

# PEDRO REYES, PH.D.

ASHBEL SMITH PROFESSOR OF EDUCATION POLICY

PROFESSOR BY COURTESY, LYNDON BAINES JOHNSON SCHOOL OF PUBLIC AFFAIRS

THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION

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## EDUCATION

**Post-Doctoral Work – University of Michigan, Ann Arbor** 2015

*Institute for Social Science Research: Inter-University Consortium  
For Political and Social Research, Survey Research Institute*

**Ph.D. - University of Wisconsin, Madison, WI** 1985

*Educational Policy & Administration, Cognate: Sociology of Education*

**B.S. – University of Wisconsin, Madison, WI** 1982

*Latin American History and Education*

## NARRATIVE OVERVIEW

Pedro Reyes is the Ashbel Smith Professor of Education Policy and holds an appointment, by courtesy, at the Lyndon Baines Johnson School of Public Policy, at The University of Texas at Austin.

Dr. Reyes served as a special advisor to Chancellor McRaven at the University of Texas System. He is leading several significant projects, including the Engineering Initiative, Accreditation for UTRGV, and development of the America's Institute, among others.

Dr. Reyes was named Executive Vice Chancellor for The Office of Academic Affairs at The University of Texas System, effective January 2012 and finished his term in May 2015. As the Executive Vice Chancellor, he worked with the UT System Board of Regents and Chancellor to develop academic policy and provide leadership to and oversight of the nine academic institutions.

Dr. Reyes was Associate Vice Chancellor for Academic Planning and Assessment at The University of Texas System, Office of Academic Affairs, and effective January 15, 2003 and finished his term in January 15, 2012. As Associate Vice Chancellor, Dr. Reyes worked primarily in education policy. Dr. Reyes also directed the Student Learning Assessment Project, for the academic institutions, and Academic Initiatives, for Academic Affairs, which included managing a \$40 million dollar fund to improve research capacity among academic institutions. Dr. Reyes was involved with the execution of the University of Texas System's annual tuition and fee plan and annual budget presentations. He served on System Task Forces on issues including capital planning and admissions. Dr. Reyes also served on boards of external education organizations including P-16 Council and the Texas Education Reform Foundation.

Pedro Reyes was Associate Dean of Graduate Studies and Professor of Education Policy and Administration at The University of Texas at Austin, where he also holds a courtesy appointment in the Lyndon Baines Johnson school of Public Policy.

He received his Ph.D. in 1985 from the University of Wisconsin-Madison and has been a member of the faculty at Texas since January, 1991. He has a combined 30 years of teaching experience in public schools and higher education and was awarded the Distinguished Faculty Award from the *Texas Association of Chicanos in Higher Education* for his graduate teaching.

Dr. Reyes was the 30th president of the University Council for Educational Administration, which is a national consortium of 70 major research universities in the United States and Canada advancing the knowledge base in educational administration. He was a Fellow of the prestigious National Academy of Education.

## **ACADEMIC APPOINTMENTS**

<b>Professor of Education Policy and Administration</b> <i>Department of Educational Administration, The University of Texas at Austin, TX</i>	<b>1997-Present</b>
<b>Ashbel Smith Professor of Education Policy</b> <i>Department of Educational Administration, The University of Texas at Austin, TX</i>	<b>2008-Present</b>
<b>Professor by Courtesy</b> <i>Lyndon Baines Johnson School of Public Affairs, The University of Texas at Austin, TX</i>	<b>2013-Present</b>
<b>Director, Texas Education Research Center</b> <i>The University of Texas at Austin, TX</i>	<b>2009-Present</b>
<b>Associate Dean for Graduate Studies</b> <i>Office of the Vice-President and Dean of the Graduate School, The University of Texas at Austin, TX</i>	<b>1997 - 2003</b>
<b>Faculty Research Associate</b> <i>Population Research Center, The University of Texas at Austin, TX</i>	<b>1997-Present</b>
<b>Chairman of the Graduate Studies Committee</b> <i>Department of Educational Administration, The University of Texas at Austin, TX</i>	<b>1994-1997</b>
<b>Graduate Advisor</b> <i>Department of Educational Administration, The University of Texas at Austin, TX</i>	<b>1994-1997</b>
<b>Associate Professor of Education Policy and Administration</b> <i>Department of Educational Administration, The University of Texas at Austin, TX</i>	<b>1991-1997</b>

<b>Assistant Professor of Educational Administration</b> <i>University of Wisconsin-Madison</i>	<b>1986-1990</b>
<b>Faculty Associate</b> <i>National Center for School Effectiveness, University of Wisconsin-Madison</i>	<b>1986-1990</b>
<b>Assistant Professor of Education Policy and Administration</b> <i>University of Kansas-Lawrence</i>	<b>1985-1986</b>
<b>Teacher Assistant</b> <i>Department of Educational Administration, University of Wisconsin-Madison</i>	<b>1983-1985</b>
<b>Social Studies Teacher</b> <i>Oregon Junior High School, Oregon, Wisconsin</i>	<b>1982-1984</b>

## **ACADEMIC ADMINISTRATIVE APPOINTMENTS**

<b>President <i>Ad Interim</i></b> The University of Texas at San Antonio	<b>Feb., 2017</b>
<b>Executive Vice Chancellor</b> <i>The Office of Academic Affairs, The University of Texas System, Austin, TX</i>	<b>2012-2015</b>
<ul style="list-style-type: none"> <li>♦ Work with the Chancellor and the Board of Regents to develop academic policy for all nine campuses. Consult and advise the Regents' committees on Academic Affairs and Campus Life.</li> <li>♦ Cooperate with the Executive Vice Chancellor for Health Affairs, the Executive Vice Chancellor for Business Affairs, the Vice Chancellor for Research, and other System officials in System-wide activities (e.g., Sandia National Laboratory partnership; annual review by bonding agencies)</li> <li>♦ Provide leadership for special projects as assigned by the Board of Regents or the Chancellor (e.g., student learning assessment, graduation rates initiative).</li> <li>♦ Work with academic institution presidents to develop annual work plans, compacts, and strategic plans. Annually evaluate academic presidents' performance and make salary recommendations to the Chancellor and the Board of Regents. Review and approve presidents' external commitments and board memberships.</li> <li>♦ Approve appointment and salary changes of direct reports to academic institution presidents. Encourage development of strong leadership teams at each campus.</li> <li>♦ Annually review and approve academic institutions' budgets.</li> <li>♦ Review internal audit reports from the campuses. Review and initiate additional audits through the UT System Office of Internal Audit.</li> </ul>	

- ♦ Review and approve campus proposals for facilities, land acquisition and the possible use of eminent domain, and changes in general policy.
- ♦ Advise the Chancellor and the Board of Regents on the distribution of PUF and other bond proceeds to the academic institutions. Evaluate proposals for Tuition Revenue Bonds.
- ♦ Conduct and chair committees for presidential searches.
- ♦ Evaluate tuition and fee plans for all academic institutions and make recommendations to the Chancellor and Board of Regents.
- ♦ Maintain undergraduate and graduate excellence throughout the academic institutions.
- ♦ Plan, with presidents and provosts, academic program development for all institutions.
- ♦ Promote excellence in research among the academic institutions.
- ♦ Develop and maintain working relationships with the Coordinating Board and other policy makers in higher education that facilitate the growth of the academic institutions. Provide information upon request to legislators and to state agencies.
- ♦ Evaluate and assure the Board of Regents that all academic institutions maintain their institutional accreditation in excellent status.
- ♦ Work with the Faculty Advisory Council on policy issues affecting faculty throughout the System.
- ♦ Work with the Student Advisory Council on policy issues affecting students throughout the System.

