

TAUCIA GONZÁLEZ, PH.D.

University of Arizona
Disability & Psychoeducational Studies | College of Education
1430 East Second Street | Tucson, Arizona 85721
Email: tauciagonzalez@arizona.edu

CHRONOLOGY OF EDUCATION

- 2010-2015 Doctor of Philosophy in Education, Arizona State University
Curriculum & Instruction, Special Education emphasis
Dissertation: *Latina/o Language Minorities with Learning Disabilities:
Examining the Interplay Between In- and Out-of-School Literacies*
Dissertation Chair: Alfredo Artiles
Committee Members: Elizabeth Kozleski & Sarah Hudelson
- 2001-2003 Master of Arts in Education, University of Phoenix
Elementary Teacher Education
- 1995-2000 Bachelor of Arts in Foreign Languages, University of Southern Mississippi
College of Arts & Letters, Foreign Languages Major, Sociology Minor

CHRONOLOGY OF EMPLOYMENT

- 2025-present Associate Professor of Special Education, University of Arizona
Disability & Psychoeducational Studies
- 2019-2025 Assistant Professor of Special Education, University of Arizona
Disability & Psychoeducational Studies
Education Policy Center, Affiliated Faculty
- 2015-2019 Assistant Professor of Special Education, University of Wisconsin-Madison
Department of Rehabilitation Psychology and Special Education
Chican@ and Latin@ Studies, Affiliated Faculty
- 2010-2012 Graduate Research Team Member
Urban Professional Learning Schools Initiative
Principal Investigator, Elizabeth Kozleski
Arizona State University
- 2004-2010 Instructional Coach and 5-8th Grade Teacher/Co-Teacher
Herrera School for the Fine Arts and Dual Language
Included two years of inclusive education co-teaching

2001-2004 Third Grade Teacher
Academia del Pueblo Dual Language School
Phoenix, Arizona

HONORS AND AWARDS

- 2025 Provost Award for Innovation in Teaching, University of Arizona
- 2025 Richard Ruiz Scholar in Residence, University of Arizona and Resplendor International
- 2025 Maria Urquides Laureate Award, College of Education, University of Arizona
- 2023 Council for Exceptional Children, DDEL (Division for Culturally & Linguistically Exceptional Learners) Early Career Award
- 2022 American Educational Research Association's Latina/o/x Research Issues SIG Early Career Scholar Award
- 2021 Educational Review's Article of the Year Award for articles published in print in 2020
- 2017 University of Wisconsin Outstanding Women of Color Recipient

SELECT SERVICE/OUTREACH

National/International Outreach

- 2020-present Committee Member, Diversity Committee
Council for Exceptional Children, Division for Research
- 2023-2025 National Leadership Consortium Member
The SWIFT Education Center, University of Kansas
- 2022-2025 Equity Advisor, Midwest and Plains Equity Assistance Center
Indiana University and Purdue University Indianapolis
- 2021-2024 Chair (2023-2024), Program Chair (2022-2023), Secretary (2021-2022)
Special and Inclusive Education Research SIG, American Educational Research Association
- 2021-2022 Publications Chair
Council for Exceptional Children, Division of Culturally and Linguistically Diverse Exceptional Learners
- 2016-2020 Advisory Board Member
NYU's Technical Assistance Center on Disproportionality (TAC-D)

Editorial Service

- 2023-present Associate Editor

Exceptional Children

- 2017-present Consulting Editor
Multiple Voices: Disability, Race and Language Intersections in Special Education
- 2023 Invited Reviewer, Small Research Grants Program
Spencer Foundation
- 2021-2024 Editorial Board Member
Review of Educational Research

Ad Hoc/Guest Reviewer:

- 2021 *Equity & Excellence in Education*
2021 *Cambridge Journal of Education*
2021 *Journal of American Indian Education*
2020 *Teacher Education and Special Education*
2019 *Journal of Teacher Education*
2019, 2017 *Review of Research in Education*
2019 *Linguistics & Education*

Conference Proposal Reviewer:

- 2023-2024 American Educational Research Association Annual Meeting: Special and Inclusive Education Research SIG
- 2021 Council for Exceptional Children Annual Meeting, Division for Research
- 2016-2019 American Educational Research Association Annual Meeting: Special and Inclusive Education Research SIG, Division G, & Division K

