

## **Leena Furtado**

Director & PI-Title V-GWIE (*Graduate Writing Institute for Excellence*)

Director & PI-Title V-PEGS (*Promoting Excellence in Graduate Studies*)

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Curriculum Vitae

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### **Career Summary**

- 20 years of transitional leadership experience at CSUDH and higher education.
- Worked directly in task force teams with interim provost and academic affairs to set up a successful URSCA-undergraduate research scholarship and creative activity center, robust student research venues, graduate writing institute for excellence, improve pre-post award services, and promote excellence in graduate studies.
- Experience in improving student graduation, advisement, grade appeals, thesis/scholarship writing, development for graduate policy handbooks for student advisement and program coordination by faculty.
- Worked directly on the campus WASC steering committee to accumulate and assess data, present on diversity acknowledgment, promotion, and action in the community, program assessment outcomes, and service learning initiatives to visiting accreditation team.
- Active in the president nominated and selected WSCUC steering committee by representing grad council, graduate program studies, student learning outcomes, evaluation, Title-V academic program enrichment efforts, and archival data compilation on critical program pedagogies and research scholarship endeavors on campus.
- Direct experience in chairing the Graduate Education Department in College of Education; successfully coordinated a MA: curriculum and instruction program and science emphasis program options prior to its transition to TED and completing all assessment requirements for NCATE and NBPTS program accreditation; defining core courses for COE, MA programs, writing new Masters reading and science emphasis program options with student learning outcomes. The new science program option is foundational to the major STEM grants in CSUDH/COE.
- Active promoter at Faculty Development Center, and Grad Council on program quality, effective teaching practices aligned to student learning outcomes, transparency of course assignments to assessment rubrics, academic writing in the disciplines, on-line hybrid program development, and faculty research and grant writing retreats.
- Direct experience in engaging, promoting and administering pre-post Title-V institutional grant award program services, staff management, budgets, grant writing, annual performance reports, and scholarship research promotion and publication.
- Promoting campus wide research writing and critical thinking skill development programs services for students through collaboration and partnership with campus smaller grant entities, the career center, educational opportunity programs, male success alliance, and associated student services.
- Enduring commitment to community outreach, service learning, student academic success programs, improving research, scholarship, and creative activity both for graduate and undergraduate studies and faculty.
- Academic senate member for 18 years and 6 years a campus faculty representative on the Chancellor's Academic Council for International programs, fostering faculty exchange and student study abroad programs.

## Education

- 1996 **Ph. D.** Texas A&M University, College Station, Texas.  
**Major:** Curriculum & Instruction  
**Minor:** Linguistics, Second Language Development, and Multicultural Studies.
- 1987 **Secondary/Middle School Teacher Certification** [(English, Social Science, ESL (K-12)]. Kansas State University, Manhattan, Kansas.
- 1976 **B. Ed –Bachelor of Education (Middle and High School)**, Loreto College, Teacher Education, University of Calcutta/Kolkata, India.
- 1974 **MA- International Relations (Specialization-Super Powers/Cold Wars)**, Jadavpur University, West Bengal, India.
- 1972 **BA-History Honors**, Loreto College, University of Calcutta/Kolkata, India.

## CUSDH Professional Career

- 2011- Full Professor  
2004- Tenured  
2002- Associate Professor  
1998- Assistant Professor  
1997- Lecturer

## **Leadership & Administrative Initiatives within the Title-V-PPOHA grants (2010-current)**

*Creation of the Graduate Writing Institute for Excellence Center to fulfill the Title-V PPOHA grant (Post-Baccalaureate Opportunities for Hispanic Americans) goals and objectives. Support the academic enrichment success of diverse students with critical reading and writing pedagogy, research skill development and scholarship. Provide faculty support to enrich programs within disciplines.*

## Responsibilities

- Since 2010, acting as a visionary leader, author, director and principal investigator of the 2 (two) institutional Title V-PPOHA grants, namely: 2010-2015-PEGS (*Promoting Excellence in Graduate Studies*) and the 2014-2019- GWIE (*Graduate Writing Institute of Excellence*).
- Administer and set up the very first *GWIE Center* for Masters programs at CSUDH campus (2014) akin to UC Research universities. The central and popular location of the GWIE in the library is highly accessible and frequently visited by students, faculty, and staff to receive academic and research writing program services.
- Successfully administered grant goals and program activities at the various levels across the campus community, align program services to the CSUDH mission and goals by serving the diverse population of our campus. The excellence in graduate study initiatives permeate all 24 masters and professional programs on campus on a cross-department and cross-college levels and undergirded by collaboration and inclusion.
- I co-chaired the GWIE Steering Committee. Continually, lead and maintain the Grant Advisory Board, train the Graduate Writing Consultants (GWCs) team, administrative staff, and assist

faculty to co-design and implement the goals and objectives to be carried out and also make them known to the campus community.

