

LORRI J. SANTAMARÍA, PH.D.
(SHE/ HER/ HERS/ ELLA)

EDUCATION

- Ph.D.** The University of Arizona, Education & School Psychology December 2000
Dissertation: “*Collaboration in Special Education: A Socio-cultural Perspective*”
Committee: Candace Bos, Ph.D., Todd Fletcher Ph.D., Richard Ruiz Ph.D.
- MS** The University of Arizona, Bilingual Exceptional Education May 1997
Thesis: “*The Bilingual Multicultural Special Education Interface*”
- BAEd** The University of Arizona, Elementary Bilingual Education May 1994
Graduated Cum Laude

LEADERSHIP EXPERIENCE

California Lutheran University, Thousand Oaks 2021 to present
Director Faculty Development & Inclusive Excellence, Academic Affairs

- Lead and provide comprehensive collaborative faculty development programming and fiscal management (\$150K budget) for 185 full time faculty and 286 part time faculty with DEI focus to meet needs of increasingly diverse student body.
- Facilitated inaugural campus wide Chumash Leader and Indigenous Knowledge partnership with content integration; Inaugural Black History Month professional development; Inaugural decolonizing syllabus initiative.

Mixteco Indígena Community Organizing Project (MICOP), Oxnard 2017 to 2021
Program Director & Principal Investigator

- Led, designed, and implemented to completion State and County funded research (\$265K budget) on benefits of Mixtec and Indigenous healing practices as remedies for stress, anxiety, and depression for Indigenous-led and Indigenous serving non-profit organization serving 30,000 migrant Mixtec/ Indigenous people in Ventura County.

University of Auckland, Auckland New Zealand 2014 to 2016
Head of School (Dean Equivalent), R1 College of Education

- Managed people and finances for the school of Learning, Development, and Professional Practice, the largest School of 4 independent Schools (e.g., Te Puna Wānanga Māori Indigenous School of Education, Counselling, Curriculum, and Critical Studies).
Oversaw \$10 million NZD budget for 67 full time faculty and 25 professional staff toward education, credentialing, MA, and PhD study in teaching and teacher education, bilingual education, early childhood education, science education, school psychology, educational leadership, and educational evaluation in an international multicultural multilingual Indigenous supporting and Treaty Responsive College of Education.

LEADERSHIP EXPERIENCE (CONTINUED)

The University of Auckland, Auckland, New Zealand 2012 to 2014
Assistant/ Associate Dean Postgraduate, R1 College of Education

- Worked alongside Heads of 5 Schools and Education Dean to increase recruitment, retention, participation in MA and Ph.D. degree programs, and matriculation rates for structurally and systemically underserved students (e.g., Māori, Pasifika, immigrant, first-generation, learners of color).

California State University San Marcos (CSUSM), San Marcos 2009 to 2012
Director Joint EdD Educational Leadership Program, College of Education

- Worked in collaborative partnership with colleagues at the University of California San Diego (UCSD) in semi-autonomous leadership and fiscal management (\$300K annual) of staffing, marketing, candidate admission, teaching, retention strategy, Chairing dissertations, coordination of graduation.
- Increased enrolment for men of color with 100% matriculation rates. Increased CSUSM participation in CSU EdD and Carnegie Professional Education in the Doctorate CPED initiatives.

California State University San Marcos (CSUSM), San Marcos 2007 to 2009
Teacher Performance Assessment (TPA) Lead, College of Education

- Independently developed, designed, and implemented comprehensive teacher performance evaluation for multiple subjects, single subject, and bilingual education credential students in compliance with CA state standards.

California State University San Marcos (CSUSM), San Marcos 2004 to 2007
Multiple Subjects Program & Teacher Diversity Project Chair, College of Education

- In collaboration with other program Chairs, coordinated staffing and peer mentoring for tenure-track and adjunct faculty.
- Led retention and support efforts for prospective teacher candidates from structurally and systemically underserved communities in the region (e.g., Black or African American, Asian American, American Indian/ Alaska Native/ Indigenous, Latine(x), Native Hawaiian/ Pacific Islander, 2 or more races) as well as non-traditional, first generation, and members of the LGBTQIA+ community.

TEACHING EXPERIENCE

The University of Auckland, New Zealand June 2012 to Dec 2016
Professor, Educational Leadership

- Taught 1 section of *Research Methods for School Improvement* (EDPROFST 757), an in person and online hybrid masters level course averaging 24 students per semester, including qualitative and quantitative research methods
- Taught 8 sections of *Educational Leadership* (EDPROFST 738), an in person and online hybrid masters level course averaging 20 students per semester, including Educational Leadership theory to practice with diversity, equity, inclusion, and justice (DEIJ) lens.
- Taught 1 section of *Culturally Responsive Leadership* (EDUC 732), an in person and online hybrid masters level course in Te Puna Wānanga, the Māori School of

Education averaging 16 students per semester, including Treaty Responsive Indigenous centred leadership.

- Taught 2 sections of *Education and Social Justice* (EDUC 213), an undergraduate course averaging 30 students per semester, including basic tenants of education related theory to practice for a diverse and international society.
- Taught 1 section of *Adult Learning and Education* (EDUC 381), an undergraduate course averaging 30 students per semester, including adult learning theory to practice.
- Average student evaluation score of 5 points, 4.5 (excellent)
- Developed tests, exams, and curriculum for all courses
- Designed and revised syllabus in response to student feedback and to meet Ministry of Education accreditation standards

Doctoral students advised and chaired

Ngaire Ashmore, “*Educational Leadership*”, in progress

Tepora Pukepuke, “*Māori and First in Family Counter-stories*”, in progress

Mere Snowden, “*Awakening to the Kaupapa Māori Journey*”, in progress

Maya Wipani, “*Educational Leadership for Māori: Hapu, Iwi, Whanau Engagement*”, in progress

Masters’ students advised and chaired

Selina Groube, “*Teachers Attitudes Making Difference to Pasifika Student Achievement*”, December 2013

Audrea Cheang, “*New Zealand and Singapore: Rethinking Leadership with Learning at the Heart*”, June 2014

Preetika Krishan, “*Perceived Effects of a Pasifika Homework Centre*”, July 2014

Kirk Sargeant, “*The Impact of School Practices on Parental Engagement and Culturally and Linguistically Diverse Communities*”, February 2014

Huda Obaid, “*Leadership with an Educational Reform in the United Arab Emirates*”, May 2013

Sharona Jayavant, “*Mapping the Complexities of Effective Leadership for Social Justice Praxis in Urban Auckland Primary School*”, August 2015

Cameron Rishworth, “*Leadership of NGOs in Mexico and New Zealand*”, November 2015

Melini Fasavalu, “*Tales of Success from Samoan Students who aren’t ‘the Tail’*”
August 2015

Julie Marshall, “*What is Equality? Developing Respect for Human Rights in Secondary School Students*”, December 2015

California State University San Marcos, San Marcos, CA May 2002 to May 2012
Professor (2011), Associate Professor (2007), Assistant Professor (2002),

Multicultural Multilingual Education and Educational Leadership

- Taught 5 sections of *Educational Research and Evaluation* (EDLD 750 A & B) ans in person doctoral level courses in the EdD program averaging 15 students per semester, including qualitative and quantitative research methods, IRB development, and preparation for dissertation proposals
- Taught 3 section of *Leadership Research Practicum* (EDLD 770 A, B, C) and 2 sections of *Leadership Research Seminar* (EDLD 798 A, B, C) in person doctoral

- level courses in the EdD program averaging 15 students per semester, including conducting research towards the dissertation, and writing the doctoral dissertation
- Taught 1 section of *Creating Adaptive and Responsive Environments* (EDMX 627) in person masters level course in the MAEd program averaging 24 students per semester, including inclusion, differentiated instruction, teaching methods for exceptional learners
 - Taught 4 sections of 602 *Schooling in Multicultural Society* (EDUC 602), in person masters level course in the MAEd program averaging 20 students per semester, including diversity, equity, inclusion, and justice as related to power and privilege in education, disproportionality, intersectionality, and critical race theory in curriculum and instruction
 - Taught 14 sections of *Elementary Multilingual Education* (EDMS 555) in person teaching credential course in teacher education program averaging 30 students per semester, including community, identity, diversity, indigeneity, geography, and culture impacts on curriculum and instruction
 - Taught 1 section of *Biliteracy Education I & II* (EDMS 553) in person bilingual teaching credential course in teacher education program averaging 15 students per semester, including bilingual (Spanish/ English) language learner curriculum development and instructional methods
 - Taught 4 sections of *Role of Culture and Diversity in Schooling* (EDUC 364) in person undergraduate pre-requisite course for prospective teachers of the teacher education credential program averaging 40 students per semester, including teaching and learning in a diverse society, and used to screen students interested in teaching credential
 - Average student evaluation score of 5 points, 4.5 (excellent)
 - Developed tests, exams, and curriculum for all courses
 - Designed and revised syllabus in response to student feedback to meet corresponding teaching and credentialing standards

