

October 5, 2018

Dear Chair and Search Committee:

It is with great pleasure that I write this letter of interest for the Associate Dean of Students and Chief of Staff at the University of California, Santa Cruz. I learned of this position through the Division of Student Success group email.

As a Chicana leader, I employ a critical bicultural pedagogy through my work that calls for students to reflect on their lives and the manner in which they choose to live it, while negotiating social relationships of difference and power. My strong advocacy for access to higher education, research, student development, student advocacy, student success and mentorship make me exceptionally well qualified for this position. I am ready for the next step in my career and view the Associate Dean of Students/Chief of Staff position at UCSC as an excellent opportunity.

Before I illustrate how my previous experiences meet your desired qualifications, I will briefly share my educational trajectory. I am an alumna of the University of California, Santa Cruz (*Oooooakes*) and the University of Illinois at Urbana-Champaign. Many of my fondest moments stem from my direct involvement with student services; such as student led organizations, residential life, the Educational Opportunity Program, the admissions office, and the Ethnic Resource Centers. As a first generation college student, the first place I looked for at these campuses was a space that made me feel welcome and genuinely comfortable. I am originally from Los Angeles, therefore finding a home away from home in both of these universities was essential for my academic, social, professional and spiritual wellbeing.

My professional trajectory and administrative skills align with the core functions of this position. My passion to promote social justice in higher education and advocate for all underrepresented and underserved students intertwine with the immediate needs and desired qualifications for this position. The next paragraphs outline how my present skills as Director for the Chicana Latinx Resource Center at UCSC and other previous experiences align with the duties and responsibilities for this position.

Through my current position I have been able to bridge the Chicana Latinx Resource Center with other units on campus including all ethnic resource centers, the Lionel LGBT Queer Resource Center, and the Women's Center. For example, during Black History Month, El Centro co-hosts *PACHANGA: Celebrating our Afro-Latinidad through shared stories*, with the African American Resource and Cultural Center. A popular series this year has been the Wellness series, in which the center hosts various workshops in order to meet the needs of our students in a holistic way. For this year, I secured funding through UCOP's Healthy Network Community (HCN) grant to fund all of our wellness events. *Joteria Nights* (a collaboration with the Lionel Cantu Resource Center), have become very popular and have outgrown our small lounge area (40 students) and is now hosted at the cultural center (100+). *Joteria Nights* are educational events that happen quarterly, in which we bring resources and create a space where we can learn together through a fun

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atmosphere addressing needs for Transgender students, queer trans people of color, and other issues our students want to discuss. Our *Decolonize your Diet Series*, which was co-hosted with the American Indian Resource Center, covered the increase diagnostics of diabetes in ethnic communities, immigration and colonization, sustainability, as well as the spirituality that food making and sharing can bring, which has sustained communities through various forms of violence. These are a few examples of my commitment to intersectional work that moves us toward social justice, equity, and inclusion. The programs produced by the resource centers are intentional and move towards solutions to crisis and adversities that students face. They are key partners that I would lean on as an associate dean of students.

My experience working with diverse communities at the University of Illinois, at Urbana-Champaign and at the University of California, Santa Cruz, have equipped me with a cultural, ethical, and professional sensibility learned through administrative and programming responsibilities. My lived experiences have also led me to be more empathetic and conscious of my implicit biases, which in turn has prepared me to address difficult situations. By understanding the privilege and power in higher education, I am able to address sensitive and complicated situations with a solution driven attitude.

As California's diverse communities continue to grow, our institutions continue to delve into critical dialogues and provocative stands regarding diverse populations (Sanctuary campuses; all-gender inclusive language and identification; CA Dream Act; and others). Through my tenure at UC Santa Cruz, I have led several activities to engage the campus communities to intentionally and critically engage on our shifting institutional identity. As a leading UC-Hispanic Serving Institution (HSI) that holds three successful Title V grants, UCSC is going through and institutional identity shift. Thus the campus must deliberately revisit and interrogate how they are serving underrepresented communities, which include but is not limited to serving Latinx students. In order to understand this shift, I invited leading scholars (Dr. Gina Garcia and Dr. Sylvia Hurtado) to campus to not only share their educational campus climate studies but to facilitate a campus wide conversation of what it means to serve Latinx students. This campus wide initiative engaged campus leaders on these particular questions: *How is UCSC serving Latinx students? How are administrators aligning their strategic goals with the needs of underrepresented groups? How is equity being measured and achieved across the colleges, divisions, and departments?* These questions led to planning meetings, brainstorming and action-oriented dialogues and creation of assessment tools. These questions are key to serving diverse students in various capacities. The scholars' visit gave the campus community the opportunity to reflect on what we are achieving and identify areas of growth. It was affirming to learn that the interdisciplinary, intersecting, and cross-collaborative programming that my center organizes, contributes to the sense of belonging of underrepresented students and staff. Theory and practice, praxis is you may, should be something that guides our work as administrators. As I mentioned in the opening of statement of my letter, my work is grounded in a culturally relevant pedagogy (Ladson-Billings, 1994), intersectionality (Crenshaw), and a critical bicultural pedagogy (Darder).

