

Appendix A
Virginia Araceli Feliz, Ed.D.

Associate Professor, Graduate & Professional Studies in Education
Associate Director, Doctorate in Educational Leadership
California State University, Sacramento


August 8, 2026

California Commission on Accreditation
Nominations Panel

Dear nominations panel members,

Please accept this letter as my formal declaration of interest in the IHE vacancy on the Committee on Accreditation. I have 15 years of experience in leadership roles at the TK-12 and Higher Education levels, ranging from assistant principal in PK-8 schools to Interim Director of the Doctorate in Educational Leadership program at California State University, Sacramento (Sac State). Prior to my leadership roles, I served as a K-6 teacher for 11 years and a curriculum coach for 2 years. In all, I have served as a California educator-leader for 30 years.

I have a unique perspective and experience in understanding the connections among leadership in PK-12 organizations, leadership in higher education systems, educator and leader preparation and support, and the importance of community engagement. As a scholar-practitioner, my leadership is grounded in servingness. Membership on the Committee on Accreditation would allow me to make a broader impact statewide by applying my experience, education, and training directly to policy. This understanding and experience of bridging inclusive educational theory to practice are critical in a time of significant change across the broader social and political arenas of the United States and the world.

My experience with the social and political factors that influence education developed over three decades of combined experience at the PK-12 and higher education levels, while maintaining an educator, parent, and student mindset as my core perspectives. Yet my skill set continues to evolve as new evidence on best practices and student needs emerges.

I believe that leadership is not a title; it is the willingness to listen actively and develop a relational understanding of the stakeholders we serve and collaborate with. It is an openness to pivoting when the approaches and strategies we use no longer work to address the needs of the students we serve and the faculty and staff we support, or when they no longer reflect the communities we serve. In the paragraphs that follow, I provide a reverse-chronological overview of my extensive experience in student services, educator and leader preparation, professional development, budgets, community engagement, collective consensus-building, and interdisciplinary collaboration.

My professional experience in higher education began at Sac State in the fall of 2020. After 24 years of service in the PK-12 education system, I transitioned to a tenure-track faculty position in the Educational Leadership and Policy Studies program at Sac State. At the time, we were living through a global pandemic and a civil uprising as a result of the murder of George Floyd at the hands of the police. I became involved in affinity groups that promoted social justice,

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anti-racism, and equity for historically underserved communities. Since that first year at Sac State, I have grown professionally by serving the Sacramento area community through leadership roles at the university, college, and community levels.

After two years serving as an assistant professor at the university, I began my role as the coordinator of the TK-12 educational leadership pathway in January 2022. In this role, I monitored student progress, developed individualized program plans for students, developed course schedules, managed faculty workloads, and supervised the daily processes for the TK-12 educational leadership pathway, the master's degree in TK-12 educational leadership and policy (EDLP) studies, and the preliminary administrative services credential (PASC). I also served as the academic advisor for the MA and PASC students in the program, and planned, developed, and facilitated faculty meetings with our faculty and lecturers. Beyond my teaching and mentorship responsibilities as coordinator, I also prepared and delivered the program information sessions for annual admissions, prepared annual program reports for the Credential Unit Advisor Group (CUAG), and attended statewide Coordinators Meetings at the CTC/CDE. In addition to these tasks, I performed admissions duties, including screening admissions applications, developing admissions interview schedules, and interviewing candidates.

In the 2022 to 2024 academic years, I was part of an interdisciplinary College of Education Sac State team that provided professional support to establish and provide technical assistance to the new dual-immersion Heredia-Arriaga School in the Natomas Unified School District. During my second year on the team, I served as the Faculty Lead. As such, I communicated with the site principal and their supervisor to determine the site's professional development needs. I then met with our five interdisciplinary faculty team members to collaboratively develop a plan to address their needs. I coordinated the professional development schedule and the faculty facilitators to provide direct on-site support. As the faculty lead, I helped establish a strong partnership between the university and the district.

At the end of the spring 2024 semester, I was elected as a dual-appointed faculty member to the EDD program at Sac State. In this capacity, I participated in the anti-racist social justice committee, qualifying exam reviews, and chaired three dissertations. The interim director role became vacant at the end of the academic year. I self-nominated and, after serving one year as a dual-appointed faculty member in the program, was unanimously elected by the EDD faculty to serve as their interim EDD director, a role I served in for two years.

The EDD program at Sac State is a partnership with the Department of Public Policy and Administration (PPA), which is part of the College of Social Sciences and Interdisciplinary Studies (SSIS). Through this partnership, we bring together EDD faculty from the College of Education (COE) and the College of Social Sciences and Interdisciplinary Studies for the PPA program. PPA faculty teach within the EDD to offer a unique program that leverages the expertise of public policy administration experts from across the state's capital region. Any program changes are made in consultation with the PPA program and must be approved by the deans of the COE and SSIS.

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As of this week, I serve as the Associate Director of the Doctorate in Educational Leadership (EDD) program at Sac State. In this role, I primarily support the Director in program recruitment and academic services. I also advise the Doctorate in Educational Leadership Student Association (DELSA) and serve as a liaison to the Alumni Connections group for alumni engagement.

Previously, in my two-year term as Interim EDD Director, my top priorities were to support students, staff, and faculty at all levels, and to seek innovative ways to improve the established systems that have made the Sac State EDD program one of the best in the nation. As a self-sustaining program with its own approximately \$1 million budget, it was also important to involve faculty and staff in a transparent discussion of the budget to ensure it supported our priorities.

In the first year of my tenure, the university received its R2 designation from the Carnegie Foundation. In large part, this designation was awarded based on several years of student research documented in dissertations from the EDD program. My job as interim director was to ensure that the number of students we graduated each year remained at 20 or higher and that their research continued to focus on the most critical issues of equity and social justice in education.

One of the challenges I encountered was divisions within the program faculty that often diverted energy from students and program priorities toward personnel issues. One of my first action steps was to meet with each faculty member, core- and dual-appointed, before the start of the semester to gather their input on the program's strengths and weaknesses. I then took that data and co-developed a strategic action plan activity in which faculty spent time sharing where the program had been, where it needed to go, and how we could get there. We then visited the program's mission statement to focus the work. We collectively identified two priority areas that became the driving force behind faculty and committee meetings. We also developed community agreements to define how everyone would engage with one another during meetings, fostering a more collaborative and objective environment for constructive, productive conversations. Second, I worked daily to ensure I continued to provide the conditions and leadership to build on the foundational work of previous EDD Directors and faculty on the Anti-Racist Social Justice initiatives, as well as the program's mission statement and goals. Furthermore, I led our faculty through a budget review and expenditure realignment to support program goals, with a particular focus on student services, including a difficult decision to place our dual-appointed faculty on a two-year hiatus to address anticipated budget shortfalls stemming from unknown enrollment fluctuations. The shared leadership process of reviewing the budget helped build increased trust and rapport within the program. Finally, I continued to collaborate with the faculty and staff to improve existing systems and strengthen inclusivity and collegiality in staff meeting processes.

Moreover, my primary role as interim director was to ensure that students were supported in their EDD journey to graduate on time while balancing professional, personal, and scholarly commitments. One of the processes collaboratively developed with my EDD team was the monitoring of satisfactory academic progress toward milestone completion. This is especially

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important for our first-year students, who are navigating a momentous change during their first semester in the program. Another key imperative to support student success is to connect with students who have taken a break from the program for personal or medical reasons. We ensure consistent, ongoing communication with them to support their return to the program and completion of their requirements to earn their degree. All these efforts require the intentional collegial collaboration of the faculty involved and with university departments such as the registrar and the financial aid office.

This past fall, at the start of the 2025-2026 academic year, my second as interim director, the success of these initiatives was affirmed by a nomination and a unanimous vote by the faculty to appoint me as the permanent EDD director. Following this vote, the faculty informed the Provost and Dean, requesting that I be appointed as the permanent director of the EDD program. I was humbled and honored to receive this vote of confidence from the faculty and the Dean's support for their request to appoint me as the permanent director. Given the budget situation and the numerous interim positions across the campus, the only positions approved for hire at the time were vacant management positions.

In my second year, the strategic work on our priority of creating a collegial and collaborative environment for student success continued to move forward with great momentum. The faculty remained committed to engaging in professional and collegial conversations that maintain the work focused on students and program objectives. We co-developed Dine and Learn events to help our students learn more about our faculty's research agendas and publications, supporting their dissertation chair selection process. Through a clear description of leadership responsibilities and duties, the associate director took on a co-leadership role to build stronger connections across cohorts and to create professional networking opportunities between alumni and students.

As part of my ongoing service to the university and the field of education, I served on the CSUS team that developed the PK-3 Credential program at Sac State and received full accreditation from the California Commission on Teacher Credentialing. As a team, we met with representatives from other CSUs to determine the priority areas for the credential. We also met with our CSUS PK-3 credential team to develop the syllabi and course schedules. Additionally, I developed a course for the new Literacy Leadership Specialist Credential through the MA in Language and Literacy program. I have also served as the Co-Chair of the Curriculum, Assessment, Technology & Teaching Excellence (CATTE) and am the Chair of the Council on Preparation of School Personnel, a subcommittee of the Faculty Senate, an elected position. The CPSP is an interdisciplinary group of faculty representatives from programs across campus that review program and course proposals for alignment with university and program goals as part of the approval process before they are published in the course catalog.

Throughout my tenure at Sac State, in addition to my other duties and responsibilities, I have maintained an active research agenda and contributed to publications. Currently, I am a co-primary investigator for a Spencer Foundation Transformative Research Grant (TRG) in the amount of \$3.5 million for our project, *Extending Dual Language Programs to Overcome Inequities: Developing a Roadmap for California High Schools*, which involves committed

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partnerships across PK-Higher Education institutions statewide. The TRG proposal was developed with Spencer Foundation Vision Grant money we were awarded in 2024 to develop the full TRG project. Additionally, my co-authored book titled *Latinas in Educational Leadership: A collection of counterstories from scholar practitioners*, is currently in press and is expected later this month.

