

CURRICULUM VITAE

Ricardo D. Stanton-Salazar

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ACADEMIC BACKGROUND

Ph.D. Education, Stanford University, July 1990

M.A. Education, Stanford University, 1984

B.A. Sociology, University of California, San Diego, 1979

ACADEMIC APPOINTMENTS & LECTURESHIPS

Lectureship, Department of Chicana and Chicano Studies, *University of California, Santa Barbara*, Winter Quarter, 2016.

Associate Professor, Rossier School of Education, *University of Southern California*, 2000-2011

Associate Director, Center for American Studies and Ethnicity, *University of Southern California*, 2001-2002

Assistant Professor, Department of Sociology, *University of California, San Diego*, 1990-2000

Assistant Professor, Teacher Education Program, *University of California, San Diego*, 1990-2000

FELLOWSHIPS/HONORS

Woodrow Wilson International Center for Scholars, Washington, D.C.
Visiting Scholar Fellowship, 2003-2004 [Winter, Spring]

<http://www.wilsoncenter.org/staff/ricardo-d-stanton-salazar>

American Sociological Association Latino Section Award for Distinguished Contributions to Research, 2003 recipient

Choice: *Current Reviews for Academic Libraries*, “**Outstanding Title**,” (“Manufacturing Hope & Despair,” Teachers College Press, 2001), book reviewed in March, 2002, by R. S. Guerra, University of Texas--Pan American. (“Choice” is a premier source for reviews of academic books, electronic media, and Internet)

Ford Foundation Visiting Scholar Fellowship, 1997-98

Institute for American Cultures Visiting Scholar Fellowship (UCLA), 1997-98

Center for U.S.-Mexican Studies, Visiting Scholar Fellowship (U.C. San Diego), 1994-95

Ford Foundation Visiting Scholar Fellowship, 1994-95 (declined)

University of California President's Postdoctoral Fellowship, 1990-92

Spencer Foundation Dissertation Fellowship, 1989-90 (declined)

American Sociological Association Dissertation Fellowship, 1988-89

Chicano Fellows Program, School of Humanities and Sciences,
Teaching Fellowship, 1987-88

Title VII Bilingual Education Graduate Fellowship, 1984 -1987

California State Graduate Fellowship, 1983 - 84

PUBLICATIONS

- 2011 Stanton-Salazar, R. D. "A social capital framework for the study of institutional agents and of the empowerment of low-status youth." *Youth & Society* 43 (3), 1066-1109.
- 2007 Ream, Robert K. and R. D. Stanton-Salazar. "The Mobility/Social Capital Dynamic: Understanding Latino Families & Students," (Chapter 6) In *Minority Children and Youth: Families, Schools, Communities, and Learning*, edited by Susan J. Paik & Herbert J. Walberg (Claremont Graduate School). Sponsored by The Mid-Atlantic Laboratory for Student Success. In the *University of Illinois Series on Children and Youth*. Publishers: Kluwer Academic/Plenum Publishers
- 2005 Stanton-Salazar, R. D. and Stephanie U. Spina. "Adolescent Peer Networks as a Context for Social and Emotional Support." *Youth & Society: A Quarterly Journal*, Vol. 36, No. 4, (June), pp. 379-417. (Analysis based on ethnographic interview data and social network data).
- 2004 Stanton-Salazar, R. D. "Social Capital Among Working-class Minority Students." (Review of theory on 'social capital,' and its application in research on minority students). In *School Connections: U.S. Mexican Youth, Peers, and School Achievement*. Edited by Margaret A. Gibson, Patricia Gándara, and Jill Peterson Koyama. New York: Teachers College Press, Columbia University.
- 2003 Stanton-Salazar, R. D. and Stephanie U. Spina. "Informal Mentors and Role Models in the Lives of Urban Mexican-origin Adolescents." *Anthropology & Education Quarterly*, Vol. 34, No. 2, (September), pp. 1-25.
- 2001 Stanton-Salazar, R. D. "***Manufacturing Hope & Despair***: The School and Kin Support Networks of U.S.-Mexican Youth." Teachers College Press, Columbia University [now in second printing]
- 2001 Stanton-Salazar, R. D., Lisa F. Chávez, & Robert H. Tai. "The Help-seeking Orientations of White and Latino High School Students: A Critical-Sociological Investigation. *Social Psychology of Education: An International Journal*, 5, (49-82) (contains statistical data analysis).
- 2001 López, David and R.D. Stanton-Salazar. "The Mexican American Second Generation: Yesterday, Today, and Tomorrow." In *Ethnicities: Coming of Age in Immigrant America*. Edited by Rubén Rumbaut and Alejandro Portes. Berkeley and New York: University of California Press and Russell Sage Foundation.
- 2001 Stanton-Salazar, R. D. "Defensive Network Orientations as Internalized Oppression: How Schools Mediate the Influence of Social Class on Adolescent Development." In *Social Class, Poverty, & Education*. Edited by Bruce Biddle. Missouri Symposium on Research and Educational Policy, Vol. 3. New York: RoutledgeFalmer.

