

STELLA M. FLORES, EdD

New York University
Steinhardt School of Culture, Education, and Human Development
Department of Administration, Leadership, and Technology
82 Washington Square East, 7th Floor New York, NY 10003-6674
Email: stella.flores@nyu.edu; Twitter: @ProfessorFlores

AREAS OF SPECIALIZATION

College access and completion policies for underrepresented and low-income students; immigrant and English language learner students; state and federal higher education policy; Minority-Serving Institutions; affirmative action and diversity in higher education; Comparative and international college access policy

EDUCATION

- | | |
|--------------------|---|
| EdD, 2007 | Harvard Graduate School of Education , Cambridge, MA
<i>Concentration:</i> Administration, Planning, and Social Policy-Higher Education |
| EdM, 2002 | Harvard Graduate School of Education , Cambridge, MA
Administration, Planning, and Social Policy-Higher Education |
| MPAff, 1998 | The University of Texas at Austin , Austin, TX
LBJ School of Public Affairs |
| BA, 1996 | Rice University , Houston, TX
Sociology and Spanish-Latin American Studies
Universidad de Chile , Santiago, Chile (Fall 1994)
Rice Study Abroad Program, Latin American Literature and History |

ACADEMIC AND ADMINISTRATIVE POSITIONS

New York University
Steinhardt School of Culture, Education and Human Development, New York, NY

Administrative Positions

Associate Dean of Faculty Development and Diversity (January 2018 –)

Director of Access and Equity, The Steinhardt Institute for Higher Education Policy (September 2015 –)

Academic Positions

Associate Professor of Higher Education (Primary appointment), Department of Administration, Leadership and Technology (September 2015 –)

Associate Professor in Sociology of Education (Affiliated appointment), Department of Applied Statistics, Social Sciences and Humanities (January 2018 –)

Vanderbilt University, Nashville, TN
Peabody College of Education and Human Development

Administrative Positions

Acting Director of Graduate Studies, Leadership Policy and Organizations (January to July 2015)

Academic Positions

Associate Professor of Public Policy and Higher Education (Primary appointment) and Associate Professor of Sociology (Secondary appointment), 2014-2015

Assistant Professor of Public Policy and Higher Education (Primary appointment) and Assistant Professor of Sociology (Secondary appointment), 2007 - 2014

HONORS

- **Outstanding Educator of the Year, *Education Update*, 2017**
- **Top 25 Women in Higher Education and Beyond, *Diverse Issues Magazine*, 2017**
- ***Education Week's* Top 200 RHSU Edu-Scholar Public Influence List (2015; 2016; 2017; 2018)**
- **National Public Radio – *Source of the Week* (2016)**
- **American Educational Research Association, Scholars Forum Participant (2015-2016)**
- **Salzburg Global Fellow, Salzburg Institute (2014)**
- **National Academy of Education/Spencer Foundation, Postdoctoral Fellow (2010-2011)**
- **National Center for Public Policy in Higher Education, Associate (2010-2011)**
- **Principal Investigator Incentive Award, Vanderbilt University (2010-2012)**
- **Higher Education Legal Roundtable, University of Houston, Participant (2009)**
- **American Educational Research Association, Dissertation of the Year, Division J, Competition-Runner-Up Distinction (2008): “The Effect of In-State Resident Tuition Eligibility on the College Enrollment of Undocumented Latino Immigrant Students in Texas and the U.S.**
- **Association for the Study of Higher Education and Lumina Foundation for Education, Dissertation Fellowship (2006-2007)**
- **Time Warner and Harvard University, University-wide Achievement Gap Initiative Dissertation Fellowship (2006-2007)**
- **Spencer Foundation, Research Training Grant Fellowship (2003-2006)**

PUBLICATIONS

Peer-Reviewed Articles

Flores, S. M., Park, T. J., Viano, S., & Coca, V. (2017). State policy and the educational outcomes of English Learner and Immigrant students: Three administrative data stories. *American Behavioral Scientist*.

Park, T. J., Flores, S. M. & Ryan, C. J. (2017). The labor market returns to Hispanic-Serving Institutions. *Research in Higher Education*. <https://doi.org/10.1007/s11162-017-9457-z>

Flores, S. M., Park, T. J. & Baker, D. (2017). The racial college completion gap. *Journal of Higher Education*. <http://dx.doi.org/10.1080/00221546.2017.1291259>

Breaking into public policy circles for the benefit of underserved communities. (2016). *International Journal of Qualitative Studies in Education*, 30, 22-31.

- Flores, S. M., & Drake, T. A. (2014). Does English Language Learner identification predict college remediation designation? A comparison with non-ELL peers by race and ethnicity and time in program. *The Review of Higher Education*, 38, 1-36.
- Flores, S. M., & Park, T. J. (2014). The impact of enrolling in a minority-serving institution for Black and Hispanic students. *Research in Higher Education*. DOI 10.1007/s11162-014-9342-y
- Flores, S. M. & Shepherd, J. (2014). The effect of tuition deregulation on low-income and underrepresented students in Texas. *ANNALS of the American Academy of Political and Social Science*, 655, 99-122.
- Trevino, E., Scheele, J. & Flores, S. M. (2014). Beyond the test score: A mixed method analysis of a college access intervention in Chile. *Journal of Mixed Methods Research*, 8, 255-265.
- Flores, S.M. (2014). Remembering Mandela in a new demographic era. *Harvard Educational Review – Voices in Education Blog*. <http://hepg.org/blog/108>.
- Flores, S. M., & Park, T. J. (2013). Race, ethnicity, and college success: Examining the continued significance of the Minority-Serving Institution. *Educational Researcher*, 42, 115-128.
- Horn, C. L., & Flores, S. M. (2012). When policy opportunity is not enough: College access and enrollment patterns among Texas Percent Plan Eligible Students. *Journal of Applied Research on Children*, 3 (2), 1-26.
- McLendon, M. K., Mokher, C., & Flores, S. M. (2011). Legislative agenda setting for in-state resident tuition policies: Immigration, representation, and educational access. *American Journal of Education*, 117, 563-602.
- Baum, S., & Flores, S. M. (2011). Higher education and children in immigrant families. *Future of Children*, 21, 173-193.
- Flores, S. M. (2010). The first state dream act: Immigration and in-state resident tuition in Texas. *Educational Evaluation and Policy Analysis*, 32, 435-455.
- Flores, S. M. (2010). State “dream acts”: The effect of in-state resident tuition policies on the college enrollment of undocumented Latino students in the United States. *The Review of Higher Education*, 33, 239-283.
- Reprinted in 2010 as:**
- Flores, S. M. (2010). State “dream acts”: The effect of in-state resident tuition policies on the college enrollment of undocumented Latino students in the United States. In S. Harper & S. Hurtado (Eds.), *ASHE reader on racial and ethnic diversity* (3rd ed), pp.714-738, Boston: Pearson Education.
- Oseguera, L., Flores, S. M., & Burciaga, E. (2010). Documenting implementation realities: Undocumented immigrant students in California and North Carolina. *Journal of College Admission*, 26, 37-43.
- Flores, S. M., & Southern, K. G. (2010). Citizenship, college degrees, and occupational outcomes: A comparison of immigrant and non-immigrant Latinos at the turn of the century. *Journal of Hispanic Higher Education*, 9, 22-42.

