

**UNIVERSITY OF MASSACHUSETTS LOWELL
COMPREHENSIVE PROFESSIONAL VITA**

Spring 2018

Phitsamay Sychitkokhong Uy

Associate Professor, College of Education
Co-director, Center for Asian American Studies

A. EDUCATION and ACADEMIC QUALIFICATIONS

1. Education

- 2011 Ed.D. Harvard University Graduate School of Education
Program: Communities and Schools
Dissertation: *The Educational Experiences of Lao and Khmer High School Students: The Influence of Families, Friends, and Teachers on Academic Achievement*
- 2003 M.Ed Harvard University Graduate School of Education
Administration, Planning, and Social Policy
- 1996 M.Ed Boston College Graduate School of Education
Curriculum and Instruction
- 1995 B.S. Boston College Carroll School of Management
Human Resource Management

2. Academic Experience

- 2017-Present **Associate Professor.** University of Massachusetts Lowell College of Education. Current classes: *Strategic Partnerships with Families and Communities, Developing Inclusive School Contexts, Introduction to Asian American Studies, Teaching Diverse Populations, Capstone Action Research Seminar, Dissertation in Practice, and Doctoral Seminar.*
- 2017-Present **Co-director.** University of Massachusetts Lowell Center for Asian American Studies.
- 2011-2017 Assistant Professor. University of Massachusetts Lowell Graduate School of Education. Current classes: *Community Organizations and Parental Partnerships, Teaching Diverse Populations, Principles of Supervision, Dynamics of Curricular Change, Capstone Action Research Seminar, and Doctoral Seminar.*
- 2012-2015 Graduate Coordinator, Graduate School of Education, University of Massachusetts Lowell

- 2008 Instructor in Education, *Knowledge of Students: Cognitive and Adolescent Development*, Harvard University Graduate School of Education
- 2005-2010 Research Associate, *Boston Science Partnership (BSP), Broad Institute Evaluation, Massachusetts Technician Collaborative (Mass-TEC)*, Education Development Center, Inc.
- 2004-2005 Research Assistant, *Southeast Asian Visibility in Education Project*, Harvard University Civil Rights Project
- 2003-2004 Asian American Studies Instructor, *Culture, Identity, and the Asian American Experience*, Boston College
- 2003-2004 Teaching Fellow, *Education Organizing*, Harvard University Graduate School of Education
- 2001-2003 Asian American Studies Instructor, *Southeast Asians in America*, University of Massachusetts Boston

B. PROFESSIONAL ACTIVITIES

1a. Professional Association Participation: Presentations at Professional Meetings

[As UML faculty member]

International & National Conference Presentations

- 2018** Uy, P. (2018, April). *AANAPISI: One program that supports the success of Southeast Asian American college students*. Presented at the annual meeting of American Educational Research Association, New York City, NY.
- 2018** Uy, P., Hoang, A., Lieu, C., and Wu, M. (2018, March). *Focused on the underserved*. Presented at the annual meeting of Association for Asian American Studies Conference. San Francisco, CA.
- 2017** Uy, P., Hoang, A., Lieu, C., and Wu, M. (2017, July). *U-Story of Asian American Pacific Century*. Presented at the triannual meeting of Southeast Asian American Diaspora Conference. Lowell, MA
- 2017** Uy, P. (2017, April). *Rock the boat! Connecting the dots between cultural engagement and activism*. Presented at the annual meeting of Asian American Pacific Islander in Higher Education, Oakland, CA.

- 2017** Uy, P. (2017, April). *Caring Across the Miles: How the Lao and Lao American Communities Demonstrate Care through Arts, Education, & Mental Health*. Presented at the annual meeting of Association of Asian American Studies, Portland, OR.
- 2017** Uy, P. (2017, April). *Lao Families Educational Engagement*. Presented at the annual meeting of American Educational Research Association, San Antonio, TX.
- 2016** Uy, P. (2016, April). *Supporting Southeast Asian American family and community engagement for educational success*. Presented at the annual meeting of Association of Asian American Studies, Miami, FL.
- 2016** Uy, P. (2016, April). *Re-imagining the Lao American diasporic identity: Sharing stories of resilience*. Presented at the annual meeting of Association of Asian American Studies, Miami, FL.
- 2015** Uy, P. (2015, April). *40 Years of Educating Southeast Asian refugee students & their communities*. Presented at the annual meeting of Association of Asian American Studies, Evanston, IL.
- 2015** Uy, P., Kim, S. & Khuon, C. (2015, April). *Southeast Asian college and career readiness*. Presented at the annual meeting of Association of Asian American Studies, Evanston, IL.
- 2015** Uy, P. (2015, April). *“Khmerican” and Lao American youths’ contested ethnic identities: Perspectives that move teachers beyond race*. Presented at the annual meeting of American Educational Research Association, Chicago, IL.
- 2014** Uy, P., Dinh, K., Ho, I., Kim, S., Kim, MJ, & Zhang, Y. (2014, October). *The states of Southeast Asian communities in New England*. Presented at the national meeting of the State of Southeast Asians in Diaspora, Minneapolis, MN.
- 2014** Uy, P. (2014, July). *Complexities in research with Southeast Asian immigrant communities: Reflections on rebuilding relationships, threats to safety, and the outsider within*. Presented at the national meeting of What Went Wrong Conference, Minneapolis, MN.
- 2013** Uy, P. (2013, April). *YOUTH Teen Center: A youth-driven and youth-directed space for exploration*. Presented at the annual meeting of the American Anthropological Association, Chicago, IL.

- 2013** Kim, G., Tsong, Y., & Uy, P. (2013, July). *Social justice allies: Fostering dialogue and the wellness for Asian American students*. Presented at the annual meeting of the Asian American Psychological Association, Honolulu, HI.
- 2013** Uy, P. (2013, April). *The educational experiences of Southeast Asians in America*. Presented at the annual meeting of Asian American Pacific Islander in Higher Education, San Francisco, CA.
- 2013** Uy, P., Jablonski, E., & Phommasa, M. (2013, April). *Providing the missing rung in the ladder: Transition from high school to college and career*. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 2013** Uy, P. (2013, April). *The educational experiences of Lao and Khmer high school students: The influence of families, friends and teachers on academic achievement*. Presented at 4th International Lao Studies Conference, Madison, WI.
- 2012** Hong, S. & Uy, P. (2012, November). *Building community-based alliances between teachers, families, and communities*. Presented at the national conference of National Association of Multicultural Education, Philadelphia, PA.
- 2011** *Legacies of war: Challenging the master of narrative of the Vietnam War*. Presented at the annual meeting of the Association of Asian American Studies on May 2011 in New Orleans, LA.

