**CURRICULUM VITAE**

**Tamara Powell Tate**

Associate Director

Digital Learning Lab

253 Public Services Building

University of California, Irvine, CA 92697-5500

tatet@uci.edu 949.431.6540 tptate.com

**EDUCATION**

University of California, Irvine, School of Education, 2013 - 2018

PhD, Education (Language, Literacy, and Technology specialization)

M.A. granted June 2016.

UC Public Impact Fellow 2017-18 (14 awarded campus wide)

*Dissertation:* Prior computer use, keystroke activity, and writing achievement: A three-part analysis of the 2011 National Assessment of Educational Progress writing assessment of 8th grade students

*Committee Members:* Mark Warschauer (Chair), Carol Booth Olson, Young-Suk Grace Kim, Penelope Collins

University of California, Berkeley, Boalt Hall School of Law, 1989

Juris Doctor, Order of the Coif (top 10%), *California Law Review*

University of California, Irvine, 1986

Bachelor of Arts, English, *cum laude*, Phi Beta Kappa

**EMPLOYMENT**

**Project Scientist** (PI Mark Warschauer), Associate Director Digital Learning Lab, University of California, Irvine, School of Education, November 2019-present

**Post-Doctoral Researcher** (PI Mark Warschauer), Digital Learning Lab, July 2018- November 2019

Projects:

* National Science Foundation Grant Number 1535300, 2015-20, Investigating Virtual Learning Environments (PI Warschauer)
* US Department of Education Award R305C19007, WRITE Center: Writing Research to Improve Teaching and Evaluation, A National Research and Development Center (PI Olson)
* US Department of Education Award R305A150429, Digital Scaffolding for English Language Arts (IES Goal 3 Intervention; PI Warschauer)

**RESEARCH FUNDING**

National Science Foundation, Incorporating Generative Artificial Intelligence into Engineering Writing Courses

Principle Investigator: Tamara Tate

Funding: $400,000 (to University of California, Irvine)

Duration: 2023-2026

Spencer Foundation, $50,000, April 2023-September 2023. (Warschauer, M. PI, & **Tate, T.**, Co-PI) Pens & Pixels: Generative AI in Education. One-day conference and website.

The Learning Accelerator, $182,939, May 2022-September 2022. (Warschauer, M. PI, **Tate, T.** Co-PI) Assist TLA with their work for Lindsay Unified School District under a federal grant related to professional learning & learner achievement.

**Grants contributed to:**

National Science Foundation, Developing Conversational Videos to Support Children's STEM Learning and Engagement

Principle Investigator: Mark Warschauer

Funding: $3,000,000 (to University of California, Irvine)

Duration: 2021-2026

Department of Education, Education Innovation Research

Improving Pedagogy to Accelerate Computational Thinking (IMPACT)

Principle Investigator: Mark Warschauer

Funding: $4,000,000 (to University of California, Irvine)

Duration: September 2019 - August 2024

National Science Foundation, Education & Human Resource directorate

Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners (CONECTAR)

Principle Investigator: Mark Warschauer

Funding: $1,060,000 (to University of California, Irvine)

Duration: September 2019 - August 2022

National Science Foundation,

Using Conversational Agents to Foster Preschool Children's Learning and Engagement from Interactive Science Videos

Principle Investigator: Mark Warschauer

Funding: $300,000 (to University of California, Irvine)

Duration: 2019-2021

Institute for Education Studies, WRITE (Writing Research to Improve Teaching and Evaluation) National Center

Principal Investigator: Carol Booth Olson, UC Irvine

Funding: $5,000,000 (to University of California, Irvine)

Duration: 2019-2024

Spencer Foundation, From Keystrokes to Achievement Scores: The Main, Mediating, and Moderating Effects of Computer Use on Writing (**Tate** Dissertation)

Funding: $49,882 (to University of California, Irvine)

Duration: 2015-2016

**PUBLICATIONS**

*Articles in Peer-Reviewed Journals*

Steiss, J., **Tate, T**., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., Warschauer, M. (in press). Comparing the Quality of Human and ChatGPT Feedback on Students’ Writing. *Journal of Learning and Instruction.*

Tate, T.P., Kim, Y.-S., Collins, P., Warschauer, M., & Olson, C.B. (in press). Linguistic Features of Secondary School Writing: Can Natural Language Processing Shine a Light on Differences by Sex, English Language Status, or Higher Scoring Essays?, *Written Communication*.