- 2001 Stanton-Salazar, R. D. Book Review published in the journal, *Contemporary Sociology*, 30, 2 (March). Reviewed: *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*, by Angela Valenzuela. New York: State University of New York Press, 1999.
- 2000 Stanton-Salazar, R. D. and Stephanie U. Spina. "The Network Orientations of Highly Resilient Urban Minority Youth." *The Urban Review: Issues and Ideas in Public Education*, 32, 3 (review/critique of research literature, and theoretical essay).
- 2000 Stanton-Salazar, R. D. "The Development of Coping Strategies among Urban Latino Youth: A Focus on Network Orientation and Help-seeking Behavior," in *Making Invisible Latino Adolescents Visible: A Critical Approach to Latino Diversity*. Edited by Martha Montero-Sieburth and Francisco A. Villaruel. New York: Falmer.
- 2000 Stanton-Salazar, R. D., Olga A. Vásquez and Hugh Mehan. "Engineering Success Through Institutional Support." In *The Academic Achievement of Minority Students: Comparative Perspectives, Practices, and Prescriptions*. Edited by Sheila T. Gregory. New York: University Press of America.

Previously published in: *The Educational Achievement of Latinos, Vol. II*. Edited by Aida Hurtado, Latino Eligibility Task Force. Santa Cruz: Regents of the University of California (1996).

- 1997 Stanton-Salazar, R. D. "A Social Capital Framework for Understanding The Socialization of Racial Minority Children and Youths." *Harvard Educational Review*, 67,1.
- 1995 Stanton-Salazar, R. D. and Sanford M. Dornbusch. "Social Capital and the Social Reproduction of Inequality: The Formation of Informational Networks Among Mexican-origin High School Students." *Sociology of Education Journal*, 68, 2.

OTHER BOOK REVIEWS (Cover Blurb and Conference Presentations)

"*Radical Possibilities: Public Policy, Urban Education, and A New Social Movement*," Routledge (2005), by Jean Anyon (CUNY Graduate Center). *American Educational Research Association*, San Francisco. Presidential Panel, April 10, 2006.

"*Asian Americans and the Shifting Politics of Race: The Dismantling of Affirmative Action at an Elite Public High School*," Routledge (2006). By Rowena Robles, Ph.D. (Loyola Marymount University)

UNPUBLISHED MANUSCRIPTS

- 2013 Stanton-Salazar, R.D. "The Empowerment of Immigrant Students in School: Using Social Capital Research and Theory to Guide the Design, Implementation, and Evaluation of a Comprehensive School Restructuring Initiative." Paper presented at the Urban Institute, Washington, D.C. (May 30, 2013) Conference Title: *Effective Strategies for Promoting School Success for Newly-Arrived Adolescent Refugees and Immigrants: New Directions for Research.*
- 2010 Stanton-Salazar, R. D., R. Macias, R. & Estela M. Bensimon. *The role of institutional agents in creating Latinos' pathways to majors in STEM fields.* Unpublished manuscript. Center for Urban Education, University of Southern California.

