PEDRO REYES, PH.D.

ASHBEL SMITH PROFESSOR OF EDUCATION POLICY AND ADMINISTRATION
PROFESSOR BY COURTESY, LYNDON BAINES JOHNSON SCHOOL OF PUBLIC AFFAIRS
THE UNIVERSITY OF TEXAS AT AUSTIN
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EDUCATION

Post-Doctoral Work – University of Michigan, Ann Arbor **2016**
Institute for Social Science Research: Inter-University Consortium
For Political and Social Research, Survey Research Institute

Ph.D. - University of Wisconsin, Madison, WI **1985**
Educational Policy & Administration, Cognate: Sociology of Education

B.S. – University of Wisconsin, Madison, WI **1982**
Latin American History and Education

NARRATIVE OVERVIEW

Pedro Reyes is the Ashbel Smith Professor of Education Leadership & Policy. He holds appointments, by courtesy, at the Lyndon Baines Johnson School of Public Policy and the Department of Educational Psychology at The University of Texas at Austin.

Dr. Reyes served 20 years (1997-2017) as an academic leader in several roles:

Dr. Reyes was the Chief Executive Officer at the University of Texas, San Antonio, from January 2017 to September 2017. He oversaw the education of 30,000 students and a budget of half a billion dollars.

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

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

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

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

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

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

ACADEMIC APPOINTMENTS

Professor of Educational Leadership & Policy **1997-Present**
Department of Educational Leadership & Policy,
The University of Texas at Austin, TX

Ashbel Smith Professor of Education Policy. **2008-Present**
University-wide Professorship,
The University of Texas at Austin, TX

Chairman, ***2023-2025***
Department of Educational Leadership & Policy,
The University of Texas at Austin, TX

Professor by Courtesy **2019-Present**
Department of Educational Psychology,
The University of Texas at Austin, TX

Professor by Courtesy **2013-Present**
Lyndon Baines Johnson School of Public Affairs,
The University of Texas at Austin, TX

Executive Director, Texas Education Research Center **2008-Present**
The University of Texas at Austin, TX

Associate Dean for Graduate Studies **1997 - 2003**
Office of the Vice-President and Dean of the Graduate School,
The University of Texas at Austin, TX

Faculty Research Associate **1997-Present**
Population Research Center, The University of Texas at Austin, TX

Chairman of the Graduate Studies Committee **1994-1997**
Department of Educational Administration,
The University of Texas at Austin, TX

Graduate Advisor **1994-1997**
Department of Educational Administration,
The University of Texas at Austin, TX

Associate Professor of Educational Administration **1991-1997**
Department of Educational Leadership & Policy,
The University of Texas at Austin, TX

Assistant Professor of Educational Administration **1986-1990**
University of Wisconsin-Madison

Faculty Associate **1986-1990**
National Center for School Effectiveness,
University of Wisconsin-Madison

Assistant Professor of Education Policy and Administration **1985-1986**
University of Kansas-Lawrence

Teacher Assistant **1983-1985**
Department of Educational Administration,
University of Wisconsin-Madison

Social Studies Teacher/Assistant Principal **1982-1984**
Oregon Junior High School, Oregon, Wisconsin

ACADEMIC LEADERSHIP APPOINTMENTS

Department Chairman **2023-2025**

The chair is both the chief academic and chief executive officer of a university department and, as such, reports to the dean, who serves as the chief academic and executive officer of the college. This position is an eleven-month appointment, and the Dean should decide on appropriate compensation for this commitment at the time of appointment. A chair represents the academic ideals and aspirations of the department and oversees its executive functions, including budget and resource allocations. The chair encourages the department by generating ideas and initiatives. Additionally, the chair provides academic leadership and vision to improve the department's quality and reputation. Planning with faculty is essential in an environment where the chair listens, organizes, and stimulates discussion. These discussions may sometimes lead the chair to negotiate with other chairs to develop interdisciplinary initiatives or collaborations.

The chair is responsible for managing the department's relationship with and service to students. This involves participating in designing and implementing undergraduate and graduate programs. The chair has the authority to assign primary responsibility for these initiatives to other department members. Additionally, the chair is responsible for making teaching assignments in a way that ensures the department provides adequate access to courses within the major, service offerings, and distance education, as appropriate.

The chair is responsible for meeting at least annually with each faculty member to discuss their performance. This includes reviewing the individual's expected teaching, research, and service activities for the past and upcoming years, as well as any salary increases (if available). If the faculty member is an exceptional performer, the chair may consider ways to recognize this achievement, such as nominating them for an endowed professorship or requesting an equity salary increase. If the faculty member is not performing well, it is the chair's duty to inform them and offer guidance and support to help improve their performance.

President *Ad Interim* **Feb-Sept 2017**

The University of Texas at San Antonio
Reyes began his appointment as President *Ad Interim* of The University of Texas at San Antonio in January 2017. He served as the University of Texas, San Antonio's Chief Executive Officer until September 2017. He oversaw a budget of 550 million dollars. The university had 30,000 students enrolled, comprising ten fully accredited colleges and schools. It boasts major research centers and institutes focused on economic development and community engagement, as well as the Institute of Texan Cultures, which houses cultural and historical artifacts from those who founded the State of Texas.

Executive Vice Chancellor **2012-2015**

The Office of Academic Affairs, The University of Texas System, Austin, TX

- Work with the Chancellor and the Board of Regents to develop academic policy for all nine campuses. Consult and advise the Regents' committees on Academic Affairs and Campus Life.
- Oversaw, along with the Chancellor, a 16-billion-dollar budget with all academic and health institutions.
- Cooperate with the Executive Vice Chancellor for Health Affairs, the Executive Vice Chancellor for Business Affairs, the Vice Chancellor for Research, and other System officials in System-wide activities (e.g., Sandia National Laboratory partnership, annual review by bonding agencies)
- Provide leadership for special projects as assigned by the Board of Regents or the Chancellor (e.g., student learning assessment, graduation rates initiative).
- Work with academic institution presidents to develop annual work plans, compacts, and strategic plans. Annually evaluate academic presidents' performance and make salary recommendations to the Chancellor and the Board of Regents. Review and approve presidents' external commitments and board memberships.
- Approve appointment and salary changes of direct reports to academic institution presidents. Encourage the development of strong leadership teams at each campus.
- Annually review and approve academic institutions' budgets. (16 billion dollars)
- Review internal audit reports from the campuses. Review and initiate additional audits through the UT System Office of Internal Audit.
- Review and approve campus proposals for facilities, land acquisition and the possible use of eminent domain, and changes in general policy.
- Advise the Chancellor and the Board of Regents on distributing PUF and other bond proceeds to the academic institutions. Evaluate proposals for Tuition Revenue Bonds.
- Conduct and chair committees for presidential searches.
- Evaluate tuition and fee plans for all academic institutions and make recommendations to the Chancellor and Board of Regents.
- Maintain undergraduate and graduate excellence throughout the academic institutions.
- Plan, with presidents and provosts, academic program development for all institutions.

