

Curriculum Vitae

Milagros Castillo-Montoya

Department of Educational Leadership
Neag School of Education
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EDUCATION

Doctor of Education, Higher and Postsecondary Education
Teachers College, Columbia University, New York, NY

Master of Social Work in Administration, Policy and Planning
Rutgers, The State University of New Jersey, New Brunswick, NJ

Bachelor of Arts *summa cum laude*
Rutgers, The State University of New Jersey, New Brunswick, NJ

CURRENT PROFESSIONAL EXPERIENCE

Assistant Professor, Higher Education and Student Affairs Program 2014 – Present
Department of Educational Leadership, University of Connecticut, Storrs CT

Director, Higher Education and Student Affairs Program, University of Connecticut, 2016 – 2017
Storrs, CT

CURRENT RESEARCH PROJECTS

Teaching Subject Matter to Diverse College Students

Embedded Case Study at one higher education institution with 10 college instructors who participated in a learning community for one year to learn how to teach their subject matter to diverse college students.

PUBLICATIONS

Peer-Reviewed Articles (* Denotes publication written with a graduate student)

Ives, J.*, & Castillo-Montoya, M. (accepted). First-generation students as academic learners: A review of the literature. *Review of Educational Research*.

Castillo-Montoya, M. (accepted). Learning assessment, evaluation, and research: “the wild card” in student affairs. *Journal of Student Affairs Research and Practice*.

Castillo-Montoya, M., Abreu, J.*, Abad, A.* (2019). Racially liberatory pedagogy: A Black Lives Matter approach to education. *International Journal of Qualitative Studies in Education*.

Castillo-Montoya, M. (2019). Professors’ strategies for teaching through diversity. *Review of Higher Education*, 42 (supplement), 199-226.

Martínez, A., **Castillo-Montoya, M.**, & Bolitzer, L. A. (2019). Learning within teaching: Insights faculty gain from their interactions with students around subject matter. *Journal on Excellence in College Teaching*, 30(1), 5-26.

Abreu, J.*, **Castillo-Montoya, M.**, & Kortz, K. (2019). Community college English instructors' perceptions of learning and enacting culturally-sustaining teaching strategies. *Journal on Excellence in College Teaching*, 30(1), 27-50.

Rincón, B., & **Castillo-Montoya, M.** (2018). Teaching assessment in student affairs through service learning. *Research & Practice in Assessment*, 13, 39-50.

Castillo-Montoya, M., & Reyes, D. (2018). Learning Latinidad: The role of a Latino cultural center service-learning course in college students' Latino identity inquiry and sociopolitical capacity. *Journal of Latinos and Education*, 1-16. DOI: [10.1080/15348431.2018.1480374](https://doi.org/10.1080/15348431.2018.1480374)

Castillo-Montoya, M. (2017). Deepening understanding of prior knowledge: What diverse first-generation college students in the U.S. can teach us. *Teaching in Higher Education*, 22(5), 587-603.

Castillo-Montoya, M. (2016). Preparing for interview research: The Interview Protocol Refinement Framework. *Qualitative Report*, 21 (5), 811-831.

Castillo-Montoya, M., & Torres-Guzmán, M. (2012). Thriving in our identity and in the academy: Latina Epistemology as a core resource. *Harvard Educational Review*, 82(4), 540-558.

Felder, P., & **Castillo, M.** (Winter 2011). A commentary about Black and Latino doctoral student experience in the United States. *Academic Leadership*, 9(1).

Books

Castillo-Montoya, M. (2012). *Cubans in New Jersey: Migrants tell their stories*. Newark, NJ: Newark Public Library.

Book Chapters

Castillo-Montoya, M. (forthcoming). The debt owed to minoritized faculty. *Change: The Magazine of Higher Learning*.

Castillo-Montoya, M., & Ives, J.* (forthcoming). A liberating education: Integrating funds of knowledge and disciplinary knowledge to create tools for students' lives. In K.C. Culver & T. L. Trolan (Eds.), *New Directions for Teaching and Learning: Effective Instruction in College Classrooms: Research-Based Approaches to College and University Teaching*. Medford, MA: Wiley.

Castillo-Montoya, M. (2018). Rigor revisited: Scaffolding college student learning by incorporating their lived experiences. In C. Campbell (Ed.), *New directions for higher education: Reframing rigor: New understandings for equity and student success* (pp. 37-46). Jossey-Bass, San Francisco, CA.

Bolitzer, L. A.*, **Castillo-Montoya, M.**, & Williams, L.* (2016). Pursuing equity through diversity: Perspectives and propositions for teaching and learning in higher education. In F. Tuitt, C. Haynes, & S. Stewart (Eds.), *Race, equity and higher education: The continued search for critical and inclusive pedagogies around the globe* (pp. 23-43). Sterling, VA: Stylus.

Neumann, A., **Castillo, M.**, & Bolitzer, L.A. (2012). Culturally anchored liberal education. In J.A. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 536-541). Thousand Oaks, CA: Sage.

