

ADRIÁN H. HUERTA

Pullias Center for Higher Education | Rossier School of Education | University of Southern California
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EDUCATION

Ph.D.	UCLA	Education	2016
**AERA Minority Dissertation Fellowship			2015-2016
M.A.	UCLA	Higher Education & Organizational Change	2012
M.A.	Ohio State University	Educational Policy & Leadership	2009
B.S.	University of Nevada, Las Vegas	Human Services Counseling	2007

ACADEMIC APPOINTMENTS

Assistant Professor of Education (tenure-track), Pullias Center for Higher Education, Rossier School of Education, University of Southern California, 8/2019 – present

Provost Postdoctoral Scholar, Pullias Center for Higher Education, University of Southern California, 8/2017 – 7/2019

Postdoctoral Research Fellowship, Higher Education Research Institute (HERI), UCLA GSE&IS, 7/2016 – 7/2017

ACADEMIC AFFILIATIONS

Emerging Poverty Scholar, Institute for Research on Poverty, University of Wisconsin, Madison, 2019-2020

Research Affiliate: Center for Research on College-Workforce Transitions, UW-Madison, 2019 – 2021

Poverty-Scholar-in-Residence, West Coast Poverty Center, University of Washington, Seattle, 2017-2018

Affiliate Faculty: Center on Education Policy, Equity and Governance, USC, Rossier School of Education

Affiliate Faculty, University of Texas, Austin, Project MALES, 8/2016 – present

RESEARCH INTERESTS

Boys and men of color; college access & equity; college counseling; educational inequality; gang-associated youth; high school to college transition; qualitative research methods

FUNDED RESEARCH AND CONTRACTS (TOTAL: \$569,782)

ACTIVE

Total: \$339,988

2018 – 2021 **ECMC Foundation.** Amount awarded \$300,000.

2019 – 2020 **Institute for Research on Poverty (IRP).** Amount awarded, \$20,000.

2018 – 2020 **Center for Research on College to Workforce Transitions.** Amount awarded \$19,988.

COMPLETED

Total: \$229,794

2018 – 2020 **Community College Foundation.** Amount awarded, \$25,000.

2017 – 2018 **Los Angeles City College.** Amount awarded, \$25,000.

2017 – 2019 **University of Southern California Office of the Provost.** Amount awarded, \$10,000.

2016 – 2017 **Local Community College Board of Trustees.** Amount awarded, \$45,300.

2015 – 2016 **American Educational Research Association.** Amount awarded, \$20,000

2015 – 2017 **Volunteers of America.** Amount awarded, \$54,994

2014 – 2015 **University of California, Los Angeles Graduate Division.** Amount awarded, \$35,500,

2013 **University of California, Institute for Mexico and the United States Research Grant.** Amount awarded, \$1,500

2013 **University of California, Los Angeles Graduate Division.** Amount awarded, \$6,000

2012 – 2014 **National Association of Campus Activities.** Amount awarded, \$2,500, 2012-2014.

2012 **University of California, Los Angeles Graduate Division.** Amount awarded, \$6,500*

PUBLICATIONS **Google Scholar Citations: 231** **h-index: 9** **i10-index: 9**

Journals Articles (Peer-Reviewed)

1. **Huerta, A. H.**, & Rios-Aguilar, C. (in press). "Treat a cop like they are God": Exploring the relevance and utility of funds of gang knowledge among Latino male students. *Urban Education*. DOI/10.1177/0042085918794766. [Impact Factor: 2.043; 5-year score: 2.415].
2. Martinez, E., & **Huerta, A. H.** (2020). Deferred enrollment: Chicano/Latino males, social mobility and military enlistment. *Education & Urban Society*, 52(1), 117-142. DOI: 10.1177/0013124518785021. [Impact Factor: 0.972; 5-year score: 1.018].
3. Howard, T. C., Woodward, B., Navarro, O., **Huerta, A. H.**, Haro, B., & Watson, K. (2019). Renaming the narrative, reclaiming their humanity: Black and Latino males' descriptions of success. *Teachers College Record*, 121(5), 1-32. [Impact Factor: 0.953; H Index: 78].
4. **Huerta, A. H.** (2018). Educational persistence in the face of violence: Narratives of resilient Latino male youth. *Boyhood Studies: An Interdisciplinary Journal*, 11(2), 94-113.
5. **Huerta, A. H.**, McDonough, P. M., & Allen, W. R. (2018). Employing a developmental perspective to examine how young men of color construct a college-going identity. *The Urban Review*, 50(5), 713-734. [Impact Factor: 0.979; h5 Index: 22].
6. Garcia, G., **Huerta, A. H.**, Ramirez, J., & Patron, O. (2017). Contexts that matter to the leadership development of Latino male college students: A mixed-methods perspective. *Journal of College Student Development*, 58(1), 1-18. [Impact factor: 0.952; 5-year score: 1.405].
7. **Huerta, A. H.** (2015). "I didn't want my life to be like that": Gangs, college, or the military for Latino male high school students. *Journal of Latino/Latin American Studies*, 7(2), 156-167.
8. **Huerta, A. H.**, & Fishman, S. M. (2014). Marginality and mattering: Urban Latino male undergraduates in higher education. *Journal of The First-Year Experience & Students in Transition*, 26(1), 85 -100.
9. Sanchez, S. M., **Huerta, A. H.**, & Venegas, K. M. (2012). Latino males and college preparation programs: Examples of increased access. *Metropolitan Universities*, 22(3), 27-45.

