

# PEDRO REYES, PH.D.

ASHBEL SMITH PROFESSOR OF EDUCATION POLICY AND ADMINISTRATION  
PROFESSOR BY COURTESY, LYNDON BAINES JOHNSON SCHOOL OF PUBLIC AFFAIRS  
THE UNIVERSITY OF TEXAS AT AUSTIN

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## EDUCATION

**Post-Doctoral Work – University of Michigan, Ann Arbor** **2016**  
*Institute for Social Science Research: Inter-University Consortium  
For Political and Social Research, Survey Research Institute*

**Ph.D. - University of Wisconsin, Madison, WI** **1985**  
*Educational Policy & Administration, Cognate: Sociology of Education*

**B.S. – University of Wisconsin, Madison, WI** **1982**  
*Latin American History and Education*

## NARRATIVE OVERVIEW

Pedro Reyes is the Ashbel Smith Professor of Education Leadership & Policy. He holds appointments, by courtesy, at the Lyndon Baines Johnson School of Public Policy and the Department of Educational Psychology at The University of Texas at Austin.

Dr. Reyes served 20 years (1997-2017) as an academic leader in several roles:

Dr. Reyes was the Chief Executive Officer at the University of Texas San Antonio from February 2017 to September 2017. He oversaw the education of 30,000 students and a budget of half a billion dollars.

Dr. Reyes served as a special advisor to Chancellor William H. McRaven at the University of Texas System. He is leading several significant projects, including the Engineering Initiative, Accreditation for UTRGV, and development of the America's Institute.

Dr. Reyes was Executive Vice Chancellor for the Office of Academic Affairs at the University of Texas System, effective January 2012, and finished his term in May 2015. As the Executive Vice Chancellor, he worked with the UT System Board of Regents and Chancellor to develop academic policy and provide leadership to and oversight of the nine academic institutions.

Dr. Reyes was Associate Vice Chancellor for Academic Planning and Assessment at The University of Texas System, Office of Academic Affairs, effective January 15, 2003, and finished his term on January 15, 2012. As Associate Vice Chancellor, Dr. Reyes worked primarily in education policy. Dr. Reyes also directed the Student Learning Assessment Project for academic institutions and Academic Initiatives for Academic Affairs, which included managing a \$40 million-dollar fund to improve research capacity among academic institutions. Dr. Reyes executed the University of Texas System's annual tuition and fee plan and annual budget presentations. He served on System Task Forces on issues including capital planning and admissions. Dr. Reyes also served on boards of external education organizations, including the P-16 Council and the Texas Education Reform Foundation.

Pedro Reyes was Associate Dean of Graduate Studies and Professor of Education Policy and Administration at The University of Texas at Austin, where he also holds a courtesy appointment in the Lyndon Baines Johnson School of Public Policy.

He received his Ph.D. in 1985 from the University of Wisconsin-Madison and has been a member of the faculty in Texas since January 1991. He has 30 years of teaching experience in public schools and higher education. He was awarded the Distinguished Faculty Award from the *Texas Association of Chicanos in Higher Education* for his graduate teaching.

Dr. Reyes was the 30th president of the University Council for Educational Administration, a national consortium of 70 major research universities in the United States and Canada that advances the knowledge base in educational administration. He was also a Fellow of the prestigious National Academy of Education.

## **ACADEMIC APPOINTMENTS**

<b>Professor of Educational Leadership &amp; Policy</b> <i>Department of Educational Leadership &amp; Policy, The University of Texas at Austin, TX</i>	<b>1997-Present</b>
<b>Ashbel Smith Professor of Education Policy</b> <i>University wide Professorship, The University of Texas at Austin, TX</i>	<b>2008-Present</b>
<b>Professor by Courtesy</b> <i>Department of Educational Psychology, The University of Texas at Austin, TX</i>	<b>2019-Present</b>
<b>Professor by Courtesy</b> <i>Lyndon Baines Johnson School of Public Affairs, The University of Texas at Austin, TX</i>	<b>2013-Present</b>
<b>Executive Director, Texas Education Research Center</b> <i>The University of Texas at Austin, TX</i>	<b>2008-Present</b>
<b>Associate Dean for Graduate Studies</b> <i>Office of the Vice-President and Dean of the Graduate School, The University of Texas at Austin, TX</i>	<b>1997 - 2003</b>
<b>Faculty Research Associate</b> <i>Population Research Center, The University of Texas at Austin, TX</i>	<b>1997-Present</b>
<b>Chairman of the Graduate Studies Committee</b> <i>Department of Educational Administration, The University of Texas at Austin, TX</i>	<b>1994-1997</b>
<b>Graduate Advisor</b> <i>Department of Educational Administration, The University of Texas at Austin, TX</i>	<b>1994-1997</b>
<b>Associate Professor of Educational Administration</b> <i>Department of Educational Leadership &amp; Policy, The University of Texas at Austin, TX</i>	<b>1991-1997</b>