Reports

Robinson, A., * Ives, J.,* Burgos-Lopez, L., * & **Castillo-Montoya, M.** (2019, August 16). Racially and ethnically diversifying the professoriate. University of Connecticut, Center for Educational Policy Analysis.

Castillo-Montoya, M., McGarry, J., & Abad, A.* (2016). *Asset assessment of social justice and equity efforts at the Neag School of Education*. University of Connecticut, Humanities Institute.

Manuscripts in Progress

Under Review

Castillo-Montoya, M., & Ives, J.* Educational Practices Supporting First-Generation College Students as Academic Learners: Findings from a Systematic Literature Review. Manuscript under review.

PAPERS PRESENTED AT REFEREED PROFESSIONAL CONFERENCES

Castillo-Montoya, M., & Ives, J. *, Kortz, K. (2019, November 15). *Getting messy and teaching from the heart: How instructors shift their teaching conceptions and practices to teach through diversity*. Research paper to be presented at roundtable at the Association for the Study of Higher Education (ASHE), Portland, OR.

Castillo-Montoya, M., & Taylor, K. (2018, November). *Seeing the links between educational practices and learning in higher education: The benefits of multifaceted classroom observations*. Scholarly paper presented at the Association for the Study of Higher Education (ASHE), Tampa, FL.

Castillo-Montoya, M., & Ives, J.* (2018, April). *First-generation college students as learners*. Research paper presented as a Division J- Vice Presidential Session at the American Educational Research Association (AERA) Annual Meeting, New York, NY.

Castillo-Montoya, M., Abreu, J.*, & Abad, A.* (2017, November). *Black Lives Matter's contributions to culturally relevant pedagogy*. Research paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Houston, TX.

Castillo-Montoya, M., Abreu, J. *, & Kortz, K. (2017, April). *Community college English instructors' perceptions on learning and enacting culturally-sustaining teaching methods*. Research paper presented at roundtable session, American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

Castillo, M., & Abreu, J.* (2017, April). *What a discourse analysis of the Black Lives Matter Movement can tell us about teaching at predominately White institutions*. Research paper presented at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

Castillo-Montoya, M. (2016, November). *Developing students' sociopolitical capacity: An essential learning outcome for racially diverse first-generation College Students*. Research paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Columbus, Ohio.

Castillo-Montoya, M. (2016, November). *Reframing rigor as inclusive of diverse students lived experiences*. Research paper presented in a symposium at the Association for the Study of Higher Education (ASHE) Annual Conference, Columbus, Ohio.

Castillo-Montoya, M. (2016, April). *What you get depends on what you ask: Systematically developing interview protocols*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Castillo-Montoya, M., & Rincón, B. (2016, March). *Assessment, evaluation, and research: "the wild card" in student affairs*. Research paper presented at College Student Educators International (ACPA) Annual Convention, Montreal, CA.

Rincón, B., & Castillo-Montoya, M. (2016, March). *Teaching assessment through service learning*. Research paper presented at College Student Educators International (ACPA) Annual Convention, Montreal, CA.

Castillo-Montoya, M. (2014, November). *Teaching toward learning: Practices in diverse classrooms that help first-generation college students connect their learning of subject matter to their own lives and the lives of others*. Research paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Washington, D.C.

Bolitzer, L. A., Castillo-Montoya, M., & Leslie, W. (2013, April). *The intersectionality of learning: Reconceptualizing diversity for teaching and learning in higher education*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

Castillo-Montoya, M. (2012, November). *What students already know matters: Prior knowledge as a starting point for learning*. Research paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.

Castillo-Montoya, M. (2012, November). *New words for old thoughts: Connections first-generation African American and Latino students make between their lived experiences and conceptual ideas*. Paper presented in roundtable, Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.

Magee, F., Martínez, A., Bolitzer, L., Castillo-Montoya, M., & Neumann, A. (2012, November). *Classroom-based learning for faculty: What professors learn from their students about teaching*. Research paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.

Castillo, M., & Torres-Guzmán, M. (2012, April). *Thriving in our Identity and in the academy: Latino/a*

Epistemology as a Resource for Research. Research paper presented at the American Educational Research Association (AERA) Annual Meeting, Vancouver, British Columbia.

Castillo, M. (2011, November). *Equity within the college classroom: An analysis of theories and concepts for maximizing learning opportunities for students of color*. Paper presented at Council for Ethnic Participation Pre-Conference at the Association for the Study of Higher Education (ASHE) Annual Conference, Charlotte, NC.

Neumann, A., **Castillo, M.**, & Bolitzer, L. (2010, May). *Matters of meaning: Toward a culturally relevant liberal education for our times*. Paper presented at American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Felder, P., & **Castillo, M.** (2008, April). *Silent gestures: Interpretations of Black and Latino doctoral experiences*. Research paper presented at roundtable, American Educational Research Association (AERA) Annual Meeting, New York, NY.

PROFESSIONAL CERTIFICATIONS

Intergroup Dialogue Training, 2015

Certificate in Fundamentals of College and University Teaching, Columbia University, 2010