

José William Meléndez

School of Planning, Public Policy, and Management (541-346-2142) Jmelende@uoregon.edu

Academic Appointments

Assistant Professor of Planning September 2018 – Present
School of Planning, Public Policy, and Management
Affiliated Faculty of Indigenous, Race, and Ethnic Studies January 2019 – Present
University of Oregon

Postdoctoral Fellow in Teaching & Mentoring

Honors College at University of Illinois, Chicago January 2017 – 2018
Taught freshman core classes and advanced seminars. Provided Honors Capstone Research advising, both as general guidance to the student body and as supervisor to individual students' Capstone research projects. Co-directed the Chicago Signature Honors Programming initiative, which involves developing and leading cultural enriching programming.

Adjunct Professor

North Central College, Naperville, Illinois January 2016 – December 2016

Education

University of Illinois, Chicago

Ph.D. Learning Sciences December 2016
Interdisciplinary co-department: *Urban Planning & Policy*
Concentration: *Collective and System Level Learning in Participatory Planning Processes*

University of Illinois, Chicago

M.Ed. Curriculum and Instruction May 2009
Concentration: *Educational Studies in Instructional Leadership*

Oberlin College

B.A. May 2001
Major/Minor: *History/Dance*

Research Interests: I focus on investigating the interrelation between the environment, participants, and language and how each of these components works to facilitate civic engagement and adult learning in democratic activity. In particular, I am interested in how to design participatory processes for inclusion and equity of under-represented communities. As an interdisciplinary scholar, my novel use of qualitative methods pushes the boundaries of theory and concept building in the areas of civic engagement, learning, and participation. Additionally, I am interested in investigating and improving the teaching and learning of the applied and social sciences at the undergraduate and graduate education levels.

Funded Grant Projects

Title: Investigating structural barriers faced by Latino leaders across Lane County Governance

Funder: Sociological Initiatives Foundation

Amount: \$20,000

Duration: July 2021 – December 2022

Role: Principal Investigator

Summary: In collaboration with the Latino/a/x Leaders Working Group from across Lane County, this research will examine how the design and structure of local government across different jurisdictions in Lane County, Oregon, create system level structural barriers for Latinos leaders who attempt to engage in the various political arenas. These barriers, we hypothesize, prevent the emergence of a political power base for the Latino community, and subsequently perpetuates the disposition that the various access points for engaging with local governments is not meant for them.

Title: Status of Immigrant in Oregon 2020 Report: Political and Civic Engagement

Funder: University of Oregon, College of Design

Amount Funded: \$4,500

Duration: August 2020 – August 2021

Role: Principal Investigator

Summary: College of Design Board Faculty Fellowship & Student Assistant Award "Oregon's Decision-making Bodies: Diverse and Equitable Representation". Funding from this grant will support student researchers' time during the summer of 2020 who will be analyzing over 50 interviews of immigrants who sit on decision-making bodies across the state of Oregon. The work over the summer will be divided between analysis in the first half and writing in the second.

Title: Status of Immigrant in Oregon 2020 Report: Political and Civic Engagement

Funder: School of Planning, Public Policy, and Management

Amount Funded: \$30,000

Duration: August 2019 – August 2021

Role: Principal Investigator

Summary: UMRP grant for Engaging Diverse Communities will fund the research described in this proposal that will be the foundation for the chapter on Politics and Civic Engagement. With the purpose of understanding how immigrant communities are politically and civically engaging in Oregon, this proposal partners with the Labor Education and Research Center (LERC), to update its report entitled "**Becoming A State of Immigrants: A New Look at the Immigrant Experience in Oregon.**"

Title: Translating Across Disciplines: Urban/Community Planning & Learning Science

Funder: International Society of the Learning Sciences (ISLS)

Amount Funded: \$5,000

Duration: January 2019 – January 2020

Role: Lead Author and Organizer

Summary: ISLS Grant for *Regional and Affinity Outreach & Engagement Promoting the Learning Sciences* funding two special pre-organized sessions and a culminating Roundtable discussion at the 2019 Association of Collegiate Schools of Planning (ACSP) Annual Conference. The aim is to create opportunities for collaboration and to reframe and advance the conceptualizations of *learning* in the learning sciences and planning disciplines, with implications for both practice and research.