Prior to my experience in higher education, I served in PK-12 roles from 1996 to 2020, including bilingual teacher, curriculum coach, assistant principal, principal, and district administrator. In my final four years in the PK-12 system, I requested a return to the assistant principal role as I completed my doctorate. I served as an assistant principal at a K-8 school, a role that expanded my leadership experience to the middle school level. This role included staff and teacher evaluation, leading staff meetings, co-leading with a first-year principal, establishing a multi-tiered system of academic and behavioral supports, serving as the athletic director, and maintaining positive rapport with the county, district, and non-profits that offer student services. As an assistant principal, my duties included facilitating the 504 processes for student accommodations, the Multi-Tiered Systems of Support (MTSS) team process, disciplinary processes, faculty and staff evaluations, and professional development.

As an elementary school principal from 2011-2016, I managed facility needs, supervised staff and faculty, conducted evaluations, provided instructional leadership, and engaged parents and community members while maintaining positive relationships with the broader school community. As principal, I managed the school budget, accountability reporting, and the plan for student success and educational outcomes. I supported the development of collaborative processes that included all stakeholders and practiced active listening to gather input from all, while facilitating group consensus to implement plans of action that addressed students' academic needs and well-being.

From 2009 to 2011, I was a district-level coordinator of state and federal programs. I was one of two coordinators who worked collaboratively, with equal distribution of district-wide oversight of categorical budgets, program compliance, and site expenditure approvals. I provided program guidance to site principals on their categorical budgets, supported program compliance reviews, and facilitated professional development on categorical budgets and programs. In this role, I also supervised the district Language Assessment Center and the Migrant Education Program, including its budgets, staff, and operations. I developed the structure and schedule for a Migrant Summer School program for which I served as principal. I facilitated the District English Language Advisory Council (DELAC) and participated in meetings at both the county office of education and the State Department of Education. I oversaw the Parent University Program, which included offerings such as the Parent Institute for Quality Education (PIQE). Additionally, I prepared and delivered school board presentations to provide public updates regarding categorical programs.

In sum, the previous paragraphs outline my specific experience in TK-12 and Higher Education programs that support my nomination for consideration as an IHE member on the Committee on Accreditation. Overall, my combined experience across programs, staff, faculty, facilities, and budgets, with student academic needs at the forefront, makes me an

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outstanding candidate for the Committee on Accreditation. I look forward to the opportunity to further discuss my qualifications for serving on the committee.

Respectfully submitted,



Araceli Feliz, EdD, Associate Director & Associate Professor
Doctorate in Educational Leadership | CSU, Sacramento

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Associate Director, Doctorate in Educational Leadership
California State University, Sacramento

EDUCATION

2018: EdD in Organizational Change and Leadership
University of Southern California, Los Angeles, CA

2006: M.A. in Education, Reading and Language Arts
California State University, Fresno, CA

1994: B.A. in English
University of California, Los Angeles, CA

Credentials and Certificates:

- California Clear Multiple Subject Teaching Credential
- California Clear Administrative Services Credential
- Reading Specialist Credential
- Cross-cultural, Language, and Academic Development (CLAD)
Certificate, University of San Diego
- Certificate in Professional Grant Writing, San Diego State University
Global Campus

AREAS OF INTEREST AND RELATED RESEARCH

My research interests center on analyzing organizational cultures and leadership practices to develop a more equitable and accessible educational system for Chicano and Latino youth and other historically marginalized communities. I also place an emphasis on research that amplifies the experiences of Latinas in educational leadership to support improving leader preparation programs and in-service professional development. My six main research focus areas are intersectionality, leadership practices, cultural wealth, shared leadership, amplifying BIPOC voices, and organizational change.

AWARDS

2024 All People's Unity Award for "outstanding contributions to championing equity, inclusion, and social justice at Sacramento State and in the community."

23-24 Outstanding Faculty Award for Community Service-College of Education, CSU Sacramento

2023 Building Bridges for Community Empowerment and Justice Award presented by the Center for Race, Immigration, and Social Justice at California State University, Sacramento on May 9, 2023

PROFESSIONAL SUMMARY

UNIVERSITY LEVEL APPOINTMENTS

Associate Director , Doctorate in Educational Leadership Program	August 1, 2026-present
Director (Interim), Doctorate in Educational Leadership Program	July 2024-July 2026
Associate Professor , Graduate & Professional Studies in Education	Fall 2024-present
Earned Early Tenure & Promotion to Associate Professor in 2024	
Coordinator & Faculty Advisor , TK-12 Educational Leadership Pathway California State University, Sacramento	Jan. 2022-Sept. 2025
Assistant Professor , Doctorate in Educational Leadership California State University, Sacramento **Dual Appointment	Fall 2023-July 2024
Assistant Professor , Educational Leadership & Policy Studies California State University, Sacramento	Aug. 2020-July 2024
Adjunct Instructor , <i>Multiple Subject Credential Program</i> Chapman University, Visalia, CA	2008-2009
Adjunct Instructor , <i>English Department</i> College of the Sequoias, Visalia, CA	2006-2008

PK-12 LEADERSHIP & TEACHING EXPERIENCE

Visalia Unified School District, Visalia, CA	1997-2020
K-8 Assistant Principal, K-6 Principal, District Coordinator of State & Federal Programs, Curriculum Coach, BTSA Support Provider, Bilingual Teacher (Spanish)	
Montebello Unified School District, Montebello, CA	1996-1997
Bilingual Teacher (Spanish), <i>Winter Gardens Elementary</i>	

PUBLICATIONS

IN PRINT

<https://orcid.org/0009-0007-4451-2365>

MANUSCRIPTS IN PROCESS/IN PRESS

Feliz, V.A. & Buitrago, V. (August 2026, In Press). *Latinas in Educational Leadership: A collection of counterstories from scholar practitioners*. Preliminary Edition San Diego, CA: Cognella, Inc.

Feliz, V.A., Singh, K., & Jouganatos, S.M. (Expected Fall 2026). *How Latinas leaders leverage their community cultural wealth, identity, and survivance to reframe educational leadership*.

Feliz, V.A. & Buitrago, V. (Expected Spring 2027). *Latinas in Educational Leadership: A collection of counterstories from scholar practitioners*. First Edition San Diego, CA: Cognella, Inc.

Isais, P. & **Feliz, V.A.** (Expected Spring 2027). *Using Cultural Wealth to Redefine Leadership and Promote Engagement*. Emerald Publishing.

RESEARCH IN PROGRESS

Feliz, V.A. & Leslie, A. *Reducing Polarization and Bridging the Divide: A humanist secondary (middle/high school) social science curriculum pilot. Role: Principal Investigator*

Banes, L., **Feliz, V.A.**, Sanchez, S., Umansky, I., Wong, C., Bryant, R. *Extending Dual Language Programs to Overcome Inequities: Developing a Roadmap for California High Schools.*

GRANTS

2026 Awardee \$3.5 Million Spencer Foundation Transformative Research Grant

Banes, L., **Feliz, V.A.**, Sanchez, S., Umansky, I., Wong, C., Bryant, R. *Extending Dual Language Programs to Overcome Inequities: Developing a Roadmap for California High Schools.*

2024 Awardee \$75,000 Spencer Foundation Vision Grant

Banes, L., **Feliz, V.A.**, Sanchez, S., Umansky, I., Wong, C., Bryant, R. *Extending Dual Language Programs to Overcome Inequities: Developing a Roadmap for California High Schools.*

2023 Awardee \$10,000 Research and Creative Activity (RCA) Program at CSU, Sacramento

Jouganatos, S.M. & **Feliz, V.A.** *Contrahistorias de Liderazgo: School experiences, cultural wealth, and the racial identities of Latinx women school administrators in the United States.*

COMMUNITY SERVICE & LEADERSHIP

Summer 2026-Present: Member, Board of Internal Reviewers, California Commission on Teacher Credentialing

Fall 2023—Present: Reviewer, California Commission on Teacher Credentialing (CTC) PASC Program Review

Fall 2022-Present—Mentor, UCLA OrgulOSO Mentoring Program of the UCLA Latino Alumni Association

Fall 2023-Present—Team Lead for CSUS Team providing professional development support to Heredia-Arriaga Dual Immersion School in Natomas USD.

Fall 2023-Present—Art Docent, St. Philomene Dual Immersion Catholic School, Sacramento, CA

CONFERENCE PRESENTATIONS-DOMESTIC & INTERNATIONAL WITHIN THE PAST YEAR

May 27-29, 2026, Twenty-sixth International Conference on Diversity in Organizations, Communities and Nations
Mexico City, Mexico.

Lead Presenter, *Systemic Reconciliation of Lack of Representation in Educational Settings: An In-Person Workshop*

October 11, 2025, Association for Constructivist Teaching Conference at Vanguard University, Costa Mesa, CA.

Co-Presenter: *Re-envisioning an inclusive historical narrative that nurtures a foundation of inclusion and unity.*

April 12, 2025, 31st Annual Multicultural Education Conference at CSU, Sacramento.

Lead Presenter: *Nurturing pedagogies of collective healing.*

RELEVANT PROFESSIONAL AFFILIATIONS/MEMBERSHIPS

University Council on Educational Administration (UCEA)

2020-Present

American Educational Research Association (AERA)

2023-present

California Educational Research Association (CERA)

2023-present

[View results](#)

Respondent

14

Anonymous

02:01

Time to complete

1. Committee on Accreditation Nominee: *

Dr. Araceli Feliz

2. Nominee's Employer: *

CA State University Sacramento

3. Title *

Associate Professor, Associate Director of the Doctorate in Educational Leadership (EDD)

4. Signature (Print Full Name) *

Dr. Geni Cowan

5. Phone # *

[REDACTED]

6. Email: *

[REDACTED]

[View results](#)

Respondent

17

Anonymous

124:51

Time to complete

Nominee Information

1. Name *

Virginia Araceli Feliz

2. Position/Title *

Associate Director, Doctorate in Educational Leadership and Associate Professor, Graduate & Professional Studies in Education

3. Employer *

California State University, Sacramento

4. Business Address *

[REDACTED]

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Virginia Araceli Feliz

8. Position/Title *

Associate Director, Doctorate in Educational Leadership and Associate Professor, Graduate and Professional Studies in Education

9. Employer *

California State University, Sacramento

10. Business Address *

[REDACTED]

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

All nomination materials are due to the Commission by 5 pm on August 28, 2026.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form

Letter of Interest and Resume must be sent to Accreditation@ctc.ca.gov.