Doctoral students advised (*chaired)

Richard Lawrence, **“Black Student Voice & Educational Leadership”*, May 2010

Lee Mintz, **Transgender Students & Leadership in HE”*, May 2011

Gregory Toya, **Culture, Leadership & Sense of Belonging in HE”*, May 2011

Sonia Rosado, **Browning the LGBTQI Rainbow: Identity in HE”*, May 2011

Scott Gross, **“Presidential Leadership in HE”*, May 2012

Kimberley Stiemke, **“The EdD Pathway for Black Women of Color”*, May 2012

Cheree McKean, **“Transformational Leadership in Intermediate Schools”*, September 2012

Mark Steitz, **Leadership in Primary School Contexts”*, May 2009

Prapanna Smith, **Mindfulness and Educational Leadership”*, May 2010

Edward Trickey, **Women in Educational Leadership”*, May 2011

Barbara Ostos, **Leadership in Independent Schools”*, May 2012

Paul Bloomberg, **Organizational Educational Leadership”*, May 2012

Marsha Schjolberg, **Leadership in Military School Settings”*, May 2012

Lisa Umekebo, **Educational Leadership at the District Level”*, May 2012

Masters’ students advised (*chaired **CSUSM Adjunct)

Ana Maria Flores, **Bilingual Education in PreK-12”*, May 2003

Marsha Schjolberg, **Diversity in Children of Parents in the Military”*, May 2007

Jamie Collier, **Bilingual Teaching Methods in Multiple Subjects”*, May 2010

Robert Isquierdo, Jr., ****“Educational Administration”*, Spring 2018
 Joyce Melacoton, ****“Educational Administration”*, Spring 2018
 Neil Hicken, ****“Educational Administration”*, Spring 2018
 Nolan Hutton, ****“Educational Administration”*, Spring 2018
 Morell Jones, ****“Educational Administration”*, Spring 2018
 Chelsea Accursi-Thorton, ****“Educational Administration”*, Fall 2018
 Melissa Barry, ****“Educational Administration”*, Fall 2018
 Kenneth Chapman, ****“Educational Administration”*, Fall 2018
 Jillian Damon, ****“Educational Administration”*, Fall 2018
 Candace Master, *“Culturally Responsive Teaching”*, May 2006
 Corinn Butler, *“Teaching English Language Learners”*, May 2007
 Gina Knox, *“Bilingual Elementary Education”*, May 2007
 Marianne Masino, *“Bilingual Literacy”*, May 2007
 Heather Wiener, *“Diversity in the Teaching Force”*, May 2008
 Jay Franklin, *“LGBTQI Diversity in Higher Education”*, May 2010

PUBLICATIONS

Books (n=4)

Bell, A., & Santamaría, L. J. (Eds.) (2018). *Understanding experiences of first-generation university students*. London: Bloomsbury Publishing.

Santamaría, L. J., & Santamaría, A. P. (2012). *Applied critical leadership: Choosing change*. New York, NY: Routledge Books.

Santamaría, L. J., & Santamaría, A. P. (Eds.) (2016). *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement*. New York, NY: Routledge Books.

Santamaría, L. J., Jean-Marie, G., & Grant, C. O. (Eds.) (2014). *Cross cultural women scholars in academe: Intergenerational voices*. York, NY: Routledge Books.

Journal publications (n=26)

Santamaría, L. J., & Santamaría Graff, C. C. (under review). ‘Rewriting and righiting’ to create access points toward co-decolonizing epistemologies and methodologies: Expanding the science of learning and development. *Review of Research in Education*, xx(x), xxx–xxx.

Role: Co-author in collaborative writing process with research partner at IUPUI

Santamaría, L. J., Manríquez, L., Diego, A, Salazar, A., Lozano, C., León Salazar, L. & García Aguilár, S. (2022). Black, African American, and migrant Indigenous women in leadership: Voices and practices informing critical HRD. *Advances in Developing Human Resources*, 24(3), 173-192.

Role: First author in collaborative writing process with MICOP team.

Santamaría, L. J. (2021). Applied critical leadership: A way forward through shared disproportionate trauma. *Academic Letters Article 592*, 1-7.

<https://doi.org/10.20935/AL592>

https://www.academia.edu/45610647/Applied_Critical_Leadership_A_Way_Forward_through_Shared_Disproportionate_Trauma

Santamaría, A. P., Santamaría, L. J., & Pritam Singh, G. K. (2017). Against the grain: Establishing school leadership opportunities for immigrants of color in Aotearoa New Zealand. *International Journal of Educational Management*, 31(5), 612-621.
Role: Second author in collaborative writing process with MA student.

Santamaría, L. J. (2016). Theories of educational leadership. Oxford Bibliographies, Oxford University Press, DOI: 10.1093/OBO/9780199756810-0153
<http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0153.xml>

Santamaría, A. P., Webber, M., Santamaría, L. J., Dam, L., & Jayavant, S. (2016). *Te ara hou- A new pathway for leading Māori success as Māori. Evaluation Matters – He take Tō te Aromatawai*, 2, 99-129. <http://dx.doi.org/10.18296/em.0013>
Role: Third author in collaborative writing process with PhD students.

Santamaría, L. J. (2016). Culturally responsive leadership in education: Engaging social justice and equity for improvement. *Education Sciences* 6(1) (ISSN 2227-7102).
http://www.mdpi.com/journal/education/special_issues/culturally_responsive_leadership
Role: Editor Special Issue.

Santamaría, L. J., & Santamaría, A. P. (2016). Toward culturally sustaining leadership: Innovation beyond ‘school improvement’ promoting equity in diverse contexts. *Education Sciences*, 6(4), 33; doi:10.3390/educsci6040033 <http://www.mdpi.com/2227-7102/6/4/33>

Santamaría, A. P., Webber, M., Santamaría, L. J., and Dam, L. I. (2015). Partnership for change: Promoting effective leadership practices for Indigenous educational success in Aotearoa New Zealand. *eJournal of Education Policy (eJEP)*, Summer 2015, Special Issue, 93-109. <http://nau.edu/COE/eJournal/>
Role: Third author in collaborative writing process with PhD Student.

Santamaría, L. J., & Santamaría, A. P. (2015). Counteracting racism with applied critical leadership: Culturally responsive practices promoting sustainable change. In Special Issue on Educational leadership against racism: Challenging policy, pedagogy and practice *International Journal Multicultural Education (IJME)*, 17(1), 1-22.

Fitzpatrick, K., & Santamaría, L. J. (2015). Disrupting racialisation: Considering critical leadership in the field of PE. *Association Internationale des Ecoles Supérieures d'Education Physique - International Association for Physical Education in Higher Education, Special Issue*, 20(5), 532-546.
Role: Second author in collaborative writing process.

Santamaría, L. J., Santamaría, A. P., Dam, L. I. (2014). Applied critical leadership through Latino/a lenses: An alternative approach to educational leadership. *Revista Internacional de Educación para la Justicia Social/ The International Journal of Education for Social Justice*, 3(2), 161-180.
Role: First author in collaborative writing process with PhD student.

Santamaría, L. J., Santamaría, A. P., Webber, M., & Pearson, H. (2014). Indigenous urban school leadership (IUSL): A critical cross-cultural comparative analysis of

educational leaders in New Zealand and the United States. *Canadian and International Education (CIE)*, 43(1), 1-21.

Santamaría, L. J., & Jean - Marie, G. (2014). Cross-cultural dimensions of applied, critical, and transformational leadership: Women principals advancing social justice and educational equity. *Cambridge Educational Journal*, 44(3), 333-360.

Santamaría, L. J., & Jaramillo, N. (2014). *Comadres* among us: The power of artists as mentors for women of colour in academe. *Mentoring & Tutoring Special Issue: Advancing women of color in the academy: Research perspectives on mentoring & strategies for success*, 22(4), 316-337. DOI:10.1080/13611267.2014.946281

Santamaría, L. J. (2014) Critical change for the greater good: Multicultural dimensions of educational leadership toward social justice and educational equity. *Education Administration Quarterly (EAQ)*, 50(3), 347-391. DOI: 10.1177/0013161X13505287

Santamaría, L. J. (2013). *Las responsables de idle no more* (The women behind idle no more). con la a, 24. Retrieved from <http://www.revista.conlaa.com>

Santamaría, L. J. (2012). Applied critical leadership in action: Re-visioning an equity agenda to address the community college achievement gap. *Journal of Transformative Leadership and Policy Studies*, 2(1), 15-21.