SELECT PUBLICATIONS/CREATIVE ACTIVITY

- González, T.** & Tefera, A. (Under contract; Eds.). *Handbook of social justice in education: Vol. 8. Bodies and Abilities*. Bloomsbury Press.
- Lansey, K. R., **González, T.**, Barton, T., & Mogan, M. (2026). Systemic change for inclusive education: An intersectional framework for global equity. In D. Ryndak & M. Chitiyo (Eds.) *Understanding Inclusive Education*. Edward Elgar Publishing.
- González, T.**, Mueller, C., Espinoza, A., & Ramirez, C. (In press). Enhancing equity in special education through student voice research: A commentary on the special issue. *Remedial and Special Education*.
- Pacheco, M., **González, T.**, Lor, N., Hong, J., & Roberts, K. (2025). Re-imagining Social Futures: Bi/Multilingual Youths' Sociocritical Literacies. *Journal of Literacy Research*, 57(3), 342-365. <https://doi.org/10.1177/1086296X251352622>.
- Durand, S., **González, T.**, & Bertrand, M. (2025). "We want to help our community": fostering youth civic agency in a third space. *International Journal of Qualitative Studies in Education*, 38(3), 390-406. <https://doi.org/10.1080/09518398.2025.2454285>

- González, T.,** Artiles, A. J., Martínez-Álvarez, P., & Salinas, S. M. (2024). Towards the full potential of Lau: Interrogating the intersectional nuances of language, disability, & race. *Bilingual Research Journal*, 1–17. <https://doi.org/10.1080/15235882.2024.2412541>
- González, T.,** Kulkarni, S. & Tefera, A. (2023) Centering culturally relevant and sustaining special education preparation. In E. McCray, E. Bettini, P. Sindelar, and J. McLeskey (Eds.) *Handbook of Research on Special Education Teacher Preparation* (2nd Ed.) (pp. 145-165). Routledge.
- The QR Collective# (2023) Reflexive quality criteria: Questions and indicators for purpose-driven special education qualitative research. *Exceptional Children*, 89(4), 449-466.
#alpha order: Banks, J., **González, T.**, Mueller, C., Pacheco, M., Scott, L. A., & Trainor, A. A. *All contributed substantially under a model of shared leadership and collaborative intellectual effort, and chose to use the byline, The QR Collective.*
- González, T.,** Okhremtchouk, I., & Esposito, K. (2021). Arizona and California special education teachers on their readiness to work with dual language learners: Re-centering social justice in special education. *Taboo: The Journal of Culture and Education*, 20(2), 141-162.
- Artiles, A. J., Rose, D. **González, T.**, & Bal, A. (2020). Biology and culture in learning disabilities research: Legacies and possible futures. In N. Nasir, & C. Lee, R. Pea, M.M. de Royston (Eds.), *Handbook of the cultural foundations of learning* (pp.160-177). Routledge.
- González, T.** & Artiles, A. J. (2020). Wrestling with the paradoxes of equity: A Cultural-Historical reframing of technical assistance interventions. *Multiple Voices: Disability, Race, and Language Intersections in Special Education*, 20(1), 1-11.
- Thorius, K. A. K., **González, T.** & Jackson, R. G. (2020). Accounting for the intersectional complexity of disability and race in critical youth studies/youth participatory action research data collection methods. In A. I. Ali & T. McCarty (Eds.), *Research methods in critical youth studies: A practical guide* (pp. 117-135). Taylor & Francis Group.
- González, T.,** Bertrand, M., & Salinas, S. (2019). Pursuing inclusive schools: The case of youth researchers of color expanding a new vision. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 19(1), 4-22.
- Connor, D., Cavendish, W., **González, T.**, & Patrick Jean-Pierre, P. (2019). Is a bridge even possible over troubled waters? The field of special education negates the overrepresentation of minority students: A DisCrit analysis. *Race, Ethnicity & Education*, 1-23. DOI: 10.1080/13613324.2019.1599343
- ⊕ Cavendish, W., Connor, D., **González, T.**, Jean-Pierre, P., & Card, K. (2018). Troubling “the problem” of racial overrepresentation in special education: A commentary and call to rethink research. *Educational Review*, 1-16.
⊕ *Awarded Educational Review’s 2020 Article of the Year* for articles published in print in 2020.
- Ruppar, A., Bal, A. & **González, T.**, Love, L., & McCabe, K. (2018). Collaborative research: A new paradigm for research on inclusive education for students with disabilities. *International Journal of Special Education*, 33, 778-795.