View results

Respondent

13

Anonymous

122:37

Time to complete

1. Applicant Name *

Virginia Araceli Feliz

2. K-12

- ☐ School District
- ☐ County Office of Education
- ☐ Other
- ☐ Teacher
- ☐ Site Administrator
- ☐ District/County Office Administrator
- ☐ Associate Superintendent
- ☐ Superintendent
- ☐ Central Coast
- ☐ Other

3. Institution of Higher Education

- ☒ California State University
- ☐ University of California
- ☐ Private/Independent College or University
- ☒ Faculty
- ☐ Director of Teacher Educat
- ☐ Associate Dean
- ☐ Dean
- ☒ Director and Associate Director of Doctorate in Educational Leadership

4. Region of California *

- ☒ Northern California
- ☐ Central Valley
- ☐ Inland Empire
- ☐ Bay Area
- ☐ Los Angeles
- ☐ San Diego Area

5. Voluntary Disclosure of Ethnicity *

- ☐ African American
- ☐ Asian American
- ☐ Caucasian
- ☒ Hispanic Latino
- ☐ Native American
- ☐ Pacific Islander
- ☐ Southeast Asian
- ☐ Decline to State
- ☐ Other



September 1, 2026.

Members of the Committee on Accreditation
California Commission on Teacher Credentialing
Sacramento, California.

Dear Members of the Committee on Accreditation:

I am writing to express my strong interest in serving on the California Committee on Accreditation. With more than 25 years of experience in higher education and educator preparation, as a faculty member, program coordinator, department chair, accreditation leader, and associate dean, I would welcome the opportunity to contribute my experience and professional judgment to the Committee's important work. My academic preparation, scholarship, leadership, and extensive involvement in California credential programs have provided me with a comprehensive understanding of educator preparation, accreditation, program quality, and professional licensure.

Throughout my career, I have demonstrated sustained achievement in the education profession. I currently serve as Associate Dean of the College of Education and Integrative Studies at California State Polytechnic University, Pomona. Previously, I served as Chair and Interim Chair of the Department of Teacher Education and Foundations at California State University, San Bernardino, where I provided leadership to approximately 103 faculty members, lecturers, and university supervisors serving about 750 students. My earlier leadership roles included Multiple Subject Credential Program Coordinator, TESOL Program Coordinator, M.A. in Reading Program Coordinator, Dean's Fellow, and team leader for the university's quarter-to-semester transformation. In these roles, I led program development, curriculum revision, student-success initiatives, assessment, faculty support, community partnerships, and efforts to strengthen educator preparation.

My scholarly contributions demonstrate a sustained commitment to advancing knowledge in teacher education, literacy, multilingual education, equity, instructional technology, and educational assessment. I have published a scholarly book, encyclopedia chapters, and numerous peer-reviewed articles in respected journals, including the *Journal of Literacy Research*, *The Educational Forum*, *Asia Pacific Journal of Education*, and the *International Journal of Bilingual Education and Bilingualism*. My research has examined the preparation of educators for social justice teaching, performance assessment of teacher candidates, literacy instruction for multilingual learners, intern teacher development, and equitable educational practices. My recent scholarship also addresses educator competencies for education for sustainable development in California teacher preparation programs.

My work has been recognized by colleagues and professional organizations through numerous awards and honors. These include the California State University San Bernardino College of Education Outstanding Research, Scholarly, or Creative Contribution Award; the San Diego State University Dean's Excellence Award for Research and Scholarship; a Certificate of Recognition for my contributions as a Dean's Fellow in policy review; a Rotary International Grant for University Teachers Scholar Award; the

Japanese Studies Institute Fellowship; and several university research grants. These honors reflect peer recognition of the quality and impact of my scholarship, leadership, teaching, and professional service.

Experience with and sensitivity to human diversity have been central to my professional life. I have served as a College of Education Diversity Advocate and as California's faculty representative to the American Association of Colleges for Teacher Education's Consortium for Research-Based and Equitable Assessments. In these capacities, I have worked to identify and address barriers affecting candidates from historically underrepresented communities. I have supported equitable faculty-search practices, helped diversify applicant pools and leadership opportunities, coordinated outreach to affinity groups, and advanced programs serving first-generation students and students from low-income and historically underserved backgrounds. I also established academic support initiatives intended to reduce equity gaps in admission to credential programs and promoted asset-based, culturally responsive, and equity-oriented approaches to teaching.

My record of distinguished service in educator preparation includes direct leadership of state-approved credential programs and accreditation activities. In my role as Department Chair, I led the Department of Education and Foundations, CSUSB, to a successful California Commission on Teacher Credentialing (CTC) accreditation review in April 2026. Similarly, as Multiple Subject Credential Program Coordinator, I led faculty and staff through a successful 2018 accreditation review. I also collaborated with professors from universities across the state on the Intersegmental Project to develop and design Professional Development for Mentor Teachers (PD4MT <https://www.thecn.com/1536709> [\[thecn.com\]](https://www.thecn.com/)), online training modules for resident teachers to meet the 10-hour professional development required by the California Teacher Credentialing (CTC). Furthermore, I worked with the CA Department of Education to review and recommend the 2015 English Language Arts/English Language Development Adoption for school districts. I also served as team leader for the CTC accreditation site visit and later led the TESOL program through a successful WASC accreditation process. In addition, I collaborated with faculty from 16 California universities to develop online professional-development modules for mentor teachers that addressed CTC requirements. I have overseen curriculum development, annual program reporting, assessment systems, candidate advising, clinical practice, intern and residency pathways, mentor-teacher preparation, and partnerships with school districts.

These responsibilities have given me substantial knowledge of the issues associated with preparing and licensing educational professionals in California. I understand the importance of aligning programs with state standards, ensuring that candidates meet performance expectations, maintaining reliable assessment and reporting systems, supporting high-quality clinical practice, and using evidence for continuous improvement. I have also worked with school districts to strengthen field placements, develop residency and Grow Your Own pathways, and address regional educator-workforce needs. My experience has taught me that accreditation must protect professional standards while remaining attentive to institutional context, candidate diversity, access, innovation, and the evolving needs of California's schools and communities.

My academic and professional qualifications further support my readiness to serve. I hold a Ph.D. in Language and Literacy Education from the University of Ibadan, a Master of Arts in Teaching English as a Second Language from Obafemi Awolowo University, and a Bachelor of Arts in English Education from Obafemi Awolowo University. I also earned a California teaching credential in Reading/Language Arts from California State University, Dominguez Hills. Since 2000, I have served continuously in

California higher education, including faculty and leadership appointments at CSU Dominguez Hills, San Diego State University, CSU San Bernardino, and Cal Poly Pomona.

I would bring to the Committee a collaborative leadership style, a commitment to fairness and evidence-based decision-making, extensive knowledge of educator preparation, and a deep respect for the role of accreditation in promoting excellence and public accountability. I would be honored to work with fellow Committee members, Commission staff, institutional leaders, faculty, practitioners, and community partners to ensure that California's educator-preparation programs remain rigorous, equitable, innovative, and responsive to the students and communities they serve.

Thank you for considering my expression of interest. I would be grateful for the opportunity to contribute my experience, scholarship, and commitment to educational excellence through service on the Committee on Accreditation.

Sincerely,

A handwritten signature in cursive script that reads "Lasisi Ajayi".

Lasisi Ajayi, Ph.D.
Professor & Associate Dean
College of Education and Integrative Studies
California State Polytechnic University, Pomona

SUMMARY OF CURRICULUM VITAE

LASISI JINADU AJAYI



I. EDUCATION

- 1996 Ph. D. in Language/Literacy Education, University of Ibadan, Nigeria
- 1989 M.A in Teaching English as a Second Language, Obafemi Awolowo University, Ile Ife, Nigeria.
- 1983 B.A. English Education, Obafemi Awolowo University, Ile Ife, Nigeria
- 2001 Teaching Credential in Reading/Language Arts, CSU Dominguez Hills

II. Leadership and Academic Administrative Experience

- 2026 – Present: Associate Dean, College of Education & Integrative Studies California State Polytechnic University Pomona.
- 2019 – 2026: Chair, Teacher Education & Foundations Dept. CSU San Bernardino
- 2019 – 2022: Interim Chair, Teacher Educ & Foundation Dept. CSU San Bernardino
- 2020 – 2022: TESOL Program Coordinator, CSU San Bernardino
- 2018 – 2019: Dean's Fellow, College of Education, CSU San Bernardino
- 2016 – 2018: Multiple Subject Credential Program Coordinator, CSUSB
- 2015 – 2016: MA in Reading Program Coordinator, CSU San Bernardino
- 2017 – 2019: Team Leader, Quarter to Semester Transformation, CSUSB
- 2017 – 2018: Team Leader, CTC Site Visit for Accreditation, CSU San Bernardino
- 2017 – 2026: Professor/tenure, Teacher Education & Foundations, CSUSB
- 2014 – 2017: Associate Professor, Teacher Education & Foundations, CSUSB
- 2012 – 2014: Associate Professor/tenure, division of Education, San Diego State University
- 2006 – 2012: Assistant Professor, Division of Education, San Diego State University
- 2005 – 2006: Lecturer, National University, Los Angeles.
- 2000 – 2006: Lecturer, Teacher Education Department, CSU Dominguez Hill.

III. Scholarly Awards and Professional Recognition

- i. Certificate of Recognition award by the College of Education for my "contribution to the College of Education in 2018-19 as a Dean's Fellow in the area of Policy Review." Awarded by Interim Dean Jake Zhu at CSUSB COE on 28th of May 2019.
- ii. 2018-2019 Teaching Skills Study Award (\$1001) to attend the West Summer Summit: Demonstrating the Value of Higher Education. Organized by the American Council on Education (ACE). To be held at Doubletree by Hilton Hotel, Portland, June 6-7, 2019.