- Promote excellence in research among the academic institutions.
- Develop and maintain working relationships with the Coordinating Board and other policy makers in higher education that facilitate the growth of the academic institutions. Provide information upon request to legislators and to state agencies.
- Evaluate and assure the Board of Regents that all academic institutions maintain their institutional accreditation in excellent status.
- Work with the Faculty Advisory Council on policy issues affecting faculty throughout the System.
- Work with the Student Advisory Council on policy issues affecting students throughout the System.

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

The University of Texas System, Austin, TX

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

- Lead the Student Learning Assessment Initiative
- Lead the STARS, STARS Plus, ETF, and Regents Research Scholars program on increasing universities' research capacity (50-million-dollar budget)
- Lead academic planning initiatives with campuses.
- Lead the evaluation of new undergraduate, graduate, and post-graduate degree proposals for System institutions.
- Lead the development of the Board of Regents' Agenda for the Academic Affairs and the Campus Life Committees.
- Lead and supervise five professional staff members in the Office of Academic Affairs
- Lead academic initiatives (e.g., improving graduation rates and building honors programs)
- Led the interface between the UT System Office of Academic Affairs and the staff of the Texas Higher Education Coordinating Board's Academic and Research Unit
- Oversee the analysis and evaluation of Tuition Revenue Bonds used for capital development.
- Analyze state and federal legislation affecting academic institutions
- Oversee the UT System Faculty Advisory Council
- Liaison between the Office of Accountability and Academic Affairs for Institutional Accountability and Strategic Planning
- Liaison between the Office of Research and Technology Transfer and Academic Affairs
- Liaison between the Office of the Board of Regents and Academic Affairs

Interim Executive Director **2003-2005**

The University of Texas System Institute for Public School Initiatives

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

Associate Dean for Graduate Studies **1997-2003**

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

The Associate Dean assists the Vice President and Dean of the Graduate School on overall academic policy, the administration of inter-institutional collaboration, student recruitment, fellowship administration, and program review. He supervised five employees. He managed a two-million-dollar budget.

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

SPECIAL HONORS

Roald Campbell Lifetime Achievement Award **2018**
University Council for Educational Administration

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

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

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

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

RESEARCH

Dr. Reyes is passionate about teaching and researching students from disadvantaged backgrounds. In his writing, he emphasizes education and opportunity, aiming to improve student success for children from low-income backgrounds. His work has focused on urban students, language learners, migrant students, and border students—all children from low-income families. His academic

contributions have moved beyond the “blaming game” to highlight what is achievable for these students and their success in school.

I am an education policy and leadership researcher. My primary focus is on analyzing state and national policies that shape educational opportunities and inequalities. I mainly use sociological theories and methods to examine these issues. Overall, my research revolves around Education and Opportunity. I conduct mixed-methods studies on educational transitions from childhood to adulthood and their connections to socioeconomic achievement and inequality among students, especially those who are often marginalized in schools. Currently, I am exploring three interconnected themes in my research.

The first focus area aims to enhance student success during transitions from K-12 to postsecondary education and adulthood. I am examining three main research questions: 1) To what extent are leaders and educators providing quality learning opportunities for children in high-poverty areas? 2) Which programs and practices improve student success and opportunities? And 3) What role do families and others play in helping students facing high poverty make successful transitions?

The second part of my work looks at how educators and students experience traumatic stress—caused by factors like poverty, violence, and health—and how this stress affects their academic success. At the same time, I am exploring how educators “manage” secondary trauma and stress within schools. I am investigating the following questions: What are the most significant stressors faced by educators and children in poverty in minority communities? How do these stressors carry over into the classroom, and what impact do they have on students’ mental health and academic performance? To what extent are educators affected by secondary trauma? How do these stresses influence their effectiveness as teachers? Also, how do educator and administrator turnover and burnout either support or hinder the success of children living in poverty?

The third area of work focuses on how policy and reform changes impact marginalized students. In this field, I examine how different school organizational structures influence urban students, migrant students, and English Language learners. Specifically, I review the policies that create these new structures and evaluate how such policies may include or exclude children living in poverty. I also analyze both the intended and unintended effects of these policies and reforms. Additionally, I investigate how school policies and reforms can enhance learning opportunities for students in high-poverty environments.

Dr. Reyes has authored several books, including "Resiliency and Success: Migrant Children in the US" (2004), "Lessons from High Poverty High-Performance Schools: Creating Learning Communities" (1999), and "Teachers and Their Workplace: Commitment, Performance, and Productivity" (1990). Additionally, Dr. Reyes has written numerous scholarly articles, book chapters, and monographs for several prestigious journals, including Educational Researcher, Educational Administration Quarterly, AERA Open, The High School Journal, Elementary School Journal, Journal of Educational Research, and Hispanic Journal of Behavioral Sciences. Moreover, he has presented numerous papers at national and international academic conferences and has held positions with several scholarly journals, including editor of the book review section of Educational Researcher and associate editor of the International Journal of Qualitative Studies in Education.

Dr. Reyes has secured over 25 million dollars in research development grants from various foundations, including The National Science Foundation, The Spencer Foundation, The Houston Endowment, Texas Higher Education Coordinating Board, The Annenberg Foundation, The Spencer T. and Ann W. Olin Foundation, the Texas Education Agency, the Houston Endowment, Inc., The Brown Foundation, and the U.S. Department of Education.

Currently, Dr. Reyes is the Executive Director of the **Texas Education Research Center**. The center's mission is to maintain a longitudinal data system for Texas and provide social scientists and other researchers access to this database to study and analyze important questions aimed at improving educational, educational, and labor outcomes within a highly secure environment.

The Texas Education Research Center (ERC) not only provides access for social scientists to conduct research, but its staff also conducts survey research and evaluation studies, offers technical advice for designing high-quality studies, provides technical assistance for data management, develops customized training for highly secure research environments, delivers graduate and postgraduate training in longitudinal data systems, and shares information with policymakers and educators based on the latest research conducted at the center.

