Resources, Challenges, and Successes. *Rochester City School District Symposium 2011: Making the Grade by Engaging Students*. Rochester, NY.
- Kiyama, J.M., Harris, D.M. Dache-Gerbino, A., Quinones, S., & Smalls, M.M. (October 2011). Revisiting School Experiences of Latina/o Students: A Community-Based Study of Resources, Challenges, and Successes. *Monroe Community College, Hispanic Heritage Month Tertulia*.

Kiyama, J.M. & Harris, D.M. (December 2010). School Experiences of Latina/o Students: A Community-Based Study of Resources, Challenges, and Successes. *Finger Lakes Health Systems Agency, Latino Health Coalition Meeting*. Rochester, NY.

Harris, D.M., Kiyama, J.M., Dache-Gerbino, A., & Quinones, S. (November 2010). School Experiences of Latina/o Students: A Community-Based Study of Resources, Challenges, and Successes. *Rochester City School District Symposium 2010: Improving Student Achievement While Overcoming Adversity*. Rochester, NY.

Kiyama, J.M. & Harris, D.M. (October 2010). Keynote Address - School Experiences of Latina/o Students: A Community-Based Study of Resources, Challenges, and Successes, Part I. *Ibero-American Action League 42nd Annual Luncheon & Recognition Awards*. Rochester, NY.

TRAINING & PROFESSIONAL DEVELOPMENT PRESENTATIONS

Lozano, G. & Kiyama, J.M. (June 2024). *Designing Inclusive and Culturally Responsive Courses*. Two-day workshop with interdisciplinary faculty. Whitworth University. Spokane, WA.

Kiyama, J.M. (February 2018). *First-generation Students and their Families: Examining Institutional Responsibility during College Access and Transition*. Professional development training for the Division of Student Affairs. Colorado College. Colorado Springs, CO.

Kiyama, J.M. (May 2013). *Understanding identity by exploring history and “where I’m from.”* Social justice training for future school psychologists. Rochester Institute of Technology. Rochester, NY.

Kiyama, J.M. (April 2013). “*Snap*” if you’re from where I’m from: *A foundation for social justice education*. A follow-up talk on the RACE Exhibit. Allendale Columbia School. Rochester, NY.

Kiyama, J.M. (April 2011). *P2O: Power, Privilege & Oppression*. Social justice training for future school psychologists. Rochester Institute of Technology. Rochester, NY.

Kiyama, J.M. (August 2009). *Becoming a culturally competent leader*. Presentation for the AHETEMS Graduate Leadership Institute, Society of Hispanic Professional Engineers. Dallas, TX.

Seemiller, C. & Kiyama, J.M. (July 2009). *Moving toward institutional change: Exploring identities, social groups, and privilege*. Social justice training for the Division of Student Affairs professional staff. University of Wisconsin, River Falls. River Falls, WI.

Seemiller, C. & Kiyama, J.M. (March 2009). *P2O: Power, Privilege & Oppression*. Social justice training for undergraduate student leaders. University of Wisconsin, River Falls. River Falls, WI.

SELECT MEDIA COVERAGE

Media coverage from Parent and Family Engagement research

Student Affairs NOW Podcast. (November 2022). Parents as Partners (Not Problems) with Judy Marquez Kiyama, Casandra Harper, & Kathy Adams-Riester. <https://studentaffairsnow.com/parents-as-partners/>

Media coverage from Title III: Project CREAR grant

Duarte, C. (February 28, 2022). \$5M federal grant supports Hispanic, poor students in STEM careers. https://tucson.com/news/local/5m-federal-grant-supports-ua-hispanic-poor-students-in-stem-careers/article_24e82582-9680-11ec-8579-07894ef98d40.html

Media coverage from scholarship, presentations, trainings, and professional development:

The SACSA Podcast (August 2023). The Blue Book: Student Affairs Administration with George McClellan and Judy

Marquez Kiyama.

<https://open.spotify.com/episode/6iSnDgDEaWKEcayYiH7oYw?si=2WjirQsCSTu7OMG8OfKZg>

Ashlee, K.C. (December 3, 2019). Mindful Resistance: Student Affairs Educators Challenging Neoliberalism by Doing More with Less https://www.kyleashlee.com/_blog#_blog

Latinx Intelligentsia (August 26, 2019). <https://latinxintelligentsia.com/>

Season 1, Episode 1: Cultivating the Uplift for Latinx Communities in Higher Education.