- iii. The CSU International Programs, Office of the Chancellor: The International Faculty Partnership Seminar, Paris 2019.
- iv. **CSUSB** Vital and Expanded Technologies Initiative Award for 2016.
- v. The CSUSB College of Education **Outstanding Research, Scholarly or Creative Contribution Award** for 2015/2016 academic year.
- vi. **CSUSB Mini-Grant Award** for Academic Year 2015-2016.
- vii. **Japanese Studies Institute Fellowship Awards**. 2014. Sponsored by the American Association of State Colleges and Universities (AASCU).
- viii. San Diego State University: **2013–2015 University Grants Program (UGP) Award**.
- ix. San Diego State University: **2011–2012 University Grants Program (UGP) Award**.
- x. San Diego State University Research Foundation's Annual Report: Recognition of research productivity by highlighting my publications for the 2008/2009 annual report.
- xi. College of Education Dean's Excellent Award (2008) for Excellence in **Research and Scholarship**.
- xii. Title V Project 2006-2007 Academic Year Mini-Grant Competition Award for Promoting the Use of Instructional Technology.

IV. Grants

- i. Rotary International: **2009–2010 Grants for University Teachers Scholar Award** (\$20,000).
- ii. Chair, Grant Proposal Committee for \$8.5 million for renaming the COE building as James R. Watson & Judy Rodriguez Watson College of Education (WCOE).
- iii. Oversee a \$5 million US Department of Education grant to expand the Spanish Bilingual Education Program
- iv. Oversee a \$3 million grant for the CSUSB/Fontana Unified School District Teacher Residency Program

V. Accomplishments

June 2019 – Present: Chair/Interim Chair, TEF Department CSUSB

The Department of Education and Foundations is the largest department at CSUSB with approximately 103 faculty, lecturers, university supervisors and approximately 750 students. The department provides affordable and world-class teacher education for teacher candidates from underrepresented minority learners who are also first-generation university students and come from low-income families. Our faculty are deeply embedded in the Inland Empire through their services and student teacher supervision. The Department offers seven academic programs including the Single and Multiple Subject Credential Programs. The department is

renowned for creating and maintaining a collegial, welcoming, and inclusive environment for students, staff, and students.

A. Create Vision, Set Strategic Goals, and Priorities for department

- i. **Community Building** in the department by
 - Encourage communication, collaboration, transparency, and relationship building. This effort helps the department to go through Covid-19 and its disruptions such as sudden change to online and hybrid modes of instruction.
 - Encourage faculty contributions by acknowledging and thanking them for their contributions as many in the department go above and beyond the call of duty.
 - TEF Faculty Recognition & Reward: I started the annual cash award of \$700 and a Certificate of Recognition to provide incentive for faculty that excel in serving the department
 - Share the love – I built the culture that we sent a birthday card signed by faculty and staff to the person celebrating birthday.
 - Lunch with chair – where I have lunch with new faculty and listen to their concerns.
- ii. **Bring new programs** to the department, including
 - Working to establish the Early Childhood Specialist Credential to prepare teacher candidates for teaching in grades three and below
 - Collaborated with faculty to establish an M.A. in Education program that is combined with teaching credentials.
 - Developing a Certificate in Teaching Ethnic Studies. The program will start in spring 2025.
 - Collaborated with the Dean to start Impact Project, an initiative that focuses on recruiting, training, and mentoring the Impact Project African American, Hispanic, and Native American male to the teaching credential and to teach to teach at San Bernardino and Riverside school districts.
 - Implemented distant learning format such as hybrid instructional mode (F2F and virtual learning) and asynchronous/synchronous learning, and co-synchronous teaching across San Bernardino and Palm Desert campuses.
- iii. **Make diversity, equity, inclusion & belonging core values of the department**
 - Reshape faculty pool by embracing equity, diversity, and inclusion and creating opportunities for women and faculty of color to serve in leadership positions: program coordinators, Director of Watson Literacy Center, and Special Adviser to the Watson Literacy Center.

- Create, maintain a collegial, welcoming, and inclusive environment for students, staff, and faculty in TEF department.
- Build a strong Department Leadership Team with Coordinators and Chair meeting twice a month to deliberate on department issues.

iv. **Reorganize Watson and Associates Literacy Center** for the purposes of

- More efficient one-on-one literacy tutoring for underrepresented minority elementary students from low-income families from San Bernardino City in literacy: reading, listening, speaking, and writing.
- Collaborate with CSUSB Office of Philanthropic Giving to raise funds to hire tutors and start a Summer Literacy Program for children from low-income families who may have no opportunity to engage in literacy practices in summer.

B. Increased Student Enrollment

- i. Work with faculty to develop a **growth plan** for each program
- ii. Develop digital marketing for student recruitment
- iii. Increase minority student enrollment through outreach programs to affinity groups on campus
- iv. Strengthen the Integrated Teacher Education Program (ITEP) by creating and offering EDUC 5420C as a preparatory course to support Integrated Track students to pass the CSET exams.
- v. Increase single and multiple subject credential student enrollments by 37% with a completion rate of 97%
- vi. Increase Student enrollments in the Integrated Teacher Education Program (Integrated Track) and Gender and Sexuality Studies programs increased by 37% in the last two years.

C. Student Success

- i. **Enhanced Onboarding**
 - a) introduces students to dedicated advisor.
 - b) Define our vision of Student Success
 - c) Set & communicate high academic expectations to students.
 - d) Assure students of supportive programming, resources, and services
 - e) Offer Summer classes particularly for undergraduate students.
- ii. **Connect students with enhanced Support Services**
 - a) Offer emergency financial aid and grants.
 - b) Provide academic counseling.
 - c) Assistance with housing, transportation, food, & childcare
- iii. **Connect and Engage with Students**
 - a) Meet and listen to students

- b) Hold monthly chair open forum
- iv. **Enhanced Academic Support:**
 - a) Cap CalTPA section at 25 students so that faculty can adequately support them – first-time pass rate at 90%, higher than state average of 72%
 - b) Promote asset-based and equity-oriented approaches to teaching so that faculty can affirm and support student learning.
- v. **Data-driven proactive advising**
 - a) Track struggling students and look for warning signs.

D. Contributions to Diversity, Equity and Inclusion

- i. Proposed a Certificate in Diversity, Equity, and Inclusion Program for CSUSB faculty to provide them with the knowledge, skills, abilities, and dispositions to foster a learning culture that embraces and celebrates DEI (which is now under consideration for adoption by Faculty Affairs and Development Office & Provost Office): DEI as CSUSB institutional imperative
 - Multicultural competencies for faculty, staff, and students
 - Promote cross-cultural, inter-discipline, and faculty-staff that work to enhance equity, diversity, inclusion and belonging
 - Build leadership capacity
 - Build a diverse and inclusive learning environment
 - Support services through resource sharing and collaborative efforts to build CSUSB capacity to build a more inclusive and diverse working/learning environment
- ii. Collaborate with the College of Education to create a
 - **COE DEI Board** to oversee the development of diversity strategic plan, and implementation and coordination of DEI
 - **Center for DEIA Excellence** that will work with faculty and staff search committees and student recruitment to develop strategic plans and provide support for hiring underrepresented minority faculty and staff and recruiting students of color to the university
 - **Center for Community Engagement and Outreach** which will design and implement outreach activities to minority communities and provide information and education on the opportunities for accessing higher education.
- iii. Serve as the COE Diversity Advocate and coordinate outreach activities to under-represented minority groups; advocate for diverse faculty, assist the Dean to hire more women faculty in the last two and half years.
- iv. Coordinate recruitment and outreach activities to affinity groups of under-represented minorities on campus.

- v. Advocated for diverse faculty, assist the Dean to hire more women faculty
- vi. Established EDUC 5420C as a preparatory course to support Integrated Track and General Track students to pass the CSET and gain admission to the Multiple Subject Credential program and thereby close equity gaps in admission to the program.
- vii. Collaborated with the Dean to hire faculty of diverse backgrounds such as women and Hispanics/Latinos.
- viii. Served as California Faculty Representative on the AACTE's Consortium for Research-Based and Equitable Assessments (CREA) to identify and address barriers that underrepresented minority students face in gaining admission to teacher preparation programs. The project was funded by the Bill and Melinda Gates Foundations.
- ix. Facilitated annual seminars on diversity, equity, and inclusion, including "Closing Equity Gaps and Creating Opportunities in the Classroom" (spring 2022) and forthcoming (spring 2023) "Community-Building, Teamwork and Collegiality" seminars.
- x. Serve as COE Diversity Advocate and collaborate work with faculty search committees in the college to implement fair and equitable recruiting practices, including creating a diverse search committee; developing fair recruitment plans; generating diverse applicant pools; utilizing best practices for evaluation of applicants; and well-defined **evaluation rubric** that recognizes each candidate's experience in working with diverse student population particularly experiences of working in Hispanic Serving Institutions, Minority Serving Institutions, Historically Black Colleges and Universities, and Asian American and Pacific Islander Serving Institutions. I also encourage faculty members to include a diversity statement in the syllabi and discuss it at the beginning of each semester.

E. Support for Faculty Excellence in Research and Teaching

- i. Established Faculty Success Program by clearly articulating the goals of the department by setting and communicating high levels of expectations for research with faculty, resulting in more publications.
- ii. Collaborate with the Dean to establish the COE Faculty Development Officer who coordinates research and publication activities with faculty.
- iii. Collaborate with the Dean to set up the Summer Research Fellowship program, which provides \$4,000 to support research for faculty
- iv. Maintain a positive climate that promotes innovation and creativity, which has led to exemplary collaborative research projects among faculty.
- v. Provide support for bilingual program faculty to host the 1st Dual Language Immersion Symposium at CSU San Bernardino.

- vi. Meet, counsel, mentor and discuss with faculty on their progress toward tenure and promotion to ensure that they are working to meet their goals.