External Funding

	Source of Support	Funded Project	Award Amount
33.	Texas Higher Education Coordinating Board	**High School Curriculum Policy, Pathways, and Student Success (September 2025-August 2027).** Reyes, P & Alexander (Co-PIs).	$600,000
32.	Texas Education Agency/ UTeach Foundation.	**Blended Learning in Math and Science & Teacher Retention** Reyes, P & Alexander (Co-PI). July 2022-July 2024)	$177,000
31.	Learning Analytics	Reyes, P. (Principal Investigator). December 2017-August 2024 Continuing Grant.	$462,220
30.	Texas Education Research Center	Reyes, P. (Principal Investigator) 2023-24	$1,000,000
29.	UTeach Institute	Blended Learning in Math and Science & teacher retention. (Reyes, P. & C. Alexander. July 2022-July 2024)	$177,000
28.	Texas Educator Excellence Center	**District Data Project** Reyes, P. Alexander, A. (Principal Investigators). Jan 2018-Sept 2022	$291, 228
27.	CATCH The Next, INC	**Developmental Education Project** Reyes, P. Alexander, C. (Principal Investigators). Sept 2018-Aug 2019	$100,000
26.	University of Texas System	**Education Learning Analytics Project** Reyes, P. (principal investigator). May 2018 - Dec 2020	$1,462,220
25.	Texas Higher Education Coordinating Board	**Teacher Education Quality Study** Reyes, P. (principal investigator). Jan 2014 - Jan 2016	$200,000

24.	Houston Endowment Inc. (2008)	**Student Critical Transitions and Success in High School and Beyond.** Reyes, P. (principal investigator). Dec 2008 - Dec 2012	$600,000
23.	National Science Foundation (2008)	**UTeach Engineering.** Reyes, P. (principal investigator). Sept 2008 - Sept 2010	$300,000
22.	Department of Education/Institute for Public School Initiatives (2009)	**Texas Incentive Compensation.** Reyes, P. (principal investigator). Jan 2009 - Jan 2010	$160,000
21.	Texas Higher Education Coordinating Board (2009)	**Texas Education Research Center.** Reyes, P. (principal investigator). Jan 2009 - Jan 2012	$560,000
20.	U. S. Department of Education/Texas Education Agency	**Reading First.** Reyes, P. (principal investigator) 2004-2005	$7.2 million
19.	U. S. Department of Education/Texas Education Agency	**Reading First** Reyes, P. (principal investigator) 2005-2006	$8.2 million
18.	Houston A+ Challenge	**Houston Schools for a New Society Study of High School Restructuring.** Reyes, P. (principal investigator). Sept 2003 - Aug 2007	$1.55 million
17.	The University of Texas–El Paso	**The University of Texas System Louis Stokes Alliance for Minority Participation.** Reyes, P. (principal investigator). Nov 2002 – Oct 2007	$107,500
16.	National Science Foundation	**Science Achievement and Health Behavior: High School Curriculum, Social Context, and Opportunity to Learn.** Muller, C., & Reyes, P. (co-principal investigators). Oct 2001 - Sept 2004	$1.55 million
15.	Austin Independent School District	**Improving Student Performance and Closing Achievement Gaps.** Reyes, P. (principal investigator). May 2002 - Dec 2002	$58,000
14.	The University of Texas–Austin	**UT System Alliance for Minority Participation.** Reyes, P. (principal investigator). Nov 1997 - Oct 2002	$73,300
13.	Houston Annenberg Challenge	**Houston Annenberg Challenge Research and Evaluation Study.** Reyes, P. (principal investigator). Aug 1999 - Sept 2002	$2.7 million
12.	Texas Education Agency	**Migrant Education Policy and Practices**. Reyes, P. (principal investigator), Scribner, J. D., & Wagstaff, L. (co-principal investigators). December 1996	$505,116
11.	South Texas Institute for Educational Development, Region One Education Service Center	**South Texas Initiative Project.** Reyes, P. (principal investigator), Scribner, J. D. (co-principal investigator). March 1993.	$400,000
10.	The Spencer Foundation through The National Academy of Education	**Causes and Consequences of Teacher Organizational Commitment**. Reyes, P. (principal investigator).	$30,000

		September 1991	
9.	RGK Foundation through the College of Education	**A proposal to RGK Foundation** for charting new directions for the College of Education Center for Research and Development. November 1991	$90,000
8.	Education Economic Policy Center, The University of Texas–Austin	**A Study of Site-Based Management.** Reyes, P., & Wagstaff, L. (co-principal investigators). October 1991	$45,000
7.	National Center on Organization and Restructuring of Schools, University of Wisconsin–Madison	**Outcomes of Teachers Organizational Commitment.** (Member of the research team of a $7.5 million project) 1991	
6.	The Olin Foundation of St. Louis, Missouri, National Center for School Effectiveness/Wisconsin Center for Education Research, University of Wisconsin–Madison	**Management Information System for School Improvement.** McIssac, D., & Reyes, P. (co-principal investigators). March 1990	$308,000
5.	Chancellor's Office Research Grant Committee, University of Wisconsin–Madison	**Teacher Socialization, Commitment, and Student Outcomes in Excellent Math and Science Schools.** Reyes, P. (principal investigator). January 1990	$8,400
4.	Chancellor's Office Grant Committee, University of Wisconsin–Madison	**The Interplay of Work Values and Employee Commitment: A Study of High School Teachers.** Reyes, P. (principal investigator). January 1989	$8,200
3.	Graduate School Research Committee, University of Wisconsin–Madison	**Organizational Value Orientation and its Impact on Teachers' and Administrators' Commitment to School and Job Satisfaction.** Reyes, P. (principal investigator). January 1988	$5,000
2.	Institute on Race and Ethnicity, The University of Wisconsin System	**Work Conditions of Minority Faculty and Academic Staff Within the University of Wisconsin System.** Reyes, P., & Fernandez, R. R. (principal investigators). August 1987	$5,000
1.	General Research Fund, University of Kansas	**Organizational Dynamics That Determine the Power of Lower Participants in Educational Organizations.** Grant No. 349733. Reyes, P. (principal investigator). July 1986	$6,000

PUBLICATIONS

BOOKS

125. Garza, E., **Reyes, P**., & Trueba, E. T. (2004). *Resiliency and success: Migrant children in the United States.* Denver, CO: Paradigm Press.