- The Grant Advisory Board consists of the Director, grant administrator, and Faculty-Fellows (FF) representing the 5 colleges who meet regularly to advocate grant goals, timelines, logic models, assessment procedures, and the dissemination of resources to support campus-wide academic affairs initiatives.
- Since 2010, as the director and PI, I'm required to regularly inform and submit written reports to the President, Provost, Office of Funded Projects and Dean of Graduate Studies, campus faculty via the Academic Senate and Academic Affairs on students and faculty receiving grant program services, resources, assessment data, and evaluation reports.

### Accomplishments

- Consistently facilitate the use of campus wide roundtable discussions, surveys, faculty cohort meetings, presentations, and other information gathering sources for consensus and to assist in identifying priorities, student and faculty academic needs, goals, and organizational steps towards writing both grants.
- Since 2010, I have worked progressively with a budget of 6 million collectively in the 2 Title V-grants and (\$250, 000) HP Catalyst STEM grant. Allocated and accounted for academic resource funds dissemination (Ex: workshops, seminars, student stipends, new student orientations [NSO], travel scholarships for students and faculty, and research assistantship etc;). Report yearly expenses to the Department of Education and the Office of President, Provost, and Graduate Studies.
- 2010-current, write the Annual Performance Reports (APR) for submission to DOE and the campus president and provost and report the same to the Academic Senate on students and faculty served by the grant services, research, scholarship, metrics and evaluation procedures.
- Supervise, train, and direct 14 staff at the GWIE Center. Written institute policy handbooks on organizational structure and performance policy and assessments addressing graduate writing consultants (GWCs), and administrative staff. Active in designing and writing academic research and writing program curricula for campus use.
- 2013-2015 grant years the campus graduate enrollment has generally been within the range of 2,000-2,500 students from which in 2013-2015, 1,999 and 1,552 students respectively received various GWIE academic research, thesis, and grant writing skills development by attending research writing and fundamental writing series. 78 and 61 of these requests were initiated by faculty. Fall 2016 *GWIE Center* completed 15 faculty requests for in-class workshops/seminars.
- Design and execute administrative policies, research writing curricula (such as, critical reading and thinking, generate ideas for a research paper, summarize and analyze research sources,

annotate bibliography, conduct and write a literature review, APA style format, plagiarism, timed essays, and how to be a grad student etc;) and program assessment rubrics and policy.

- Supervised and conducted (2013-2014), 1,234 workshops, 65 group seminars, 618 graduate tutorials, 556 under graduate tutorials, the *Virtual lab* learning (PEGS website) served 6,526 students with 2,819 as unique visitors.
- 2014-2015 witnessed the closure of the *PEGS* Title V grant and instituting of “*Graduate Pathways*” program services and the beginning of the organization and management processes of the new *GWIE* Center 2014-2019. The award and opportunity is unknown in the DOE grants where one Title V grant is in progress while a new one is awarded the same year. HACU conference town hall acknowledgment was a testimony of the quality and accomplishments of the Title V grant at CSUDH.
- The *GWIE* Center service program data, timelines, and its impact for 2015-2016 is being compiled and analyzed to ensure that grant goals and metrics have been reached. The data analysis and program assessment outcome data will be in the January 2017 APR report.

*Creation of research centers and student grant fellowship programs that support research scholarship and creative activity across campus and maintain academic programs of the highest quality*

#### Accomplishments

- Collaborated and co-directed (2010-2012) the HP-Catalyst STEM grant with CSUDH campus high school, CSUDH, and international consortium partners. Presented grant outcomes in Delhi, India, Beijing, China, and Sao Paulo, Brazil.
- As a task force member, completed a successful URSCA Center (*Undergraduate Research Scholarship and Creative Activity*). Wrote policy, MOUs, organizational structure, funding sources, and physical location for review and approval by the president, interim-provost and cabinet members within the November 2013 deadline.
- As a committee member since 2013, worked diligently to fulfill the campus vision and initiative for a successful URSCA. Read faculty scholarship proposal submissions for faculty research awards to promote undergraduate scholarship studies.
  - Active in chairing, judging and promoting *Student Research Day* (SRD) presentations at CSUDH (2005-Current). Through *PEGS/GWIE*, initiated the *SRD Boot Camps*, an intensive program to inform, develop, and sharpen both undergraduate and graduate research skills (such as how to write a proposal? present at a conference, and create effective power point presentations) in advance to SRD presentations. This effort extends to co-facilitate with campus faculty and prepare students for the statewide competitions.
- Design, administer, train mentors, and evaluate the “*Graduate Pathways*” program initiative (2013-current) to prepare undergraduate (juniors and seniors) and post-graduate students as

they research and select prospective MA/Ph.D programs of study. Served 594 students (2013-2016) via summer boot camps, and seminars to assist students write personal statements, admission essays, apply for scholarships, fellowships, and update resumes and CVs.

