

STELLA M. FLORES, Ed.D.
Boston College
Lynch School of Education and Human Development
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EDUCATION

Ed.D., Harvard Graduate School of Education , Cambridge, MA Concentration: Administration, Planning, and Social Policy-Higher Education <i>Dissertation: The Effect of In-State Tuition on Undocumented Latino Students</i> Advisors: Dr. Bridget Terry Long and Dr. Gary Orfield	2007
Ed.M., Harvard Graduate School of Education , Cambridge, MA Concentration: Administration, Planning, and Social Policy-Higher Education Advisors: Dr. Bridget Terry Long and Dr. Gary Orfield	2002
MPAff, The University of Texas at Austin , Austin, TX Lyndon B. Johnson School of Public Affairs Advisor: Dr. Jorge Chapa and Dr. Barbara Robles	1998
B.A., Rice University , Houston, TX Sociology and Spanish-Latin American Studies Universidad de Chile , Santiago, Chile (Fall 1994) Rice Study Abroad Program, Latin American Literature and History	1996

PROFESSIONAL APPOINTMENTS

John E. Cawthorne Millennium Chair Professor (Endowed Chair) in the Department of Educational Leadership and Higher Education Boston College, Chestnut Hill, MA Lynch School of Education & Human Development	2025 - present
Full Professor , Department of Educational Leadership and Policy (75%) and Department of Curriculum and Instruction (25%), The University of Texas at Austin, Austin, Texas.	2024 - 2025
Faculty Affiliate , LBJ School of Public Affairs, The University of Texas at Austin	2021 - 2025
Director of Research and Strategy , Education Research Center (ERC) The University of Texas at Austin	2021 - 2025
Associate Professor , Department of Educational Leadership and Policy (75%) and Department of Curriculum and Instruction (25%), The University of Texas at Austin	2021 - 2024
Visiting Scholar , Department of Educational Leadership and Policy, The University of Texas at Austin	2020 – 2021

Associate Professor of Higher Education, Department of Administration, Leadership, and Technology, New York University, New York, NY	2015 - 2021
Faculty Affiliate , Department of Applied Statistics, Social Sciences and Humanities, New York University	2018 – 2021
Director of Access and Equity , The Steinhardt Institute for Higher Education Policy New York University, New York, NY	2015 - 2021
Associate Dean for Faculty Development and Diversity , Steinhardt School of Culture, Education and Human Development, New York University, New York, NY	2018 - 2020
Chair , Personnel and Promotion Committee, Department of Administration, Leadership, and Technology, New York University, New York, NY	2016 - 2017
Acting Director of Graduate Studies , Department of Leadership, Policy, and Organizations, Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN	Spring 2015
Associate Professor of Public Policy and Higher Education (primary appointment), Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN	2014 - 2015
Associate Professor of Sociology (secondary appointment), Peabody College of Education and Human Development, Vanderbilt University	2014 - 2015
Assistant Professor of Public Policy and Higher Education (primary appointment), Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN	2007 - 2014
Assistant Professor of Sociology (secondary appointment), Peabody College of Education and Human Development, Vanderbilt University	2007 - 2014

PUBLICATIONS

Student collaborators *italicized*

Books

Carter, D. J., **Flores, S. M.**, & Reddick, R. J. (Eds.). (2004). *Legacies of Brown: Multiracial equity in American education*. Cambridge, MA: Harvard Educational Review, 328 pp.

- “Introduction, Part I: Desegregation and the Law,” pp. 37-40
- “Introduction, Part II: The Practice of Integration,” pp. 205-208
- “Afterword,” pp. 315-316

with Dorinda J. Carter and Richard J. Reddick, in *Legacies of Brown: Multiracial equity in American education*. Cambridge, MA: Harvard Educational Review (2004)

Peer-Reviewed Journal Articles

Giani, M. S., Murphy, R., **Flores, S. M.**, Barash, J., Dixon, B., and Mena Bernal, J. (*Revise and Resubmit*). From Passive Promises to Proactive Guarantees: The Efficacy of Financial Certainty Interventions Among Automatically (In-)Admissible Students. *Educational Evaluation and Policy Analysis*.

Prasai, A., Mogami, M., Jung, S., Lee, C. S., Okazaki, S., Cherng, H.-Y. S., Flores, S., Lee, O., & Hsin, A.

July 28, 2025

(2024). Facilitators and barriers in the college pathways of working-class immigrant youth of color in New York City. *Journal of Diversity in Higher Education*.

Cherng, H. Y. S., Hsin, A. Moreno, M. Carroll, T. Okazaki, S., **Flores, S. M.**, and Lee, O. (2024). A Flawed Policy Metaphor: An Empirical Test of Earlier Academic Promise and Later STEM, *American Journal of Education*.

Flores, S. M., Lyons, S., Carroll, T., & Zapata, D. (2022). Race, place and citizenship: The influence of segregation on Latino educational attainment. *The Journal of Law and Inequality*, 40 (1), 69-98.

Flores, S. M., Carroll, T., & Lyons, S. M. (2021). Beyond the tipping point: Searching for a new vision for Latino college success in the United States. *The Annals of American Academy of Political and Social Science*, 696 (1), 128-155.

Melguizo, T., **Flores, S. M.**, Velasquez, D., & Carroll, T. (2021). Lost in the transition: The cost of college-readiness English standards misalignment for students initially classified as English Learners. *The Journal of Higher Education*, 92 (5), 815-846.

Flores, S. M., Park, T. J., Viano, S., & Coca, V. (2018). State policy and the educational outcomes of English Learner and immigrant students: Three administrative data stories. *American Behavioral Scientist*, 61 (14), 1824–1844.

Park, T. J., **Flores, S. M.**, & Ryan, C. J. (2018). Labor market returns for graduates of Hispanic-Serving Institutions. *Research in Higher Education*, 59 (1), 29-53.

Flores, S. M., Park, T. J., & Baker, D. (2017). The racial college completion gap: Evidence from Texas. *Journal of Higher Education*, 88 (6), 894-921.

Flores, S. M., (2017). Breaking into public policy circles for the benefit of underserved communities. *International Journal of Qualitative Studies in Education*, 30 (1), 22-31.

Flores, S. M., & Park, T. J. (2015). The effect of enrolling in a minority-serving institution for Black and Hispanic students in Texas. *Research in Higher Education* 56 (3) 247-278.

Flores, S. M., & Drake, T. A. (2014). Does English Language Learner identification predict college remediation designation? A comparison with non-ELL peers by race and ethnicity and time in program. *The Review of Higher Education*, 38 (1), 1-36.

Flores, S. M. & Shepherd, J. C. (2014). Pricing out the disadvantaged: The effect of tuition deregulation on low-income and underrepresented students in Texas. *ANNALS of the American Academy of Political and Social Science*, 655, 99-122.

Trevino, E., Scheele, J. & **Flores, S. M.** (2014). Beyond the test score: A mixed method analysis of a college access intervention in Chile. *Journal of Mixed Methods Research*, 8 (3), 255-265.

Flores, S. M. (2014). Remembering Mandela in a new demographic era. *Harvard Educational Review – Voices in Education Blog*. <https://www.hepg.org/blog/remembering-mandela-in-a-new-demographic-era>.

Flores, S. M., & Park, T. J. (2013). Race, ethnicity, and college success: Examining the continued significance of the Minority-Serving Institution. *Educational Researcher*, 42 (3), 115-128.

Horn, C. L., & **Flores, S. M.** (2012). When policy opportunity is not enough: College access

and enrollment patterns among Texas Percent Plan Eligible Students. *Journal of Applied Research on Children*, 3(2), 1-26.

McLendon, M. K., Mokher, C., & Flores, S. M. (2011). Legislative agenda setting for in-state resident tuition policies: Immigration, representation, and educational access. *American Journal of Education*, 117 (4), 563-602.

Baum, S., & Flores, S. M. (2011). Higher education and children in immigrant families. *Future of Children*, 21 (1), 173-193.

Flores, S. M. (2010). The first state dream act: Immigration and in-state resident tuition in Texas. *Educational Evaluation and Policy Analysis*, 32 (4), 435-455.

Flores, S. M. (2010). State “dream acts”: The effect of in-state resident tuition policies on the college enrollment of undocumented Latino students in the United States. *The Review of Higher Education*, 33 (2), 239-283.

Reprinted in 2010 as: Flores, S. M. (2010). State “dream acts”: The effect of in-state resident tuition policies on the college enrollment of undocumented Latino students in the United States. In S. Harper & S. Hurtado (Eds.), *ASHE reader on racial and ethnic diversity* (3rd ed), pp.714-738, Boston: Pearson Education.

Oseguera, L., Flores, S. M., & Burciaga, E. (2010). Documenting implementation realities: Undocumented immigrant students in California and North Carolina. *Journal of College Admission*, 206, (Winter) 37-43.

Flores, S. M., & Southern, K. G. (2010). Citizenship, college degrees, and occupational outcomes: A comparison of immigrant and non-immigrant Latinos at the turn of the century. *Journal of Hispanic Higher Education*, 9(1), 22-42.

Flores, S. M., & Horn, C. L. (2009) College persistence and undocumented students at a selective public university: A quantitative case study analysis. *Journal of College Student Retention*, 11(1), 57-76.

Flores, S. M., & Chapa, J. (2009). Latino immigrant access to higher education in a bipolar context of reception. *Journal of Hispanic Higher Education*, 8(1), 90-101.

Flores, S. M., Horn, C. L., & Crisp, G. (2006). Community colleges, public policy, and Latino student opportunity. *New Directions for Community Colleges*, 133(2), 71-80.

Orfield, G., Horn, C. L., & Flores, S. M. (2006). Epilogue: Some civil rights issues moving forward. *New Directions for Community Colleges*, 133(2), 81-84.

Peer Reviewed Handbook Chapters

Núñez, A-M., Rios-Aguilar, C., Kanno, Y., & Flores, S. M. (2016). English learners and their transition to postsecondary education. In M. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research*, (Vol. 31, pp. 41-90). Netherlands: Springer.

Flores, S. M., & Oseguera, L. (2013). Public policy and higher education attainment in a 21st-century racial demography: Examining research from early childhood to the labor market. In M. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research*, (Vol. 28, pp. 513-560). Netherlands: Springer.

Flores, S. M. (2009). Assessing the higher education opportunity structure for Latino students: Research and policy trends in the new millennium. In E. Murillo, Jr. (Ed.), *Handbook of Latinos in education: Research, theory, and practice* (pp. 210-218). Philadelphia: Routledge.

Edited Journal Volumes

Flores, S. M., & Loss, C. P. (Eds.). (2010). Special issue on immigration: Definitions and examining new contexts. *Peabody Journal of Education*, 85(4).

Flores, S. M., & Loss, C. P. (2010). Introduction to special issue on immigration: Expanding definitions and examining new contexts. *Peabody Journal of Education*, 85, 403-405.

Long, B. T., & **Flores, S. M.** (Sec. Ed.). (2010). Introduction to policy, finance, and economics section. In S. Harper & S. Hurtado (Eds.), *ASHE reader on racial and ethnic diversity* (3rd ed). 659-662, Boston: Pearson Education.