- González, T.** (2017). Introduction to special issue: Inclusive education as literacy pedagogy for historically marginalized learners. *Wisconsin English Journal*.
- Bertrand, M., Durand, E. B., & **González, T.** (2017). “We’re trying to take action”: Transformative agency, role re-mediation, and the complexities of youth participatory action. *Equity & Excellence in Education*, 50(2).
- Tefera, A. A., **González, T.**, & Artiles, A. J. (2017). Challenges to policy as a tool for educational equity: The case of language and ability difference intersections. In S. Salas, & P. R. Portes (Eds.), *US Latinization: Education and the New Latino South* (pp. 205-226). New York, NY: SUNY Press.
- González, T.**, Hernandez-Saca, D., & Artiles, A. J. (2016). In search of voice: Theory and methods in K-12 student voice research in the U.S., 1990-2010. *Educational Review*. doi: 10.1080/00131911.2016.1231661
- ***González, T.** & Artiles, A. J. (2016). Reframing venerable standpoints about language and learning differences: The need for research on the literate lives of Latina/o language minority students. *Journal of Multilingual Education Research*, 6(1), 3.
- Waitoller, F. W., Kozleski, E. B., & **González, T.** (2016). Professional inquiry for inclusive education: Learning amidst institutional and professional boundaries. *School Effectiveness and School Improvement*, 27(1), 62-79.
- ***González, T.**, Tefera, A., & Artiles, A. J. (2014). The intersections of language differences and learning disabilities: Narratives in action. In M. Bigelow, & J. Enns-Kananen (Eds.), *The handbook of educational linguistics* (pp. 145-157). Routledge.
- *Okhremtchouk, I., & **González, T.** (2014). Meeting the needs of ELLs: Arizona Latino/a teachers’ pre-service preparation and self-reported in-service experiences. *Association of Mexican American Educators Journal*, 8(1), 20-36.
- ***González, T.**, & Mulligan, E. (2013) Creating classrooms for all learners. In E. B. Kozleski & K. King Thorius (Eds.), *Ability, equity, and culture: Sustaining inclusive education reform* (pp. 107-133). Teachers College Press.
- *Kozleski, E. B., **González, T.**, Atkinson, L., Lacy, L., & Mruczek, C. (2013). Teacher education in practice: Reconciling contexts, practices, and theories. *European Journal of Special Needs Education*, 28(2), 156-172. doi: 10.1080/08856257.2013.778114
- *Artiles, A. J., Kozleski, E. B., & **González, T.** (2011). Para além da sedução da educação inclusiva nos Estados Unidos: Confrontando o poder, construindo uma agenda histórico-cultural. [Beyond the allure of inclusive education in the United States: Facing power, pursuing a cultural-historical agenda]. *Revista Teias*, 12(24), 285-308.
<http://tinyurl.com/hdol6d5>

Other Scholarship

- ^{o1}Agnelia, ^{o1}Liberty, & ^{o1}Tianna [high school co-authors] with ^oRoberts, K., **González, T.**, Pacheco, M., ^oHong, J. (2022). *Hmong and Latina/o/x testimonios: The pedagogical space between*. Indianapolis, IN: Great Lakes Equity Center.
<https://greatlakesequity.org/resource/hmong-and-latinaox-testimonios-pedagogical-space-between>