- Design, administer, and evaluate the *Research Assistantship* initiative which commenced in January 2016 to support faculty-student scholarship collaborations and co-authored publications at GWIE. The cohorts spring 2010-2017 consist of 38 faculty and 39 Research Assistants.
- Attended discipline specific faculty department meetings within 5 colleges to foster academic enrichment in critical pedagogy, research writing skills for students and curricula enrichment.
- Active in academic bridging and synergetic promotion of research resources, program services, and staff training for campus undergraduate grant entities, such as *Title V-Part A, Title V-STEM-Part A, Upward Bound, Male Success Alliance, MBRS-Rise, McNair Scholar's Program, Educational Opportunity Programs, and the Career Center.*
- Provide grant writing workshops to graduate students at the *GWIE Center*.
- Active in chairing graduate Thesis and Project assignments (2000-Current).
- Students' thesis/projects participations are gradually increasing with the support being generated via the *GWIE Center* on campus.  
*In 2012-2013, documented 113 students who completed thesis/project.*  
*2013-2014-saw an increase where 136 thesis projects were completed,*  
*2014-2015 witnessed 83 completed projects.*
- Since 2000, an active reviewer of the Graduate *Thesis of the Year (TOY)* Award on campus.
- In 2005, and 2015, 2 (two) College of Education (MA: Curriculum and Instruction) students received the TOY award under my thesis chair guidance. Students and thesis chair are acknowledged during Masters graduation-commencement ceremony.

*Promote a culture of program effectiveness and educational policy alignments and accreditations, support scholarship on campus and lead discussions regarding research in humanities, social studies, business and science.*

#### Accomplishments

- Provide *New Student Orientations (NSOs)* for high impact MA programs like Nursing, Social Work, Occupational Therapy, and Education. Students receive general admissions advisement and much needed academic writing skill development. In 2016-GWIE accounted for 285 NSO attendees. In addition, 85 students attended a campus-wide NSO orientation in collaboration with Grad Studies. In 2015, 150 GWIE/NSO students attended while grad studies accounted for 250 NSO attendees. Some master's programs conducted their individual NSOs.
- Write and review - (2012-Current): 1. GED 501 Program Unit Assessment Plan for *National Council for Accreditation of Teacher Education (NCATE)*. 2. MA: C&I Program Unit Assessment Plan for NCATE.

- Coordinate and align the MA: Curriculum & Instruction program with *National Board for Professional Teacher Standards* (NBPTS) and develop courses and learning outcomes to prepare teachers to design portfolios and reflective journals for the NBPTS professional examination which acts as the gateway for NCATE accreditation (2000-current).
- Designed and developed a new MA: C&I (Science Emphasis) program option degree. Collaborated with faculty in the NBS (Natural and Behavioral Science) department, CSUDH, Los Angeles Unified School District (LAUSD) superintendent, principals, science specialists and lead teachers to initiate the collaboration (2007). The program coursework undergirds the COE Transition to Teaching (TTT) and Urban Teacher Residency (UTR) project and STEM grants.
- Active in reviewing and promoting faculty research on campus for scholarship/grants/awards.
- Collaborated and wrote syllabi with SOE Teacher Education faculty on developing the MA: Reading Program in SOE.

*Participate in campus wide national accreditation for program assessment and student learning outcomes and lead in campus initiatives on a national level*

#### Accomplishments

- Active in WASC & WSCUC Steering Committee accreditation university team assignments and presently compiling student learning outcome and scholarship evidence data on critical thinking, research, scholarship and creative activity for 24 graduate programs under *PEGS* and *GWIE* grants and Graduate Studies.
- Active in the Faculty Development Center to promote venues of research and grant writing, service learning, and program enrichment.
- Active in Grad Council to design and promote faculty advisement handbook, program coordinator handbook, faculty research writing retreat, course syllabi with rubrics, and academic writing within the discipline.
- Continue to participate in the Grades Appeal Committee, Grad Council, University and College Curriculum Committees, Asian America, Native American, Pacific Islander (AANAPISI/APINA) Network, and International Education program development and initiatives.
- Act as ambassador to promote underrepresented and diverse student academic needs on campus as well as represent the campus in the Southern California Consortium of Hispanic Serving Institutions (SCCHSI) and Hispanic Associations of Colleges and Universities (HACU) organizations.
- Active in conducting professional development in Academic Literacy and Science pedagogy for K-12 teachers (2004-Current).
- Active in conducting professional development in Action Research for K-12 *Transformative Teacher Leadership* programs in the College of Education (2004-Current).
- Active in directing and promoting *Read-Aloud* Cross-age partnership at the Child Development Center (2007-2009).
- Collaborated, wrote, and reviewed course syllabi for the Ed. D., an Educational Administration doctoral program (2009).
- Directed and nurtured the MA: C&I students' *Action Research* Poster Presentation on campus (2005, 2008, 2009).