**Associate Vice Chancellor - Academic Planning and Assessment    2003-2012**

*The University of Texas System, Austin, TX*

The Associate Vice Chancellor assists the Executive Vice Chancellor for Academic Affairs to ensure that the missions of institutions are advanced and that appropriate plans and programs are developed and implemented. The Associate also monitors administrative and policy issues related to all academic institutions of the System. Major responsibilities include academic planning and student learning assessment.

- ♦ Lead the Student Learning Assessment Initiative
- ♦ Lead the STARS, STARS Plus, ETF, and Regents Research Scholars programs on increasing universities' research capacity (50 million dollar budget)
- ♦ Lead academic planning initiatives with campuses

- ♦ Lead the evaluation of new undergraduate, graduate, and post-graduate degree proposals for System institutions

## **ACADEMIC ADMINISTRATIVE APPOINTMENTS (CONTINUED)**

### **Associate Vice Chancellor - Academic Planning and Assessment (Continued)**

- ♦ Lead the development of Board of Regents' Agenda for the Academic Affairs and the Campus Life Committees
- ♦ Lead and supervise five professional staff members with the Office of Academic Affairs
- ♦ Lead academic initiatives (ex. improving graduation rates, building honors prog.)
- ♦ Lead the interface between UT System office of Academic Affairs and the staff of the Texas Higher Education Coordinating Board's Academic and Research Unit
- ♦ Oversee the analysis and evaluation of Tuition Revenue Bonds used for capital development
- ♦ Analyze state and federal legislation affecting academic institutions
- ♦ Oversee the UT System Faculty Advisory Council
- ♦ Liaison between the Office of Accountability and Academic Affairs for Institutional Accountability and Strategic Planning
- ♦ Liaison between the Office of Research and Technology Transfer and Academic Affairs
- ♦ Liaison between the Office of the Board of Regents and Academic Affairs

### **Interim Executive Director**

**2003-2005**

*The University of Texas System Institute for Public School Initiatives*

- ♦ Developed business plan to create the Institute;
- ♦ Hired and supervised 70 employees;
- ♦ Raised funds from initial \$200,000 funding to 12 million dollars annually;
- ♦ Hired a permanent executive director.

### **Associate Dean for Graduate Studies**

**1997 - 2003**

*Office of the Vice-President and Dean of the Graduate School,  
The University of Texas at Austin, TX*

The Associate Dean assists the Vice President and Dean of the Graduate School on overall academic policy, the administration of inter-institutional collaboration, student

recruitment, fellowship administration, and program review. Supervised five employees. Managed two million dollar budget.

## **ACADEMIC ADMINISTRATIVE APPOINTMENTS (CONTINUED):**

### **Associate Dean for Graduate Studies Continued**

- ♦ Lead all recruitment initiatives such as fellowship development
- ♦ Lead initiatives to increase graduate student retention efforts
- ♦ Lead outreach efforts nation-wide for the graduate school
- ♦ Lead all graduate program reviews for the university
- ♦ Lead the recruitment efforts for all colleges, except law and business
- ♦ Managed the budget for the office and supervised four professional staff
- ♦ Managed 1 million dollar fellowship budget
- ♦ Served as the chairman of the National Name Exchange

#### **Director**

**2003-2007**

*Houston A+ Challenge Houston Schools for a New Society Evaluation*

Funded by the Houston A+ Challenge, with additional qualitative research by scholars from the University of Houston. Responsibilities include managing all aspects of the research project, including coordination of technical staff; data collection and analysis; quality control; budget oversight; and monitoring all schedules, costs, and production. Supervised ten researchers and graduate students. Managed 1.5 million dollar budget.

#### **Director**

**1999-2003**

*Houston Annenberg Challenge Research & Evaluation School Reform Project*

Funded by the Houston Annenberg Challenge, this was a multi-university consortium of scholars from Rice University, University of Houston, and The University of Texas. Responsibilities included managing all aspects of the research project, including coordination of technical staff; data collection and analysis; quality control; budget oversight; and monitoring all schedules, costs, and production. Supervised fifteen researchers and graduate students. Managed 2.7 million dollar budget.

#### **Director**

**1997-1999**

*Migrant Educational Policy: A National Study*

Funded by the Texas Education Agency. Responsibilities included managing all aspects of the project, including proposal development; coordination of technical staff; data collection and analysis; quality control; budget oversight; and monitoring of all schedules, costs, and production. Supervised eight researchers and graduate students. Managed a half million-dollar budget.

## **ACADEMIC ADMINISTRATIVE APPOINTMENTS (CONTINUED):**

**Director** **1994-1996**  
*Effective Border Schools Research and Development Initiative*  
Supervised eight researchers and graduate students. Managed a budget of half a million dollars.

## **SPECIAL HONORS**

**Distinguished Faculty Award** **1996-1997**  
*Texas Association of Chicanos in Higher Education*

**President** **1992-1993**  
*University Council for Educational Administration*

**Fellow** **1991-1993**  
*National Academy of Education*

**Ranked Top Professor, competing for merit** **1991-1998**  
*Department of Educational Administration, The University of Texas at Austin*

## **RESEARCH**

As a social scientist, Pedro Reyes focused on the subject of the conditions fostering high academic success for children of poverty. Also, he engaged in evaluating significant policy issues at the state level. Over the years, Dr. Reyes has raised more than 22 million dollars in research and development funds from The Spencer Foundation, The Annenberg Foundation, the Spencer T. and Ann W. Olin Foundation, the Texas Education Agency, the National Science Foundation, the Houston Endowment, Inc., The Brown Foundation, and the U.S. Department of Education, among others.

Pedro Reyes is the author of *Resiliency and Success: Migrant children in the US* (2004); *Lessons From High Poverty High Performance Schools: Creating Learning Communities* (1999); and *Teachers and Their Workplace: Commitment, Performance, and Productivity* (1990). In addition, he has authored more than 90 articles, book chapters, monographs, and reviews and has presented more than 70 papers at national academic conferences. His research has appeared in such journals as *Educational Administration Quarterly*, *The High School Journal*, *Journal of Educational Research*, and the *Hispanic Journal of Behavioral Sciences*. He was Editor of the Book Review Section of *Educational Researcher*, Associate Editor of the *International Journal of Qualitative Studies in Education*, and reviewer of many other scholarly journals.

## EXTERNAL FUNDING

	<b>Source of Support</b>	<b>Funded Project</b>	<b>Amt. of Award</b>
25.	Texas Higher Education Coordinating Board	<b>Teacher Education Quality Study</b> Reyes, P. (principal investigator). January 2014 through January 2016.	\$200,000
24.	Houston Endowment Inc. (2008)	<b>Student Critical Transitions and Success in High School and Beyond.</b> Reyes, P. (principal investigator). December 2008 through December 2012.	\$600,000
23.	National Science Foundation (2008)	<b>UTeach Engineering.</b> Reyes, P. (principal investigator). September 2008 through September 2010.	\$300,000
22.	Department of Education/Institute for Public School Initiatives (2009)	<b>Texas Incentive Compensation.</b> Reyes, P. (principal investigator). January 2009 through January 2010.	\$160,000
21.	Texas Higher Education Coordinating Board (2009)	<b>Texas Education Research Center.</b> Reyes, P. (principal investigator). January 2009 through January 2012.	\$560,000
20.	U. S. Department of Education/Texas Education Agency	<b>Reading First.</b> P Reyes (principal investigator) 2004-2005	\$7.2 million
19.	U. S. Department of Education/Texas Education Agency	<b>Reading First,</b> P Reyes (principal investigator) 2005-2006	\$8.2 million
18.	Houston A+ Challenge	<b>Houston Schools for a New Society Study of High School Restructuring.</b> Reyes, P. (principal investigator). September 2003 through August 2007.	\$1.55 million
17.	The University of Texas–El Paso	<b>The University of Texas System Louis Stokes Alliance for Minority Participation.</b> Reyes, P. (principal investigator). November 2002 through October 2007.	\$107,500