Horn, C. L., **Flores, S. M.**, & Orfield, G. (Eds.). (2006). Latino educational opportunity [Series Issue]. *New Directions for Community Colleges*, 133(2). 87pp. San Francisco: Jossey Bass.

Book Chapters and Published Working Papers

Giani, M. S., Murphy, R., Flores, S. M., Barash, J., Dixon, B., and Mena Bernal, J. "From Passive Promises to Proactive Guarantees: The Efficacy of Financial Certainty Interventions Among Automatically (In)Admissible Students." (EdWorkingPaper: 25-1158). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/bk34-s137>

***Flores, S. M., P., & Honey, N.** (forthcoming). The role of NAFTA on Mexican-origin individuals: A binational sociodemographic profile. In P. Sánchez, G. Hernández Zamora, G. Ramírez, & Martínez-Prieto, D. (Eds.), *In search of hope and home: Mexican immigrants in the trinational NAFTA context*. New York: Peter Lang Publishing. (31pp)

***Flores, S. M.** (2022). Commentary. In Orfield, G., *The walls around college opportunity: The failure of colorblind policy* (pp. 281-294). Princeton, NJ: Princeton University Press.

***Flores, S. M., Holzman, B., Oseguera, L.** (2020). Data quality in the evaluation of Latino student success. In Teranishi, R. T., Mai, B., Nguyen, D., Alcantar, C. M., and Curammeng, E. R. (Eds.), *Measuring race: Why disaggregating data matters for addressing educational inequality*, (pp. 170-194). NY: Teachers College Press.

***Shirley, M., & Flores, S. M.** (2019). The demography of pathways to higher education for critical populations. In M. Gasman & A. Castro Samayoa (Eds.), *Contemporary Issues in Higher Education* (pp. 3-24). NY: Routledge.

***Flores, S. M., Park, T. J., Baker, D. J.** (2018). Accountability across the educational pipeline: The contribution of unequal high schools on college completion, in G. Orfield & N. Hillman (Eds.), *College Opportunity and Accountability: The Civil Rights Dimension*, (pp. 89-110). Cambridge, MA: Harvard Education Press.

***Flores, S. M.** (2018). Breaking into public policy circles for the benefit of underserved communities, in M. Guajardo, F. J. Guajardo and L.A. Locke (Eds.), *Ecologies of Engaged Scholarship*, (pp. 22-31). London: Taylor & Francis Ltd.

- ***Flores, S. M. & Honey, N.** (2017). Estados Unidos: Perfil sociodemografico de mexicanos en EUA y Mexico durante tres decadas. (Translation: NAFTA and immigration: A sociodemographic profile of Mexican Individuals in the U.S. and Mexico across three decades.) In G. Hernández Zamora, P. Sánchez, & G. Ramírez (Eds.), *Twenty years later: Migrant youth in North America*. Mexico City: PIERAN (Programa Interinstitucional de Estudios sobre la Región de América del Norte), El Colegio de México (pp. 143-160).
- Flores, S. M.** (2015). Foreword. In. Muñoz, S. *Identity, social activism, and the pursuit of higher education: The journey stories of undocumented and unafraid community activists*, (pp. ix-xiv). New York, NY: Peter Lang.
- *Horn, C. L., & **Flores, S. M.** (2015). From access to outcomes: Considering the Texas Top 10 Percent Plan and its relationship to student persistence. In Jayakumar, U. M., & Garces, L. M. (Eds.), *Affirmative action and racial equity: Considering the Fisher case to forge the path ahead*, (pp. 150-164). Philadelphia, PA: Routledge.
- *Horn, C. L., & **Flores, S. M.** (2011). Race-conscious decision making in a state-driven admissions process: Texas, The University of Texas at Austin, and the Top Ten Percent Plan. In D. Heller (Ed.), *The states and public higher education policy: Affordability, access, and accountability* (2nd ed.) (pp. 106-126). Baltimore: Johns Hopkins University Press.
- ***Flores, S. M.**, & Treviño, G. (2010). The swirl migration of Mexican-origin students: A cross-border analysis using the Mexican and U.S. Censuses. In N. Cantu & M. Franquiz (Eds.), *The Latino studies reader* (pp. 51-71). New York: Palgrave Macmillan.
- Flores, S. M.**, & Oseguera, L. (2009). The community college and undocumented immigrant students across state contexts: Localism and public policy. In R. Crowson & E. Goldring (Eds.), *The new localism in American education, 2009*, pp. 63-85. New York: Teachers College, National Society for the Study of Education.
- Marin, P., & **Flores, S. M.** (2008). *Bakke* and state policy: Exercising institutional autonomy to maintain a diverse student body. In P. Marin & C. L. Horn (Eds.), *Realizing Bakke's legacy: Affirmative action, equal opportunity, and access to higher education* (pp. 219-239). Sterling, VA: Stylus.
- Reprinted in 2010 as:** Marin, P., & **Flores, S. M.** (2010). *Bakke* and state policy: Exercising institutional autonomy to maintain a diverse student body. In S. Harper & S. Hurtado (Eds.), *ASHE reader on racial and ethnic diversity* (3rd ed), 647-658, Boston: Pearson Education.
- Flores, S. M.**, & Jiménez Morfín, O. (2008). Another side of the percent plan story: Latino enrollment in the Hispanic-serving institution sector in California and Texas public higher education in a race-neutral policy era. In M. Gasman, B. Baez, & C. Sotello Turner (Eds.), *Understanding minority serving institutions* (pp. 141-155). Albany: State University of New York Press.
- Kurlaender, M., & **Flores, S. M.** (2005). The racial transformation of higher education. In G. Orfield, P. Marin, & C. L. Horn (Eds.), *Higher education and the color line: College access, racial equity, and social change* (pp. 11-32). Cambridge, MA: Harvard Education Press.
- Peer-Reviewed Technical Reports and Policy Briefs**
- Flores, S. M.** (Forthcoming). The Challenges and Opportunities of Top Percent Plans as a Strategy for Ensuring a Diverse, Inclusive and Reflective Student Body in Higher Education. California: Campaign for College Opportunity.

- Flores, S. M.** (2022). *Improving equity in higher education: A call for equity enhancing opportunity structures*. Chicago, IL: The Spencer Foundation. Retrieved from: <https://www.spencer.org/learning/improving-equity-in-us-higher-education-a-call-for-equity-enhancing-opportunity-structures>
- Flores, S. M.** (2022). *How states can put equity at the center of educational policy*. MDRC: New York. Retrieved from: <https://www.mdrc.org/publication/how-states-can-put-equity-center-educational-policy>
- Institute for Higher Education Policy. (2022). *Opening the promise: The five principles of equitable policymaking*. **Co-Chair and leading author** of committee of experts that wrote this report in conjunction with the Institute for Higher Education Policy. Washington, D.C. Retrieved from: <https://www.ihep.org/publication/opening-the-promise/>
- Melguizo, T., **Flores, S. M.**, Velasquez, D., & Carroll, T. (2021). Lost transitions: The cost of inter-sector misalignment for English Learners in community colleges. Pullias Center. Rossier School of Education, University of Southern California. Retrieved from: <https://pullias.usc.edu/download/lost-transitions/>
- Flores, S. M.** (2021). *Postsecondary education's role in promoting justice: Confront the myths of the American dream*. Washington, D.C.: Postsecondary Value Commission. The Bill and Melinda Gates Foundation. Retrieved from: https://www.postsecondaryvalue.org/wp-content/uploads/2021/10/PVC_Flores.pdf
- Flores, S. M.**, Prescott, B., Hillman, L., Sponsler, B., Saenz, V., Zaback, K., Paulson, K., Baker, D., & Drake, A. (2016). *Translating research into policy to increase equity in higher education: Lessons learned from the ASHE-WICHE Collaborative*. Western Interstate Commission for Higher Education: Boulder, CO. Available at: https://www.wiche.edu/wp-content/uploads/2018/10/ASHE-WICHE_Policy_Insights_FINAL.pdf
- Wolniak, G., **Flores, S. M.**, & Kemple, J. (2016). *How can we improve college for underserved students? Through early, sustained, and multi-faceted support*. New York University: New York, NY. Available at: <http://steinhardt.nyu.edu/e/i2/edsolutions/201609/6CollegeAccessFinal.pdf>
- Park, T. J., **Flores, S. M.**, & Ryan, C. J. (2016). *Labor market returns for graduates of Hispanic Serving Institutions*. Commissioned by the University of Pennsylvania Center for Minority Serving Institutions and the Educational Testing Service. Available at: <https://cmsi.gse.rutgers.edu/sites/default/files/HSI.final%20paper.pdf>
- Flores, S. M.**, & Horn, C. L. (2015). *The Texas Top Ten Percent Plan: How it works, what are its limits, and recommendations to consider*. The Educational Testing Service, Princeton, NJ. Available at: https://www.ets.org/Media/Research/pdf/flores_white_paper.pdf
- Flores, S. M.**, Park, T. J., & Baker, D. J. (2015). *The racial college completion gap: Evidence from Texas*. A report commissioned by the Civil Rights Project at UCLA. Los Angeles, CA. (link no longer available)
- Flores, S. M.** (2014). *Opportunity as controversy: A portrait of college affirmative action in the U.S.* Salzburg Global Seminar. Salzburg, Austria. Available at http://www.salzburgglobal.org/fileadmin/user_upload/Documents/2010-2019/2014/537/Flores_Stella_-_Opportunity_as_Controversy_A_Portrait_of_College_Affirmative_Action_in_the_US.pdf
- Flores, S. M.** (2012). *Research on Texas in U.S. higher education and the effectiveness of race-neutral*

admissions. Washington, DC: American Educational Research Association. Retrieved from [http://www.aera.net/Portals/38/docs/Education_Research_and_Research_Policy/Amicus/Flores_Texas_DataandResearch_Sept%202012FINAL%20\(2\).pdf](http://www.aera.net/Portals/38/docs/Education_Research_and_Research_Policy/Amicus/Flores_Texas_DataandResearch_Sept%202012FINAL%20(2).pdf)

Flores, S. M., Batalova, J., & Fix, M. (2012). *The educational trajectories of English language learners in Texas*. Washington, DC: The Migration Policy Institute.
<http://www.migrationpolicy.org/research/educational-trajectories-english-language-learners-texas>

Flores, S. M., & Horn, C. L. (2009). Latinos and public policy: Race, citizenship, and state differences. In *Education, policy, and practice perspectives*. Ames: Iowa State University.

Orfield, G., Marin, P., **Flores, S. M.,** & Garcés, L. M. (Eds.). (2007). *Charting the future of college affirmative action: Legal victories, continuing attacks, and new research*. Los Angeles: The Civil Rights Project at UCLA. Retrieved from: <https://files.eric.ed.gov/fulltext/ED517800.pdf>

Horn, C. L., & **Flores, S. M.** (2003). *Percent plans in college admissions: A comparative analysis of three states' experiences*. Cambridge, MA: The Civil Rights Project at Harvard University. Retrieved from: <https://civilrightsproject.ucla.edu/research/college-access/admissions/percent-plans-in-college-admissions-a-comparative-analysis-of-three-states2019-experiences/horn-percent-plans-2003.pdf>

Editorials And Featured Interviews

Flores, S. M. (2021, January 4). The elephant in the room for the new Secretary of Education. *Inside HigherEd*. <https://www.insidehighered.com/views/2021/01/04/educations-racial-and-wealth-inequality-should-be-priority-new-education-secretary>

Flores, S. M. (2020, October 1). An interview with Stella M. Flores: Policies to ensure equitable access to well-resourced colleges and universities. Conducted by Heidi Booth and James Dean Ward. *Ithaka S+R*. Retrieved from: <https://sr.ithaka.org/blog/an-interview-with-dr-stella-flores/>

Flores, S. M. (2020). College Board Virtual Form 2020. Using an equity education lens. Featured co-speaker with Dr. Anthony Jack.