Book Chapters

1. Vigil, J. D., **Huerta, A. H.**, & Venegas, K. M. (accepted). Using a multiple marginality lens to examine Latino boys and young men, gangs, and schools. In E. Fergus, L. Wells, & J. D. Nelson (Eds.), *The Routledge Companion on Boyhood in the U.S.* Routledge.
2. **Huerta, A. H.**, & Venegas, K. M. (2019). Problems and strategies for counselors in brokering postsecondary educational opportunities for marginalized student populations. *Fundamentals of College Admission Counseling: A Textbook for Graduate Students and Practicing Counselors* (pp. 352-374). (5th ed.). Arlington, VA: NACAC.
3. **Huerta, A. H.**, Hernandez, E., & Estrada, J. N. (2019). "I am somebody": Gang membership. In D. Capuzzi & D. Gross (Eds.), *Youth At-Risk: A Prevention Resource for Counselors, Teachers, & Parents* (7th ed.). American Counseling Association.
4. **Huerta, A. H.**, & Fishman, S. M. (2018). Marginalizing what matters: Revisiting Latino male students in the educational pipeline. In P. Brug, Z. Ritter & K. Roth (Eds.) *Marginality in the Urban Center. Neighborhoods, Communities, and Urban Marginality*, (pp. 137 – 153). Palgrave-MacMillan.
5. Estrada, J. N., **Huerta, A. H.**, Hernandez, E., Hernandez, R., & Kim, S. (2018). Socio-ecological risk and protective factors for youth gang involvement. In H. Shapiro and Associates (Eds.), *The Handbook of Violence in Education: Forms, Factors, and Preventions* (pp. 185-202). Wiley-Blackwell.
6. **Huerta, A. H.**, Calderone, S., & McDonough, P. M. (2017). School discipline policies that result in unintended consequences on Latino male students' college aspirations. In G. Q. Conchas, M. Gottfried, B. M. Hinga, & L. Oseguera (Eds.), *Policy Goes to School: Case Studies on the Possibilities and Limitations of Educational Innovation* (pp. 157-172). Routledge.
7. Giraldo, L. G., **Huerta, A. H.**, & Solórzano, D. G. (2017). From incarceration to community college: Funds of knowledge, community cultural wealth, and critical race theory. In C. Rios-Aguilar & J. M. Kiyama (Eds.), *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths* (pp. 48-65). Routledge.

8. Santos, J. L., Roth, K., & **Huerta, A. H.**, & Ritter, Z. (2015). Technology and improving learning outcomes: A discussion of policy, costs and access. In R. T. Teranishi, L. Bordoloi Pazich, M. Knobel, & W. R. Allen (Eds.), *Mitigating Inequality: Higher Education Research, Policy, and Practice in an Era of Massification and Stratification*. Emerald Group Publishing.
9. **Huerta, A. H.** (2015). The role of counselors in facilitating college opportunities for marginalized student populations. In J. D. Mathis, R. M. Rall & T. M. Laudino (Eds.), *Fundamentals of College Admission Counseling: A Textbook for Graduate Students and Practicing Counselors* (pp. 276-289). (4th ed.). NACAC.
10. Venegas, K. M., & **Huerta, A. H.** (2010). Urban ethnography: Approaches, perspectives and challenges. In M. Savin-Baden & C. H. Major (Eds.), *New Approaches to Qualitative Research: Wisdom and Uncertainty* (pp. 154-161). Taylor Francis.

Book Reviews

1. **Huerta, A. H.** (2019). [Review of the book *The Criminalization of Black Children: Race, gender, and delinquency in Chicago's juvenile justice system 1899-1945* by Tera Eva Agyepong]. *Criminal Justice Review*.
2. **Huerta, A. H.** (2012). [Review of the book *What is college for? The public purpose of higher education* by E. C. Lagemann & H. Lewis]. *Teachers College Record*.
3. **Huerta, A. H.** (2012). [Review of the book *Degrees of inequality: Culture, class, and gender in American higher education* by A. L. Mullen]. *Journal of the National Academic Advising Association*.
4. **Huerta, A. H.** (2010). [Review of the book *Diversity's promise for higher education: Making it work* by D. G. Smith]. *Journal of the National Academic Advising Association*.

