

Cristina L. Lash

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APPOINTMENTS

2018-present Assistant Professor, K-12 Educational Leadership
College of Education
University of Nevada, Reno

EDUCATION

2018 **Ph.D. Education, Stanford University**
Minor in Sociology
Specialization: Sociology of Education; Race, Inequality, and Language in
Education
Dissertation: “Making Americans: Schooling, Diversity, and Inclusion in the 21st
Century”
Advisors: Dr. Prudence Carter, Dr. Tomás Jiménez, Dr. Guadalupe Valdés

2011 **M.A. Education, University of California-Berkeley**
Specialization: Social and Cultural Studies in Education
Thesis: “Latino Student Belonging: Problematizing ‘Community’ at an English-only
School”
Advisors: Dr. Lisa García Bedolla and Dr. Patricia Baquedano-Lopez

2006 **B.A. Comparative Literature, Stanford University**
Graduated with Honors and Distinction

PUBLICATIONS

Lash, C. L., Leinhos, A. F., & Carter, P. L. (forthcoming). Research and other forms of rhetoric in media coverage of student achievement. *Teachers College Record*.

Lash, C. L. (2018). Making Americans: Schooling, diversity, and assimilation in the twenty-first century. *Russell Sage Foundation Journal of the Social Sciences*, 4(5), 99-117.
<https://doi.org/10.7758/rsf.2018.4.5.05>

** Paper nominated for the 2017 Ernesto Galarza Prize for Excellence in Graduate Student Research at Stanford University.*

Lash, C. L., & Sanchez, M. (2017). Place-based reform in the context of neighborhood change: A case study of the Mission Promise Neighborhood. *Education and Urban Society*.
<https://doi.org/10.1177/0013124517747362>

Lash, C. L. (2017). Defining ‘American’ in the context of immigration: A case study of Helping Hands Elementary. *Ethnic and Racial Studies*, 40(6), 871-890.
<https://doi.org/10.1080/01419870.2016.1250933>

Lash, C. L. (2007). Recovering the lost voice of the Middle Passage in *Beloved* and *Changó, el gran putas*. *Mellon Mays Undergraduate Journal*.

Manuscripts in preparation

Lash, C. L. Liberal inclusion and the reproduction of American whiteness: A look inside schools.

Lash, C. L. The role of critical consciousness in children's national aspirations

FELLOWSHIPS & AWARDS

- | | |
|-------------|---|
| 2016 | National Academy of Education / Spencer Dissertation Fellowship (\$27,500, accepted in name only) |
| 2016 | Diversifying Academia, Recruiting Excellence (DARE) Fellowship, Stanford University (\$103,400) |
| 2016 | Graduate Dissertation Fellowship, Research Institute of Comparative Studies in Race and Ethnicity (\$36,400, accepted in name only) |
| 2016 | Ford Dissertation Fellowship - Alternate, Ford Foundation |
| 2015 | Diversifying Academia, Recruiting Excellence (DARE) Fellowship - Alternate, Stanford University |
| 2011 - 2013 | H. Andrea Neves and Barton Evans Social Justice Fellowship, Stanford University (\$74,000) |
| 2010 | California Flanders Fellowship, University of California Berkeley (\$10,000) |
| 2009 | California Flanders Fellowship, University of California Berkeley (\$10,000) |
| 2006 | Robert M. Golden Medal Award for Excellence in the Humanities, Stanford University |
| 2006 | "Walk the Talk" Award for Service Leadership, Hass Center for Public Service, Stanford University |
| 2004 - 2011 | Mellon Mays Undergraduate Fellowship, Stanford University |

RESEARCH GRANTS

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|------|---|
| 2018 | Professional Specialized Studies Support for Scholarly Activities Grant
College of Education, University of Nevada, Reno (\$2,000) |
| 2016 | Diversity Dissertation Research Opportunity Grant
Stanford Office of the Vice Provost of Graduate Education (\$1,000) |
| 2014 | Diversity Dissertation Research Opportunity Grant
Stanford Office of the Vice Provost of Graduate Education (\$4,000) |