Local/Regional Conference Presentations

- 2013** Szczesiul, S. & Uy, P. (2013, February). *Minding the gaps: Monitoring doctoral student progress through on-going standards-based assessment*. Poster presented at the 2013 University of Massachusetts Teaching and Learning Symposium.
- 2012** Szczesiul, S., Uy, P., Nehring, J. & Colombo, M. (2012, February). *An Outcomes-Driven Research Doctorate in Education: The UMass Lowell Leadership in School Ed.D*. Presented at the Advancing a Massachusetts Culture of Assessment (AMCOA) Regional Conference on Assessment in Higher Education, Lowell, MA.

[Prior to becoming UML faculty member]

International & National Conference Presentations

- 2010 **Uy, P.** (2010, April). *Untold stories: Factors that Lao and Khmer high school students consider when deciding to stay in or leave school*. Presented at the annual meeting of American Educational Research Association. Denver, CO.
- 2008 Levy, A., Fields, E. **Uy, P.**, & Jablonski, E. (2008, March). *High-quality science instruction and teacher qualifications: A comparative case study of their relationship in one urban school district*. Presented at the annual meeting of National Science Teacher Association, Boston, MA.
- 2007 Warren, M. Hong, S., Leung, C., & **Uy, P.S.** (2007, April). *Beyond the bake sale: A community-based, relational approach to parent engagement in schools*. Presented at the annual meeting of American Educational Research Association, Chicago, IL.
- 2007 **Uy, P.** (2007, April). *Asian American dropouts in Boston*. Presented at the annual meeting of American Educational Research Association, Chicago, IL.
- 2006 **Uy, P.** & Rubin, N. (2006, April). *Harvard Educational Review journal talk*. Presented at the annual meeting of American Educational Research Association, San Francisco, CA.
- 2005 Warren, M. Leung, C., & **Sychitkikhong, P.** (2005, April). *Communities and schools: A new view of urban educational reform*. Presented at the annual meeting of American Educational Research Association, Montréal, Quebec.
- 2005 **Sychitkikhong, P.** (2005, February). *Immigrant Youth and Educational Access*. Presented at the annual meeting of Alumni of Color Conference, Harvard Graduate School of Education, Cambridge, MA.
- 2004 **Sychitkikhong, P.** (2004, April). *Moving beyond images of model minority and gangster thugs: Youth empowerment and racial identity for Asian Pacific American students*. Presented at the annual meeting of American Educational Research Association, San Diego, CA.
- 2004 **Sychitkikhong, P.** (2004, February). *CAPAY: Engaging API youth in their communities and schools*. Presented at the Student Research Conference and International Forum. Harvard Graduate School of Education, Cambridge, MA.

- 1999 **Sychitkokhong, P.** & Leung, C. (1999, April). Community engagement and advocacy. Presented at the annual meeting of the National Association for the Advancement of Cambodians, Laotians, & Vietnamese, St. Petersburg, FL.

Local/Regional Conference Presentations

- 2010 **Uy, P.** & Son, Y.S. (2010, October). *Cross-cultural comparison of Dominican, Laotian, and Khmer Students: The influence of parents, peers, and teachers on academic achievement*. Presented at the Second Conference of the Asian Americans in New England Research Initiative at University of Connecticut, Storrs, CT.
- 2004 **Sychitkokhong, P.** (2004, September). *What does real access mean – limited access to higher education*. Presented at the New Young Americans Conference. Suffolk Law University, Boston, MA.
- 2003 **Sychitkokhong, P.** (2004, November). *Southeast Asians in America*. Presented at the Boston Asian Student Intercollegiate Conference. Harvard University, Cambridge, MA.
- 1999 **Sychitkokhong, P.** (1999, March). Asian Literacy & Technology Integration. Presented at the annual meeting of the California Association of Bilingual Education, Anaheim, CA.

[As UML faculty member]

Invited Speeches and Guest Lectures

- 2018 **Uy, P.** (2018, April). *Data Disaggregation: The role of SEARAC, a national advocacy organization on national data disaggregation campaigns*. Presented at the annual meeting of Asian American Pacific Islander in Higher Education, Oakland, CA.
- 2018 **Uy, P.** (2018, April). *From the Mekong River to Merrimack River: One Lao American Refugee Educator's Journey*. Presented as the Keynote Speaker at the annual meeting of Teach For America Asian American Pacific Islander Teachers Core Convening, Oakland, CA.
- 2018 **Uy, P., & Kim, M.** (2018, February). *Reviving the Forgotten Tales of Childhood: Turning Narratives of Southeast Asian Families into Children's Multicultural Literature*. Presented as the Guest Speakers at the Lowell Historical Park Service, Lowell, MA.

- 2017** Uy, P. (2017, December). *Teaching Diverse Populations: Using Multimedia, Multimodal Pedagogy to Teach Millennials*. Presented as the Keynote Guest Speaker at the first international conference on Buddhism Contribution to the Social and Cultural Development of Mekhong Basin to Thailand 4.0, Nakhon Phanom, Thailand.
- 2017** Uy, P. (2017, November). *Southeast Asian Americans Advocacy & House Bill 3661*. Presented to the Tufts University School of Medicine Chinatown Field Course. Boston, MA.
- 2017** Uy, P. (2017, March). *Data and the Missing Asian Americans: The Importance of Disaggregating Data*. Presented to the Wellesley University Asian Alliance. Wellesley, MA.
- 2016** Uy, P. & Kim, S. (2016, May). *Culturally Responsive Teaching and the Case of the Southeast Asian American Students*. Presented on APIA Heritage Month Teach-In at Dartmouth College, Hanover, NH.
- 2016** Uy, P. (2016, May). *Historical Context of Southeast Asian American Community*. Presented at 6th Annual Media and Community Gala Celebrating Asian American Pacific Islander Heritage Month at Lowell, MA.
- 2016** Uy, P. (2016, April). *Culturally Responsive Teaching and the Case of the Southeast Asian American Students*. Presented at Wellesley College, Wellesley, MA.
- 2016** Uy, P. (2016, April). *The Cambodian Genocide: A Historical Overview*. Presented as the keynote speaker for The Cambodian Genocide Conference at Bristol Community College. Fall River, MA.
- 2016** Uy, P. (2016, March). *From the Mekong River to Merrimack River: An Accidental Academic's Journey*. Presented at the Intro to Asian American Studies class at University of Massachusetts-Lowell, Lowell, MA.
- 2016** Uy, P. (2016, March). *Southeast Asians Health*. Presented during the Race, Ethnicity & Health class at Tufts University, Boston, MA.
- 2016** Uy, P. (2016, February). *The State of Southeast Americans in the United States: 40 Years After Resettlement & Community Development*. Presented at the Integrative Seminar in Peace &

Conflict Studies at the University of Massachusetts-Lowell,
Lowell, MA.