Warschauer, M., Tseng, W., Yim, S., Webster, T., Jacob, S., Du, Q., & **Tate, T.** (2023). The affordances and contradictions of AI-generated text for writers of English as a second or foreign language*. Journal of Second Language Writing, 62*, 101071. https://doi.org/10.1016/j.jslw.2023.101071

Du, Q., & **Tate, T.** (in press). ChatGPT, plagiarism, and multilingual students learning to write. *CATESOL Journal*.

Graham, S., Kim, Y., Cao, Y., Lee, W., **Tate, T.,** Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2023). A meta-analysis of writing treatments for students in grades 6–12. *Journal of Educational Psychology, 115*(7), 1004-1027. https://doi.org/10.1037/edu0000819

Fütterer, T., Fischer, C., Alekseeva, A., Chen, X., **Tate, T.,** Warschauer, M., & Gerjets, P. (2023). ChatGPT in education: Global reactions to AI innovations. *Scientific Reports, 13*, 15310). https://doi.org/10.1038/s41598-023-42227-6

**Tate, T**., & Warschauer, M. (2022). Access, digital writing, and achievement: The data in two diverse school districts. *Journal of Writing Assessment, 15*(1). 10.5070/W4jwa.189J

**Tate, T.**, McPartlan, P., Baker, R., Aubele, J., & Warschauer, M. (2022) “I just didn’t feel like a student anymore:” Student responses to emergency distance learning, *Peabody Journal of Education, 97*(3), 369-389. 10.1080/0161956X.2022.2088176

**Tate, T.**, & Warschauer, M. (2022) Equity in online learning, *Educational Psychologist*, *57*(3), 192-206. 10.1080/00461520.2022.2062597.

Rutherford, T., Karamarkovich, S.M., Xu, D**., Tate, T.**, Sato, B., Baker, R.B., & Warschauer, M. (2021). Profiles of instructor responses to emergency distance learning. *Online Learning,* *25*(1), 86-114. [10.24059/olj.v25i1.2472](https://doi.org/10.24059/olj.v25i1.2472)

Collins, P., Lee, W., **Tate, T.**, Krishnan, J., & Warschauer, M. (2021). A Multi-dimensional examination of adolescent writing: Considering the writer, genre and task demands, *Reading & Writing 34*(8), 2151-2173*.*

Collins, P., **Tate, T**., Warschauer, M. (2019).  Technology as a lever for adolescent writing, *Policy Insights from the Behavioral and Brain Sciences, (6)*2, 194-201.  10.1177/2372732219836440

**Tate, T**., & Warschauer, M. (2019). Keypresses and mouse clicks: Analysis of the first national computer-based writing assessment. *Technology, Knowledge, and Learning, 24*(4), 523-543*.* 10.1007/s10758-019-09412-x

**Tate, T**., Warschauer, M., & Kim, Y.-S. G. (2019). Learning to compose digitally:  
The effect of prior computer use and keyboard activity on NAEP writing. *Reading & Writing 32*(8), 2059-2082*.* 10.1007/s11145-019-09940-z

**Tate, T**., Collins, P., Xu, Y., Yau, J., Krishnan, J., Prado, Y., Farkas, G., & Warschauer, M. (2019). Visual-Syntactic Text Format: Improving adolescent literacy, *Scientific Studies of Reading, 23*(4), 287-304*.* 10.1080/10888438.2018.156170

**Tate, T. P**., & Warschauer, M. (2018). Going beyond “That was fun”: Measuring writing motivation. *Journal of Writing Analytics, 2*, 257-279.