My commitment to social justice and equity is driven through direct students services and equity minded initiatives that moves us closer to an institutional sustainable plan. One initiative that captures this drive is the *Regional Family Conference (RFC)*. RFC is an activity for UCSC's *Maximizing Achievement Through Preparedness and Advising* (Title V grant), funded by the Department of Education. RFC engages students and families who have been admitted to UCSC, are first generation, from underrepresented groups (American Indian, Asian American, and African American) and are also financial aid recipients. I have successfully chaired this committee for the past three years. As chair, I was intentional in our proposed learning outcomes and goals. These types of campus wide initiatives within a foundation to equity, social justice, diversity, and inclusion is what I would continue to foster as associate dean of students.

While we celebrate our Latinx-serving Institution identity, we must also recognize that we still have a lot of work to be done. For example, UCSC's campus climate has been described in many ways, including but not limited to: in transition, hostile, cooperative, innovative, tense, tough, developing, and apathetic. Recognizing that there are multiple competing perceptions regarding the campus climate, it is undeniable that the associate dean of students must be able to find the pulse of what is happening in students' lives. It is also key that this person is aware of the resources on this campus, key people that know the ins and outs of what is happening with students, and work collaboratively across campus to serve students. In my previous and current positions within student affairs, I have provided leadership to academic programs, dean's, and Chancellor's offices through the various initiatives I have developed and directed to serve the diverse student populations across various institutions. Collaboration is key to addressing students' needs. For example, I work collaboratively with various campus units to offer resources to students and staff. Among these units are: Student Health Outreach and Promotion, Counseling & Psychological Services, Dean of Students, Slug Support, Campus Advocacy, Resources & Education, Title IX Office, Dean of Students Office, Admissions Office, Financial Aid, Disability Resource Center, and Educational Opportunities Program. While I appreciate consistency and routine, my current job is far from it. For example, in one single day, I may be working on a large-scale event, advising a student organization, answering to a distressed parent, meeting with a student who is having an anxiety attack (needs referral), leading a committee meeting, and learning new labor laws. This has allowed me to learn to prioritize and work as a team. Working as a team, uplifting the folks that I directly supervise also contributes to the campus climate. As chief of staff, team building and team morale would be a first priority.

Through my leadership as chair of the Indigenous People's Knowledge Community, I've had the privilege of leading meetings with the president of NASPA; host pre-conferences with leading scholars regarding access and retention of disadvantaged communities, but more specific Indigenous students. I am currently leading the strategic planning for the Indigenous People's Knowledge Community. As the chair for the strategic plan, I am responsible for leading a team of professionals to host virtual town halls, surveys, SWOT and ORID analysis, present findings at the annual 2019 NASPA conference, and align our findings to the overall strategic plan. Strategic planning is key to assessing the needs of all constituencies and serves as a map to follow in order to meet certain benchmarks

and move an organization forward. This effort will equip me to serve in any new strategic plans the Dean of Students will undertake, as we have welcomed a new Dean to campus and soon we will welcome a new Chancellor. Change is an opportunity to reflect, reassess, and exercise new possibilities. The new three academic pillars or priorities from UCSC's EVC's academic strategic plan, have been recently unveiled: Earth Futures, Justice in a Changing World, and Digital Interventions. This then is a great time to think of new possibilities as a team.

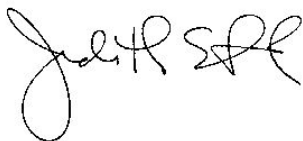
Working as a team is key to any organizational structure. A clear vision of team priorities, functions, and roles are critical when addressing multiple projects. Thus, my supervising style is grounded in consistency, mentorship, trust, follow up, motivation, clear direction, and focusing on the bigger picture. As a supervisor what I enjoy the most is witnessing the growth of my staff, troubleshooting difficult situations with them, acknowledging their success, and coaching staff through actions that are unprecedented. As a mentor to my staff, I dedicate time to talk about their aspirations, review their goals and also, encourage them to stretch them. I enjoy learning, therefore I attend and seek professional opportunities in order to learn new techniques and keep with professional development trends. In return, I bring back knowledge that allows me to direct and develop a strong group of professionals. Having a clear mission statement and desired outcomes allow for clear deliverables, and in turn increase team morale. A dedicated and professional team is critical when serving students in holistic ways. By providing holistic support services and leadership, we can impact the lives of our students during their academic years and long after they graduate. Research, evaluation, and assessment are key to maintaining the value of diverse programs and aligning them to current educational trends and social cultural issues.

I would be delighted to elaborate on anything mentioned on this letter or my curriculum vitae. I am confident that I have the ability to rapidly acquire general knowledge of the overall operations, functions, policies, and programs that the Associate Dean of Students/Chief of Staff oversees. I am ready to hit the ground running and am very excited about the possibility in joining your your team.