- Flores, S. M., & Horn, C. L. (2009-2010) College persistence and undocumented students at a selective public university: A quantitative case study analysis. *Journal of College Student Retention*, 11, 57-76.
- Flores, S. M., & Chapa, J. (2009). Latino immigrant access to higher education in a bipolar context of reception. *Journal of Hispanic Higher Education*, 8(1), 90-101.
- Flores, S. M., Horn, C. L., & Crisp, G. (2006). Community colleges, public policy, and Latino student opportunity. *New Directions for Community Colleges*, 133(2), 71-80.
- Orfield, G., Horn, C. L., & Flores, S. M. (2006). Epilogue: Some civil rights issues moving forward. *New Directions for Community Colleges*, 133(2), 81-84.

Articles under Review or in Revision Status

- Flores, S. M., Coca, V. M., Park, T. J. (Under Review). Do all equity gaps look alike? Race, high school, and college completion in New York City.
- Flores, S. M., Trevino, E., Scheele, J., & Honey, N. (Revise & Resubmit). *Affirmative Action Programming in Chilean Higher Education: Examining the College Persistence of Low-Income Students in Selective Universities*
- Flores, S. M., & Park, T. J. (Revise & Resubmit). The effect of English language learner identification on college access outcomes: Using matching techniques to decipher the role of time in program.

Edited Journal Volumes

- Flores, S. M., & Loss, C. P. (Eds.). (2010). Special issue on immigration: Definitions and examining new contexts. *Peabody Journal of Education*, 85(4).
- Flores, S. M., & Loss, C. P. (2010). Introduction to special issue on immigration: Expanding definitions and examining new contexts. *Peabody Journal of Education*, 85, 403-405.
- Long, B. T., & Flores, S. M. (Sec. Ed.). (2010). Introduction to policy, finance, and economics section. In S. Harper & S. Hurtado (Eds.), *ASHE reader on racial and ethnic diversity* (3rd ed). 659-662, Boston: Pearson Education.
- Horn, C. L., Flores, S. M., & Orfield, G. (Eds.). (2006). Latino educational opportunity [Series Issue]. *New Directions for Community Colleges*, 133(2).

Books

- Carter, D. J., Flores, S. M., & Reddick, R. J. (Eds.). (2004). *Legacies of Brown: Multiracial equity in American education*. Cambridge, MA: Harvard Educational Review.
- “Introduction, Part I: Desegregation and the Law,” pp. 37-40
 - “Introduction, Part II: The Practice of Integration,” pp. 205-208
 - “Afterword,” pp. 315-316
- with Dorinda J. Carter and Richard J. Reddick, in *Legacies of Brown: Multiracial equity in American education*. Cambridge, MA: Harvard Educational Review (2004)

Book Chapters

- Flores, S.M. (2017). Breaking into public policy circles for the benefit of underserved communities, in M. Guajardo, F. J. Guajardo and L.A. Locke (Eds.) *Ecologies of Engaged Scholarship*. London: Taylor & Francis Ltd.
- Flores, S.M., Park, T. J., Baker, D. J. (forthcoming). Accountability across the educational pipeline: The contribution of unequal high schools on college completion, in G. Orfield and N. Hillman (Eds.) *College Opportunity and Accountability: The Civil Rights Dimension*. Cambridge, MA: Harvard Education Press.
- Flores, S.M. & Honey, N. (2017). *NAFTA and immigration: A sociodemographic profile of Mexican Individuals in the U.S. and Mexico across three decades*. In G. Hernández Zamora, P. Sánchez, & G. Ramírez (Eds.), *Twenty Years Later: Migrant Youth in North America*. Mexico City: PIERAN (Programa Interinstitucional de Estudios sobre la Región de América del Norte), El Colegio de México
- Nunez, A-M., Rios-Aguilar, C., Kanno, Y., & Flores, S. M. (2016) *English Learners and their transition to postsecondary education*. In M. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research*, (Vol. 31). Netherlands: Springer, pp. 41-90.
- Flores, S. M. (2015). Foreword. In. Muñoz, S. *Identity, social activism, and the pursuit of higher education: The journey stories of undocumented and unafraid community activists*. New York, NY: Peter Lang.
- Horn, C. L., & Flores, S. M. (2015). From Access to outcomes: Considering the Texas Top 10 Percent Plan and its relationship to student persistence. In Jayakumar, U. M., and Garces, L. M. (Eds.), *Affirmative action and racial equity: Considering the Fisher case to forge the path ahead*. Philadelphia, PA: Routledge.
- Flores, S. M. (in press). Undocumented students and postsecondary policy opportunities. In Ponjuan, L., Saenz, V., Chavez, L. (Eds.), *Latino Higher Education Policies and Practices: Improving College Access, Retention, and Career Aspirations*. Notre Dame, IN: Notre Dame Press.
- Flores, S. M., & Oseguera, L. (2013). Public policy and higher education attainment in a 21st-century racial demography: Examining research from early childhood to the labor market. In M. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research*, (Vol. 28, pp. 513-560). Netherlands: Springer.
- Horn, C. L., & Flores, S. M. (2011). Race-conscious decision making in a state-driven admissions process: Texas, The University of Texas at Austin, and the Top Ten Percent Plan. In D. Heller (Ed.), *The states and public higher education policy: Affordability, access, and accountability* (2nd ed.). Baltimore: Johns Hopkins University Press.
- Flores, S. M., & Treviño, G. (2010). The swirl migration of Mexican-origin students: A cross-border analysis using the Mexican and U.S. Censuses. In N. Cantu & M. Franquíz (Eds.), *The Latino studies reader* (pp. 51-71). New York: Palgrave Macmillan.
- Flores, S. M. (2009). Assessing the higher education opportunity structure for Latino students: Research and policy trends in the new millennium. In E. Murillo, Jr. (Ed.), *Handbook of Latinos in education: Research, theory, and practice* (pp. 210-218). Philadelphia: Routledge.

Flores, S. M., & Oseguera, L. (2009). The community college and undocumented immigrant students across state contexts: Localism and public policy. In R. Crowson & E. Goldring (Eds.), *The new localism in American education* (Vol. 2009, pp. 63-85). New York: Teachers College, National Society for the Study of Education.

Marin, P., & Flores, S. M. (2008). *Bakke* and state policy: Exercising institutional autonomy to maintain a diverse student body. In P. Marin & C. L. Horn (Eds.), *Realizing Bakke's legacy: Affirmative action, equal opportunity, and access to higher education* (pp. 219-239). Sterling, VA: Stylus.