<b>Assistant Professor of Educational Administration</b> <i>University of Wisconsin-Madison</i>	<b>1986-1990</b>
<b>Faculty Associate</b> <i>National Center for School Effectiveness, University of Wisconsin-Madison</i>	<b>1986-1990</b>
<b>Assistant Professor of Education Policy and Administration</b> <i>University of Kansas-Lawrence</i>	<b>1985-1986</b>
<b>Teacher Assistant</b> <i>Department of Educational Administration, University of Wisconsin-Madison</i>	<b>1983-1985</b>
<b>Social Studies Teacher/Assistant Principal</b> <i>Oregon Junior High School, Oregon, Wisconsin</i>	<b>1982-1984</b>

## **ACADEMIC LEADERSHIP APPOINTMENTS**

**President *Ad Interim*** **Feb-Sept 2017**

*The University of Texas at San Antonio*

Reyes began his appointment as president *ad Interim* of The University of Texas at San Antonio in February 2017. He served as the Chief Executive Officer of the University of Texas San Antonio until September 2017. He oversaw a budget of 550 million dollars. The university enrollment was 30,000 students; it included ten colleges and schools fully accredited. It boasts major research centers and institutes focused on economic development and community engagement, as well as an Institute of Texan Cultures that houses cultural and historical artifacts from those who founded the State of Texas.

**Executive Vice Chancellor** **2012-2015**

*The Office of Academic Affairs, The University of Texas System, Austin, TX*

- ♦ Work with the Chancellor and the Board of Regents to develop academic policy for all nine campuses. Consult and advise the Regents' committees on Academic Affairs and Campus Life.
- ♦ Oversaw, along with the Chancellor, a 16-billion-dollar budget with all academic and health institutions.
- ♦ Cooperate with the Executive Vice Chancellor for Health Affairs, the Executive Vice Chancellor for Business Affairs, the Vice Chancellor for Research, and other System officials in System-wide activities (e.g., Sandia National Laboratory partnership, annual review by bonding agencies)
- ♦ Provide leadership for special projects as assigned by the Board of Regents or the Chancellor (e.g., student learning assessment, graduation rates initiative).
- ♦ Work with academic institution presidents to develop annual work plans, compacts, and strategic plans. Annually evaluate academic presidents' performance and make salary recommendations to the Chancellor and the Board of Regents. Review and approve presidents' external commitments and board memberships.

- ♦ Approve appointment and salary changes of direct reports to academic institution presidents. Encourage the development of strong leadership teams at each campus.
- ♦ Annually review and approve academic institutions' budgets. (16 billion dollars)
- ♦ Review internal audit reports from the campuses. Review and initiate additional audits through the UT System Office of Internal Audit.
- ♦ Review and approve campus proposals for facilities, land acquisition and the possible use of eminent domain, and changes in general policy.
- ♦ Advise the Chancellor and the Board of Regents on distributing PUF and other bond proceeds to the academic institutions. Evaluate proposals for Tuition Revenue Bonds.
- ♦ Conduct and chair committees for presidential searches.
- ♦ Evaluate tuition and fee plans for all academic institutions and make recommendations to the Chancellor and Board of Regents.
- ♦ Maintain undergraduate and graduate excellence throughout the academic institutions.
- ♦ Plan, with presidents and provosts, academic program development for all institutions.
- ♦ Promote excellence in research among the academic institutions.
- ♦ Develop and maintain working relationships with the Coordinating Board and other policy makers in higher education that facilitate the growth of the academic institutions. Provide information upon request to legislators and to state agencies.
- ♦ Evaluate and assure the Board of Regents that all academic institutions maintain their institutional accreditation in excellent status.
- ♦ Work with the Faculty Advisory Council on policy issues affecting faculty throughout the System.
- ♦ Work with the Student Advisory Council on policy issues affecting students throughout the System.

**Associate Vice Chancellor - Academic Planning and Assessment    2003-2012**

*The University of Texas System, Austin, TX*

The Associate Vice Chancellor assists the Executive Vice Chancellor for Academic Affairs to ensure that institutions' missions are advanced and appropriate plans and programs are developed and implemented. The Associate also monitors administrative and policy issues related to all academic institutions of the System. Major responsibilities include academic planning and student learning assessment.

- ♦ Lead the Student Learning Assessment Initiative
- ♦ Lead the STARS, STARS Plus, ETF, and Regents Research Scholars program on increasing universities' research capacity (50-million-dollar budget)
- ♦ Lead academic planning initiatives with campuses.
- ♦ Lead the evaluation of new undergraduate, graduate, and post-graduate degree proposals for System institutions.
- ♦ Lead the development of the Board of Regents' Agenda for the Academic Affairs and the Campus Life Committees.
- ♦ Lead and supervise five professional staff members with the Office of Academic Affairs

- ♦ Lead academic initiatives (e.g., improving graduation rates and building honors programs)
- ♦ Led the interface between the UT System Office of Academic Affairs and the staff of the Texas Higher Education Coordinating Board's Academic and Research Unit
- ♦ Oversee the analysis and evaluation of Tuition Revenue Bonds used for capital development.
- ♦ Analyze state and federal legislation affecting academic institutions
- ♦ Oversee the UT System Faculty Advisory Council
- ♦ Liaison between the Office of Accountability and Academic Affairs for Institutional Accountability and Strategic Planning
- ♦ Liaison between the Office of Research and Technology Transfer and Academic Affairs
- ♦ Liaison between the Office of the Board of Regents and Academic Affairs

**Interim Executive Director**

**2003-2005**

*The University of Texas System Institute for Public School Initiatives*

- ♦ Developed a business plan to create the Institute.
- ♦ I hired and supervised 70 employees.
- ♦ Raised funds from an initial \$200,000 funding to 12 million dollars annually.
- ♦ Hired a permanent executive director.