<https://latinxintelligentsia.com/the-podcast-2/>

Season 2: Episode 10: Latina Sister-Scholars Revisited

Chapman, T. (January 11, 2019). New report examines obstacles facing refugees pursuing postsecondary schooling.

<https://www.du.edu/news/new-report-examines-obstacles-facing-refugees-pursuing-postsecondary-schooling>

Glasgow, G. (January 22, 2018). Education professor talks inclusivity and orientations.

<https://magazine.du.edu/research/education-professor-talks-inclusivity-orientations/>

Ed Lab, The Voice – Vialogues. (November 6, 2017). Fighting for respeto: Latinas' stories of violence and resistance shaping educational opportunities. <https://vialogues.com/vialogues/play/41340/share>. Teachers College, Columbia University.

Gasser H. with panel presenters (September 2, 2015). #youbelong: Welcoming first-generation and low income

students to campus. Higher Ed / Student Affairs Live. Available at: <http://www.higheredlive.com/youbelong-welcoming-first-gen-low-income-students-to-campus/>

Association for the Study of Higher Education (June 2015) Podcast. <http://morgridge.du.edu/ashe-2015-podcast-dr-judy-kiyama-and-educational-experiences-of-urban-latinaos/>

Gasser, H. with panel presenters. (January 8, 2014). Make the Most of Your New Role in the New Year. *Higher Ed Live*. Available at: <http://higheredlive.com/newyearnewrole/>.

Brown, L. (April 30, 2013). Web Essay: Snap if you're from where I'm from. *Democrat and Chronicle*. Available at: <http://www.democratandchronicle.com/article/20130501/OPINION02/130430006/Web-Essay-Snap-you-re-from-where-m-from>

Select media coverage from *School Experiences of Latina/o Students* study (Rochester, NY):

Sutter, J. (October 14, 2010). How to improve Latino graduation rate. *Democrat and Chronicle*. Available at: <http://blogs.democratandchronicle.com/editorial/?p=12081>.

Zeigler, M. (October 15, 2010). Challenges facing Latino students outlined in study. *Democrat and Chronicle*. Available at: <http://www.democratandchronicle.com/article/20101015/NEWS01/10150314>.

Radio Panel. (October 15, 2010). Overview of School Experiences of Latina/o Students Study. *WXXI Public Broadcasting Council*. Available at: <http://interactive.wxxi.org/>.

Rochester board should review school safety issues. (October 26, 2010). *Democrat and Chronicle*, Available at: <http://www.democratandchronicle.com/article/2010127/OPINION04/10270319/1041/OPINION/Rochester-board-should-review-school-safety-issues>

Evening News. (October 27, 2010). *WROC-TV*. (follow up on school safety editorial and overview of state of Latina/o education). Available at: http://rochesterhomepage.net/fulltext?nxd_id=214946

Holland, N. (November 17, 2010). Many Visions Many Voices: Overview of School Experiences of Latina/o Students Study. *WHAM 13 News*. Available at: <http://13wham.com/community/features/many-voices/stories/veterans-outreachneadpart-4-35.shtml>

Saenz, J. (February 10, 2011). Rochester Schools Failing Latino Students. *Democrat and Chronicle*. Available at: <http://blogs.democratandchronicle.com/conxion/?p=1171>

Domingues, C. (March 3, 2011). Latino Graduation Rates Lowest in City School District. *Time Warner Cable News*.

Available at: <http://rochester.twcnews.com/content/news/535346/latino-graduation-rates-lowest-in-city-school-district/#sthash.ttiouxVR.dpuf>

Domingues, C. (March 4, 2011). RCSD Supports Teen Mothers To Keep Young Latinas From Dropping Out. *Time Warner Cable News*. Available at: <http://rochester.twcnews.com/content/535493/rcsd-supports-teen-mothers-to-keep-young-latinas-from-dropping-out/#sthash.MBIrCkeW.dpuf>

Domingues, C. (March 6, 2011). Leaders Weigh In On How to Improve Latino Graduation Numbers. *Time Warner Cable News*. Available at: <http://rochester.twcnews.com/content/535525/leaders-weigh-in-on-how-to-improve-latino-graduation-numbers/#sthash.XTjK404p.dpuf>

Hedeem, M. (July 3, 2013). Drop in Graduation Rates Prompts 'Call to Action' From Latino Community. *Time Warner Cable News*. Available at: <http://rochester.twcnews.com/content/news/671838/drop-in-graduation-rates-prompts--call-to-action--from-latino-community/>

Lankes, T. (July 3, 2013). Latino leaders call for help for students. *Democrat and Chronicle*. Available at: <http://www.democratandchronicle.com/story/news/local/2013/07/03/latino-leaders-call-for-help-for-students/2488071/>.