Title: Talent Park System Master Plan

Funder: Oregon Park and Recreation Department through the City of Talent

Duration: January 2019 – June 2019

Role: Community Engagement Specialist

Summary: Part of the PPPM Community Planning Workshop team that worked on identifying current and future parks and recreational needs through an integrated park system that provides adequate open space, recreational services and facilities, trails, and stewardship of natural and cultural resources. Specifically, I provided guidance to students and the project lead manager on outreach and engagement strategies for the fast-growing Latino immigrant population; and to develop a locally grounded placemaking strategy for reflecting the diverse identities and visions of the Talent community and support local community members in its implementation.

Outstanding Grant Proposals

Title: The Cascadia Coastlines and Peoples Hazards Research Hub (Cascadia CoPes hub)

Funder: National Science Foundation's ICER - CoPe-Coastlines and People

Amount: \$18,896,138

Duration: July 2021 – June 2026

Role: Co-Principal Investigator and Lead for the University of Oregon

Summary: The Cascadia Coastlines and Peoples Hazards Research Hub (Cascadia CoPes hub) will inform and enable integrated hazard assessment, mitigation, and adaptation—including comprehensive planning, policy making, and engineering—through targeted fundamental scientific advances and modeling co-produced in sustained collaboration with coastal communities. A comprehensive, inclusive, coproduced approach to advancing hazard assessment and mitigation will increase coastal communities' adaptive capacity and broaden participation in achieving equitable and just disaster risk reduction. Collaborating institutions include: Oregon State University, University of Washington, U.S. Geological Survey, Humboldt State University, Washington State University, Swinomish Indian Tribal Community, Georgia Tech, & Arizona State University.

Research Experience

University of Illinois at Chicago

Chicago, Illinois

Project Manager

August 2009 – May 2015

Managed the American Migrations Project, a research project funded by two NSF grants. Responsibilities included coordinating the IRB reporting, serving as the liaison to Chicago Public Schools (CPS), and drafting NSF grant reports. Geared to improve undergraduates' science inquiry skills, I collaborated with and managed the research team to develop improvements to Social Explorer and to create new online curriculum modules for easier accessibility. I also co-developed and provided professional development for undergraduate faculty and K-12 grade teachers focused on using GIS mapping technology and worked with all participating instructors to integrate curriculum and GIS tools into their social science, history, and social studies classrooms.

University of Illinois at Chicago

Chicago, Illinois

Research Assistant

January 2011 – December 2011

Assisted in research for the Chicago Area Study (CAS), a multi method research project analyzing how localities in the Chicago area responded to high levels of Latin American

immigration over the last 30 years. CAS focused on qualitative data collection and analysis to examine the intersection of public and private actors in shaping attitudes and policies towards immigrants at the municipal level. The project explored why communities adopted supportive, neutral, or restrictive immigration related policies. As a multi-year fieldwork research, the project explored the relationships between locally elected officials, public and private institutions, and immigrant residents.

Publications

Published

Peer Reviewed

- Meléndez, J. W.** & Martínez-Cosío, M. (Accepted for Publication). Differentiating Participation: Identifying and Defining Civic Capacities Used by Latino Immigrants' in Participatory Budgeting. *City & Community*.
<https://doi.org/10.1177/1535684121993473>
- Meléndez, J. W.** (2020). Latino immigrants in civil society: Addressing the double-bind of participation for expansive learning in participatory budgeting. *Journal of the Learning Sciences*, 1-27. doi.org/10.1080/10508406.2020.1807349
- Meléndez, J. W.**, & Martínez-Cosío, M. (2019). Designing for equitable civic engagement: Participatory design and discourse in contested spaces. *Journal of Civil Society*, 15(1), 18-41.
- Meléndez, J. W.**, & Parker, B. (2019). Learning in participatory planning processes: Taking advantage of concepts and theories across disciplines. *Planning Theory & Practice*, 20(1), 137-144.
- Meléndez, J.W.** (2018). Invited Commentary: Aligning Our Pedagogy and Practices with Our Cultural Competency Goals. *eJournal of Public Affairs*, 7(2), 222-240.
- Meléndez, J.W.** (2018). Studying learning in neighborhood level democratic activity. In R. A. Hays (Ed.), *Neighborhood change and neighborhood action: The struggle to create neighborhoods that serve human needs* (pp. 91-122). New York: Lexington Books.
- Radinsky, J., Hospelhorn, E., **Meléndez, J. W.**, Riel, J., & Washington, S. (2014). Teaching American migrations with GIS census webmaps: A modified "backwards design" approach in middle school and college classrooms. *The Journal of Social Studies Research*, 38(3), 143-158.