Reprinted in 2010 as:

Marin, P., & Flores, S. M. (2010). *Bakke* and state policy: Exercising institutional autonomy to maintain a diverse student body (originally published in 2008). In S. Harper & S. Hurtado (Eds.), *ASHE reader on racial and ethnic diversity* (3rd ed), 647-658, Boston: Pearson Education.

Flores, S. M., & Jiménez Morfín, O. (2008). Another side of the percent plan story: Latino enrollment in the Hispanic-serving institution sector in California and Texas public higher education in a race-neutral policy era. In M. Gasman, B. Baez, & C. Sotello Turner (Eds.), *Understanding minority serving institutions* (pp. 141-155). Albany: State University of New York Press.

Kurlaender, M., & Flores, S. M. (2005). The racial transformation of higher education. In G. Orfield, P. Marin, & C. L. Horn (Eds.), *Higher education and the color line: College access, racial equity, and social change* (pp. 11-32). Cambridge, MA: Harvard Education Press.

Technical Reports and Policy Briefs

Flores, S. and Holzman, B. S. (under review). *Data availability and the evaluation of Latino student success*. A report for The Racial Heterogeneity Project at UCLA for the iCount US Census and ACT.

Flores, S., Prescott, B., Hillman, L., Sponsler, B., Sanz, V., Zaback, K., Paulson, K., Baker, D. and Drake, A. (2016). *Translating Research into Policy to Increase Equity in Higher Education: Lessons Learned from the ASHE-WICHE Collaborative*. Western Interstate Commission for Higher Education: Boulder, CO. Report Available at:
http://www.wiche.edu/info/publications/ASHE-WICHE_Policy_Insights_FINAL.pdf

Wolniak, G., Flores, S. M., Kemple, J. (2016). *How can we improve college for underserved students? Through early, sustained, and multi-faceted support*. New York University: New York, NY. Available at: <http://steinhardt.nyu.edu/e/i2/edsolutions/201609/6CollegeAccessFinal.pdf>

Park, T. J., Flores, S. M., and Ryan, C. J. (2016). *Labor market returns for graduates of Hispanic Serving Institutions*. Commissioned by the University of Pennsylvania Center for Minority Serving Institutions and the Educational Testing Service. Available at:
https://www2.gse.upenn.edu/cmsi/sites/gse.upenn.edu.cmsi/files/HSI_final%20paper.pdf

Flores, S. M. & Horn, C. L. (2015). *The Texas Top Ten Percent Plan: How it works, what are its limits, and recommendations to consider*. The Educational Testing Service, Princeton, NJ. Available at:
https://www.ets.org/s/achievement_gap/diversity/

- Flores, S. M., Park, T. J., & Baker, D. J. (forthcoming). The racial college completion gap: Evidence from Texas. A report commissioned by the Civil Rights Project at UCLA. Los Angeles, CA.
- Flores, S. M. (2014). Opportunity as controversy: A portrait of college affirmative action in the U.S. Salzburg Global Seminar. Salzburg, Austria. Retrieved from http://www.salzburgglobal.org/fileadmin/user_upload/Documents/2010-2019/2014/537/Flores_Stella_-_Opportunity_as_Controversy_A_Portrait_of_College_Affirmative_Action_in_the_US.pdf
- Flores, S. M. (2012). *Research on Texas in U.S. higher education and the effectiveness of race-neutral admissions*. Washington, DC: American Educational Research Association. Retrieved from [http://www.aera.net/Portals/38/docs/Education_Research_and_Research_Policy/Amicus/Flores_TexasDataandResearch_Sept%202012FINAL%20\(2\).pdf](http://www.aera.net/Portals/38/docs/Education_Research_and_Research_Policy/Amicus/Flores_TexasDataandResearch_Sept%202012FINAL%20(2).pdf)
- Flores, S. M., Batalova, J., & Fix, M. (2012). *The educational trajectories of English language learners in Texas*. Washington, DC: The Migration Policy Institute. <http://www.migrationpolicy.org/research/educational-trajectories-english-language-learners-texas>
- Flores, S. M., & Horn, C. L. (2009). Latinos and public policy: Race, citizenship, and state differences. In *Education, policy, and practice perspectives*. Ames: Iowa State University.
- Orfield, G., Marin, P., Flores, S. M., & Garcés, L. M. (Eds.). (2007). *Charting the future of college affirmative action: Legal victories, continuing attacks, and new research*. Los Angeles: The Civil Rights Project at UCLA.
- Horn, C. L., & Flores, S. M. (2003). *Percent plans in college admissions: A comparative analysis of three states' experiences*. Cambridge, MA: The Civil Rights Project at Harvard University.

Editorials and Featured Interviews

- Hoover, E. (2017). We live very segregated lives. Featured Interview with Stella M. Flores. *The Chronicle of Higher Education*. Retrieved from: <http://www.chronicle.com/article/We-Live-Very-Segregated/239454>
- Flores, S. M. (2016). Affirmative action bans exist in many states. (From series entitled: Eliminating inequalities needs affirmative action). *The Conversation*. Retrieved from: <https://theconversation.com/eliminating-inequalities-needs-affirmative-action-61559>

Book Reviews

- Flores, S. M. (2015). [Review of the book *The attainment agenda: State policy leadership in higher education*]. *The Review of Higher Education*.
- Flores, S. M. (2013). [Review of the book *Educational opportunity: The geography of access to higher education*]. *International Journal of Research and Method in Education*. DOI:10.1080/1743727X.2012.752208
- Flores, S. M. (2007). [Review of the book *Leaving children behind: How "Texas-style" accountability fails Latino youth*.] *Harvard Educational Review, Spring*, n.p.

Flores, S. M. (2006). [Review of the book *NCLB meets school realities: Lessons from the field.*] *Harvard Educational Review*, 76, 123-124.

Flores, S. M. (2005). [Review of the book *Contested policy: The rise and fall of federal bilingual education in the United States 1960–2001*]. *Harvard Educational Review*, 75, 485-487.

Accepted Book Proposals and Working Papers

Orfield, G. & Flores, S. M. (*Proposal Accepted*). *The Second Wall: Colorblind Higher Education Policy in a Profoundly Stratified Society*. Princeton, NJ: Princeton University Press and the Andrew W. Mellon Foundation.

Flores, S.M., Coca, V. and Park, T.J. *The racial college completion gap in New York City: The Four-Year College Enrollee*

Flores, S.M., Coca, V. and Park, T.J. *The racial college completion gap in New York City: The Two-Year Transfer Student*

Flores, S. and Holzman, B. S. *Data availability and the evaluation of Latino student success*. Project for the iCount US Census.

Flores, S., Prescott, B., Hillman, L., Sponslor, B., Sanes, V., Zaback, K., Paulsen, K., Baker, D. and Drake, A. *Translating research to policy to reduce inequality in state higher education outcomes: Lessons learned from The ASHE-WICHE Collaborative*.

Flores, S. M., McLendon, M. K., Park, T. J., & Mavrogordato, M. E. *Mitigating inequality or gaining a comparative advantage? Institutional adoption of no-loan programs at private colleges and universities*.