RESEARCH BRIEFS

- 1995 Stanton-Salazar, R. D. ENFOQUE, a publication of the *Center for U.S.-Mexican Studies*, U.C. San Diego.
- 1995 Stanton-Salazar, R. D. "Information Networks and The Social Reproduction of Inequality." Published brief, *Linguistic Minority Research Institute*, Vol. 4, (5).

UNPUBLISHED GRANT REPORTS

- 1995 Stanton-Salazar, R. D. "Access to Social Support Among Low-Income High School Mexican-origin Youth." Submitted to the *California Policy Seminar*, Berkeley, California.
- 1993 Submitted to the *Linguistic Minority Research Institute*, Graduate School of Education, University of California, Santa Barbara, September.

UNPUBLISHED DOCTORAL DISSERTATION

- 1990 "The Role of Social and Information Networks In The Formation of Educational and Occupational Expectations Among Mexican-origin High School Youth," Stanford University.

PUBLISHED REVIEWS OF BOOK: “*Manufacturing Hope & Despair: The School and Kin Support Networks of U.S.-Mexican Youth.*” Teachers College Press:

Choice: *Current Reviews for Academic Libraries*, “**Outstanding Title,**” reviewed in March, 2002, by R. S. Guerra, University of Texas--Pan American. (“Choice” is a premier source for reviews of academic books, electronic media, and Internet)

“Confronting Structure and Revealing Diversity for Latino Students,” (*Educational Researcher*, an AERA Journal, October, 2003), by *Alex Stepick*, Director of the Immigration & Ethnicity Institute and Professor of Anthropology and Sociology at Florida International University, Miami.

RESEARCH EXPERIENCE & GRANTS

- 2001 Principal Investigator. “A Sociological Survey, Analysis, and Critique of Youth Interventions Operating in School-based and Community-based Sites: A National Survey.” *The Spencer Foundation*, Chicago Illinois (\$35,000)
- 1998 Principal Investigator. “Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students.” *Institute of American Cultures*, UCLA (\$3,000).
- 1998 Principal Investigator. “Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students.” *Academic Senate Grant*, U.C. San Diego (\$7,000).
- 1996 Principal Investigator. “Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students.” *Academic Senate Grant*, U.C. San Diego (\$5,991).
- 1995 Principal Investigator. “Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students.” *Academic Senate Grant*, U.C. San Diego (\$5,880).
- 1995 Principal Investigator. “The Intersection of Cultural Forces and Institutional Processes in the Allocation of Instrumental Resources: A Study of the Network Orientation of Ethnic Minority High School Youth.” *William T. Grant Foundation*, New York, NY (\$53,725.00).
- 1993-94 Principal Investigator. “The Intersection of Cultural Forces and Institutional Processes in the Allocation of Instrumental Resources: A Study of the Network Orientation of Ethnic Minority High School Youth.” *Academic Senate Grant*, U. C. San Diego (\$3,108).
- 1993 Principal Investigator. “Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students.” *U. C. Latino Eligibility Task Force* (\$35,000.00).

- 1992 Principal Investigator. "Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students." *California Policy Seminar*, University of California (\$19,500).
- 1992 Principal Investigator. "Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students." *Academic Senate Grant*, U. C. San Diego (\$9,000).
- 1992 Principal Investigator. "Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students." *The Spencer Foundation*, Chicago, Ill. (\$51,449).
- 1991 Principal Investigator. "Networks, Social Support, and Social Mobility: The Question of Access Among Mexican-origin High School Students." *Linguistic Minority Research Institute*, University of California (\$6,828.00).
- 1990-92 Principal Investigator. "Networks, Social Support, and Social Mobility: The Question of Access among Mexican-origin High School Students." *UC President's Fellowship*, UC San Diego, La Jolla, CA.