Flores, S. M. (2018). Considering race in college admissions: Three questions answered. *The Conversation*. Retrieved from: <https://theconversation.com/considering-race-in-college-admissions-3-questions-answered-99351>

Hoover, E. (2017). We live very segregated lives. Featured Interview with Stella M. Flores. *The Chronicle of Higher Education*. Retrieved from: <http://www.chronicle.com/article/We-Live-Very-Segregated/239454>

Flores, S. M. (2016). Affirmative action bans exist in many states. (From series entitled: Eliminating inequalities needs affirmative action). *The Conversation*. Retrieved from: <https://theconversation.com/eliminating-inequalities-needs-affirmative-action-61559>

Book Reviews

Flores, S. M. (2015). Review of *The attainment agenda: State policy leadership in higher education*, by L.W. Perna & J. E. Finney. *The Review of Higher Education*, 39(1), 170-17

Flores, S. M. (2013). Review of *Educational opportunity: The geography of access to higher education*, by A. D. Singleton. *International Journal of Research and Method in Education*, 36(2), 207-208.

Flores, S. M. (2007). Review of *Leaving children behind: How “Texas-style” accountability fails Latino youth*, by A. Valenzuela. *Harvard Educational Review*, 7(1), Spring, 120-122.

Flores, S. M. (2006). Review of *NCLB meets school realities: Lessons from the field*, by G. Sunderman, J.S. Kim & G. Orfield. *Harvard Educational Review*, 76, 123-124.

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

Public Writing Articles

Flores, S. M. (2018). Successful women shed light on their achievements, accomplishments, and their views on women empowerment. Contributing Essay, *The Knowledge Review*. Retrieved from: <https://theknowledgereview.com/successful-women-shed-light-on-their-achievements-accomplishments-and-their-views-on-women-empowerment/>

Flores, S. M. (2018). *Nos dabamos fuerza - We gave each other strength*. *Hispanic Outlook Magazine*. Retrieved from: <https://www.hispanicoutlook.com/articles/nos-dabamos-fuerza-we-gave-each-other-strength>

Working Papers

Barash, J., Flores, S.M., Giani, M., Mena Bernal, J., and Murphy, R. Admission, Tuition, and Housing: The Role of Certainties in Reducing Inequalities in Selective College Application, Enrollment, and Persistence (a Randomized Controlled Experiment; *authors in alphabetical order for Economics discipline;)

Flores, S.M., Mena-Berna, J., Akhbari, M., Rivas, L., and Campos, K. *The effect of Plyler v. Doe on the educational attainment of noncitizen students in Texas*.

Flores, S.M., Rivas, L., Campos, K., Mena-Bernal, J., and Akhbar, M. *GEAR UP Outcomes in Texas: Implementation stories across districts*.

Flores, S.M., Kim, B., Akhbari, M., Mena-Bernal, J., Rivas, L., Campos, K., *Connecting the college access dots: Long term outcomes from the COVID GEAR UP cohorts in Texas*. (Propensity Score Analysis)

Flores, S.M., Mena-Bernal, J., Rivas, L., Campos, K., Akhbari, M. The legal legacies of Latino students in Texas: Wins, losses and reversals. (Legal and policy analysis paper)

MEDIA MENTIONS

Media Outlets

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

July 28, 2025

Nature Journal, Science

Media Expert Testimony and Briefings in Radio, Television, Webinar, and Podcast

What college admissions would look like if affirmative action is reversed. National Public Radio, (November 1, 2022). Retrieved from: <https://www.npr.org/2022/11/01/1133041101/what-college-admissions-would-look-like-if-affirmative-action-is-reversed>

Considering race in college admissions. National Public Radio, WGBH Radio. (September 20, 2018) Retrieved from: <https://www.wgbh.org/news/education/2018/09/20/on-campus-radio-considering-diversity-in-admissions-and-curriculum>

Issues in Education Podcast: Inclusion and Equity, moderated by John Carney of St. Louis Public Radio (July 2017). Sponsored by the Society for College and University Planners. Washington, D.C.

Connecting and Translating Research to Policy: A Collaboration between The Association for the Study of Higher Education and the Western Interstate Commission for Higher Education (2016). Featured video (Stella Flores, Co-Chair of Panel): http://www.ashe.ws/wiche_collaboration

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

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

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

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

Federal briefing: College access, persistence and workforce outcomes for underrepresented groups in STEM fields. Sponsored by The Learning and Education Academic Research Network, Washington D.C. April 23, 2015. [Briefing not recorded] News documentation from: <https://news.vanderbilt.edu/2015/07/15/awards-and-honors-3/>

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

The American Graduate: Translating the Dream, Nashville Public Television and Corporation for Public Broadcasting, Educational and Research Expert, October, 2012. Available at: <https://www.pbs.org/video/translating-the-dream-american-graduate-wphjgg/>

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

July 28, 2025

<https://unidosus.org/blog/2012/10/09/stay-ahead-of-the-college-admissions-game-with-nclr-and-univision/>

RESEARCH FUNDING

Sponsored Research Funding -- Candidate PI/ co-PI/ co-I

Current:

Sponsor: The Spencer Foundation

Project Title: A Regional Convening to Explore Quantitative Applications to Define and Operationalize Educational Equity in an Era of Data Access Interruption

Funding period: August 2025 to July 2026

Principal Investigator: Stella M. Flores, Boston College

Role and contribution of candidate: PI; Conceptualized project and will serve as director of convening and additional product development from regional conference.

Total funding received: \$15,000

Status: Awarded as of July 2025

Sponsor: The Spencer Foundation

Project Title: Admission, Tuition, and Housing: The Relative Effects of Different Guarantees in the College Outcomes of High-Ability, Low-SES Students

Funding period: June 2025 - 2027

Principal Investigator: Giani, M., Department of Sociology, UT-Austin

Role and contribution of candidate: Co-PI; Conceptualize project and serve as expert on underserved students, college completion, and institutional and state policy in Texas.

Co-PI/Co-Is: Giani, M. (Sociology), UT Austin, Murphy, R. (Economics)

Total funding requested: \$499,326.00

Status: Awarded and under Revision with new institutional partner

Completed:

Sponsor: National Science Foundation, NSF 19-601 Improving Undergraduate STEM Education: Education and Human Resources Account: 26-3517-85.

Project title: Investigating Immigrant Students' Pathways from Kindergarten to College and into the STEM Workforce

Funding Period: 2020-2023

PI: Cherng, H. S., Applied Statistics, Social Sciences and Humanities, New York University (NYU).

Role and contribution of candidate: Co-PI at NYU then PI of Subaward at UT-Austin as of 2022. Co-conceptualized project and lead analyses on college outcomes.

Co-PI/Co-Is: Cherng, H. S. (Applied Statistics, Social Sciences and Humanities), Okazaki, S (Applied Psychology). Okhee L. (Teaching and Learning), Hsin, A. (Sociology), City University of New York.

Candidate funding: \$12,500 transferred to UT-Austin

July 28, 2025

Total funding: \$260, 933.00

Sponsor: Institute of Human Development and Social Change Seed Grant, Steinhardt School of Culture, Education and Human Development, New York University (NYU)

Project title: College Access and Persistence among Urban Asian American Students

Funding Period: 2019-2020

PI: Okazaki, S (Applied Psychology), NYU.

Role and contribution of candidate: Co-PI (NYU). Served as content expert on immigration and college access, including coauthor, etc.

Co-PI/Co-Is: Cherng, H. S. (Applied Statistics, Social Sciences and Humanities), NYU.

Total funding: \$15,000.00

Sponsor: La Trobe University, Melbourne, Australia; The Transforming Human Societies Visiting Research University Fellowship to New York University

Project title: Development of an international student equity admissions framework: Minority populations in the US and Australia

Funding Period: 2016

Role and contribution of candidate: Co-PI (Vanderbilt University); Served as U.S. content expert on college access and success policies, including financial aid.

Co-PI/Co-Is: Harvey, A.

Total funding: \$9,239.00

Sponsor: The Educational Testing Service and The University of Pennsylvania Salzburg Seminar Margin Buster Grant

Project title: Development of an international student equity admissions framework

Funding Period: 2014

Role and contribution of candidate: Co-PI (Vanderbilt University); Served as U.S. content expert on college access and success policies, including financial aid.

Co-PI/Co-Is: Harvey, A.

Total funding: \$2,500.00

Sponsor: Vanderbilt University, International Office, VIO Grant Program

Project title: Can Percent Plans be Effective in Different Sociocultural Settings? An analysis of Chile's College Preparatory Programs Using the Experience of Texas Top Ten Percent Plan

Funding Period: 2013-2014

Role and contribution of candidate: PI (Vanderbilt University); Served as U.S. content expert on comparative study of college access and equity policies; Facilitated joint projects and publications with international scholars.

Co-PI/Co-Is: Trevino, E. Universidad de Diego Portales, Santiago, Chile

Total funding: \$18,950

Sponsor: National Academy of Education and The Spencer Foundation, Postdoctoral Fellowship Grant

Project title: *The college trajectories of English language learner youth in Texas.* National Academy of Education and Spencer Foundation Postdoctoral Fellowship

Funding Period: 2010-2011

Role and contribution of candidate: PI (Vanderbilt University); Lead investigator for project, data analyses, and author.

Total funding: \$55,000.00

Sponsor: The Bill and Melinda Gates Foundation

Project title: Understanding barriers and examining interventions: A proposal to study postsecondary access and success using state administrative data

July 28, 2025

Funding Period: 2008-2012

PI: Long, B. T., Harvard University

Role and contribution of candidate: Co-PI of Subaward (Vanderbilt University); Led state study of Texas college access and success for underserved students and Minority Serving Institutions using confidential administrative data. Conceptualized, analyzed, and authored papers on Texas context; supervised student researchers and co-authors.

Co-PI/Co-Is: Long, B. T. (Principal Investigator, Harvard University), Kurlaender, M. (Co-investigator, University of California, Davis), and Bettinger, E. (Co-investigator, Stanford University).

Candidate Funding: \$343,961.00

Total funding: \$1,961,932.00

Sponsor: Vanderbilt University, Peabody Small Grants Program

Project title: Free college tuition? Institutional adoption of income-based tuition programs across the United States

Funding Period: 2007

Role and contribution of candidate: PI (Vanderbilt University) on project on financial aid for low-income students across state contexts; conceptualized, analyzed, and co-authored papers and supervised student co-author.