*Ensuring smooth facilitation of pre-post awards for faculty, students and staff*

Responsibilities

CSUDH president in 2015 established the Research Enterprise Pre & Post Award Services Task Force, charging to campus wide institutional grantee awardees (as Title-V PPOHA grant director & PI), student affairs Interim AVP as the director of the undergraduate Title-V PPOHA grant, dean of graduate and research office, institute and development centers, the president's chief of staff, and academic senate chair to ensure smooth pre-post awards for faculty, students and staff.

The *Task Force* was charged to align to the University's still-new Strategic Plan, adopted at the close of 2014, which includes this goal, objective, and strategy:

**Goal 4:** Ensure, stabilize and grow the university's fiscal resources by diversifying and increasing revenue sources.

**Objective A:** Increase revenue from public and private donations, grants, contracts, gifts, partnerships and sponsorships to the University by 15% . . . .

**Strategy 4: Enhance infrastructure, support and incentives for faculty interested in obtaining faculty-secured public, private grants, contracts and gifts.**

Responsible Actions

Evoking this element of the Strategic Plan as essential background, the *Task Force* included and examined on: a) how CSUDH currently manages pre-post award processes; b) the best practices nationally in terms of policy, practices, organizational structure, staffing, funding; and c) recommend steps to enhance our effectiveness and efficiency, stimulate additional faculty interest and outcomes in seeking external grants and contracts, best use of university land, and generate additional and sustainable increased revenue for the university.

A similar initiative to promote overall transparency and collaboration between Foundation and the university has been instituted through the Foundation Board of Directors Committee to oversee the stimulation of grants, contracts and CSUDH land development to optimize the university vision and goals.

*The Task force pre-post service awards recommendations were:*

Elevate the importance of research and in particular of grant funded research. Apart from the robust *SRD* participation among students, faculty, and staff, attention was given to focus on formal announcements by the president, provost, and deans in all events and colleges to the importance of research funded resources and awardees.

- This year, under PEGS/GWIE, I have personally allocated grant funds by increasing RAs (*Research Assistantships*) to students and faculty mentors to engage in collaborative research and co-publication. GWIE center started with a modest 5 faculty and 6 student RAs and now has 38 faculty mentors and 39 RAs who are working towards research, co-publication, and grant writing endeavors. The RA scholarship has created a scholarship community to be followed with a campus panel or symposium presentation of faculty and student scholarship endeavors.
- GWIE center has supported 34 students, 3 staff, and 10 faculty with Travel Scholarship awards and additional effort to support student thesis writing concurrent to Graduate Studies.
- GWIE Center promotes students and staff endeavors to write for small grants.

- As a campus wide partnership The GWIE Center and Faculty Development Center devote a full day (Friday) for non-interrupted and quiet space to encourage faculty to engage in research writing. Last year, 32 newly appointed tenure track faculty attended grant writing seminars and GWIE support services and as result a few of them received RA awards from PEGS'GWIE.
- College deans are directed to promote funded projects as scholarship for RTP file reviews.
- The dean of graduate studies and research office are asked to promote avenues of helping faculty to write for grants and keep the campus community informed on NIH, NSF and DOE of new and updated RFPs on a regular and timely basis.
- Finally, the most important recommendation acted upon recently by the president has been a hybrid position of a combined pre-post support staff (*Research Office and Foundation*) to work collaboratively, support post-grant awardees, and create transparency and communication between the two offices.
- I have had extensive pre-post budget experiences, especially with the constant changing of administrative leadership and often limited staff in both offices.
- For both Title-V and HP-STEM grants, I worked very closely with the pre-award staff to ensure all budget expense categories and requests were within compliance of grant specifications and also received the most award funds by authoring strong, competitive, and innovative proposals.
- Leadership change at Foundation (post-award) and with no indirect costs on Title-V (DOE) has provided me with valuable skills to read, write, and account for monthly expenses, purchase-orders (POs), benefit rates, encumbrances, budget reconciliations, carry-forward grant monies, write APR budget summaries, and be within audit compliances.
- Work diligently with the campus Faculty Development Center and Grad Council to advocate and promote similar goals, visions and initiatives.