PRESENTATIONS AT PROFESSIONAL CONFERENCES & SYMPOSIA

- Paper Presentation, Conference Title: *Power Brokers: Building Youth Social Capital through Connected Learning, Digital Media and Learning Conference*. The University of California, Irvine. (October 6, 2016) "Contributions of social capital theory and social network models in advancing the connection between students' school-based learning and community-based opportunities for pursuing interest-driven learning."
- Paper Presentation, Conference Title: *Effective Strategies for Promoting School Success for Newly-Arrived Adolescent Refugees and Immigrants: New Directions for Research*. The Urban Institute, Washington, D.C. (May 30, 2013) "The Empowerment of Immigrant Students in School: Using Social Capital Research and Theory to Guide the Design, Implementation, and Evaluation of a Comprehensive School Restructuring Initiative."
- Keynote Address, *Hsuiping Institute of Technology, Overseas Chinese Institute of Technology, & Central Taiwan University of Science and Technology*. "The Role of Chinese Language-Heritage Schools in the Empowerment of Children & Youth of Immigrant Parents," May 25, 26 & 27, 2009. Taichung County, Taiwan.
- Keynote Address for the 8th Annual Assistant Principals and Aspiring Leaders Conference. January 23, 2009 at the *Texas State University LBJ Center*. San Marcos, Texas. "The Role of Institutional Agents in the Empowerment of Working-class Minority Youth."
- Keynote Address at the *Knight Digital Media Center* at USC Annenberg School of Communications. "A Changing America: Demographic Bootcamp," conference

designed for *Professors of Journalism and Communication* from across the country; December 3, 2008.

Conference Presentation the 5th Annual Tomás Rivera Policy Institute Education Conference: *Policies, Programs, and Practices: Latino Education For a New Era*. Long Beach, California: Long Beach Convention Center; October 31, 2008. “*Social Capital Among Students and their ‘Institutional Agents’*: The Social Networks of Low-income, Urban, Adolescent Students and of Adults Who Staff Student Intervention Programs.”

Panel Discussant, *American Educational Research Association*. Panel organized by Tamo Chattopadhyay, Columbia University; New York City, March 28, 2008. “Educational Intervention and Social Capital: Limits and Possibilities for Policy and Practice.”

Conference Presentation, SPIVAC CONFERENCE ON DESEGREGATION. Annual meeting of the *American Sociological Association*, organized by Roslyn Mickelson (University of North Carolina). Washington, D.C., June 9-11, 2006. “Critical Social Science Perspectives on the Effects of School and Classroom Composition on Educational Outcomes.”

Guest presentation at the annual retreat of the Department of Sociology, *Pitzer College*, Claremont Colleges. *Descanso Gardens*, California, November 12, 2006. “‘Pedagogical Oppression,’ ‘the Sociology of Education’-- *Prison and Emancipation*: The Biographical Basis for my Scholarship on Social Capital.”

Keynote Address, *Sociology of Education Association*. Conference Theme: “Social Capital and Educational Achievement.” Asilomar Conference Center, Pacific Grove, California, February 24-26, 2006. “Examining Effective Educational Environments for Racial Minority Students Using A Social Capital Framework of Analysis.”

Conference Presentation. Conference sponsored by The Mid-Atlantic Laboratory for Student Success, the *University of Illinois Series on Children and Youth*. November 10-11, 2005. Washington, D.C. Paper presented by Robert K. Ream & Ricardo D. Stanton-Salazar. “The Mobility/Social Capital Dynamic: Understanding Latino Families & Students.” Paper subsequently published in *Minority Children and Youth: Families, Schools, Communities, and Learning*, organized by Susan J. Paik & Herbert J. Walberg (Claremont Graduate School).

Panel Discussant, Annual Meeting of the *American Sociological Association*. Panel organized by Roslyn Mickelson (University of North Carolina). San Francisco, California, August 14-17, 2004. “Social Capital, Immigrants, and Educational Outcomes.”

Presentation to *McNair Fellows*, *University of Southern California*, July 28, 2004. “Examining Effective Educational Environments Using A Social Capital Framework of Analysis.”

Keynote Address, Conference for Urban School Administrators, Los Angeles County and West San Gabriel Valley Areas, organized by *Principal's Exchange*. June 9, 2004. "A Social Capital Framework for Liberating the Academic and Intellectual Potential of Working-class & Poor Minority Students, and for Unleashing the Transformational Powers of Teachers, Counselors, and Administrators."

Conference Paper Presentation, "Youth Connections as Social Capital: U.S. Mexican Youth, Peers and School Achievement." Annual meeting of the *American Educational Research Association*, (part of a panel formally presenting new book, *School Connections: U.S. Mexican Youth, Peers, and School Achievement*, Teachers College Press), San Diego, California, April 16, 2004.