Refereed Conference Proceedings

- Curnow, J., Jurow, A.S., Takeuchi, M., Aquino Ishihara, V., Meixi, Rincón Gallardo, S., Morales Elox, M., **Meléndez, J.W.**, Pham, J.H. Philip, T., Tivarange, T., Kirshner, B. & Uttamchandani, S. (2020). *Global Perspectives on Social Movement Collective Action as Learning*. The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Nashville, TN: (Conference Cancelled).
- Meléndez, J. W.** , Radinsky, J. , Vossoughi, S. , Marin, A. , Bang, M. , Nolan, C. , & Schmidt, A. (2018). Community-based design partnerships: Examples from a new generation of CHAT/DBR. In J. Kay & R. Luckin (Eds.), *Rethinking learning in the digital age: Making the learning sciences count*. 13th International Conference

of the Learning Sciences (ICLS) 2018. London, UK: International Society of the Learning Sciences.

- Meléndez, J.W., & Radinsky, J. (2018).** From Stunted Limitations to Awakened Imaginaries: Expansive learning among Latino immigrant participants in participatory budgeting. In Meléndez & Radinsky (Co-Chairs), *Community-Based Design Partnerships: Examples from a New Generation of CHAT/DBR*. In Kay, J. and Luckin, R. (Eds.). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018*. London, UK: International Society of the Learning Sciences.
- Meléndez, J.W. (2018).** Identifying Expansive Learning in Democratic Activity: A CHAT/DBR Approach to Community-Based Design Partnerships. In Kay, J. and Luckin, R. (Eds.). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018*. London, UK: International Society of the Learning Sciences.
- Meléndez, J. W. (2017).** Learning in Chicago's 49th ward participatory budgeting process: How to study democratic activity across time and space by analyzing discourse. In W. No, A. Brennan, & D. Schugurensky (Eds.), *BY THE PEOPLE: Participatory democracy, civic engagement, and Citizenship education* (pp. 280-291). [31]. Participatory Governance Initiative: Arizona State University.

Reports

- National Appleseed (2008). Immigrant use of financial services and unmet needs: A survey of Mexican immigrants in Chicago.
- National Appleseed (2008). Banking in a global market: A financial institution guide for offering international remittances services.
- Chicago Appleseed Fund for Justice (2007). The ABC's of funding parental involvement in education: Opportunities under NCLB.
- National Appleseed (2007). Improving pricing transparency in international remittance markets: Focus group testing of a pricing transparency strategy.
- Chicago Appleseed Fund for Justice (2007). Improving parental involvement in Illinois under the No Child Left Behind Act: An Illinois action plan - school initiated, parent-cultivated, community facilitated.

Non-Peer Reviewed

- Meléndez, J. W. (2015).** Learning in Chicago's 49th Ward participatory budgeting process: How to study democratic activity across time and space by analyzing discourse. Available at SSRN: <https://ssrn.com/abstract=2963866>
- Meléndez, J. W., Hall, A. H., Kang, R., & Slattery, B. (2014).** Design based research re-imagined: A CHAT Formative Intervention for Expansive Learning in a Graduate Level Reading Group. Available at SSRN: <https://ssrn.com/abstract=2961991>
- Meléndez, J. W., & Radinsky, J. (2012).** Participatory Budgeting: Learning Civic Capacities Through Democratic Activity. Available at SSRN: <https://ssrn.com/abstract=2961983>

Manuscripts in Progress

- Meléndez, J. W.,** & Hoff, C., Raush, L., Graciosa, M., & Renirie, A. (June 2021). The Landscape of Civic Participation Among Immigrants: Documenting Service on Decision-Making Bodies as a Third-type of Civic Activities. Chapter for Labor Education and Research Center Report “*A State of Immigrants*”: *A New Look at the Immigrant Experience in Oregon*.
- Meléndez, J. W.,** & Hoff, C. The Landscape of Civic Participation Among Immigrants: Documenting Service on Decision-Making Bodies as a Third-type of Civic Activities. *Journal of the American Planning Association*.
- Graciosa, M., & **Meléndez, J. W.** Oregon Decision-making Bodies: Meanings and Contradictions of Immigrant Representation. *Journal of Deliberate Democracy*.
- Renirie, A. & **Meléndez, J. W.** Lived Experience vs. Technical Expertise: Knowledge Valuation and Influence in Oregon’s Advisory Bodies. *Administrative Theory & Praxis*.