Flores, S. M., & Torre, D. *The long-term effects of English language learner program differences: Using administrative data to understand the role of bilingual education v. English as a second language*.

McLendon, M. K., Flores, S. M., & Park, T. J. *Competition, emulation, innovation: Factors influencing the adoption of no-loan programs at public colleges and universities*.

Research in Progress

The Racial College Completion Gap in New York City. (with Vanessa Coca, Toby J. Park, Florida State University).

English learner Reclassification and Community College Outcomes in California (with Tatiana Melguizo).

Development of an international student equity admissions framework (with Andrew Harvey, La Trobe University). The Transforming Human Societies Visiting Research Fellowship, 2016.

College Markets by Race and Ethnicity in Florida: Assessing Student Postsecondary Success (with Toby J Park, Florida State University).

College access interventions in Chilean higher education: Percent plans and Low-income Youth (with Ernesto Trevino, La Universidad de Diego Portales).

The college trajectories of English language learner identified youth. Principal Investigator. National Academy of Education and the Spencer Foundation.

Understanding barriers and examining interventions: A proposal to study postsecondary access and success using state administrative data – Texas as Case Study. Bill and Melinda Gates Foundation Grant.

- *Financial aid and tuition deregulation in Texas.* Principal Investigator.
- *The role of the Hispanic-serving institution (HSI) in Texas.* Principal Investigator

GRANTS AND FELLOWSHIPS

Grants Received

Co-Principal Investigator. *Development of an international student equity admissions framework* (with Andrew Harvey, La Trobe University). The Transforming Human Societies Visiting Research Fellowship at La Trobe University, \$9,239.00 AUD. (2016)

Co-Principal Investigator. Development of an international student equity admissions framework, with Andrew Harvey, La Trobe University, Melbourne, Australia. The Center for Minority Serving Institutions at the University of Pennsylvania and The Educational Testing Service, Salzburg Seminar Margin Buster Grant, \$2,500. (2015-2016)

Principal Investigator. *Can Percent Plans be Effective in Different Sociocultural Settings? An analysis of Chile's College Preparatory Programs Using the Experience of Texas Top Ten Percent Plan*, with Ernesto Treviño, University of Diego Portales, Santiago, Chile. Vanderbilt University International Office (VIO) Grant, \$18,950 (2013-2014).

External Evaluator. *Project PROPEL - Peabody/Metropolitan Nashville Partnership supporting English Learners*, Principal Investigators Robert Jiménez and Lisa Pray, Vanderbilt University, U.S. Department of Education's Office of English Language Acquisition. (August, 2013 -).

Principal Investigator. *The college trajectories of English language learner youth in Texas.* National Academy of Education and Spencer Foundation Postdoctoral Fellowship, \$55,000 (2010-2011).

Co-Investigator: *20 Years Later: Educational and labour expectations of immigrant youth and those who have returned to the NAFTA region: Canada, US and México*, with Gregorio Hernandez (Principal Investigator, Universidad Nacional Autónoma de México, FES Acatlán), MariCarmen Gonzalez Videgaray (Universidad Nacional Autónoma de México, FES Acatlán), Gloria Ramírez (Thompson Rivers University, Canada), Patricia Sánchez (University of Texas at San Antonio), Isabel Martinez (John Jay College, CUNY), and Diane Sharken (Vallejo School District, CA). El Colegio de México, A.C.- El Programa Interinstitucional de Estudios sobre la Región de América del Norte (PIERAN), 150,000 pesos/\$11,160 U.S. (2010-2012)

Co-Investigator. *Understanding barriers and examining interventions: A proposal to study postsecondary access and success using state administrative data*, with B. T. Long (Principal Investigator, Harvard University), M. Kurlaender (Co-investigator, University of California, Davis), and E. Bettinger (Co-investigator, Stanford University). Gates Foundation, Vanderbilt Subcontract, \$343,961; total grant amount, \$1,961,932, (November 2008-2012).

Principal Investigator. *Free college tuition? Institutional adoption of income-based tuition programs across the United States.* Peabody Small Grants Competition, \$8,705 (2007).

Principal Consultant *Affirmative action in a post-Grutter era: Defining and addressing immediate and long-term challenges and successes at The University of Texas at Austin*, with G. Orfield (Principal Investigator, University of California Los Angeles). Ford Foundation, (2005-2009).

Dissertation Fellowship Recipient. *The effect of in-state resident tuition eligibility on the college enrollment of undocumented Latino immigrant students in Texas and the United States.* Association for the Study of Higher Education and Lumina Foundation for Education, \$14,000 (2006-2007).

Dissertation Fellowship Recipient. *The effect of in-state resident tuition eligibility on the college enrollment of undocumented Latino immigrant students in Texas and the United States.* Time Warner and Harvard University, University-wide Achievement Gap Initiative Dissertation Fellowship, \$5,000 (2006-2007).

Fellowship Recipient. Research Training Grant, Spencer Foundation, tuition, fees, and annual stipend of \$10,000 (2003-2006).

Principal Investigator. *The role of state policy in geographic and fiscal access to public community colleges for Latinos in Texas*, with B. T. Long (Faculty Sponsor). National Association of Student Financial Aid Administrators Sponsored Research Grant Program, \$3,500 (2004-2005).

Researcher. *College access in the new millennium*, with B. T. Long (Principal Investigator). Harvard University Graduate School of Education, Dean's Summer Research Grant, \$3,000 (2005).

Fellowship Recipient. Entering Award Fellowship, Harvard University Graduate School of Education, \$31,000 (2001-2002).

CONFERENCE PRESENTATIONS

Flores, S. M. (2017). State policy and the educational outcomes of English Learner and Immigrant students: Three administrative data stories. The Association for the Study of Higher Education. Houston, Texas. (Co-authors: T. J. Park, S. Viano, V. M. Coca).

Flores, S. M. (co-presenter with V. M. Coca). (2017). Race and college completion in New York City: A comparison of two and four-year students. The Association for the Study of Higher Education. Houston, Texas. (Co-authors: V. M. Coca and T. J. Park).

Flores, S. M. (2017). Symposium on low-income students attending low-resource public high schools. The Association for the Study of Higher Education. Columbus, Ohio.

Flores, S. M. (2017). Immigration, language, and race in the college completion pipeline. Society for Research on Educational Effectiveness Annual Conference, Washington, D.C. (Co-author: V. M. Coca).

Flores, S. M. (2017). The racial college completion gap in New York City. Association for Education, Finance, and Policy Annual Conference, Washington, D.C. (Co-authors: V. M. Coca and T. J. Park).

Flores, S. M. (2016). Presidential Session - Reaction to the November elections: Implications for higher education. The Association for the Study of Higher Education. Columbus, Ohio.

Flores, S. M. (2016). Using Research to inform the public good. The Association for Public Policy and Management. Washington, D.C.