**Tate, T**., Warschauer, M., & Abedi, J. (2016). The effects of prior computer use on computer-based writing: The 2011 NAEP writing assessment, *Computers & Education, 101*, 115-131*.* 10.1016/j.compedu.2016.06.001

**Tate, T.,** Warschauer, M., & Abedi, J. (2016). Data on NAEP 2011 writing assessment prior computer use, *Data in Brief, 8*, 978-989. 10.1016/j.dib.2016.07.002

*Conference Proceedings*

**Tate, T.,** & Warschauer, M. (2022). Digital tools for promoting social reading. NUS 6th CELC Symposium. 4-7. <https://www.nus.edu.sg/celc/wp-content/uploads/2022/11/6th-CELC-Symposium-Proceedings.pdf#page=4>

*Book Chapters*

Warschauer, M., & **Tate, T.** (2017). Digital divides and social inclusion. In K. Mills, A. Stornaiuolo, A. Smith, & J. Pandya (Eds.), *Handbook of Writing, Literacies, and Education in Digital Cultures* (pp. 63-75): Routledge.

**Tate, T.,** & Warschauer, M. (2017).  One-to-one device initiatives.  In K. Peppler (Ed.), *The SAGE Encyclopedia of Out-of-School Learning*.  Thousand Oaks, CA: Sage. [10.4135/9781483385198](http://dx.doi.org/10.4135/9781483385198)

**Tate, T.,** & Warschauer, M. (2017). Computer Access in the Home. In K. Peppler (Ed.), *The SAGE Encyclopedia of Out-of-School Learning* (pp. 120-121). Thousand Oaks, CA: Sage.

**Tate, T**.,& Warschauer, M. (2017). The digital divide in language and literacy education. In S. May (Ed.), *Encyclopedia of Language and Education,* Vol. 9, Language, Education and Technology, S. Thorne (Ed.). [10.1007/978-3-319-02328-1\_5-1](http://link.springer.com/referenceworkentry/10.1007/978-3-319-02328-1_5-1)

Zinger, D., **Tate, T.,** Warschauer, M., (2017). Learning and teaching with digital media: Technological pedagogy and classroom practice. In J. Clandinin, & J. Husu (Eds.)  *The SAGE Handbook of Research on Teacher Education, 1*, 2*.* (pp. 577-593) London, UK: Sage.

*Other Publications*

Tate, T. P., Steiss, J., Bailey, D. H., Graham, S., Ritchie, D., Tseng, W., Moon, Y.S. & Warschauer, M. (2023, December 5). Can AI Provide Useful Holistic Essay Scoring?. Retrieved from osf.io/7xpre

Jacob, S., **Tate, T.,** Warschauer, M. (2023). Emergent AI-assisted discourse: Case study of a second language writer authoring with ChatGPT. arXiv preprint. arXiv:2310.10903.

Warschauer, M. & **Tate, T.** Series Editors, Cambridge Elements: Generative AI in Education.

**Tate, T.,** Doroudi, S., Ritchie, D., & Xu, Y. (2023). Educational research and AI-generated writing: Confronting the coming tsunami. <https://edarxiv.org/4mec3/>

**Tate, T. (**2023, March 21). What teachers need to know about ChatGPT, Bard, and the pipeline of AI text generating tools. UCI Teacher Academy Spring Newsletter. https://teacheracademy.uci.edu/what-teachers-need-to-know-now-about-chatgpt-bard-and-the-pipeline-of-ai-text-generating-tools/

**Tate, T.**, Ritchie, D., ChatGPT, & Warschauer, M. (2022, Dec.13). Will AI Make English Teachers Obsolete? A Conversation with ChatGPT. WRITE Center. https://www.writecenter.org/blog/will-ai-make-english-teachers-obsolete-a-conversation-with-chatgpt

**Tate, T.**, Holland, B., Kataoka, S., Rabbitt, B., Warschauer, M. (March 2022). Personalized Professional Learning During a Pandemic. Prepared for Lindsay Unified School District Teacher and School Leader Initiative.