## EXTERNAL FUNDING (CONTINUED)

16.	National Science Foundation	<b>Science Achievement and Health Behavior: High School Curriculum, Social Context, and Opportunity to Learn.</b> Muller, C., & Reyes, P. (co-principal investigators). October 2001 through September 2004.	\$1.55 million
15.	Austin Independent School District	<b>Improving Student Performance and Closing Achievement Gaps.</b> Reyes, P. (principal investigator). May 2002 through December 2002.	\$58,000
14.	The University of Texas–Austin	<b>UT System Alliance for Minority Participation.</b> Reyes, P. (principal investigator). November 1997 through October 2002.	\$73,300
13.	Houston Annenberg Challenge	<b>Houston Annenberg Challenge Research and Evaluation Study.</b> Reyes, P. (principal investigator). August 1999 to September 2002.	\$2.7 million
12.	Texas Education Agency	<b>Migrant Education Policy and Practices.</b> Reyes, P. (principal investigator), Scribner, J. D., & Wagstaff, L. (co-principal investigators). December 1996.	\$505,116
11.	South Texas Institute for Educational Development, Region One Education Service Center	<b>South Texas Initiative Project.</b> Reyes, P. (principal investigator), Scribner, J. D. (co-principal investigator). March 1994.	\$400,000
10.	The Spencer Foundation through The National Academy of Education	<b>Causes and Consequences of Teacher Organizational Commitment.</b> Reyes, P. (principal investigator). September 1991.	\$30,000

## EXTERNAL FUNDING (CONTINUED)

9.	RGK Foundation through the College of Education	<b>A proposal to RGK Foundation</b> for charting new directions for the College of Education Center for Research and Development. November 1991.	\$90,000
8.	Education Economic Policy Center, The University of Texas–Austin	<b>A Study of Site-Based Management.</b> Reyes, P., & Wagstaff, L. (co-principal investigators). October 1991.	\$45,000
7.	National Center on Organization and Restructuring of Schools, University of Wisconsin–Madison	<b>Outcomes of Teachers Organizational Commitment.</b> 1991. (Member of the research team of a \$7.5 million project).	
6.	The Olin Foundation of St. Louis, Missouri, National Center for School Effectiveness/Wisconsin Center for Education Research, University of Wisconsin–Madison	<b>Management Information System for School Improvement.</b> McIssac, D., & Reyes, P. (co-principal investigators). March 1990.	\$308,000
5.	Chancellor's Office Research Grant Committee, University of Wisconsin–Madison	<b>Teacher Socialization, Commitment, and Student Outcomes in Excellent Math and Science Schools.</b> Reyes, P. (principal investigator). January 1990.	\$8,400
4.	Chancellor's Office Grant Committee, University of Wisconsin–Madison	<b>The Interplay of Work Values and Employee Commitment: A Study of High School Teachers.</b> Reyes, P. (principal investigator). January 1989.	\$8,200
3.	Graduate School Research Committee, University of Wisconsin–Madison	<b>Organizational Value Orientation and its Impact on Teachers' and Administrators' Commitment to School and Job Satisfaction.</b> Reyes, P. (principal investigator). January 1988.	\$5,000

## EXTERNAL FUNDING (CONTINUED)

- |    |   |  |         |
|----|---|--|---------|
| 2. | Institute on Race and Ethnicity, The University of Wisconsin System | <b>Work Conditions of Minority Faculty and Academic Staff Within the University of Wisconsin System.</b> Reyes, P., & Fernandez, R. R. (principal investigators). August 1987. | \$5,000 |
| 1. | General Research Fund, University of Kansas                         | <b>Organizational Dynamics That Determine the Power of Lower Participants in Educational Organizations.</b> Reyes, P. (principal investigator). July 1986. Grant No. 349733.   | \$6,000 |

## PUBLICATIONS

### BOOKS

92. Garza, E., Reyes, P., & Trueba, E. T. (2004). *Resiliency and success: Migrant children in the United States*. Denver, CO: Paradigm Press.
91. Reyes, P., Scribner, J. D., & Paredes Scribner, A. (1999). *Creating learning communities: Lessons from high-poverty high-performance schools*. New York: Teacher's College Press.
90. Reyes, P. (1990). *Teachers and their workplace: Commitment, performance, and productivity in educational organizations*. San Francisco: Sage.

### CHAPTERS

89. Alexander, C. Reyes, P. & Philips, J., (2008) The importance of Intermediary Organizations and Philanthropic Urban School Reform Efforts. In B. Smerdon & K. Borman (Eds), *Moving the Chairs, Patching the Holes, or Jumping Ship? Reflections on Attempts to Save America's High Schools*. The Urban Institute Press. In Press.
88. Reyes, P. Fletcher, C. (2006) Successful Migrant Students: The case of Mathematics (pgs. 255-283). In *Deep Change: Cases and Commentary in High Stakes States*. Information Age Publishing. Charlotte, NC.

## CHAPTERS (CONTINUED)

87. Reyes, P. & Wagstaff, L. (2005) how does leadership promote successful teaching and learning for diverse students? In W. A. Firestone and C. Riehl (Eds.): *A new agenda for research in educational leadership*. New York, Teachers College Press.
86. Phillips, J. C., Reyes, P., & Clarke, L. (2003). Building constructive partnerships in urban school reform. In *Research perspectives on school reform: Lessons learned from the Annenberg Challenge*. Providence, RI: Annenberg Institute for School Reform, Brown University.
85. Reyes, P. (2001). Implementing school reform in a high-stakes testing policy environment: The case of an urban elementary school. In J. Murphy, L. Beck, & M. Knapp (Eds.), *The Keys Reform Project*. Cincinnati, OH: Greenwood Press.
84. Reyes, P. (2000). Delta forces: The changing fabric of American society and education. In J. Murphy & K. S. Louis (Eds.), *The handbook of research on educational administration*. San Francisco: Jossey-Bass (with L. Wagstaff & L. Fusarelli).
83. Reyes, P. (1999). Creating learning communities for high-performing Hispanic schools: A conceptual framework. In P. Reyes, J. D. Scribner, & A. Paredes Scribner (Eds.), *Creating learning communities: Lessons from high-poverty high-performance schools*. New York: Teacher's College Press (with J. D. Scribner).
82. Reyes, P. (1999). Creating student classroom environments: The case of mathematics. In P. Reyes, J. D. Scribner, & A. Paredes Scribner (Eds.), *Creating learning communities: Lessons from high-poverty high-performance schools*. New York: Teachers College Press. (with B. Pazey)
81. Reyes, P. (1995). Educational policy and the growing Latino student population: Problems and prospects. In A. M. Padilla (Ed.), *Hispanic psychology: Critical issues in theory and research* (pp. 303-325). San Francisco: Sage. Reprint. (with R. R. Valencia)
80. Reyes, P. (1995). Educational politics and policy: And the game goes on. In *The study of educational politics* (pp. 201-212). New York: Falmer Press (with J. D. Scribner & L. Fusarelli).