Organization Reacts to Drop in Latino Graduation Rates. (July 17, 2013). *El Mensajero Católico* (English). Available at: <http://en.elsensajerorochester.com/news/local/organization-reacts-to-drop-in-latino-graduation-rates/>.

Plonczynski, A. & Rosario-Escher, H. (December 14, 2013) Take action against education disparities. *Democrat and Chronicle*. Available at: <http://www.democratandchronicle.com/>

TEACHING

University of Arizona (number of enrolled students indicated in parentheses)

HED 644	Advising & Supervision in Higher Education (18)	Fall 2024
HED 605	Qualitative Methods in Higher Education (21)	Fall 2024
HED 631	Hispanic Serving Institutions (HSIs) and Funds of Knowledge (17)	Spring 2024
HED 636	College Access & Success (6, 30)	Spring 2024, 2025
HED 696C	Hispanic Serving Institutions (HSIs) and Funds of Knowledge (8)	Fall 2021 / Spring 2022

University of Denver (number of enrolled students indicated in parentheses)

HED 4281	Inclusive Excellence in Programming & Development (18, 15, 10)	Spring 16, 17, 20
HED 4294	Seminar: Higher Education & Leadership for the Public Good (15)	Fall 2015
HED 4294	Seminar: (Re)Shaping Educational Spaces with Inclusive Pedagogies (19, 10, 11)	Spring 15, 18, 19
HED 4246	Issues of Access & Opportunity (20, 14, 16, 15, 18, 15, 15, 13, 15)	Winter 2014 - 2018
HED 4220	Organization and Governance of Higher Education (26, 25, 17, 8, 14, 17, 15, 12, 9)	F13-15, 17-19 Sp17
HED 4216	Research Processes in Higher Education (5, 8, 5)	W 14, Sum 17, 18
HED 4232	Research Methods in Higher Education (25)	Fall 13, Sp 14

University of Rochester (number of enrolled students indicated in parentheses)

EDU 485	College Access and (In)Equity (19, 10, 18, 12, 10)	Fall 2008 - 2012
EDE 577	Doctoral Seminar in Higher Education: Research Design (9)	Fall 2011
EDE 435	Service-learning, Higher Education, and the Public Good (15)	Spring 2011

EDU 493	History of Higher Education (12)	Fall 2010
ED 542	Program Evaluation Dissertation Seminar II (8)	Spring 2010
ED 541	Program Evaluation Dissertation Seminar I (8)	Fall 2009
ED 540	Program Evaluation Dissertation Seminar (8)	Sum 2009
EDU 492	Governance, Policy, & Administration of Higher Education (20, 12)	Spring 2009, 2011
ED 521	Advanced Program Evaluation (co-instructor) (23)	Spring 2009

COMPLETED DISSERTATIONS CHAIRED (n=26)

University of Denver

Rick Brewer	Summer 2021	EdD	<i>An Evaluation of the Disability Services Program at the University of Denver</i>
Ryan Buller	Spring 2021	EdD	<i>Evaluating Foundational Components of Research Consultations in an Academic Library Research Center</i>
Tamara White	Spring 2020	PhD	<i>College, at What Cost? African American Women Undergraduate Students' Perception of Institutional Policy Levers</i>
Vince Tango	Spring 2019	EdD	<i>Community of Inquiry: Discovering Social, Cognitive, and Teaching Presence in a Hybrid Master of Divinity Program</i>
Molly Sarubbi	Spring 2019	PhD	<i>Stories of the 3%: Foster Care Alumni Narratives of Resilience and Postsecondary Attainment</i>
Janell Lindsey	Spring 2019	PhD	<i>A View from Within: University Honors Programs and African American Women at a Predominantly White Institution</i>
Clinton Emmerich	Spring 2019	EdD	<i>Understanding the Effects of Meeting Financial Need: A Program Evaluation at the University of Denver</i>
Delma Ramos	Spring 2018	PhD	<i>Funds of Knowledge and the College Success of First-generation Students, Low-income Students, and Students of Color: A Transformative Mixed Methods Study</i>
Christopher Chaves e Silva	Spring 2018	EdD	<i>Utilizing a Learning Management System to Support Access to Study Abroad: A Program Evaluation at the University of Denver</i>
Stacey Muse	Winter 2018	PhD	<i>Exploring the Community Impact of Community-University Partnerships</i>
Alisha Stanton	Summer 2017	EdD	<i>Globalization and Internationalization: A Critical Inquiry of a Graduate Program Redesign</i>
Megan Rector	Summer 2017	EdD	<i>Developmental Education Redesign: An Analysis of Cooling Out in a Community College Mathematics Assessment Preparation Program</i>
Sylk Sotto-Santiago	Winter 2016	EdD	