Conference Presentations

- Meléndez, J.W.** (2020). *Documenting the Terrain of Decision-Making Bodies Across the State of Oregon*. Paper presented at the 60th Association of Collegiate Schools of Planning Conference. Toronto, Canada.
- Meléndez, J.W.** (2019). *Differentiating Participation: Identifying and Defining Civic Capacities Used by Latino Immigrants’ in Participatory Budgeting*. Paper presented at the 59th Association of Collegiate Schools of Planning Conference. Greenville, SC.
- Meléndez, J.W.** (2018). *Differentiating Participation: Exploring the Relation between Participants’ Civic Capacities and the Design of Participatory Spaces*. Paper presented at the 58th Association of Collegiate Schools of Planning Conference. Buffalo, NY.
- Meléndez, J. W.,** Radinsky, J., Vossoughi, S., Marin, A., Bang, M., Nolan, C., Schmidt, A. (2018). *Community-Based Design Partnerships: Examples from a New Generation of CHAT/DBR*. Symposium conducted at the 13th International Society for the Learning Sciences, London, UK.
- Meléndez, J.W.** (2018). *Designing Participatory Processes for Learning in Neighborhood Level Democratic Activity*. Paper presented at the 48th Urban Affairs Association Conference, Toronto, Canada.
- Meléndez, J. W.** (2017). A case study of participatory budgeting as a democratic activity system: Using CHAT/DBR to identify expansive learning. Paper presented at the 5th Congress of the International Society for Cultural and Activity Research, Quebec, Canada.
- Meléndez, J. W.** (2017). Identifying collective and system level learning: Approaching a participatory budgeting process as a learning environment that can be designed for agentic learning. Part of a special panel on promoting justice in the city: policing, incarceration, community building, and racial justice. Paper presented at the 47th Urban Affairs Association Conference, Minneapolis, MN.
- Meléndez, J. W.** (2016). Latino participation in Chicago's 49th Ward participatory budgeting process: Analyzing discourse in the study of democratic activity across

- time. Paper presented at the 46th Urban Affairs Association Conference, San Diego, California.
- Meléndez, J. W.** (2015). Learning in Chicago's 49th Ward participatory budgeting process: Using a discourse analysis in the study of democratic activity across time and space. Paper presented at the By the People: Participatory Democracy, Civic Engagement and Citizenship Education Conference, Arizona State University, Arizona.
- Meléndez, J. W.** (2015). Participatory budgeting in Chicago's 49th Ward: Critical dialectical tensions of learning in democratic activity. Paper presented at the 45th Urban Affairs Association Conference, Miami, Florida.
- Meléndez, J. W.** (2014). Using a dialectic CHAT methodology framework for understanding learning in a participatory budgeting process. Paper presented at the 4th Congress of the International Society for Cultural and Activity Research, Sydney, Australia.
- Meléndez, J.W.** (2014). Understanding learning in participatory budgeting: Identifying dialectic tensions + resolutions using a discourse analysis approach. Paper presented at the 44th Urban Affairs Association Conference, San Antonio, Texas.
- Meléndez, J. W.** (2013). Citizenship learning through participatory budgeting. Invited panelist. 2nd International Conference on Participatory Budgeting in the U.S. and Canada, Chicago, Illinois.
- Radinsky, J., **Meléndez, J. W.**, Hospelhorn, E., Washington, S., & Butler, L. (2013). American migrations project: Using GIS interactive maps for classroom teaching and learning. Poster presented at the techteach UIC Conference, Chicago, Illinois.
- Radinsky, J., Hospelhorn, E., Riel, J., & **Meléndez, J. W.** (2013). What should we teach with historical census data visualizations? An examination of learning objectives for classroom GIS projects studying African American and Latino migrations. Paper presented at the 38th Social Science History Association, Chicago, Illinois.
- Meléndez, J. W.**, & Radinsky, J. (2012). Latino immigrants' civic engagement: learning civic capacities through participatory budgeting. Paper presented at the DFI/IALHEA Conference and Diversity Research Forum, Chicago, Illinois.
- Radinsky, J., **Meléndez, J. W.**, & Roberts, J. (2012). Do the data strike back? Students' presentations of historical narratives about Latino communities using GIS. Paper presented at the American Educational Research Association, Vancouver, Canada.
- Meléndez, J. W.**, & Radinsky, J. (2012) Participatory budgeting: Learning civic capacities through democratic activity. Paper presented at the 1st International Conference on Participatory Budgeting in the U.S. and Canada, New York, New York.
- Meléndez, J. W.** (2011). The 49th Ward's participatory planning budgeting process: Applying a CHAT lens to participatory planning. Poster presented at the International Society for Cultural Activity Research, 1st Ph.D. Student Pre-conference, Rome, Italy.
- Meléndez, J. W.** (2004). Danya International, Inc: Older adult alcohol education. Poster presented at the 132nd Annual Meeting & Exposition of the American Public Health Association, Washington, DC.
- Meléndez, J. W.** (2002). LLEGO: The National Latina/o LGBT Organization, a Midwest assessment. Poster presented at the Community Planning Leadership Summit for HIV Prevention, The Center for Disease Control & Prevention, Chicago, Illinois.