## CHAPTERS (CONTINUED)

79. Reyes, P. (1994). Effective leadership and teacher commitment. In P. W. Thurston & N. A. Prestine (Eds.), *New directions in educational administration, policy, preparation and practice*. Greenwich, CT: JAI Press.
78. Reyes, P. (1993). School reform: Introducing race and ethnicity into the discourse. In C.A. Capper (Ed.), *The social context of education: Administration in a pluralistic society*. New York: State University of New York Press. (with W. Velez & R. Peña)
77. Reyes, P. (1991). The selection process. In *The Wisconsin administrator selection guide*. Wisconsin Department of Public Instruction.
76. Reyes, P. (1991). Chapter 4: Finding a leader. In *The Wisconsin administrator selection guide*. Wisconsin Department of Public Instruction.
75. Reyes, P. (1990). Introduction: What research has to say about commitment, performance, and productivity. In P. Reyes (Ed.), *Teachers and their workplace: Commitment, performance, and productivity*. San Francisco: Sage.
74. Reyes, P. (1990). Linking commitment, performance, and productivity. In P. Reyes (Ed.), *Teachers and their workplace: Commitment, performance, and productivity*. San Francisco: Sage. Reyes, P. (1990). Organizational commitment of teachers. In P. Reyes (Ed.), *Teachers and their workplace: Commitment, performance, and productivity*. San Francisco: Sage.
73. Reyes, P. (1989). The human and organizational context of schools. In P. J. Burke & R. Heideman (Eds.), *Programming for staff development in educational institutions*. New York: Falmer Press.
72. Reyes, P. (1988). Factors that affect the commitment of children at risk to stay in school. In J. M. Lakebrink (Ed.), *Children at risk*. Springfield, IL: Charles C. Thomas.

## REPORTS & MONOGRAPHS

71. Miciak, J., Wilkinson, C. Alexander, C., & Reyes, P., (2011, January). *Recommended Educational Practices for Standard English Learners*. Austin: The University of Texas at Austin  
([http://www.tea.state.tx.us/index2.aspx?id=2147495222&menu\\_id=949](http://www.tea.state.tx.us/index2.aspx?id=2147495222&menu_id=949)).

## REPORTS & MONOGRAPHS (CONTINUED)

70. Reyes, P. Alexander, C. & Giani, M. (2012). *Student Success and Postsecondary Transition of Houston Metropolitan Area Youth – September 2008 to August 2013*. The University of Texas Education Research Center.
69. Reyes, P & Alexander, C. (2012). Evaluation of the College and Career Readiness Standards (CCRS) Teacher Educator Preparation Demonstration Sites for the THECB. The University of Texas Education Research Center.
68. Reyes, P. & Alexander, C. (2011). Evaluation of the Texas Higher Education Coordinating Board (THECB) regional P-16 Council Enhancement Grants for the THECB. The University of Texas Education research Center.
67. Miciak, J., Wilkinson, C. Alexander, C., & Reyes, P., (2011). Recommended Educational Practices for Standard English Learners. Austin: The University of Texas at Austin.  
[http://www.tea.state.tx.us/index2.aspx?id=2147495222&menu\\_id=949](http://www.tea.state.tx.us/index2.aspx?id=2147495222&menu_id=949)).
66. Reyes, P., Alexander, C. & Giani, M. (2010). The National Education Association's KEYS 2.0: The case of Pflugerville, Texas. Austin: The University of Texas, Study of Keys to Excellence for Your Schools (KEYS).
65. Reyes, P., Alexander, C., Brown, J., & Gonzales, R. (2010). Report for the Evaluation of The University of Texas System Teacher Incentive Fund. Austin: The University of Texas at Austin.
64. Reyes, P., Phillips, J. C., Alexander, C., & Fuller, E. (2007). Houston Schools for a New Society evaluation. Summative. Austin: The University of Texas, Study of High School Restructuring. Houston, Tx.
63. Reyes, P., Fuller, E., & Phillips, J. (2005). Full report Year 2. Austin: The University of Texas, Study of High School Restructuring.
62. Reyes, P., Fuller, E., & Phillips, J. (2005). Executive summary Year 2. Austin: The University of Texas, Study of High School Restructuring.
61. Reyes, P., Fuller, E., & Phillips, J. C. (2005, January). Full report, Year 1, Houston Schools for a New Society evaluation. Report to the Houston A+ Challenge. Houston, TX: Houston A+ Challenge.
60. Reyes, P., Fuller, E., & Phillips, J. C. (200). Executive summary, Year 1, Houston Schools for a New Society evaluation. Report to the Houston A+ Challenge. Houston, TX: Houston A+ Challenge.

## REPORTS & MONOGRAPHS (CONTINUED)

59. Fuller, E., & Reyes, P. (2004). The University of Texas System teacher preparation: Production, retention, and employment of teachers 1995–2002. Report prepared for The University of Texas System. Austin: The University of Texas.
58. Reyes, P., & Phillips, J. C. (2003, July). 2002 Houston Annenberg Challenge evaluation report: Lessons learned on urban school reform. Final-year report to the Houston Annenberg Foundation. Houston, TX: Houston Annenberg Challenge.
57. Reyes, P., & Phillips, J. C. (2003, April). 2002 Annenberg executive summary: Lessons learned on urban school reform. Final-year executive summary report to the Houston Annenberg Foundation. Houston, TX: Houston Annenberg Challenge.
56. Reyes, P., & Phillips, J. C. (2002). Transformación de las escuelas públicas: Informe del resumen del segundo año. Houston, TX: Houston Annenberg Challenge.
55. Reyes, P., & Phillips, J. C. (2002, May). Transforming public schools: Year two evaluation report, August 2001. Second-year full report to the Houston Annenberg Foundation. Houston, TX: Houston Annenberg Challenge.
54. Reyes, P., & Phillips, J. C. (2002, April). Transforming public schools: Year two summary report, August 2001. Second-year executive summary report to the Houston Annenberg Foundation. Houston, TX: Houston Annenberg Challenge.
53. Reyes, P. (2001, May). Transforming public schools: Summary report, August 2000. First-year report to the Houston Annenberg Foundation. Houston, TX: Houston Annenberg Challenge.
52. Reyes, P., Scribner, J. D., & Wagstaff, L. (2000, January). A vision for tomorrow: Training modules for successful migrant education practices. Third and final-year report to the Division of Migrant Education, Texas Education Agency. Austin: Texas Education Agency.
51. Reyes, P., & Rorrer, A. (1999). Ways to improve mathematics education for migrant students: Training modules. Austin: Texas Education Agency.
50. Reyes, P., Scribner, J. D., & Wagstaff, L. (1999, January). A vision for tomorrow: Successful migrant education practices. Second-year report to the Division of Migrant Education, Texas Education Agency. Austin: Texas Education Agency.
49. Reyes, P., Fletcher, C., & Molina, M. (1998). Successful migrant students: The case of mathematics. Austin: Texas Education Agency.

## REPORTS & MONOGRAPHS (CONTINUED)

48. Reyes, P., & Fletcher, C. (1997). Migrant educational policy: The case of mathematics programs. Austin: Texas Education Agency.
47. Reyes, P., & Scribner, J. (1996). Community of learners: Training modules. Effective Border Schools Research and Development Initiative. Edinburg, TX: Region One Education Service Center.
46. Reyes, P., & Scribner, J. (Eds.). (1996). Final report of research findings. Effective Border School Research and Development Initiative. Edinburg, TX: Region One Education Service Center.
45. Reyes, P., & Pazey, B. (1996). Research findings: Learning in mathematics for linguistically diverse students. Effective Border Schools Research and Development Initiative. Edinburg, TX: Region One Education Service Center and The University of Texas at Austin.
44. Reyes, P., & Scribner, J. (Eds.). (1995). Comprehensive report on borderland schools. Effective Border School Research and Development Initiative. Edinburg, TX: Region One Education Service Center.
43. Reyes, P., & Pazey, B. (1995). Learning in mathematics for linguistically diverse students: Challenges for Hispanic students in Texas borderland schools. Effective Border Schools Research and Development Initiative. Edinburg, TX: Region One Education Service Center and The University of Texas at Austin.
42. Reyes, P., & Fuller, E. J. (1995). Effects of selected elements of communal schools on middle and high school achievement. Madison: University of Wisconsin, Center on Organization and Restructuring of Schools.
41. Reyes, P. (1993). The context of math achievement: Teacher effects on students. Madison: University of Wisconsin, Wisconsin Center for Education Research.
40. Reyes, P. (1992). Preliminary models of teacher commitment: Implications for restructuring the workplace. Madison: University of Wisconsin, Center on Organization and Restructuring of Schools.
39. Reyes, P., & Wagstaff, L. (1992). A study of site-based management: Concept and practice. Austin: The University of Texas, Educational and Economic Policy Center.
38. Reyes, P. (1989). Toward an organizational taxonomy for institutions of higher education (#89-5). Houston, TX: University of Houston, Institute for Higher Education Law and Governance.