F. Led the Department in Internalization of Some Programs

- i. I led the TESOL program in collaboration with the College of Extended and Global Education to develop an MA in Education, TESOL Option Program. The new three-semester MA TESOL Program is an innovative self-support degree program that is designed to address recent global increases in the demand for English language teachers, and to help CSUSB advance its strategic mission. The staff of CEL will recruit international students from all over the world to come to CSUSB for a year program. My goal is geared toward contributing to internationalization of our campus.
- ii. I collaborated with other professors and WCOE Dean to start a new initiative: a partnership with Northeast Normal University in China to jointly develop an Education for Sustainable Development Annual Conference. The conference is slated for October 19-20, 2024, in Changchun City in China while WCOE, CSUSB will host the conference in fall 2025.

G. New Faculty Support and Mentoring

- i. Provide funds for new program coordinators to attend professional development related to their new assignment as coordinators
- ii. Serve on the University Faculty Mentoring Network to provide mentoring and support for faculty across the University.
- iii. Facilitate collaborative learning opportunities such as the Annual Teacher Education Distinguished Lecture Series
- iv. Assign a senior (matching) faculty to serve as a mentor to each new hire
- v. Encourage new hires to form a cohort so that they can provide support for each other
- vi. Organize a monthly meeting with new faculty to discuss self-identify topics of interest, including
 - research and publications requirements
 - work-life balance in academics
 - high impact teaching strategies
 - mentoring underrepresented minority students
 - applying for grant opportunities and acclimatizing to CSUSB.

H. Faculty Governance

- i. Deep knowledgeable of the Collective Bargaining Agreement, CSUSB Shared Governance, and Faculty Administrative Manual (FAM).

- ii. Participated in the committee that produced CSUSB Shared Governance – a document that defines the set of practices under which students, staff, faculty, and administration participate in decision making processes.
- iii. Worked on the committee to revise the COE Policy & Procedures Manual, a document that defines the most important guidelines and rules of the University and College (2018).
- iv. Serve as a CFA executive member for seven years at CSU San Bernardino and participated actively in helping to resolve faculty issues with the University administration.
- v. Elected and served for five years as CSUSB Faculty Senate member and Faculty Senate Executive Member.

I. Outreach and Community Engagement

- i. Work with Rialto Unified School District to establish a partnership with the COE to develop a **Grow Your Own Program** where the district officials will identify a cohort of excellent students who want to become Science, English and Mathematics teachers in Rialto and sponsor them through the CSUSB Liberal Studies and ITEP program.
- ii. Work with school district partners in Inland Empire to improve placements for Early Field Experience and student teachers
- iii. Work with the COE Dean to start a Residency Training Program in fall 2022 for teacher candidates to provide them a yearlong classroom internship at a school site in San Bernardino City School District.
- iv. Collaborate with school districts to develop new MOU to improve student placements for early fieldwork, student teachers, and interns.
- v. Provide oversight for the development of the Residency Training Programs in the TEF department.
- vi. Oversee the establishment and implementation of the Senior for Teaching Project where seniors in Liberal Studies enroll in Single Subject Credential courses.
- vii. Served on Bob Holcomb Elementary School Advisory Board, 2014 – 2015
- viii. Served on Arroyo Valley High School committee for the Multilingual Initiative as CSUSB Representative.
- ix. Collaborated with San Bernardino Community College and Riverside City College to ensure a smooth transfer of students to Liberal Studies and to the Integrated Teacher Education Program (ITEP).

J. Experience Managing Personnel

- i. I value each faculty member's expertise and have been able to work collaboratively with faculty in the last five years of serving in academic administrative positions.

- ii. I know my limitations as a department chair; do not over-exerting my authority
- iii. I always encourage faculty's participation & contribution any decision making
- iv. I listen carefully, ask questions, and learn from faculty
- v. I assess the needs & preferences of each faculty such as:
 - Course assignment
 - Training and development
 - Mentoring and support
 - Evaluation and Review
 - Support for using technology & conducting research.
- vi. I am a solution-oriented leader; I do not engage in blaming people. I focus on working with students, faculty, or administration to find solutions to issues.
- vii. I create time for myself for exercise and relaxation.

K. Budget Management

- i. Brought transparency & accountability to department budget allocations by periodically sharing information with faculty and monitoring funds to make sure the department is solvent.
- ii. Produce the department's annual budget and submit to the Dean and details of faculty stipends for traveling to conferences, office materials, equipment, university supervisors' travel allowance, and hiring student and graduate assistants.
- iii. I monitor each faculty account to make sure they adhere to compliance responsibilities and budgetary guidelines including each faculty member does to go over his/her budget, not travel with state funds to prohibited states or countries, fill the appropriate forms, and provide appropriate documentation for all spendings.
- iv. I have successfully set the department's highest priorities for funding research activities for each academic year.
- v. Effectively manage and allocate financial resources of the department to meet its needs.
- vi. I ensure that funds from various outside grants under the department are efficiently used by faculty or Principal Investigator.
- vii. Collaborate with the Dean to request funds to support faculty teaching and research activities.
- viii. Conduct long-range resource planning for the department.

TESOL Program Coordinator CSUSB 2020 - 2022

Major Accomplishments

- i. Led TESOL program in 2021 to a successful accreditation by WASC
- ii. Prepared Annual TESOL Report for 2019/2020 & 2020/2021
- iii. Increase student enrollment by 17%

- iv. Implement the use of synchronous learning into the TESOL program

FCE College Faculty Ambassador CSUSB 2020–Present

Major Accomplishments:

- i. Serve as a Liaison between FCE and pertaining college.
- ii. Communicate and promote events that are happening within their colleges.
- iii. Help distribute the FCE newsletters and events to colleagues.
- iv. Actively participate in FCE events such as the virtual cafes as discussants and propose ideas for workshops or training to faculty.

Diversity Advocate CSU San Bernardino 2020 – Present

Major Accomplishments:

- i. Work with the search committee to conduct a broad and active search and monitor progress in implementing the recruitment plans.
- ii. Encourage the committee to identify diversity successes and failures in previous faculty searches.
- iii. Suggest strategies that encourage multiple opinions.
- iv. Make suggestions on how to increase the diversity of the pool if necessary.
- v. Offer suggestions on how to increase the diversity of the semifinalist and finalist lists.
- vi. Encourage the committee to utilize the best practices in evaluating diverse applicant pools to ensure that applicants/candidates are evaluated fairly.
- vii. Throughout the search, support and monitor the activities of the committee to help ensure that biases do not appear at any part of the selection process.

College of Education Dean's Fellow CSUSB 2018 – 2019

Major Accomplishments

- i. Worked closely with the Interim Dean to provide vision and leadership for COE
- ii. Served as Chair of COE Coordinator Duties and Responsibilities Review Committee and recommended the new program coordinators' duties and responsibilities policy
- iii. Collaborated with the Office of the Registrar to footnote post-Baccalaureate courses taken by Integrated Track students and mark the credits for their credential courses on post-Baccalaureate transcripts
- iv. Collaborated with college leaders across the University to develop and recommend to the provost a three-year hiring plan to keep faculty

- hiring on track to meet strategic plan goals, identify infrastructure needed to support new hires, and timeline for hiring
- v. Coordinated the COE-School District Bi-Annual Partnership meetings
- vi. Coordinated outreach to under-represented minority students, including identifying cultural organizations and networks for recruiting students to COE programs.
- vii. Worked closely with the Interim Dean on planning and managing College activities, including discussions on NEW INITIATIVES such as: student recruitment, student success, student advising, staff support, and junior faculty support
- viii. Led faculty in cultivating, advancing, and implementing strategic partnerships and initiatives with school districts and community organizations.
- ix. Represented the interests of the College at various levels of the University such as University Evaluation Committee, University Classroom Schedule Committee, GE Meetings, Faculty Senate, and Faculty Senate Executive Committee
- x. Advocated for diversity in faculty hiring
- xi. Represented the Interim Dean in meetings and committees.

University Faculty Mentoring Network, CSUSB 2019 - Present

Major Accomplishments

- i. Working with new faculty to understand the Faculty Activities Report (FAR)
- ii. Helping new faculty to explore collaborations on teaching and research.
- iii. Sharing teaching and research resources with my mentees
- iv. Provide my mentees with informal advice on teaching, research, and service
- v. Share my knowledge of how things work at CSUSB with my mentees.
- vi. Addresses needs, concerns, and questions about their roles and responsibilities.

Coordinator, Multiple Subjects Program CSUSB 2016 – 2018

Major Accomplishments

- i. Provided vision and academic leadership to the Multiple Subject Credential Program
- ii. Provided academic leadership to 10 full-time faculty and 33 lecturers and university supervisors in the multiple subject programs.
- iii. Led Multiple Subject program faculty and staff to ensure a successful 2018 Multiple Subject Credential Program Accreditation by California Teacher Credentialing (CTC).

- iv. Established an Advisory Board for the Multiple & Single subject credential programs
- v. Worked collaboratively with the COE Dean, TEF Department chair, program faculty and staff to implement the long-term goals of the Multiple Subject program.
- vi. Led planning and managing of Multiple Subject Program students from recruitment to admission and program completion and assistance in job search.
- vii. Worked collaboratively with staff for student advising, outreach and recruitment.
- viii. Collaborated with professors from 16 universities across the state on the Intersegmental Project to develop and design Professional Development for Mentor Teachers (PD4MT <https://www.thecn.com/1536709> [thecn.com]) an online training Modules for resident teachers to meet the 10-hour professional development required by the California Teacher Credentialing (CTC)
- ix. Worked with the CA Department of Education to review and recommend the 2015 English Language Arts/English Language Development Adoption for school districts.
- x. Establish an inclusive collaborative process that led to the transformation of the old EELB program to the new EDMS program in the Q2S
- xi. Developed a revised program plan, new orientation materials and advising plan.
- xii. Led the effort to create a M.A. in Education that would allow teachers candidates in SS & MS programs to simultaneously earn credential and master's degree
- xiii. Mentored/coached new university supervisors and lecturers
- xiv. Met with school superintendents to facilitate Early Field Experience and Student Teaching placements.