Santamaría, L. J. (2009). Culturally responsive differentiated instruction: Narrowing gaps between best pedagogical practices benefiting all learners. *Teachers College Record, Columbia University*, 111(1), 214-247.

Santamaría, L. J., Santamaría, C. C., Fletcher, T. V. (2009). Journeys in cultural competency: Pre-service U.S. teachers in Mexico study-abroad programmes. *Diaspora, Indigenous, and Minority Education: An International Journal*, 3(1), 32-51.

Santamaría, L. J., & Thousand, J. (2004). Collaboration, co-teaching, and differentiated instruction: A process-oriented approach to whole schooling. *International Journal of Whole Schooling*, 1(1), 13-27.

Santamaría, L. J. (2003). Latina by default: The veracity of racial ambiguity along the US México border. *El Bordo* 11, 99-103.

Quiocho, A., Dantas, M. L., Masur, D., Santamaría, L. J., Halcón, J. J., & Von Son. C. (2003). Education on the Border: The myths and realities of Teaching on "La Nueva Frontera." *El Bordo* 11, 77-91.

Role: Contributing author, wordsmith, and proofreader.

Santamaría, L. J. (2002). Racial ambiguity, educational access, and social impact: From the classroom to the ivory tower. *The Multicultural Pavilion's Research Room on the World Wide Web*, http://www.edchange.org/multicultural/papers/racial_ambiguity.html

Fletcher, T., & Bos, C., & Johnson (Santamaría), L. (1999). Accommodating English language learners with learning/language disabilities in bilingual classrooms. *Learning Disabilities Research and Practice*, 14(2), 80-91.

Role: Contributing author, wordsmith, and proofreader.

Johnson-Perrodin (Santamaría), L. M., Fletcher, T. V., & Bos, C. S. (1998). Scaffolded instruction: Promoting biliteracy for second language learners with language/learning disabilities. *Revista ELección de Investigación y EValuación Educativa*, 4(1).

Book chapters (peer reviewed) (n=32)

Santamaría, L. J., García Aguilar, S., López, L., Lozano, C., Salazar, A., & Flores-Haro, G. (in press). Healing the soul collective (HTSC): A feminist BIPOC migrant Mixtec serving leadership and research initiative. In N. Jaramillo, J. Ford (Eds.) *Disrupting colonial curriculum: Womanist and anti-colonial theories and pedagogical interventions*. (pp. 85-111). Transformations series by the University of Illinois Press.
Role: First author in collaborative writing process with MICOP research team.

Santamaría, L. J. (2020). Culturally responsive leadership. In M. E. David & M. J. Amey (Eds.), *The SAGE encyclopedia of higher education*, 5v. pp. 578 – 600. Thousand Oaks, CA: Sage Ltd.

Wolfgramm-Foliaki, ‘E., & Santamaría, L. J. (2018). Excavating stories of first-generation students in Aotearoa New Zealand. In A. Bell, A., & L. J. Santamaría (Eds.) *Understanding experiences of first-generation university students*. pp. 2-14. London: Bloomsbury Publishing.
Role: Second author in collaborative writing process.

Bell, A., & Santamaría, L. J. (2018). Why focus on first generation students?, In A. Bell, A., & L. J. Santamaría (Eds.) *Understanding experiences of first generation university students*. pp. 16-27. London: Bloomsbury Publishing.
Role: Second author in collaborative writing process.

Santamaría, L. J., & Santamaría, A. P. (2017). Understanding the grit and gravitas underlying culturally sustaining inclusive leadership in academe. In L. Stefani & P. Blessinger (Eds.), *Inclusive leadership in higher education* (pp. 163-178). New York, NY: Routledge Books.
Role: First author in collaborative writing process.

Santamaría, L. J. (2017). Culturally responsive educational leadership in cross-cultural international contexts. In *Medical education and ethics: Concepts, methodologies, tools, and applications* (pp. 1086-1106). Hershey, PA: IGI Global.

Santamaría, L. J. (2017). Answering the “call”: We are the ones we have been waiting for. In J. Sapp (Ed.) *Dear gay, lesbian, bisexual, and transgender teacher: Letters of advice to help you find your way* (pp. 239-245). Charlotte, NC: Information Age Publishing.

Santamaría, A. P., Webber, M., & Santamaría, L. J. (2017). Effective school leadership for Māori achievement: Building capacity through indigenous, national, and international cross-cultural collaboration. In *Medical education and ethics: Concepts, methodologies, tools, and application* (pp. 78-99). Hershey, PA: IGI Global.
Role: Third author in collaborative writing process.

Murakami, E., Jean-Marie, G., Santamaría, L. J., & Lopez, A. (2017). Educational leadership among women of color in United States, Canada, and New Zealand. In P. Miller (Ed.), *Cultures of educational leadership: Global and intercultural perspectives* (pp. 53-75). Hampshire, UK: Palgrave Macmillan Publishing.

Role: Third author in collaborative writing process.

Santamaría, A. P., Webber, M., & Santamaría, L. J., & Jayavant, S. (2016). *Te ara hou* - The Māori achievement collaboratives (MACs): Revolutionizing Indigenous student learning through women's educational leadership in Aotearoa New Zealand. In A. Normore and T. Watson (Eds.), *Racially and ethnically diverse women leading education: A worldview* (pp. 122-144). City, State: Emerald Group Publishing.

Role: First author in collaborative writing process.

Santamaría, L. J. (2016). Children as teachers and leaders: Re-imagining the 21st century educational canon (a Mother's tale). In K. A. Scott & A. S. Henward (Eds.), *Women education scholars and their children's schooling* (pp. 168-196). New York, NY: Routledge.

Santamaría, L. J. & Santamaría, A. P. (2016). Introduction. In L. J. Santamaría & A. P. Santamaría (Eds.), *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement* (pp. 1-13). New York, NY: Routledge Books.

Role: First author in collaborative writing process.

Santamaría, L. J., Santamaría, A. P., & Jeffries, J. (2016). Unpacking hidden institutional culture: Strategy for gaining access to the leadership pipeline. In L. J. Santamaría & A. P. Santamaría (Eds.), *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement* (pp. 17-30). New York, NY: Routledge Books.

Role: First author in collaborative writing process.

Bell, A., Wolfgramm-Foliaki, 'E., Airini, Kelly-Laubscher, R., Paxton, M., Pukepuke, T., & Santamaría, L. J. (2016). Together to the table: Applying critical leadership in cross-cultural, international research. In L. J. Santamaría & A. P. Santamaría (Eds.), *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement* (pp. 106-119). New York, NY: Routledge Books.

Role: Author in collaborative writing process.

Stiemke, K., Santamaría, L. J. (2016). Hope remains: Barrier transcendence, access, and opportunity in higher education. In L. J. Santamaría & A. P. Santamaría (Eds.), *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement* (pp. 76-92). New York, NY: Routledge Books.

Role: Second author in collaborative writing process with former EdD student.

Santamaría, L. J. (2015). Culturally responsive educational leadership in cross-cultural international contexts. In N. D. Erbe & A. H. Normore (Eds.), *Cross-cultural collaboration and leadership in modern organizations* (pp. 120-139). Hershey, Pennsylvania: IGI Global.

Role: First author in collaborative writing process.

Santamaría, A. P., Webber, M., & Santamaría, L. J. (2015). Effective school leadership for Māori achievement: Building capacity through Indigenous, national and international cross-cultural collaboration. In N. D. Erbe & A. H. Normore (Eds.), *Cross-cultural collaboration and leadership in modern organizations* (pp. 99-119). Hershey, Pennsylvania: IGI Global.

Role: Third author in collaborative writing process.

Santamaría, L. J., & Hoskins, T. K. (2015). Embracing the tension: Creating spaces for treaty responsive conversations on education in Aotearoa New Zealand and the United States. In G. Jean-Marie, S. Sider, & C. Desir (Eds.), *Comparative international perspectives on education and social change in developing countries and Indigenous peoples in developed countries* (pp. 65-82). Charlotte, North Carolina: Information Age Publishing.

Role: First author in collaborative writing process.

Santamaría, L. J., Santamaría, A. P., Webber, M., & Pearson, H. (2015). Ethnicity, embodiment, and educational leadership: Indigenous and multicultural perspectives in Aotearoa-New Zealand and the United States. In K. Fitzpatrick & P. O'Connor (Eds.), *Embodiment and education*. University of Auckland Faculty of Education Research Monograph (pp. 91-114). Melbourne, AUS: Pearson Books.

Role: First author in collaborative writing process with elementary school principal and Māori community leader.