- 2015** Uy, P. (2015, November). *Update of Southeast Asians in the United States*. Presented Asian American Psychology class at Wheelock College, Boston, MA.
- 2015** Uy, P. (2015, November). *The State of Southeast Americans in the United States: 40 Years After Resettlement & Community Development*. Presented at Understanding and Improving Schools course at Wellesley College, Wellesley, MA.
- 2015** Uy, P. (2015, April). *State of Lao(tian) Americans: A Reflection on 40 Years of Resettlement and Community Development in the United States*. Presented as the Keynote Speaker at Our Shared Journey: Lao American & Historical Contexts and Lao American Writer's Summit II on April 2015 at the University of Minnesota, Minneapolis.
- 2015** Uy, P. (2015, January). *Parental and Familial Influences on Southeast Asian American College and Career Readiness*. Presented at Second Symposium on Enhancing Asian American Student Success: Linking Research and Practice at the University of Massachusetts-Boston, Boston, MA.
- 2014** Uy, P. (2014, March). *Educational Experiences of Southeast Asian American Youth*. Presented in Language, Literacy and Culture on March 6, 2014 at University of Massachusetts-Lowell, Lowell, MA.
- 2014** Uy, P. (2014, March). *How to Work with Southeast Asian Refugee & Immigrant Communities*. Presented in Community Service course for the Sociology Department at University of Massachusetts-Lowell, Lowell, MA.
- 2014** Uy, P. (2014, April). *Update of Southeast Asians in the United States*. Presented at Understanding and Improving Schools course at Wellesley College, Wellesley, MA.
- 2014** Uy, P. (2014, April). *Update of Southeast Asians in the United States*. Presented at Asian American Psychology course at Wheelock College, Boston, MA.
- 2014** Uy, P. (2014, October). *Southeast Asians in Lowell*. Presented at Urban Health class at Tufts University, Boston, MA.

- 2014** Uy, P. (2014, November). *Update of Southeast Asians in the United States*. Presented at Understanding and Improving Schools course at Wellesley College, Wellesley, MA.
- 2013** Uy, P. (2013, May). *Refugee communities, culture & context*. Presented as keynote speaker at Voices of Refugees Conference on at Middlesex Community College, Lowell, MA.
- 2013** Uy, P. (2013, May). *Family and community engagement: Literacy initiative*. Presented to Philips Brooks House Association Staff Training at Harvard University, Cambridge, MA.
- 2013** Uy, P. (2013, April). *Family and community engagement: Community organizations & parental partnerships*. Presented during Guest Lecture for ELL Graduate Certificate on for Lawrence Public Schools, Lawrence, MA.
- 2013** Uy, P. (2013, March). *Culture and English Language Learners*. Presented at Second Language Acquisition and Assessment class at Lawrence High School, Lawrence, MA.
- 2013** Uy, P. (2013, March). *Educational Experiences of Southeast Asian American youth*. Presented in Contemporary Issues in Education: Immigrant Children in American Schools course via Skype for Iowa State University, Ames, IA.
- 2013** Uy, P. (2013, January). *Assessing Southeast Asian American college and career readiness*. Presented at Symposium on Enhancing Asian American Student Success: Linking Research and Practice at the University of Massachusetts-Boston, Boston, MA.
- 2012** Uy, P. (2012, November). *Cultural and educational experiences of Southeast Asian high school students*. Presented at the national leadership conference of Southeast Asians Restoring Community Hope (SEARCH). Providence College, Providence, RI.
- 2012** Uy, P. (2012, October). *Southeast Asian family and community engagement: Authentic approaches through community-based organizations*. Presented at the Asian American and Pacific Islander Educational Research Coalition (ARC) Summit. University of Hawaii Manoa, Honolulu, HI.
- 2012** Uy, P. (2012, July). *Higher educational experiences of Southeast Asians in America*. Presented at the SEARAC Leadership Advocacy Training. Washington D.C.

- 2011 Uy, P. (2011, September). *Southeast Asian Family Conference: Bridging Research with Practice*. Presented at the inaugural Boat People SOS Conference. Philadelphia, PA.
- 2011 Uy, P. (2011, November). *Educational experiences of female Southeast Asian American youth*. Presented at the ASPIRE Conference. Simmons College, Boston, MA.
- 2011 Uy, P. (2011, June). *Asian American Women Scholars-Activists Unite!* Presented at the 10th Annual Asian Sisters Participating in Reaching for Excellence (ASPIRE) Conference. Wheelock College, Boston, MA.

[Prior to becoming UML faculty member]
Invited Speeches and Guest Lectures

- 2010 Uy, P. (2010, November). *The State of Southeast Asians in America*. Presented at the Keynote Speaker at the 40th Anniversary Diversity Dinner at Minnesota State University, Mankato. Mankato, MN.
- 2009 Uy, P. (2009, May). *Untold Stories: Factors Lao & Khmer High School Students Consider When Deciding to Stay or Leave School*. Presented at Southeast Asian Communities in Lowell & the Diaspora Seminar and Discussion at University of Massachusetts – Lowell, Lowell, MA.
- 2009 Uy, P. (2009, April). *Untold Stories: Factors That Lao and Khmer High School Students Consider When Deciding to Stay in or Leave School*. Presented at the University of Massachusetts Boston Institute of Asian American Studies Research Fellow Talk. Boston, MA.
- 2002 **Sychitkokhong, P.** (2002, September) *The state of Southeast Asians in America*. Presented as the Convocation Speaker at the Southeast Asian Awareness Week. Brown University, Providence, RI.

1b. Professional Association Participation: Membership

- 2012 – Present Association for Asian American Studies, Member
- 2011 – Present National Association for Multicultural Education, Member
- 2002 – Present American Educational Research Association, Member

2. Professional Honors and Awards

[As UML faculty member]

- 2018** *Faculty Award for Mentoring Undergraduate* -University of Massachusetts Lowell Office of Faculty Success, Lowell, MA
- 2018** *Equity Award* - Alliance of Rhode Island Southeast Asians for Education (ARISE). Providence, RI.
- 2018** *Martin Luther King Jr. Service Award for Faculty* -University of Massachusetts Lowell Office of Multicultural Affairs, Lowell, MA
- 2016-2017** *Faculty Award for Highest Number of Peer-Reviewed Publications and Creative Works in College of Education*- University of Massachusetts Lowell Faculty Symposium, Lowell, MA.
- 2015 -2016** *Teaching Award*- University of Massachusetts Lowell Graduate School of Education, Lowell, MA.
- 2014** *Recognized for High Impact Teaching*-University of Massachusetts Lowell Transformational Education 2nd Annual Symposium, Lowell, MA.
- 2013 – Present** Asian American Pacific Island Research Center Research Fellow, University of Hawaii Manoa, Honolulu, HI.