Conference Presentation. Part of panel discussion, entitled, *The Hispanic Challenge? What We Know about Latino Immigration*, organized by the Division of United States Studies and the Mexico Institute at the *Woodrow Wilson International Center for Scholars* together with the *Migration Policy Institute*. March 29, 2004. "What do we know about the linguistic assimilation of the second generation (i.e., the children of immigrants)?"

Colloquium. *Department of Sociology, University of Wisconsin, Madison*, December 4, 2003. "Social Capital, Human Agency, and the Culture of Power Among Working-class Minority Students."

Presentation to the Faculty of the School of Social Work, *University of Southern California*, December, 2003. "A Social Capital Framework for Assessing Youth Intervention Programs Operating in School-based and Community-based Sites in Low-income Urban Communities."

Seminar Presentation. Paper presented "The Peer Network as a Context for Social & Emotional Support." Paper presented at the Hayes Mansion Conference Center (San Jose, CA), September 14, 15, & 16 (2002); organized by Margaret Gibson, Ph.D. (UC Santa Cruz) for the *Latino Peers Project*; funded by UC ACCORD. (I subsequently authored one of the chapters in the edited volume, *School Connections: U.S. Mexican Youth, Peers, and School Achievement*. Edited by Margaret A. Gibson, Patricia Gándara, and Jill Peterson Koyama. New York: Teachers College Press, Columbia University.

Conference Paper. Presented at the 51st annual meeting of *The Society for the Study of Social Problems*, Anaheim, CA August 17, 2001. "Informal Mentors and Role Models as Sources of Social and Institutional Support."

Conference Presentation. *The Spencer Foundation Conference on Sociology and Education*, Atlanta, Georgia, March 1 -3, 2000. "Research on Social Capital and Social Reproduction: What is Needed."

- Conference Paper. Presented at the annual meeting of *The Sociology of Education Association*, Monterey, California, February 27, 2000. "Perilous Webs: The Social Support Networks of Working-class Mexican-origin Adolescents."
- Conference Paper. Presented with David López (UCLA, Sociology), at the *Annual Symposium on Research and Policy on Immigration and Education*, Center for US-Mexican Studies, U.C.S.D., February 19, 1999. "The Mexican-American Second Generation: Yesterday, Today, and Tomorrow."
- Conference Presentation. Presentation to *Walden University* pre-doctoral students, Indiana University, Bloomington, Indiana, July 13, 1998. "In Pursuit of Sociologically-grounded Models of Child and Adolescent Development: A Focus on Low-income Racial and Ethnic Minority Adolescents."
- Conference Presentation. *The New Second Generation Symposium*, co-presented with David López; University of California, Los Angeles, Los Angeles, California, May 29, 1998. "The Emerging Latino Second Generation: Problems and Prospects."
- Colloquium. Faculty Center, *University of California, Los Angeles*, May 22, 1998. "Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth."
- Conference Presentation. *Spencer Dissertation Fellows Spring Forum*, AERA, San Diego, CA., April 14, 1998. "Differential Social Capital Among Low-SES Students of Color: The Social Reproduction of Inequality & Instances of Individual Educational Mobility."
- Conference Presentation. At the *3rd Annual Missouri Symposium on Research and Educational Policy*, University of Missouri, Columbia, Columbia, Missouri, February 17-18, 1998. "Perilous Webs: Ties to Kin and School Personnel as Sources of Social and Institutional Support--A Focus on Low-Income and Mexican-origin Adolescents."
- Conference Presentation. Presented at the annual meeting of the *Pacific Sociological Association*, San Diego, California, April, 1997. "Social Embeddedness: How Social Networks Facilitate Academic Persistence Among High School Students."
- Conference Paper. Presented at the annual meeting of the *American Educational Research Association*, Chicago, Illinois, March, 1997. "The Network Orientations of Academically-Successful Urban Minority Youth."
- Conference Paper. Presented at the annual meeting of the *American Educational Research Association*, New York, NY, March, 1996. "A Social Capital Framework for Understanding The Socialization of Racial Minority Children and Youths."
- Conference Paper. Presented at the annual meeting of the *International Conference on Social Networks*, London, England, July, 1995. "Access to Social Capital and Institutional Support Among Low-income High School Mexican-origin Youths."