Santamaría, L. J. & Jaramillo, N. E. (2015). *Decolonial and applied critical leadership (ACL) in education*. L. D. Hill & F. J. Levine (Eds.) *2015 World education research association (WERA) yearbook* (pp. 181-202). New York, NY: Routledge Books.

Role: First author in collaborative writing process.

Santamaría, L. J., Santamaría, A. P., Pearson, H., & Webber, M. (2015). Indigenous school leadership in New Zealand: Cultural responsiveness for diverse learners in urban schools. In M. Khalifa, C. Grant, & N. Witherspoon Arnold (Eds.), *Urban school leadership handbook* (pp. 532-545). Lanham, Maryland: Rowman & Littlefield Publishers.

Role: First author in collaborative writing process with Elementary School Principal and Māori community leader.

Santamaría, L. J. (2014). Interrupting educational campus inequities. In C. Nevarez & L. Wood (Eds.), *Ethical leadership and the community college: Paradigms, decision-making, and praxis* (pp. 103-110). Charlotte, North Carolina: Information Age Publishing.

Santamaría, L. J., Jean-Marie, G., & Grant, C. O. (2014). Introduction. In L. J. Santamaría, G. Jean-Marie, & C. O. Grant (Eds.), *Cross cultural women scholars in academe: Intergenerational voices* (pp. 1-10). York, NY: Routledge Books.

Role: First author in collaborative writing process.

Santamaría, L. J. (2014). Shifting, lifting and climbing: A Black feminist leadership perspective on navigating academe in Australasia. In L. J. Santamaría, G. Jean-Marie, & C. O. Grant (Eds.), *Cross cultural women scholars in academe: Intergenerational voices* (pp. 93-115). York, NY: Routledge Books.

Santamaría, L. J., Santamaría, A. P. (2014). Culturally responsive leadership in early childhood education settings: A critical comparative consideration. In H. Hedges and V. Podmore (Eds.), *Early childhood education: Pedagogy, professionalism, and policy* (pp. 97-113). University of Auckland Faculty of Education Research Monograph. Melbourne, AUS: Pearson Books.

Role: First author in collaborative writing process.

Santamaría, L. J., Lee, J., & Harker, N. (2014). Optimising Māori academic achievement (OMAA): An Indigenous led, international, inter-institutional higher education initiative, In F. Cram, H. Phillips, P. Sauni, & C. Tuagalu (Eds.), *Māori and Pasifika Higher education horizons, diversity in higher education*. Henry T. Frierson (Series Ed.)(pp. 201-220). Emerald Books.

Role: First author in collaborative writing process.

Santamaría, L. J. (2014). Grace at the top: A Black feminist perspective of applied critical leadership in academe. In G. Jean-Marie, C. Grant-Overton & B. Irby (Eds.), *The duality of women scholars of color: Transforming and being transformed in the academy* (pp. 75-95). Research on Women and Education Series. Charlotte, NC: Information Age Publishing.

Santamaría, L. J. (2008). Differentiating instruction for exceptional English language learners. In A. Quijochó & S. Ulanoff (Eds.), *Differentiated literacy instruction for English language learners* (pp. 221-242). Merrill Prentice Hall Publishing.

Mercado, C. & Santamaría, L. J. (2005). A comparative perspective on educational research for Latinos: problems and possibilities. In P. Pedraza & M. Rivera (Eds.), *Latino education: An agenda for community action research* (pp. 11-43). New Jersey: Lawrence Erlbaum and Associates, Publishers.

Role: Second author in collaborative writing process.

Johnson Santamaría, L., Fletcher, T., & Bos, C. (2002). Effective pedagogy in inclusive classrooms. In A. J. Artiles & A. A. Ortiz (Eds.), *English language learners with special education needs: Identification, assessment, and instruction* (pp. 133-157). USA: CAL.

Role: First author in collaborative writing process.

Fletcher, T., & Bos, C., & Johnson, L. (1999). Collaborative endeavors on behalf of children with disabilities and their families in the United States and Mexico. In T. Fletcher & C. Bos (Eds.), *Educating children and their families with disabilities: Blending U.S. and Mexican perspectives* (pp. 132-138). Tempe, AZ: Bilingual Review Press.

Role: Third author in collaborative writing process.

Gonzalez, V., Schallert, D.L., de Rivera, S., Flores, M., Perrodin (Santamaría), L. (1998). Why is It "una persona" and not "un persona?" Influence of linguistic and cultural variables on conceptual learning in second language situations. In V. Gonzalez (Ed.) *Language and cognitive development in second language learning: Educational implications for children and adults* (pp. 115-133). Allyn & Bacon.

Role: Contributing author in collaborative writing process.

Book reviews [n=3]

Santamaría, L. J. (2011). *Education for a multicultural society*. Kolajo Paul Afolabi, Candice Bocala, Raygine C. DiAquoi, Julia M. Hayden, Irene A. Liefshitz, and Soojin Susan Oh (Eds.), 2011, ISBN-0916690512, 320 pp; Cambridge: Harvard Educational Review.

Santamaría, L. J. (2009). *The differentiated school: Making revolutionary changes in teaching and learning*. Carol Ann Tomlinson, Kay Brimijoin, & Lane Narvaez. ASCD, 2008, ISBN-10:1416606785, 239 pp; New York: Teachers College Record.

Santamaría, L. J. (2005). *The intercultural campus: Transcending culture & power in American higher education*. Greg Tanaka. New York: Peter Lang Publishing, 2003, ISBN: 0820441503, 217 pp; New York: Teachers College Record

Conference: National and International papers invited [n=11]

Santamaría, L. J. (2014, April). *Rethinking leadership research in teacher education for high-poverty schools in New Zealand*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). (Sponsored by the World Education Research Association) Philadelphia, PA.
Role: Main presenter, Presidential Invited Session

Lawrence, R. F., & Santamaría, L. J. (2013, July). *Unpacking student disengagement: Garnering students' voices to inform the greater good*. Proposal for paper presented to School Psychology of the Classroom International Conference. Auckland, New Zealand.
Role: Second author in collaborative writing process. Lead author is former doctoral student.

Santamaría, L. J. (2013, July). *Indigenous womens' leadership: We are the ones we have been waiting for*. Paper presented at the He Manawa Whenua-Indigenous Research Conference. Hamilton, NZ.
Role: Author of paper presentation.

Santamaría, L., & Venzant-Chambers, T. (2013, November). *The role of student responsiveness and voice in educational leadership*. A paper in a Symposium being presented at the Annual Convention of University Council for Educational Administration (UCEA). Indianapolis, Indiana-US.
Role: Lead on paper presentation.

Jaramillo, N., & Santamaría, L. J. (2013, November). *Decolonial and applied critical leadership (ACL) in education*. A paper in a Symposium being presented at the Annual Convention of University Council for Educational Administration (UCEA). Indianapolis, Indiana-US.
Role: Second author on paper presentation.

Santamaría, L., Nuñez, A., Grant, C., Jean-Marie, G., Murakami, E., Tran, N., & Lloyd-Jones, B. (2012, November). *Applied critical leadership in the academy: Infusing critical race theory and pedagogy into higher education organizational culture*. Symposium being presented at the Association for the Study of Higher Education (ASHE) annual conference. Las Vegas, Nevada.

Role: Symposium Co-Chair and Discussant.

Nevarez, C., & Santamaría, L. J. (2011, April). *Transformational leadership*. Paper presentation at the American Educational Research Association (AERA) Annual Meeting. New Orleans, LA.

Role: Co-presenter.

Santamaría, L. J., & Nevarez, C. (2010, April). *Multicultural/ multilingual education: A critical approach to the educational doctorate in leadership*. An invited paper presentation presented at The American Educational Research Association (AERA) Annual Conference. Denver, CO.

Role: Co-presenter.

Santamaría, L. J.; with colleagues: King, J., Cummings, J., Gordon, J., Ishibashi, J., Lefcourt, Y., Maiga, H., Miller, R., Parker, A., Parker, S., Rigney, D., Smith, G., West-Oplatunji, C., & Henry, A. (2006, April). *Education, research, and cultural rights: Diverse voices in the U.S. and Indigenous/ International/ Ancestral homeland contexts*: An invited symposium presented at The American Educational Research Association (AERA) Annual Conference. San Francisco, CA.

Role: Panelist.

Santamaría, L. J.; with colleagues: Tanaka, G., & Cross, B. (2006, April). *An interactive session calling for scholars to draw the parameters of a Nationwide study exploring ways to protect faculty of color from intentional or unintentional racism*: Presented at The American Educational Research Association (AERA) Annual Conference. San Francisco, CA.

Role: Panelist.

Santamaría, L. J.; with colleagues: Cross, B., Shealy, M., Haley, N., & Marri, A. (2005, April). *Faculty of color symposium*: Presented at The American Educational Research Association (AERA) Annual Conference. Montreal, Canada.