### **Service to College and Campus**

- Committee member for CSUDH Foundation Board of Directors (2016-2019)
- Foundation Executive Director Search Committee (Dec 2016-May 2017)
- Library Space Envisioning Steering Committee member (Nov 2016-Mar 2017)
- Committee member for Leaves and Honors Program (2016-2019)
- COE Curriculum Committee member (2016-2018).
- WSCUC Accreditation Steering Committee member for Graduate Program Studies (2016-)
- Search Committee member for AVP Faculty Affairs (2014)
- Search Committee member for AVP for Retention and Academic Advising (May-June 2016)
- Member of Grad Council and Faculty Development Center (2014-current).
- Chair for Graduate Education Department (COE) 2012-2013.
- Program Coordinator-MA: Curriculum and Instruction & MA: C&I (Science Emphasis) 2012-2016.
- GED/SOE Faculty Representative Senator at Academic Senate (2000-Current).
- RTP evaluator for COE (2011-2013), (2015-2016).
- Academic Senate Executive Committee Parliamentarian (2009-2010).
- CSUDH Faculty Representative at the CSU ACIP (Academic Council of International Programs) (2009-current).
- Planning Committee Member and judge for the Student Research Day for CSUDH (2008-2009).
- Designed the curriculum and directed the Teaching of International Teachers from China for International Education (summer, 2010).
- WASC Diversity Committee member (2002-2005)
- Chair of the COE Curriculum Committee (2005-2009).



- Member of the Program Review and Policy Committee (2009-2009)
- Chair & member of the GED Independent Study Program (2003-2005).
- Represented Academic Senate at WASC conference (2002).
- Task Force and committee member for URSCA-Undergraduate Research Scholarship and Creative Activity Committee (2013-Current)
- Committee member of the Graduate Council (2011-Current)
- Curriculum Committee (2001-2009 & 2012-Current).
- COE Student Scholarships (2009-2010).
- COE Literacy Center (2005-2009).
- Center for Research and Funded Projects (2005-2009).
- Faculty Grievance Committee (2007-2008) and Appeals (2009 and 2011).
- COE Technology committee (2003-2004).
- Committee member of the Asian America, Native American, Pacific Islander (AANAPISI/APINA) (1997-Current).
- Toro Ad Hoc Committee member to represent student issues (2009-2011).
- WASC Special Diversity Self-Study (2002-2005).
- Special Task Force for Civic Engagement for WASC (2002-2005).

### **Research Funding, Awards, Grant Collaboration**

- Director & PI of Title V-Part B (PPOHA)-Promoting Post-Baccalaureate Opportunities for Hispanic Americans Grant (\$2.9million) titled "*Graduate Writing Institute for Excellence (GWIE)*" (October 2014-2019). A federal grant encompassing all 24 Masters and Credential Programs at CSUDH.
- Collaborated for 2013 NSF grant submission of PEGS (*Promoting Excellence in Graduate Studies*) with Computer Science program studies.
- Director & PI of Title V-Part B (PPOHA)-(\$2.9million). Also a federal grant encompassing all 24 Masters and Credential Programs at CSUDH, titled "*Promoting Excellence in Graduate Studies (PEGS)*." (October, 2010-September, 2015).
- Co-Director & PI of Hewlett-Packard (HP) Catalyst STEM Grant (\$250,000). "*Virtual Learning: Collaboration, Construction in STEM+ Learning.*" (HP Inc.'s grant to California Academy of Mathematics and Science (CAMS) in collaboration with CSUDH). (2010-2012).
- Collaborated in writing the Title V-STEM grant for Undergraduate Studies (2011).
- Initiated and held discussions to support the TTT (*Transition to Teaching*) grant from 2009 with a MA: Curriculum and Instruction (Science Option) program.
- Submitted (May, 2009) a proposal (\$1 million) in collaboration with Montebello Unified School District and WestEd K-12 Alliance, "*SUI Academic Achievement Partnership.*" to California Post-Secondary Education Commission (CPEC). The proposal did not get accepted.
- Received the WASC mini-grant (\$4,000) for Civic Engagement study for 2006-2007.
- Member, SCALE/QED (*System-wide Change for All Learners and Educators/Quality Education Department*) Grant (\$6,000,000). A consortia led by University of Wisconsin, Madison and CSUDH, with CSULA, CSUN and LAUSD as partners. Taught in elementary science workshops, helped evaluate Elementary and Secondary Science curriculum courses, and participated in the professional development in the MA: Curriculum and Instruction program option for K-12 teachers in Los Angeles (2004-2008).
- Received CSUDH Teaching and Learning Center Research Grant (\$1,600) to pursue program improvement research study 2003-2004.
- Received Service Learning Grant (\$3,500) for 2001-2002.

- Received the Dean's Research fund (\$3,500) for 2000 to collect data in India for post doctoral dissertation research.
- Awarded 3 units of assigned time for spring 1999 to implement a language immersion program at Parkridge Elementary School, Corona/Norco School District, Riverside County, California.
- Received \$1,200.00 from the Sally Casanova Memorial Research Development Awards program, November 1997, to conduct a pilot study on “*English Immersion Through Spanish Instruction.*” at the Corona/Norco Unified School District by June 1998.