**Associate Dean for Graduate Studies**

**1997 - 2003**

*Office of the Vice-President and Dean of the Graduate School,  
The University of Texas at Austin, TX*

The Associate Dean assists the Vice President and Dean of the Graduate School on overall academic policy, the administration of inter-institutional collaboration, student recruitment, fellowship administration, and program review. He supervised five employees. He managed a two-million-dollar budget.

- ♦ Lead all recruitment initiatives, such as fellowship development
- ♦ Lead initiatives to increase graduate student retention efforts
- ♦ Lead outreach efforts nationwide for the graduate school
- ♦ Lead all graduate program reviews for the university
- ♦ Lead the recruitment efforts for all colleges, except law and business
- ♦ Managed the budget for the office and supervised four professional staff
- ♦ Managed 1-million-dollar fellowship budget
- ♦ Served as the chairman of the National Name Exchange

## **SPECIAL HONORS**

<b>Roald Campbell Lifetime Achievement Award</b> <i>University Council for Educational Administration</i>	<b>2018</b>
<b>Distinguished Faculty Award</b> <i>Texas Association of Chicanos in Higher Education</i>	<b>1996-1997</b>
<b>President</b> <i>University Council for Educational Administration</i>	<b>1992-1993</b>
<b>Fellow</b> <i>National Academy of Education</i>	<b>1991-1993</b>
<b>Ranked Top Professor, competing for merit</b> <i>Department of Educational Administration, The University of Texas at Austin</i>	<b>1991-1998</b>

## **RESEARCH**

Dr. Reyes is passionate about teaching and researching students in poverty. In his writing, Dr. Reyes focuses on Education and Opportunity, particularly student success for children experiencing poverty. His work has focused on urban students, language learners, migrant students, and border students—all children of poverty. His academic work has transcended the “blaming game” and focused on what is possible with these students and their school success.

I am an education policy and leadership researcher, and my primary scholarly expertise is in examining state or national policies that create education opportunities or inequality. I use primarily sociological theory and methods to study such problems. Broadly, my research focuses on Education and Opportunity. I conduct mixed methods research on education transitions from childhood to adulthood and how these transitions connect with socioeconomic attainment and inequality among students, particularly students often marginalized in schools. I am currently working on three interrelated themes I am pursuing as a researcher.

The first line of work is focused on enhancing education student success transitions in K-12 to postsecondary education and adulthood. I am exploring three primary research questions: 1) To what extent are leaders/educators providing quality learning opportunities for children experiencing high poverty? 2). What programs and practices enhance student success and opportunities? And 3). What is the role of families and others in successful student transitions for those students experiencing high poverty?

The second line of work spans into how educators and students bring traumatic stress (poverty effects, violence stress, and health stress) to schools and how that stress affects their academic success; at the same time, I am working on how educators “manage” secondary trauma and stress in schools. I am studying the following questions: What are the most critical stressors educators and children in poverty experience in minority communities? How do those stressors carry to the classroom, and how do such stressors affect the students’ mental health and academic outcomes? To what extent are educators affected by secondary trauma? How do those stresses affect their effectiveness as educators?). To what extent do educator and administrator turnover and burnout facilitate or impede the success of children experiencing poverty?

The third line of work is focused on the effects of policy and reform changes on marginalized students. In this area, I work on how urban students, migrant students, and English Language learners are affected by different organizational designs in schools; particularly, I study the policies that create those new structures and understand how such policies exclude or include children experiencing poverty. I also focus on such policies and reforms' intended and unintended outcomes. I also focus on how school policy and reforms facilitate learning opportunities for students experiencing high poverty.

Dr. Reyes has authored several books, including *Resiliency and Success: Migrant Children in the US* (2004), *Lessons from High Poverty High-Performance Schools: Creating Learning Communities* (1999), and *Teachers and Their Workplace: Commitment, Performance, and Productivity* (1990). In addition, Dr. Reyes has authored numerous scholarly articles, book chapters, and monographs in several prestigious journals such as *Educational Administration Quarterly*, the *High School Journal*, the *Journal of Educational Research*, and the *Hispanic Journal of Behavioral Sciences*.

Moreover, he has presented many papers at national and international academic conferences and held positions with many scholarly journals, including the editor of the book review section of *Educational Researcher* and associate editor of the *International Journal of Qualitative Studies in Education*.

Dr. Reyes has raised more than 23 million dollars in research development grants from foundations, including The Spencer Foundation, The Annenberg Foundation, The Spencer T. and Ann W. Olin Foundation, the Texas Education Agency, the National Science Foundation, the Houston Endowment, Inc., The Brown Foundation, and the U. S. Department of Education.