Role: Panelist.

Conference – National and International papers & presentations (peer reviewed)
[n=47]

Santamaría, L. J., Santamaría Graff, C. C. (2022, April). *Colonization, decolonization, and co-decolonization: Complexity in equity innovation for changing times*. Roundtable session accepted for presentation at American Educational Research Association (AERA) San Diego, CA.

Santamaría, L. J. (2021, April). *Contemplating contextualized decolonization, co-decolonization, intersectionality, or anti-racism: BIPOC US, HOPI country, & NZ perspectives*. Symposium session for presentation at American Educational Research Association (AERA). (Presented virtually: https://aera21-aera.ipostersessions.com/?s=aera_2021_gallery&token=hNEkm1leTTsU03ltp_iagv7eZjWZVCgyD7nrrYQZcbs)

Role: Chair.

Santamaría, L. J., (2021, April). *Social justice and equity as research education: Applied critical leadership in the Mixteco/Indígena community*. Paper for presentation at American Educational Research Association (AERA). (Presented virtually: <https://aera21-aera.ipostersessions.com/default.aspx?s=95-D6-F0-74-89-64-9A-23-A7-A1-34-9F-6D-A2-66-F0>)
Role: Presenter.

Santamaría, L. J., & Santamaría Graff, C. C. (2021, April). *Beyond black and white: Accepting responsibility for intersectional interdisciplinary scholarly research as activism in education*. Paper for presentation at American Educational Research Association (AERA). (Presented virtually: <https://aera21-aera.ipostersessions.com/Default.aspx?s=02-9B-53-16-50-F4-75-59-89-FA-78-5D-67-F7-9C-D9>)
Role: Co-presenter.

Santamaría, L. J., Santamaría Graff, C. C., Salazar, A., Manriquez, L., Diego, A., Lozano, C., García, S., Lopez, L. (2020, September). *Co-decolonizing research methods: Toward research sustaining Indigenous and 'other' community engaged ways of knowing*. Professional Development Course for the Annual Meeting of the American Educational Research Association (AERA). San Francisco, CA. (Presented virtually: <https://aera.elevate.commpartners.com/products/rl-9-co-decolonizing-research-methods-toward-research-sustaining-indigenous-and-other-community-engaged-ways-of-knowing>)
Role: Lead presenter with Mixteco Research Collaborative (Migrant Indigenous Mexican Team).

Santamaría, L. J., Salazar, A., Manriquez, L., Diego, A., Lozano, C., García, S., Lopez, L. (2020, September). *Sustainable Mixteco/Indígena research methodology: Toward equal-status stakeholder and Indigenous collaboration*. Paper for presentation at the Annual Meeting of the American Educational Research Association (AERA). San Francisco, CA. (Presented virtually: <https://aera20-aera.ipostersessions.com/?s=25-22-F1-DA-FA-75-9B-D8-A0-2B-E1-0C-B7-94-BB-CC>).
Role: Lead presenter with Mixteco Research Collaborative (Migrant Indigenous Mexican Team).

Santamaría, L. J. (2020, November). Proposal Number: 12161. *Interprofessional collaboration: Mixtec speech, language, and culture in typically developing children*. Proposal accepted for presentation at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
Role: Author on proposal.

Santamaría, L. J., & Santamaría Graff, C. C. (July, 2018). *Decolonizing methodologies in community and higher education settings: Grounding Indigenous power and historically minoritized families' voices as central to knowledge and knowledge-making*. Paper presented at the Annual Meeting of the Critical Race Studies in Education Association (CRSEA). Albuquerque, NM.
Role: Co-presenter.

Santamaría Graff, C. C., Santamaría, A. P., & Santamaría, L. J. (2016, April). *Applied critical leadership fostering school-family-community relations: Innovation for Latino*

immigrant parents of students with disabilities. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
Role: Co-presenter.

Santamaria, L. J. (August, 2015). *Reclaiming the equity agenda: Te ara hou/ The Māori achievement collaborative (MACs) and applied critical leadership in Aotearoa New Zealand*. Paper presented at the Annual Meeting of the New Zealand Association for Research in Education (NZARE). Whakatane, NZ.
Role: Presenter.

Santamaría, A. P., Santamaría, L. J., & Webber, M. (2015, November). *Evaluating the role of language and culture in educational leadership: Diversity as innovation in Aotearoa-NZ*. Paper presented at the 4th International Conference on Language, Diversity and Education (LED). Auckland, NZ.
Role: Co-presenter.

Santamaría Graff, C. C., Santamaría, A. P., & Santamaría, L. J. (2015, April). *Applied critical leadership fostering school-family-community relations: Innovation for Latino immigrant parents of students with disabilities*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
Role: Co-presenter.

Santamaría, A. P., Santamaría, L. J., Webber, M., & Dam, L. I. (2015, April). *Restoring justice through culturally responsive leadership: Indigenous, national, and international cross-cultural collaboration*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
Role: Co-presenter with colleagues including PhD student.

Santamaría, A. P., Santamaría, L. J., & Webber, M. (2014, November). *Ethnicity, Embodiment, and Educational Leadership: Towards Understanding Indigenous and Multicultural Perspectives*. Paper presented at the AARE-NZARE 2014 Conference to be held in Brisbane from 30 November - 4 December 2014.
Role: Co-presenter.

Santamaría, L. J. & Hoskins, T. (2014, April). *Beyond the shame: Creating spaces for treaty-responsive pedagogical dialogues*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Philadelphia, PA.
Role: Co-presenter.

Santamaría, L. J., & Venzant-Chambers, T. (2014, April). *The role of student responsiveness and voice in educational leadership: Exploring racial opportunity cost and recognition for students of color*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Philadelphia, PA.
Role: Co-presenter.

Santamaría, L. J., & Santamaría, A. P. (2014, April). *The intersectionality of applied critical leadership: Toward inclusivity in higher education*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Philadelphia, PA.
Role: Co-presenter.

Santamaría, A. P., Santamaría, L. J., & Webber, M. (2014, May). *Indigenous school leadership in New Zealand: Culturally responsive education for diverse learners in urban schools*. Paper presented at the World Indigenous Peoples Conference (WiPCE). Honolulu, HI.

Role: Co-presenter.

Santamaría, L. J., & Santamaría, A. P. (2013, April). *Understanding applied critical leadership (ACL) in higher education by moving theory into practice*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). San Francisco, CA.

Role: Co-presenter.

Santamaría, L. J., & Lee, J. (2013, November). *Optimizing Māori academic achievement (OMAA) through international, national, and local community applied critical leadership*. Paper presented at University Council of Educational Administration (UCEA), Indianapolis. Indiana USA.

Role: Symposium Co-Chair, Presenter, and Discussant.

Santamaría, L. J., & Venzant-Chambers, T. (2013, November). *Student responsiveness and voice in culturally responsive school contexts: Exploring racial opportunity cost and recognition for students of color*. Paper presented at University Council of Educational Administration (UCEA), Indianapolis. Indiana USA.

Role: Co-presenter.

Santamaría, L. J., & Jaramillo, N. E. (2013, November). *Decolonial and applied critical leadership (ACL) in education*. Paper presented at World Educational Research Association (WERA), Guanajuato. Mexico.

Role: Symposium Co-Presenter.

Santamaría, L. J., & Quioco, A. L. (2012, October). *Decolonization and transformation: Critical understandings of native women's leadership as ethical ways of knowing*. Paper presented at the Values & Leadership Conference. The Australian Catholic University, Brisbane, Australia.

Toya, G., & Santamaría, L. J. (2012, November). *Cultural center staff: A grounded theory of distributed relational leadership and retention*. Paper presented at the Association for the Study of Higher Education (ASHE) annual conference. Las Vegas, Nevada.

Role: Mentor and second author on doc student authored paper.

Santamaría, L., Murakami, E., Grant, C., Jean-Marie, G., Nunez, A., Tran, N. & Lloyd-Jones, B., & Stiemke, K. H. (2012, November). *Transcendence as leadership for the future: Women of color enacting change and advancement in academic careers*.

Symposium and paper presented at the Annual Convention of University Council for Educational Administration (UCEA). Denver, Colorado.

Role: Symposium Chair in session including EdD student.

Stiemke, K. H., & Santamaría, L. J. (2012, November). *Find a way or make one: A doctoral student's journey to gaining access and opportunity*. Paper presented at the

Annual Convention of University Council for Educational Administration (UCEA).
Denver, Colorado.

Role: Mentor and second author on EdD student authored paper.