Total funding: \$8,705.00

Sponsor: The Lumina Foundation and the Association for the Study of Higher Education
Dissertation Fellowship

Project title: *The effect of in-state resident tuition eligibility on the college enrollment of undocumented Latino immigrant students in Texas and the United States*

Funding Period: 2006-2007

Role and contribution of candidate: PI (Harvard Graduate School of Education) on dissertation project – conceptualized, analyzed, and authored project consisting of 3 paper dissertation for publication

Total funding: \$14,000

Sponsor: Time Warner and Harvard University University-wide Achievement Gap Initiative
Dissertation Fellowship

Project title: *The effect of in-state resident tuition eligibility on the college enrollment of undocumented Latino immigrant students in Texas and the United States*

Funding Period: 2006-2007

Role and contribution of candidate: PI (Harvard Graduate School of Education) on dissertation project – conceptualized, analyzed, and authored project consisting of 3 paper dissertation for publication.

Total funding: \$5,000

Sponsor: National Academy of Education and The Spencer Foundation Research Training Grant

Project title: Graduate Training Fellowship

Funding Period: 2003-2006

Role and contribution of candidate: PI, Graduate student recipient (Harvard Graduate School of Education)

Total funding: \$30,000 (\$10,000 per year)

Sponsor: National Association of Student Financial Aid Administrators (NASFAA) Sponsored
Research Grant Program

Project title: *The role of state policy in geographic and fiscal access to public community colleges for Latinos in Texas,*

Funding Period: 2004-2005

Role and contribution of candidate: PI (Harvard Graduate School of Education); Faculty Sponsor: Long, B. T., (Harvard Graduate School of Education)
Total funding: \$3,500

Sponsored Research Funding – Candidate in Key Personnel Role or Consultant

Current

Sponsor: Pennsylvania State University: Penn State Law; Center for the Study of Higher Education; Education Policy Studies Department, College of Education
Project title: Law and Governance in Higher Education Mentoring Roundtable
Funding Period: 2022, 2023, 2024, and 2025
PI: Dowd, A., College of Education, Penn State University
Role and contribution of the candidate: Faculty and research mentor to junior faculty accepted to program
Co-PI/Co-Is: Dowd, A., Purvis, D., Ward, L.
Total funding: \$1,500.00

Completed

Sponsor: Institute for Higher Education Policy
Project title: Opening the promise: The five principles of equitable policymaking from the Advisory Committee for Equitable Policymaking Processes
Funding Period: 2021-2022
PI: Voight, M., Institute for Higher Education Policy
Role and contribution of the candidate: Co-chair and co-contributor (UT-Austin) of advisory group selection and convenings as well as co-authored report based on committee recommendations.
*Report is winner of the 2022 Robert P. Huff Golden Quill Award for contributions in the literature on financial aid.
Total funding: \$5,000.00

Sponsor: The National Science Foundation and The Community College Research Center of Teachers' College at Columbia University
Project title: Guided Pathways in STEM (Multistate Study)
Funding Period: 2022
PI: Brock, T.
Role and contribution of the candidate: Advisory Board Expert; Reviewed analyses, articles, provided feedback on pathways for underserved students and state policy effects.
Co-PI/Co-Is: Brock, T., Jenkins, D.
Total funding: \$1,500.00

Sponsor: El Colegio de México, A.C.- El Programa Interinstitucional de Estudios sobre la Región de América del Norte (PIERAN),
Project title: *20 Years Later: Educational and labour expectations of immigrant youth and those who have returned to the NAFTA region: Canada, US and México*
Funding Period: 2010-2012
PI: Gregorio Hernandez (Principal Investigator, Universidad Nacional Autónoma de México, FES Acatlán
Role and contribution of candidate: Co-PI (Vanderbilt University); Led quantitative analyses using US Census and International versions of Mexico and Canadian census surveys; published article, chapter and brief.

Co-PI/Co-Is: Gonzalez Videgaray, M. (Universidad Nacional Autónoma de México, FES Acatlán), Ramírez, G. (Thompson Rivers University, Canada), Sánchez, P. (University of Texas at San Antonio), Martinez, I. (John Jay College, CUNY), and Sharken, D. (Vallejo School District, CA)
Total funding: 150,000 pesos/\$11,160 U.S

Other External Research Awards Serving as an Expert Consultant

Completed:

Sponsor: The Campaign for College Opportunity
Project title: Redesigning broken bridges for higher education: Working within a flawed race-neutral admissions reality
Funding Period: 2023
Role and contribution of the candidate: PI (UT-Austin); Sole researcher and author.
Total funding: \$10,000.00

Sponsor: The National Conference of Hispanic State Legislators and the American Federation of Teachers
Project title: The State of Latino Education: The Factors that Matter for Educational Attainment
Funding Period: 2022-2023
Role and contribution of the candidate: PI (UT-Austin); Co-designed study focus with sponsors; Sole analyst and author of national report that included Puerto Rico.
Total funding: \$17,000.00

Sponsor: College Completion Fund Research Compendium. A joint project of The Education Trust, MDRC, State Higher Education Executive Officers, and The Institute for College Access and Success (TICAS).
Project title: Building equity bridges across jurisdictions for postsecondary success: Finding effective solutions for the new student demography
Funding Period: 2022-2023
Role and contribution of the candidate: PI (UT-Austin); Sole researcher and author.
Total funding: \$5,000.00

Sponsor: The Spencer Foundation
Project title: Improving equity in higher education: Focusing on opportunity structures
Funding Period: 2021-2022
Role and contribution of the candidate: PI (UT-Austin); Sole researcher and author.
Total funding: \$15,000.00

Sponsor: The Bill and Melinda Gates Foundation and The Institute for Higher Education Policy
Project title: Postsecondary education's role in promoting justice: *Confront the myths of the American dream*
Funding Period: 2019-2020
Role and contribution of the candidate: PI (NYU); Sole researcher and author.
Total funding: \$10,000.00

Sponsor: U.S. Department of Education's Office of English Language Acquisition
Project title: *Project PROPEL - Peabody/Metropolitan Nashville Partnership supporting English Learners*
Funding Period: 2013-2016
Role and contribution of the candidate: External Evaluator (Vanderbilt University);
Co-PI/Co-Is: Jimenez, R. and Pray, L. (Vanderbilt University)

Candidate funding: \$30,000.00
Total funding for PIs: \$2,000,000.00

Sponsor: Ford Foundation

Project title: Affirmative action in a post-Grutter era: Defining and addressing immediate and long-term challenges and successes at The University of Texas at Austin

Funding Period: 2005-2009

PI: Orfield, G., UCLA

Role and contribution of candidate: Consultant researcher and co-author.

Co-PI/Co-Is: Orfield, G., UCLA; Horn, C., University of Houston

Total funding: \$1,500

Internal Research Funding -- Candidate PI/ co-PI/ co-I

Current:

Sponsor: Institute for Public School Initiatives (IPSI), College of Education, UT-Austin via the U.S. Department of Education;

Account: 26-6252-3112

Project title: *GEAR UP Design and long-term outcomes: College, civic trajectories, and wages of GEAR UP Participants*

Funding Period: 2021-2025

Role and contribution of the candidate: Led conceptual development and execution of quantitative study analysis of student outcomes. Authored work, supervision of students.

Co-PI: Salinas, C., Department of Curriculum and Instruction, UT Austin

Total funding: \$102,000.00

AWARDS AND HONORS

- 2024 Ranked among the **Top 50 Voices to Follow in Higher Education in 2025** by Vevox
- 2024 ***Education Week's Top 200 RHSU Edu-Scholar Public Influence List.*** (Recipient of ranking honor from 2015-2024)
- 2023 **Research Leadership Academy**, The University of Texas at Austin. (Selected participant of inaugural cohort of competitive program for Tenure Track and Research Track Faculty)
- 2022 **Robert P. Huff Golden Quill Award**. National Association of Financial Aid Administrators (for individual who has contributed to the literature on financial aid; for leadership on report: *Opening the Promise*)
- 2021 **Inaugural Faculty in Residence**. Institute for Public School Initiatives (IPSI), College of Education, The University of Texas at Austin. (Designation and grant award)
- 2019 **Alumni Council Award for Outstanding Contribution to Education**. Harvard Graduate School of Education. (Awarded to one alumnus annually)
- 2018 **Martin Luther King, Jr. Faculty Award**. University-wide teaching award. New York University.
- 2017 **Outstanding Educator of the Year**. *Education Update* (New York publication for educators).
- 2017 **Top 25 Women in Higher Education and Beyond**. *Diverse Issues Magazine*.

- 2016 **Source of the Week.** *National Public Radio.*
- 2015 **AERA Knowledge Form, Public Scholars Forum Participant.** American Educational Research Association. (Selected member of cohort of 32 prominent faculty members with key accomplishments in research, practice and policy)
- 2014 **Salzburg Global Fellow.** Salzburg Global Seminar. (International leadership seminar organizing changemakers for global and transformational change)
- 2010 **Postdoctoral Fellow.** National Academy of Education/Spencer Foundation.
- 2010 **Associate.** National Center for Public Policy in Higher Education. (Competitive program for faculty who work in higher education policy research)
- 2010 **Principal Investigator Incentive Award.** Vanderbilt University. (*Awarded as a two-year award*)
- 2009 **Higher Education Legal Roundtable Participant.** University of Houston.
- 2008 **Division J: Dissertation of the Year, Runner-Up Distinction.** American Educational Research Association. (*Dissertation: "The Effect of In-State Resident Tuition Eligibility on the College Enrollment of Undocumented Latino Immigrant Students in Texas and the U.S."*)
- 2006 **Dissertation Fellowship.** Association for the Study of Higher Education and Lumina Foundation for Education.
- 2006 **Achievement Gap Initiative Dissertation Fellowship.** Time Warner and Harvard University.
- 2003 **Research Training Grant Fellowship.** Spencer Foundation. (*Awarded as a three-year fellowship*)

PRESENTATIONS

Invited Talks (Selected Keynote addresses)

- Flores, S. M.** (2024, November). [Keynote Speaker]. The state of Latino education. Texas A&M University. College Station, TX.
- Flores, S. M.** (2024, October). [Keynote Speaker]. The challenges and opportunities of race-neutral admissions: The necessary conditions. Boston College. Boston, University.
- Flores, S. M.** (2022, May). [Featured Panelist]. The future of affirmative action. Harvard University Strategic Data Project Annual Convening. Chicago, IL.
- Flores, S. M.** (2022, May). [Featured Co-Panelist with Eisha Smith-Arrillaga]. APSIA 2023 Diversity Forum Advisor Workshop. LBJ School of Public Affairs, The University of Texas at Austin.
- Flores, S. M.** (2022, February). [Featured Co-Panelist] with Norma Cantu. Barbara Jordan Freedom Foundation Luncheon LBJ School of Public Affairs, The University of Texas at Austin.
- Flores, S. M.** (2022, April). *The state of Latino education.* [Featured Speaker]. National Hispanic Caucus of State Legislators. San Juan, Puerto Rico.