- Flores, S. M. (2016). Conundrums in publishing: A conversation with editors and authors on emerging norms in higher education. The Association for Public Policy and Management. Washington, D.C.
- Flores, S.M. (2016). Labor market returns for graduates of Hispanic-Serving Institutions, with Toby J. Park. American Educational Research Association Annual Conference, Washington, D.C.
- Flores, S.M. (2016). Translating research and policy to reduce inequality in state higher education outcomes: Lessons learned from the ASHE-WICHE Collaborative. American Educational Research Association Annual Conference, Washington, D.C.
- Flores, S.M. (2016). Lessons from research on race-neutral policies in higher education. American Educational Research Association Annual Conference, Washington, D.C.
- Flores, S. M. (2015). Labor market returns to attending a Hispanic-Serving Institution. Educational Testing Service and the Center for Minority Serving Institutions Conference. Princeton, New Jersey.
- Flores, S. M. (2015). Do higher education accountability proposals narrow opportunity for minority students and Minority-Serving Institutions? American Educational Research Association Annual Conference, Chicago, IL.
- Flores, S. M. (2015). Race-neutral options in the affirmative action debate? American Educational Research Association Annual Conference, Chicago, IL.
- Flores, S. M. (2014). Affirmative Action Programming in Chilean Higher Education: Examining the College Persistence of Low-Income Students in Selective Universities. Association for Public Policy Analysis and Management. Fall Conference, Albuquerque, NM.
- Flores, S. M. and Park, T. J. (2014). *The Hispanic-White college completion Gap in Texas*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Flores, S. M. and Shepherd, J. (2014). *Tuition deregulation in Texas*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Flores, S. M. (April 2013). *Does English language learner identification predict college remediation designation?* American Educational Research Association Annual Conference, San Francisco, CA.
- Flores, S. M. (April, 2013). *What do we know about diversity policy research and who supports it?* Association for Public Policy Analysis and Management, Spring Conference, Washington, D.C.
- Flores, S. M. (November 2012). *Remedying gaps by race: A review of the Hispanic majority*. (with L. Oseguera). Association for the Study of Higher Education, Las Vegas, NV.
- Flores, S. M. (November 2012). *The impact of enrolling in a Minority Serving Institution on College Completion*. (with T. J. Park). Association for the Study of Higher Education, Las Vegas, NV.
- Flores, S. M. (November, 2012). *Examining and furthering the higher education equity agenda: The critical role of social science in the legal debate over affirmative action*. (with P. Marin, C. L. Horn, M. Kuralender, M., and L. Garces). Association for the Study of Higher Education, Las Vegas, NV.

- Flores, S. M. (April, 2012). *The effect of English language learner identification on college access outcomes: The role of time in program*. American Educational Research Association Annual Conference, Vancouver, Canada.
- Flores, S. M. (April 2012). *State dream acts and the state of immigrant student educational attainment: Implications for governmental and organizational decision making*. American Educational Research Association Annual Conference, Vancouver, Canada.
- Flores, S. M., & Park, T. J. (November, 2011). *The effect of English language learner identification on college access outcomes: Using matching techniques to decipher the role of time in program*. The Association for the Study of Higher Education Annual Conference, Charlotte, NC.
- Flores, S. M. (2011, October). *The effect of English language learner identification on college access outcomes: Using matching techniques to decipher the role of time in program*, with Toby J. Park (Co-author). The National Academy of Education and The Spencer Foundation, Annual Fellowship Recipient Meeting, Washington, DC.
- Flores, S. M. (2011, April). *The school to college trajectories of English language learner students in Texas: Race, cohorts, newcomers, and former ELLs*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Flores, S. M. (2011, April). *The college access trajectories of English language learner (ELL) youth in Texas: Unpacking the complexities in identification status*. Presentation sponsored by the National Academy of Education, presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Flores, S. M. (2011, April). *College access and Latino undocumented immigrants: State dream acts and implications for Mexico*. Symposium presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Flores, S. M. (2011, February). *The college access trajectories of English language learner (ELL) youth in Texas: Unpacking the complexities in identification status*. Presenter, National Academy of Education and Spencer Foundation Postdoctoral Retreat, Washington, DC.
- Flores, S. M. (2010, November). *The pervasiveness of racism in U.S. higher education: Perspectives from the ASHE Reader on Racial and Ethnic Diversity*. Panelist, Association for the Study of Higher Education, Indianapolis, IN.
- Flores, S. M., with McLendon, M. K., Park, T. J., & Mavrogordato, M. (2010, May). *Mitigating inequality or gaining a comparative advantage? Institutional adoption of no-loan programs at private colleges and universities*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Flores, S. M. (2010, January). *College access and undocumented Latino immigrant students: Evidence from the "State Dream Acts."* Paper presented for The Civil Rights Project at UCLA, Mexico City, Mexico.
- Flores, S. M., with McLendon, M. K., & Mokher, C. (2009, November). *Legislative agenda-setting for in-state resident tuition policies: Immigration, representation, and educational access*. Paper presented to the Association for the Study of Higher Education, Vancouver, Canada.

- Flores, S. M. (2009, April). *College persistence and undocumented students at a selective public university: A quantitative case study analysis*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Flores, S. M. (2009, March). *Citizenship, college degrees, and occupational outcomes: A comparison of immigrant and non-immigrant Latinos at the turn of the century*. Paper presented at the annual conference of the American Association of Hispanics in Higher Education, San Antonio, TX.
- Flores, S. M. (2008, November). *Bakke and state policy: Institutional autonomy and enrollment outcomes*. Paper presented at the Public Policy Forum, Association for the Study of Higher Education, Jacksonville, FL.
- Flores, S. M. (2008, November). *State dream acts: The effect of in-state resident tuition policies in the United States (new analyses)*. Paper presented at the Public Policy Forum, Association for the Study of Higher Education, Jacksonville, FL.
- Flores, S. M. (2008, November). *Before the dream act: The effect of in-district tuition policies in the Dallas and Houston community college districts*. Paper presented at the Public Policy Forum, Association for the Study of Higher Education, Jacksonville, FL.
- Flores, S. M. (2008, March). *State dream acts: The effect of in-state resident tuition policies on the college enrollment of undocumented Latino students in the U.S.* Paper presented at the annual meeting of the Comparative and International Education Society, Teachers College, Columbia University, New York, NY.
- Flores, S. M., & Chapa, J. (2008, March). *Public policy, geography, and immigrant student enrollment*. Paper presented at a meeting of the American Association for Hispanics in Higher Education. Miami, FL.