### **Professional Stewardship and Ambassador Activities**

- Attended and represented the campus for Title V-PPOHA at the Annual Project Director’s Meeting at Washington, DC, March, 2013 and 2016.
- Attended and represented the campus at the Southern California Center for Hispanic Serving Institutions regional meeting, at California State University, Northridge, CA November-2013.
- Attend and represent the campus at the Annual Hispanic Association of Colleges and Universities (HACU) Annual Conferences (2013-current).
- Editor of the EJPEGS Electronic Journal for graduate studies-PEGS grant (2013-Current).
- Member of the editorial board for the Journal of Applied Research in English (2012-Current)
- Active as a continuing reviewer for research proposal submissions to AERA in Curriculum Instruction and Educational Administration and Leadership (2000-Current).
- Participated as an invited CSUDH faculty to evaluate K-12 educational products presented by venture capitalists seeking funding from private angel-investors, Education Launch & Kids - 2013 at Microsoft, Mountain View, CA. June, 2013.
- Judged student presentations and poster sessions at the INTEL-2011 LAUSD Science Fair. Committee Member for the LAUSD Annual Science fairs (2011-Current).
- Attended and presented globally on grant updates at the international HP-STEM Catalyst grant consortia meetings (Delhi, India-March, 2011, and Beijing, China-March, 2012, Sao Paulo, Brazil, 2013).
- Attended and represented the campus at the Hispanic Association of Colleges and Universities (HACU) Annual Conference, San Antonio, TX. October, 2011.
- Judged 11 student research presentations and supported five of my COE/GED student’s *Action Research* presentations at CSUDH Student Research Day, February 19, 2009.
- Attended Professional Leadership Consortium at the Educational Leadership Institute held by UCI & CSU, November 2005. Represented CSUDH for the joint Ed. D program.
- Attended California Reading Conference at Los Angeles, October 2005 for COE.
- Attended symposium “*Service Learning at the Crossroads*” of the Community Development Commission/Housing Authority of the County of Los Angeles at Montebello, CA, April 22nd, 2004, for CSUDH.
- Attended a research conversation for university and K-12 educators on “*Reading to Learn: Building Literacy for Urban Learners*” at Redondo Beach, CA on March 25th, 2004.
- Attended Greater Long Beach/South Bay HUD/Community Service Learning Partnership Summit at Carmelitos Community Center, March 11th, 2004 for emergent literacy program.
- Attended the CSU Colloquium on Service Learning at CSU Sacramento, February 2004.
- Presented “*Problem-Based Learning*” at CSUDH Faculty Forum on Teaching/Learning, September 2003.
- Presented at the WASC Self Study Case Study Panel at CSUDH, April 2003.
- Led a group discussion “*Investigating Student Success*” at the CSUDH Scholar-Teacher Symposium, March 2003.

- Attended Center for the Advancement of Reading, LA Regional at CSULA February 2003.
- Attended Greater Long Beach/South Bay Community Service Learning Partnership Summit at Carmelitos Community Center, May 2003.
- Attended the CSU Scholar-Teacher Summer Institute, June 2003.
- Presented at the Asian Pacific Conference held at Carson Community Center, February 2002.
- Chaired a presentation session at AERA, New Orleans, LA. 2002.

### **Courses Taught (MA: Curriculum and Instruction)**

GED 501: Seminar in Teaching and Learning

CUR 510: Curriculum Theory and Development

CUR 513: Literature for Children and Adolescents

CUR 515: Curriculum Development in Language Arts and Reading

CUR 516: Curriculum Development in Math and Science

CUR 517: Curriculum Development in Social Studies

CUR 519: Advanced Studies in Curriculum Research and Instructional Practices (*capstone class*)

GED 599/594S: Chaired 8 Theses Studies and 2 students have received the best Thesis of the Year award (TOY).

### **Research Under Review**

Furtado, L. *“Teaching Graduate Level Research Writing: Filling the Composition Studies Gap.”*

**Teaching College Student Journal**

### **Journal Publications**

Furtado, L. **Handbook for Urban Educational Leadership-Section 9-Teaching and Learning.** *“Teachers Learning to Lead from Classrooms.”* (December 2015-Rowman & Littlefield Publishing Group).