Santamaría, L., Grant, C., Jean-Marie, G., Nunez, A., Murakami, E., Lloyd-Jones, B., & Stiemke, K. H. (2012, April). *Overlooked no more: Postsecondary educational research informed by wisdom, race, and gender to benefit the greater good*. Symposium and paper presented at The American Educational Research Association (AERA) Annual Conference. Vancouver, Canada.

Role: Symposium Chair of session including EdD student.

Stiemke, K. H., & Santamaría, L. J. (2012, April). *Onward and upward: Advancing women of color in educational leadership programs*. Paper presented at The American Educational Research Association (AERA) Annual Conference. Vancouver, Canada.

Role: Mentor and second author on EdD student authored paper.

Santamaría, L. J., Jean Marie, G., & Flanagan, R. (April, 2012). *African American female principals' applications of critical leadership*. Paper presented at The American Educational Research Association (AERA) Annual Conference. Vancouver, Canada.

Role: Lead presenter.

Santamaría, L. J., Jeffries, J. J., & Santamaría, A. P. (November, 2011). *Unpacking the hidden culture in educational organizations: An applied critical leadership (ACL) approach*. Seminar and paper presented at the Annual Convention of University Council for Educational Administration (UCEA), Pittsburg, PA.

Role: Lead presenter.

Santamaría, L. J., & Santamaría, A. P. (2011, April). *Critical change for the greater good: Multicultural dimensions of educational leadership*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). New Orleans, LA, April 2011.

Role: Lead presenter.

Lawrence, R. F., & Santamaría, L. J. (2011, April). *Unpacking student disengagement: Garnering students' voices to inform the greater good*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). New Orleans, LA, April 2011.

Role: Mentor and second author on EdD student authored paper.

Daoud, A. M., & Santamaría, L. J. (2011, February). *Moving story into action: Facilitating teachers to act critically*. Paper presented at the American Association of Colleges for Teacher Education (AACTE) Annual Meeting. San Diego, CA.

Role: Second author.

Daoud, A. M., & Santamaría, L. J. (2010, April). *Passion into action: Facilitating teachers to act critically*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Denver, CO. Available on ERIC No. ED510317.

Role: Second author.

Daoud, A., Santamaría, L. J., Prado-Olmos, P. (2008, November). *The costs of integration: Bilingual teacher education in a social justice context or not?* Paper presented at the National Association of Multicultural Educators (NAME) Conference. Meeting in New Orleans, LA.

Role: Second autor.

Santamaría, L. J., Santamaría, C., Fletcher, T. V. (2006, April). *Pre-service teachers' journeys toward cultural competence.* Paper presented at the American Educational Research Association (AERA). Meeting in San Francisco, CA.

Role: Second author.

Norman, K., Santamaría, L. J., & Lorimer, M. (2006, January). *The continual endeavor: utilizing lesson study and understanding by design to teach university methods courses and integrate the visual and performing arts.* Paper presented at the Association for Science Teachers in Education Annual Meeting. Portland, Oregon.

Role: Second author.

Santamaría, L. J., Chadwick, F., Norman, K., Woo, K., Hood, T., Stall, P., & Lorimer, M. (2006, April). *Collaboration is the key: Insights from eight very different women faculty members.* Paper presented at the American Educational Research Association (AERA) Meeting. San Francisco, CA.

Role: First author.

Santamaría, L. J., McField, G. P., & Diaz-Greenberg, R. (2005, February). *Identifying program needs for Asian American teacher candidates in a Southern California teacher preparation program as part of a session entitled: Narratives of Asian/Pacific Islander American Teacher Candidates in Comparative Contexts.* Paper presented at The National Association of Bilingual Educators (CABE). Los Angeles, CA.

Role: First author.

Santamaría, L. J., (2005, April). *Reconciling contradictory teaching practices for English learners and other culturally and linguistically diverse students.* Paper presented at the 2005 American Educational Research Association (AERA) Meeting. Montreal, Canada.

Role: Author.

Santamaría, L. J., Chadwick, F., Norman, K., Woo, K., Hood, T., Stall, P., & Lorimer, M. (2005, April). *Promoting understanding through collaboration.* Paper presented at the American Educational Research Association (AERA) Meeting. Montreal, Canada.

Role: First author.

Santamaría, L. J., Woo, K., Elsbree, A. R., & Ritchie, S. (2005, April). *Productive partnerships: The distinguished teacher in residence program at California State University, San Marcos.* Paper presented at the American Educational Research Association (AERA) Meeting. Montreal, Canada.

Role: First author.

Santamaría, L. J., Dome, N., & Garza, E. (2004, April). *Best practices for whom? A closer look at literacy, curricular considerations, and social justice and equity for marginalized learners.* Paper presented at the CIVICUS World Assembly. Botswana, Africa. Role: First author.

Santamaría, L. J., & McField, G. P. (2004, February). *Preparing multicultural/ multilingual teachers for multicultural/ multilingual learners: A case study featuring Filipino and Korean pre-service educators*. Paper presented at the National Association for Bilingual Educators (NABE). Albuquerque, NM.

Role: First author.

Santamaría, L. J. & Mercado, C. (2004, February). *Power play: African American and Latinos toward a common educational agenda*. Paper presented at the National Association for Bilingual Educators (NABE). Albuquerque, NM.

Role: First author.

Santamaría, L. J. (2003, April). *Multicultural education, English language learner and academic achievement in elementary school: Moving theory into practice*. Paper presented at the American Educational Research Association (AERA). Chicago, IL.

Role: Author.

Santamaría, L. J., Quioco, A., Dantas, M. (2003, January). *Scaffolding learning to meet language and content standards: An assessment model for English language learners resulting in best instructional practices and differentiated instruction*. Paper presented at the Hawaii International Conference. Waikiki, Hawaii.

Role: First author.

Professional Development – State/ Regional/ Local Community Presentations [n=11]

Santamaría, L. J., with CLU Colleagues (2022, April). Equity from every chair: A student-centered tale of multiple perspectives and innovative approaches supporting transition from a predominantly White (PWI) to Hispanic Serving (HSI) institution. Poster session accepted for presentation at the 2022 WASC Senior College and University Commission Accreditation Resource Conference – ARC2022 San Francisco, CA.

Santamaría, L. J., Salazar, A., Manriquez, L., Diego, A., Lozano, C., Garcia, S., Lopez, L. (2021, February). *Healing the soul- curando el alma- na 'sanna 'e ini 'e: Connecting research findings to clinical practice*. Professional Development provided for Ventura County Behavioral Health (VCBH) Practitioners. Oxnard, CA.

Role: Lead presenter with Mixteco Research Collaborative (Migrant Indigenous Mexican Team).

Santamaría, L. J., Salazar, A., Manriquez, L., Diego, A., Lozano, C., Garcia, S., Lopez, L. (2020, April). *Healing the soul- curando el alma- na 'sanna 'e ini 'e: Empowering the community*. A presentation at the MICOP Indigenous Knowledge Conference (IKC). Oxnard, CA. (Conference cancelled).

Role: Lead presenter with Mixteco Research Collaborative (Migrant Indigenous Mexican Team).

Santamaría, L. J., Salazar, A., Manriquez, L., Diego, A., Lozano, C., Garcia, S., Lopez, L. (2020, August). *Healing the soul- curando el alma- na 'sanna 'e ini 'e: Ayuda con estrés y salud mental*. Professional Development provided for Central Coast Alliance for a Sustainable Economy (CAUSE). Oxnard, CA.

Role: Lead presenter with Mixteco Research Collaborative (Migrant Indigenous Mexican Team).

Santamaría, L. J. (2020, October). *Spiritual activism for Black and Indigenous women of color (BIWOC): We are the ones, now is our time*. California State University Channel Islands (CSUCI) Women of Color (WOC) Speaker Series.

Santamaría, L. J. (2019, November). *And still we rise: Indigenous ways of knowing and healing*. Series Panelist. California State University Channel Islands (CSUCI) Office of Underrepresented Student Initiatives (USI) Series.

Santamaría, L. J., Salazar, A., Manriquez, L., Diego, A., Lozano, C., García, S., Lopez, L. (2019, April). *Anda na' kuachi na chio – Healing together – Curamos juntos*. A presentation at the MICOP Indigenous Knowledge Conference (IKC). Oxnard, CA. Role: Lead presenter with Mixteco Research Collaborative (Migrant Indigenous Mexican Team).

Santamaría, L. J., Salazar, Lozano, C., García, S., Lopez, L. (2018), April). *Healing the soul- curando el alma- na'sanna'e ini'e : Mixteco/Indígena research methodology*. A presentation at the MICOP Indigenous Knowledge Conference (IKC). Oxnard, CA. Role: Lead presenter with Mixteco Research Collaborative (Migrant Indigenous Mexican Team).