- González, T.,** °Monzalvo, A. & °Silvers, M. (2022). *Teaching and learning as cultural endeavors*. Indianapolis, IN: Great Lakes Equity Center.
<https://greatlakesequity.org/resource/teaching-and-learning-cultural-endeavors>
- González, T.** & °Hong, J. (2022). *YPAR for the classroom: A guide for the critical and curious educator*. Indianapolis, IN: Great Lakes Equity Center.
<https://greatlakesequity.org/resource/ypar-classroom-guide-critical-and-curious-educator>
- González, T.,** & °Silvers, M. (2022). *Teaching with culture in mind: An observation and reflection tool*. Indianapolis, IN: Great Lakes Equity Center.
<https://greatlakesequity.org/resource/teaching-culture-mind-observation-and-reflection-tool>
- González, T.** & °Roberts, K. (September, 2019). *Dual language learners with disabilities: A visual data tool for the critical educator*. Indianapolis, IN: Great Lakes Equity Center. Retrieved from <https://greatlakesequity.org/resource/dual-language-learners-disabilities-visual-data-tool-critical-educator>
- González, T.,** Hafner, M., & °Hong, J. (August, 2019). *Advancing inclusive education using equity by design for students of color with learning disabilities* [virtual roundtable]. Indianapolis, IN: Great Lakes Equity Center. Retrieved from <https://greatlakesequity.org/resources>.
- González, T.,** °Li, L., °Torres-Mercado, M., & °Torres Meza, J. P. (June, 2018). *Grow your own special educator programs: An equity tool for advancing inclusive schools*. Indianapolis, IN: Great Lakes Equity Center. Retrieved from <https://greatlakesequity.org/resource/grow-your-own-special-programs-contributing-more-diversity>
- González, T.,** °Love, L., °Johnson, M. L., °Picón, N. & °Velázquez, J. (July, 2017). *Youth rising: Centering youth voice in the quest for equitable and inclusive schools*. Indianapolis, IN: Great Lakes Equity Center. Retrieved from https://glec.education.iupui.edu/Images/Briefs/2017_07_20_Taucia%20Gonzalez_Youth%20Rising.pdf
- González, T.** (June, 2017). *Lean in and listen: Shaping inclusive schools with youth*. [web log post]. Lawrence, KS: University of Kansas Special Education Hawk Hopes Blog. Retrieved from <https://hawkhopesblog.wordpress.com/2017/06/11/lean-in-and-listen-shaping-inclusive-schools-with-youth/>

Works in Progress & Under Review

- González, T.,** Pacheco, M., Roberts, K., Hong, J., & Lor, N. (revise and resubmit). A disability-race-language informed (inclusive) education: *Testimonio* as a speculative tool for designing More equitable futures.
- Cannon, M., Chian, M.M., Monzalvo Curiel, A., Espinoza, A., **González, T.,** Katrell, S., Hernández-Saca, D., Macamo, V., & Rath, S. (revise and resubmit). Re-thinking and Re-feeling Global Inclusive Education Praxis: A Critical Global SouthS Intersectional Dis/Ability Studies Collective Self-Study. In X. T. Nguyen, N. Ghosh, & D. Corfield (Eds). *Emerging Insights from Decolonial Disability Work - Learning with and from the Global South*. Palgrave.

- Espinoza, A., **González, T.**, Pacheco, M., Orozco-Wagner, C., & Ascher Patel, H. (In process). *Agents/angels of disruption: Bi/Multilingual Latine parents navigating and resisting special education systems.*
- Pacheco, M. **González, T.**, Diaz, A. M., Roberts, K., Hong, J., Hafner, M., Lor, N. (revise and resubmit). *Testimoniando y echándole ganas: Sociocritical literacies among bilingual Hmong and Latino youth.*

SELECT CONFERENCE/SCHOLARLY PRESENTATIONS

Conferences

- Espinoza, A., **González, T.**, Pacheco, M., Orozco-Wagner, C., & Ascher Patel, H. (April, 2026). *Agents/angels of disruption: Bi/Multilingual Latine parents navigating and resisting special education systems.* Symposium paper to be presented at the American Educational Research Association, Los Angeles.
- González, T.**, Pacheco, M., Hong, J., Roberts, K., Lor, N. (April, 2025). *Shaping inclusive schools with Diego.* Symposium paper presented at the American Educational Research Association, Denver.
- Hong, J., Lor, N., **González, T.**, Pacheco, M., & Roberts, K. (April, 2025). *Shifting perceptions of self, school, and society through Hmong and Latina/o/x youth testimonios.* Round table paper presented at the American Educational Research Association, Denver.
- González, T.**, Pacheco, M., Hong, J., Roberts, K., Lor, N. (August, 2024). *Bilingual Hmong and Latina/o/x Youth with and Without Disabilities: Revisiting, Rewriting, and Re-imagining Education Across Temporal Systems.* Symposium paper presented at the ISCAR Conference 2024, Rotterdam, Netherlands.
- González, T.**, Pacheco, M., Hong, J., Roberts, K., Lor, N. (April, 2024). *Testimonio as a speculative tool for disability-language-race informed (inclusive) education in Reconfigurations of bilingual special/inclusive education through speculative design experiments.* Symposium paper presented at the American Educational Research Association, Philadelphia.
- González, T.** (April, 2024). *Testimonio as a tool for resisting, rewriting, and re-envisioning school: Hmong and Latina/o/x bilingual youth speak back* in Youth voice, agency, and activism as a future-making tool to reimagine and enact inclusive futures. Symposium paper presented at the American Educational Research Association, Philadelphia.
- González, T.** (April, 2023). *Testimoniando new understandings and possible futures of race-disability intersections in school* in Reflection, resistance, and resilience: Latina/o/x and Hmong Youth expanding possibilities through testimonios and youth-driven designs. Symposium paper presented at the American Educational Research Association, Chicago.
- González, T.** (February, 2023). *Toward a utopian (special) education with Latinx dis/abled youth in Utopian methodology: Educational interventions to promote equity in inclusive/special education.* Paper presented at the Council for Exceptional Children, Louisville.