Coordinator, M.A. Reading/Language Arts, CSUSB 2014 – 2016

Major Accomplishments

- i. Increased student enrollment by 300%
- ii. Reorganized the program into a cohort model
- iii. Started summer courses that allowed students to complete their program earlier
- iv. Collaboration with recruitment staff to implement recruitment strategies
- v. Provided academic advising to students and applicants for the program
- vi. Submitted Program Annual Report timely.
- vii. Developed advising materials for recruiting students.

Team Leader, Quarter to Semester Transformation, Multiple Subject Credential Program CSU San Bernardino, 2017 – 2019

Major Accomplishments

- i. Participated in cross-college meetings, attended monthly feedback and review meetings with members of the Q2S Curriculum Development Committee
- ii. Worked with program faculty to design and transform the Multiple Subject Credential program and Master of Arts in Teaching (MAT) to allow students to move seamlessly from credential to the MAT program.
- iii. Fill and submit P-Form, C-Form Evidence of Transformation, Assessment Plan, Curriculum Map, and Advising Plan.
- iv. Developed the Multiple Subject Credential Program's Q2S advising plan
- v. Collaborated with Liberal Studies Department and Director of the Integrated Track to revise program plans for students

Member, Faculty Senate Executive Committee, CSUSB, 2018 – 2020

Major Accomplishments

- i. Participated in the Planning Committee of the First Joint Academic Affairs/Faculty Senate Retreat entitled *Building a Shared Vision: Creating an Inclusive Environment*. Organized by the Office of the Provost. Held at Yasuda Center, May 10th, 2019.

VI. Leadership Training, Conference, and Workshop Attended

- i. Effective Leadership: An Introduction to Key Academic Leadership Skills & Competencies for Faculty, Part II, by Academic Impressions (Upcoming), Online training, September 1, 2022.
- ii. Getting Your Campus Ready for Digital Transformation's Technological, Operational, and Strategic Changes. Organized by the Center for Higher Education Leadership and Innovative Practice, Bay Path University Webinar, August 24, 2022.
- iii. The Chronicle's Strategic-Leadership Program for Department Chairs. An online bootcamp training from Aug. 2 – 19.
- iv. Navigating Your Path to Administration: A Panel Discussion for Aspiring Academic Administrators by Academic Impressions, Online Workshop, June 29, 2022.
- v. Resilient Leadership During Times of Crisis. Facilitated by 2020-21 CSU Department Chairs Forum. Online, April 30th, 2021.
- vi. The Impact of COVID-19 on Department Chairs: A Summary of Research Findings and Strategies for Renewal and Reinvention. Facilitated by 2020-21 CSU Department Chairs Forum. Online,

- February 5th, 2021.
- vii. 23rd Annual Chairs Workshop (topics: "chair's role and responsibilities," "Transitioning into the chair's role," "understanding faculty appointments," "addressing student challenges, behavior, and complaints," and "leadership in context: navigating relationships, politics and symbolism." Facilitated by the Office of the Chancellor. Held at CSU, Long Beach, October 3, 2019.
 - viii. *Leading in the Academic Enterprise*. Facilitator: Jackson Nickerson, Frahm Family Professor of Organization and Strategy, Brookings's non-resident Senior Fellow in Governance Studies, Washington in St. Louis. Sponsored by the CSBSB, College of Natural Sciences. Held at the Faculty Center for Excellence Conference Room, PL-4005, August 21st – 22, 2019.
 - ix. *Demonstrating Values: Economic Trends and the Changing Needs of Students*. Organized by the American Council on Education (ACE). Held at Doubletree by Hilton Hotel, Portland, Oregon, June 6–7, 2019.
 - x. *21st Century Leadership Development: Bridging Science and Practice*. Organized by the 27th Kravis-De Roulet Conference. Held at Kravis Leadership Institute, Claremont McKenna College, Claremont, March 1 – 2, 2019.
 - xi. *From Academic to Administrator: Mapping Your Career Trajectory*. By Academic Impressions. Held at the Crowne Plaza, Denver, Colorado, November 14 – 15, 2018.

VII. Publications

- Ajayi, L. (2026). Educator Competencies for Education for Sustainable Development in California Teacher Preparation Programs. *International Forum of Teaching and Studies*, Vol. 22, No 1, pp. 59–82.
https://www.americanscholarspress.us/journals/IFST/journal_IFST.php
- Ajayi, L. (2018). Teaching/Developing Vocabulary Through Guided Interaction. In Lontas, J. (Ed.). *TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons, Inc.
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- Ajayi, L. (2018). Teaching/Developing Vocabulary Using Graphic Organizers and Modeling. In Lontas, J. (Ed.). *TESOL Encyclopedia of English Language Teaching*. Hoboken, N.J: John Wiley & Son, Inc.
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<https://www.tandfonline.com/doi/abs/10.1080/00131725.2016.1242677>.

- Ajayi, L. (2016). Mexican-American Transnational Junior/High School Students: Crossing Borders through New Media Literacies. *Journal of Literacy and Technology*, 17(3), 126–170
http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt_v16_3_ajayi.pdf.
- Ajayi, L. & Collins-Parks, T. (2016). *Teaching Literacy Across the Content Areas: Effective Strategies That Reach All K–12 Students*. Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing.
 Copy:
- Ajayi, L. (2016). A review of: *The Test: Why our schools are obsessed with standardized testing—but you don't have to be*. New York, NY: Public Affairs. *Wisdom in Education*, 6(1), 1–5.
<file:///C:/Users/005097959/Documents/PUBLICATIONS/PUBLICATIONS/BLOOK%20REVIEW.pdf>
- Ajayi, L. (2016). How intern teachers use classroom video for self-reflection about their teaching. *The Educational Forum*. **Peer Review, Blind Review, 35% Acceptance Rate.**
 Copy:
<http://www.tandfonline.com/doi/pdf/10.1080/00131725.2015.1102365>
- Ajayi, L. (2016). Common Core State Standards and Teacher Preparation for Teaching Complex texts with close reading strategy. In R. V. Nata (Ed.) *Progress in Education, Vol 38* (Cha. 7, pp. 143–164). New York, NY: Nova Science Publishers.
https://www.novapublishers.com/catalog/product_info.php?products_id=56872&osCsid=9f944a0c17f7512b61895a79d2e7b3b1
- Ajayi, L. (2015). Critical multimodal literacy: How Nigerian female students Critique texts and reconstruct unequal social structures. *Journal of Literacy Research*, 47(2), 216–244. **Peer Review, Blind Review, 4.7% Acceptance Rate¹.**
<http://jlr.sagepub.com/content/early/2015/12/09/1086296X15618478.full.pdf+html>
- Ajayi, L. (2015). Innovative approaches in English-Language Arts: How two Teachers teach high school students to use multimodal resources for interpretation of *Romeo and Juliet* and *Macbeth*. *Journal of Literacy and Technology*, 16(1), 65–106. **Peer Review, Blind Review, 28% Acceptance Rate**
http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt_v16_1_ajayi.pdf
- Ajayi, L. (2015). How English-language arts teachers perceive and use new media in schools today. *International Journal of Technology in Teaching & Learning*, 9(2), 173–188. **Peer Review, Blind Review,**

¹ See Cabell's Directories of Publishing Opportunities for information about Type of Review and Acceptance Rate

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Ajayi, L. (2015). Vocabulary instruction and Mexican American bilingual students: How Two high school teachers integrate multiple strategies to build word consciousness In English-language arts classrooms. *International Journal of Bilingual Education & Bilingualism*, 18(4), p. 463–484. **Peer Review, Blind Review, 30% Acceptance rate**

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Ajayi, L. (2014). English language arts teachers' perspectives on the Common Core State Standards and their impact on teaching strategies and classroom practices. Proceedings and Abstracts of the 26th Japan-U.S. Teacher Education Consortium (p.10). Tokyo: Tokyo Gakugei University, Tokyo, Japan, September 18–21.

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Ajayi, L. (2014). Investigating effective teaching methods for a place-based Teacher Preparation in a rural community. *Educational Research for Policy & Practice*, 13(3), 251–268. **Peer Review, Blind Review, 21-30% Acceptance Rate.**

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Ajayi, L. (2013). New media needs assessment of faculty. *International Journal Of Humanities and Social Science*, 3(17), p.77–88. **Peer Review, Blind Review.**

Copy: http://www.ijhssnet.com/journals/Vol_3_No_17_September_2013/10.pdf.

Ajayi, L. (2013). How female Nigerian high school students use multimodal literacies to Critique cultural and social practices in the classroom. *International Journal of Gender & Development Issues*, 1(1), p. 189–203. **Peer Review, Blind Review, 20% Acceptance Rate.**

Ajayi, L. (2013). Exploring how school contexts mediate intern teacher learning in under-Served rural schools. *Asia Pacific Journal of Education*, 33(4), p. 444–460. **Peer Review, Blind Review, 14% Acceptance Rate.**

Copy: <http://www.tandfonline.com/doi/abs/10.1080/02188791.2013.808988>.