Currently, Dr. Reyes is the Executive Director of the **Texas Education Research Center**. The center's mission is to maintain a longitudinal data system for the State of Texas and provide social scientists and other researchers with access to such a database to study and analyze significant questions to improve educational policy, educational outcomes, and labor outcomes within the confines of a highly secured environment.

**The Texas Education Research Center** (ERC) not only provides access to social scientists to conduct research, but its staff also conducts survey research and evaluation studies, provides technical advice to design high-quality studies, offers technical assistance for data management, develops customized training for highly secured research environments; provides graduate students and postgraduate training in longitudinal data systems, and disseminates information to policymakers and educators from the latest research conducted within the Texas Education Research Center.

## EXTERNAL FUNDING

	Source of Support	Funded Project	Award Amount
32.	Texas Education Agency/ UTeach Foundation.	<b>Blended Learning in Math and Science &amp; Teacher Retention</b> Reyes, P & Alexander (Co-PI). July 2022-July 2024)	\$177,000
31.	Learning Analytics	Reyes, P. (Principal Investigator). December 2017-August 2024 Continuing Grant.	\$462,220
30.	Texas Education Research Center	Reyes, P. (Principal Investigator) 2023-24	\$1,000,000
29.	UTeach Institute	Blended Learning in Math and Science & teacher retention. (Reyes, P. & C. Alexander. July 2022-July 2024)	\$177,000
28.	Texas Educator Excellence Center	<b>District Data Project</b> Reyes, P. Alexander, A. (Principal Investigators). Jan 2018-Sept 2022	\$291, 228
27.	CATCH The Next, INC	<b>Developmental Education Project</b> Reyes, P. Alexander, C. (Principal Investigators). Sept 2018-Aug 2019	\$100,000
26.	University of Texas System	<b>Education Learning Analytics Project</b> Reyes, P. (principal investigator). May 2018 - Dec 2020	\$1,462,220
25.	Texas Higher Education Coordinating Board	<b>Teacher Education Quality Study</b> Reyes, P. (principal investigator). Jan 2014 - Jan 2016	\$200,000
24.	Houston Endowment Inc. (2008)	<b>Student Critical Transitions and Success in High School and Beyond.</b> Reyes, P. (principal investigator). Dec 2008 - Dec 2012	\$600,000
23.	National Science Foundation (2008)	<b>UTeach Engineering.</b> Reyes, P. (principal investigator). Sept 2008 - Sept 2010	\$300,000
22.	Department of Education/Institute for Public School Initiatives (2009)	<b>Texas Incentive Compensation.</b> Reyes, P. (principal investigator). Jan 2009 - Jan 2010	\$160,000
21.	Texas Higher Education Coordinating Board (2009)	<b>Texas Education Research Center.</b> Reyes, P. (principal investigator). Jan 2009 - Jan 2012	\$560,000
20.	U. S. Department of Education/Texas Education Agency	<b>Reading First.</b> Reyes, P. (principal investigator) 2004-2005	\$7.2 million
19.	U. S. Department of Education/Texas Education Agency	<b>Reading First</b> Reyes, P. (principal investigator) 2005-2006	\$8.2 million
18.	Houston A+ Challenge	<b>Houston Schools for a New Society Study of High School Restructuring.</b> Reyes, P. (principal investigator). Sept 2003 - Aug 2007	\$1.55 million
17.	The University of Texas– El Paso	<b>The University of Texas System Louis Stokes Alliance for Minority Participation.</b> Reyes, P. (principal investigator). Nov 2002 – Oct 2007	\$107,500



16.	National Science Foundation	<b>Science Achievement and Health Behavior: High School Curriculum, Social Context, and Opportunity to Learn.</b> Muller, C., & Reyes, P. (co-principal investigators). Oct 2001 - Sept 2004	\$1.55 million
15.	Austin Independent School District	<b>Improving Student Performance and Closing Achievement Gaps.</b> Reyes, P. (principal investigator). May 2002 - Dec 2002	\$58,000
14.	The University of Texas–Austin	<b>UT System Alliance for Minority Participation.</b> Reyes, P. (principal investigator). Nov 1997 - Oct 2002	\$73,300
13.	Houston Annenberg Challenge	<b>Houston Annenberg Challenge Research and Evaluation Study.</b> Reyes, P. (principal investigator). Aug 1999 - Sept 2002	\$2.7 million
12.	Texas Education Agency	<b>Migrant Education Policy and Practices.</b> Reyes, P. (principal investigator), Scribner, J. D., & Wagstaff, L. (co-principal investigators). December 1996	\$505,116
11.	South Texas Institute for Educational Development, Region One Education Service Center	<b>South Texas Initiative Project.</b> Reyes, P. (principal investigator), Scribner, J. D. (co-principal investigator). March 1993.	\$400,000
10.	The Spencer Foundation through The National Academy of Education	<b>Causes and Consequences of Teacher Organizational Commitment.</b> Reyes, P. (principal investigator). September 1991	\$30,000
9.	RGK Foundation through the College of Education	<b>A proposal to RGK Foundation</b> for charting new directions for the College of Education Center for Research and Development. November 1991	\$90,000
8.	Education Economic Policy Center, The University of Texas–Austin	<b>A Study of Site-Based Management.</b> Reyes, P., & Wagstaff, L. (co-principal investigators). October 1991	\$45,000
7.	National Center on Organization and Restructuring of Schools, University of Wisconsin–Madison	<b>Outcomes of Teachers Organizational Commitment.</b> (Member of the research team of a \$7.5 million project) 1991	
6.	The Olin Foundation of St. Louis, Missouri, National Center for School Effectiveness/Wisconsin Center for Education Research, University of Wisconsin–Madison	<b>Management Information System for School Improvement.</b> McIssac, D., & Reyes, P. (co-principal investigators). March 1990	\$308,000
5.	Chancellor's Office Research Grant Committee, University of Wisconsin–Madison	<b>Teacher Socialization, Commitment, and Student Outcomes in Excellent Math and Science Schools.</b> Reyes, P. (principal investigator). January 1990	\$8,400
4.	Chancellor's Office Grant Committee, University of Wisconsin–Madison	<b>The Interplay of Work Values and Employee Commitment: A Study of High School Teachers.</b> Reyes, P. (principal investigator). January 1989	\$8,200