[Prior to becoming UML faculty member]

- 2008-2010 James N. Snitzler Scholarship Award, Harvard University, Cambridge, MA.
- 2005 & 2008 Institute for Asian American Studies Research Fellowship, University of Massachusetts Boston, Dorchester, MA.
- 2007 Upstander Award, Facing History, Brookline, MA.
- 2002-2005 Presidential Fellow, Harvard University, Cambridge, MA.

3. Non-teaching Activities (Consulting and Other Professionally Related Work)

[As UML faculty member]

- 2018 – Present** **Co-chair.** *2020 University Research and Engagement Centers Committee.* University of Massachusetts Lowell. Lowell, MA.

- 2018 – Present** **Program Director.** *College of Education First Generation Mentor Program.* University of Massachusetts Lowell. Lowell, MA.
- 2017 – Present** **Co-director.** *Center for Asian American Studies.* University of Massachusetts Lowell. Lowell, MA.
- 2017 – Present** **Professional Development Trainer.** *Cultural competency training.* Middlesex Community College. Lowell & Bedford, MA.
- 2017 – Present** **Professional Development Trainer.** *Cultural competency training & Family and community engagement.* Woburn Public Schools. Woburn, MA.
- 2017 – Present** **Professional Development Trainer.** *Cultural competency training & Family and community engagement.* Malden Public Schools. Malden, MA.
- 2017** **Reviewer.** *2017 External Review Committee Application for IREX Teacher Exchange Programs.* U.S. State Department. Washington D. C.
- 2016 – Present** **Research & Evaluation Coordinator.** *Asian Pacific American Student Success: SSOS-AANAPISI & TAPASS-AANAPISI.* California State University, East Bay. Hayward, CA.
- 2016 – Present** **Professional Development Trainer.** *Cultural competency training & Family and community engagement.* Lowell Public Schools. Lowell, MA.
- 2015 - 2016** **Professional Development Trainer.** *Cultural competency training & Family and community engagement.* Methuen Public Schools. Methuen, MA.
- 2015 – 2016** **MA-PAL Scorer.** *Massachusetts-Performance Assessment for Leaders.* Bank Street College of Education & Massachusetts Department of Elementary & Secondary Education. Malden, MA.
- 2010 – Present** **Scholarship Reader & Trainer.** *Culturally relevant strategies for scholarship reader training.* Asian American Pacific Islander Scholarship. Washington D.C.
- 2006 – 2016** **Scholarship Reader & Trainer.** *Culturally relevant strategies for scholarship reader training.* Bill & Melinda Millennium Scholarships.

- 2014 - 2016** **Professional Development Trainer.** *Cultural competency training & Family and community engagement.* Woonsocket Public Schools & Center for Southeast Asians. Woonsocket, RI & Providence, RI.
- 2014** **Professional Development Trainer.** *Cultural competency training.* Salem University. Salem, MA.
- 2012 – 2016** **Professional Development Trainer.** *Curriculum development & family and community engagement training for staff.* Harvard University Phillip Brooks House Association. Cambridge, MA.
- 2012** **Professional Development Trainer.** *Professional development training for teachers & administrators.* The Islamic Academy for Peace. Methuen, MA.
- 2012** **Research & Evaluation Coordinator.** *Transforming by Design: Evaluating Six Turnaround Schools.* Sacramento School District. Sacramento, CA.
- [Prior to becoming UML faculty member]**
- 2007-2009** **New England Coordinator & Curriculum Developer.** Legacies of War, Boston & Lowell, MA.
- 2002-2007** **Diversity Trainer.** *A World of Difference Program: Cultural competency & anti-bias training.* Anti-Defamation League (ADL). Boston, MA.
- 2000-2002** **Youth Organizer.** *Coalition for Asian American Youth (CAPAY).* Boston, MA.
- 2000-2002** **Literacy Specialist.** *K-2 Literacy foundation.* Devotion Elementary School. Brookline, MA.
- 1998 – 1999** **Education consultant.** *National Asian-School Family Partnership.* National Coalition of Advocates for Students. Boston, MA.
- 1997-2000** **Elementary Teacher.** International Elementary School. Long Beach, CA.
- 1995 – 1997** **Special Education Paraprofessional.** Baker School. Brookline, MA.
- 1994- 1995** **Paraprofessional.** Williams Elementary School. Newton, MA.

C. RESEARCH**1. Grants & Contracts (Current Total: \$818,320)**

[As UML faculty member]
As Principal Investigator (PI)

2018 **PI *Assessing Southeast Asian American Youth's College and Career Readiness***, University of Massachusetts Boston Asian American Success Program, \$4,656

This grant funding was developed to investigate how one Asian American Pacific Islander Serving Institution (AANAPISI) supports the retention and graduation of their Asian American community college students. As PI, I helped create the study's design, the grant writing, and all phases of data collection, analysis and writing of the research study.

2016 **PI *Southeast Asian Life Stories***, Indochinese Refugee Foundation, \$1,000

This grant funding was used to collect the life stories of 20 Southeast Asian families. As PI, I coordinated the study's research design and all phases of data collection, analysis, and write up. This study is the research component of the UMass Creative Economy Initiative Grant to develop Southeast Asian Folktales.

2015 **PI *Southeast Asian American College Readiness at Middlesex Community College***, University of Massachusetts Lowell Seed Grant, \$9,200

This grant funding was used to research the college and career readiness of Southeast Asian Middlesex Community College students. As PI, I created the study's design, the grant writing, and all phases of data collection and analysis. This study was an extension of my two previous research studies. We are in the data analysis phase of our study.

2013 **PI *Parental and Familial Influences on Southeast Asian American Students' College and Career Major Decisions***, University of Massachusetts-Boston Asian American Student Success Program (AASSP), \$2,650

This grant funding supported efforts to examine the college and career readiness knowledge, actions, and beliefs of Southeast Asian parents. As PI, I created the study's design, the grant writing, and all phases of data collection and analysis. This study resulted in my development of a family and community engagement workshop which was delivered in 2014 – 2015 to the Woonsocket School District.