Nevarez, C., & Santamaría, L. J., & (2010, May). *Multicultural/ multiethnic education: A critical approach to the educational doctorate in leadership*. A paper presentation presented at Joint Conference Proceedings of the Adult Education Research Conference (AERC) and the Western Region Research Conference on the Education of Adults (WRRCEA). Sacramento, CA.

Santamaría, L. J., Quiocho, A. M., & Daoud, A. (2003, November). *Differentiating instruction for English language learners*. Presented at The California Reading Association (CRA). San Diego, CA.

Santamaría, L. J. (2003, February). *The development, implementation, and sustainability of professional collaboration for special education*. Presented at the California Association for Bilingual Educators (CABE). Los Angeles, CA.

Santamaría, L. J. & Santamaría, A. P. (2003, February). *Culturally responsive pedagogy for English language learners with learning disabilities in inclusive classrooms*. Presented at the California Association for Bilingual Educators (CABE). Los Angeles, CA.

Other Publications [n=2]

Santamaría, L. J., & Santamaría Graff, C. (2020, September 15). *Co-decolonizing research methods toward research sustaining Indigenous and "other" community engaged ways of knowing an American Educational Research Association (AERA) Professional Development and Training Workbook*. Professional Development Series.

Santamaría Graff, C., & Santamaría, L. J. (2021, March 31). *Co-decolonizing research methods toward research sustaining Indigenous and "other" community engaged ways of knowing an AERA Professional Development and Training Workbook*. Ball State University Teacher's College 2021 Emens Distinguished Professorship Series.

Interviews, Media, & Podcasts (n=4)

AERA Division G (Host). (2016, March 18). *Culturally-responsive & sustaining pedagogy* (Featuring Dr. Lorri J. Santamaría, Dr. Tonikiaa Orange, and Dr. Django Paris). [Audio podcast episode]. <https://podcasts.apple.com/us/podcast/culturally-responsive-sustaining-pedagogy/id978422671?i=1000421045197>

Aspell, S. (Host). (2021, March 8). *Spiritual activism with Dr. Lorri Santamaría* (The Pharm Community Podcast). [Audio podcast episode]. <https://podcasts.apple.com/us/podcast/spiritual-activism-with-dr-lorri-many-rivers-santamaria/id1548353610?i=1000512168711>

Chavez, D. (2021, February 25). *TEDx Oxnard Preview*. Oxnard Live! With Daniel Chavez, Jr. (Santamaría, L. J. interview with additional TEDx Oxnard speakers) [Audio/visual podcast episode]. <https://www.youtube.com/watch?v=SHUDIF-PuC0>

Santamaría, L. J., (2021, March 20). *Co-Decolonization as Spiritual Activism A Matter of Life and Breath*. Tedx Oxnard. https://www.youtube.com/watch?v=XyLev_n7jJU

GRANTS

Spencer Large Education (\$250K) Under review
Building Capacity for Equity-minded Teaching, Research, and Service in Higher Education: Understanding Faculty Efficacy and Shift Toward Critical Change, California Lutheran University (Role PI)

- Design-based research on the effectiveness of diversity, equity, and inclusion (DEI) initiatives used in faculty programming

California Department of Developmental Services (DDS) (\$384K) 2021
Empowering Mixtec/Indigenous Families to Disrupt Service Inequalities Applicant Organization, MICOP, Oxnard, CA (Role PI)

- To increase number of bilingual and multilingual Mixtec/ Indigenous families receiving access to disabilities services (n=480) by establishing culturally sustaining and linguistically appropriate education and opportunities for families to connect more substantively through educational community building opportunities.

Marie Skłodowska-Curie Actions (MSCA) International cooperation 2014
through Research and Innovation Staff Exchange (RISE) - Royal Society NZ (\$50K)
Overcoming Inequalities in Schools and Learning Communities: Innovative Action for a New Century (SALEACOM), University of Auckland, NZ (Role PI)
With a team of researchers led by colleagues at the Universitat Rovira i Virgili in Barcelona, Spain.

- To increase worldwide cooperation in comparative study of successful bilingual/ multilingual multicultural educational actions with bilingual/ multilingual multicultural children and systemically underserved youth.

AKO Aotearoa (\$300K) 2013

Optimizing Māori Academic Achievement (OMAA), University of Auckland Te Puna Wānanga Māori School of Education (Role Co-PI)

- To increase bilingual Māori postgraduate retention and completion rates at UoA.

World Universities Network WUN/ GHEAR (\$20K) 2014

Widening Participation: 'First in the Family' Students Succeeding in Universities, University of Auckland (Role Co-PI)

- To better understand and improve bilingual/ multilingual multicultural FIFU experience locally and globally through International comparative work with partners in SA, AUS and US.

University of Auckland - Vice Chancellor Strategic Fund (\$300K) 2013

Understanding the Educational Leadership/ Multicultural Education Interface

University of Auckland (Role Co-PI)

- To increase bilingual/ multilingual multicultural Māori and Pasifika retention and completion at UoA.

PRESENTATIONS AND INVITED LECTURES

Keynote address, “Co-Decolonizing Leadership for Increasingly Diverse Learners”, North Orange County Community College District; Pluralism, Inclusion, and Equity (P.I.E.) Series, May 2023.

Keynote address, “*The JEDI LAK Educational Interface*”, International Learning Analytics Knowledge (LAK), March 2022.

Keynote address, “*Respectful Relational Recalibration: Co-Creating Courage, Resilience, & Balance in Community*”, California Lutheran University Faculty Shared Governance Retreat, January 2022.

Keynote address, “*Leading with Shared Equity: From Values to Practice*”, Texas A & M University, San Antonio, President’s Diversity Council. October 2021.

Keynote address, “*Respectful Relational Recalibration: Co-Creating Courage, Resilience, & Balance in Community*”, California Lutheran University Faculty Shared Governance Retreat, January 2022.

Keynote address, “*Publish & Flourish: Cultivating Grace, Generosity, & Peace*”, Rowan University, August 2021,

Keynote address, “*Co-decolonizing Research Methods toward Research Sustaining Indigenous and "Other" Community Engaged Ways of Knowing*. Ball State University Teacher's College Emens Distinguished Professorship Series. March 2021.

Workshop, *‘Live Demonstration of Creating an iPresentation For Your 2021 Annual Meeting Session Led by 2021 Annual Meeting Presenter Dr. Lorri Santamaría’.*

American Educational Research Association (AERA), March 2021.

<https://www.youtube.com/watch?v=PIovwLw24bQ&t=2s>

Keynote address, *“Co-decolonizing Research Methods toward Research Sustaining Indigenous and “Other” Community Engaged Ways of Knowing”.* Lehigh University Professorship Development Series. March 2021.

Keynote address, *“Culturally Sustaining Successful Educational Actions in New Zealand, Mexico, Spain, and the United States: Research Methodology for Understanding Cultural Responsivity in International contexts”.* CIMIE Research Community, Bilbao, Spain, July 2017.

Keynote address, *“Educators as Agents of Social Change”.* La Verneda Adult School, Barcelona, Spain. July 2017.

Keynote address, *“Overcoming Inequalities through Social Justice: A Flax-roots Collaborative Approach to Educational Leadership in Aotearoa New Zealand”.* The University of Barcelona, Spain. October 2015.

Keynote address, *“Applied Critical Connections”.* Te Akatea Māori Principals’ Network Conference, Hui a Tau, Tamaki Makaurau-Aotearoa New Zealand, September 2015.

Keynote address, *“Othered” Women in International Leadership”.* ZONTA Professional and Businesswomen’s Organization. Tamaki Makaurau-Aotearoa New Zealand, May 2014.

Keynote address, *“Turn Your Face toward the Sunshine.”* All People’s Award, CSUSM, April 2010.

Keynote address, *“Today is Tomorrow.”* Address to California Forum on Graduate Diversity. CSUSM, April 2009.