- González, T. & Tefera, A.** (March, 2021). *Rethinking Inclusive Education as a Participatory Process*. Paper presentation presented at the Council for Exceptional Children Virtual Convention.
- Tefera, A. & **González, T.** (March, 2021). *Race, disability, & segregation: Tools of exclusion in special education policy*. Multi-presentation session presented at the Council for Exceptional Children Virtual Convention.
- González, T., Pacheco, M., & Xiong, Y. S.** (April, 2019). *What can teachers learn from Hmong and Latina/o parents and youth? Cultural historical change informing inclusive education in Sociocultural traditions to study teaching and teacher education for the inclusive classroom*. Symposium paper presented at the American Educational Research Association, Toronto, Canada.
- González, T. & Bertrand, M.** (2018, March). *Disrupting South/North and youth/adult knowledge hierarchies through a participatory approach to inclusive education*. Paper to be presented at the 62nd Annual Meeting of the Comparative and International Education Society, Mexico City, Mexico.
- González, T. & Bertrand, M.** (2017, April). *The role of after school spaces in systemic change: Youth participatory action research in Advancing educational opportunities through inclusive education: Community based research in special education*. Symposium paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- González, T., Okhremtchouk, I. & Esposito, K.** (2017, April). *At the intersection of linguistic and ability differences: Southwestern special education teachers' perceptions on readiness to work with English learners*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Invited Presentations

- González, T., Pacheco, M., Roberts, K., Hong, J., & Lor, N.** (April, 2026). *Learning for dis/abled bilingual Latina/o/x youth: Expanding to the consequential for transformative futures*. Invited Presidential Session paper in Disability Justice in (Special) Education: Exploring Critical, Intersectional, and Social and Emotional Dimensions in our Past, Present, and Future.
- González, T.** (April, 2025). Invited Panelist: Special and Inclusive Education Research SIG Pre-Conference Mentoring Session. Moderated discussion panel. American Educational Research Association. Denver.
- González, T.** (September, 2024). Invited Panelist: *Equity by design: Integrating criticality principles in special education research*. Moderated discussion panel. Society for Research on Educational Effectiveness. Baltimore.
- González, T.** (March, 2024). Invited Panelist: *Publishing community-based research*. Grassroots Youth and Community Organizing SIG (AERA) Fireside Chat Mentoring Session.
- González, T.** (December, 2022). Invited Speaker: *YPAR methodology and research ethics*. Research talk, George Washington University.
- González, T.** (March, 2022). Invited Keynote Speaker, Student Equity and Mental Health Conference 2022. Illinois School Districts 87, 88, 203, and 204.

González, T. (December, 2022). *Rethinking teacher preparation*. Invited Early Career Researcher Network panel. TASH annual meeting, Phoenix.

González, T. (March, 2021). Breakout Two: Discourse, positioning, argumentation & learning in *Creating Expansive and Equitable Learning Environments: Elaborating the RISE Learning Principles*. Invited round table presented in a Presidential Session at the American Educational Research Association, Virtual Meeting.