2014 Dissertation Support Grant
Stanford Graduate School of Education (\$6,000)

CONFERENCE PRESENTATIONS & INVITED TALKS

Papers

- Lash, C. L. (2019). Liberal inclusion: How schools reproduce American whiteness. Society for the Psychological Study of Social Issues Annual Meeting, San Diego, CA.
- Lash, C. L. (2018). Liberalism and the reproduction of American Whiteness: A look inside schools. Diversifying Academia, Recruiting Excellence Conference, Stanford University.
- Lash, C. L. (2017). Making Americans: Schooling, diversity, and assimilation in the twenty-first century. Russell Sage Foundation Conference: Immigration and Changing Identities, New York, NY.
- Lash, C. L. (2017). National inclusion in the context of immigration: What we can learn from schools. National Academy of Education/Spencer Foundation Spring Conference, Washington D.C.
- Lash, C. L. (2017). Rethinking assimilation within multicultural education: Changing schools for a changing nation. American Educational Research Association Annual Meeting, San Antonio, TX.
- Lash, C. L. (2016). Making Americans: Schooling, diversity, and assimilation in the twenty-first century. Stanford-Berkeley Immigration Conference, Stanford University.
- Lash, C. L., & Sanchez, M. (2015). The Mid-City Promise Neighborhood: Complex communities and implications for place-based reform. American Educational Research Association Annual Meeting, Chicago, IL.
- Leinhos, A. F., **Lash, C. L.**, Carter, P. L., & Hamilton, M. P. (2014). The discourse of student achievement: Heroes and villains in media coverage of teacher quality, 2011-2013. American Educational Research Association Annual Meeting, Philadelphia.
- Lash, C. L. (2013). Narratives of inclusion: Defining “American” in a diverse school setting. First Annual Conference on Educational Research in SHIPS, Stanford University.

Posters

- Lash, C. L. (2016). Making Americans: Schooling, diversity, and assimilation in the twenty-first century. Race, Inequality, and Language in Education Conference, Stanford University.

Invited Talks

- 2017 The significance of race in the assimilation process: A new perspective in the context of diversity. John W. Gardner Center for Youth and Their Communities. July 20, 2017.

2017 Making Americans: Schooling, diversity, and assimilation in the twenty-first century. EdCareers PhD Job Talk Feedback Session, Stanford University. Feb 24, 2017.

RESEARCH EXPERIENCE

- 9/13 – 9/16 **Research Assistant**, John W. Gardner Center for Youth and Their Communities
PI: Prudence Carter, PhD
Project Title: Mission Promise Neighborhood (MPN) Evaluation (funded by U.S. DOE)
Analyzed interview data and administrative data from San Francisco Unified School District and community partners in the Mission District to document the implementation procedures and outcomes of MPN initiatives.
- 9/12 - 9/14 **Research Assistant**, Stanford Center for Opportunity Policy in Education
PI: Prudence Carter, PhD & Linda Darling Hammond, PhD
Project Title: Research Use by Federal Policymakers on Student and School Success (funded by William T. Grant Foundation)
Conducted a content analysis of over 500 mass media documents for dominant themes on school reform and extent of research-use, in collaboration with research team.
- 6/14 - 9/14 **Research Assistant**, John W. Gardner Center for Youth and Their Communities
PI: Prudence Carter, PhD
Project Title: Collaboration with California Office to Reform Education (CORE) Districts to Design a School Accountability System (funded by CORE)
Analyzed various measures for calculating a reclassification rate for English Learners for official use in new state standards.
- 9/12 - 5/13 **Principal Investigator**, Qualifying Paper, Stanford Graduate School of Education
Designed and administered an in-class survey to 4th and 5th graders to study how they defined American identity. Coded and analyzed content of student write-in responses. Found that students predominately defined Americans in ethnocultural terms.
- 6/12 - 9/12 **Research Assistant**, Stanford Graduate School of Education
PI: Prudence Carter, PhD
Project Title: Gender and Schooling (funded by Clayman Institute for Gender Research)
Analyzed school survey data for gender differences on student attitudes and school outcomes.
- 9/11 - 5/12 **Research Assistant**, Stanford Graduate School of Education
PI: Prudence Carter, PhD
Project Title: Teaching in Diverse Settings
Conducted a review of the literature on teaching students of diverse backgrounds for an invited chapter in the *Handbook for Research on Teaching*, 5th Edition.
Produced an annotated bibliography and analytic memos.
- 9/10 - 6/11 **Principal Investigator**, Master's Thesis, UC Berkeley Graduate School of Education

Completed 7 months of ethnographic fieldwork to study Latino students' sense of belonging in an urban elementary school. Conducted participant-observations in classrooms and on the schoolyard. Interviewed teachers and 5th grade students. Found that student belonging was linked to English-speaking identity at school.

6/10 - 8/10

Research Assistant, UC Berkeley Graduate School of Education

PI: Lisa García Bedolla, PhD

Project Title: A Sociological Analysis of California School Legislation, 1845-1900
Analyzed historical documents from the Bancroft Library Archives on the early decades of California School Legislation. Studied changes in the exclusion of minority groups over time.