INVITED KEYNOTE ADDRESSES, PRESENTATIONS, AND SEMINARS (selected)

- Flores, S. M. (2017). Does where you go to college matter in Texas? A kindergarten to labor force examination. Cantu Lecture. Texas A&M University. College Station, TX.
- Flores, S. M. (2017). Project PROPEL: Findings from a 5-year English learner teacher professional development program. METRO Nashville Public Schools District Office. Nashville, TN.
- Flores, S. M. (2017). The racial college completion gap for community college transfer students: The case of New York City. The Andrew W. Mellon Foundation. New York, NY.
- Flores, S. M. (2016). Understanding options for equity in an affirmative action ban states. The Economic and Social Imperative for Racial and Ethnic Diversity in Higher Education. UCLA, Los Angeles, CA.
- Flores, S. M. (2016). Addressing the risks of pursuing a postsecondary education. The Board of Governors of the Federal Reserve System. Washington, D.C.
- Flores, S. M. (2016). How far have we come and where do we need to go? A Post-Fisher Analysis. Post-Fisher Affirmative Action: Status Quo or New Opportunities. The Steinhardt Institute for Higher Education Policy, New York University. New York, NY.
- Flores, S. M. (2016). How can we improve college success for underrepresented students. Education

Solutions Initiative Conference, New York University. New York, NY.

Flores, S. M. (2016). College trajectories for the underrepresented. Symposium on student loans and socioeconomic mobility. Federal Reserve Bank of Philadelphia. Philadelphia, PA

Flores, S. M. (2016). Career trajectories in public policy research. The Association for Public Policy and Management. Washington, D.C.

Invited Presentation. (2016). The Effect of English Language Learner Program Participation on College-Access Outcomes. The Institute for Education Sciences-PIRT Seminar. The Institute of Human Development and Social Change. New York University.

Invited Panelist. (2016). What do we know about evidence-based diversity policies? The White House Convening on Postsecondary Diversity and Inclusion. Washington, D.C.

Invited Keynote. (2016). The “College Equity Trajectory” in the United States and why it might matter for other nations. La Trobe University. Melbourne, Australia.

Invited Panelist. (2016). After Fisher II : What the Supreme Court's Ruling Means for Students, Colleges, and the Country. The National Press Club. Washington, D.C.

Invited Presentation. (2016). Racial conciliation and justice. AERA Coordinated Committee Meetings. American Educational Research Association Annual Conference, Washington, D.C.

Invited Lecture. (2016). Education research and public policy. Workshop for AERA Undergraduate Fellowship Recipients. American Educational Research Association Annual Conference, Washington, D.C.

Invited Panelist. (2016) The racial college completion gap. Bridging education policy and research, Roundtable. The White House. Washington, D.C.

Invited panelist. (2016). The communication of race-neutral and race-conscious research outcomes. The role of research in enhancing diversity, equity, and inclusion in higher education. National Center for Institutional Diversity, The University of Michigan. Ann Arbor, MI.

Invited International Expert. (2015). College trajectories for the underrepresented: Evidence from Texas. Support programs for effective access to higher education. Ministry of Education in Chile and the OECD. Santiago, Chile.

Invited Panelist. (2015). Inequality and tuition: Lessons from Texas tuition deregulation. Improving the connection between research and state policy for increased attainment. Convening. Lumina Foundation. Washington, D.C.

Invited Lecture. (2014). *The college access trajectories of English Language Learners: From 1st grade to Remediation Designation*. Brown University, Providence, RI.

Invited Panelist and Faculty Fellow. (October 2014). *Opportunity as Controversy: A portrait of college affirmative action in the US*. Salzburg Global Seminar, Salzburg, Austria.

Invited Panelist. (2014). *The racial college completion gap in Texas*. The Civil Rights Project at UCLA. Washington, D.C. Retrieved on CSPAN.org at: <http://www.c-span.org/video/?321248-2/discussion-race-college-admissions>

- Invited Lecture (2014). *The status of immigrant student policy: Citizenship and options*. Michigan State University, East Lansing, MI.
- Invited Lecture (2014). *The effect of English Language Learner (ELL) identification on college access outcomes*. Stanford University, Center for Education Policy Analysis, Palo Alto, CA.
- Invited Seminar Lecture (2014). *Applying affirmative action policies in a post-Fisher era*. Tulane University, New Orleans, LA.
- Invited Lecture (2014). *Race, ethnicity and college success: A longitudinal examination of students in Texas*. The University of Texas at Brownsville, Brownsville, TX.
- Panelist (2013). *Beyond the first 90 days: Research-based recommendations to the Obama administration for access and equity in higher education*. With Donald E. Heller, Michele Moses, and Gregory Anderson. American Educational Research Association, Annual Conference, San Francisco, CA.
- Roundtable Leader and Presenter. *After the Court rules on Fisher: A teach-in on key issues for the next generation of research*. American Educational Research Association, Annual Conference, San Francisco, CA.
- Panelist (2013). Establishing a Sustainable Program of Research, Division J, Graduate Student Fireside Chat. American Educational Research Association, Annual Conference, San Francisco, CA.
- Panelist. (2013). Nashville Public Television. Screening of *Translating the Dream*. Nashville, TN.
- Panelist. (2012). Graduate Student Public Policy Seminar. Public and private perspectives on immigrant students. Association for the Study of Higher Education, Las Vegas, NV.
- Panelist. (2012). Media briefing, *Fisher v. University of Texas at Austin*. Briefing on the American Educational Research Association et al. amicus brief on strength of the science. With Felice Levine, Gary Orfield, Liliana Garces, Angelo Ancheta, William Kidder. National Press Club, Washington, DC.
- Panelist. (2012). Faculty perspectives, *Veteranos* and *Up and Comers*. Accelerating Latino Student Success Workshop, Excelencia in Education. With Vasti Torres. Washington, DC.
- Invited Lecture. (2012). *College access and the twenty-first century underrepresented student: Evidence from state administrative data*. Peabody Research Office, Vanderbilt University, Nashville, TN
- Keynote Lecture. (2012, August). *Alternativas equitativas para la admision universitaria: Experiencias exitosas de E.E.UUU. Y Chile*. University of Diego Portales, Santiago, Chile.
- Speaker. (2012, June). *What matters most in getting in and out of college? An examination of the underrepresented student*. Student Leadership Alliance Program. Vanderbilt University, Nashville, TN.
- Invited Lecture. (2012, April). *The effect of English language learner identification on college access outcomes: The role of time in program*. Demography workshop, University of Chicago, Chicago, IL.