Fellowships & Invited Convenings:

Title: 2019-2020 Sustainability Faculty Fellows Program

Sponsor: University of Oregon, Office of Sustainability

Focus: Fellows receive support on pedagogical methods of community-engaged learning that support incorporating partnering with community-based organizations into their syllabus with a focus on sustainability.

Amount Funded: \$1000

Duration: 2019 – 2020 Academic Year

Title: Learning to Engage Conference at Pennsylvania State University

Sponsor: Spencer Foundation

Focus: To strategize with other scholars and educators on how to enhance students' engagement with the political process and serve equitable outcomes in the current political climate. To collaborate with other scholars on lines of research that contributes meaningfully to addressing the larger question about how people learn to engage in their communities and how learning can, and does, shape the politics, practices, and worldviews of future leaders.

Date: July 2019

Invited Panels, Presentations, & Residencies

Urban Affairs Association

Webinar: "Research Pivoting during the Time of Covid-19" November 2020

Webinar: "Survive, Thrive, Drive: Navigating Challenges and Adopting January 2021

Effective Career Strategies A Webinar for Black, Indigenous, and People of Color (BIPOC) Graduate Students and Early Career Professionals"

Webinar: "Strategies for Journal Publishing across the Career Spectrum" February 2021

University of Illinois at Chicago

Learning Sciences Research Institute Seminar Speaker Series January 2017

Chicago, Illinois

Identifying Expansive Learning in Participatory Budgeting: A Case Study of a Democratic Activity System.

DePaul University, School of Public Service

Guest Lecturer

Chicago, Illinois

2013 – 2018.

Cross Sector Analysis, The Role of Community Engagement in Participatory Budgeting.

Northeastern Pennsylvania Diversity in Education Consortium

Visiting Lecturer

Penn State, Wilkes-Barre, PA

January 2001

Conducted a residency exploring the intersection of local and national topical social justice issues, including the intersection of race, immigration, gender, and sexual orientations as it related to various regional universities' campus climate and student programming and inclusion. Led conversations in various classes on topics of race, immigration, gender, and sexual orientations and their relation to creating inclusive university policies. Facilitated meetings with professors, administrators, artists, and activists to create and implement programmatic goals and policies to coincide with the needs of students.

Professional Development

Teaching Effectiveness Academy

Urban Affairs Association Conference

Founder and Lead Trainer

2018 – Present

Plan and lead half-day professional development workshops for improving teaching effectiveness for instructors in the applied and social sciences at different phases of their teaching experiences. These workshops focus on helping instructors connect teaching practices to theory. Current offerings include workshops on Understanding by Design (UbD) and supporting 1st generation college students.