Conference Paper. Presented to *l'Équipe de Sociologie de l'Éducation CNRS*, Université René Descartes, Paris, France, July, 1995. "A Social Capital Framework for Understanding The Socialization of Ethnic Minority Children and Youths."

Colloquium. Presented at the Center for U.S.-Mexican Studies, U. C. San Diego, May, 1995. "Manufacturing Hope and Despair: The Social Networks and Schooling Experiences of Mexican-origin Barrio Youths."

Conference Paper. Presented at the annual meeting of the *National Association of Chicano Studies*, Spokane, Washington, March 1995. "The Development of Coping Strategies among Urban Latino Youth: A Focus on Network Orientation and Help-Seeking Behavior."

Conference Paper. Presented presentation at the annual meeting of the *American Sociological Association*, Cincinnati, Ohio, August 1991. "Social Capital and Future Social Mobility: The Impact of Information Networks on the Formation of Educational and Occupational Expectations Among Mexican-origin High School Students."

Conference Presentation. Presented at the annual meeting of the *Pacific Sociological Association*, Anaheim, California, April 1991. "A Tri-generational View of Kinship Structure and Familism Among Mexican-origin Families and Youth in the San Francisco Bay Area."

ROSSIER SCHOOL OF EDUCATION COMMITTEES

RSOE Speakers Conference, Principal Organizer, with Dr. Estela Bensimon (2001).
Speakers: *Dr. Antonia Darder; Dr. Pedro Noguera*

Faculty Council, 2004-2005

EDITORIAL BOARDS

American Educational Research Journal, American Educational Research Association
Youth & Society: A Quarterly Journal
Latinos and Education Journal
Sociology of Education Journal, American Sociological Association

EDITORIAL REVIEWER

American Educational Research Journal
International Journal of Comparative Sociology (April, 2016)
Review of Educational Research, American Educational Research Association
Educational Evaluation and Policy Analysis
Youth & Society : A Quarterly Journal
Latinos and Education Journal
Teachers College Record

Social Psychology of Education
Sociology of Education Journal, American Sociological Association
American Journal of Sociology, American Sociological Association
Social Forces
Sociological Perspectives, Pacific Sociological Association
Journal of Rural Education
Men & Masculinities
Journal of Research on Adolescence

PROFESSIONAL AFFILIATIONS (Former Memberships)

Linguistic Minority Research Institute
American Sociological Association (ASA)
Sociology of Education Association
American Educational Research Association (AERA)
The Woodrow Wilson International Center for Scholars (2004 Residential Fellow)

MOST RECENT DISSERTATION COMMITTEES

Márquez, Héctor H. (2017). Social Capital, Academics, and Sense of Belonging Among High School Foster Youth. Dissertation, presented to the Department of Educational Leadership, *California State University, Long Beach*, May 2, 2017.

Rojas, Leticia (2014). Understanding Teaching: The Classroom Teacher As an Institutional and Empowerment Agent for Latina/o Youths' College Access. Dissertation, presented to the Department of Educational Leadership, *California State University, Long Beach*. April 22, 2014

RECENT PROFESSIONAL EXPERIENCES IN THE COMMUNITY

Workshop. *Cal Poly Pomona*, "PolyTransfer Program," August 8 thru 10, 2017. Led 3-day workshop for two groups of students transferring from community college to *Cal Poly* in the fall. Workshop entitled, "Using a Social Capital Framework to Develop and Enhance the Social Support Networks and Networking Behavior of First-Generation University Students." Lorena Márquez, M.Ed., PolyTransfer Coordinator.

Workshop. *Cal Poly Pomona*, "PolyTransfer Program," August 9 thru 11, 2016. Led 3-day workshop entitled, "Social Networks, Social Capital, & College Success" to two groups of students transferring from community college to *Cal Poly* in the fall. Lorena Márquez, M.Ed., PolyTransfer Coordinator.