REFEREED CONFERENCE PAPERS AND PRESENTATIONS *Organizer #Special Designation ^Graduate Student

Scholarly/Research Presentations

2019

Association for the Study of Higher Education (ASHE), Portland, OR.
 Critical Race Studies in Education Association (CRESA), Los Angeles, CA.
 American Educational Research Association (AERA), Toronto, Canada.

2018

Association for the Study of Higher Education (ASHE), Tampa, FL.
 American Society of Criminology (ASC), Atlanta, GA.
 American Psychological Association (APA) Division 9, San Francisco, CA.
 International Sociological Association (ISA) World Congress of Sociology, Toronto, Canada.
 American Educational Research Association (AERA), New York, NY.
 American Association of Hispanics in Higher Education (AAHHE), Irvine, CA.

2017

University Council of Educational Administrators (UCEA), Denver, CO.
 American Educational Research Association (AERA), San Antonio, TX.
 American Association of Hispanics in Higher Education (AAHHE), Irvine, CA.
 Evidence-Based School Counseling Conference (EBSCC), San Diego, CA.
 Society for Social Work and Research, New Orleans, LA.

2016

American Educational Research Association (AERA), Washington, DC.

TEACHING

University of Southern California

Instructor of Record (USC)	
EDUC 651: Introduction to Qualitative Methods in Educational Research (PhD-level)	2020
EDUC 661: Equity in College and Career Access (Master-level)	2019
EDUC 570: Research Methods and Data Analysis (Master-level)	2018

PROFESSIONAL EXPERIENCES

Research Assistant, UCLA Black Male Institute, Tyrone C. Howard, 9/2014 – 6/2016

Research Assistant, UCLA Patricia M. McDonough and Walter R. Allen, 1/2012 – 6/2016
 Assistant Director, USC Office of the Provost, McNair Scholars Program, 3/2011 – 8/2011
 Program Coordinator, USC Office of the Provost, McNair Scholars Program, 3/2010 – 3/2011
 Academic Advisor, USC Rossier School of Education, Master of Arts in Teaching, 6/2009 – 3/2010

FELLOWSHIPS & HONORS

2019-2020 Emerging Poverty Scholar, University of Wisconsin, Madison
 2017 Diversity Scholar, National Center for Institutional Diversity, University of Michigan
 2016 UCLA HEOC Faculty Award
 2015-2016 AERA Minority Dissertation Fellowship Recipient
 2015 AERA Division E Finalist for DivE In seed grant
 2014-2015 Scholarship Foundation of Santa Barbara, Saxon Family Scholarship
 2014-2015 UCLA Graduate Division Graduate Research Mentorship Fellowship
 2014 Emerging Scholar Fellow, AERA Division J
 2012-2014 Scholarship Foundation of Santa Barbara, Aurelio Alves Memorial Scholarship
 2012; 2013 UCLA Graduate Division Graduate Summer Research Fellowship
 2013 Carlos J. Vallejo Research Fellow, AERA Multicultural/Multiethnic Education SIG
 2012-2013 Dean Scholar, UCLA GSE&IS, Elwood H. Zillgitt & Mildred B. Finney Fellowship
 2012 Emerging Professional Award, Ohio State, Student Personnel Administration
 2012 Graduate Student Fellowship, Education Pioneers
 2011-2015 UCLA GSE&IS Fellowships

MEDIA

1. *LAist* (Dec. 10, 2019). *The UC system is being sued to stop using sat/act over discrimination claims*
https://laist.com/2019/12/10/sat_act_tests_discrimination_low_income_applicants_uc_system_lawsuit.php
2. *Washington Post* (Oct. 27, 2019). *The degrees of separation between the genders in college keep growing.*
https://www.washingtonpost.com/local/education/the-degrees-of-separation-between-the-genders-in-college-keeps-growing/2019/10/25/8b2e5094-f2ab-11e9-89eb-ec56cd414732_story.html#comments-wrapper
3. *El Tiempo* (March 22, 2018). *Solo el 20% de los pandilleros en EE.UU. son Latinos* (Latino youth represent 20% of gang members in the U.S.) <https://bit.ly/2INKSGz>
4. *L.A. Times* (Dec. 6, 2016). *Why it's important to talk about successful Black and Latino boys.*
<http://lat.ms/2h2ditQ>
5. *UCLA Ampersand* (June 14, 2016). *Prison-to-school pipeline: UCLA education researchers present findings at AERA.* <http://bit.ly/29kRcmE>
6. ACPA Standing Committee on Men and Masculinities. (Nov. 10, 2014). *Examining the opportunities and barriers for college access and success for Latino male students.* Webinar series.
7. *Huffington Post* (Sept. 25, 2014). *Why we should care about boys and young men of color?* <http://huff.to/1rkxgSI> with Tyrone C. Howard