

Diversity in Teaching and Learning

A moderated Q&A discussion examining culturally responsive educational practices followed by breakout sessions

Panel moderated by:
Dr. Jennifer McGarry, Department Head, Educational Leadership

January 14, 2016

10:00AM-11:30AM

Gentry 144
UConn Storrs Campus
249 Glenbrook Road
Storrs, CT 06269



Dr. Milagros Castillo-Montoya, Assistant Professor, Higher Education and Student Affairs

Dr. Castillo-Montoya began her career in higher education as an administrator and has 15 years experience in various areas of higher education including higher education policy, academic affairs, and student affairs, and received her Ed.D. in Higher and Postsecondary Education from Teachers College, Columbia University. Her research focuses on equitable experiences and outcomes for traditionally underserved college students and also focuses on the culturally relevant teaching practices that support the learning of racially and ethnically diverse students.



Dr. Erica Fernández, Assistant Professor, Department of Educational Leadership

Dr. Fernández received her Ph.D. in Educational Policy Studies from Indiana University-Bloomington. Her primary research interests include centering, listening to and sharing the educational engagement experiences of Parents of Color, particularly those of Spanish-speaking Latin@ immigrant parents living amid threatening and hostile anti-immigrant environments. Critical Race Theory and Latin@ Critical Race Theory ground her work. Dr. Fernández hopes that the narratives of Latin@ immigrant parents will help highlight how oppressive institutional policies create barriers for authentic engagement within schools.



Dr. Erik Hines, Assistant Professor, Counseling Program (School Counseling)

Dr. Hines received his Ph.D. in Counselor Education (Urban School Counseling) from the University of Maryland. He teaches in the counseling program and prepares graduate students to be professional school counselors. His research interests include college and career readiness of African American males, STEM career exploration for underrepresented students, and parental involvement. Dr. Hines' research has appeared in peer-reviewed journals, such as the *Journal of Counseling and Development*, *Professional School Counseling*, and *The High School Journal*.



Dr. Tamika La Salle, Assistant Professor, School Psychology Program

Dr. La Salle received her Ph.D. in School Psychology from Georgia State University and joined the faculty at UConn in 2013. Prior to joining the faculty, she worked as a special education teacher and a contract school psychologist in Georgia. Her research interests include school improvement, culture, and culturally responsive educational practices. She is beginning to examine the impact of Positive Behavioral Interventions & Supports on perceptions of school climate. Currently, Dr. La Salle is working on the School Reform Research Cluster focusing on issues related to the achievement gap for underserved populations.