## REPORTS & MONOGRAPHS (CONTINUED)

37. Reyes, P., & Fernandez, R. (1988). The work conditions of minority faculty and academic staff in the University of Wisconsin system. Madison: University of Wisconsin System Institute on Race and Ethnicity.

## ARTICLES

(\*=REFEREED)

36. Miciak, J., Wilkinson, C., Alexander, C., & Reyes, P. (2014). Addressing Language Variety in Educational Settings Toward a Policy and Research Agenda. *Educational Policy*, 0895904814556747.  
<http://epx.sagepub.com/content/early/2014/11/11/0895904814556747.full.pdf>
35. Giani, M., Alexander, C., & Reyes, P. (2014). Exploring Variation in the Impact of Dual-Credit Coursework on Postsecondary Outcomes: A Quasi-Experimental Analysis of Texas Students. *The High School Journal*, Vol. 97(No. 4), pp. 200-218.
34. Giani, M., Alexander, C. & Reyes, P. (2013). The effect of dual-credit coursework on postsecondary outcomes: A propensity score matching analysis. (In press).
33. \*Kim, Kyu Tae & P. Reyes (2011). A multifocal analysis of Korean accountability policy implementation. *Korean Journal of Educational Policy* 8:1, 49-80.
32. \*Hyeo Joo, Young & P. Reyes, (2010). A political Analysis of the Policy Process of the Open Recruitment System of Principals in Korea. *Korean Journal of Educational Policy* 7:2, 233-255.
31. \*Reyes, P. & Rincon, R. (2008). Texas Experience with Accountability and Student Learning Assessment, in *New Directions In Institutional Research*. Vol. (2008) 49-59. San Francisco, CA. Jossey Bass Publishers.
30. \*Reyes, P., Alexander, C.D. & Diem, Sarah (2008). Trust and School Reform Implementation. *Journal of School Public Relations*. 29 (2): 237-275.
29. \*Reyes, P. (2008) Diversity and Privatization in American Higher Education. *Journal of Higher Education Policy*, Vol.1. No. 1. March 2008. Pp. 131-151.
28. \*Reyes, P., & Fletcher, C. (2003). Successful migrant students: The case of mathematics. *Journal of Curriculum and Supervision*, 18(4), 306-333.

## ARTICLES (CONTINUED)

(\* = REFEREED)

27. \*Reyes, P., & Rorrer, A. (2001). U.S. school reform policy, accountability systems, and the Limited English Proficient student. *Journal of Educational Policy*, 16(2), 163-178.
26. \*Skrla, L., Reyes, P., & Scheurich, J. J. (2000). Sexism, silence, and solutions: Women superintendents speak up and speak out. *Educational Administration Quarterly*, 36(1), 44-75.
25. \*Reyes, P., & Shin, H.-S. (1998). Work redesign and teacher outcomes in American public school. *Korean Journal of Comparative Education*, 8(2), 335-358.
24. \*Reyes, P., & Scribner, A. (1995). Education reform, students of color, and potential outcomes. *The High School Journal*, 78, 215-225.
23. \*Reyes, P., & Shin, H. (1995). Teacher commitment and job satisfaction: A causal analysis. *Journal of School Leadership*, 5, 22-39.
22. Reyes, P. (1994). Cultural citizenship and social responsibility: A call for change in educational administration. 1993 UCEA Annual Presidential Address. *UCEA Review*, 35(1) 1-13.
21. \*Reyes, P., & Valencia, R. R. (1993). Educational policy and the growing Latino student population: Problems and prospects. *Hispanic Journal of Behavioral Sciences*, 15, 258-283.
20. Reyes, P. (1993, April). Applying computers to manage schools. *The School Administrator*.
19. \*Reyes, P., & Pounder D. (1993). Organizational orientation in private and public schools and teacher outcomes. *Journal of Educational Research*, 87, 86-93.
18. \*Reyes, P., & Imber, M. (1992). Teachers' perceptions of the fairness of their workload and their commitment, job satisfaction, and morale: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 5, 291-302.
17. \*Shaw, J., & Reyes, P. (1992). School cultures: Organizational value orientation and commitment. *Journal of Educational Research*, 85, 295-302.
16. Reyes, P., & Mclsaac, D. (1992). The use of technology in school improvement. *Proceedings from the Ninth International Conference on Technology and Education*, 1, 12-15.

15. \*Reyes, P., & Capper, C. (1991). Urban principals: A critical perspective on the context of minority student dropout. *Educational Administration Quarterly*, 27, 530-557.
14. \*Reyes, P., & Hoyle, D. (1991). Teachers' communication satisfaction with their principals. *Journal of Educational Research*, 85, 163-168.
13. Reyes, P. (1991). What role should schools have? *The School Administrator*, 48, 36.
12. \*Imber, M., Niedt, W. A., & Reyes, P. (1990). Factors contributing to teacher satisfaction with participative decision making. *Journal of Research and Development in Education*, 23, 216-225.
11. \*Reyes, P. (1990). Individual work orientation and teacher outcomes. *Journal of Educational Research*, 83, 327-335.
10. Reyes, P., Madsen, J., & Taylor, B. (1990). Do career ladders enhance teacher commitment, job satisfaction or morale? Implications for administrative policy making. *NASSP Bulletin*, 74, 118-120.
9. \*Reyes, P., & McCarty, D. J. (1990). Factors related to the power of lower participants in educational organizations: Multiple perspectives. *Sociological Focus*, 23, 17-30.
8. \*Reyes, P. (1989). The relationship of autonomy in decision making to commitment to school and job satisfaction: A comparison between public school teachers and mid-level administrators. *Journal of Research and Development in Education*, 22, 62-69.
7. Reyes, P. (1988). Schools must match incentives to value structures. *NAASP Bulletin*, 73, 133-34.
6. Reyes, P., & McCarty D. J. (1988). The professorship in educational administration: Factors in selecting an assistant professor. *Record in Educational Administration and Supervision*, 9, 16-18.
5. \*McCarty, D. J., & Reyes, P. (1987). Organizational models of governance: Academic deans' decision-making styles. *Journal of Teacher Education*, 38(5), 2-8.
4. \*Young, M., & Reyes, P. (1987). Conceptualizing enrollment behavior: The effect of student financial aid. *Journal of Student Financial Aid*, 17(3), 41-50.
3. \*Reyes, P., & Twombly, S. (1986). Perceptions of contemporary governance in community colleges: An empirical study. *Community College Review*, 14(3), 4-12.

## BOOK REVIEWS

2. \*Reyes, P. (1991). Teachers' workplace: The social organization of schools, by S. Rosenholtz, for Educational Administration Quarterly, 26, 402-404.
1. \*Reyes, P. (1990, May–June). How colleges work, by R. Birnbaum, for Journal of Higher Education, 61, 357-360.