**Tate, T.**, Holland, B., Rabbitt, B., Warschauer, M. (November 2022). The Challenge of Measuring Personalized Professional Learning: Acknowledging the Trade-Offs Between Measurement and Personalization. Prepared for Lindsay Unified School District Teacher and School Leader Initiative.

Kataoka, S., **Tate, T.**, Holland, B., Rabbitt, B., Warschauer, M. (November 2022). Lessons from the LUSD Personalized Professional Learning Pathways. Prepared for Lindsay Unified School District Teacher and School Leader Initiative.

Holland, B., & **Tate, T** (June 10, 2022). Keys to Professional Learning, *Edutopia*. https://www.edutopia.org/article/keys-successful-professional-learning

Warschauer, M., Collins, P., Farkas, G., **Tate, T**., Krishnan, J., Yau, J., Xu, Y., & Prado, Y. (Nov. 29, 2017). Report to Garden Grove Unified School District on US Department of Education Award R305A150429, Project 84.305A Digital Scaffolding for English Language Arts.

Warschauer, M. & **Tate, T**. (2015). Going one-to-one, 2.0. *Educational Leadership*, 72 (8), 60-65.

Warschauer, M., **Tate, T**., Niiya, M., Yim, S., & Park, Y. (2014). Supporting digital literacy in educational contexts: Emerging pedagogies and technologies. Report to the *International Baccalaureate Program*.

*Public Datasets*

Warschauer, M., Reimer, L., Denaro, K., Orona, G., Schenke, K, Nguyen, T., Niili, A., Xu, D., Solanki, S., & **Tate, T.** (2021), Evaluating Promising Practices in Undergraduate STEM Lecture Courses, Dryad, Dataset,  <https://doi.org/10.7280/D11M5Q>

Warschauer, M., Collins, P. and Farkas, G. (PIs), Digital Scaffolding for English Language Arts, United States, 2016-2017. ICPSR37625-v1. Ann Arbor, MI:  Inter-university Consortium for Political and Social Research [distributor], 2021-08-09. [**Tate, T.**, data lead and prepared public dataset]

<http://doi.org/10.3886/ICPSR37625.v1>

**SELECTED PRESENTATIONS**

**Tate, T.** (January 2024). What is ChatGPT and Why Should I Care? Reedly College, Reedly, CA.

**Tate, T.** (November 2023). Generative AI & Writing. LRA Writing Research Study Group. Literacy Research Association Annual Meeting, Atlanta, GA

**Tate, T.** (November 2023). AI Symposium. Santa Clara County Office of Education, San Jose, CA

**Tate, T.** (October 2023). Navigating the Brave New World of Artificial Intelligence and ChatGPT: How to Benefit the Instructional Classroom. Presented at CCCCI Fall 2023 Conference. San Diego, CA

**Tate, T.** (October 2023). Think Like a Robot: AI and Disciplinary Literacy. Presented at AI and Education: Navigating the Mind Fields. Orange County Department of Education.

**Tate, T.** (September 2023). Evolving Practices for Instructors in the Age of Generative AI. Friday SLO Talks. California Outcomes Assessment Coordinators Hub.

**Tate, T.** (September 2023). Evolving Practices for Instructors in the Age of Generative AI. UCI Teach Day, Irvine, CA

**Tate, T.** (September 2023). Using Digital Tools for Researching and Writing. Academic Writing Workshop, University of California, Irvine School of Education.

**Tate, T.** (July 2023). Researching Writing. Presented at Pens & Pixels: Generative AI in Education. Available online at https://www.pensandpixels.org/conference.html

**Tate, T.P.** & Warschauer, M. (April 2023). Equity Online: Making Online Learning Accessible and Effective for All Students, part of the panel “Diverse Perspectives on Improving Online Learning Theory, Research and Practice.” Annual Meeting of the American Educational Research Association, Chicago, IL.