Please find my curriculum vitae attached. If you would like additional information or materials, please contact me at (213) 448-5267 or via email estrada.judith@gmail.com

Thank you very much for your consideration, I look forward to hearing from you.

Sincerely,



Judith Estrada, PhD

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JUDITH ESTRADA, PhD

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[REDACTED] | she/her/hers/ella
[REDACTED]

SUMMARY OF PROFESSIONAL QUALIFICATIONS

- 10+ years of experience developing and overseeing services and initiatives that promote diversity, inclusion, equity, and social justice
- Proven leadership, communication, and critical thinking skills
- Experience working with culturally diverse and ethnic populations
- Mentor, motivate and develop students and professional staff for goal achievement
- Excellent counseling abilities that help establish clear and friendly communication
- Adapt to changes and make responsible decisions under complex situations

EDUCATION

Ph.D., Educational Policy Studies
Graduate Certificate, Latina Latino Studies Department
University of Illinois, Urbana-Champaign

M.A., Educational Policy Studies
University of Illinois, Urbana-Champaign

B.A., Latin American and Latina/o Studies and Minor in Education
University of California, Santa Cruz

CERTIFICATES

UC's Management Development Program

Estrada, J., (2017, October). Certificate. *Manager Redefined*, UCSC, Santa Cruz, CA.
Estrada, J., (2017, October). Certificate. *The Engagement Question*, UCSC, Santa Cruz, CA.
Estrada, J., (2018, January). Certificate. *Exercising Influence*, UCSC, Santa Cruz, CA.
Estrada, J., (2018, February). Certificate. *Change Management*, UCSC, Santa Cruz, CA.

Hispanic Association of Colleges and Universities (HACU)

Estrada, J., (2017, October). Certificate. *Latino Higher Education Leadership Institute*, Hispanic Association Colleges and Universities, San Diego, CA.

UCSC's Diversity & Inclusion Certificate Program (DICP)

Estrada, J., (2018, March). Certificate. *Intersections Between Diversity and Environment*
Estrada, J., (2018, March). Certificate. *Disability in the Workplace 101*
Estrada, J., (2018, March). Certificate. *Developing Diversity Change Agents*
Estrada, J., (2018, February). Certificate. *Challenging Islamophobia*
Estrada, J., (2018, February). Certificate. *Gender Bias and Discrimination in the Workplace*
Estrada, J., (2018, February). Certificate. *Race: A Brief History of an Idea*

Student Affairs Administrators in Higher Education (NASPA)

Estrada, J., (2015, October). Certificate. *Escaleras: Student Affairs Latinx Leadership Institute*, University of Rhode Island.

PROFESSIONAL EXPERIENCE: STUDENT AFFAIRS

8/2013 to present *Director, Chicana Latinx Resource Center (El Centro)*
Student Achievement and Equity Innovation, Student Success Division
University of California, Santa Cruz
*UC Santa Cruz is a mid-size public university. Serves approx.: 17,280
Students. Offers 48 majors and 41 fields of study for graduate students.
Hispanic-Serving Institution Designation and Grantee*

Provide strategic leadership

- Oversee the design, development, implementation, assessment, coordination, and continuous improvement of programs and services for undergraduate students, graduate students, alumni and community members
- Develop annual goals and objectives, which support the Division of Student Success mission and vision. Work with Colleges, Academic divisions, and community partners to ensure that diversity and equity issues are integral in all institutional aspects.
- Responsible for recruiting, selecting and supervising appropriate permanent staff, casual staff, student interns and student employees: conducting appropriate and thorough job training and assignment of duties, completing performance evaluations as necessary, provide professional development opportunities
- Hire, supervise, and mentor student and full time professional staff
- Serve as advisor, working with undergraduate and graduate students on a host of issues. Assist students with personal, academic and career concerns, and make referrals to on and off campus resource locations

Campus wide leadership

- *Component Lead, Sense of Belonging, Hispanic-Serving Institution Engagement*
 - Chair, *Regional Family Conferences*, an HSI activity that engages admitted students to UCSC and their families. Funded by the U.S. Department of Education: committee is composed of 8 full time staff, 2 faculty, 2 undergraduate students, and 1 graduate student. Grant title: *Maximizing Achievement Through Preparedness and Advising (Focus: Math, Advising, Sense of Belonging, and Writing)*. Responsible for curriculum, identifying facilitators, program evaluation, and program agenda.
 - Oversee the *Hispanic Serving Institution* quarterly public forums. Forums are held to disseminate information and to engage with our stakeholders.
 - Oversee *Hispanic Serving Institution* speaker series-critical discussions on equity, inclusion, and campus climate
- Facilitate Chancellor Town Halls, follow up with EVC and Chancellor to implement demands from students
- Member of the Chancellor's Diversity Advisory Council (CDAC)

Student and Staff Program Development

- Oversee a quarterly academic internship that provides leadership, professional, career, and academic development to 22+ students from various disciplines including students from Humanities, Social Sciences and the STEM fields.
- Collaborate with various academic, student affairs, local and national organizations in order to cultivate and successfully assist our students holistically.
- Directed and hosted over 30+ small and large scale events, which include but are not limited to:

- Pachanga: Celebrating Afro-Latinidad (*partner*: African American Resource and Cultural Center);
- Joteria Nights (*partner*: Lionel Cantu Queer Resource Center)
- Decolonize your Diet and A conversation Demystifying Diabetes through Gloria Anzaldua (*partner*: American Indian Resource Center);
- Latinx HIV Awareness month (*partner*: Student Health Outreach and Promotion-SHOP);
- Why Latinx? (*partner*: Cantu Queer Resource Center);
- Unlearning Machismo (*partner*: Campus Advocacy Resources and Education).
- Direct and Host the largest ethnic Welcome event, La Bienvenida. Cater to 25+ multi-ethnic student organizations that serve the campus community by providing spaces for other peers to engage. Advise several on-campus student organizations
- Coordinate all aspects of the Chicana Latinx Graduation, which serves approximately 360 graduating students and 3,000+ family and friends.
- Advise, *Mujeres Activas en Letras y Cambio Social (MALCS)* membership of 20 undergraduate and graduate students
- Direct and advise student led *Chicana Latinx* committees
 - Colibri Wellness Committee; Transfer Committee; Graduation Committee; Pachanga Committee; Graduate Student Committee; Cesar Chavez Committee; Dialogue Series Committee; Marketing Committee; Alumni engagement liaison; and fundraising committee (which all committees share responsibility to raise money via student senates).

Diverse Leadership Development

- *Student Leadership Institute (SLI)*
 - 4-day student leadership institute for Resource Center student leaders. Workshop topics include: Organizational structure, Diversity in Higher Ed, Conflict Resolution, Title XI and CARE advocacy, and much more. Encompasses all six resource centers at UCSC: Asian American/Pacific Islander Resource Center, American Indian Resource Center, African American Resource & Cultural Center, Chicana Latinx Resource Center, Lionel Cantu Queer Resource Center, and the Women's Resource Center.
 - Implemented a pre and post survey to gather information on the impact of the institute. Modified workshops and implemented new institute topics.
 - Modify and oversee a yearlong curriculum and assessment component for the institute
 - Facilitated a 2 hour workshop to ground the student leaders: received high reviews in evaluations. Conducted Conflict resolution workshops.
- *Multicultural Career Conference (MCC)*
 - MCC provides students of color and low-income students an opportunity to bridge the gap between the university and careers by connecting with alumni of color.
 - Chaired the program sub-committee. Modified the program's timeline, time of workshops and lead the largest ethnic community breakout for over four years.
 - Trained student moderators and facilitated a conference preparation workshop

Culturally Relevant Pedagogy

- Develop/coordinate internship expectations/curriculum/programing for students
- Conduct quarterly trainings, onboarding, and mentorship
- Develop curriculum for El Centro's academic internship that highlights cross-cultural

commitments through an ethnic studies and intercultural studies lens

- Support and offer academic programming as appropriate; serve as a resource specialist to students who are conducting research, writing papers and/or developing independent studies proposals. Make referrals to academic support services and workshops.

Qualitative and Quantitative Methods of Assessment

- Implement and assess student learning goals of existing and new programs to ensure academic success
- Develop, update and publish results of a needs-assessment (analysis of issues affecting the retention and matriculation of students). Identify and promote existing retention-enhancing services to students; develop and advocate for the development of new services as needed and appropriate
- Develop and implement systems of assessing the quality and effectiveness of programs and services; establish ongoing quality improvement methods
- Developed and maintained methods of tracking student usage and engagement
- Created and launched the center's website: elcentro.ucsc.edu which highlights all of the center's cross-cultural collaborations and opportunities; logo and branding

8/2014 to 3/2015 *Interim Director, Women's Resource Center*
University of California, Santa Cruz

- Provided strategic leadership in the design, development, implementation, assessment, coordination, and continuous improvement of programs and services for undergraduate students, graduate students, alumni and community members
- Oversaw the creation, coordination, and publicity of cultural/educational programs celebrating national Women's History/Sister Solidarity Month, cultural awareness months, Relationship Violence Prevention Month, etc.
- Supervised the publication and promotion of Center activities and events on campus and throughout the off-campus community, and work with media groups as appropriate.
- Supervised program and office interns, volunteer staff and on-site activities of peer mentors. This included overseeing selection, comprehensive in-service training, allocating work assignments, and evaluating work performance.

8/2012 to 7/2013 *Interim Assistant Director, La Casa Cultural Latina*
University of Illinois, Urbana-Champaign
UI at Urbana-Champaign is a large-size public university. Serves approx.: 44,087 Students. 150+ programs of study.