What Gets Lost in the Numbers: A Case Study of the Experiences and Perspectives of Black and Latino Faculty in Academic Medicine

Kerrie Montgomery Fall 2016 PhD

Surviving and Thriving: The First-Year Transition Experiences of Chinese Undergraduate Students in the United States

Sarah Pingel Winter 2016 EdD

Student loans and the states: The impact of college price on student debt

Alexis Anderson Winter 2016 EdD

Reverse transfer: The new definition and state implementation

Bryan DeShasier Winter 2015 PhD

Foundations of Inequity: A Social Ecological Exploration of Colorado Rural School Leaders Lived Experiences

University of Rochester

Amalia Dache-Gerbino May 2014 PhD

The Labyrinth in the Metropole: A Postcolonial Mixed-Method Study of College Access and Choice

Recognized as the 2014 Association for the Study of Higher Education Bobby Wright Dissertation of the Year

Emily Martinez-Vogt May 2014 PhD

Navigating the Transition to Community College: Understanding the Perceptions and Strategies Related to Latina Experiences

Kate Tompkins May 2012 EdD (co-chaired)

The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Students at Community College

Jessica Guzman May 2010 EdD

The Experiences of Multiethnic Students: A Qualitative Program Evaluation of the Early Connection Opportunity Program at the University of Rochester

Patricia Poteat May 2010 EdD

A Program Evaluation of the Lifetime Health Medical Group Patient Satisfaction Program

Mark Paoni May 2010 EdD

A Program Evaluation of the Monroe County Sheriff's Office Defensive Tactics Program

Kimberly Jackson May 2010 EdD

A Program Evaluation of Faculty Satisfaction and Commitment to Advising Graduate Students in a Multidisciplinary Studies Program

Stacy Wells May 2010 EdD

Low Socio-Economic Status Student-Athletes and Athletic Recruitment: A Program Evaluation

Jim Sunser May 2010 EdD

A Program Evaluation of the Accelerated Business Degree Program at Onondaga Community College

Claudia Scott May 2010 EdD

Academic Support and Test Taking Support Services for Accelerated Nursing Students: A Program Theory-Driven Evaluation

EXTERNAL GRANTS FUNDED

2023 – 2027

Collaborator (15% of time) with Arizona International / UArizona as a subcontractor of Institute of International Education. *USAID Diversity and Inclusion Scholarship Program*. \$2,534,485

2022-2025

Co-Principal Investigator (2% of time) with Heather Haeger (PI), Guadalupe Lozano (Co-PI), & Regina Deil-Amen (Co-PI). National Science Foundation (NSF) 22-531 Science, Technology, Engineering and Mathematics (STEM) Education Postdoctoral Research Fellowships. *Project REEDS: Research on Educational Equity and Diversity in STEM*, \$1,249,799

2021-2026

Co-Principal Investigator (10% of time) with Kimberly Sierra-Cajas (PI). U.S. Department of Education, Title III. *Project CREAR: Culturally Responsive Engagement, Articulation & Research*, \$4,989,497

2010–2012

Principal Investigator, NASPA (National Association of Student Personnel Administrators) Foundation Grant. *School Experiences of Latinas: Stories of Resistance and Implications for Student Affairs Practitioners*. \$2,000

INTERNAL GRANTS FUNDED

2020

Gildersleeve, R.E., (PI) Kiyama, J.M., Nelson, C., & Tyson, M. (Co-PIs) University Library Association's (ULA) Information Literacy (IL) Grants for Graduate Programs for HED 4210 Critical Higher Education, HED 4246 Issues of Access and Opportunity, and HED 4216 Research Processes in Higher Education. \$5,000.