Ojeda-Ramirez, S., Parker, M., Garcia, L., **Tate, T.,** Villa, J.R., & Warschauer, M. (March 2023). Computational Thinking and Attitudes Towards Computing: An Emerging Relationship in Elementary Students. A poster presented at the SIGCSE Technical Symposium, Toronto, Canada.

**Tate, T.P.** & Warschauer, M. (February 2023). Equity Online: Making Online Learning Accessible and Effective for All Students, part of the panel “Diverse Lenses on Improving Online Learning Theory, Research and Practice.” Digital Learning Annual Conference, Online.

**Tate, T.**, Eidman-Aadahl, E., Warschauer, M., Allison, P., Sloan, M. (January 2023). ChatGPT and the Future of Writing Instruction. Webinar for the WRITE Center, over 3000 registrants. Available online: https://www.writecenter.org/webinars.html

**Tate, T.** Online Learning. Presentation to the Committee for Education and Culture of the Bavarian Parliament. May 2022, Irvine CA

**Tate, T.**, & Collins, P. Multiple Lenses for Understanding Source-Based Analytical Writing Development Symposium, Writing Opportunities in the History Classroom, American Educational Research Association Annual Meeting, April 2022, San Diego, CA

**Tate, T.** Digital Writing across the Curriculum. 9th Annual International Writing Analytics conference, February 7, 2020, St. Petersburg, FL.

**Tate, T.** Digital Writing across the Curriculum. Digital Learning Lab, February 21, 2020, University of California, Irvine, CA.

Collins, P., **Tate, T**., Xu, Y., Krishnan, J., Prado, Y., Yau, J., Farkas, G., & Warschauer, M. (April 2019). Visual Syntactic Text Formatting: Influences on Teacher Practices, Student Achievement, and Student Engagement. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada

Yau, J.C., Krishnan, J., Xu, Y., **Tate, T**., Farkas, G., Collins, P., & Warschauer, M. Better Together: How Teacher Collaboration Supports Implementation and Student Learning During a Large-Scale Technology Intervention. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada

**Tate, T.** Improving Literacy through Digital Scaffolding. 3rd Annual UCI Postdoctoral Scholar Research Symposium (competitive), September 28, 2018, Irvine, CA.

Krishnan, J., **Tate, T.,** Yau, J., Xu. Y., Prado, Y., Collins, P., Farkas, G., & Warschauer, M. (January 2018). Digital Scaffolding for English Language Arts. Poster Presented at the Institute of Education Science’s Principal Investigators’ Meeting, Washington, D.C.

**Tate, T.** Deleters and Indenters—What’s in a Keystroke? Analysis of the 2011 NAEP Computer-based Writing Assessment. Paper Session, Using NAEP Data to Understand What Students in the United States Know and Can Do, SIG—NAEP Studies, American Educational Research Association Annual Meeting, April 2017, San Antonio, TX.

**Tate, T.** From Keystrokes to Achievement Scores: The Effects of Prior Computer Use on Computer-based Writing, Poster, Text and Data Mining for Interactive Online Learning, May 8,2015, University of California, Irvine

**Tate, T.** From Keystrokes to Achievement Scores: The Effects of Prior Computer Use on Computer-based Writing, Graduate Student Roundtable, American Educational Research Association, April 2015, Chicago, IL.

Krishnan, J, **Tate, T**, Yau, Joanna, Xu, Ying, Prado, Y. Digital scaffolding for English language arts. Poster presented at: Institute of English Sciences Annual Principal Investigators’ Meeting; 2018 Jan 9-10; Washington, DC.