- Administered retention programs and activities for undergraduate and graduate students
- Coordinated and administered the 7th Annual Latina/o Youth Conference: 200 Latina/o Students attended from local high schools. One-day motivational conference that encourages Latina/o Students to attend 2-year and 4-year colleges and universities
- Assisted in hiring, training, and supervising student employees and volunteers
- Developed, planned, and implemented programs which help Latina/o students at the University of Illinois
- Collaborated with the Latina/o Studies programs and other campus units (i.e. College of Engineering and College of Education) to develop programs and activities for undergraduate students, graduate students, and local schools
- Advised students on community outreach projects (i.e. Pen Pal program is a community program in which undergraduate students are paired with an elementary fourth grade

bilingual classroom to promote literacy and cultural awareness).

- Created curriculum for the Pen-Pal Program that serves over 40 bilingual and bicultural fourth grade students attending a local elementary
- Administered and conduct qualitative data to assess community programs
- Collaborate with schools and school districts, provide Spanish translation for flyers, programs, and facilitate Spanish panels and events
- Established *Graduate Student Pláticas*, a series of workshops geared to graduate students regarding postdoctoral applications and navigating graduate school
- Developed grant writing and professional development for students and staff
- Monitored all of my programming expenditures

1/2012 to 8/2012

Professional Graduate Assistant

Office of the Vice Chancellor for Student Affairs (VCSA) and

Office of Inclusion and Intercultural Relations (OIIR)

Budget: \$300K

- Assisted in the management and allotment of the Student Cultural Programming Fee (SCPF) which totaled a projected \$300K
- Coordinated, arranged, and facilitated monthly meetings with 12 Cultural Center representatives for monthly SCPF board meetings
- Provided auditing assistance for monthly hearings regarding SCPF budget and submitted monthly comprehensive reports to the Vice Chancellor for Students Affairs
- Worked collaboratively with the program manager of OIIR in order to have cultural houses, departments
- Created a protocol of accountability to insure that UIUC students, staff and faculty were reimbursed efficiently and honorariums were paid on a timely manner
- Created a comprehensive final allocation report and reimbursement report with graphs to illustrate the spending of each cultural programming board, monthly and semester allocations for the AY 2011-2012

8/2009 to 5/2010

Professional Graduate Assistant, Native American House

8/2006 to 5/2007

University of Illinois, Urbana-Champaign

- Coordinated and facilitated workshops for undergraduate and graduate students: Graduate School 101, Funding Opportunities, and Post-Doctoral Fellowship Opportunities
- Administered weekly advising meetings with graduate and undergraduate students
- Coordinated Individual and Group mentorship events for graduate and undergraduate students
- Created forms in order to facilitate my advising and weekly meeting
- Collaborated with the Graduate School, Career Center, and other academic departments that served underrepresented students as well as advocated for collaborations from departments historically not connected to student affair units

TEACHING

Guest Lecture, Senior Odyssey Program, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and Early Academic Outreach Program (EAOP)

Educational Partnership Center, University of California, Santa Cruz

6/29/2018

A Call to Action: First Generation College Students during the

	Trump Administration
6/26/2017	Educational Access: Creating a Pathway
7/29/2016	A Journey to Higher Ed: Identity Formation and Student Development
7/17/2015	Latinx in Higher Education
7/18/2014	Media Representation: Bicultural Critical Media Literacy

Instructor, Educational Opportunity Programs, Summer Bridge, UCSC

9/2/2017-9/12/2017 Writing for College

Visiting Instructor, Department of Asian American Studies Program

University of Illinois, Urbana-Champaign

8/2012 to 12/2012 Introduction to Asian Americans and Popular Culture

Teaching Assistant, Educational Policy Studies Department

Illinois Middle grades endorsement course for current and future Illinois teachers

University of Illinois, Urbana-Champaign

5/2011 to 6/2011 Philosophy of the Middle School (online)

5/2010 to 6/2010 Philosophy of the Middle School (online)

5/2009 to 6/2009 Philosophy of the Middle School (online)

Teaching Assistant, Latina Latino Studies Department

University of Illinois, Urbana-Champaign

1/2011 to 5/2011 Mexican American History, 1800-2011

8/2010 to 12/2010 Mexican and Latin American Migration

1/2009 to 5/2009 Mexican and Latin American Migration

1/2008 to 5/2008 Introduction to Latina/Latino Studies

8/2008 to 12/2008 Introduction to Latina/Latino Studies

8/2007 to 12/2007 Mapping Latino/a Inequalities: Geographies of Race

Teaching Assistant, Community Studies Department

University of California Santa Cruz

1/2003 to 4/2003 Chicano Chicana and Social Change

RECENT GRANTS and FUND DEVELOPMENT

UCOP-Healthy Network Connection

Estrada, J. (2018, June) \$5,000.00 "Colibri: Beauty, Balance and Harmony through Community Well-being."

UCSC Giving Day

Estrada, J. (2017, February) \$1,810.00 "Chicanx Latinx Year End Ceremony"

Estrada, J. (2017, February) \$590.00 "Mujeres Activas y Letras en Cambio Social"

Student Fee Advisory Council

Estrada, J. (2017, December) \$15,000.00 "El Centro's Graduate Student Program Coordinator."

Estrada, J. (2016, December) \$13,911.00 "El Centro's Graduate Student Program Coordinator."