124. **Reyes, P**., Scribner, J. D., & Paredes Scribner, A. (1999). *Creating learning communities: Lessons from high-poverty, high-performance schools.* New York: Teacher's College Press.

123. **Reyes, P**. (1990). *Teachers and their workplace: Commitment, performance, and productivity in educational organizations.* San Francisco: Sage.

ARTICLES AND CHAPTERS
(*=REFERRED)

122. *DeMatthews, D. E., Aylward, A., **Reyes, P**. & ,Hart, Torri, D. & Reyes, P. (2025). *Superintendent Turnover and Retention: A Mixed-Methods Study of Leavers and Stayers in Rural Districts* / ID: AERA-24-0133.R2) in **AERA Open**. https://doi.org/10.1177/23328584251357

121. *DeMatthews, D. E., Casas, Elizabeth, & **Reyes, P**. (September 2025). Principal Leadership for Students with Disabilities: A Case Study of an Urban Elementary School Becoming Inclusive and Instructionally Effective. **Leadership and Policy in Schools** https://doi.org/ 10.1080/15700763.2025.2554639

120. *Brown, C., **Reyes, P**., McKenzie, L., DeMatthews, D. E., & Woulfin, S., (2025). Principals' instructional leadership and support needs in prekindergarten and kindergarten: A case study in Texas. ***AERA Open***.

119. *Brown, C., McKenezie, L., **Reyes, P**., Woulfin, S., & DeMatthews, D. E. (2024). A case Study of how principals in Texas conceptualize and support the school readiness of children entering their schools. ***Elementary School Journal. 125*(2), 294-321.**

118. DeMatthews, D. E., Aylward, A., Knight, D., & **Reyes, P**. (September 2024). Why are there so few Latinas in the Texas superintendency? **Journal of Latinos and Education** https://doi.org/ 10.1080/15348431.2024.2314486

117. *Brown, P. C., **Reyes, P.** & **Lauren C. McKenzie** (July 2024) "By any means necessary": A case study examining how School leaders facilitated community connectedness in the early years of elementary school. **Leadership and Policy in Schools** https://doi.org/10.1080/15700763.2024.2373456

116. *DeMatthews, D. E., Aylward, A., Knight, D. S., & **Reyes, P**. (February 2024). Understanding the superintendent pipeline: A call for a national longitudinal dataset. ***Educational Researcher***. Volume 53, Issue 3 ***53*(3), 181-187** https://doi.org/10.3102/0013189X241232621

115. *DeMatthews, D. E., **Reyes, P.**, Solis, J., & Knight, D. (2023). Principal perceptions of the

distance learning transition during the pandemic. **Educational Policy**, **37(3), 653-675**. https://doi.org/10.1177/0895904821104

114. *DeMatthews, D. E., **Reyes, P.**, Carrola, P., Edwards, W., & James, L. (2023). Novice principal burnout: Exploring secondary trauma, working conditions, and coping strategies in an urban district. ***Leadership and Policy in Schools.*** *22*(1), 181-199. https://doi.org/10.1080/15700763.2021.1917624

113. *Rodriguez, J. R & **Reyes, P.** (August 2022) [Review of book Data Culture and the organization of teachers' work, by D. R. Garcia]. **Teachers College Record**.

112. *Edwards, W. Boggs, R. & **Reyes, P.** (August 2022). Student-Principal Racial/Ethnic Match, Geographic Locale, and Student Disciplinary Outcomes. **Journal of School Leadership.**

111. *DeMatthews, D. E., **Reyes, P.**, Solis, J.*, & Knight, D. (2021). Principal perceptions of the distance learning transition during the pandemic. ***Educational Policy***. **Pp. 1-23.** https://doi.org/10.1177/08959048211049421

110. *DeMatthews, D. E., **Reyes, P.**, Carrola, P., Edwards, W.*, James, L.* (2021). Novice principal burnout: Exploring secondary trauma, working conditions, and coping strategies in an urban district. ***Leadership and Policy in Schools***. **Pp 1-19.**

109. *DeMatthews, D. E., Carrola, P., Knight, D., & **Reyes, P**. (2021). How to reduce principal burnout and job-related stress: Recommendations for district administrators and principals. **The Clearing House: A Journal of Educational Strategies, Issues and Ideas**, **94(4), 159-167**. https://doi.org/10.1080/00098655.2021.1894083

108. *DeMatthews, D. E., Knight, D. S., **Reyes, P.,** & Benedict, A., & Callahan, R. (2020). From the field: educational research during a pandemic. **Educational Researcher**, **49(6), 398-402.** https://doi.org/10.3102/0013189X20938

107. *Callahan, R., DeMatthews, D., **Reyes, P**. (2019) The Impact of Brown on EL Students: Addressing Linguistic and Educational Rights through School Leadership Practice and Preparation. **Journal of Research on Leadership Education *14*(4), 281-307**. https://doi.org/10.1177/1942775119878464

106. **Reyes, P.** Scott, M. (2021). **Maximizing the policy relevance of research for school improvement: Quantitative research design**. Chapter in, Urick, A., DeMatthews, D., & Ford, T. (2021) (Eds.). Maximizing the policy relevance of research for school improvement. Charlotte, NC: **Information Age Publishing**.

105. *Giani, M., Alexander, C., & **Reyes, P.** (2014). Exploring Variation in the Impact of Dual-Credit Coursework on Postsecondary Outcomes: A Quasi-Experimental Analysis of Texas Students. **The High School Journal**, **Vol. 97(No. 4), pp. 200-218**.

104. *Kim, Kyu Tae & **P. Reyes** (2011). A multifocal analysis of Korean accountability policy implementation. **Korean Journal of Educational Policy 8:1, 49-80.**

103. *Miciak, J., Wilkinson, C., Alexander, C. & **Reyes, P**. (2014). Addressing Language Variety in Educational Settings Toward a Policy and Research Agenda. Educational Policy https://epx.sagepub.com/content/early/2014/11/11/0895904814556747.full.pdf

102. *Hyeo Joo, Young & **Reyes**, **P.** (2010). A Political Analysis of the Policy Process of the Open Recruitment System of Principals in Korea. **Korean Journal of Educational Policy 7:2, 233-255.**

101. ***Reyes, P.** & Rincon, R. (2008). Texas Experience with Accountability and Student Learning Assessment, in **New Directions in Institutional Research**. Vol. (2008) 49-59. San Francisco, CA. Jossey Bass Publishers.