- 2012** **PI** *Assessing Southeast Asian American Youth's College and Career Readiness*, University of Massachusetts Boston AANAPISI Program, \$3,600

This grant funding was developed to investigate the college and career readiness of Southeast Asian high school students. As PI, I created the study's design, the grant writing, and all phases of data collection and analysis. This study was an extension of my dissertation research. As a result, I have designed a college and career readiness workshop to be used with SEA youth and have one manuscript in preparation.

- 2012** **PI** *Evaluating and Disseminating The Preparing Excellent Teachers of All (English) Language Learners (PETALLs) – an University-K-12 School District Professional Development Model*, University of Massachusetts Lowell Healey Public Service Award, \$3,200

The purpose of this study is to evaluate *PETALLs*, a professional development program for teachers of English Language Learners, which co-PI Dr. Michaela Colombo developed in collaboration with the Lawrence Public Schools with the support of the Massachusetts Department of Elementary and Secondary Education (DESE). This project was one of three professional development (PD) projects in the Commonwealth of Massachusetts that was funded by DESE, and has resulted in 38 Lawrence Public School teachers enrolling in a 12-credit ELL graduate certificate program at UMass and becoming prepared to become professional development (PD) providers to teachers in the Lawrence Public Schools. As PI, I constructed instruments to evaluate the fourth and final course of the *PETALLs* program.

- 2011** **PI** *Academic Support of the Teen Coalition*, University of Massachusetts Lowell Faculty Service Learning Grant, \$1,000

This grant funding was used to provide academic tutoring, college and career readiness workshops and staff support to the Teen Coalition, a youth agency that serves low income, first generation immigrant and refugee students in Lowell and the surrounding area schools.

As Co-Principal Investigator (Co-PI)

- 2017** **Co-PI** *The Southeast Asian Digital Archive (SEADA)*. National Endowment for the Humanities (NEH) Humanities Collections and Reference Resources, **\$239,000**

The University of Massachusetts Lowell (UML) Center for Asian American Studies received funding to establish the Southeast Asian Digital Archives (SEADA) by processing and digitizing eight archival collections documenting the rich history of Southeast Asian (SEA) refugees in the greater Lowell, Massachusetts, region in the

late 20th century. UML's Library and Center for Asian American Studies will collaborate with several community organizations to better understand the histories and cultures of Southeast Asian Americans by collecting, documenting, preserving, and making publicly accessible the vast public and personal materials that are currently in danger of being damaged, lost, or discarded. This two-year project, phase one of a multi-year initiative, will digitize and process eight archival collections that include personal and institutional papers, photographs and artwork, audio and audiovisual recordings, books, posters, serials, and ephemera.

2017 **Co-PI** *Recruiting, Preparing, and Retaining High Quality Diverse Teachers: A Study of Teacher Education Programs in Massachusetts*, Massachusetts Department of Higher Education, **\$15,000**. Effort (33%).

This grant funding will be used to examine challenges, opportunities, and successes as teacher education programs in the Commonwealth attempt to meet the increasing demand for high quality diverse teachers. As co-PI, I will assist in the coordination and implementation of the study's research design and data collection, analysis, and write up.

2016 **Co-PI** *The Teaching Excellence and Achievement Program (TEA)*. Bureau of Educational and Cultural Affairs of the U.S. Department of State, \$205,508. Effort (30%).

The TEA grant brought outstanding school teachers from around the globe to the United States to further develop expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the U.S. educational system. TEA consisted of a six-week customized academic program including seminars on new teaching methodologies, curriculum development, and instructional technology. It is a collaboration between the University of Massachusetts Lowell and the Chelmsford, Lowell, and Woburn Public Schools. As co-PI, I provided programmatic support to the PI and TEA fellows and school staff.

2016 **Co-PI** *Reviving the Forgotten Tales of Childhood: Turning Narratives of Southeast Asian Families into Children's Multicultural Literature*. UMass Creative Economy Initiative Funds, \$23,750. Effort (40%)

This grant funding will support the development of a collection of folktales of Southeast Asia specifically focusing on Cambodia, Laos, Vietnam and Burma to be used as multicultural children's literature in local libraries and public elementary schools in Lowell. As co-PI, I contributed to the design of the project, grant-writing, and implementation of the project.

2014 **Co-PI** *UMass Lowell Principal Preparation Expansion Program-Project Lead*, Massachusetts Department of Education Race to the Top Funds, \$512,957. Effort (30%)

Funds from this grant were used to establish Project Lead, a principal leadership development program designed to prepare new leaders for school-based administrative positions and to support the professional growth of principals, assistant principals, or other licensed personnel who are not yet ready to assume the leadership responsibilities demanded by the role. It is a collaboration between the University of Massachusetts Lowell, Graybeard Educators, Inc., and the Billerica, Lowell, and Methuen Public Schools. As co-PI, I provided programmatic support to the PI and principal candidates and collaborators.

2014 **Co-PI** *Southeast Asian American College Readiness*, University of Massachusetts Boston Asian American Student Success Program (AASSP), \$6,300 Effort (50%)

This grant funding, awarded to Principal Investigator Professor Sue Kim was used to research the college and career readiness of Southeast Asian UML undergraduate students. As co-PI, I contributed to the study's design, the grant writing, and all phases of data collection and analysis. This study was an extension of my earlier study with Southeast Asian high school students. This manuscript is published with Journal of College Student Retention.

[Prior to becoming UML faculty member]

2008 **PI** *The educational experience of Lao and Khmer high school students*, *Dean's Summer Fellowship Grant*, Harvard University Graduate School of Education, (\$3,000)

This grant funding was awarded to support the efforts of doctoral students who were carrying out research recognized as promising by HUGSE. As a recipient of the grant, this funding supported my investigation of Lao and Khmer's educational experiences.

2008 **PI** *The educational experience of Lao and Khmer high school students*, University of Massachusetts Boston Asian American Studies Research Fellowship (\$2,600)

This research fellowship allowed me to conduct my dissertation study on Lao and Khmer high school students' experience with schooling.

2. Academic and Professional Publications

[As UML faculty member]

Refereed Journal Articles and Book Chapters

- (2016) **Uy, P.** (2016). Lao families' educational engagement: How Lao parents and family members support their children. *Amerasia Journal*.

This article addresses the sparse literature on Lao American parents and highlights the ways that they understand and describe their support and involvement in their child's education. I first provide a brief historical context of the development of the Laotian American community. This article present findings from a qualitative study and makes recommendations for how to increase Lao family engagement.