2015-2017

Principal Investigator. University of Denver Public Good Grant. *Cultivating educational aspirations in low-income and families of color through education, engagement, and empowerment*. \$12,300.

2014-2015

Museus, S. (PI), & Kiyama, J.M. (Co-PI). Morgridge College of Education Flowback Grant. *The Investigating Campus Environments (ICE) Project: Promoting Assessment and Transformation to Maximize Success among Diverse Student Populations*. \$8,000.

2014-2017

Principal Investigator. University of Denver PROF Grant. *Developing a College-Going Culture in Latina/o Families: Exploring the Influence of Funds of Knowledge in Family Outreach Programs*. \$18,720.

2017-2018: DU Latino Center for Community Engagement and Scholarship (DULCCES).

Travel grant to support dissemination of findings. \$2,485.00.

National Association of Student Personnel Administrators (NASPA) IV-W Research Grant. Grant to support final data collection and dissemination of findings. \$1,000.

Principal Investigator. Kiyama, J.M. & Harper, C. E. University of Denver Faculty Research Fund. *Parents in Transition: A Multiple Case Study of Parent and Family Orientation Programs*. \$1,500.

2009-2010

Co-Principal Investigator. Harris, D. & Kiyama, J.M. Mini-grant; Warner Graduate School of Education. *School Experiences of Latina/o Students in Rochester, NY: A Community-Based Study of Resources, Challenges, and Successes*. \$15,000.

CONSULTING / PARTNERSHIP GRANTS

2014 -2015

Harper, C. E. (PI) & Kiyama, J.M. (Consulting Partner). University of Missouri Research Board. *Parents' perspectives on the transition to college*. \$29,800.

AWARDS AND HONORS

<i>Recipient</i> , Edith Sayre Auslander, Outstanding Support of Hispanic Issues in Higher Education Award The Pete C. Garcia Victoria Foundation	2023
<i>Recipient</i> , Outstanding Contribution to Literature Award, Parent and Family Relations Knowledge Community National Association of Student Personnel Administrators	2020
<i>Fellow</i> , Office of Diversity and Inclusion Faculty Fellow	2018 – 2019
<i>Recipient</i> , Outstanding Contribution to Research and/or Literature for <i>Parent and Family Engagement in Higher Education</i> . ASHE Higher Education Report Series. Association of Higher Education Parent / Family Program Professionals	2016
<i>Recipient</i> , Outstanding Faculty Award, Latino/a Knowledge Community National Association of Student Personnel Administrators	2016
<i>Recipient</i> , Mildred García Junior Exemplary Scholarship Award Association for the Study of Higher Education's Council on Ethnic Participation	2014
<i>Emerging Scholar</i> , American College Personnel Association (ACPA)	2011
<i>Invited Participant</i> , ASHE Institute on Equity and Critical Policy Analysis <i>Principles and Methods of Participatory Critical Action Research</i>	July 2010
<i>The Betty Pool Service Award</i> , Warner Graduate School of Education and Human Development	May 2010
<i>Centennial Achievement Award</i> (masters level), The University of Arizona	December 2001
 NATIONAL SERVICE	
<i>Advisory Board</i> , National Equity-Based Teaching Collective	2023 – present
<i>Editorial Board Member</i> , Review of Higher Education	2023 – present
<i>Editorial Board Member</i> , Journal of Higher Education	2020 - present
<i>Editorial Board Member</i> , Review of Educational Research	2017 - 2021
<i>Editorial Board Member</i> , Journal of Student Affairs Research and Practice	2014 - 2020
<i>Editorial Board Member</i> , Journal of the First-Year Experience and Students in Transition	2013 – 2016
<i>Review Committee & Final Review Panel</i> , Research-Practice Partnership Grant Program, Spencer Foundation	Sum-Fall 2019; Spring 2020
<i>Chair</i> , Interdisciplinary Women of Color Writing Retreat	2018 – 2019; 2022
<i>External Dissertation Committee Member</i> :	
Earl Lee, Arizona State University	2024 - present
Julianna Hernandez, Colorado State University	2023 - present

