

**Mellie Torres, Ph.D.**  
[mt1332@nyu.edu](mailto:mt1332@nyu.edu), 973.885.4519

---

## **KEY QUALIFICATIONS**

*Content Expertise* in urban education policy and reform, with a focus on secondary schools, out of school time programming, and family engagement of diverse families, and Latin@ students.

*Robust knowledge of mixed-methods data analysis research design, and program evaluation*, including use of key informant interviews, focus groups, review of artifacts, survey administration and observations. Analysis of both qualitative and quantitative data using SPSS, Excel, Qualtrics and Atlas.ti including multivariate statistical methods.

*Demonstrated ability to collaborate effectively and maintain strong relationships with a wide range of stakeholders* from diverse social, racial, and ethnic backgrounds, including district level personnel, program managers, school staff, and community members.

---

## **EDUCATION**

**Ph.D., Teaching and Learning**, 2013  
Steinhardt School of Culture, Education, and Human Development

**M.A.T., Mathematics Education**, 2006  
Montclair State University, College of Education and Human Services

**M.P.P., Social Policy and Inequality**, 1997  
University of Michigan, Gerald R. Ford School of Public Policy

**B.S., Mathematics**, 1995  
Seton Hall University, College of Arts and Sciences

---

## **PROFESSIONAL EXPERIENCE**

### **Consultant**

*NYC Department of Education*, New York, NY 2016  
Evaluation of CTE Summer Scholars Program; review and revise protocols; prepare and submit IRB application. Administer survey and analyze data.

*Ford Foundation*, New York, NY 2016  
Outreach to key stakeholders to explore the challenges and potentialities associated with educating a rapidly growing Latin@ immigrant population in a suburban school district. Conduct interviews and focus groups with parents, students, school staff, and community partners in Spanish and English.

*Scholastic, Inc.*, New York, NY 2015  
Translated all workshop materials for Dr. Karen Mapp's Family Engagement Series from English to Spanish. This series explores the links between family and community engagement and student achievement.

**Visiting Assistant Professor** 2014 – 2015  
*Montclair State University*, Educational Foundations Department, Montclair, NJ  
Taught graduate level research methods and applied statistics courses. Supervised 7 undergraduate student teachers in professional semester placements in urban and suburban districts.

**Postdoctoral Research Fellow** 2013 – 2014  
*Metropolitan Center for Urban Education*, New York, NY  
Collected, coded, analyzed, and interpreted mixed-methods data for root cause assessment of schools to address equity concerns. Lead investigator for evaluation of a district wide expanded learning initiative. Oversaw project development and implementation, and supervised and trained graduate level research assistants in research methods. Developed and maintained relationships with district personnel, school staff and community partners. Reported findings to community and school stakeholders. Co-authored implementation reports aimed at practitioner and policy-maker audiences.

**Research Associate** 2012 – 2014  
*Coalition of Schools Educating Boys of Color*, Boston, MA  
Researched and compiled promising practices of schools successful in educating boys of color.

**Research Investigator/ Assistant** 2006 – 2012  
*Metropolitan Center for Urban Education*, New York, NY  
Lead investigator for 2 year evaluation of a violence prevention program for young men of color. Designed, implemented and reported on evaluation studies of youth development programs. Developed surveys, interview protocols, and prepared IRB application for NYU and NYC DOE. Worked with team in the data collection and analysis of mixed methods applied research projects. Interviewed students, teachers, and parents, conducted focus groups and classroom observations, wrote detailed field notes on classroom and out of school time activities, and assisted with the preparation of research briefs and reports .

**Mathematics Teacher** 2001 – 2006  
*Newark Public Schools*, Arts High School, Newark, NJ  
Incorporated problem solving techniques, technology, and manipulatives to promote critical thinking as recommended by national and state standards. Tutored students in all high school math classes.

## **SKILLS**

Fluent in Spanish  
Proficiency in SPSS, Atlas.ti, STATA, R, Excel, Word, PowerPoint

## **PUBLICATIONS**

- Torres, M. (2015). An exploratory study of the academic engagement and beliefs of Latino male high school students, *Race, Ethnicity, and Education*. DOI: 10.1080/13613324.2015.1121221
- Torres, M. and Fergus, E. (2014). *Rochester City School District Time Collaborative: Expanded Learning Time Theory of Change*. New York, NY, New York University, Center on School Change, Practice, and Policy.
- Torres, M. (2014). *Final Evaluation Report: Reinventing Manhood Program*. New York, NY, Metropolitan Center for Urban Education.
- Torres, M. & Fergus, E. (2011). Social mobility and the complex status of Latino males: Education, employment, and incarceration patterns from 2000 – 2009. In P.A. Noguera, A. Hurtado & E. Fergus (Eds.). *Invisible no more: Understanding and responding to the disenfranchisement of Latino men and boys*. New York: Routledge.
- Torres, M. (2009, Winter). From the Bricks to the Hall. [Special Issue: Consejos: Latino/a Students' Undergraduate Experiences]. *Harvard Educational Review*, 79(4), 594 – 600.

## **SELECTED CONFERENCE PRESENTATIONS**

- Nelson, J., Stahl, G., Wallace, D., & **Torres, M.**, (April 2015). Doing school or not: Latino boys' Intersectionality and academic identity. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Carrion, A., Greenfield, J.S., Stahl, G. & **Torres, M.**, (April 2014). Studying the nexus of aspiration and masculinity in working-class males: A cross-analysis of African-Americans (USA), Latinos (USA) and White Working-Class (UK). Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Torres, M. (April 2013) The intersection of race, ethnicity, masculinity and academic identity among Latino males. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, PA.

## **FELLOWSHIPS AND HONORS**

- Emerging Scholars Interdisciplinary Network Fellowship**, University of Michigan, 2012
- National Center for Institutional Diversity**, University of Michigan, Exemplary Diversity Scholar, 2012
- American Educational Research Association Minority Dissertation Fellowship**, 2011 – 2012
- Fredrick Douglass Summer Fellowship**, Clarion University, Summer 2011
- Mainzer Fellowship in Gender Studies**, University of Cambridge, UK, 2011
- Kappa Delta Pi, International Honor Society in Education**, 2001

Curriculum Vitae of Mellie Torres

**Rackham Graduate School Fellowship**, University of Michigan, 1996

**Woodrow Wilson National Fellowship Foundation**, 1993

**Bishop Francis Freedom Service Educational Award for Outstanding Leadership, Academic Achievement and Community Service**, Seton Hall University, 1995

---

### **INVITED TALKS**

**White House Initiative on Educational Excellence for Hispanics**

Hispanic Males Roundtable Discussion, 2014

**Seton Hall University**

Latinos on the Rise: Panel Discussion on Latino Professionals, 2013

**Seton Hall University, College of Education and Human Services**

Center for College Readiness

**Topic:** The Educational Experiences of Latino Males, 2013

**Seton Hall University, Educational Opportunity Program**

Graduate Access Café Roundtable Mixer, 2010, 2011

---

### **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

2006 – Present

Latina Researchers Network