3.	Graduate School Research Committee, University of Wisconsin–Madison	<b>Organizational Value Orientation and its Impact on Teachers' and Administrators' Commitment to School and Job Satisfaction.</b> Reyes, P. (principal investigator). January 1988	\$5,000
2.	Institute on Race and Ethnicity, The University of Wisconsin System	<b>Work Conditions of Minority Faculty and Academic Staff Within the University of Wisconsin System.</b> Reyes, P., & Fernandez, R. R. (principal investigators). August 1987	\$5,000
1.	General Research Fund, University of Kansas	<b>Organizational Dynamics That Determine the Power of Lower Participants in Educational Organizations.</b> Grant No. 349733. Reyes, P. (principal investigator). July 1986	\$6,000

## PUBLICATIONS

### BOOKS

122. Garza, E., Reyes, P., & Trueba, E. T. (2004). *Resiliency and success: Migrant children in the United States*. Denver, CO: Paradigm Press.
121. Reyes, P., Scribner, J. D., & Paredes Scribner, A. (1999). *Creating learning communities: Lessons from high-poverty high-performance schools*. New York: Teacher's College Press.
120. Reyes, P. (1990). *Teachers and their workplace: Commitment, performance, and productivity in educational organizations*. San Francisco: Sage.

### ARTICLES, CHAPTERS, AND POLICY REPORTS

#### (\* = REFERRED)

119. \*Brown, C., **Reyes, P.**, Woulfin, S., DeMatthews, D. E., & McKenzie, L. (forthcoming). A case study of how principals conceptualize and support the school readiness of children entering their schools. *AERA Open*.
118. \*Brown, C., **Reyes, P.**, McKenzie, L., DeMatthews, D. E., & Woulfin, S., (forthcoming). Principals' instructional leadership and support needs in prekindergarten and kindergarten: A case study in Texas. *AERA Open*.
117. \*Brown, C., McKenezie, L., **Reyes, P.**, Woulfin, S., & DeMatthews, D. E. (forthcoming). A case Study of how principals in Texas conceptualize and support the school readiness of children entering their schools. *Elementary School Journal*.
116. DeMatthews, D. E., Aylward, A., Knight, D., & Reyes, P. (September 2024). Why are there so few Latinas in The Texas superintendency? *Journal of Latinos and Education* <https://doi.org/10.1080/15348431.2024.2314486>  
[10.1080/15348431.2024.2314486](https://doi.org/10.1080/15348431.2024.2314486)