**RESEARCH EXPERIENCE**

*Graduate Student Researcher,* Summer 2016, 2016-17, Summer 2017, 2017-18, Mark Warschauer. US Department of Education Award R305A150429, Project 84.305A Digital Scaffolding for English Language Arts (IES Goal 3 Intervention). Digital literacy intervention using visual-syntactic text formatting in large, urban district with high number of English learners. Responsible for 2 school sites, communication with and observations of teachers at the sites. Led data collection and cleaning; quantitative data analysis including fixed effect regressions with clustered standard errors, structural equation modeling, confirmatory factor analysis; prepared for and presented at annual advisory board meeting; dissemination of results including drafting report to district, assisting in preparation of IES poster presentation, preparing journal articles. Assisted in preparation of grant proposals.

*Graduate Student Researcher*, Fall 2014; 2015-2016, Mark Warschauer.

Drafted funding proposals, including successful Spencer Foundation Grant #201500153 ($49,882) "From Keystrokes to Achievement Scores: The Main, Mediating, and Moderating Effects of Computer Use on Writing.” Performed funded secondary analysis of NAEP 2011 writing assessment. Analyzed effect of prior use of computers at home and at school and writing achievement; use of computer during the assessment at the keystroke level; determine model of relationship among prior computer use, use of the computer during the assessment, and writing achievement on the assessment.

**TEACHING EXPERIENCE**

Learning Assistant, Winter 2022, Education 283A, Qualitative Research. Assisted instructor and graduate students as needed.

Co-Teacher with Mark Warschauer, Fall 2021, Education 212: Literacy and Technology. Assisted with course development; led classes on digital reading, scaffolding reading, and reading in social context; actively moderated course readings on Perusall application.

Guest Lecture, Winter 2018, Education 50, Issues in K-12 Education, Brandy Jenner.

Lecture on exceptional learners.

Guest Lecture, Fall 2017, Education 212, Literacy and Technology, Mark Warschauer. Panel on data mining in educational research.

Guest Lecture, Winter 2017, Education 30, 21st Century Literacies, Mark Warschauer. Lecture on digital media for personalized literacy learning

Teaching Assistant, Spring 2014

Education 30, 21st Century Literacies, Viet Vu. Lead 2 discussion sections of approximately 40 students each. Prepared quizzes, graded quizzes, projects, midterms, and finals. Lectured to entire class of approximately 160 students on assessment.

Teaching Assistant, Winter 2014

Education 50, Issues in K-12 Education, Viet Vu. Duties included monitoring Facebook groups, guiding discussion groups in class discussions, preparing quizzes, and grading of papers, midterms, and finals for class of undergraduates. Lectured on history of education from 1965 to present.

Teaching Assistant, Spring 2014

Education 124, Multicultural Education, Dr. Laurie Hanson. Duties included grading of papers, midterms, and finals for class of 130 undergraduates.

Teaching Assistant, Winter 2013

Education 125, Children in Schools and Cinema, Susan Guilfoyle. Duties included grading weekly film reflections and final film analysis paper for class of 70 undergraduates.

Teaching Assistant, Fall 2013

Education 305, Learning from Teaching Secondary School, Judith Sandholtz. Duties including grading projects, presenting on a variety of subjects, and assisting with class discussions for two sessions of credential students.

Professional Reader, Spring 2013

Education 150, Changing High School Experience, Judith Sandholtz. Duties including grading midterm and final exams and two papers for over 35 students. Taught one class period relating to drug testing.