100. ***Reyes, P.,** Alexander, C.D. & Diem, Sarah (2008). Trust and School Reform Implementation. **Journal of School Public Relations**. **29 (2): 237-275**.

99. Alexander, C. **Reyes, P.** & Philips, J., (2008) **The importance of Intermediary Organizations and Philanthropic Urban School Reform Efforts**. In B. Smerdon & K. Borman (Eds.), Moving the Chairs, Patching the Holes, or Jumping Ship? Reflections on Attempts to Save America's High Schools. The Urban Institute Press.

98. ***Reyes, P.** (2008) Diversity and Privatization in American Higher Education. **Journal of Higher Education Policy**, Vol. 1, No. 1, March 2008. **Pp. 131-151**.

97**. Reyes, P.** Fletcher, C. (2006). **Successful Migrant Students: The case of Mathematics** (pgs. 255-283). In Deep Change: Cases and Commentary in High Stakes States. Information Age Publishing. Charlotte, NC.

96. **Reyes, P.** Fletcher, C. (2006). **Successful Migrant Students: The case of Mathematics** (pgs. 255-283). In Deep Change: Cases and Commentary in High-Stakes States. **Information Age Publishing. Charlotte, NC.**

95. **Reyes, P.** & Wagstaff, L. (2005). **How does leadership promote successful teaching and learning for diverse students**? In W. A. Firestone and C. Riehl (Eds.): A new agenda for research in educational leadership. New York**, Teachers College Press**

94. Fuller, E., & **Reyes, P.** (2004). **The University of Texas System teacher preparation: Production, retention, and employment of teachers, 1995–2002**. Report prepared for The University of Texas System. Austin: The University of Texas.

93. ***Reyes, P.,** & Fletcher, C. (2003). Successful migrant students: The case of mathematics. **Journal of Curriculum and Supervision**, **18(4), 306-333**.

92. **Reyes, P**., & Phillips, J. C. (2002). **Transformación de las escuelas públicas**: Informe del resumen del segundo año. Houston, TX: Houston Annenberg Challenge.

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NATIONAL AND STATE-REFERRED PRESENTATIONS

108. Shin, J., DeMatthews, D. E., & **Reyes, P**. (2025). *New special education teacher retention and career trajectories.* Paper presented at AEFP 2025 in Washington, DC.

107. DeMatthews, D.E., Shin, J., & **Reyes, P**. (2025). *A 22-year longitudinal study of LRE and inclusivity trends in Texas.* Paper presented at AERA 2025 in Denver, CO.

106. **Reyes, P**., Malik, S., & DeMatthews**, D. E.** (2024). *Cultivating resilience: Addressing principal Burnout for justice and joy in urban schools.* Paper presented at UCEA 2024 in Los Angeles, CA.

105. **Reyes, P**., Solis Rodriguez, J., DeMatthews**, D. E.** (2024). An evolving teacher workforce: Implications for principal leadership. Paper presentation at BELMAS 2024 in Glasgow, UK.

104. White, R., Aylward, A., DeMatthews, D. E., Knight, D., Anglum, C., Nguyen, T., **Reyes, P**. (2024) Principal stability and well-being: New evidence on the importance of the superintendency. Paper presentation at BELMAS 2024 in Glasgow, UK.

103. **Reyes, P**., Solis Rodriguez, J., DeMatthews, D. E. (2024). An evolving teacher workforce: Implications for principal leadership. Paper presentation at BELMAS 2024 in Glasgow, UK.

102. DeMatthews, D. E., Aylward, A., **Reyes, P**., & Knight, D. (2024). Why are so few Latinas serving as superintendents? A call to action following a decade of minimal progress. Paper presented at AERA 2024 in Philadelphia, PA**.**

101. White, R. S., Aylward, A., DeMatthews, D. E., Knight, D. S., Nguyen, T., Anglum, C., **& Reyes, P.** (2024). Principal stability and work environment: New evidence on the importance of the superintendency. Paper presented at AEFP 2024 in Baltimore, MD.

100. DeMatthews, D. E., Hart, T., Aylward, A., & **Reyes, P.** (2023). Stayers and leavers: Rural Texas Superintendent turnover trends and decisions. Paper presented at UCEA 2023 in Minneapolis, MN.

99. Bellara, A., Robinson, K., Vondohlen, H., White, R. S., Jerman, J., Evans, M., Malin, J., Aylward, A., **Reyes, P**., & DeMatthews, D. E. (2023). Resistance to resetting: Examining the intersections of superintendent identity, sociopolitical context, and equality in educational leadership. Paper presented at UCEA 2023 in Minneapolis, MN.

98. Brown, C., P., **Reyes, P.,** Woulfin, S., DeMatthews, D. E., & McKenzie, L. (2023). How principals conceptualized early childhood education programs and what they need to support them and their teachers. Paper presented at AERA 2023 in Chicago, IL.

97. Woulfin, S., Brown, C. P., DeMatthews, D. E., & **Reyes, P**. (2023). Keep truckin': How principals make sense of the district infrastructure for accelerated learning. Paper presented at AERA 2023 in Chicago, IL.

96. Woulfin, S., DeMatthews, D. E., Brown, C., & Reyes, P. (2023). Learning that didn't happen: A case study of principals' sensemaking of learning loss. Paper presented at the Association for Education, Finance, and Policy in Denver, CO.

95. Solis Rodriguez, J., **Reyes, P.,** & DeMatthews, D. E. (2022). Teacher pathways to campus Administration: Can diversity and inclusion in the principalship be improved and sustained? Paper presented at UCEA 2022 in Seattle, WA.

94. DeMatthews, D. E., **Reyes, P**., Cruz, P., & Woulfin, S. (2022). Response to pandemic: Lessons learned. Paper and panel presented at the TASA Midwinter Conference, December 2022, in Austin, TX.

93. DeMatthews, D. E. & Reyes, P. (2023). Principal burnout and emotional exhaustion. British Educational Leadership, Management, and Administration Society (BELMAS) Annual Conference July 2023.

92. **Reyes, P.,** Wilson, A. & DeMatthews, D. E. (2022). *Principal burnout in Chronically Underperforming Schools.* Paper presented at the University Council of Educational Administration, Seattle, Washington.

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90. **Reyes, P**. (2022) Mentoring Untenured Educational Leadership Faculty Members for Equity and Sustainability: Barriers and Solutions. Paper presented at the University Council of Educational Administration, Seattle, Washington.