- Flores, S. M.** (2022, April) *Beyond affirmative action: Ensuring equity in uncertain times*. [Keynote Speaker]. The University of California System Advancing Faculty Diversity Conference. San Diego, CA.
- Flores, S. M.** (2022, December). *Latinx educational pipeline stories: Policy and equity across the States* [Featured Faculty Presenter]. Causal Inference in Education Research Seminar, University of Michigan, Ann Arbor, MI, United States (virtual).
- Flores, S. M.** (2022, October). *Affirmative Action and the Supreme Court Why now? Why again? What's next?* [Featured panelist]. Steinhardt School of Culture, Education and Human Development, New York University, New York, NY, United States (virtual).
- Flores, S. M.** (2022, October). *Celebrating Hispanic Heritage Month* [Invited panelist]. The University of Texas at Austin, Austin, TX, United States.
- Flores, S. M.** (2022, August). *Equitable policymaking: Research and principles for shaping an inclusive future for educational attainment* [Featured keynote speaker]. State Higher Education Executive Officers Annual Meeting Opening Plenary, Indianapolis, IN, United States.
- Flores, S. M.** (2022, May). *Law and governance in Higher Education roundtables* [Faculty mentor and reviewer]. Penn State Law School, Center for the Study of Higher Education & Education Policy Studies Department, College of Education, University Park, PA, United States (virtual).
- Flores, S. M.** (2022, March 31- April 1). *Equitable policymaking and institutional practices* [Keynote speaker]. Faculty Senate Conference, University of Houston, Houston, TX, United States.
- Flores, S. M.** (2022, February). *Strengthening college transitions for underrepresented students* [Featured keynote speaker]. NCCEP-GEAR UP Capacity Building Workshop, Washington, D.C., United States (virtual).
- Flores, S. M.** (2022, February). *Latinx identity educational pipeline stories: Barriers and successes from state policy* [Featured keynote speaker]. University of California at Davis, Davis, CA, United States (virtual).
- Flores, S. M.** (2021, February). *The college access trajectories of English Learners in Texas* [Invited speaker]. Intercultural Development Research Association, San Antonio, TX, United States (virtual).
- Flores, S. M.** (2021, February). *College access factors and Texas students* [Invited panelist]. Breakthrough Central Texas Board of Directors Meeting, Austin, TX, United States (virtual).
- Flores, S. M.** (2020, November 11). *Are all state contexts created equal? The college pipeline outcomes of underserved minority and immigrant students* [Featured keynote speaker]. Dean's Distinguished Lecture Series, The University of Texas at Austin, Austin, TX, United States (virtual).
- Flores, S. M.** (2020, November). *Are all state contexts created equal for the underserved? Inequality and equity on the pathway to higher education* [Featured keynote speaker]. Boston College Lynch School of Education, Boston, MA, United States (virtual).
- Flores, S. M.** (2020, December). *Intersectional identities and equity pathways to college: Immigrant and English Learners across state contexts* [Featured keynote speaker]. Intercultural Development Research Association, San Antonio, TX, United States (virtual).

- Flores, S. M.** (2020, October). *English learner outcomes across the states* [Invited speaker]. The University of Texas at Austin (for Professor Maria Franquiz), Austin, TX, United States (virtual).
- Flores, S. M.** (2019, April 5-9). *Preparing underserved faculty for the Academy* [Invited panelist]. The Spencer Foundation and the American Educational Research Association, Toronto, Canada.
- Flores, S. M.** (2019, April 5-9). *What does it take to get into graduate school and beyond? A lecture to American Educational Research Association student fellows* [Invited featured speaker]. American Educational Research Association, Toronto, Canada.
- Flores, S. M.** (2019, January). *What does research tell us about the consideration of race?* [Featured keynote speaker]. Center for Enrollment, Research, Policy and Practice, Rossier School of Education, University of Southern California, Los Angeles, CA, United States.
- Flores, S. M.** (2018, December). *Racial equity pathways to college and state policy: New and missed opportunities* [Featured keynote speaker]. Rossier School of Education, University of Southern California, Los Angeles, CA, United States.
- Flores, S. M.** (2018, April). *The role of state data systems and stakeholders in alleviating inequalities across the K-20 pipeline: Case studies in multi-identity populations* [Featured panelist]. Quality Assurance and the Role of State Systems and SHEEOs Convening, Lumina Foundation, Indianapolis, IN, United States.
- Flores, S. M.** (2018, March). *Data and inequality across the K-20 pipeline: Understanding the challenges and points of leverage* [Invited keynote address]. University of Denver, Denver, CO, United States.
- Flores, S. M.** (2017, November 7). *Does where you go to college matter in Texas? A kindergarten to labor force examination* [Cantu Lecture, Invited keynote speaker]. Texas A&M University, College Station, TX, United States.
- Flores, S. M.** (2017, May). *Project PROPEL: Findings from a 5-year English learner teacher professional development program* [Invited speaker]. METRO Nashville Public Schools District Office, Nashville, TN, United States.
- Flores, S. M.** (2017, April). *The racial college completion gap for community college transfer students: The case of New York City* [Invited keynote speaker]. The Andrew W. Mellon Foundation, New York, NY, United States.
- Flores, S. M.** (2016, December). *Understanding options for equity in an affirmative action ban state: The economic and social imperative for racial and ethnic diversity in higher education* [Featured panelist]. University of California Los Angeles, Los Angeles, CA, United States.
- Flores, S. M.** (2016, November 28-29). *Addressing the risks of pursuing a postsecondary education* [Invited panelist]. The Board of Governors of the Federal Reserve System, Washington, D.C., United States.
- Flores, S. M.** (2016, November). *How far have we come and where do we need to go? A Post-Fisher Analysis. Post-Fisher Affirmative Action: Status Quo or New Opportunities* [Featured panelist]. The Steinhardt Institute for Higher Education Policy, New York University, New York, NY, United States.
- Flores, S. M.** (2016, November). *How can we improve college success for underrepresented students* [Invited panelist]. Education Solutions Initiative Conference, New York University, New York, NY, United States.

- Flores, S. M.** (2016, November 18). *What do we know about evidence-based diversity policies?* [Invited panelist]. The White House Convening on Postsecondary Diversity and Inclusion, Washington, D.C., United States.
- Flores, S. M.** (2016, November 3-5). *Career trajectories in public policy research* [Invited panelist]. Association for Public Policy Analysis and Management, Washington, D.C., United States.
- Flores, S. M.** (2016, October). *The effect of English Language Learner program participation on college-access outcomes* [Invited presenter]. The Institute for Education Sciences-PIRT Seminar, The Institute of Human Development and Social Change, New York University, New York, NY, United States.
- Flores, S. M.** (2016, August 25). *College trajectories for the underrepresented: Symposium on student loans and socioeconomic mobility* [Featured panelist]. Federal Reserve Bank of Philadelphia, Philadelphia, PA, United States.
- Flores, S. M.** (2016, August). *The “College Equity Trajectory” in the United States and why it might matter for other nations* [Invited keynote]. La Trobe University, Melbourne, Australia.
- Flores, S. M.** (2016, August). *After Fisher II: What the Supreme Court's ruling means for students, colleges, and the country* [Invited panelist]. The National Press Club, Washington, D.C., United States.
- Flores, S. M.** (2016, April 8-12). *Racial conciliation and justice* [Invited presentation]. Committee Meeting, American Educational Research Association Annual Conference, Washington, D.C., United States.
- Flores, S. M.** (2016, April 8-12). *Education research and public policy* [Invited lecture]. Workshop for Undergraduate Fellowship Recipients, American Educational Research Association Annual Conference, Washington, D.C., United States.
- Flores, S. M.** (2016, February 18) *The racial college completion gap: Bridging education policy and research roundtable* [Invited panelist]. The White House, Washington, D.C., United States.
- Flores, S. M.** (2016, January 28-29). *The communication of race-neutral and race-conscious research outcomes: The role of research in enhancing diversity, equity, and inclusion in higher education* [Invited panelist]. National Center for Institutional Diversity, The University of Michigan, Ann Arbor, MI, United States.
- Flores, S. M.** (2015, June). *College trajectories for the underrepresented: Evidence from Texas* [Invited international expert]. Ministry of Education in Chile and the OECD, Santiago, Chile.
- Flores, S. M.** (2015, February). *Inequality and tuition: Lessons from Texas tuition deregulation. Improving the connection between research and state policy for increased attainment* [Invited panelist]. Lumina Foundation, Washington, D.C., United States.
- Flores, S. M.** (2014, November). *The college access trajectories of English Language Learners: From 1st grade to remediation designation* [Invited lecture]. Brown University, Providence, RI, United States.
- Flores, S. M.** (2014, October). *Opportunity as Controversy: A portrait of college affirmative action in the US* [Invited panelist and faculty fellow]. Salzburg Global Seminar, Salzburg, Austria.
- Flores, S. M.** (2014, September 2). *The racial college completion gap in Texas* [Invited panelist]. The Civil Rights Project at UCLA. Washington, D.C., United States. Retrieved on CSPAN.org at: <http://www.c-span.org/video/?321248-2/discussion-race-college-admissions>

- Flores, S. M.** (2014, April). *The status of immigrant student policy: Citizenship and options* [Invited lecture]. Michigan State University, East Lansing, MI, United States.
- Flores, S. M.** (2014, March). *The effect of English Language Learner (ELL) identification on college access outcomes* [Invited lecture]. Stanford University, Center for Education Policy Analysis, Palo Alto, CA, United States.
- Flores, S. M.** (2014, February). *Applying affirmative action policies in a post-Fisher era* [Invited seminar lecture]. Tulane University, New Orleans, LA, United States.
- Flores, S. M.** (2014, February). *Race, ethnicity and college success: A longitudinal examination of students in Texas* [Invited lecture]. The University of Texas at Brownsville, Brownsville, TX, United States.
- Flores, S. M.** (2013, April 27-May 1). *Beyond the first 90 days: Research-based recommendations to the Obama administration for access and equity in higher education* [Panelist]. (with D. E. Heller, M. Moses, & G. Anderson). American Educational Research Association Annual Conference, San Francisco, CA, United States.
- Flores, S. M.** (2013, April 27-May 1). *After the Court rules on Fisher: A teach-in on key issues for the next generation of research* [Roundtable leader and presenter]. American Educational Research Association Annual Conference, San Francisco, CA, United States.
- Flores, S. M.** (2013, April 27-May 1). *Establishing a Sustainable Program of Research* [Panelist]. Division J, Graduate Student Fireside Chat, American Educational Research Association Annual Conference, San Francisco, CA, United States.
- Flores, S. M.** (2013, January 24). *Screening of 'Translating the Dream'* [Panelist]. Nashville Public Television, Nashville, TN, United States.
- Flores, S. M.** (2012, November 15-18). *Graduate Student Public Policy Seminar: Public and private perspectives on immigrant students* [Panelist]. Association for the Study of Higher Education, Las Vegas, NV, United States.
- Flores, S. M.** (2012, September). AERA media briefing on the strength of the science in *Fisher v. University of Texas at Austin* [Panelist]. (with F. Levine, G. Orfield, L. Garces, A. Ancheta, & W. Kidder). National Press Club, Washington, D.C., United States.
- Flores, S. M.** (2012, September). *Faculty perspectives, Veteranos and up and comers* [Panelist]. (with V. Torres). Accelerating Latino Student Success Workshop, Excelencia in Education, Washington, D.C., United States.
- Flores, S. M.** (2012, September). *College access and the twenty-first century underrepresented student: Evidence from state administrative data* [Invited Lecture]. Peabody Research Office, Vanderbilt University, Nashville, TN, United States.
- Flores, S. M.** (2012, August). *Alternativas equitativas para la admisión universitaria: Experiencias exitosas de E.E.UUU. Y Chile* [Keynote lecture]. University of Diego Portales, Santiago, Chile.
- Flores, S. M.** (2012, June). *What matters most in getting in and out of college? An examination of the underrepresented student* [Speaker]. Student Leadership Alliance Program, Vanderbilt University, Nashville, TN, United States.