- Ajayi, L. (2013). Teachers' perceptions of integrating new media into English-Language Arts into Instruction. Proceedings and Abstracts of the 25th Japan-U.S. Teacher Education Conference (p. 12). Tacoma: University of Puget Sound.
- Ajayi, L. (2013). Teaching vocabulary to English language learners. Proceedings and Abstracts of the 25th Japan-U.S. Teacher Education Conference (p. 33). Tacoma: University of Puget Sound.
- Lee, S. & Ajayi, L. (2012). A comparative study of teachers' rights and authority the United States and Japan. Proceedings and Abstracts of the 24th Japan-U.S. Teacher Education Conference (p. 16). Osaka: Naruto University of Education.
- Ajayi, L. (2012). How ESL teachers deploy two textbook multimodal resources for teaching. *TESOL Journal*, 6(1), 16–35. **Peer/Blind Review; 5–10% Acceptance Rate.**
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- Ajayi, L. (2012). Video "reading" and multimodality: A study of ESL/literacy pupils' interpretation of *Cinderella* from their socio-historical perspective. *The Urban Review*, 44(1), 60–89. **Peer/Review; 6–10% Acceptance Rate.**
 Copy: <http://link.springer.com/article/10.1007%2Fs11256-011-0175-0>.
- Ajayi, L. (2011). Teaching alternative licensed literacy teachers to learn from practice: A Critical reflection model. *Teacher Education Quarterly*, 38(3), 169–189. **Peer/Blind Review; 11–13% Acceptance Rate.**
 Copy: <http://files.eric.ed.gov/fulltext/EJ940648.pdf>.
- Ajayi, L. (2011). A multiliteracies pedagogy: Exploring semiotic possibilities of a Disney Video in a third-grade diverse classroom. *The Urban Review*, 43(3), 396–413. **Peer Review; Blind Review; 6–10% Acceptance Rate.**
 Copy: <http://link.springer.com/article/10.1007%2Fs11256-010-0151-0#/page-1>
- Ajayi, L. (2011). Exploring how ESL teachers relate their ethnic and social Backgrounds to practice. *Race, Ethnicity and Education*, 14(2), 253–275. **Peer/Blind Review; 6–10% Acceptance Rate.**
<http://www.tandfonline.com/doi/abs/10.1080/13613324.2010.488900?journalCode=cree20#preview>.
- Ajayi, L. (2011). Preservice teachers' knowledge, attitudes, and perceptions of their preparation to teach multimodality/multiliteracies. *The Teacher Educator*, 46(1), 6–31. **Peer Review; Blind Review, 21–30% Acceptance Rate.**
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- Ajayi, L. (2010). How Asynchronous Discussion Board Mediates Learning Literacy Methods Courses to Enrich Alternative Licensed Teachers' Learning Experiences. *Journal of Research on Technology in Education*, 43(1), 1–28. **Peer Review; Blind Review; 15% Acceptance Rate.**
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- Ajayi, L. (2010). Evidence-Based Practice and Videotape: How Alternative Licensed Teachers Use Video Observation and Analysis for Reflective Teaching. *The 22nd JUSTEC Conference 2010 in Tokyo Proceedings* (p. 104–106). Peer/Blind Review.
- Lee, S. & **Ajayi, L.** (2010). A Critical Analysis of Teaching Performance Assessment and Its Implications on Teacher Education Curricula and Instruction. *The 22nd JUSTEC Conference 2010 in Tokyo Proceedings*. Peer Review; Blind Review.
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Copy: http://www.ifets.info/journals/12_2/7.pdf
- Ajayi, L. (2009). English as a Second Language Learners' Exploration of Multimodal Texts in a Junior High School. *Journal of Adolescent & Adult Literacy*, 52(7), 585–595. Peer Review; Blind Review; **20–30% Acceptance Rate.**
Copy: https://www.jstor.org/stable/20468412?seq=1#page_scan_tab_contents
- Ajayi, L. (2008). ESL Theory-Practice Dynamics: The Difficulty of Integrating Sociocultural Perspectives into Pedagogical Practices. *Foreign Language Annals*, 41(4), 637–657. Peer Review; Blind Review; **11–20 % Acceptance Rate.**
Copy: <http://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2008.tb03322.x/abstract>
- Ajayi, L. (2008). Meaning Negotiation, Multimodal Representation and Transformative Pedagogy: An Exploration of Word-Meaning Instructional Practices in an ESL Middle School Classroom. *Journal of Language, Identity, and Education*, 7(3/4), 206–229. Peer Review; Blind Review; Acceptance Rate not stated.
Copy: <http://www.tandfonline.com/doi/abs/10.1080/15348450802237822>
- Lee, S., **Ajayi, L.** & Richards, R. (2007). Teachers' perceptions of the Efficacy of the Open Court program for English proficient and English language learners. *Teacher Education Quarterly*, 34(3), 19–33. Peer Review; Blind Review; **11–13% Acceptance Rate.**
Copy: <http://files.eric.ed.gov/fulltext/EJ795167.pdf>
- Ajayi, L. (2007). *Literacy and SDAIE Instruction: Practice Activities for Pre-Service Teachers*. San Diego: Montezuma Publishing.
- Ajayi, L. (2006). Bridging the Gap between University Supervisors and Hispanic Students' Interpretation of English Language Development Teaching Practices during Intern Teacher Fieldwork Supervision in Inner-city Middle

- Schools of Los Angeles. *Education*, 126(4), 678 – 689. Editorial Review; **50%** Acceptance Rate.
- Ajayi, L. & Lee, S. (2006). Perceptual Difference between Intern Teachers and University Supervisors on the Expectations and Preferences for the Fieldwork Program. *Education*, 126(2), 259 – 274. Editorial Review; **50%** Acceptance Rate.
- Ajayi, L. (2006). Multiple Voices, Multiple Realities: Self-defined Images of Self Among Middle School Hispanic English Language Learners. *Education*, 126(3), 468 – 480. Editorial Review; **50%** Acceptance Rate.
- Ajayi, L. (2005). A Sociocultural Perspective: Language Arts Framework, Vocabulary Activities and English Language Learners in a Mixed Second Grade Classroom. *Journal of Instructional Psychology*, 32(3), 180 – 195.
- Ajayi, L. (2005). Teachers' Needs and Pre-designed Pedagogical Practices: An Analysis of a Language Arts Coursebook for a Second Grade Class. *Reading Improvement*, 42(4), 200 –211. Peer Review; Blind Review; **48%** Acceptance Rate.
- Lee, S. K. & **Ajayi, L.** (2003). A Survey of Contemporary Issues in Language Acquisition and Learning. In Lee, S. & Lalas, J. (Eds.): *Language, Literacy, and Academic Development for English Language Learners* (12–33). Boston, MA: Pearson Education Company.
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- Ajayi, L. (2002). Newspaper as Enrichment Material for Enhancing Students' Performance in English. In Lawal, A., Isiugo-Abanihe, I. & Ohia, I. N. (Eds.): *Perspectives on Applied Linguistics in Language and Literature* (229–240). Ibadan: Stirling-Horden Publisher (Nig.) Ltd.
- Ajayi, L. (1998). The Adequacy of Pupils' Preparation to Learn Social Studies in English After Transition from Mother-tongue to English in Oyo State Public Primary School. *Journal of Vocational Studies, Arts and Social Studies*, 1(1), 27–35.
- Ajayi, L. (1992). A Comparative Study of Students' Performances in English and Sciences. *Journal of the School of Arts*, 1(1), 85–108.
- Ajayi, L. (1991). An Assessment of the Reading Skill Components of *The Use of English: A Text* to the Technology Students of the Obafemi Awolowo University, Ile-Ife. *Reading Association of Nigeria*, 5, 28 –289.

- Ajayi, L. (1991). Needs Analysis of Agriculture and Technology Students. In Ubahakwe, E. (Ed.). *Needs Analysis of Communication Skills in Nigerian Universities: A Source Book* (47–62). Ibadan, Nigeria: University of Ibadan Press.
- Ajayi, L. (1989). Towards the Relevance of English for Academic Purposes in the Nigerian University. In Oladeji, N. (Ed.): *The Theory and Practice of Communicative Skills in Nigeria*. Ile Ife, Nigeria: Obafemi Awolowo University Press.

VIII. Selected Refereed Papers before Professional Conferences

- Ajayi, L. (July 2019). Preparing Pre-Service Teachers for Best Practices in Environmental Sustainability. Presented at the Paris Seminar 2019, Sponsored by the CSU International Programs Team of the CSU Office of the Chancellor.
- Ajayi, L. (2018). A multimodal Interpretation of Cinderella by Third-Grade Pupils. A paper Presented at the 68th Annual Conference of the Literacy Research Association, held at the Renaissance Indian Wells Resort & Spa, California, November 28 – December 1, 2018.
- Ajayi, L. (2017). Pre-Service Teachers' Views on How a Teacher Education Program Prepares Them to Use Social Justice as a Pedagogical Influence in the Classroom. A Paper Presented at the 29th Annual JUSTEC Conference, held at University of Hawaii, Manoa, September 14 – 17th and published in the proceedings and abstracts of the 29th JUSTEC, p. 48.
- Ajayi, L. (2017). Pre-Service Teachers and Water Sustainability in a Changing World. A Paper presented at the Universidad Pedagógica y Tecnológica (UPTC), Tunja, Boyacá, Colombia, from June 20th – 30th, 2017.
- Ajayi, L. (2016). Preparing Pre-Service Teachers for Diversity among English Language Learners. A paper presented at the 28th Annual JUSTEC. Held at Ehime University, Japan, November 3 – 7, 2016.
- Ajayi, L. (2015). Implications of the Common Core State Standards for Teachers of English Language Learners. A paper presented at the 27th Annual JUSTEC, held at SpringHill Suites Pensacola Beach, (University of West) Florida, Sept. 14 – 17.
- Ajayi, L. (2015). Cognates as a Linguistic Resource for Word Learning for Multilingual Students. A paper presented at Word Up! Critical approaches to lexis in multilingual settings. Held at UCLA Lake Arrowhead Conference Center, May 21 – 22.
- Ajayi, L. (2014). English language arts teachers' perspectives on the Common Core State Standards and their impacts on teaching strategies and classroom practices. A paper presented at the 26th Annual Japan JUSTEC, held at Tokyo Gakugei University, Tokyo, Japan, September 18–21.
- Ajayi, L. (2014). Challenges English language arts teachers face in integrating new media into instruction. A paper presented at the 26th Annual JUSTEC, held