89. Clarida, K., **Reyes, P**., & DeMatthews, D. E. (2021). *Black and Latinx principal burnout in an urban district.* Paper presented at the University Council of Educational Administration, Columbus, OH.

88. **Reyes, P.,** Solis, J. & Alexander, C. (2021). *Teacher Retention, Preparation, and Work Conditions.* Paper presented at the American Educational Research Association Annual Conference 2021.

87. **Reyes, P.,** DeMatthews, D., James, L., & Solis, J. (2021). *Leading urban schools during Covid-19*. Paper presented at the American Educational Research Association Annual Conference 2021.

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85. DeMatthews, D. E. & **Reyes, P.** (2020). *Principal burnout and emotional exhaustion.* British Educational Leadership, Management, and Administration Society (BELMAS) Annual Conference 2020. (Conference cancelled)

84. DeMatthews, D. E. & **Reyes, P**. (2020, Apr 17 - 21) *Principal Burnout, Secondary Trauma, and Compassion Satisfaction in a Large Urban School District* [Paper Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/tm9otne

83. Callahan, R. M., DeMatthews, D. E. & **Reyes, P**. (2020, Apr 17 - 21) *Addressing Linguistic and Educational Civil Rights: A Framework for School Leadership Practice and Preparation* [Paper Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/rfl2avc

82. Alexander, C., **Reyes, P.** & Edwards, W. (2020, Apr 17 - 21) *The Power of Collaboration in Career and Technical Education in Texas* [Roundtable Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/vc62zzv

81. Alexander, C., & Eklund, J. Reyes, Pedro, (2017, September). *Big Data in Texas: Linking Beyond K-12*. Presentation at the 2017 NCES STATS-DC Data Conference, Washington, DC.

80. Alexander, C., & Reyes, P. (2018, August). *The Education Research Center (ERC) at The University of Texas at Austin.* Presentation at the Texas Higher Education Symposium, Houston, TX.

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67. Alexander, C.D., & Reyes, P. (2009). Did It Work? Data-Driven Answers from the Texas Education Research Centers. Presentation at Texas Assessment Conference hosted by the Texas Association of School Boards, Austin, TX.

66. Alexander, C.D., & Reyes, P. (2009). Urban High School Reform Using Philanthropic Funding: Can There Be Sustainability Following the Investment? Paper presented at the American Education and Research Association, San Diego, CA.

65. Phillips, J., & Reyes, P. (2008). Visions of High School Reform in a Turbulent Policy Context. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

64. Alexander, C., Reyes, P., & Phillips, J. (2008). High School Reform: Can Reform Work Through Collaboration? Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

63. Alexander, C., Reyes, P. & Phillips, Joy (2008). Houston: Creating a Bulwark between the Ship and the Iceberg. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

62. Fuller, E. J., & Reyes, P. (2008). Mathematics and Science Teacher Quality, Turnover, and Mobility in Texas. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

61. Fuller, Edward J., & Reyes, P. (2007). "Teacher and Principal Turnover Impeding High School Reform." Paper presented at the annual meeting of the University Council of Educational Administration. Alexandria, VA.

60. Fuller, Edward J., & Reyes, P. (2007). "Foundations for high school reform: Teacher and administrator stability and quality." Presented at the annual meeting of the American Educational Research Association. Chicago, IL.

59. Fuller, E. J., & Reyes, P. (2006). Principal career paths in Texas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. CA

58. Fuller, E. J., & Reyes, P. (2006). The influence of individual, school, and preparation program characteristics on principal retention in Texas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

57. Fuller, E. J., & Reyes, P. (2006). Examining the academic outcomes of creating small learning communities in a large urban district. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

56. Fuller, E. J., Reyes, P., & Cruz, M. (2005). The messy process of school reform: Effects of creating small learning communities on student achievement. Paper presented at the annual meeting of the University Council for Educational Administration, Nashville, TN.

55. Fuller, E., & Reyes, P. (2004). Effects of creating small learning communities on student achievement. Presented at the annual meeting of the University Council for Educational Administration, Kansas City, MO.

54. Reyes, P. (2002). Leadership and the achievement of minority students. Symposium presented at the University of Maryland–College Park, June 19–21.

53. Rorrer, A. & Reyes, P. (2002). Leadership and equity. Paper presented at the Annual Meeting of the American Education Research Association, March 1–5, New Orleans, LA.

52. Reyes, P. (2001). Learning for the success of all students: Documentary as data collection and evidence. In a Documentary and a conversation. Symposium conducted at the meeting of the University Council for Educational Administration, Cincinnati, OH

51. Reyes, P. (2001). Mechanisms of reform: Leadership and collaboration. In Leadership and learning in urban school reform. Symposium conducted at the meeting of the University Council for Educational Administration, Cincinnati, OH.

50. Reyes, P. (2001). Rethinking educational leadership for the 21st century. Symposium presented at the American Association of Colleges and Universities Annual Meeting for Teacher Education, Dallas, TX.

49. *Reyes, P. (2001). Accountability and public education. Symposium presented at the American Education Research Association Annual Meeting, Seattle, WA.

48. *Reyes, P. (2001). Reform and accountability in urban schools. Symposium presented at the American Education Research Association Annual Meeting, Seattle, WA.

47. Reyes, P. (2001). Forging academic partnerships for student success. Thompson Conference Center, The University of Texas at Austin.

46. *Reyes, P. (2000). The internal and external politics of implementing urban school reform. Presented at the American Educational Research Association, New Orleans, LA, annual meeting.

45. *Reyes, P. (2000). Symposium on race and class in schools. Presented at the American Educational Research Association, New Orleans, LA annual meeting.

44. Reyes, P. (2000). Restructuring higher education in the United States. Presented at the Ministry of Education Research Office, Seoul, Korea.

43. Reyes, P. (2000). Restructuring higher education in the United States. Presented at The University of Buenos Aires, Argentina.

42. Reyes, P. (2000). School reform in high-poverty schools. Presented to school principals at Area Four Region Service Center, Houston, Texas.

41. *Reyes, P. (1999). Implementing school reform in an active policy environment. Presented at the annual meeting of the University Council for Educational Administration, Minneapolis, MN.

40. *Reyes, P. (1999). School improvement in an urban setting. Presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

39. *Reyes, P. (1998). Creating learning communities. Presented at the annual meeting of the American Educational Research Association. San Diego, CA.

38. *Reyes, P., & Pazey, B. (1997). Classroom communities. Presented at the American Educational Research Association annual meeting. New York, NY.