Danthai Xayaphanh, Arizona State University	2023 - present
Liliana Diaz, University of Denver	2021 - 2022
Jennifer Drevon, Central Michigan University	2021 - 2022
Lauren Contreras, University of Denver	2020 - 2022
Amanda Flores, Michigan State University	2020 - 2021
Christina Zavala, University of California, Los Angeles	2018 - 2020
Kathy Adams Riestler, Northern Arizona University	2017 - 2019
Catherine Olivarez, University of North Texas	2015 - 2017
Angela Clark-Taylor, University of Rochester	2015 - 2016
Vicki T. Sapp, University of Rochester	2015 - 2016
Wanda I. Montañez, University of Massachusetts Boston	2012 - 2013
<i>Reviewer for Academic Journal</i>	ongoing
Journals include: Critical Studies in Education, Teachers College Record, Journal of Higher Education, American Educational Research Journal, Curriculum Inquiry, Higher Education, Educational Policy, NASPA Journal about Women in Higher Education, Journal of Latinos and Education, Review of Higher Education	
Education and Urban Society, Journal of Diversity in Higher Education, The Review of Higher Education	
<i>Association for the Study of Higher Education (ASHE)</i>	
<i>Co-Chair, Attendee Engagement Committee</i>	2022 - 2023
<i>Member-at-Large, ASHE Board of Directors</i>	2019 – 2021
Board Liaison, Land Grant Working Group	
Search Committee Member, Budget, Finance, and Compliance Committee Chair	
Graduate Student Scholarship Committee	
<i>Section Co-Chair: Community Engaged Research, 2019 Program Committee</i>	2018 – 2019
<i>Committee Member, ASHE/Pell Institute Collaboration on TRIO Programs</i>	2014 – 2015
Proposal Reviewer	ongoing
Session Discussant	2015 - 2017
Awards Committee Member	2009
Session Chair	2008, 2009
Graduate Student Representative, ASHE Board of Directors	2007 to 2009
<i>American Educational Research Association (AERA)</i>	
Division J Secretary	2019 – 2021
Division J Program Chair	2016 – 2017
Division J Dissertation of the Year Committee	2016
Co-Chair of Division J – Section 6 (Society, Culture, & Change) Program Committee	2014-2015
Division J Membership Chair	2013-2016

Co-Chair of Division J – Section 2 (Student Access) Program Committee	2011-2012
Community Advocacy Award Committee Member, Critical Educators for Social Justice SIG	2011
Session Discussant	2018
Session Chair	2010, 2014
Proposal Reviewer	Ongoing
<i>National Association of Student Personnel Administrators (NASPA)</i>	
Awards Committee Chair, Latino Knowledge Community (LKC)	2010
Proposal Reviewer	2008 - 2012
Sponsored Programs Committee, Latino Knowledge Community (LKC)	2008
Committee Chair	2009
<i>Scholarship Review Committee, Hispanic Association of Colleges and Universities</i>	2010
 <i>LOCAL AND UNIVERSITY SERVICE</i>	
University of Arizona	
<i>Creator & Lead</i> – Culturally Responsive Curriculum Development Institute	2021 – present
<i>Representative</i> , University Advisory Committee on Promotion and Tenure	2025 - present
<i>Advisory Board</i> , University Library Mellon Foundation Digital Borderlands in the Classroom	Fall 2023 – present
Digital Borderlands in the Classroom (DBiC) Review Board	
<i>Lead Facilitator</i> , CIELO (Cultural and Inclusive Experiential Learning Opportunities Program)	2021 - present
<i>Search Committee</i> – Arizona Board of Regents (ABOR) Student Regent	Spring 2025
<i>Selection Committee</i> – Graduate College University Fellows Awards	Spring 2024
<i>Search Committee</i> – Director, Center for Equity in Action, HSI Initiatives	2023
<i>Search Committee</i> – Associate Vice Provost for Faculty Development; Faculty Affairs	2023
<i>Collaborator</i> , Leaders in Designing Equitable Research Engagement through Servingness (LIDERES).	2023
<i>Advisory Board</i> , Presidential Post-Doctoral Fellows Program	2021 – 2024
<i>Member</i> , Diversity Coordinating Council	2021 - 2023
 Morgridge College of Education, University of Denver (selected service)	
<i>Member</i> , Inclusive Excellence Committee	2018 – 2019
<i>Member</i> , Faculty Recruitment and Retention Task Force	Fall ‘18-Winter ‘20
<i>Search Committee Chair</i> – Assistant Professor, Higher Education	Fall 18 – Winter 19
<i>Search Committee Chair</i> – Visiting Professor of Practice, Higher Education	Winter/Spring 2018
<i>Co-Chair</i> , Public Policy and Finance in the Era of the States Subtheme 2018 Public Policy Forum	Winter/Spring 2018