Furtado, L. **Hispanic Outlook: Innovations and Programs (April 2015, (19)),** *“Improving the Academic Skills of Hispanic Graduate Students.”* Dr. Leena Furtado interviewed by Paul Hoogeveen

Furtado, L (with Pastell, H.). **Journal of Applied Research in English (2012).** *“Question Answer Relationships Strategy Increases Reading Comprehension Among Kindergarten Students.”*

Furtado, L (with Anderson, D.). **Journal of School Leadership (2012, 22(3)).** *“The Reflective Teacher Leader: An Action Research Model.”*

Furtado, L (with Gomez Zwiap, S; Straits, W. J; Stone, K.R; & Beltran, D. D). **Journal of Science in Teacher Education (2011, (22) 769-789).** *“The Integration of English Language Development and Science Instruction in Elementary Classrooms.”*

Furtado, L. **New Horizons in Education (2010, 58 (2)).** *“Kindergarten Teachers’ Perceptions of an Inquiry-Based Science Teaching and Learning Professional Development Intervention.”*

Furtado, L. (with Johnson, L). **The Reading Matrix: An International Online Reading Journal (2010, September, Vol. 10 (2)).** *“Enhancing Summarization Skills Using Twin Texts: Instruction in Narrative and Expository Text Structures.”*  
<http://www.readingmatrix.com/furtado/article.pdf>.

Furtado, L. **The Reading Matrix: An International Online Journal (2008, September Vol. 8 (2)).** *“A Read-Aloud Cross-Age Service Learning Partnership Using Multicultural Stories.”*  
<http://www.readingmatrix.com/furtado/article.pdf>.

- Furtado, L. (with Brasell, D.) **The Reading Matrix: An International Online Journal (2008, April, Vol. 8 (1), 111-116).** "Enhancing English as a Second Language Students' Vocabulary Knowledge." [http://www.readingmatrix.com/brassell\\_furtado/article.pdf](http://www.readingmatrix.com/brassell_furtado/article.pdf)
- Furtado, L. **The Journal of Current Research and Practices in Language Minority Education (2002, 71-85).** "Language Policy and Choice For Asian-Indians In Immersion Programs." (From Doctoral Dissertation)
- Furtado, L. (with Denton, J. & Wu, T.) **National Forum of Applied Educational Research Journal (Vol. 4 (1), 1994-1995).** "Evaluating A Content-Focused Model of Teacher Preparation, Classroom Observations, Student Perceptions, and Student Performance."

#### Published Book Reviews

- Furtado, L. **Journal of Educational Administration (2010, 48 (1)).** "The Leading Way Of Knowing" by Sandra Systma.
- Furtado, L. **Journal of Educational Administration (2008, 46 (5)).** "The Principal's Purpose: A Practical Guide to Moral and Ethical School Administration" by Leanna Stohr Isaacson.
- Furtado, L. **Journal of Educational Administration (2008, 46 (3))** "Economic Development, Education and Transnational Corporations" by Mark Hanson.

#### Institutional/ School District Newsletters

- Furtado, L (with Arita, S.) **Clyde Woodworth Elementary School Newsletter, Los Angeles Unified School District, Los Angeles, CA. (March 2007).** "Becoming Good Readers."
- Furtado, L (with Tanaka, M.) **The Apple Core Newsletter, Hawthorne School District. Los Angeles, CA. (February 2007).** "Action Research: I Want my Fourth Graders to Become Proficient Writers."
- Furtado, L. (with Brand, A.) **Toro Times Newsletter, Cesar Chavez Middle School, Lynwood, CA. (December 2007).** "The Growth of a Reflective Teacher Practitioner."

#### Completed Research

- Furtado, L. (with Ruiz, M. 2012). "A Rule-based Summarization Intervention to Improve Reading Comprehension for 6<sup>th</sup> Grade Science English Learners."
- Furtado, L. (with Alves, K. 2012). "Reading Comprehension Instruction for the Struggling Reader in Language Arts and Science."
- Furtado, L. (with Sarmiento, L., Beltran, D., & Mora-Flores, E. 2013). "Thinking and Doing Approach for Language Development: Teaching ELD Through Science."

#### Conference Presentations

- University of California at Berkeley, Graduate School Conference, Berkeley March 14-15, 2016. "Teaching Graduate Level Research Writing: Filling the Composition Studies Gap."
- Values and Leadership Conference: The Consortium for the Study of Leadership and Ethics in Education, London, Ontario, Canada, October 20-22, 2016. "Cross-Age Peer Student Communities Build Self-Efficacy and Academic Leadership."
- National Association of African-American (NAAAS) and Affiliates Annual Conference February 8-13, 2016, Baton Rouge, Louisiana. "Graduate Pathways."