## NATIONAL REFERRED PRESENTATIONS

78. Brown, J. A., Alexander, C., & Reyes, P. (2014). *Higher standards in higher education: Developmental education trends and variations across Texas*. Paper presented at the American Educational Research Association, Philadelphia, PA.
77. Giani, M. S., Alexander, C., & Reyes, P. (2014). *Comparing the postsecondary benefits of dual-credit to advanced coursework: A quasi-experimental analysis*. Paper presented at The American Educational Research Association, Philadelphia, PA.
76. Giani, M. S., Alexander, C., & Reyes, P. (2013). *The impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students*. Paper presented at The Association for the Study of Higher Education 2013 Conference.
75. Giani, M. S., Alexander, C., & Reyes, P. (2013). *The impact of dual-credit coursework on postsecondary outcomes: A longitudinal analysis using propensity score matching*. Paper presented at The American Educational Research Association. San Francisco, CA.
74. Giani, M. S., Alexander, C., & Reyes, P. (2013). *The influence of districts on college readiness: An analysis of postsecondary access and preparedness: roundtable discussion at the American Educational Research Association*. San Francisco, CA.
73. Giani, M., Alexander, C.D., & Reyes, P. (2013). *The Influence of districts on College Readiness: an analysis of Postsecondary Access and Preparedness*. Paper presented at The American Education and Research Association, San Francisco, CA
72. Alexander, C.D., Brown, J., & Reyes, P. (2012). *Interactive Factors in Policy Implementation: A Study of Teacher Incentive Fund Schools in Texas*. Paper presented at The American Education and Research Association, Vancouver, Canada

71. Alexander, C.D., Giani, M. & Reyes, P, (2013). *The Impact of Dual-Credit Coursework on Postsecondary Outcomes: A Longitudinal Analysis Using Propensity Score Matching*. Paper presented at The American Education and Research Association, San Francisco, CA
70. Brown, Alexander, and Reyes (2012) Interactive Factors in Policy Implementation: A Study of Teacher Incentive Fund (TIF) Schools in Texas. Paper presented at The American Education and Research Association, Vancouver, Canada.
69. Giani, M., Alexander, C.D., & Reyes, P, (2012). High School Predictors of Postsecondary Outcomes: What Factors Influence Postsecondary Access, Persistence, and Completion? Paper presented at The American Education and Research Association, Vancouver, Canada.
68. Alexander, C.D., Reyes, P., Brown, J., & Gonzales, R. (2010). Strategies to Attract and Retain Teachers: Preliminary Outcomes of the Teacher Incentive Fund in Texas. Paper presented at The American Education and Research Association, Denver, CO.
67. Alexander, C.D., & Reyes, P. (2009). Did It Work? Data-Driven Answers from the Texas Education Research Centers. Presentation at Texas Assessment Conference hosted by the Texas Association of School Boards, Austin, TX.
66. Alexander, C.D., & Reyes, P, (2009). Urban High School Reform Using Philanthropic Funding: Can there be Sustainability Following the Investment? Paper presented at The American Education and Research Association, San Diego, CA.
65. Phillips, J., & Reyes, P. (2008). Visions of High School Reform in a Turbulent Policy Context. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
64. Alexander, C. Reyes, P. & Phillips, J., (2008). High School Reform: Can Reform work Thru Collaboration? Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
63. Alexander, C., Reyes, P. & Phillips, Joy (2008). Houston: Creating a Bulwark between the Ship and the Iceberg. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
62. Fuller, E. J., & Reyes, P. (2008). Mathematics and Science Teacher Quality, Turnover, and Mobility in Texas.. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

61. Fuller, Edward J., & Reyes, P. (2007). "Teacher and Principal Turnover Impeding High School Reform." Presented in the symposium, "Houston Schools for a New Society: Theory to Action in Urban School Reform. Paper presented at the annual meeting of the University Council of Educational Administration. Alexandria, VA.
60. Fuller, Edward J., & Reyes, P. (2007). "Foundations for high school reform: Teacher and administrator stability and quality." Presented at the annual meeting of the American Educational Research Association. Chicago, IL.
59. Fuller, E. J., & Reyes, P. (2006). Principal career paths in Texas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. CA
58. Fuller, E. J., & Reyes, P. (2006). The influence of individual, school, and preparation program characteristics on principal retention in Texas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
57. Fuller, E. J., & Reyes, P. (2006). Examining the academic outcomes of creating small learning communities in a large urban district. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
56. Fuller, E. J., Reyes, P., & Cruz, M. (2005). The messy process of school reform: Effects of creating small learning communities on student achievement. Paper presented at the annual meeting of the University Council for Educational Administration, Nashville, TN.
55. Fuller, E., & Reyes, P. (2004). Effects of creating small learning communities on student achievement. Presented at the annual meeting of the University Council for Educational Administration, Kansas City, MO.
54. Reyes, P. (2002). Leadership and the achievement of minority students. Symposium presented at the University of Maryland-College Park, June 19-21.
53. Rorrer, A. & Reyes, P. (2002). Leadership and equity. Paper presented at the Annual Meeting of the American Education Research Association, March 1-5, New Orleans, LA.
52. Reyes, P. (2001). Learning for the success of all students: Documentary as data collection and evidence. In Documentary and conversation. Symposium conducted at the meeting of the University Council for Educational Administration, Cincinnati, OH

51. Reyes, P. (2001). Mechanisms of reform: Leadership and collaboration. In Leadership and learning in urban school reform. Symposium conducted at the meeting of the University Council for Educational Administration, Cincinnati, OH.
50. Reyes, P. (2001). Rethinking educational leadership for the 21st century. Symposium presented at the Annual Meeting of the American Association of Colleges and Universities for Teacher Education, Dallas, TX.
49. \*Reyes, P. (2001). Accountability and public education. Symposium presented at the Annual Meeting of the American Education Research Association, Seattle, WA.
48. \*Reyes, P. (2001). Reform and accountability in urban schools. Symposium presented at the Annual Meeting of the American Education Research Association, Seattle, WA.
47. Reyes, P. (2001). Forging academic partnerships for student success. Thompson Conference Center, The University of Texas at Austin.
46. \*Reyes, P. (2000). The internal and external politics of implementing urban school reform. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
45. \*Reyes, P. (2000). Symposium on race and class in schools. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
44. Reyes, P. (2000). Restructuring higher education in the United States. Presented at the Ministry of Education Research Office, Seoul, Korea.
43. Reyes, P. (2000). Restructuring higher education in the United States. Presented at The University of Buenos Aires, Argentina.
42. Reyes, P. (2000). School reform in high-poverty schools. Presented to school principals at Area Four Region Service Center, Houston, Texas.
41. \*Reyes, P. (1999). Implementing school reform in an active policy environment. Presented at the annual meeting of the University Council for Educational Administration, Minneapolis, MN.
40. \*Reyes, P. (1999). School improvement in an urban setting. Presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
39. \*Reyes, P. (1998). Creating learning communities. Presented at the annual meeting of the American Educational Research Association. San Diego, CA.

38. \*Reyes, P., & Pazey, B. (1997). Classroom communities. Presented at the annual meeting of the American Educational Research Association, New York, NY.
37. \*Reyes, P., & Fuller, E. J. (1996). Urban secondary schools, sense of community and mathematics achievement. Presented at the annual meeting of the American Association of School Administrators, San Diego, CA.
36. Reyes, P. (1996). Community of learners: A framework for school improvement. Presented at the annual conference of Region One Superintendents, South Padre Island, TX.
35. Reyes, P. (1996). Learning mathematics for linguistically diverse students: A research report. Presented to Region One educators and administrators, Edinburg, TX.
34. \*Reyes, P., & Fuller, E. J. (1995). The effects of selected elements of communal schools. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA
33. \*Reyes, P., Scribner, J. D., & Fusarelli, L. (1995). Proposing new research directions toward the Year 2019. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA
32. \*Reyes, P., & Pazey, Barbara (1995). Building classroom communities. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA
31. \*Reyes, P. (1994). Discussions of political philosophy: The past, present and the future. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
30. \*Reyes, P. (1994). Predictors of student achievement: The case of three minority groups. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
29. \*Reyes, P., & Scribner, J. D. (1994). Participation research. Presented at the annual meeting of the American Association of School Administrators, San Francisco, CA.
28. \*Reyes, P. (1993). Our social responsibility to achieve gender and racial equity in departments of Educational Administration. Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.