- Faculty Keynote Lecture. (2011, October). *Getting in and out of college: Policy, geography, institutions and individuals*. Featured faculty speaker, Reunion Weekend at Vanderbilt University, Nashville, TN.
- Speaker. (2011, May). *Assessing the impact of in-state resident tuition policies for the undocumented immigrant student: Evidence from the state dream acts*. The National Forum on Higher Education and The Lumina Foundation, Indianapolis, IN.
- Invited Lecture. (2011, March). *Unpacking college success in Texas: The enrollment and college completion gap by race and ethnicity at the turn of the century*. The University of Texas at Dallas Education Research Center (UTD-ERC), Richardson, TX.
- Invited Lecture. (2011, March). *The enrollment and college completion gap in Texas by race and ethnicity at the turn of the century*. The American Association of Hispanics in Higher Education. San Antonio, TX.
- Speaker. (2011, March). *The national and regional picture: Examining the role of state and federal policies on the college access and completion for Latino youth*. The University of Utah, Salt Lake City, UT (via video conference).
- Keynote Speaker. (2011, February). *The 21st century underrepresented college student: Immigrant status, minority serving institutions, and the racial college completion gap*. Scholar of Color Lecture Series, The University of Pennsylvania, Philadelphia, PA.
- Panelist. (2010, October). *Access and residency: State policy, migration, and financial aid*. University of São Paulo, São Paulo, Brazil.
- Speaker. (2010, October). *Access, residency, and financial aid for the [undocumented] immigrant student*. University of Georgia, Athens, GA.
- Invited Lecture. (2010, August). *Immigrant students and higher education options: Do the programs work?* Northeast Latino Strategic Conference in Higher Education, Central Connecticut State University, New Britain, CT.
- Instructor. (2010, June). *College access and immigration research*. Inter-University Program for Latino Research, The University of Texas at Austin, Austin, TX.
- Keynote Speaker. (2010, April). *The national and regional picture: Understanding the impacts of state and federal policies on the college access and completion of Latino and immigrant youth*. Lipscomb University, Nashville, TN.
- Keynote Speaker. (2010, April). *Latino educational opportunity for citizens and non-citizens*. Volunteer State Community College, Gallatin, TN.
- Speaker. (2010, April). *Latino educational opportunity*. Fulbright Scholars at Vanderbilt University, Vanderbilt University, Nashville, TN.
- Panelist. (2010, March). *Getting in and out of college: Policy, geography, institutions, and individuals*. Vanderbilt University, Center for Community Studies, Nashville, TN.
- Keynote Speaker. (2009, October). *State dream acts and Latino immigrant youth: Public policies, college access, and geography*. Teachers College, Columbia University, New York, NY.

Presenter. (2009, March). *The geo-demography of Latino performance in U.S. higher education: An examination of public and institutional policy interventions*. With Catherine L. Horn. Annual conference of the American Association of Hispanics in Higher Education. San Antonio, TX.

Keynote Speaker. (2009, February). *Texas' Top Ten Percent Plan: A decade of research, new messages, and future directions*. Annual conference of the Texas Association of Chicanos in Higher Education. Austin, TX.

Panelist. (2008, June). *Federal hearing: Ensuring access to college amid economic uncertainty*. Advisory Committee on Student Financial Assistance, Vanderbilt University, Nashville, TN.

Panelist. (2008, May). *Bakke and immigration: New groups in the diversity equation*. University of California Santa Barbara, Santa Barbara, CA.

Panelist. (2008, April). *Percent plans in U.S. college admissions: 10 years of context, research, and results* (Conducted in Spanish). Universidad de Santiago de Chile, UNESCO, and Fundación Equitas, Santiago, Chile.

Discussant. (2008, March). *International issues in higher education policy*. American Educational Research Association, New York, NY.

Discussant. (2008, March). *College retention issues of students of color: Issues and insights*. American Educational Research Association, New York, NY.

Presenter. (2008, March). *Immigrant student enrollment: Challenges and opportunities*. With Jorge Chapa. American Association for Hispanics in Higher Education, Miami, FL.

TEACHING

Courses Taught

New York University, Steinhardt School of Culture, Education, and Human Development

- High School Transitions, (Master's and Doctoral Level)
- Inequality in American K-16 Education (Master's and Doctoral Level)
- Education Policy Analysis (Undergraduate Level)

Vanderbilt University, Peabody College

- Postsecondary Access Issues (LPO 3460) (Master's Level) Fall 2007-2010, 2013-2014
- Seminar in College Access Issues (LPO 3462) (PhD Level) Spring 2008
- Public Policy (HOD 1800) (Undergraduate Level) Spring 2008-2012, 2013-
- The Social Context of Education (LPO 3600) (EdD Level) Spring 2009
- The College Student (LP 3720) (EdD Level) Spring 2009, 2010, 2014-

Advising

Current Students at New York University

Maurice Shirley, PhD Student, Advisee
Victoria Ballerini, PhD Student, Advisee, Dissertation Chair
Stephanie Akunvabey, EdD Student, Advisee, Dissertation Chair
Tiffani Williams, Committee Member
Chris Vinger, Committee Member

Vanderbilt Graduates

Dominique Baker, (Co-Chair)
Daniela Torre, Member*
Madeline Mavrogordato (Co-Chair)*
Toby J. Park (Chair)
Amanda M. Ochoa (Chair)
Michal Alston (Member)
Willis Jones (Member)
Alexander Gorbunov (Member)
Ebony Duncan (Sociology) (Member)
Justin Shepherd (Member)
Oluchi Nwosu (Member)
Jungmin Lee (Member)

Other Institutions

Angelica Aguilar, UT-Austin (Member)

*Winner of a Dissertation of the Year Award, Division L, American Educational Research Association

PROFESSIONAL SERVICE

Editorial Boards and Federal Review Panels

Co-Series Editor, Routledge Press, Core Concepts in Higher Education Series, (2016 -)
Institute for Education Sciences Review Panel, U.S. Department of Education, *Principal Member* (FY 2017-2019); *Reviewer* (2015; 2016)
Editorial Board Member, *Journal of Research on Educational Effectiveness* (2017-)
Editorial Board Member, *Education Evaluation and Policy Analysis* (2013-)
Editorial Board Member, *The Review of Higher Education* (2011-)
Editorial Board Member, *Sociology of Education* (2016 -)
Editorial Board Member, *Urban Education* (2015 -)

Association Service

American Educational Research Association

- Research Advisory Committee, Association-wide (2016-2019)
- Selection Committee, AERA Congressional Fellowship (2016-2017)
- Co-chair, Policy Finance and Economics Section, Division J, (2011-2012)
- Member, Palmer O. Johnson Memorial Award Committee (2008-2010)
- Proposal Reviewer (2004, 2005, 2007, 2009-present)

Association for the Study of Higher Education

- Co-Chair, Connecting Research to Policy Partnership: The ASHE-WICHE Collaborative
- Nominations Committee, (2015; 2016)
- Co-Organizer and Moderator, Graduate Student Public Policy Conference (2011)
- Proposal Reviewer (2006-2011)

Advisory Boards

Member, *Committee on Developing Indicators of Educational Equity*. The National Academies of Sciences, Engineering and Medicine, Division of Behavioral and Social Sciences and Education, (2015-2018).

Advisory Board, *FutureEd* (2016). Georgetown McCourt School of Public Policy. (2016-).
Expert Advisor, Advisory Group, “*Data Use and Organizational Learning under Conditions of Accountability in Higher Education*,” University of Southern California, The Spencer Foundation. Principal Investigators: E. Bensimon & A. Dowd. (2014-2016).

Expert Advisor, Research Oversight Committee, “*A Dream Undone? Higher Education Access and Opportunity in a Shifting Legal Landscape*,” American Council on Education, The Civil Rights Project at UCLA, and the Center for College and Career Success in Pearson’s Research and Innovation Network (2014-2015).