Courses Taught

University of Oregon

2018 – Present

1. 494 Leadership for Social Change
2. 4010/510 Community Organizing
3. 452/552 Engaging Diverse Communities

Honors College at University of Illinois, Chicago

2017 – 2018

1. Foundations for the Future
2. Introduction to Qualitative Research Methods and Analysis
3. Urban Issues: Nuance and Complexity
4. Qualitative Capstones: Analyzing your Data;
5. Leadership: Cultures, Context and Purpose

North Central College, Naperville, Illinois

2016

1. Urban Problems
2. Leadership and Place

Students Scholarship Supervised

Current Doctoral Students

Maggie Mitteis, Committee Member, Critical and Socio-Cultural Studies in Education, UO College of Education

Juan Antonio Sorto, Committee member, Texas Southern University School of Public Affairs

Current Master Students

Melissa Graciosa, UO PPPM CRP Professional Project (2021)

Oregon Decision-making Bodies: Meanings and contradictions of Immigrant Representation.

Alex Renirie, 2nd Chair, UO Conflict and Dispute Resolution Thesis (2021)

Equity-informed Collaboration for Environmental Decision-making: A Case Study of Climate Collaboratives.

Former Master Students

Leah Raush, Chair, UO PPPM CRP Professional Project (2020)

Building More Inclusive Boards & Committees: Immigrant Participation in Government Decision-making.

Megan Winner, 2nd Chair, UO PPPM CRP Professional Project (2019)

Enhancing Effective Communication: Programs, Provisions & Performance in the City of Eugene, Oregon.

Davida Escobedo, 2nd Chair, UOP PPPM CRP Professional Project (2019)

Mobilizing Local Action for Refugee Support: Explorative Frameworks for Transforming Rural, Ethnic Communities.

Former Undergraduate Students

David Grabicki, UO Department of History and Honors College Thesis (2020)

Transformative Labor and Transforming Environments: Oregon Countercultures and Environmental Labor, 1960-1980.

Harrison Jensen, UO PPPM Honors Thesis (2020)

Barriers to Care: Applying for Medicaid in Oregon.

Professional Experience

Chicago Appleseed Fund for Justice

Chicago, Illinois

Developed and managed parental involvement, financial education, and access to higher education programs. Responsibilities included establishing and maintaining relationships with federal and state fiduciary entities, banks, credit unions and community organizations, to facilitate research, products, and marketing to immigrants and low-income communities. Facilitated technical assistance and trainings to community organizations, The Illinois Governor's Parent Leadership Council, government officials, and parents on Department of Education federal legislation: No Child Left Behind. Developed outreach tools for dreamers, on access to higher education and scholarship resources. Also contributed to white papers, website content, and marketing materials. Supervised staff and interns.

Policy & Research Associate

May 2006 – August 2009

Danya International, Inc.

Silver Spring, Maryland

Developed, translated, and edited product content for tobacco control, substance abuse and other health related interventions, including curricula and research tools. Conducted literature reviews and performed market and background research while assisting in proposal writing. Supported the culturally competent content development of client websites - the National Prevention Information Network for the Center's for Disease Control & Prevention and the National Hispanic Science Network for the National Institutes of Health.

Research Associate

August 2004 – July 2005

LLEGO: The National Latina/o LGBT Organization

Washington, DC

Managed leadership development and community mobilization trainings, including planning, directing, and organizing community Capacity-Building Assistance (CBA) services and program activities nationwide. Provided technical consultation and services to community-based organizations (CBOs) and health departments in area of expertise as related to either CBA and/or HIV prevention in community planning effectiveness and participation. Lead representative for agency at various local, regional, national, and international conferences and meetings. Planned and revised curricula for CBOs. Supervised support staff.

Field Manager

August 2001 – August. 2004

Awards, Service, & Skills

Awards

The UO's Teaching Academy Board Excellence in Remote Teaching Award for Spring (2020)
The UO's Tom and Carol Williams Fund for Undergraduate Education (2020)
Nominated for PPPM Teacher of the Year Award (2019)
Nominated for Capstone Advisor of the Year, Honors College, UIC (2017)
Oberlin College, Alumni Fellowship (2016 & 2013)
Oberlin College, Distinguish Young Alumni Award (2014)
University of Illinois, President's Research in Diversity Travel Award (2014)
Oberlin College, Special Recognition Award in Appreciation of Distinguished Service and Leadership to the Oberlin Latino Alumni Association (2011)
UIC, Abraham Lincoln Graduate Retention Fellowship (2011)
Oberlin College, Volunteer of the Year for Service as Class President (2010)
UIC College of Education, Dean's Merit Award, (Commencement 2009)
Harvey and Selma Badesch Fellow, annual fellowship position focusing on social justice and government effectiveness issues (2008 – 2009)