- Flores, S. M.** (2012, April). *The effect of English language learner identification on college access outcomes: The role of time in program* [Invited Lecture]. Demography workshop, University of Chicago, Chicago, IL, United States.
- Flores, S. M.** (2011, October). *Getting in and out of college: Policy, geography, institutions, and individuals* [Faculty keynote lecture]. Reunion Weekend at Vanderbilt University, Nashville, TN, United States.
- Flores, S. M.** (2011, May). *Assessing the impact of in-state resident tuition policies for the undocumented immigrant student: Evidence from the state dream acts* [Speaker]. The National Forum on Higher Education and The Lumina Foundation, Indianapolis, IN, United States.
- Flores, S. M.** (2011, March). *Unpacking college success in Texas: The enrollment and college completion gap by race and ethnicity at the turn of the century* [Invited lecture]. The University of Texas at Dallas Education Research Center, Richardson, TX, United States.
- Flores, S. M.** (2011, March 3-5). *The enrollment and college completion gap in Texas by race and ethnicity at the turn of the century* [Invited lecture]. American Association of Hispanics in Higher Education, San Antonio, TX, United States.
- Flores, S. M.** (2011, March). *The national and regional picture: Examining the role of state and federal policies on the college access and completion for Latino youth* [Speaker]. The University of Utah, Salt Lake City, UT, United States (video conference).
- Flores, S. M.** (2011, February). *The 21st century underrepresented college student: Immigrant status, minority serving institutions, and the racial college completion gap* [Keynote speaker]. Scholar of Color Lecture Series, The University of Pennsylvania, Philadelphia, PA, United States.
- Flores, S. M.** (2010, October). *Access and residency: State policy, migration, and financial aid* [Panelist]. University of São Paulo, São Paulo, Brazil.
- Flores, S. M.** (2010, October). *Access, residency, and financial aid for the [undocumented] immigrant student* [Speaker]. University of Georgia, Athens, GA, United States.
- Flores, S. M.** (2010, August). *Immigrant students and higher education options: Do the programs work?* [Invited Lecture]. Northeast Latino Strategic Conference in Higher Education, Central Connecticut State University, New Britain, CT, United States.
- Flores, S. M.** (2010, June). *College access and immigration research* [Instructor]. Inter-University Program for Latino Research, The University of Texas at Austin, Austin, TX, United States.
- Flores, S. M.** (2010, April). *The national and regional picture: Understanding the impacts of state and federal policies on the college access and completion of Latino and immigrant youth* [Keynote speaker]. Lipscomb University, Nashville, TN, United States.
- Flores, S. M.** (2010, April). *Latino educational opportunity for citizens and non-citizens* [Keynote speaker]. Volunteer State Community College, Gallatin, TN, United States.
- Flores, S. M.** (2010, April). *Latino educational opportunity* [Speaker]. Fulbright Scholars, Vanderbilt University, Nashville, TN, United States.
- Flores, S. M.** (2010, March). *Getting in and out of college: Policy, geography, institutions, and individuals* [Panelist]. Vanderbilt University, Center for Community Studies, Nashville, TN, United States.

- Flores, S. M.** (2009, October). *State dream acts and Latino immigrant youth: Public policies, college access, and geography* [Keynote speaker]. Teachers College, Columbia University, New York, NY, United States.
- Flores, S. M.** (2009, March 5-7). *The geo-demography of Latino performance in U.S. higher education: An examination of public and institutional policy interventions* [Presenter]. (with C. L. Horn). American Association of Hispanics in Higher Education Annual Conference, San Antonio, TX, United States.
- Flores, S. M.** (2009, February). *Texas' Top Ten Percent Plan: A decade of research, new messages, and future directions* [Keynote speaker]. Texas Association of Chicanos in Higher Education Annual Conference, Austin, TX, United States.
- Flores, S. M.** (2008, June). *Federal hearing: Ensuring access to college amid economic uncertainty* [Panelist]. Advisory Committee on Student Financial Assistance, Vanderbilt University, Nashville, TN, United States.
- Flores, S. M.** (2008, May). *Bakke and immigration: New groups in the diversity equation* [Panelist]. University of California Santa Barbara, Santa Barbara, CA, United States.
- Flores, S. M.** (2008, April). *Percent plans in U.S. college admissions: 10 years of context, research, and results* (Conducted in Spanish) [Panelist]. Universidad de Santiago de Chile, UNESCO, and Fundación Equitas, Santiago, Chile.
- Flores, S. M.** (2008, March 24-28). *International issues in higher education policy* [Discussant]. American Educational Research Association, New York, NY, United States.
- Flores, S. M.** (2008, March 24-28). *College retention issues of students of color: Issues and insights* [Discussant]. American Educational Research Association, New York, NY, United States.
- Flores, S. M.** (2008, March 6-8). *Immigrant student enrollment: Challenges and opportunities* [Presenter]. (with J. Chapa). American Association for Hispanics in Higher Education, Miami, FL, United States.

Conference Presentations

- Flores, S. M.** (2024, November 20). Admissions, Tuition, and Housing. The role of certainties in reducing inequalities in applications, admissions, and enrollment. Association for the Study of Higher Education Annual Conference, Minneapolis, MN. United States.
- Flores, S. M.** (2022, November 16-19). *Equitable policymaking: Research and principles for shaping an Education*. Association for the Study of Higher Education Annual Conference, Las Vegas, NV, United States.
- Flores, S. M.,** Carroll, T., Cherng, S. H., Hsin, A., Okazaki, S., & Carroll, T. (2019, July). *Access to STEM pathways and careers for children of immigrants in New York City* [Paper presentation]. American Economic Finance and Policy International Conference, Barcelona, Spain.
- Flores, S. M.,** Cherng, S. H., Okazaki, S., Hsin, A., & Lee, O. (2019, May 29). *STEM identities and career pathways of immigrant youth of color* [Paper presentation]. Institute for Human Development and Social Change, NYU-Steinhardt, New York, NY, United States.

- Flores, S. M.,** Pray, L., & Gibney, D. T. (2019, April 5-9). *Mentoring matters: Findings from a five-year English Learner professional development grant program* [Paper presentation]. American Education Research Association Annual Conference, Toronto, Canada.
- Melguizo, T., **Flores, S. M.,** Carroll, T., & Velasquez, D. (2019, April 5-9). *Lost in the transition: The cost of college-readiness English standards misalignment for English Learners* [Paper presentation]. American Education Research Association Annual Conference, Toronto, Canada.
- Melguizo, T., **Flores, S. M.,** Carroll, T., & Velasquez, D. (2018, November 14-17). *Identifying secondary school to community college curricular misalignment for English Learners: Race, ethnicity, and language fluency* [Paper presentation]. Association for the Study of Higher Education Annual Conference, Tampa, FL, United States.
- Melguizo, T., **Flores, S. M.,** Carroll, T., & Velasquez, D. (2018, March 15-17). *Is bilingualism buffering the secondary school to community college curricular misalignment? The educational pathways of English learners in community college* [Paper presentation]. Association for Education Finance and Policy Annual Conference Annual Conference, Portland, OR, United States.
- Flores, S. M.** (2017, November 8-11). *State policy and the educational outcomes of English Learner and Immigrant students: Three administrative data stories* [Paper presentation]. (with T. J. Park, S. Viano, & V. M. Coca). Association for the Study of Higher Education Annual Conference, Houston, TX, United States.
- Flores, S. M. & Coca, V. M.** (2017, November 8-11). *Race and college completion in New York City: A comparison of two and four-year students* [Paper presentation]. (with T. J. Park). Association for the Study of Higher Education Annual Conference, Houston, TX, United States.
- Flores, S. M.** (2017, March 1-4). *Immigration, language, and race in the college completion pipeline* [Paper presentation]. (with V. M. Coca). Society for Research on Educational Effectiveness Annual Conference, Washington, D.C., United States.
- Flores, S. M.,** Coca, V. M., & Park, T. J. (2017, March 16-18). *The racial college completion gap in New York City* [Paper presentation]. Association for Education, Finance, and Policy Annual Conference, Washington, D.C., United States.
- Flores, S. M.** (2016, November 9-12). *Symposium on low-income students attending low-resource public high schools* [Paper Presentation]. Association for the Study of Higher Education Annual Conference, Columbus, OH, United States.
- Flores, S. M.** (2016, November 9-12). *Reaction to the November elections: Implications for higher education* [Presidential Session]. Association for the Study of Higher Education Annual Conference, Columbus, OH, United States.
- Flores, S. M.** (2016, November 3-5). *Using research to inform the public good* [Paper presentation]. Association for Public Policy Analysis and Management Fall Conference, Washington, D.C., United States.
- Flores, S. M.** (2016, November 3-5). *Conundrums in publishing: A conversation with editors and authors on emerging norms in higher education* [Featured Panelist]. Association for Public Policy Analysis and Management Fall Conference, Washington, D.C., United States.

- Flores, S. M., & Park, T. J.** (2016, April 8-12). *Labor market returns for graduates of Hispanic-Serving Institutions* [Paper presentation]. American Educational Research Association Annual Conference, Washington, D.C., United States.
- Flores, S. M.** (2016, April 8-12). *Translating research and policy to reduce inequality in state higher education outcomes: Lessons learned from the ASHE-WICHE Collaborative* [Paper presentation]. American Educational Research Association Annual Conference, Washington, D.C., United States.
- Flores, S. M.** (2016, April 8-12). *Lessons from research on race-neutral policies in higher education* [Paper presentation]. American Educational Research Association Annual Conference, Washington, D.C., United States.
- Flores, S. M.** (2015, April). *Labor market returns to attending a Hispanic-Serving Institution* [Paper presentation]. Educational Testing Service and the Center for Minority Serving Institutions Conference, Princeton, NJ, United States.
- Flores, S. M.** (2015, April 16-20). *Do higher education accountability proposals narrow opportunity for minority students and Minority-Serving Institutions?* [Paper presentation]. American Educational Research Association Annual Conference, Chicago, IL, United States.
- Flores, S. M.** (2015, April 16-20). *Race-neutral options in the affirmative action debate?* [Featured Panelist]. American Educational Research Association Annual Conference, Chicago, IL, United States.
- Flores, S. M.** (2014, November 6-8). *Affirmative action programming in Chilean higher education: Examining the college persistence of low-income students in selective universities* [Paper presentation]. Association for Public Policy Analysis and Management Fall Conference, Albuquerque, NM, United States.
- Flores, S. M. & Park, T. J.** (2014, April 3-7). *The Hispanic-White college completion Gap in Texas* [Paper presentation]. American Educational Research Association Annual Conference, Philadelphia, PA, United States.
- Flores, S. M. & Shepherd, J.** (2014, April 3-7). *Tuition deregulation in Texas* [Paper presentation]. American Educational Research Association Annual Conference, Philadelphia, PA, United States.
- Flores, S. M.** (2013, April 27-May 1). *Does English language learner identification predict college remediation designation?* [Paper presentation]. American Educational Research Association Annual Conference, San Francisco, CA, United States.
- Flores, S. M.** (2013, April). *What do we know about diversity policy research and who supports it?* [Featured Panelist]. Association for Public Policy Analysis and Management Spring Conference, Washington, D.C., United States.
- Flores, S. M. & Oseguera, L.** (2012, November 15-18). *Remedying gaps by race: A review of the Hispanic majority* [Paper presentation]. Association for the Study of Higher Education Annual Conference, Las Vegas, NV, United States.
- Flores, S. M. & Park, T. J.** (2012, November 15-18). *The impact of enrolling in a Minority Serving Institution on college completion* [Paper presentation]. Association for the Study of Higher Education Annual Conference, Las Vegas, NV, United States.
- Flores, S. M., Marin, P., Horn, C. L., Kurlaender, M., & Garces, L.** (2012, November 15-18). *Examining and furthering the higher education equity agenda: The critical role of social science in the legal debate*

over affirmative action [Paper presentation]. Association for the Study of Higher Education Annual Conference, Las Vegas, NV, United States.