Estrada, J. (2016, December) \$3,000.00 "El Centro's Research Assistants."

Estrada, J. (2015, December) \$29,822.00 "El Centro's Graduate Student Program Coordinator."

Estrada, J. (2014, December) \$18,000.00 "El Centro's Research Assistants."

TEACHING RECOGNITIONS

Spring 2011	Teachers ranked as excellent by their students at UIUC
Spring 2008	Teachers ranked as excellent by their students at UIUC

PROFESSIONAL MEMBERSHIPS

3/2016-present	Co-Chair Elect, Indigenous People's Knowledge Community Student Affairs Administrators in Higher Education (NASPA)
2013 to present	Member, Student Affairs Administrators in Higher Education (NASPA)
2004 to present	Member, American Education Research Association (AERA)
7/2014-3/2015	Secretary, Indigenous People's Knowledge Community (NASPA)
2015 to 2017	Member, California Council of Cultural Centers in Higher Education (CaCCCHE)

RESEARCH EXPERIENCE

Present Researcher, *Carrying the Stories of Our Generations*
A qualitative study on the impacts on alumni who engaged with the Chicana Latinx Resource Center as academic interns and student program coordinators

- Construct interview questions, protocol, consent forms
- Create outreach material and identify potential participants
- Employ qualitative methods of inquiry: critical narrative methodologies, decolonizing methodologies, and *testimonios*
- Decode narratives gathered with the qualitative program Nvivo
- Disseminate information at the Chancellor's' Diversity Advisory Council

8/2008 to 12/2009 *Research Assistant*, Diversity and Technology for Engaging
8/2007 to 6/2008 Community (DTEC) University of Illinois, Urbana-Champaign

- Gathered literature on Asian American, Chicana/o Latina/o, Native American, African American, Queer, LGBT, undergrad and grad students in higher education, racism on campus, and campus climate
- Attended weekly meetings with principal investigator and research team
- Employed a critical narrative methodology and decolonizing methodologies
- Decoded the narratives gathered with the qualitative program Nvivo

5/2007 to 8/2007 *Research Fellow*, Center for Labor Research and Education,
Summer Institute University of California, Los Angeles

- Conducted confidential and public research for SEIU Local 1877
- Compiled online articles regarding labor unions, employment, and strategic plans.
- Attended weekly meetings with UCLA Labor Institute educators and activists.

8/2004 to 5/2005 *Research Assistant*, Educational Policy Studies
8/2005 to 5/2006 University of Illinois Urbana-Champaign, PI Dr. Antonia Darder

- Gathered literature regarding bicultural education, bilingual education, bilingual and bicultural students,

- Coordinated weekly meetings for a collaborative that Dr. Darder advised.
- Compiled student profiles for the Educational Policy Studies website, maintained the site for two semesters, monitored new information that needed to be added to the site.
- Scheduled and maintained constant meetings with the college webmaster.

PUBLICATIONS

Book Essays

Estrada, J. (2012). Consuming 'Dora the Explorer' with a Critical Bicultural Lens.
In A. Darder, *Culture & Power in the Classroom* (2nd Edition ed.).

Diaz, G., and **Estrada, J.**, (in preparation). Impacts of a Diné Decolonizing Pedagogy on Student Affairs Practitioners. In Davidson, C., & Waterman, S. (eds.) *Indigenous Education Practices in Higher Education* (Stylus Publishing).

Book Chapters

Estrada, J. (forthcoming). 'Dora the Explorer': Media, Education, and The Politics of Representation. In M. Pruyn, C., Stephenson Malott, P., & Wilbert O. (eds.) *Paths to Gender Justice in Education: Theories & Practices* (Information Age Publishing)

Covarrubias, R., **Estrada, J.**, Gonzalez, E., Moreno, R., Vasquez, A., (in preparation) *Para que el día de mañana no sufra: Fostering Confianza and Student Success through Family Engagement at Hispanic-Serving Institutions*. In Garcia, G., (editor) *Hispanic-Serving Institution (HSIs) in Practice: Defining "Servingness" at HSIs*

Encyclopedia Entries

Estrada, J. (2013). *Dora the Explorer*. In Cortés, Carlos (ed.) *Multicultural America: A Multimedia Encyclopedia* (SAGE)

Estrada, J. (2006). MALDEF. In Diaz-Soto, Lourdes Ed. *The Praeger Handbook of Latino Education in the U.S.*

Journals

Antoine, A., Davidson, C., Diaz, J., **Estrada, J.**, McCann, J., Signson, J., Waterman, S., (2018, March). A series of reflections of Diné elder Larry Emerson and his Indigenizing Impact on our Participation in the Profession. Annual Knowledge Community Conference Publication, NASPA–Student Affairs Administrators in Higher Education. Washington, DC.

Newspaper Entries

Cortez, R., Diaz, G., Estrada, J., Lam, K., Luis, M., Tukdeo, S., and Wu, H. M., (2006) Brazilian and U.S. Educators: Hope and Possibilities Through Dialogue. In *The Illinois International Review*

Multimedia Productions

Estrada, J. & Cortez, R. (Producers). (2006, December). *A World Without Borders: Un Mundo Sin Fronteras* [Radiobroadcast episode]. In A. Darder (Director), *Radio Liberación*. Campaign, IL: WEFT Public Radio.