Published since 1971 and with over 40 years of scholarship and creative work, *Amerasia Journal* has been the forum both nationally and internationally for academic, community, and student views of Asian Americans and Pacific Islanders in the United States and elsewhere.

- (2016) **Uy, P., Kim, S., & Khuon, C.** (Fall 2016). College and career readiness among Southeast Asian American College Students in New England. *Journal of College Student Retention. 24% acceptance rate*

This study discusses the college and career readiness among full-time Southeast Asian American (SEAA) college students in a four-year public university in New England. Our study consisted of surveys (n=58) and focus groups (n=35), of second-generation (born in the U.S.) or 1.5-generation (immigrated as a youth) college students. We found some variability by majors in the correlation of academic major and career preparedness, and our findings also suggest that Southeast Asian American students shared a number of concerns, such as lack of finances, inconsistent academic advising, and need for more career preparation.

The *Journal of College Student Retention: Research, Theory & Practice (CSR)* provides the educational community, federal and state governmental officials, and the general public a medium to exhibit and explore the complex issue of student retention and attrition. The Journal features articles pertaining to current and new theoretical constructs and current research on student retention and attrition in higher education.

- 2016** **Uy, P.** (2016). Unpacking racial identities: The salience of ethnicity in Southeast Asian American youth's schooling experience. *Race, Ethnicity, and Education. 8% acceptance rate*

This article discusses how Lao and Khmer high school students describe their ethnic identities in comparison to how others (i.e., their teachers, friends, and society) view them. This article provides an overview of the historical and political contexts that shapes the positionality of Southeast Asian American youth in the black-white racial discourse. It centralizes ethnic differences and argues for teacher education programs that trains new teacher candidates to move beyond racial categorization of their students and to incorporate a more culturally relevant pedagogy into their instruction.

Race Ethnicity and Education (REE) is the leading peer-reviewed journal on racism and race inequality in education. REE provides a focal point for international scholarship, research and debate. It publishes original and challenging research that explores the dynamics of race, racism and ethnicity in education policy, theory and practice.

- 2016** **Uy, P. S.** (2016). Underserved and unseen: Southeast Asian Americans in higher education. In Museus, S. D., Ching, D. M., & Agbayani, A. (Eds.), *Focusing on the underserved: Indigenous, immigrant, and refugee Asian American and Pacific Islander students in higher education*. Charlotte, NC: Information Age.

This book chapter describes the challenges and barriers that many Southeast Asians, face in pursuing higher education and committing to education as a career choice. I argue that professors, mentors, and other caring adults can play a seminal role in encouraging underserved AAPI youths on college campuses and universities. There is a need to have more university staff and professors who understand youth's ethnic identity development and the socio-cultural contexts that immigrant and refugee youth are embedded in. I provide examples of successful models of academic programming (i.e., ethnic identity classes) and student support services (i.e., Office of Multicultural Affairs and student support groups) in this chapter.

Information Age Publishing (IAP) is a social science publisher of academic and scholarly book series, monographs, handbooks, encyclopedia and journals. IAP focuses on specific niches that lack high-level research material in the fields of Education, Psychology, Management, Leadership, Educational Technology, Mathematics and Black studies.

- 2015** **Uy, P.** (2015). Supporting Southeast Asian American family and community engagement for educational success. *Journal of Southeast Asian American Education and Advancement, Vol. 10: Iss. 2, Article 3.* <http://docs.lib.purdue.edu/jsaaea/vol10/iss2/3>
[No acceptance rate available]

This policy brief analyzes challenges and barriers that Southeast Asian children and families face with U.S. school systems. It provides concrete recommendations for school administrators and district leaders to address SEA student issues and ensures that SEA parents' voices are valued and included in decision-making.

Journal of Southeast Asian American Education is the premier journal for Southeast Asians in Education and published out of Purdue University. While the journal has not been ranked, my article has garnered 162 downloads from 35 institutions (e.g., University of North Carolina, Duke University, University of California Irvine, etc.) and 17 different countries (e.g., United Kingdom, Netherlands, Singapore, etc.). (See supplemental files for breakdown of downloads.)

- 2015** Wright, W., Uy, P.S., Sak-Humphry, C. (2015). Editor's Introduction to the 10th Anniversary Volume of JSAAEA. *Journal of Southeast Asian American Education & Advancement, Vol. 10: Iss. 1, Article 1.* <http://docs.lib.purdue.edu/jsaaea/vol10/iss1/1>
[No acceptance rate available]

I co-authored an editor's Introduction to the 10th Anniversary Volume of JSAAEA with my colleagues, Drs. Wright and Sak-Humphrey. Our introduction provided a historical context of the field of Southeast Asian American Studies in 2015 while also commemorating the 40th anniversary of the end of the Vietnam War and the Laotian Civil War and the massive exodus of Southeast Asian refugees to the United States that follows.

Journal of Southeast Asian American Education is the premier journal for Southeast Asians in Education and published out of Purdue University. While the journal has not been ranked, my article has garnered 150 downloads from 33 institutions (e.g., University of Minnesota, University of Pennsylvania, University of Washington, etc.) and 25 different countries (e.g., Canada, Germany, India etc.). (See supplemental files for breakdown of downloads.)

- 2014** Uy, P. (2014). Laotian Americans. In M. Danico (Ed.) *Asian American Society*. New York: Sage Publications.

This book chapter provides an introduction to the Laotian American community in the United States. Currently, the U.S. holds the second largest group of Laotian diaspora (Thailand and France are first and third, respectively). It discusses the historical migration of Laotian refugees fleeing the Secret War and the current demographics and contemporary issues that Laotian Americans face within their communities around tribal identity, educational challenges, and community organizing. I was invited by Mary Danico, the former president of the Association of Asian American Studies, to contribute this chapter.

Sage Publication is a trusted academic publisher. SAGE books, textbooks, and reference works span the curriculum and represent the state of the art in theory, and real-world application, making them ideal for students, instructors, and professionals alike.

- 2014** Uy, P. (2014). Khmerican and Lao American youth's contested ethnic identities: Perspectives that moves teachers beyond race. In K. Kumashiro & B. Ngo (Eds.), *Six Lenses for Anti-Oppressive Education: Partial Stories, Improbable Conversations*. New York: Peter Lang.