Flores, S. M. (2012, April 13-17). *The effect of English language learner identification on college access outcomes: The role of time in program* [Paper presentation]. American Educational Research Association Annual Conference, Vancouver, British Columbia, Canada.

Flores, S. M. (2012, April 13-17). *State dream acts and the state of immigrant student educational attainment: Implications for governmental and organizational decision making* [Paper presentation]. American Educational Research Association Annual Conference, Vancouver, BC, Canada.

Flores, S. M., & Park, T. J. (2011, November 16-19). *The effect of English language learner identification on college access outcomes: Using matching techniques to decipher the role of time in program*. Association for the Study of Higher Education Annual Conference, Charlotte, NC, United States.

Flores, S. M. & Park, T. J. (2011, October). *The effect of English language learner identification on college access outcomes: Using matching techniques to decipher the role of time in program* [Paper presentation]. The National Academy of Education and The Spencer Foundation Annual Fellowship Recipient Meeting, Washington, D.C., United States.

Flores, S. M. (2011, April 8-12). *The school to college trajectories of English language learner students in Texas: Race, cohorts, newcomers, and former ELLs* [Paper presentation]. American Educational Research Association Annual Conference, New Orleans, LA, United States.

Flores, S. M. (2011, April 8-12). *The college access trajectories of English language learner (ELL) youth in Texas: Unpacking the complexities in identification status* [Presentation sponsored by the National Academy of Education]. American Educational Research Association Annual Conference, New Orleans, LA, United States.

Flores, S. M. (2011, April 8-12). *College access and Latino undocumented immigrants: State dream acts and Implications for Mexico* [Symposium presentation]. American Educational Research Association Annual Conference, New Orleans, LA, United States.

Flores, S. M. (2011, February). *The college access trajectories of English language learner (ELL) youth in Texas: Unpacking the complexities in identification status* [Paper presentation]. National Academy of Education and Spencer Foundation Postdoctoral Retreat, Washington, D.C., United States.

Flores, S. M. (2010, November 17-20). *The pervasiveness of racism in U.S. higher education: Perspectives from the ASHE Reader on Racial and Ethnic Diversity* [Panelist]. Association for the Study of Higher Education Annual Conference, Indianapolis, IN, United States.

Flores, S. M., McLendon, M. K., Park, T. J., & Mavrogordato, M. (2010, April 30-May 3). *Mitigating inequality or gaining a comparative advantage? Institutional adoption of no-loan programs at private colleges and universities* [Paper presentation]. American Educational Research Association Annual Conference, Denver, CO, United States.

Flores, S. M. (2010, January). *College access and undocumented Latino immigrant students: Evidence from the "State Dream Acts"* [Paper presentation]. The Civil Rights Project at UCLA, Mexico City, Mexico.

Flores, S. M., McLendon, M. K., & Mokher, C. (2009, November 4-7). *Legislative agenda-setting for in-state resident tuition policies: Immigration, representation, and educational access* [Paper presentation]. Association for the Study of Higher Education Annual Conference, Vancouver, BC, Canada.

- Flores, S. M.** (2009, April 13-17). *College persistence and undocumented students at a selective public university: A quantitative case study analysis* [Paper presentation]. American Educational Research Association Annual Conference, San Diego, CA, United States.
- Flores, S. M.** (2009, March 5-7). *Citizenship, college degrees, and occupational outcomes: A comparison of immigrant and non-immigrant Latinos at the turn of the century* [Paper presentation]. American Association of Hispanics in Higher Education Annual Conference, San Antonio, TX, United States.
- Flores, S. M.** (2008, November 5-8). *Bakke and state policy: Institutional autonomy and enrollment outcomes* [Paper presentation]. Public Policy Forum, Association for the Study of Higher Education Annual Conference, Jacksonville, FL, United States.
- Flores, S. M.** (2008, November 5-8). *State dream acts: The effect of in-state resident tuition policies in the United States (new analyses)* [Paper presentation]. Public Policy Forum, Association for the Study of Higher Education Annual Conference, Jacksonville, FL, United States.
- Flores, S. M.** (2008, November 5-8). *Before the Dream Act: The effect of in-district tuition policies in the Dallas and Houston community college districts* [Paper presentation]. Public Policy Forum, Association for the Study of Higher Education Annual Conference, Jacksonville, FL, United States.
- Flores, S. M.** (2008, March 17-21). *State dream acts: The effect of in-state resident tuition policies on the college enrollment of undocumented Latino students in the U.S.* [Paper presentation]. Comparative and International Education Society Annual Conference, Teachers College, Columbia University, New York, NY, United States.
- Flores, S. M., & Chapa, J.** (2008, March 6-8). *Public policy, geography, and immigrant student enrollment* [Paper presentation]. American Association for Hispanics in Higher Education Annual Conference, Miami, FL, United States.

ADVISING AND STUDENT-RELATED SERVICE

Dissertation Committees

The University of Texas at Austin

Reyna Flores, Ph.D. in Higher Education, 2025. (Co-Chair)

Lesley Hernandez Silva, Ph.D. in Higher Education, 2025. (Committee Member)

Adam Aguirre, Ph.D. in Cultural Studies, 2025. (Committee Member).

Margaret Garry, Executive Ed.D. Program in Higher Education Leadership, 2024. (Co-Chair with Victor Saenz).

- Currently Project Consultant at **Be Equitable**

Rosalia Gomez, Executive Ed.D. Program in Higher Education Leadership, 2024. (Chair)

- Currently Director of Education and Outreach, Texas Advanced Computing Center, Office of the Vice President for Research, The University of Texas at Austin

Ramon Blakley, Executive Ed.D. Program in Higher Education Leadership, 2024. (Committee Member)

- Currently Director of Recruitment, Office of Admissions, The University of Texas at Austin

David Garcia Executive Ed.D. Program in Higher Education Leadership, 2024. (Committee Member)
◦ Currently Director of Valley Admissions Center, The University of Texas at Austin

Tepera Holman, Ph.D. Program Program in Higher Education Leadership, 2022-present. (Committee Member)

New York University (Current)

Tim Carroll, PhD in Higher Education, 2018-present (Committee Member)

Other Mentorship

The University of Texas at Austin

Department Advising (until June 2025):

1. Department of Education, Leadership & Policy

Higher Education and Leadership

(PhD Students)

Uli Elmore, (Advisor)

Shannon Hickson, (Advisor)

Julio Mena Bernal (Advisor)

Kaila Campos (Advisor)

(Executive EdD Students)

Araceli Lopez, Proposal Stage (Chair and Advisor)

Education Policy and Planning

Lesley Rivas, (Advisor)

2. Department of Curriculum and Instruction

Cultural Studies

Adam Aguirre, (Qualifying Exam Reader and Dissertation Committee Member: 2025 Graduate)

New York University

Ph.D. and Ed.D. Advisees (Completed)

Serving as Chair of Dissertation Committees

Suzanne Lyons, PhD in Higher Education, 2024, New York University (Co-Chair)

Victoria Ballerini, Ph.D. in Higher and Postsecondary Education, 2018, New York University (Chair)

- Currently Associate Director of Strong Start to Finish

Stephanie Akunvabey, EdD in Higher and Postsecondary Education, 2018, New York University (Chair)

- Currently Vice President for Equity and Inclusion and Chief Diversity Office at Roger Williams University

Maurice Shirley, Ph.D. in Higher and Postsecondary Education, 2019, New York University, (Chair)

- Currently Assistant Professor of Higher Education and Student Affairs at Indiana University

Hah-Neef Mack, EdD in Higher and Postsecondary Education, 2020, New York University (Chair)

- Currently Senior Associate Director, Office of Student Financial Aid Services, New York University School of Law

Serving as a Member of Dissertation Committees

Martha Moreno, PhD in Sociology of Education, 2024, New York University (Committee Member)

Tiffani Williams, Ph.D. in Higher and Postsecondary Education, 2019, New York University (Member)

Chris Vinger, Ph.D. in Higher and Postsecondary Education, 2019, New York University (Member)

Radomir Mitic, Ph.D. in Higher and Postsecondary Education, 2019, New York University (Member)

Devon Pryor, EdD in Higher and Postsecondary Education, 2020, New York University (Member)

Rachel Shapiro, EdD in Higher and Postsecondary Education, 2020, New York University (Member)

Jacqueline Cruz, Ph.D. in Sociology of Education, 2020, New York University (Member)

Tamara Minott, Ph.D. in Higher and Postsecondary Education, 2021, New York University (Member)

Sponsorship of Postdoctoral Fellow(s)

George Spencer, Ph.D., *Postdoctoral and Transition Program for Academic Diversity Fellowship*, Steinhardt School of Culture, Education and Human Development, Department of Administration, Leadership and Technology, 2017-2019 (*Faculty Sponsor*) [now Assistant Professor at University of Georgia and at NYU, starting Fall 2023]

Vanderbilt University

Ph.D. Students (Completed)

Serving as Chair of Dissertation Committees

Dominique Baker, Ph.D., Leadership and Policy Studies with Higher Education concentration in Higher Education, Vanderbilt University (2016), (Co-Chair with William R. Doyle, Vanderbilt University)

- Currently Associate Professor of Education and Public Policy with a joint appointment in the College of Education & Human Development and the Joseph R. Biden, Jr. School of Public Policy and Administration at the University of Delaware

Madeline Mavrogordato, Ph.D., Leadership and Policy Studies (2012), Vanderbilt University (Co-Chair with Ellen Goldring, Vanderbilt University)

- Currently Professor of K-12 Educational Administration, Michigan State University

Toby J. Park, Ph.D., Leadership and Policy Studies with Higher Education concentration, Vanderbilt University (2012), (Chair)

- Currently Associate Dean and Professor of Education Policy, Chair of Educational Leadership and Policy Studies, and Associate Director of the Center for Postsecondary Success, Florida State University.