Workshop. *Cal Poly Pomona*, "Summer Bridge Program" (EOP), July 14, 2016. One-day workshop entitled, "Social Networks, Social Capital, & College Success" to two groups of students beginning their first year at Cal Poly. Norma Leon, *Coordinator, Educational Assessment & Retention*.

Guest Presentation, to MA students in the College of Education, *California State University, Long Beach*, October 13, 2015. "Social Networks & English Language Learners."

Workshop. *Upward Bound Los Angeles* (Volunteers of America), March, 2015. Program serving high school students from South Los Angeles and the Crenshaw District. Myrna Joseph, TRIO Programs Director; Cara Askew, co-Director.

OTHER RELATED PROFESSIONAL EXPERIENCES

Advisory Board, AISL: Advancing Informal STEM+C Learning. *Connected Learning Lab*, UC Irvine, 2018

Program Chair 2002, The *Sociology of Education Association*, Asilomar Conference Center, Pacific Grove, California (February 22-24, Conference).

Planning Committee, UCSD's *Pruess School*, (Charter School on the U.C.S.D. Campus, 6th through 12th grade), 1995-1997.

Advisory Board, *Center for Research on Diversity and Urban Education*, U.C. Berkeley

Mexican-American Advisory Board, San Diego Unified School District

Section Co-chair, Division G: Social Context of Education, *American Educational Research Association*; appointment 1995-96.

RELATED EMPLOYMENT OUTSIDE THE UNIVERSITY CONTEXT

Elementary School Teacher, National School District, San Diego, California. Grades taught: Model "bilingual maintenance" program--3,4,5,6; 1980-83.

OTHER LANGUAGES SPOKEN: Spanish

Stanton-Salazar THEMATIC DISSERTATION RESEARCH PROJECT

(9 Dissertations: 2006-2007):

“Examining Effective Educational Environments Using A Social Capital Framework of Analysis.” Each scholar investigated a school- or community-based student intervention program—focusing on the complexities entailed as program leaders acted [or failed to act] to mobilize their personal networks to access key resources (“social capital”) to support either the students in the program or their staff colleagues. Programs studied include *AVID*, *Puente*, *SummerBridge*, *YouthBuild*, *AMAN*, *Schools of Wheels* (children of homeless families).

Gamble, Brandon (Ed.D.) (2007). *Social capital networks of institutional agents and the empowerment of African American youth*. (Rossier School of Education) University of Southern California.

Liou, Tung-Yuang (Ed.D.) (2007). *Using social capital theory in examining leaders of on-campus intervention programs*. (Rossier School of Education) University of Southern California.

Martínez, David Angel (Ed.D.) (2007). *The manifestation of social capital within the mathematics, engineering, and science achievement (MESA) program*. (Rossier School of Education) University of Southern California.

Miller, Monica (Ed.D.) (2007). *Social capital, institutional agency, low-status, urban youth, and empowerment: an investigation of School on Wheels, Inc.* (Rossier School of Education) University of Southern California.

Mims, Bruce Lamar (Ed.D.) (2007). *Social Capital, Institutional Agency, Minority or Low Status Youth Empowerment, and AVID Implementation*. (Rossier School of Education) University of Southern California.

Quintanar, Imelda (Ed.D.) (2007). *Defining the Mobilization of Social Capital for Low-SES Minority Youth Participants in the Summer Bridge Program by Program Leaders*. (Rossier School of Education) University of Southern California. Nominated for “Best Dissertation of the Year” by Dr. Reynaldo Baca

Rodriguez, Cristina Castelo (Ed.D.) (2007). *Examining the networks of program leaders in the community college component of the Puente Project within the context of a social capital framework*. (Rossier School of Education) University of Southern California.

Ward, Mary (Ed.D.) (2008). *An AVID Program Investigation: Examining an Intervention Program Within the Context of Social Capital Theory*. (Rossier School of Education) University of Southern California. Nominated for “Best Dissertation of the Year” by Dr. Reynaldo Baca & Dr. Linda Fischer

Whitten, Kelly Suzanne (2007). *Social capital networks of institutional agents and the empowerment of low-status youth in a federally funded intervention program*. (Rossier School of Education) University of Southern California.