## NATIONAL REFERRED PRESENTATIONS (CONTINUED)

27. Reyes, P. (1993). School restructuring and the use of computers. Presented at the annual meeting of the Southwest Educational Research Association, Houston, TX.
26. \*Reyes, P., & Laible, J. (1993). Building teacher commitment to school restructuring. Presented at the annual meeting of the American Administrator School Association, Orlando, FL.
25. Reyes, P., & Shin, H.-S. (1992). Multilevel analysis of teacher commitment. Presented at the annual meeting of The American Educational Research Association, San Francisco, CA
24. Shin, H.-S., & Reyes, P. (1992). Developing a causal model of teacher organizational commitment. Presented at the annual meeting of The American Educational Research Association, San Francisco, CA
23. \*Reyes, P. (1991, April). Individual and organizational influences on teacher commitment. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
22. \*Shin, H.-S., & Reyes, P. (1991). Teacher commitment and job satisfaction. Presented at the annual meeting of the American Educational Research Association, Chicago, IL
21. \*Reyes, P. (1991). Educational administration and persons of diverse races, cultures, and ethnicities. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
20. \*Reyes, P. (1991). The effects of technology on teacher and administrator behavior. Paper presented at the annual meeting of the American Administrator School Association. San Diego, CA
19. Reyes, P., & Nash, J. B. (1990). The NCESRD database: Making desegregation fun. In National School Improvement Institute—Achieving effective schools in a changing society: The next steps, Oak Brook, IL.
18. Reyes, P., & Nash, J. B. (1990). Innovations in data analysis for school improvement. In National School Improvement Symposium on Technological and Cultural Aspects of School Renewal, Overland Park, KS.

## NATIONAL REFERRED PRESENTATIONS (CONTINUED)

17. Reyes, P., & Nash, J. B. (1990). The NCESRD database: Hands-on practice. In National School Improvement Symposium on Technological and Cultural Aspects of School Renewal, Overland Park, KS.
16. \*Reyes, P., & Capper, C. (1990). Urban principals: A critical perspective on the context of student outcomes. Presented at the annual meeting of the American Educational Research Association, Boston, MA.
15. \*Shaw, J., & Reyes, P. (1990). A comparison of elementary and high school cultures and teacher commitment. Presented at the annual meeting of the American Educational Research Association, Boston, MA.
14. \*Reyes, P. (1989). The factors that explain the organizational commitment of lower participants. Presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.
13. \*Reyes, P., Madsen, J., & Taylor, B. (1989). Organizational incentives, teacher commitment, morale, and job satisfaction: Is the program achieving its goals. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
12. \*Reyes, P., & Hoyle D. (1989). Faculty commitment in diverse college settings. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
11. \*Reyes, P., & Hoyle, D. (1989). Teachers' communication satisfaction with their supervisors. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
10. \*Reyes, P. (1988). Trends in academic governance: Faculty and chairperson's analysis. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
9. \*Reyes, P., Madsen, J., & Taylor, B. (1988). Organizational incentives and teachers' morale, job satisfaction, and organizational commitment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
8. \*Reyes, P., & Pounder, D. (1987). Organizational value structure and their impact on commitment to schools and job satisfaction: A comparison between public and private K-12 systems. Presented at the annual meeting of the American Educational Research Association, Washington, DC.

## NATIONAL REFERRED PRESENTATIONS (CONTINUED)

7. \*Reyes, P., & Smith, G. (1987). Faculty and academic staff participation in academic governance: The social contract model. Presented at the annual meeting of the Association for the Study of Higher Education, San Diego, CA.
6. \*Reyes, P., & McCarty, D. J. (1986). The power of lower participants in educational organizations. Presented at the annual meeting of the Association for the Study of Higher Education, San Antonio, TX.
5. \*Reyes, P. (1986). Organizational value and its impact on organizational commitment and job satisfaction among teachers. Presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.
4. \*Reyes, P., & Madsen, J. (1986). Managerial behavior of elementary, secondary, and special education principals: An empirical assessment. Presented at the annual meeting of the Midwestern Educational Association, Chicago, IL.
3. \*Reyes, P. (1986). Governing academic organizations: The academic dean and the president review the current state of college governance. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
2. Reyes, P., & McCarty, D. J. (1985). Models of institutional governance: Academic deans' decision-making patterns as evidenced by chairpersons. Paper presented at the annual meeting of the Association for the Study of Higher Education, Chicago, IL.
1. \*Reyes, P., & McCarty, D. J. (1985). Professors' view of academic decision making as executed by academic deans: A case study presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

## ADMINISTRATIVE & COMMITTEE SERVICE

### SERVICE WITHIN DEPARTMENT

<b>Chair</b> <i>Third-year Review Committee for Dr. Heilig</i>	2009
<b>Chair</b> <i>Search Committee to replace J. Garcia</i>	2008
<b>Chair</b> <i>Post tenure review committee for Norma Cantu</i>	2008
<b>Co-Chair</b> <i>Search Committee to replace Scribner</i>	2007
<b>Chair</b> <i>Search Committee to replace Scheurich</i>	2006
<b>Chair</b> <i>Redesigned Ph.D. Committee for PSEL</i>	2003
<b>Chair</b> <i>Post-Tenure Review Committee</i>	1998-1998
<b>Graduate Advisor and Chair</b> <i>Graduate Studies Committee</i>	1994-1997
<b>Member</b> <i>Search and Screen Committee for Educational Policy Director</i>	1995
<b>Chair</b> <i>Department Strategic Planning Committee</i>	1994
<b>Chair</b> <i>Committee to Restructure Research Courses</i>	1994
<b>Chair</b> <i>Committee to Establish Criteria for Review of Core Exam</i>	1994
<b>Member</b> <i>Ad Hoc Committee to Redesign the Principal's Prep. Program</i>	1993
<b>Member</b> <i>Committee to Mentor Martha Ovando</i>	1992
<b>Member</b> <i>Committee to Mentor Deborah Kazal-Thresher</i>	1992
<b>Member</b> <i>Search and Screen Committee for Baker position</i>	1992

## ADMINISTRATIVE & COMMITTEE SERVICE (CONTINUED)

### SERVICE WITHIN DEPARTMENT (CONTINUED)

<b>Member</b>	<b>1991</b>
<i>Search and Screen Committee for Veir position</i>	
<b>Planary Representative</b>	<b>1986-1990</b>
<i>University Council for Educational Administration, University of Wisconsin-Madison</i>	
<b>Member</b>	<b>1988-1990</b>
<i>Department Personnel Committee, University of Wisconsin-Madison</i>	
<b>Member</b>	<b>1987-1988</b>
<i>Department Admissions Committee, University of Wisconsin-Madison</i>	
<b>Member</b>	<b>1986-1987</b>
<i>Department Program Committee, University of Wisconsin-Madison</i>	
<b>Member</b>	<b>1985-1986</b>
<i>Promotion and Tenure Committee, University of Kansas</i>	