Amanda M. Ochoa, Ph.D., Leadership and Policy Studies with Higher Education concentration, Vanderbilt University (2012), (Chair)

- Currently Commissioner of 4th District of the County of Santa Barbara Citizens Independent Redistricting Commission

Serving as a Member of Dissertation Committees

Daniela Torre, Ph.D. in Leadership and Policy Studies, 2015, Vanderbilt University (Member)

Jung-min Lee, Ph.D. in Leadership and Policy Studies with a concentration in Higher Education, 2014, Vanderbilt University (Member)

Ebony Duncan, Ph.D. in Sociology, 2014, Vanderbilt University (Member)

Oluchi Nwosu, Ph.D. in Community, Research and Action, 2014, Vanderbilt University (Member)

Justin Shepherd, Ph.D. in Leadership and Policy Studies with a concentration in Higher Education, 2014, Vanderbilt University (Member)

Willis Jones, Ph.D. in Leadership and Policy Studies with a concentration in Higher Education, 2011, Vanderbilt University (Member)

Michael Alston, Ed.D. in Leadership and Policy Studies with a concentration in Higher Education, 2011, Vanderbilt University (Member)

Alexander Gorbunov, Ph.D. in Leadership and Policy Studies with a concentration in Higher Education, 2010, Vanderbilt University (Member)

Mentee honors and awards

1. Jacqueline Cruz, *Ph.D. in Sociology of Education, New York University*: Winner of the NYU-Steinhardt Outstanding Dissertation Award (2020)

2. Hah-neef Mack, *Ed.D. in Higher and Postsecondary Education, New York University*: NYU-Steinhardt Administration, Leadership, and Technology Outstanding Scholarship Award (2020)

3. Maurice Shirley, *Ph.D. in Higher and Postsecondary Education, New York University*: Winner of the NYU-wide Dissertation of the Year in Social Sciences Category (2019)

4. Madeline Mavrogordato, *Ph.D. in Leadership, Policy and Organizations, Vanderbilt University*: Winner of a Dissertation of the Year Award, Division L, American Educational Research Association (2013)

Other University Doctoral Student Committees (Completed)

Angelica Aguilar, University of Texas at Austin (member)

Eugenia Victoriano Villouta, Pontificia Universidad Católica de Chile (member)

ADMINISTRATIVE AND PROFESSIONAL SERVICE

The University of Texas at Austin

Departmental Service at UT-Austin

ELP-Program in Higher Education and Leadership Doctoral Admissions Committee, *Member*, 2021-present

ELP Committee for the Undergraduate Major in Education, *Member*, 2021-present

Search Committee for Associate/Full Professor of Data Science, *Member*, 2021-2022

ELP Faculty and Student Fellowships and Awards Committee, *Member*, 2022-2023

Committee on Social Justice, Equity, Diversity, and Inclusion (SJEDI), *Member*, 2022-2023

University Service at UT-Austin

Faculty Council, *Chair*, 2024-2025; *Chair-Elect*; *Member*, 2023-2024; and Past Chair, 2025-2026

Faculty Engagement Working Group, *Member*, 2024-present.

Faculty Council, *Chair*, C3 (Curriculum) Committee, 2023-2024

Latinx Graduate Student Association, College of Education, *Faculty Sponsor*, 2022-present

Independent Inquiry Flag Committee, School of Undergraduate Studies, *Member*, 2022-2023

The Education Research Center (ERC), *Director of Research and Strategy*, 2021-present

New York University

Departmental Service at NYU

Personnel Committee, Department of Administration, Leadership and Technology, *Chair* 2016-2017

Search Committee for T/T Assistant Professor, Department of Administration, Leadership and Technology, *Member*, 2016-2017

School-Wide Service

Institute for Education Sciences. New York University, Leadership Team and Affiliated Faculty, Pre-doctoral Interdisciplinary Research Training (PIRT) Program, 2017, 2020-2021

Institute for Human Development and Social Change, New York University, Advisory Board, 2020-2021

Steinhardt Diversity Council, *Chair*, 2018-2020; *Member*, 2015-2021

External Search Committee for T/T Associate Professor, Applied Statistics, Social Sciences, and Humanities, *Member*, 2017-2018

Vanderbilt University

Departmental Service at Vanderbilt

Search Committee for T/T Assistant/Associate Professor in Educational Equity, Department of Leadership, Policy and Organizations, *Chair*, 2014-2015

Doctoral Admissions Committee, Department of Leadership, Policy and Organizations, *Member*, 2012-2015

Peabody Faculty Council, *Associate Chair*, 2013-2015

Peabody Diversity Committee, *Chair*, 2014-2015

Higher Education Search Committee for T/T Assistant Professor, Department of Leadership, Policy and Organizations, *Member*, 2012-2013

EdD Program Curriculum Committee, Department of Leadership, Policy and Organizations, *Member*, 2010

Master's Program Curriculum Committee, Department of Leadership, Policy and Organizations, *Member*, 2009-2010

University Service at Vanderbilt

Search Committee for Dean of Arts and Sciences, Vanderbilt University, *Member*, 2014-2015

Vanderbilt Leadership Alliance Program, *Mentor*, 2012

Provost Graduate Fellowship Review Committee, *Member*, 2012

Vanderbilt Mosaic Banquet, *Invited Faculty Representative*, 2010, 2012

Reunion Weekend, *Featured Faculty Speaker*, 2011

Committee on the Upper-Class Experience, *Member*, 2008-2009

Professional Service

ASSOCIATION SERVICE

American Educational Research Association

- Nominations Committee, *Member* (2022-2024)
- Elected At-Large Board, *Member* (2017-2020)
- Research Advisory Committee, Association-wide, *Member* (2016-2019)
- AERA Congressional Fellowship Search Committee, *Member* (2016-2018)
- Policy Finance and Economics Section, Division J, *Co-Chair* (2011-2012)
- Palmer O. Johnson Memorial Award Committee, *Member* (2008-2010)
- Proposal Reviewer (2004, 2005, 2007, 2009-2015)

Association for the Study of Higher Education

- ASHE Position Taking Committee, Board Approval, *Member* (2022-2024)
- Connecting Research to Policy Partnership: The ASHE-WICHE Collaborative, *Co-Chair*, (2016)
- Nominations Committee, (2015; 2016)
- Graduate Student Public Policy Conference, Co-Organizer and Moderator (2011); Invited Speaker (2019)
- Proposal Reviewer (2006-2011)

Federal and Foundation Service

National Academy of Education Mentor, (2024 -)

National Academy of Education, Dissertation Fellowship Committee *Principal Review Panel* (2017-2020)

Russell Sage Foundation (Grant Proposal Reviewer), (2019)

Institute for Education Sciences, US Department of Education, Principal Member Review Panel (2017-2019); Review Panel (2015; 2016)

National Academy of Education, Faculty Mentor (2021–2023)

Spencer Foundation, Racial Equity Grant, Expert Review Panel (2021)

RAND Education and Labor Group, Quality Review Panel Expert (2020–2021)

Expert Advisory Boards

The National Academy of Education and The Spencer Foundation, Fellowship Rubric Committee, *Member* (2020–2021)

The Postsecondary Value Commission Project with The Bill and Melinda Gates Foundation and The Institute for Higher Education Policy, Research Advisory Board (2018-2021)

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

Georgetown McCourt School of Public Policy, *FutureEd*, , Advisory Board (2016-2020)
Data Use and Organizational Learning under Conditions of Accountability in Higher Education,

University of Southern California, The Spencer Foundation. Principal Investigators: E. Bensimon & A. Dowd, *Advisory Group Member* (2014-2016).

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

Center for Minority Serving Institutions, The University of Pennsylvania, *Research Affiliate* (2013-2016)

Minority-Serving Institutions "Models of Success" Grant, Lumina Foundation, USA Funds, and The Kresge Foundation grant on Minority-Serving Institutions. Principal Investigators: M. Gasman, The University of Pennsylvania, and C. Conrad, University of Wisconsin, *Board Member* (2008-2012)

State, Federal and other National Service

U.S. Civil Rights Commission, Washington, D.C., *Expert Testimony* (2015)

Tennessee Governor's Task Force on Readiness, Acceleration, Models, and Paths, Nashville, TN, *Research Expert* (2009)

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

Board Member Positions (Elected and Appointed)

Postsecondary Equity & Economics Research (PEER) Center, The George Washington University Research Advisory Council, 2024–

MALDEF (Mexican American Legal Defense and Education Fund), Board Member, 2021–Present

Institute for Higher Education Policy (IHEP), Board Member, 2015–2022

Association of Hispanics in Higher Education (AHHE), Board Member, 2014–2015

Conexión Americas, Board Member, 2005–2009

Llano Grande Center for Research and Development, Board Member, 2007–2009

Alumni Council, Harvard Graduate School of Education, Elected Council Member, 2009–2010

Harvard Educational Review, Board Member and Book Notes Editor, 2003–2005

Editorial Service

AERA Open (Co-Editor) *Routledge Press* (Series Editor) *American Educational Research Journal* (Reviewer); *American Sociological Review*, (Reviewer); *Child Development* (Reviewer); *Comparative Education Review* (Reviewer); *Economics of Education Review* (Reviewer); *Economic Inquiry* (Reviewer); *Educational Evaluation and Policy Analysis* (Editorial Board Member); *Education Finance and Policy* (Reviewer); *Educational Policy* (Reviewer); *Evaluation and Program Planning* (Reviewer); *Higher Education* (Reviewer); *Journal of Ethnic and Migration Studies* (Reviewer); *Journal of Research on Educational Effectiveness* (Editorial Board Member); *International Migration Review* (Reviewer); *Population Research and Policy Review* (Reviewer); *Review of Higher Education* (Editorial Board Member); *Social Problems* (Reviewer); *Social Science Research* (Reviewer); *Sociology of Education* (Editorial Board Member); *Sociological Quarterly* (Reviewer); *Urban Education* (Editorial Board Member);

Professional Memberships

American Educational Research Association, 2003–Present

Association for the Study of Higher Education, 2003–Present

Association for Public Policy Analysis and Management, 2014– Present

American Association for Hispanics in Higher Education, 2005–2006, 2007–2008, 2011, 2017,

Association for Institutional Research, 2004–2005

Society for Research on Educational Effectiveness, 2017–2018

TEACHING

Courses Taught

The University of Texas at Austin, College of Education

- The Economics of Education (Doctoral and Master's Level)
- Higher Education Finance and Economics (Doctoral Level)
- Introduction to Education Policy (Undergraduate Level)

- Equity and Diversity in Higher Education (Doctoral and Master's Level)

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

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

Vanderbilt University, Peabody College

- Postsecondary Access Issues (Master's Level)
- Seminar in College Access Issues (PhD Level)
- Public Policy (Undergraduate Level)
- The Social Context of Education (EdD Level)

The College Student (EdD Level)

OTHER EMPLOYMENT

Public Policy Experience

U.S. Department of Commerce, Economic Development Administration, Austin, TX 2000–2001
Program Specialist

U.S. Government Accountability Office, Dallas, TX 1998–1999
Congressional Program Evaluator