AWARDED GRANTS AND CONTRACTS

- 2025 (funded) Co-Principal Investigator with Kirsten Lansey (PI), Sunggye Hong (Co-PI). *Collaborative Approaches to Impactful Special Education Leadership*. US Department of Education, Office of Special Education Programs (\$3.75 million; UA subaward: \$1.25 million). In collaboration with Amanda Miller (PI, Wayne State University); Alison Zagona (PI) and Jenny Kurth (Co-PI; University of Kansas).
- 2023 (funded) Co-Principal Investigator with Adai Tefera (PI), Sunggye Hong (PI), Carl Liaupsin (Co-PI), and Kirsten Lansey (Co-PI). *Preparation of Culturally Sustaining Leaders in Special Education Through Apprenticeship Learning*. US Department of Education, Office of Special Education Programs (\$1 million; Year 1: \$78,621.00 [direct \$72,797.00; \$5,8254.00 indirect]) 15% effort; UA credit split 20%
- 2023 (funded) Co-Principal Investigator with Kirsten Lansey (PI), Matt Jameson (PI), Adai Tefera (Co-PI), and Sondra Stegenga (Co-PI). *Systems Change for Inclusive Education, a National Collaborative Effort for Students with Extensive Support Needs (SCIENCE-ESN)*. US Department of Education, Office of Special Education Programs (\$2.14 million; UAsubaward: \$1,151,023 [direct \$1,131,253; indirect \$19,770]) 24% effort; UA credit split 33%
- 2018 (funded) Co-Principal Investigator with Mariana Pacheco (PI), Yang Sao Xiong (Co-PI), and Madeline Hafner (Co-PI) *Sociocritical literacy for community change and equity: Participatory action research with bilingual Hmong and Latino youth with/out disabilities*
Transform Grant-Grand Challenges, The University of Wisconsin-Madison (\$180,800)
- 2017 (funded) Co-Principal Investigator with Mariana Pacheco (PI) and Yang Sao Xiong (Co-PI) *Exploring and realizing the equitable inclusion of immigrant parents and students in educational policy- and decision-making*
Engage Grant-Grand Challenges, The University of Wisconsin-Madison (\$22,900)
- 2016 (funded) Fellow with Kathleen King Thorius (PI)

Midwest and Plains (MAP) Technical Assistance Equity Center
 US Department of Education (\$8.25 million, \$25,000/year sub-award for 6 years)

2015 (funded) Co-Principal Investigator with E. Sybil Durand (PI) and Mel Bertrand (Co-PI)
Developing the civic participation of marginalized youth through a literature-infused youth participatory action research program.
 Spencer Foundation: The New Civics Small Grant (\$50,000/1.5 years)

SELECT TEACHING

University of Arizona

2024 SERP 603 Equity and Justice in Special and Inclusive Education [In-person]
 2020-present SERP 504 Cultural and Linguistic Diversity in Exceptional Learners [Online asynchronous]
 2019-present SERP 404 Cultural and Linguistic Diversity in Exceptional Learners [In person & online asynchronous]
 2021-2023 SERP 202 Introduction to Low Incident Disabilities [Online synchronous & In person]

University of Wisconsin-Madison

2016-2019 RPSE 300 Individuals with Disabilities [Online & In-person]
 2017 RPSE 660 Introduction to Elementary and Special Education
 2017 RPSE 660 Research, Theories, & Practice for Advancing a New Era of Inclusive Education
 2015-2017 RPSE 871 Foundations of Special Education
 2016 RPSE 930 Teaching Internship for Special Education Doctoral Students

SELECT ADVISING

University of Arizona

Graduate Students

2025-present Karla Smith, Disability & Psychoeducational Studies
 Doctoral advisor
 2024-present Andrea Espinoza, Disability & Psychoeducational Studies
 Doctoral advisor
 2023-present Norma Jaramillo, Educational Leadership & Policy
 Doctoral advisor
 2024-present Carlos Ramirez, Disability & Psychoeducational Studies
 Doctoral committee member

2024-present	Adrian Rodriguez, Disability & Psychoeducational Studies Doctoral dissertation committee member
2024-present	Becca Heinze, Disability & Psychoeducational Studies Doctoral dissertation committee member
2024-present	Toni Barton, Disability & Psychoeducational Studies Doctoral dissertation committee member
2024-present	Andi Sweetman, Disability & Psychoeducational Studies Doctoral dissertation committee member
2023-present	Vanessa Macamo, Disability & Psychoeducational Studies Doctoral dissertation committee member
2023-present	Ivette Merced, Teaching, Learning & Sociocultural Studies Doctoral dissertation committee member
2021-2025	<i>Cecilia Muzquiz</i> , Educational Leadership & Policy Doctoral dissertation committee member
2023-2024	Ruth Jay, Educational Leadership & Policy Doctoral dissertation committee member

Other Universities

2024-present	Leila Parks, Urban Education, Leadership, and Policy Studies University of Massachusetts-Boston Doctoral dissertation committee member
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Postdoctoral Scholars

2020-2022	Dr. Alicia Monzalvo, Universidad de Hermosillo Co-advisor with Adai Tefera
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