### SERVICE WITHIN COLLEGE

<b>Promotion and Tenure Committee</b>	<b>2005-2008</b>
<b>Chair</b>	<b>1991-1998</b>
<i>College of Education Faculty Computer Committee</i>	
<b>Chair</b>	<b>1993-1996</b>
<i>Sanchez-Marres Scholarship Committee</i>	
<b>Member</b>	<b>1993-1996</b>
<i>Advisory Committee to CARDE</i>	
<b>Member</b>	<b>1993-1996</b>
<i>Advisory Committee to Learning Technology Center</i>	
<b>Co-Chair</b>	<b>1992-1993</b>
<i>Steering Committee on The College of Education Research and Development Center</i>	
<b>Member</b>	<b>1991-1992</b>
<i>Proposal Design Committee for The Professional Development Center, College of Education</i>	
<b>Member</b>	<b>1987-1989</b>
<i>School of Education Graduate Assistant Policy and Procedures Committee, University of Wisconsin-Madison</i>	

## SERVICE WITHIN UNIVERSITY

<b>Executive Vice Chancellor for Academic Affairs</b> <i>UT System Administration</i>	<b>2012-Present</b>
<b>Associate Vice Chancellor, Academic Planning and Assessment</b> <i>UT System Administration</i>	<b>2003-2012</b>
<b>Associate Dean for Graduate Studies</b> <i>The University of Texas at Austin</i>	<b>1997-2003</b>
<b>Member</b> <i>Search Committee for University VP and CFO</i>	<b>2001</b>
<b>Member</b> <i>Faculty Council</i>	<b>1996-1998</b>
<b>Member</b> <i>Texas Poll Advisory Council</i>	<b>1994-1998</b>
<b>Member</b> <i>Ad Hoc Committee to Evaluate the Dean of the College of Education</i>	<b>1995-1996</b>
<b>Member</b> <i>Committee on Graduate Student Support</i>	<b>1995-1996</b>
<b>Member</b> <i>University Teacher Education Committee</i>	<b>1994-1996</b>
<b>Member</b> <i>President's Ad Hoc Committee on the Organization and Functions of the Vice President and Dean of Graduate Studies</i>	<b>1995</b>
<b>Member</b> <i>Ad Hoc Committee on Graduate Students</i>	<b>1994</b>
<b>Chair</b> <i>Chancellor's Scholarship Committee, University of Wisconsin–Madison</i>	<b>1987-1990</b>
<b>Member</b> <i>Chicano Studies Advisory Committee, University of Wisconsin–Madison</i>	<b>1986-1988</b>
<b>Member</b> <i>First Level Review Committee for the General Research Fund, University of Kansas</i>	<b>1985-1986</b>

## SERVICE TO NATIONAL EDITORIAL BOARDS

<b>Advisory Board</b> Social Sciences Research Council	2008-2016
<b>Co-Editor</b> <i>The immigrant and Transnational Experience Series</i> Lanham, MD: Rowman and Littlefield	2000-2015
<b>Book Review Editor</b> <i>Educational Researcher</i>	1999-2002
<b>Editorial Board</b> <i>Educational Administration Quarterly</i>	1998-1999
<b>Editorial Board</b> <i>Educational Researcher</i>	1996-1998
<b>Associate Editor</b> <i>International Journal for Qualitative Studies in Education</i>	1995-1998
<b>Reviewer</b> <i>American Educational Research Journal</i>	1992-1995
<b>Editorial Board</b> <i>Journal of Educational Research</i>	1989-1993
<b>Editorial Board</b> <i>Educational Administration Quarterly</i>	1987-1993

## PROFESSIONAL MEMBERSHIPS

### PROFESSIONAL ORGANIZATIONS

<b>Member</b> <i>Educational Testing Service Regional Board</i>	2006-2015
<b>Board Member</b> <i>Texas Education Reform Foundation</i>	2008-2012
<b>Board Member</b> <i>Social Science Research Council. N.Y., N.Y.</i>	2006-2012
<b>Member</b> <i>College Board Regional Board</i>	2005-2015
<b>Board Member</b> <i>CREATE Consortium of University Systems</i>	2004-2010

## PROFESSIONAL ORGANIZATIONS (CONTINUED)

<b>Executive Board Member</b> <i>University Council for Educational Administration</i>	<b>1990-1995</b>
<b>Division-A Program Proposal Reviewer for Annual Meeting</b> <i>American Education Research Association</i>	<b>1987-2001</b>
<b>Program Proposal Reviewer for Annual Meeting</b> <i>University Council for Educational Administration</i>	<b>1987-2001</b>
<b>Program Proposal Reviewer</b> <i>Association for the Study of Higher Education</i>	<b>1987-1989</b>
<b>Member</b> <i>Task Force on Diversity, University Council for Educational Administration</i>	<b>1994</b>
<b>President</b> <i>University Council for Educational Administration</i>	<b>1993</b>
<b>President-Elect</b> <i>University Council for Educational Administration</i>	<b>1992</b>
<b>Steering Committee</b> <i>On the Knowledge Base of Educational Administration, UCEA</i>	<b>1992</b>
<b>Program Chair for annual convention</b> <i>University Council for Educational Administration</i>	<b>1992</b>
<b>Member of Nomination Committee</b> <i>Association for the Study of Higher Education</i>	<b>1989</b>
<b>Member</b> <i>Task Force on Ethnic Participation in Association for the Study of Higher Education</i>	<b>1989</b>
<b>Member of Alternative Futures Committee</b> <i>Association for the Study of Higher Education</i>	<b>1988</b>
<b>Member, Program Committee</b> <i>Association for the Study of Higher Education</i>	<b>1987</b>
<b>Program Co-chair, Faculty Dialogues Annual Meeting</b> <i>Association for the Study of Higher Education</i>	<b>1987</b>
<b>Symposia and Special Topics Proposal Reviewer</b> <i>Association for the Study of Higher Education</i>	<b>1986</b>



## PROFESSIONAL & CONSULTING SERVICE

<b>Consultant, Compensation Studies, Wisconsin School Districts</b>	<b>1989</b>
<i>Wisconsin School Boards Association</i>	
<b>Member of the Wisconsin Administrative Guide Committee</b>	<b>1989</b>
<i>Wisconsin Department of Public Instructions</i>	
<b>Consultant</b>	<b>1989</b>
<i>Studying staff morale levels, DC Everest School District</i>	
<b>Consultant</b>	<b>1989</b>
<i>Developing an assessment study of educational needs for minorities in the South side of Madison, Madison Area Technical College</i>	
<b>Consultant</b>	<b>1988</b>
<i>Studying the administrative and compensation structures, Menominee School District</i>	
<b>Chairman</b>	<b>1995</b>
<i>Review for Educational Administration Departments, Ohio Board of Regents</i>	
<b>Program Evaluation Advisor</b>	<b>1994-1996</b>
<i>Urban Partnership, Ford Foundation</i>	

## COMMUNITY SERVICE

<b>Member</b>	<b>2000</b>
<i>Task Force on Administrative Information Systems, Austin Independent School District</i>	
<b>Member</b>	<b>2000</b>
<i>Task Force on Dropout Prevention/Reduction Action Plan for Austin Independent School District</i>	
<b>Member</b>	<b>1999</b>
<i>Task Force on Student Dropout, Austin Independent School District</i>	
<b>Evaluation Team</b>	<b>1993</b>
<i>Huston-Tillotson College, Austin, TX</i>	
<b>Planning Committee</b>	<b>1992</b>
<i>Eanes Independent School District Strategic</i>	
<b>Advisory Board</b>	
<i>Wisconsin South Madison Education Center, Madison Area Technical College</i>	

**COMMUNITY SERVICE (CONTINUED)**

**Member** 1986

*Administrative Assessment Center, Department of Public Instruction*

**Appearance on National Public Radio** 1994

*Speaking on the topic of School Reform for Urban Schools, Albany, NY*