This book chapter describes the perceived and negotiated identities of Asian American youth, and describes other ways that identity and assumed identity

unfolded for Southeast Asian youth. In particular, Southeast Asian students described negotiating and recreating what it means to be “Lao” or “Khmer” and how their description may not conform to popular understandings or images of “Southeast Asians” or “refugee” or “American youth.” It concludes with recommendations for teachers on how to better support students’ identity development. I was invited by editors Kevin Kumashiro and Bic Ngo, two distinguished scholars who have been lauded by the American Education Research Association (AERA) for their research in social justice and teacher education.

Peter Lang is an academic publisher that is committed to excellence in the humanities and social sciences, with particular strengths in education, marketing, and languages. Peter Lang has over forty years of experience serving the academic community. Their extensive publications have a worldwide readership and benefit from being widely reviewed in international academic journals.

2014 Nichols, M.L., Pendakur, S.L. & Uy, P.S. (2014). Conversation: Complicating the complications. In K. Kumashiro & B. Ngo (Eds.), *Six Lenses for Anti-Oppressive Education: Partial Stories, Improbable Conversations*. New York: Peter Lang.

This chapter is a conversation between myself and two other authors of the previous book. We discuss the complexity of teaching our students about identity and how much of our own identity we share with our students.

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2012 Leung Rubin, C. & Uy, P. (2012). Immigrant education. In S. Loue & M. Sajatovic, M. (Eds.), *Encyclopedia of Immigrant Health*. New York: Springer.

This publication was written for academics, researchers, and health professionals from diverse backgrounds. This chapter bridges academia with health professionals by discussing the intersections of health issues (e.g., poor vision, poor dental, mental health issues, and chronic health issues such as asthma, diabetes, attention deficit disorder, etc.) as they relate to immigrant populations and their children’s educational experiences (e.g., low attendance record, attention issues, etc.).

Springer Publishing Company is a leading source of health care books, textbooks and medical journals for medical professionals, professors and universities. It has been an American publishing company since 1950.

2011 Uy, P. (2011). Disaggregated data and community-based

organizations-school partnerships: Two untried policy strategies target the achievement gap of Asian American students. *The 14th Edition of the National Asian Pacific American Political Almanac*. Los Angeles: UCLA Asian American Center Press.

This policy brief discusses the necessity for federal, state, and local agencies to disaggregate their Asian American data. With the pervasive model minority myth masking the educational challenges of Southeast Asian American students, we need policymakers to collect information at the disaggregate level to better understand these students' struggle. Also, in order to work with their families, school staffs should collaborate with community-based organizations because they are bilingual and more knowledgeable about community norms and behaviors.

Published since 1976, the National Asian Pacific American Political Almanac has received rave reviews from elected officials, community leaders, social services providers, librarians, journalists, researchers, students, and others interested in the growing political participation of the nation's 17 million Asian Pacific Americans.

[Prior to becoming UML faculty member]

2009 Warren, M., Hong, S., Leung, C., & **Sychitkokhong Uy, P.** (2009). Beyond the bake sale: A community-based, relational approach to parent engagement in schools. *Teachers College Record*, 111(9), 2209 - 2254. 8% acceptance rate

This article presents a community-based relational approach to fostering parent engagement in schools. We investigated the efforts of community-based organizations (CBOs) to engage parents in schools in low-income urban communities. We argue that when CBOs are authentically rooted in community life, they can bring to schools a better understanding of the culture and assets of families, as well as resources that schools may lack. As go-betweens, they can build relational bridges between educators and parents and act as catalysts for change. According to Google Scholar, it has been cited 154 times.

2009 **Uy, P.** (2009). Asian American dropouts: A case study of Chinese and Vietnamese high school students in a New England urban school district. Los Angeles: *UCLA AAPI Nexus Journal on Asian American Pacific Islander Special Issue: K-12 Education*. Vol. 7, No. 1, 83-104.

This article examines the influence of ethnicity, gender, and socioeconomic status (SES) on dropout rates. The distinct contribution of this analysis lies within the intraethnic comparisons within the Asian American student population and its use of longitudinal data. The results of the study support existing research that gender and SES are related to dropout rates. Moreover, an interesting interaction between ethnicity and SES exists.

AAPI Nexus Journal has been providing the bridge between policies, practices and communities since 2003. It is a national, peer-reviewed publication, focused on generating and spreading practical research that serves the needs and issues of Asian Americans and Pacific Islanders.

- 2008 **Uy, P.** (2008). How the American Community Survey informs our understanding of the Southeast Asian community: One teacher's perspective. *Journal of Southeast Asian American Education & Advancement, Vol. 3.*

This article discusses how the American Community Survey (ACS) collected data on the Southeast Asian American population, income, educational attainment, and linguistic isolation. I argue that the significant differences found between ACS and U.S. Census data distorts the reality of Southeast Asian students' plight in schools and hinders parental involvement.

Journal of Southeast Asian American Education is the premier journal for Southeast Asians in Education and published out of Purdue University. While the journal has not been ranked, my article has garnered 109 downloads from 27 institutions (e.g., University of California Los Angeles, Ohio State University, University of Maryland, etc.) and 16 different countries (e.g., France, Philippines, Australia etc.). (See supplemental files for breakdown of downloads.)

Refereed Book Reviews

- 2011** **Uy, P.** (2011). Review of X. L. Rong's & R. Endo's Asian American Education: Identities, racial issues, and languages. *Teachers College Record, Date Published: December 08, 2011*
<http://www.tcrecord.org> ID Number: 16620

I was invited by Teachers College Record to review Rong's & Endo's Asian American Education book. The scholars are members of the American Education Research Association (AERA) Research on the Education of Asian Pacific American (REAPA) Special Interest Group. I found that the book covered a diverse topic of K-12 to higher education issues that would be of interest to anyone studying Asian Americans in Education.

The Teachers College Record is a journal of research, analysis, and commentary in the field of education. It has been published continuously since 1900 by [Teachers College, Columbia University](http://www.tc.edu).

- 2006** **Uy, P.** (2006). Review of V. Louie's Compelled to Excel: Immigration, education, and opportunity among Chinese Americans. *Harvard Educational Review, 76(1), 125 - 127.*

I reviewed Louie's book on Chinese American students as part of my editorial duties at Harvard Educational Review. In a thorough analysis of Chinese immigrant parents and their children, Louie examines the effects of socioeconomic status, gender, and geography on educational aspirations of 1.5- and second-generation Chinese American students at Columbia University and Hunter College of the City University of New York.

The *Harvard Educational Review* (print ISSN 0017-8055, online ISSN 1943-5045) is a scholarly journal of opinion and research in education. It provides an interdisciplinary forum for discussion and debate about the field's most vital issues. Since its founding in 1930, HER has become one of the most prestigious education journals, with circulation to policymakers, researchers, administrators, and teachers.