37. *Reyes, P., & Fuller, E. J. (1996). Urban secondary schools, sense of community, and mathematics achievement. Presented at the annual meeting of the American Association of School Administrators, San Diego, CA.

36. Reyes, P. (1996). Community of learners: A framework for school improvement. Presented at the annual conference of Region One Superintendents, South Padre Island, TX.

35. Reyes, P. (1996). Learning mathematics for linguistically diverse students: A research report. Presented to Region One educators and administrators, Edinburg, TX.

34. *Reyes, P., & Fuller, E. J. (1995). The effects of selected elements of communal schools. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA

33. *Reyes, P., Scribner, J. D., & Fusarelli, L. (1995). Proposing new research directions for the Year 2019. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA

32. *Reyes, P., & Pazey, Barbara (1995). Building classroom communities. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA

31. *Reyes, P. (1994). Discussions of political philosophy: The past, present, and the future. Presented at the American Educational Research Association annual meeting. New Orleans, LA.

30. *Reyes, P. (1994). Predictors of student achievement: The case of three minority groups. Presented at the American Educational Research Association, New Orleans, LA annual meeting.

29. *Reyes, P., & Scribner, J. D. (1994). Participation research. Presented at the annual meeting of the American Association of School Administrators, San Francisco, CA.

28. *Reyes, P. (1993). Our social responsibility to achieve gender and racial equity in departments of Educational Administration. Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.

27. Reyes, P. (1993). School restructuring and the use of computers. Presented at the annual meeting of the Southwest Educational Research Association, Houston, TX.

26. *Reyes, P., & Laible, J. (1993). Building teacher commitment to school restructuring. Presented at the annual meeting of the American Administrator School Association, Orlando, FL.

25. Reyes, P., & Shin, H.-S. (1992). Multilevel analysis of teacher commitment. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA

24. Shin, H.-S., & Reyes, P. (1992). Developing a causal model of teacher organizational commitment. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA

23. *Reyes, P. (1991, April). Individual and Organizational Influences on Teacher Commitment Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

22. *Shin, H.-S., & Reyes, P. (1991). Teacher commitment and job satisfaction. Presented at the annual meeting of the American Educational Research Association, Chicago, IL

21. *Reyes, P. (1991). Educational administration and persons of diverse races, cultures, and ethnicities. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

20. *Reyes, P. (1991). The effects of technology on teacher and administrator behavior. Paper presented at the annual meeting of the American Administrator School Association. San Diego, CA

19. Reyes, P., & Nash, J. B. (1990). The NCESRD database: Making desegregation fun. In National School Improvement Institute—Achieving effective schools in a changing society: The next steps, Oak Brook, IL.

18. Reyes, P., & Nash, J. B. (1990). Innovations in data analysis for school improvement. In the National School Improvement Symposium on Technological and Cultural Aspects of School Renewal, Overland Park, KS.

17. Reyes, P., & Nash, J. B. (1990). The NCESRD database: Hands-on practice. In the National School Improvement Symposium on Technological and Cultural Aspects of School Renewal, Overland Park, KS.

16. *Reyes, P., & Capper, C. (1990). Urban principals: A critical perspective on the context of student outcomes. Presented at the annual meeting of the American Educational Research Association, Boston, MA.

15. *Shaw, J., & Reyes, P. (1990). A comparison of elementary and high school cultures and teacher commitment. Presented at the annual meeting of the American Educational Research Association, Boston, MA.

14. *Reyes, P. (1989). The factors that explain the organizational commitment of lower participants. Presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

13. *Reyes, P., Madsen, J., & Taylor, B. (1989). Organizational incentives, teacher commitment, morale, and job satisfaction: Is the program achieving its goals? Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

12. *Reyes, P., & Hoyle D. (1989). Faculty commitment in diverse college settings. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

11. *Reyes, P., & Hoyle, D. (1989). Teachers' satisfaction with their communication with supervisors. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

10. *Reyes, P. (1988). Trends in academic governance: Faculty and chairperson's analysis. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
9. *Reyes, P., Madsen, J., & Taylor, B. (1988). Organizational incentives and teachers' morale, job satisfaction, and organizational commitment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
8. *Reyes, P., & Pounder, D. (1987). Organizational value structure and its impact on school commitment and job satisfaction: A comparison between public and private K-12 systems. Presented at the American Educational Research Association, Washington, DC annual meeting.
7. *Reyes, P., & Smith, G. (1987). Faculty and academic staff participation in academic governance: The social contract model. Presented at the annual meeting of the Association for the Study of Higher Education, San Diego, CA.
6. *Reyes, P., & McCarty, D. J. (1986). The power of lower participants in educational organizations. Presented at the annual meeting of the Association for the Study of Higher Education, San Antonio, TX.
5. *Reyes, P. (1986). Organizational value and its impact on organizational commitment and job satisfaction among teachers. Presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.
4. *Reyes, P., & Madsen, J. (1986). Managerial behavior of elementary, secondary, and special education principals: An empirical assessment. Presented at the annual meeting of the Midwestern Educational Association, Chicago, IL.
3. *Reyes, P. (1986). Governing academic organizations: The academic dean and the president review the current state of college governance. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
2. Reyes, P., & McCarty, D. J. (1985). Models of institutional governance: Academic deans' decision-making patterns as evidenced by chairpersons. Paper presented at the annual meeting of the Association for the Study of Higher Education, Chicago, IL.
1. *Reyes, P., & McCarty, D. J. (1985). Professors' view of academic decision making as executed by academic deans: A case study presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Administrative & Committee Service