- at Tokyo Gakugei University, Tokyo, Japan, September 18 – 21.
- Ajayi, L. (2013). Teachers' perceptions of integrating new media into English-Language Arts into Instruction. A paper presented at the 25th Annual JUSTEC. Held at the University of Puget Sound, Tacoma, Washington State, May 30th to June 2nd, 2013.
- Ajayi, L. (2013). Teaching Vocabulary to English Language Learners. A paper presented at the 25th Annual JUSTEC. Held at the University of Puget Sound, Tacoma, Washington State, May 30th to June 2nd, 2013.
- Ajayi, L. (2012). A Place-Based Education: Connecting Preservice Teacher Preparation and Rural Community. A Paper Presented at the North American Association for Environmental Education (NAAEE) 41st Annual Conference, held at Oakland Marriott City Center, 1001 Broadway, Oakland, California, Oct. 9–13.
- Lee, S. & Ajayi, L. (2012). A Comparative Study of Teachers' Rights and Authority the United States and Japan. A paper presented at the 24th Annual JUSTEC, held at Naruto University of Education, Osaka, July 6–9.
- Ajayi, L. (2011). Using Discussion Board Technology to Enhance Teacher Preparation in Literacy Methods. Presented at the 23rd Annual JUSTEC, held at University of Massachusetts Lowell Inn and Conference Center, Lowell, MA, Sept. 11 – 14.
- Ajayi, L. & Patrick, N. G. (2011). Teacher Candidates' Views of How Two Teacher Preparation Programs in the U.S. and Japan Prepare Them to Teach Multicultural Literacy. Presented at 23rd Annual JUSTEC, held at University of Massachusetts Lowell Inn & Conf. Center, Lowell, MA, Sept 11–14.
- Ajayi, L. (2011). Using Classroom Video to Improve Teacher Performance. A paper presented at the 63rd Annual Conference of American Association of Colleges for Teacher Education (AACTE), (JUSTEC session) held at the Manchester Grand Hyatt Hotel, San Diego, California, February 24–26.
- Ajayi, L. (2010). Videotape Technology and Evidence-based Practice: Alternative Licensed-Teachers' Use of Videotape for Reflection on (and in) Practice. The 22nd JUSTEC, held at Tamagawa University, Japan, (July 22nd – 25th).
- Lee, S. & **Ajayi, L.** (2010). A Critical Analysis of Teaching Performance Assessment and Its Implications on Teacher Education Curricula & Instruction. The 22nd JUSTEC, Tamagawa University, Japan, (July 22nd – 25th).
- Ajayi, L. (2009). New Literacies and New Democracies: The Role of Non-Governmental Agencies in Educating Nigerian Children for Full Democratic Participation. University of San Diego, Joan Kroc Center (Sept 12, 2009).
- Ajayi, L. (2007). The Relationship between Teachers' Ethnicity and Their Views of Teaching English as a Second Language. A paper presentation at the 19th Annual JUSTEC Conference (July 26–29) in Honolulu, HI.
- Ajayi, L. (2007). School Contexts as Mediation in Intern Teacher Learning in an Age of Standardized-based Reform. A paper presentation at the 19th Annual JUSTEC Conference (July 26–29, 2007) in Honolulu, HI.

- Ajayi, L. (2005). Multiple Perspectives and Multimodality as Resources in the Context of Multiple Learning Activities in Word-Meaning Instructional Practices in High Schools. A Paper Presented at the 17th Annual JUSTEC Conference, Portland State University, Portland, Oregon, July 27–30.
- Lee, S., **Ajayi, L.** and Richards, R. (2005). A Comparative Analysis of Teachers' Perceptions on the Efficacy of Open Court Program for Proficient English and English Language Learners in K–Third Grade. A Paper Presented at the 17th Annual JUSTEC, held at Portland State University, Portland, Oregon, July 27–30.
- Ajayi, L. (1996). English Language at the Crossroad: Is English as a Language of Instruction a Help or Hindrance in Academic Development of the Nigerian Pupils? A Seminar Paper Presented at the 10th Annual Conference of the English Language Teachers Association. University of Ibadan, Nigeria, October 10–12.
- Ajayi, L. (1995). A Matter of Culture Conflict: A Study of Some Foreign Literature in the Nigerian English Language Classroom. A Seminar Paper Presented at the English Language Department, University of Ibadan, Nigeria, August 12 – 13.
- Ubahakwe, E. & **Ajayi, L.** (1990). Needs Analysis of Agriculture and Technology Students. A Paper Presented at the Second National Workshop for Communication Skills Project (COMSKIP), Jointly Sponsored by the Nigerian National University Commission and British Government Overseas Development Administration, held at University of Ibadan, Nigeria, October. 21 – 27.
- Ajayi, L. (1989). Examining the Problems Facing ESP/EAP Programs in Nigerian Higher Institutions." Presented at the 1st Ife Annual English Language Conference, held at Obafemi Awolowo University, Ile Ife, Nigeria, April 24 – 25.

IX. Conferences, Workshops, & Trainings

College and Career Pathway Development. Facilitated by San Bernardino City Unified School District. Held at the Professional Development Center, CSUSB, April 10th, 2019.

Diversity Promise for Excellence in Higher Education: Effective Strategies for Diversifying the Faculty. Organized by the Office the Associate Provost for Faculty Affairs and Development. Facilitated by Dr. Daryl Smith. Held PL-5005, October 30, 2018.

Ghana Calls. Facilitated by The International Faculty Seminar of the CSU Council on International Programs. University of Ghana, Legon, June 9th – 16th, 2018.

Integrated Teacher Education Programs Workshop. Facilitated by the Office of the Chancellor. Held at the Chancellor's Office, Long Beach, May 4, 2018.

California State University, San Bernardino. Discussions on how to identify practical and actionable strategies to increase diversity in the recruitment, hiring and retention of staff to create a learning and work environment that is continuously responsive to the needs of our diverse student population. Facilitated by Dr. William B. Harvey. Held at SMSU Event Center, Feb 7 – 9 2018.

Q2S Advising Institute. Q2S Advisement Training. Organized by the 2017 Q2S Institute. Held at PL 005, December 12-14, 2017.

CSUSB College of Education AVID Professional Development. WICOR Learning Strategies and Meta-Cognition in the Classroom. Held on Nov. 2nd, 2016.

Support, Scaffolding, Assessment, and Autonomy in online Learning. A Symposium presented by Howard, K., Diaz-Rico, L. & Gallegos-Ruiz, A. Held on October 12th, at CSUSB COE 266.

Accreditation Technical Assistance: Preliminary Multiple and Single Subject Program Standards. Organized by Commission on Teacher Credentialing (CTC). Held at Claremont Graduate College, Claremont, California, October 4th, 2016.

CSUSB College of Education AVID for Higher Education Teacher Preparation Initiative. Inquiry. Held in COE 119A, February 12th, 2016.

The Tim Shanahan Close Reading and Informational Text (K–5) Workshop. Sponsored by the San Bernardino City Unified School District (SBCUSD). Held at DoubleTree Hotel, Ontario, CA, November 18, 2015.

CSUSB College of Education AVID Professional Development Training. Culturally Relevant Teaching, held in the Dean’s Conference Room, November 12, 2015.

CSUSB College of Education AVID Professional Development Training. Metacognition and Tutorology, held in COE Rm 303, Friday October 9, 2015.

AVID 2015 Summer Institute: Student Success Starts Here. Held at the Manchester Grand Hyatt, 1 Market Place, San Diego, California, Aug. 3 – 5, 2015.

CSUSB Teacher Education and Foundations. Supervisor and the Common Core State Standards Professional Development Training. Organized by the Department of Teacher Education and Foundation, held in College of Education, RM 313, June 8th, 2015.

TESOL 2015 International Convention & English Language Expo. Sponsored by the TESOL International Association. Held at the Metro Toronto Convention Center, Canada, March 25 – 28, 2015.

The 2nd CSUSB College of Education AVID Professional Development Training: Critical Reading, to be held at COE, Room 313, March 23 – 24, 2015.

The Lilly Conference on College and University Teaching: Evidence-based Teaching and Learning, held at Newport Beach, February 19 – 22, 2015.

The 2nd CSUSB College of Education AVID Professional Development Training: Teaching English language learners, held at the COE, Room 313, Jan. 20, 2015.

Advancement Via Individual Determination (AVID) Program. Summer Institute 2014: This way to student success. Held at 7450 Hazard Center Drive, San Diego, July 29th – August 1st, 2014.

Japanese Studies Institute. Incorporating Japanese Studies into Undergraduate Curriculum. Sponsored by the American Association of State Colleges and Universities (AASCU). Held at San Diego State University, June 9th – 22nd, 2014.

Performance Assessment for California Teachers (PACT) Training. Organized by Division of Education, San Diego State University, Imperial Valley, Oct. 7, 2011.

[View results](#)

Respondent

15

Anonymous

04:15

Time to complete

1. Committee on Accreditation Nominee: *

Lasisi Ajayi

2. Nominee's Employer: *

California State Polytechnic University Pomona

3. Title *

Professor & Associate Dean

4. Signature (Print Full Name) *

Lasisi Jinadu Ajayi

5. Phone # *

[REDACTED]

6. Email: *

[REDACTED]

[View results](#)

Respondent

18

Anonymous

06:54

Time to complete

Nominee Information

1. Name *

Lasisi Ajayi

2. Position/Title *

Associate Dean, College of Education and Integrative Studies

3. Employer *

CSU - Pomona

4. Business Address *

[REDACTED]

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Lasisi Ajayi

8. Position/Title *

Associate Dean

9. Employer *

California State Polytechnic University Pomona

10. Business Address *

[REDACTED]

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

All nomination materials are due to the Commission by 5 pm on August 28, 2026.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form

Letter of Interest and Resume must be sent to Accreditation@ctc.ca.gov.

View results

Respondent

14

Anonymous

17:35

Time to complete

1. Applicant Name *

Lasisi Ajayi

2. K-12

- ☐ School District
- ☐ County Office of Education
- ☐ Other
- ☐ Teacher
- ☐ Site Administrator
- ☐ District/County Office Administrator
- ☐ Associate Superintendent
- ☐ Superintendent
- ☐ Central Coast
- ☐ Other

3. Institution of Higher Education

- ☒ California State University
- ☐ University of California
- ☐ Private/Independent College or University
- ☐ Faculty
- ☐ Director of Teacher Educat
- ☒ Associate Dean
- ☐ Dean
- ☐ Other

4. Region of California *

- ☐ Northern California
- ☐ Central Valley
- ☒ Inland Empire
- ☐ Bay Area
- ☒ Los Angeles
- ☐ San Diego Area

5. Voluntary Disclosure of Ethnicity *

- ☐ African American
- ☐ Asian American
- ☐ Caucasian
- ☐ Hispanic Latino
- ☐ Native American
- ☐ Pacific Islander
- ☐ Southeast Asian
- ☐ Decline to State
- ☒ Nigerian America