**PROFESSIONAL DEVELOPMENT**

Multilevel Modeling, CenterStat, Spring 2022

Introduction to Structural Equation Modeling, CenterStat, May 2021

Squash the biases: Black Lives Matter & cultural awareness workshop, Spring 2021

Safe zone: Practice of allyship workshop, Winter 2020

Collaborative Learning, UCI Division of Teaching Excellence & Innovation (Fall, 2019)

Activate to Captivate, an eight-week communication certificate program for graduate students and postdocs on crafting dynamic and compelling scientific presentations (Fall 2018)

Improv for Teaching, a four-week certificate program incorporating improvisational techniques to improve teaching and learning in undergraduate education settings (Fall 2018)

Educational Datamining, a year-long survey course of educational datamining using R (2017-18)

Digging into “Big Data:” A Workshop on Analysis of Intensive Longitudinal Data in Social Science Research, January 2018, University of California, Irvine

The Stanford Education Data Archive: Using Big Data to Study Academic Performance, AERA 2017, Sean F. Reardon, Stanford University

Analyzing NAEP Assessment Data with Plausible Values: Hands-On Practice Approach with NAEP Sample Data File, AERA 2015, Emmanuel Sikali, NES Director Databases Training Programs

SREE course in HLM, July 2014. Carnegie Center for Advancement of Teaching. SREE scholarship to attend ($700)

**SERVICE**

Member, Office of the Vice Provost for Teaching and Learning, Generative AI Advisory Group 2023. Provide guidance to the UCI faculty and campus about approaches toward ethical and effective uses of generative AI in higher education

Editorial Advisory Board, *Online Learning Journal*

Advisory Board, Integrated Research Training: Language and Literacy Disabilities, Award # H324D190031 (Pena, Project Director).

Santa Ana Unified School District Advanced Learning Academy Charter School Board member, 2015-2020; Vice President, 2018-19 academic year.

Canvas Presbyterian Church, Session (Board of Directors) 2019-2022; President, 2022; Chair of Inclusivity Statement Committee; Member of Continually Learning Series program development team, preparing and leading *Racism in American* (4 week series), *Systems of Racism* (8 week series), and *The LGBQT+ Community* (8 week series + 6 Book Club Events) <http://canvasoc.org/connect/racism-series-overview>; <http://canvasoc.org/lgbtq>

Peer Reviewer: *AERA Open*; *American Educational Research Journal; Computers and Education*; *Frontiers in Psychology; Journal of Educational Psychology; Online Learning Journal; Reading & Writing*; *Technology, Knowledge & Learning Journal; AERA Annual Meetings; LAK Annual Meetings 2022 & 2023*

Portola High School, Irvine, WASC Accreditation Committee Member 2018-2020

University of California, Irvine, School of Education ADSE Cohort Representative, 2017-18

University of California, Irvine, School of Education PhD Admissions Committee, 2015-16

University of California, Irvine, School of Education ADSE Professional Development Chair, 2015-16

Informal doctoral and undergraduate student mentoring

Pioneer Middle School, School Site Council 2015-2016

Peters Canyon Elementary School, PTO President 2011-2013, School Site Council

Managed $140,000 annual budget; lead board of volunteers; communicated with administration, teachers, staff, and parents; implemented technology plan; developed Parent Teacher Resource Center; created Sensory Lab with grant funding.

**AFFILIATIONS & PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

California Bar (144570)

**EMPLOYMENT—LEGAL**

CapFin Partners, LLC, 2010-2013

Managing Director of boutique financial services firm engaged in providing equity capital, investment management, and advisory services. Asset acquisitions included shopping centers, chocolate manufacturer, and finance company.

Morrison & Foerster, LLP, 1990-2007

Partner in top tier international firm in the corporate finance group, with emphasis on securities offerings, mergers and acquisitions, and corporate counseling. Represented companies in a variety of industries, including biotechnology, consumer goods and services, financial services, gaming, healthcare, and high technology. Counseled both public and private companies on corporate finance, securities, and business restructuring and regulatory compliance issues. Advised companies and their Boards of Directors on disclosure and compliance issues and corporate governance matters. Prepared disclosure documents and agreements. Counseled companies on technology licensing and intellectual property issues. Technology committee; recruiting; interactive forms project; numerous profession development and client trainings; assistant managing partner for Orange County office.

United States Court of Appeals, 9th Circuit, 1989-1990

Clerk to Hon. David R. Thompson

**REFERENCES**

Available on request