Academic Related Reviewer

Journal of the Learning Sciences	2021 – Present
Journal of European Planning Studies	2021 – Present
Journal of City and Community	2021 – Present
Planning Theory and Practice	2021 – Present
Journal of Building & Cities	2019 – Present
International Conference on Computer Supported Collaborative Learning	2014 – Present
International Conference of the Learning Sciences	2010 – Present

Professional and Community related Reviewer

Reviewer: UIC, Interdisciplinary Undergraduate Research Journal	2014 – 2018
Ryan White Grants' Training and Reviewer for HRSA	2004 – 2009
Migrant Worker's Justice Fund, Peer Review Council	2004 – 2007
ASPIRA, National Youth HIV/AIDS Prevention Curriculum Review Panel	2002 – 2003

Academic Related Service

PPPM IPRE Project Coordinator Search Committee	Spring 2021
Teaching Leaders CAIT, UO Office of the Provost	2020 – Present
Inclusive Excellence Campus Network, UO Office of the Provost	2020 – Present
Committee Member, Ph.D. Committee, UO PPPM	2019 – Present
Equity and Inclusion Committee, UO PPPM	2020 – Present
Board Member, UO Center for Latino/a Latin America Studies (CLLAS)	2020 – Present
Member, CLASS Faculty Research Award Committee	Spring 2021
Member, CLASS Graduate Student Scholarship Committee	Spring 2020
Academic Affairs Committee, UO College of Design	Spring 2020
Committee Member, Ad Hoc Committee on UAA Honor Society	2016 – 2019
Board Member, the Oberlin Latino Alumni Association	2014 – 2019
Co-Chair, Honors College Diversity Committee	2017 – 2018
LSRI Community Committee, Student Member	2013 – 2014

UIC Great City's Institute, BP Chicago Research Survey Advisor	2012 – 2013
UIC Learning Sciences Student Association, Graduate Student Council Rep.	2010 – 2014
Department of Urban Planning and Policy's Friday Forum Committee	2010 – 2011

Community Related Volunteer

City of Eugene Middle Housing Citizen Review Pane	2020 – Present
Convener and Strategist, Latino/a/x Leaders Working Group	2020 – Present
Oberlin College, Alumni Recruiting Network	2006 – Present
Oberlin College, 2001 Alumni Class President	2005 – 2016
Chairperson, the Oberlin Latino Alumni Association	2007 – 2013
Institute of Latino Studies, the State of Latino Chicago Advisory Committee	2006 – 2008
Unites States-Mexican Border Health Association, ENLACES Advisory Council	2004 – 2007
National Youth Advocacy Coalition, National Youth Advisory Council	2002 – 2003

Memberships

The Association of Collegiate Schools of Planning (ACSP)	2017 – Present
Urban Affairs Association (UAA)	2014 – Present
International Society for the Learning Sciences (ISLS)	2014 – Present
The International Society for Cultural and Activity Research (ISCAR)	2010 – Present

Languages

Verbal and written Spanish fluency

Trained in

Oregon State University Search Advocate (2020)
 Research Design in the Social, Behavioral, and Economic Sciences, NSF (2017)
 SMART2: Students Making Advertisements to Reduce Tobacco, Danya International (2005)
 Ryan White Grants Review Training for HRSA (2004)
 The Center for Culturally Competent Education & Training of Stony Brook University (2004)
 Community Planning CDC Guidance for HIV Prevention Community Planning Training of Trainers, Academy for Educational Development (2003)
 Futuro Aqui: Latino LGBT Youth Leadership Development Curriculum, LLEGO (2002)
 The Experience, New Ideas, Leadership, Action, Culture, Efficacy & Skills (ENLACES) (2002)
 Building Course for HIV Prevention, Unites States-Mexican Border Health Association (2002)
 Grantsmanship Training Seminar, Grantsmanship Center (2002)

References Available Upon Request