Manuscripts Under Review

Invited Manuscripts

Uy, P. (2016). Southeast Asian parental involvement. *Verge: Global Asias Special Issue on Human Rights, Humanitarianism, and Critical Refugee Studies*. [No acceptance rate available.]

This article discusses the parental involvement of 100 Southeast Asian parents in New England. Based on surveys and focus group, this article debunks the stereotype that Southeast Asian parents "don't care" about their child's education and that they are not involved.

Manuscripts in Preparation

Uy, P., Jablonski, E., & Phommasa, M. (n.d.) Providing the missing rung in the ladder: Transition from high school to college and career. To be submitted to *Youth & Society*. 20% acceptance rate.

This article examines the college and career readiness of Southeast Asian high school students. We found that institutional agents like teachers, guidance counselors, youth agencies and strong mentors made a difference in how prepared they felt for college and/or career.

Uy, P. & Crowley, M. (n.d.). Building social capital for immigrant and refugee students: Case study of Cape Verdean, Lao, & Khmer students. To be submitted to *NASSP Bulletin*. 24% acceptance rate

This article compares the social capital network of Cape Verdean, Lao, and Khmer high school students. Regardless of ethnicity, we found that families motivate students and that teachers and friends provide concrete academic support and assistance. We make recommendations for increasing peer-to-peer mentorship and institutionalize support for students and families.

Uy, P., Jablonski, E., Kim, S., & Khuon, C. (n.d.). Supporting the success of Southeast Asian American community college students. To be submitted to *Community College Journal*. 21% acceptance rate

This article examines the college and career readiness of Southeast Asian college students through surveys. A binary logistic regression was conducted to examine whether High School GPA, AP Tests, and College Courses in High School had a significant effect on the odds that Southeast Asian-American high school students in the sample reported that they felt ready for college. The overall model was significant, $\chi^2(3) = 13.03$, $p = .005$, suggesting that High School GPA, AP Tests, and College Courses in High School had a significant effect on the odds of students in the sample reporting that they felt ready for college.

Kelley, J. & Uy, P. (n.d.). Self-regulated learning in an elementary math classroom. To be submitted to *Elementary School Journal*. 10% acceptance rate

This article investigates how three elementary math teachers understood and implemented self-regulated learning strategies with their students. It was found that teachers and students need support in developing a shared understanding of the metacognitive processes involved at each phase of self-regulated learning and making the thinking process in each phase transparent to others.

D. SERVICE ACTIVITIES

1. Community Activities Related to Professional Field

- | | |
|---------------------|---|
| 2017-2019 | Secretary of American Educational Research Association (AERA), Special Interest Group: Research on Education of Asian Pacific Americans (REAPA). Washington D.C. |
| 2017 | Advisory Council Member to Greenhalge Elementary School Turnaround Team. Lowell Public Schools. Lowell, MA. |
| 2017 | Lowell Promise Committee Member. UMass Lowell Graduate School of Education Representative on city-wide planning committee. Lowell, MA. |
| 2016-Present | Board Member. Southeast Asian Resource Action Center (SEARAC), Washington D.C. |
| 2016 | Asian American Native American Pacific Island Serving Institution (AANAPISI) Grant Planning Committee. Middlesex Community College. Lowell, MA. |
| 2015-2017 | Program Chair for the 2016 American Educational Research Association (AERA), Division G-Section 1: |

Local Contexts of Teaching and Learning. AERA. Washington D.C.

- 2015** **Massachusetts-Performance Administrators Licensure (MA-PAL) Standards Setting Committee.** Bank Street College of Education & Massachusetts Department of Elementary & Secondary Education. Malden, MA.
- 2015** **Interview Committee.** Pawtucketville School Principal Search. Lowell, MA.
- 2014-Present** **President.** National Association of the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA).
- 2012** **Interview Committee.** Reilly Elementary School Principal Search. Lowell, MA.
- 2011** **Interview Committee.** Pawtucketville School Assistant Principal Search. Lowell, MA.
- 2009** **Advisory Committee.** Legacies of War, Washington D.C.
- 2007-Present** **Board Member.** Nisei Student Relocation Commemorative Fund. New England.
- 2006** **Executive Planning Committee.** Project SEED, Civil Rights Project at Harvard University.
- 2006-2008** **National Steering Committee.** Legacies of War, New York, NY.
- 2005-2010** **Board Chair.** Southeast Asian Resource Action Center (SEARAC), Washington D.C.
- 2004-Present** **Community Advisory Board Member.** Institute of Asian American Studies, University of Massachusetts Boston. Boston, MA.

2. Community Activities Related to the University

- 2018 – present** **Co-Chair of University Research Centers & Institute Subcommittee.** UMass Lowell.
- 2017** **Search Committee for Vice Provost for Faculty Success.** UMass Lowell

- 2016-2017** **Research Innovation & Faculty Support.** UMass Lowell
2020 Strategic Planning Commission. Lowell, MA.
- 2014-Present** **Global Engagement and Inclusive Climate Committee.** UMass
Lowell 2020 Strategic Planning Commission. Lowell, MA.
- 2014-2015** **Graduate Policy Affairs Committee.** UMass Lowell. Graduate
School of Education Senate Representative. Lowell, MA.
- 2011-2014** **Faculty Senate.** UMass Lowell. Graduate School of Education
Senate Representative. Lowell, MA.
- 2011-2014** **Marketing & Branding Committee.** UMass Lowell 2020
Strategic Planning Commission. Lowell, MA.

3. Community Activities Related to the College

- 2017 - present** **Search Committee for Associate Dean and Cluster Hire in
Leadership, Math, & Special Education.** UMass Lowell
College of Education.
- 2017** **Teaching Award Committee.** UMass Lowell Graduate School of
Education 2017 Committee.
- 2016-2017** **GSE ESL Faculty Search Committee.** UMass Lowell Graduate
School of Education.
- 2015-2016** **BA Education for Elementary & Moderate Special Needs.**
UMass Lowell Graduate School Planning Committee for new
undergraduate degree.
- 2012-2014** **GSE Leadership Team Committee.** UMass Lowell Graduate
School Doctoral Representative on Dean's Leadership Team.
- 2012** **Outstanding Dissertation Award Committee.** UMass Lowell
Graduate School of Education 2012 Committee.
- 2011** **Teaching Award Committee.** UMass Lowell Graduate School of
Education Committee.
- 2011** **Faculty Marshal.** UMass Lowell 2011 Commencement
Ceremony. Lowell, MA.