115. \*Brown, P. C., **Reyes, P.** & (July, 2024) "By any means necessary": A case study examining how school leaders facilitated community connectedness in the early years of elementary school. **Leadership and Policy in Schools** <https://doi.org/10.1080/15700763.2024.2373456>
114. \*DeMatthews, D. E., Aylward, A., Knight, D. S., & **Reyes, P.** (February 2024). Understanding the superintendent pipeline: A call for a national longitudinal dataset. **Educational Researcher**. <https://doi.org/10.3102/0013189X241232621>
113. David DeMatthews, Alexandra Aylward, David Knight & **Pedro Reyes** (February 2024) Why Are So Few Latinas Serving as Superintendents? A Call to Action Following a Decade of Minimal Progress. <https://doi.org/10.1080/15348431.2024.2314486>
112. \*DeMatthews, D. E., **Reyes, P.**, Solis, J., & Knight, D. (2023). Principal perceptions of the distance learning transition during the pandemic. **Educational Policy**, 37(3), 653-675. <https://doi.org/10.1177/0895904821104>
111. \*DeMatthews, D. E., **Reyes, P.**, Carrola, P., Edwards, W., & James, L. (2023). Novice principal burnout: Exploring secondary trauma, working conditions, and coping strategies in an urban district. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2021.1917624>
110. DeMatthews, D. E., Aylward, A., Knight, D. S., & **Reyes, P.** (November 2023). *Untapped talent: An 11-year Analysis of the Texas Superintendent Workforce (2010-11 to 2020-21)*. **University of Texas at Austin, College of Education**. [https://issuu.com/texaseducation/docs/dematthews\\_untappedtalent\\_report?fr=xKAE9\\_zU1NQ](https://issuu.com/texaseducation/docs/dematthews_untappedtalent_report?fr=xKAE9_zU1NQ)
109. \*Rodriguez, J. R & **Reyes, P.** (August 2022) [Review of book Data Culture and the organization of teachers' work, by D. R. Garcia]. **Teachers College Record**.
108. \*Edwards, W. Boggs, R. & **Reyes, P.** (August 2022) Student-Principal Racial/Ethnic Match, Geographic Locale, and Student Disciplinary Outcomes" **Journal of School Leadership**.
107. **Reyes, P.**, Marder, M., Alexander, C., & Marshal, J (April 2022). **Texas Educator Preparation Pathways Study**. Commissioned by the Dean of the College of Education at the University of Texas Austin. [https://issuu.com/texaseducation/docs/texas\\_educator\\_prep\\_pathways\\_study\\_issuu](https://issuu.com/texaseducation/docs/texas_educator_prep_pathways_study_issuu)
106. \*DeMatthews, D. E., **Reyes, P.**, Solis, J.\*, & Knight, D. (2021). Principal perceptions of the distance learning transition during the pandemic. **Educational Policy**. Pp. 1-23. <https://doi.org/10.1177/08959048211049421>
105. \*DeMatthews, D. E., **Reyes, P.**, Carrola, P., Edwards, W.\*, James, L.\* (2021). Novice principal burnout: Exploring secondary trauma, working conditions, and coping strategies in an urban district. **Leadership and Policy in Schools**. Pp 1-19.

104. \*DeMatthews, D. E., Carrola, P., Knight, D., & **Reyes, P.** (2021). How to reduce principal burnout and job-related stress: Recommendations for district administrators and principals. **The Clearing House: A Journal of Educational Strategies, Issues and Ideas**, 94(4), 159-167. <https://doi.org/10.1080/00098655.2021.1894083>
103. \*DeMatthews, D. E., Knight, D. S., **Reyes, P.**, & Benedict, A., & Callahan, R. (2020). From the field: educational research during a pandemic. **Educational Researcher**, 49(6), 398-402. <https://doi.org/10.3102/0013189X20938>
102. \*Callahan, R., DeMatthews, D., **Reyes, P.** (2019) The Impact of Brown on EL Students: Addressing Linguistic and Educational Rights through School Leadership Practice and Preparation. **Journal of Research on Leadership Education** 1-27. <https://doi.org/10.1177/1942775119878464>
101. DeMatthews, D. E., & **Reyes, P.** (2020, June 17). A time for young, local leaders. San Antonio Express-News. Retrieved from <https://www.expressnews.com/opinion/commentary/article/Commentary-A-timefor-young-local-leaders-15347511.php>
100. **Reyes, P.** Scott, M. (2021). **Maximizing the policy relevance of research for school improvement: Quantitative research design**. Chapter in, Urick, A., DeMatthews, D., & Ford, T. (2021) (Eds.). Maximizing the policy relevance of research for school improvement. Charlotte, NC: **Information Age Publishing**.
99. **Reyes, P.** Alexander, C. Edwards, W. (2019).: **District Data & Policy Report**. The Texas Center for Educator Excellence Teacher and School Leader Incentive Fund. University of Texas System, Austin, Texas.
98. **Reyes, P.** Alexander, C. & Edwards, W. (2019). **Policy Report on Developmental Education: Catch the Next Access Ascender Program**. The University of Texas Education Research Center.
97. **Reyes, P.**, Alexander, C., Brown, J., & Park, E., (2018). **Policy Report Prepared for the RGV LEAD's Regional Consortium**. [https://texaserc.utexas.edu/wp-content/uploads/2018/03/2017-RGV-Report\\_Final.pdf](https://texaserc.utexas.edu/wp-content/uploads/2018/03/2017-RGV-Report_Final.pdf)
96. **Reyes, P.**, Alexander, C. & Brown, J. A. (2017). Rio Grande Valley: Linking Academic and Economic Development. **Policy Report Prepared for the RGV Lead Harlingen, Texas**. June 2017. The University Texas Education Research Center, Austin, Tx. <https://texaserc.utexas.edu/wp-content/uploads/2017/12/4-BriefRGVLead1-PB-11.16.17.pdf>
95. **Reyes, P.** & C. Alexander (2017). Teacher Quality in Texas. **A Policy Report Prepared for the Texas Higher Education Coordinating Board**, December 2016. The University Texas Education Research Center, Austin, Texas.
94. **Reyes, P.** C. Alexander (2016). **Reverse-Transfer Report: A Policy Brief**; The University of Texas Education Research Center. Austin, Texas. <https://texaserc.utexas.edu/wp-content/uploads/2017/12/13-Brief-Reverse->

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<http://epx.sagepub.com/content/early/2014/11/11/0895904814556747.full.pdf>
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## NATIONAL AND STATE REFERRED PRESENTATIONS