- International Association for Research on Service Learning and Community Engagement (IARSLCE) in Boston, Nov16-18, 2015. *"Service-Learning and Community Engagement for Cross-Age Peers within a Campus Community."*
- Association for Advancement of Computing in Education (AACE): Advancement in World Conference on E-Learning held in Kona, Hawaii, United States, October 19-22, 2015. *"Implementation of iPad Usage to Increase High-School Student's Participation in Math Education."*
- The Mentoring Conference, October 21-24, 2014 University of New Mexico, Albuquerque, NM. *"Cross-Age Peer Assisted Learning (CAPAL) Model to Promote Academic Excellence."*
- Invited scholar presentation at the Oxford Roundtable Conference, Oxford University, UK, July 2014. *"STEM Development and Read-Aloud Cross-Age Service Learning Partnership Using Multicultural Stories."*
- An Award Judge for INTELISEF (Intel International Science and Engineering Fair). Los Angeles Convention Center, May 13-15, 2014.
- Southern California Consortium of Hispanic Serving Institution-The Alliance of Hispanic Serving Institution Educators (AHSIE) Conference, La Verne University, Los Angeles County, March 2014. *"Cross-Age Peer-Assisted Learning Model to Promote Academic Excellence."*
- Represented the campus at the Hispanic Association of Colleges and Universities (HACU- 2013)
- International CamsTesol Conference, Phnom Penh, Cambodia, February, 2012. *"A Rule based Summarization Project in Reading Comprehension for Language Learners."*
- American Education Research Association (AERA), New Orleans, April, 2011. *"Teachers Learn to Lead in the Classroom: An Action Research Model."*
- Presided as a judge at the Intel (*Society for the Science and the Public*) International and Science and Engineering Fair, Los Angeles, California, 2011
- California Association of Bilingual Education (CABE) Workshop, Long Beach, CA. March, 2011. *"Combine, Ignite, Fuse: The Synergy of ELD/Science."*
- AERA, Denver, CO. April, 2010. *"Thinking and Doing Approach for Language Development: Teaching ELD Through Science."*
- CABE Workshop, San Jose, CA. February, 2010. *"Thinking and Doing Approach for Language Development: Teaching ELD Through Science."*
- California Educational Research Association (CERA), November, 2009. *"A Reflective Teacher: An Action Research Model."*
- Hawaii International Conference on Education (HICE), Honolulu, HI, January 2009. *"Kindergarten Teachers' Perceptions of an Inquiry-Science Teaching and Learning Professional Development."*
- 13<sup>th</sup> Annual Values Conference, Victoria, Canada, October, 2008. *"Pathways to Transformative Teacher Leadership."*
- CSU Chancellor's Service Learning Conference, Los Angeles, March, 2008. *"Cross-Age Read-Aloud Service Learning Partnership Using Multicultural Literature."*
- CSUDH WASC poster session, Feb 14, 2008. *"Cross-age Read Aloud Partners."*
- CERA, Dana Point, CA. October 2007, *"Kindergarten Science Professional Development."*
- International Service Learning Conference (ISLC), Tampa, FL. September, 2007. *"Cross-age Read Aloud Partners."*
- AACTE, New York, NY. February 2007. *"K-12 Science Education for Quality Education Development."* This paper arose from the professional development for LAUSD K-12 teachers in consortium with University of Wisconsin, CSUDH, CSULA, CSUN and LAUSD.
- HICE, Honolulu, HI, January, 2006. *"Expository Summarization Strategy for High School English Language Learners."*

- CERA, Long Beach, CA. November, 2005. *“Professional Development of Practicing Teachers through Service Learning.”*
- CABE, San Jose, CA. March 2004. *“Improving Expository Summarization Strategy and Self-Monitoring Instruction for High School English Language Learners.”*
- The International Reading Conference, Reno, NV. May 2004. *“Improving Expository Summarization Strategy and Self-Monitoring Instruction for High School English Language Learners.”*
- California Reading Association, San Diego, CA. November 2003. *“Teachers Say: Read, Think, Discuss, Reflect, and Learn Together Are Not Just For Students Anymore.”*
- ISLC, Salt Lake City, UT, November 2003. *“Professional Development of Teacher Practitioners Through Service Learning: A Pilot Study.”*
- CERA, San Francisco, CA. November 2003. 1. *“Improving Expository Summarization Strategy and Self-Monitoring Instruction for High School English Language Learners.”*  
2. *“Enhancing Student Self-Efficacy to Overcome Task Difficulty by Using Worked Examples and Mastery Modeling.”*
- CERA, Santa Barbara, CA. November 2002. *“Service Learning and Impact on Teacher Practitioners.”*
- CABE, San Jose, CA. 2002. *“Language Cards Project”*

#### **Professional and Academic Association Memberships**

Editor for the PEGS Electronic Journal

Member of the Editorial Board for the Journal of Applied Research in English

Member of the Editorial Board or the Learning Matrix on-line Journal

American Educational Research Association (AERA)

National Association of African-American (NAAAS) and Affiliates

Association for Supervision and Curriculum Development (ASCD)

California Association of Bilingual Education (CABE)

International Research and Association on Service Learning and Community Engagement (IRASLCE)

California Educational Research Association (CERA)