PROFESSIONAL TRAINING

Educational Leadership/ Administration Tier I, California State University San Marcos, 2001

PROFESSIONAL AFFILIATIONS

Founding Member and Member of Advancing Women of Color in Academe (AWOCA), 2011-present

Member of University Council of Educational Administrators (UCEA), 2011-present

Member of American Educational Research Association (AERA), 2003-present

Member of National and California Association of Bilingual Educators (NABE & CABE)

2002-present

Member of National Association of Multicultural Educators (NAME), 2002-present

Member of Association of Supervision and Curriculum Development (ASCD), 2002-present

Member of National Council of Teachers of English (NCTE), 2002-2012

Member of CSU San Marcos African American Faculty and Staff Association (AFFSA), 2002-2012

Member of American Association of Colleges of Teacher Education (AACTE), April 2006

PROFESSIONAL SERVICE

Peer-reviewed articles for:

- Bilingual Research Journal
- Journal of Transformative Leadership and Policy Studies (JTLPS)
- Teacher Education Quarterly
- Diaspora, Indigenous, and Minority Education: An International Journal

Professional Service to:

- Spencer Small Grants Review Team, 2021-present

- UW-Madison Leadership Framework, 2021
 - Standards Review Advisory Board

- Carnegie Project on the Education Doctorate (CPED), California State University and The University of Auckland, 2010-2017

- American Educational Research Association (AERA)
 - Chair, Discussant, Reviewer of proposals for Divisions A, K, G, Leadership in Education, Educators for Social Justice, Ed Leadership for Social Justice SIG, 2000-present

- University Council of Educational Administrators (UCEA)
 - Chair, Discussant, and Reviewer of proposals, 2011, 2012

- Exceptional Family Resource Center: North County Consortium for Special Education
 - Action Team Member, 2003

- National Council of Teachers of English (NCTE)
 - Member, Standing Committee on Research, Urbana, IL, 2003-2006

- Casebook Publishing Company
 - Advisory Board Member, San Diego, CA, 2003-2004

- California State University San Marcos African American Advisory Council
 - Invited Member, San Marcos, CA, 2002-2004
- Interstate New Teacher Assessment and Support Council (INTASC): Special Education Standards, Washington, DC
 - Committee Member, Chief Council of State School Officers (CCSSO), 1998-2001
- Arizona State Department of Education, Special Education Standards, Tucson, AZ
 - Committee Member, 1998-2000

COMMUNITY SERVICE TO SCHOOLS

Ventura County

Oxnard School District, African American Advisory Council, 2020-present

Oxnard School District, Mixteco Family Advisory Board, 2020-present

New Zealand National Community

Te Ara Hou (The New Pathway) – The Māori Achievement Collaboratives (MACs), 2013-2016

- Grassroots collaboration comprised of 6 regional clusters across both North and South Islands of New Zealand that began in November 2013. Each cluster was comprised of 10-12 Māori and non-Māori principals serving priority learners (e.g., Māori and Pasifika students) in primary, intermediate, and secondary mainstream schools.
 - PI to foster whanaungatanga/relationships between principals to positively influence and impact their personal and professional learning for developing and establishing a critical mass of effective school leadership practices that promote and sustain positive Māori student achievement and success as Māori.
- NZ Ministry of Education (MoE) Ministerial Cross-Sector Forum on Raising Achievement, 2014-2016
 - Member representing Higher Education country-wide.

Local Auckland Community

- Te Akatea Māori Principals' Network-HUI A TAU, Higher Education, 2014-2016
 - Representative and invited member.

Local California State University San Marcos Community

- AVP of Diversity and Ombudsperson Transition Team Member, 2011-2012

CSUSM Center for Children and Families (CCF), Fall 2009

- Accreditation and organizer clothing drive and exchange to serve underserved families in the community.

San Marcos Unified School District, 2006-2007

- University Collaborator (with school site Principal Candy Singh), San Marcos Elementary School Professional Development

Carlsbad Unified School District, 2006-2007

- University Collaborator (with school site Principal, Dr. Carol Van Vooren), Jefferson Elementary School's "International Baccalaureate Primary Years Program".
- University Collaborator (with school site Principal, Dr. Carol Van Vooren), 2005-2006
- Jefferson Elementary School's "Developing a GATE Magnet to Enhance Economically Disadvantaged Student Access to Core Curriculum".

Project differentiation at Calavera Hills Elementary School, 2004-2005

- University Collaborator (with colleague J. Thousand)

Project differentiation at Buena Vista Elementary School, 2003-2004

- University Collaborator (with colleague J. Thousand)

Lake Elsinore Unified School District: Elsinore Elementary School, 2003-2004

- University Collaborator, (with Principal, Fernando Reyes)

San Diego County Office of Education, Advancing professional practice through authorization in teaching English language learners (ATEL), serving Encinitas, Oceanside, Temecula school districts, and the San Diego County Office of Education, 2003-2004

- University Collaborator (with colleagues Z. Cline, A. Daoud, L. Stowell, G. Valdez, & J. Hanor)

LANGUAGES

English: Native language

Spanish: Intermediate listener, Intermediate speaker, Advanced reading and writing

ACADEMIC, LEADERSHIP, & MANAGEMENT SKILLS

- As an Academic: National & international excellence in teaching, scholarship, and service to Full Tenured Professor
- As Head of School, Associate Dean, and Director: Experience with and demonstrated commitment to applied DEI for faculty, professional staff, and students across the spectrum of diversity
- As K-12 teacher, Professor, and Director: Theory to practice educationalist and educational leader with Pre-K, K-12, Higher Education, and executive administrative experience
- As Head of School, Associate Dean, and Director: Human resource and budget management experience
- As Head of School and Program Lead: Experience with state regional, and national accreditation procedures (WASC in particular) in US and British system equivalent

- In all roles: Demonstrated excellence in collaboration as well as written and spoken communication in English and Spanish with deep work with local Indigenous people
- In all appointments: Shared leadership and collaboration with faculty, professional staff, students, and community members in the norm
- In all positions: Vision, mission, and values centric; experience developing/ leading charge toward strategic planning and identification of vision and/ or mission
- In all roles: Provision of strategic visionary forward thinking equity-minded leadership and management in support of a thriving teaching and learning community.

UNIVERSITY SHARED GOVERNANCE

Governance Community Including Faculty of Education (FoE)/ Learning, Development, and Professional Development (LDPP- Teacher Credentialling) [University of Auckland, NZ (2012-2016)]

FoED Faculty Postgraduate Studies Committee
Committee Member, 2014, Co-Chair, 2013-2015

FoED Post Graduate Research, Evaluation, and Assessment (PGRAES) Committee
Committee Member, 2013-2015, Chair-2014

FoED EdD Planning Committee, 2013-2015
Chair Learning Development and Professional Practice (LDPP)

LDPP School Postgraduate Committee, 2012-2015 Committee Member

Significant UoA (NZ) Outcomes:

- At the University of Auckland in various roles in the FoED and LDPP I provided leadership or co-leadership in initiatives (e.g., Carnegie Professional Educational Doctorate [CPED]/ EdD, Faculty Advisors, 180 pt. MEd) to support Postgraduate (PG) students and increase engagement, satisfaction, and completion rates (PL, SD).
- Worked considerably in Te Puna (bilingual/ multilingual multicultural Māori School of Education) and some with the Associate Dean (AD) Pasifika (e.g., Samoan, Fijian, Tongan) to lift achievement for minoritized and marginalized students (comparable to BIPOC students in the U.S.A.) who have not done well historically as well (University-wide partnerships, championing equity, securing of strategic funds).
- LDPP began hosting an EdD with an Educational Leadership focus in 2015.

Significant CSUSM Leadership Outcomes:

- Led charge to rewrite and shepherd College of Education COE Retention Tenure and Promotion (RTP) document through University Faculty Affairs Committee (FAC), 2010-2012.

Graduate Programs Committee (Chair 2008-2009); 2008-2009

Peer Review Committee (Chair 2009-2012); 2008-2012
Program Coordinator's Committee (Chair); 2006-2007
NCATE Standard 1 Accreditation Committee (Co-Chair);2005-2007
Distinguished Teacher in Residence Search Committee; 2004, 2005, 2010
Graduate Programs Committee (Chair 2008-2009); 2002-2004
Peer Review Committee (Chair 2009-2012); 2002-2004
Program Coordinator's Committee (Chair); 2002-2004; 2011-2012
COE Curriculum Committee (Co-Chair, '03-04); 2002-2004
Governance Community (Co-Chair); 2002-2004
COE Executive Council Member; 2002-2004; 2011-2012

SERVICE TO CALIFORNIA STATE UNIVERSITY SAN MARCOS (CSUSM)

Academic Senate Executive Council, 2010-2012
Academic Senate Faculty Affairs Committee (Chair 2010-2012), 2009-2010
Faculty Awards Selection Committee, 2010-2012
Graduate Program Committee, 2008-2012
COE Dean's Periodic Review Committee, 2007-2008
Academic Senate General Education Committee, 2007-2010
University Institutional Review Board (IRB), 2005-2009
Institute for Social Justice and Equity Committee, 2005-2009
NCATE Standard 1 Accreditation Committee (Co-Chair), 2002-2006, 2009-2012
Program Coordinator's Committee (Chair), 2006-2007
Academic Senate Senator, 2010-2012

PRIZES, AWARDS, DISTINCTIONS

Jeffrey V. Bennett Award for Outstanding International Research for the
University Council of Educational Administration (UCEA), 2017
CSUSM All People's University Award for Inclusiveness, April 2010

Faculty Center Professional Development Award, May 2004, 2005, 2010

REFERENCES

Available under separate cover.