Research Affiliate, Center for Minority Serving Institutions, The University of Pennsylvania (2013 -). Board Member, Minority-Serving Institutions “Models of Success” Grant, Lumina Foundation, USA Funds, and The Kresge Foundation grant on Minority-Serving Institutions. Principal Investigators: M. Gasman, The University of Pennsylvania, and C. Conrad, University of Wisconsin (2008-2012).

Journals: Referee - Editorial Board Member* - Series Editor**

Journals

AERA Open*

American Educational Research Journal

American Sociological Review

Child Development

Comparative Education Review

Economics of Education Review

Economic Inquiry

Educational Evaluation and Policy Analysis*

Education Finance and Policy

Educational Policy

Evaluation and Program Planning

Higher Education

Journal of Ethnic and Migration Studies

Journal of Research on Educational Effectiveness*

International Migration Review

Population Research and Policy Review

*Review of Higher Education**

Social Problems

Social Science Research

Sociology of Education*

Sociological Quarterly

Urban Education*

Foundations, Publishing Houses

National Academy of Education

Spencer Foundation

Department of Education

Routledge Press, Series Editor*

Russell Sage Foundation

Affiliations

American Educational Research Association, Member (2003 to present);

Association for the Study of Higher Education, Member (2003-present);

Association for Public Policy Analysis and Management (2014 – present)

American Association for Hispanics in Higher Education, Member (2005-2006, 2007-2008, 2011, 2017-)

Association for Institutional Research, Member (2004-2005)

Service at New York University

Department Level

Personnel Committee, Chair

Search Committee, Member

School Level

Diversity and Inclusion Committee

External Search Committee Member, ASSSH

Service at Vanderbilt

University Level

Member, Search Committee for Dean of Arts and Sciences (2014-2015)
Associate Chair, Member, Peabody Council (2013-)
Chair, Diversity Committee (2014 -)
Mentor, Vanderbilt Leadership Alliance Program (Summer 2012)
Member, Provost Graduate Fellowship Review Committee (2012)
Invited Faculty Representative, Vanderbilt Mosaic Banquet (2010, 2012)
Featured Faculty Speaker, Reunion Weekend, Vanderbilt University (2011)
Member, Committee on the Upper-Class Experience (2008-2009)

Department Level

Chair, Search Committee for Assistant/Associate Professor in Educational Equity (2014-2015)
Member, Committee on PhD Admissions Committee, Peabody College (2012-)
Member, Committee on Higher Education Search, Peabody College (2012-2013)
Member, Committee on EDD Curriculum, Peabody College (2010)
Member, Committee on Masters Curriculum, Peabody College (2009-2010)

State and Federal Service

Expert, U.S. Civil Rights Commission. (2015)
Research Expert, Governor's Task Force on Readiness, Acceleration, Models, and Paths, Nashville, TN (2009)
Expert, Federal hearing: Ensuring access to college amid economic uncertainty. Advisory Committee on Student Financial Assistance, Vanderbilt University, Nashville, TN (2008, June)

Other Advisory Board Positions

Board Member, Institute for Higher Education Policy (2015-); Board Member, American Association of Hispanics in Higher Education (2016-); Board Member, Conexión Americas (2014-2015); Board Member, Llano Grande Center for Research and Development (2005-2009); Elected Council Member, Alumni Council, Harvard Graduate School of Education (2009-2010); Board Member and Book Notes Editor, *Harvard Educational Review* (2003-2005)

Expert Testimony Featured in Television Media, Webinar and Podcast

Issues in Education Podcast: Inclusion and Equity, moderated by John Carney of St. Louis Public Radio. Sponsored by the Society for College and University Planners. Washington, D.C.
<http://www.issuesineducation.net/scup>

Connecting and Translating Research to Policy: A Collaboration between The Association for the Study of Higher Education and the Western Interstate Commission for Higher Education. Featured video (Stella Flores, Co-Chair of Panel): http://www.ashe.ws/wiche_collaboration

The National Press Club. (2016). *After Fisher: What the Supreme Court's Ruling Means for Students, Colleges, and the Country*. Public briefing from The American Educational Research Association, Washington, D.C. Available at: <http://www.aera.net/Education-Research/Issues-and-Initiatives/Affirmative-Action/Affirmative-Action-Legal-Briefs/Fisher-v-University-of-Texas-at-Austin>; Or at <https://www.youtube.com/watch?v=elmHUzYiLtw>

Marketplace, National Public Radio. (2016). Supreme Court upholds race-conscious admissions plans. Radio segment available at: <http://wvtf.org/post/supreme-court-upholds-race-conscious-admissions-plan#stream/0>

The Brian Lehrer Show. (2015). WNYC, National Public Radio. *SCOTUS reconsiders affirmative action*. Available at: <http://www.wnyc.org/story/scotus-reconsiders-affirmative-action/>

Federal Briefing: The impact of federal financial aid programs on minority student enrollment at BA-granting colleges and universities. The U.S. Commission on Civil Rights, Washington, D.C. May 29, 2015. <http://www.c-span.org/video/?326305-1/discussion-impact-higher-education-minority-students&start=613>

Federal briefing: College access, persistence and workforce outcomes for underrepresented groups in STEM fields. Sponsored by The Learning and Education Academic Research Network, Washington D.C. April 23, 2015.

Federal briefing: *Do Higher Ed Accountability Proposals Narrow Opportunity For Minority Students and Minority-Serving Institutions?* Capitol Hill, Washington, D.C. September 2, 2014. Available on CSPAN at: <http://www.c-span.org/video/?321248-2/discussion-race-college-admissions>

The American Graduate: Translating the Dream, Nashville Public Television and Corporation for Public Broadcasting, Educational and Research Expert, October, 2012. Available at: <http://video.wnpt.org/video/2301865742/>

College access and financial aid: Finding the hidden gems of financial aid opportunities. Presenter, Webinar for College Week Live and Univision (2012, October).

Media Mentions

NBC News, The Atlantic, Harvard Educational Press Voices in Education, Associated Press, Boston Globe, Diverse Issues in Higher Education, Houston Chronicle, New York Times, USA Today, The Chronicle of Higher Education, The Dallas Morning News, The Economist, Ed Week, Inside Higher Ed, Diverse Issues in Higher Education, The Houston Chronicle, Huffington Post, International Business Times, El Mercurio (Santiago, Chile), Nashville Public Television, Omaha News Herald, The Tennessean, EdWeek, Tyler Paper, Univision News, Victoria Advocate, Waco Tribune-Herald, The Wall Street Journal, Univision, The Conversation, Quartz Magazine, Huffington Post

OTHER EMPLOYMENT

Public Policy Experience

U.S. Department of Commerce, Economic Development Administration, Austin, TX <i>Program Specialist</i>	2000-2001
U.S. Government Accountability Office, Dallas, TX <i>Congressional Program Evaluator</i>	1998-1999