OTHER NOTABLE DISSERTATION CHAIRSHIPS

Lee, Felicia *Jin-Sun*, Ph.D., (2003). "Social capital and tenure: The role of race and gender in academic promotion." University of Southern California (*Rossier School of Education*). Felicia J. Lee currently serves as the Chief of Staff (COS) for the Division of Student Affairs at the University of California, Berkeley.

Prado, José Miranda, Ph.D., (2006). "A critical social capital analysis of educational tracking in the west San Gabriel Valley" (*Department of Sociology*) University of Southern California. *Current Employment*: Associate Professor, Department of Sociology, *Cal State Dominguez Hills*

NOMINATIONS FOR 'BEST DISSERTATION OF THE YEAR'

Quintanar, Imelda, Ed.D. (2007). "Defining the Mobilization of Social Capital for Low-SES Minority Youth Participants in the Summer Bridge Program by Program Leaders." (*Rossier School of Education*) University of Southern California. [Chair/Advisor: R. D. Stanton-Salazar. Nominated by Dr. Reynaldo Baca, for academic year, 2007]

Ward, Mary, Ed.D. (2008). An AVID Program Investigation: Examining an Intervention Program Within the Context of Social Capital Theory. (*Rossier School of Education*) University of Southern California. [Chair/Advisor: R. D. Stanton-Salazar. Nominated by Dr. Reynaldo Baca & Dr. Linda Fischer, for academic year, 2008] [AVID: *Advancement Via Individual Determination*]

'BEST DISSERTATION OF THE YEAR' 2011

Sumun "Sumi" Lakshmi Pendakur, 2011, was Director of Asian Pacific American Student Services (APASS), at the University of Southern California. Dissertation Title: "*The Search for Transformative Agents: The Counter-Institutional Positioning of Faculty and Staff at an Elite University.*" (Chair: Reynaldo Baca; Advisor: Ricardo D. Stanton-Salazar). "...The purpose of this study is to empirically ground Stanton-Salazar's (2010) theoretical trope of the **empowerment agent** through a life history study of subjects identified as empowerment agents. "Empowerment agents" leverage their social capital network to offer institutional support to low-status students while helping the students clarify and construct an action-oriented, social justice-centered, critically conscious worldview."

COURSES TAUGHT (UC Santa Barbara, UC San Diego, & USC)

Struggles for Equality in Chicana/o Education (CHST133, UCSB)

The Social Organization of Education (Soc. 126, UCSD)

Minorities in the Schooling Process: The Sociology of Urban Education (Soc. 125, UCSD)

Families & Communities in America: A Cross-Cultural Examination of Indigenous Helping Systems (Soc. 130, UCSD)

Sociology of the Family: An Integrated (Race, Class, & Gender) Study of Families, Women, & Children in the United States (Soc. 129, UCSD)

Chicano/as in Contemporary Society (Soc. 151M, UCSD)

Sociology of Education Graduate Seminar (Soc. 270, UCSD; EDPA 508, USC)

Race & Ethnicity in the Schooling Process: The Sociology of Urban Education (USC)

Teaching and Learning in School Settings (CTSE 203, USC, *Educational Psychology & Sociology of Education* combined)

Sociological Foundations of Education (EDUC 204, USC)

Master's Seminar: Quantitative & Qualitative Research Methods (EDUC 593a, USC)

Master's Seminar: Quantitative & Qualitative Research Methods (EDUC 593b, USC)

Ricardo D. Stanton-Salazar, Ph.D.

Expert on multicultural issues surrounding social class, poverty and education in the U.S., with special attention to urban Latino youth

Expertise:

social support networks of working-class Mexican-origin adolescents
social capital theory
social network analysis
socialization of racial minority children and youths
coping strategies among urban Latino youth
academic achievement strategies of minority and immigrant urban youth
influence of social class on adolescent development
social class, poverty and education in the U.S.
race, ethnicity and urban education
social psychology of urban education
multicultural issues
diversity issues

Additional Information:

Author of *Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth* (2001) <http://store.tpress.com/0807741086.shtml>

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