TEACHING EXPERIENCE

University of Nevada, Reno

Instructor of Record

- Crucial Issues in Education (EL 722): Fall 2019
- Administration and Curriculum Improvement (EL 703): Spring 2019
- School Business Management (EL 726): Spring 2019
- Data-Based Decision Making (EL 746): Fall 2018
- Special Education Law (EL 734): Fall 2018, 2019

Stanford University

Co-instructor

- Mellon Mays Undergraduate Fellowship Seminar (2012, 2013)
Co-taught with Prof. José David Saldívar (Comparative Literature). Developed curriculum to provide professional development and academic coaching to underrepresented undergraduates pursuing graduate education in humanities and social sciences.

Facilitator

- Sociology of Education Doctoral Reading Group (2018)
Designed syllabus and facilitated discussion for bi-weekly graduate reading group on sociology of education theory and research. Readings focused on social theories of race, class, immigration, and inequality.

Teaching Assistant

- Sociology of Education (2013)
Led section of 13 undergraduates. Facilitated discussions of key concepts in social theory and education, including institutional culture, social reproduction, inequality and capital, and world society theory. Graded papers and provided student feedback.
- Twentieth Century Humanities, EPGY Summer Institutes (2006)
Led class section for advanced high school students attending Stanford summer program. Guest lectured on magical realism in US and Latin American fiction. Graded papers and exams and provided student feedback.

UC Berkeley

Teaching Assistant

- Chicano History, Summer Bridge program (2011, 2012)
Guest lectured on the education of Chicano students and the Chicano Education Movement of the 1960s. Developed curriculum for course section to supplement lectures. Integrated key concepts from social theory, including intersectionality and hegemony. Graded papers and exams. Held weekly office hours.

SERVICE & MENTORING

- 2019 **Graduate Research Grant Proposal Reviewer**, University of Nevada, Reno
- 2018-present **Diversity Committee Member**, College of Education, University of Nevada, Reno
- 2017-2018 **Doctoral Mentor**, GSE Mentoring Program, Stanford University
Currently mentor first-year doctoral student in Graduate School of Education. Advise on coursework, research design, and professional opportunities.
- 2017 **Fellowship Workshop Organizer**, Sociology and Education Network (SAEN), Stanford University
Organized and facilitated a workshop for PhD students interested in applying for dissertation fellowships and grants in the fields of sociology and education. Provided information on various fellowship options, application guidelines, and tips for success.
- 2014 - 2016 **Doctoral Mentor**, Enhancing Diversity in Graduate Education, Stanford University
Mentored two PhD students from underrepresented minority backgrounds in the Graduate School of Education. Consulted on academic course offerings, professional development opportunities, and graduate student life.
- 2012 - 2013 **Undergraduate Mentor**, Mellon Mays Undergraduate Fellowship Program, Stanford University
Advised 10 undergraduate students from underrepresented minority backgrounds. Consulted on academic coursework, conference presentations, and preparations for graduate schools. Provided written feedback on project proposals and graduate school applications.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association – Division G (Social Contexts of Education)

American Sociological Association – Sociology of Education Section

Sociology of Education Association

RELATED WORK EXPERIENCE

- 1/15 – 9/16 **Software Consultant**, Social Science Data and Software (SSDS)
Stanford University
Consulted Stanford students and staff in STATA, NVivo, and Atlas.ti software.

- 7/10 - 5/11 **Director, Public Programming**, Center for Latino Policy Research
UC Berkeley
Coordinated all details of the CLPR Speaker Series focusing on Latinos and Education Policy.
- 6/10 - 8/10 **Site Director**, BUILD Literacy Tutoring Program
UC Berkeley
Coordinated a literacy-tutoring program serving primarily low-income 4-12 year-olds at Live Oak Community Center in Berkeley.
- 8/07 - 7/09 **Tutor Coordinator**, America Reads
University of Minnesota, Minneapolis
Managed 70 undergraduate literacy tutors working in St. Paul public schools, libraries, and community centers. Co-facilitated New Tutor Training and monthly Focus Groups. Led ESL tutoring workshop.
- 10/06 - 4/07 **ESL Teacher**, Máximo Nivel Executive Language Center
Cusco, Peru
Taught 7 ESL courses every weekday to adults and children from basic to intermediate levels.
- 1/04 - 6/06 **Tutor Coordinator, Literacy Tutor, and Mentor**, Ravenswood Reads
Stanford University
Coordinated activities and training for undergraduate students serving as literacy tutors for K-5th graders in East Palo Alto.

CERTIFICATIONS

- 10/06 **TEFL Certification**, Máximo Nivel Executive Language Center, Cusco, Peru

LANGUAGES

Spanish: advanced written and oral