104. White, R., Aylward, A., DeMatthews, D. E., Knight, D., Anglum, C., Nguyen, T. Reyes, P. (2024). Principal stability and well-being: New evidence on the importance of the superintendency. Paper presentation at BELMAS 2024 in Glasgow, UK.
103. Reyes, P., Solis Rodriguez, J., DeMatthews, D. E. (2024). An evolving teacher workforce: Implications for principal leadership. Paper presentation at BELMAS 2024 in Glasgow, UK.
102. DeMatthews, D. E., Aylward, A., Reyes, P., & Knight, D. (2024). Why are so few Latinas serving as superintendents? A call to action following a decade of minimal progress. Paper presented at AERA 2024 in Philadelphia, PA.
101. White, R. S., Aylward, A., DeMatthews, D. E., Knight, D. S., Nguyen, T., Anglum, C., & Reyes, P. (2024). Principal stability and work environment: New evidence on the importance of the superintendency. Paper presented at AEFPP 2024 in Baltimore, MD.
100. DeMatthews, D. E., Hart, T., Aylward, A., & Reyes, P. (2023). Stayers and leavers: Rural Texas Superintendent turnover trends and decisions. Paper presented at UCEA 2023 in Minneapolis, MN.
99. Bellara, A., Robinson, K., Vondohlen, H., White, R. S., Jerman, J., Evans, M., Malin, J., Aylward, A., Reyes, P., & DeMatthews, D. E. (2023). Resistance to resetting: Examining the intersections of superintendent identity, sociopolitical context, and equality in educational leadership. Paper presented at UCEA 2023 in Minneapolis, MN.
98. Brown, C. P., Reyes, P., Woulfin, S., DeMatthews, D. E., & McKenzie, L. (2023). How principals conceptualized early childhood education programs and what they need to support them and their teachers. Paper presented at AERA 2023 in Chicago, IL.
97. Woulfin, S., Brown, C. P., DeMatthews, D. E., & Reyes, P. (2023). Keep truckin': How principals make sense of the district infrastructure for accelerated learning. Paper presented at AERA 2023 in Chicago, IL.
96. Woulfin, S., DeMatthews, D. E., Brown, C., & Reyes, P. (2023). Learning that didn't happen: A case study of principals' sensemaking of learning loss. Paper presented at the Association for Education and Finance and Policy in Denver, CO.
95. Solis Rodriguez, J., Reyes, P., & DeMatthews, D. E. (2022). Teacher pathways to campus administration: Can diversity and inclusion in the principalship be improved and sustained? Paper presented at UCEA 2022 in Seattle, WA.

94. DeMatthews, D. E., Reyes, P., Cruz, P., & Woulfin, S. (2022). Response to pandemic: Lessons learned. Paper and panel presented at the TASA Midwinter Conference, December 2022 in Austin, TX.
93. DeMatthews, D. E. & Reyes, P. (2023). Principal burnout and emotional exhaustion. British Educational Leadership, Management, and Administration Society (BELMAS) Annual Conference July 2023.
92. Reyes, P., Wilson, A. & DeMatthews, D. E. (2022). *Principal burnout in Chronically Underperforming Schools*. Paper presented at the University Council of Educational Administration, Seattle, Washington.
91. Rodriguez, S. J., Reyes, P. & DeMatthews, D. E. (2022) Teacher Pathways to Campus Administration: Can Diversity and Inclusion into the Principalship be Improved and Sustained? Paper presented at the University Council of Educational Administration, Seattle, Washington
90. Reyes, P. (2022) Mentoring Untenured Educational Leadership Faculty Members for Equity and Sustainability: Barriers and Solutions. Paper presented at the University Council of Educational Administration, Seattle, Washington.
89. Clarida, K., Reyes, P., & DeMatthews, D. E. (2021). *Black and Latinx principal burnout in an urban district*. Paper presented at the University Council of Educational Administration, Columbus, OH.
88. Reyes, P., Solis, J. & Alexander, C. (2021). *Teacher Retention, Preparation, and Work Conditions*. Paper presented at the American Educational Research Association Annual Conference 2021.
87. Reyes, P., DeMatthews, D., James, L., & Solis, J. (2021). *Leading urban schools during Covid-19*. Paper presented at the American Educational Research Association Annual Conference 2021.
86. DeMatthews, D. E., Reyes, P., Carrola, P., & Edwards, W. (2020). *Novice principal working conditions and burnout in a large urban district*. UCEA 2020. (Virtual Conference)
85. DeMatthews, D. E. & Reyes, P. (2020). *Principal burnout and emotional exhaustion*. British Educational Leadership, Management, and Administration Society (BELMAS) Annual Conference 2020. (Conference cancelled)
84. DeMatthews, D. E. & Reyes, P. (2020, Apr 17 - 21) *Principal Burnout, Secondary Trauma, and Compassion Satisfaction in a Large Urban School District* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tm9otne>
83. Callahan, R. M., DeMatthews, D. E. & Reyes, P. (2020, Apr 17 - 21) *Addressing Linguistic and Educational Civil Rights: A Framework for School Leadership Practice and Preparation* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rfl2avc>