Faculty Executive Committee	2015 – 2018
Task Force: Teaching Evaluation Model	Winter/Spring 2018
<i>Mentor</i> for junior faculty member, Erin Anderson (Ed Leadership & Policy Studies)	F '16 – Sp '20
<i>Search Committee</i> – Clinical Assistant/Associate Professor, Higher Education	Summer 2017
<i>Flowback Funds Committee</i>	2013 – 2017
<i>Search Committee Chair</i> – Assistant/Associate Professor, Higher Education	Winter/Spring 2016
<i>Search Committee</i> – Clinical Assistant/Associate Professor, Higher Education	Summer 2015
<i>Search Committee Chair</i> – Assistant Professor, Higher Education	Winter 2015
<i>Search Committee</i> – Clinical Assistant Professor, Educational Leadership & Policy Studies	Winter 2015

University of Denver (selected service)

<i>Member</i> , Search Committee – IRISE / Office of Teaching & Learning Post-Doctoral Fellow	Spring 2020
<i>Co-Chair</i> , College Access Working Group, Diversity, Equity, & Inclusive Excellence Cluster Office of the Chancellor	2018 - 2020
<i>Founding Member</i> , Hermanas Latinas	Jan 2017 – 2020
<i>Member</i> , Academic Diversity Council	2015 – 2018
Subcommittee: Adjunct Faculty Inclusive Excellence Efforts	
<i>Member</i> , Search Committee – Vice Chancellor for Enrollment	April – Oct 2017
<i>Member at Large</i> , Faculty Senate	2015 – 2018
Subcommittee: Personnel Committee	
<i>Member</i> , DU Impact 2025: Diversity, Equity & Inclusive Excellence Implementation Team	Jan 2017- June 2018
<i>Steering Committee</i> , Study of DU's Budget and Financial Functions	Jan 2017 – Mar 2017
<i>Morgridge College of Education Representative</i> , DU Inclusive Excellence Collective	Feb 15 to Feb 16
<i>Higher Education Faculty Liaison and Volunteer Interviewer</i> , Denver Placement Exchange (Housing and Residential Education)	November 2014
<i>Research Team Member</i> , Campus Climate Study (Center for Multicultural Excellence)	2013 – 2015
<i>Planning Committee Member</i> , Diversity Summit (Center for Multicultural Excellence)	2013 – 2014

Warner School of Education, University of Rochester (selected service)

Portfolio Review Committee	2012
Reader, Warner Commencement	May 2011
English Search Committee	2010
Member, Steering Committee	2010 – 2011
GRADE Program Presentation: Issues Affecting College Access	April 2010

Warner Doctoral Conference Presentation Awards Committee	2008 – 2012
Social Studies Search Committee	2009
Urban Teaching and Leadership Search Committee	2008

Local Community, Denver, CO & Rochester, NY

<i>Presenter, RISE Colorado Family & Community Data Sharing Presentations: Cultivating Educational Aspirations in Low-Income and Families of Color through Education, Engagement, and Empowerment</i>	
Southeast Asian Family Presentation (Burmese, Karen, Karenni)	October 2018
Latino Coalition Families	January 2019
<i>Presenter, Colorado Coalition for the Educational Advancement of Latinos (CoCEAL):</i>	March 2016
<i>Creating College Opportunity: Latina/o Families as Partners in the College-Going Process</i>	
<i>Presenter, Metropolitan State University of Denver, Institute for Women’s Studies – Women’s</i>	February 2016
<i>History Month: Reflections of Community-Engaged Work in Pursuit of Equity and the Public Good</i>	
<i>Presenter, RISE Colorado Professional Development: The Plight of Invisibility</i>	September 2015
<i>Presenter, Denver Public Schools & Denver Scholarship Foundation: SEI Immersion Day</i>	Feb & April 2014
College Readiness Coordinators Meeting	
<i>Member, Puerto Rican Youth Development, Youth Services Advisory Board</i>	2010 - 2013
<i>Member, Ibero-American Action League Education Task Force</i>	2009 - 2013
<i>Presenter, Hillside Family of Agencies Case Conference</i>	2008