Estrada, J. & Davidson, C. (Producers). (2008, December). *Cultural Memory: Love, Struggle, and Resistance toward maintaining our Humanity* [Radiobroadcast episode]. In A. Darder (Director), Radio Liberación. Champaign, IL: WEFT Public Radio.

SELECTED CONFERENCE PRESENTATIONS

Cooper, C., **Estrada, J.**, Gonzalez, E. (2018, March). *Building Integrated Logic Models: Educational Equity, Students' Pathways, and Institutional Change*. Alliance of Hispanic Serving Institution Educators (ASHIE), Chicago, IL.

Estrada, J., Gonzalez, E., Moreno, R. (2018, March). *Para que el Día de Mañana no Sufra: Promoting Student Success Through Family Engagement* at a Hispanic Serving Institution (HSI), Alliance of Hispanic Serving Institution Educators (ASHIE), Chicago, IL.

Estrada, J., Torres, T., Vasquez, (2018, March). *Fostering Latinx Leadership and Sense of Belonging*, Alliance of Hispanic Serving Institution Educators (ASHIE), Chicago, IL.

Davidson, C., **Estrada, J.**, Gurneau, J., Signson, J., Soto, C., Waterman, S., (2018, March). *The Indigenous Protocol Policy at Practice*. NASPA, Pennsylvania, PA

Becker, T., **Estrada, J. (chair)**, Hernandez, R. Kim, N., Thomas, S., (2017, July). *Working Across Difference: Strategies to reach a pedagogy of Solidarity*. Panel presented at California Council of Cultural Centers in Higher Education Summer Institute (CaCCCHE), San Jose, CA

Estrada, J. (chair), Hernandez, R. Kim, N., Thomas, S., (2017, January). *Working Across Difference: Womxn of Color in Higher Education*. Panel presented at Women of WACUHO Northern Drive-In. University of California, Santa Cruz, CA.

Davidson, C., Diaz, G., **Estrada, J.**, Emerson, L., Singson, J. (2016, July). *Solidarity of Difference: Indigenous Research Collective Workshops*. Indigenous Scholar Development Center, Northeastern State University, Tahlequah, OK

Aquino, E., **Estrada, J. (chair)**, Federico Mondragon, A. (2016, July). *Carrying the stories of our generation*. Paper presented at California Council of Cultural Centers in Higher Education (CaCCCHE), Los Angeles, CA

Diaz, G., Davidson, C., **Estrada, J.**, McCann, J., Singson, J. (2016, April). "*Reflexiones: Applying a Critical Bicultural Pedagogy in Student Affairs*. *Solidarity of Difference: A Caring Discussion About Culture, Power, and New Traditions in Higher Education Symposium*. Paper presented at American Educational Research Association (AERA) Conference, Washington, DC.

Estrada, J. (chair), Rosser, R., Montoya, S., (2015, July) "*Resource Centers Novela: A Roundtable Discussion*." Panel presented at Mujeres Activas Letras y Cambios Social (MALCS) University of New Mexico, Albuquerque.

Estrada, J. (2013, November). "Reflexiones Uncertain Futures: (Un)documented Youth in the

Midwest,” Paper presented at Society of the Study of Gloria Anzaldua, San Antonio, TX

Cortez, R., **Estrada, J.** Marrun, N., (2012, July). Contradictions and Possibilities with the Borders of Higher Education. *(Im)migration Transnational and Border Studies panel*, Paper presented at MALCS, Santa Barbara, CA

Charlotte, D., **Estrada, J.**, Emerson, L., Singson, J. (2011, April). *Decoding Decolonization: Decolonizing Methodologies & Epistemologies*. Paper presented at the University of Illinois, Urbana-Champaign, Native American House, Urbana, IL

KEYNOTE PRESENTATIONS & PUBLIC SPEAKING

Estrada, J. (June, 2018) Co-Master of Ceremonies (Spanish). *Families Belong Together March and Rally*. Downtown Santa Cruz, CA.

Estrada, J. (March, 2018) Keynote Address. Youth Empowerment. Watsonville High School. Watsonville, CA.

Estrada, J. (January, 2018) Invited Speaker. Women’s March. Downtown Santa Cruz, CA.

Estrada, J. (June 16, 2017) Keynote Address. 46th Annual Chicana Latinx Graduation. Santa Cruz, CA.

Estrada, J. (January, 2016) Motivational Speaker. Women Empowerment Workshop hosted by Sigma Lambda Gamma. University of California Santa Cruz, CA.

Estrada, J. (February 9, 2015) Keynote Address. Annual Highlight to the Future College and Career Family Conference. Watsonville, CA.

Estrada, J. (June 13, 2014) Keynote Address. GEAR UP Summer Advancement Academy and Summer Bridge Program, Watsonville, CA.