Service Within Department

Department Chairman **2023-2025**

Director of Cooperative Superintendent Program. **2021-2023**

Assistant Graduate Advisor **2017-present**

Chair **2021**
Search Committee to replace Ruben Olivarez

Chair **2017**

Search Committee to replace Mark Gooden

Department Chair-Designate **2018**
Executive Committee for Dr. Saenz

Chair, Graduate Studies Committee **2017-19**

Chair **2019**
Third-year Review Committee for Dr. Holme

Chair **2021**
Third-year Review Committee for Dr. Garces

Chair **2019**
Third-year Review Committee for Dr. Childs

Chair **2018**
Third-year Review Committee for Dr. Jabbar

Chair **2009**
Third-year Review Committee for Dr. Heilig

Chair **2008**
Search Committee to replace J. Garcia

Chair **2008**
Post tenure review committee for Norma Cantu

Co-Chair **2007**
Search Committee to replace J. Scribner

Chair **2006**
Search Committee to replace J. Scheurich

Chair **2003**
Redesigned Ph.D. Committee for PSEL

Chair **1998-1998**
Post-Tenure Review Committee

Graduate Advisor and Chair **1994-1997**
Graduate Studies Committee

Member **1995**
Search and Screen Committee for Educational Policy Director

Chair **1994**
Department Strategic Planning Committee

Chair **1994**
Committee to Restructure Research Courses

Chair **1994**
Committee to Establish Criteria for Review of Core Exam

Member **1993**
Ad Hoc Committee to Redesign the Principal's Prep. Program

Member **1992**
Committee to Mentor Martha Ovando

Member **1992**
Committee to Mentor Deborah Kazal-Thresher

Member **1992**
Search and Screen Committee for Baker position

Member **1991**
Search and Screen Committee for Veir position

Plenary Representative **1986-1990**
University Council for Educational Administration, University of Wisconsin-Madison

Member **1988-1990**
Department Personnel Committee, University of Wisconsin–Madison

Member **1987-1988**
Department Admissions Committee, University of Wisconsin–Madison

Member **1986-1987**
Department Program Committee, University of Wisconsin–Madison

Member **1985-1986**
Promotion and Tenure Committee, University of Kansas

SERVICE WITHIN COLLEGE

Promotion and Tenure Committee **2019-2022**
College of Education

Promotion and Tenure Committee **2005-2008**
College of Education

Chair **1991-1998**
College of Education Faculty Computer Committee

Chair **1993-1996**
Sanchez-Marres Scholarship Committee

Member **1993-1996**
Advisory Committee to CARDE

Member **1993-1996**
Advisory Committee to Learning Technology Center

Co-Chair **1992-1993**
Steering Committee on The College of Education Research and Development Center

Member **1991-1992**
Proposal Design Committee for The Professional Development Center, College of Education

Member **1987-1989**
School of Education Graduate Assistant Policy and Procedures Committee, University of Wisconsin–Madison

SERVICE WITHIN THE UNIVERSITY

University Educational Policy Committee, Member **2009-2023**

UT HSI Faculty Climate Committee **2020-2021**

Interim President, University of Texas-San Antonio **1/2017-9/2017**

Executive Vice Chancellor for Academic Affairs **2012-2015**
UT System Administration

Associate Vice Chancellor, Academic Planning and Assessment **2003-2012**
UT System Administration

Associate Dean for Graduate Studies **1997-2003**
The University of Texas at Austin

Member **2001-2001**
Search Committee for University VP and CFO

Member **1996-1998**
Faculty Council

Member **1994-1998**
Texas Poll Advisory Council

Member **1995-1996**
Ad Hoc Committee to Evaluate the Dean of the College of Education

Member **1995-1996**
Committee on Graduate Student Support

Member **1994-1996**
University Teacher Education Committee

Member **1995-1996**
President's Ad Hoc Committee on the Organization and Functions of the Vice President and Dean of Graduate Studies

Member **1994**
Ad Hoc Committee on Graduate Students

Chair **1987-1990**
Chancellor's Scholarship Committee, University of Wisconsin–Madison

Member **1986-1988**
Chicano Studies Advisory Committee, University of Wisconsin–Madison

Member **1985-1986**
First Level Review Committee for the General Research Fund, University of Kansas

SERVICE TO NATIONAL EDITORIAL BOARDS

Advisory Board **2017-2023**
William T. Grant Foundation

Advisory Board **2008-2017**
Social Sciences Research Council

Co-Editor **2000-2015**
The Immigrant and Transnational Experience Series

Lanham, MD: Rowman and Littlefield

Book Review Editor **1999-2002**
Educational Researcher

Editorial Board **1998-1999**
Educational Administration Quarterly

Editorial Board **1996-1998**
Educational Researcher

Associate Editor **1995-1998**
International Journal for Qualitative Studies in Education

Reviewer **1992-1995**
American Educational Research Journal

Editorial Board **1989-1993**
Journal of Educational Research

Editorial Board **1987-1993**
Educational Administration Quarterly

PROFESSIONAL MEMBERSHIPS

PROFESSIONAL ORGANIZATIONS

Member **2006-2015**
Educational Testing Service Regional Board
Board Member **2008-2012**
Texas Education Reform Foundation
Board Member **2006-2012**
Social Science Research Council. N.Y., N.Y.
Member **2005-2015**
College Board Regional Board
Board Member **2004-2010**
CREATE Consortium of University Systems
Executive Board Member **1990-1995**
University Council for Educational Administration
Division-A Program Proposal Reviewer for Annual Meeting **1987-2025**
American Education Research Association
Program Proposal Reviewer for Annual Meeting **1987-2025**
University Council for Educational Administration
Program Proposal Reviewer **1987-1989**
Association for the Study of Higher Education
Member **1994**
Task Force on Diversity, University Council for Educational Administration
President **1993**
University Council for Educational Administration
President-Elect **1992**
University Council for Educational Administration
Steering Committee **1992**

On the Knowledge Base of Educational Administration, UCEA
Program Chair for annual convention **1992**
University Council for Educational Administration
Member of Nomination Committee **1989**
Association for the Study of Higher Education
Member **1989**
Task Force on Ethnic Participation in Association for the Study of Higher Education
Member of Alternative Futures Committee **1988**
Association for the Study of Higher Education
Member, Program Committee **1987**
Association for the Study of Higher Education
Program Co-chair, Faculty Dialogues Annual Meeting **1987**
Association for the Study of Higher Education
Symposia and Special Topics Proposal Reviewer **1986**
Association for the Study of Higher Education

PROFESSIONAL & CONSULTING SERVICE

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

COMMUNITY SERVICE

Evaluation Chair **2023**
Department External Evaluation, University of Texas, San Antonio
Member **2000**
Task Force on Administrative Information Systems, Austin Independent School District
Member **2000**
Task Force on Dropout Prevention/Reduction Action Plan for Austin Independent School District
Member **1999**
Task Force on Student Dropout, Austin Independent School District
Evaluation Team **1993**

Huston-Tillotson College, Austin, TX

Planning Committee **1992**

Eanes Independent School District Strategic

Advisory Board

Wisconsin South Madison Education Center, Madison Area Technical College

Member **1986**

Administrative Assessment Center, Department of Public Instruction

Appearance on National Public Radio **1994**

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