Estrada, J. (June, 2014) Motivational Speaker. Sigma Lambda Gamma’s end of the year dinner. Watsonville, CA.

Estrada, J. (May 16, 2014) Keynote Address. 35th Annual Latina/o Congratulatory Ceremony at the University of Illinois, Urbana-Champaign, Urbana, IL.

Estrada, J. (April 19, 2012) Motivational Speaker, Women Empowerment Dinner: *Entrepreneurship, Leadership, Service* Alpha Chi chapter of *La Unidad Latina* Lambda Upsilon Lambda Fraternity Inc. Urbana, IL.

SELECTED FELLOWSHIPS, AWARDS, & RECOGNITIONS

2018	Staff Appreciation & Recognition (STAR), UCSC
2017	Community Ally Award, Indigenous People Knowledge Community, NASPA, San Antonio, TX
2017	Staff Appreciation & Recognition (STAR), UCSC
2016	Staff Appreciation & Recognition (STAR), UCSC

2015	Staff Appreciation & Recognition (STAR), UCSC
2014	Staff Appreciation & Recognition (STAR), UCSC
8/2012 to 12/2012	Diversifying Higher Education Faculty in Illinois Program (DFI)
11/2011	President's Research in Diversity Award University of Illinois Urbana-Champaign, Springfield, & Chicago
11/2011	College of Education Travel Award, UIUC
8/2011 to 5/2012	Diversifying Higher Education Faculty in Illinois Program (DFI)
8/2010 to 5/2011	Diversifying Higher Education Faculty in Illinois Program (DFI)

SERVICE TO UNIVERSITY

UNIVERSITY OF CALIFORNIA

8/2018-present	Board Member, Staff Advisory Board (voted member)
Present	Chair, Women's Center Search Committee
2017-2018	Member, Assistant Director of Alumni Engagement
2017-2018	Member, Student Union Assembly Adviser position
10/2017	Chair, El Centro's Program Coordinator
2014	Member, Hispanic-Serving Institution Grant Writing Team
2014	Chair, Women's Center Director Search Committee
2014	Chair, American Indian Resource Center Director
2013	Member, Hispanic-Serving Institution Task Force
2013	Member, African American Resource and Cultural Center Director

UNIVERSITY OF ILLINOIS

2/2013 to 7/2013	<i>Member, International Student Services Committee</i>
8/2012 to 7/2013	<i>Member, La Casa Cultural Latina Advisory Board</i>
8/2012 to 7/2013	<i>Advisor, Latina/o Youth Conference</i>
8/2012 to 3/2013	<i>Committee Member, Black Latino Male Summit</i>
1/2012 to 6/2012	<i>Member, Search Committee for the Associate Vice Chancellor for Student Affairs and Director of the Office of Inclusion and Intercultural Relations</i>
1/2004 to 6/2009	<i>Member, Radio Liberación! Collaborative</i>
8/2004 to 6/2010	<i>President, Critical Researchers Collaborative</i>
8/2004 to 4/2005	<i>Committee member, "Decolonization, Higher Education & Critical Consciousness," Spring Speaker Series, Urbana-Champaign, I.L.</i>
8/2008 to 6/2009	<i>Committee member, "Terquedades/ Nuevos "Sitios y Lenguas": (Re)Imagining Gender, Sexuality and Feminism in Latina/o Studies" Latina/Latino Studies Graduate Student Conference, University of Illinois, Urbana-Champaign, I.L.</i>
8/2005 to 12/2005	<i>Committee member, "Breaking Silence: The Politics Of Public Pedagogy Symposium," Latina/Latino Studies Graduate Student Conference, University of Illinois, Urbana-Champaign, I.L.</i>

SERVICE TO THE COMMUNITY

2015-present	Co-troop Leader, Girl Scouts Troop # 14113
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INTERNATIONAL EDUCATIONAL FIELD WORK

1/2006 Estación Libre, San Cristóbal de Las Casas, Chiapas
5/2005 Encuentro de Educadores, Río de Janeiro and São Paolo, Brazil

SKILLS & Additional Trainings

UCSC Systems and Trainings: Cruzbuy; Cruzpay; WCMS; Events Calendar;
UC Cyber Security Awareness Training
General Compliance Briefing: University of California Ethical Values and Conduct
Conducting Performance Appraisals
FERPA
2012 Compliance & Conflict of Interest for Researchers Briefing (COIR)
Active Shooter / Safety in the Workplace

Spanish proficiency: Native Spanish Speaker, Successful completion of AP Spanish Language and AP Spanish Literature Courses and Examinations (California). Upper division undergraduate courses in Spanish: Movimientos Sociales en Las Américas (UCSC) y Drogas en Las Américas (UCSC)

PC and Windows compatible. Constant Contact, CANVA, Adobe PageMaker, Microsoft Word, PowerPoint, Excel, Adobe Photoshop, Publisher, Nvivo (qualitative software), & Garageband (recording purposes). Comfortable with Social Media.

REFERENCES

Upon Request.