82. Alexander, C., Reyes, P. & Edwards, W. (2020, Apr 17 - 21) *The Power of Collaboration in Career and Technical Education in Texas* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vc62zzv>
81. Alexander, C., & Eklund, J. Reyes, Pedro, (2017, September). *Big Data in Texas: Linking Beyond K-12*. Presentation at the 2017 NCES STATS-DC Data Conference, Washington, DC.
80. Alexander, C., & Reyes, P., (2018, August). *The Education Research Center (ERC) at The University of Texas at Austin*. Presentation at the Texas Higher Education Symposium, Houston, TX.
79. Reyes, P. & C. Alexander (2017). Improving College Access Policy in Texas: The Role of Dual Credit in Facilitating Pathways. Paper Presented at the Annual Meeting of the American Education Research Association, 2017. San Antonio Texas.
78. Brown, J. A., Alexander, C., & Reyes, P. (2014). *Higher standards in higher education: Developmental education trends and variations across Texas*. Paper presented at the American Educational Research Association, Philadelphia, PA.
77. Giani, M. S., Alexander, C., & Reyes, P. (2014). *Comparing the postsecondary benefits of dual credit to advanced coursework: A quasi-experimental analysis*. Paper presented at The American Educational Research Association, Philadelphia, PA.
76. Giani, M. S., Alexander, C., & Reyes, P. (2013). *The impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students*. Paper presented at The Association for the Study of Higher Education 2013 Conference.
75. Giani, M. S., Alexander, C., & Reyes, P. (2013). *The impact of dual-credit coursework on postsecondary outcomes: A longitudinal analysis using propensity score matching*. Paper presented at The American Educational Research Association. San Francisco, CA.
74. Giani, M. S., Alexander, C., & Reyes, P. (2013). *The influence of districts on college readiness: An analysis of postsecondary access and preparedness*: roundtable discussion at the American Educational Research Association. San Francisco, CA.
73. Giani, M., Alexander, C.D., & Reyes, P, (2013). *The Influence of districts on College Readiness: an analysis of Postsecondary Access and Preparedness*. Paper presented at The American Education and Research Association, San Francisco, CA
72. Alexander, C.D., Brown, J., & Reyes, P, (2012). *Interactive Factors in Policy Implementation: A Study of Teacher Incentive Fund Schools in Texas*. Paper presented at The American Education and Research Association, Vancouver, Canada
71. Alexander, C.D., Giani, M. & Reyes, P. (2013). *The Impact of Dual-Credit Coursework on Postsecondary Outcomes: A Longitudinal Analysis Using Propensity Score Matching*. Paper presented at The American Education and Research Association, San Francisco, CA
70. Brown, Alexander, and Reyes (2012) *Interactive Factors in Policy Implementation: A Study of Teacher Incentive Fund (TIF) Schools in Texas*. Paper presented at The American Education and Research Association, Vancouver, Canada.
69. Giani, M., Alexander, C.D., & Reyes, P, (2012). *High School Predictors of Postsecondary Outcomes: What Factors Influence Postsecondary Access, Persistence, and Completion?* Paper presented at The American Education and Research Association, Vancouver, Canada.

68. Alexander, C.D., Reyes, P., Brown, J., & Gonzales, R. (2010). Strategies to Attract and Retain Teachers: Preliminary Outcomes of the Teacher Incentive Fund in Texas. Paper presented at The American Education and Research Association, Denver, CO.
67. Alexander, C.D., & Reyes, P. (2009). Did It Work? Data-Driven Answers from the Texas Education Research Centers. Presentation at Texas Assessment Conference hosted by the Texas Association of School Boards, Austin, TX.
66. Alexander, C.D., & Reyes, P. (2009). Urban High School Reform Using Philanthropic Funding: Can there be Sustainability Following the Investment? Paper presented at The American Education and Research Association, San Diego, CA.
65. Phillips, J., & Reyes, P. (2008). Visions of High School Reform in a Turbulent Policy Context. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
64. Alexander, C. Reyes, P. & Phillips, J., (2008). High School Reform: Can Reform Work Thru Collaboration? Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
63. Alexander, C., Reyes, P. & Phillips, Joy (2008). Houston: Creating a Bulwark between the Ship and the Iceberg. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
62. Fuller, E. J., & Reyes, P. (2008). Mathematics and Science Teacher Quality, Turnover, and Mobility in Texas. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
61. Fuller, Edward J., & Reyes, P. (2007). "Teacher and Principal Turnover Impeding High School Reform." Paper presented at the annual meeting of the University Council of Educational Administration. Alexandria, VA.
60. Fuller, Edward J., & Reyes, P. (2007). "Foundations for high school reform: Teacher and administrator stability and quality." Presented at the annual meeting of the American Educational Research Association. Chicago, IL.
59. Fuller, E. J., & Reyes, P. (2006). Principal career paths in Texas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. CA
58. Fuller, E. J., & Reyes, P. (2006). The influence of individual, school, and preparation program characteristics on principal retention in Texas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
57. Fuller, E. J., & Reyes, P. (2006). Examining the academic outcomes of creating small learning communities in a large urban district. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
56. Fuller, E. J., Reyes, P., & Cruz, M. (2005). The messy process of school reform: Effects of creating small learning communities on student achievement. Paper presented at the annual meeting of the University Council for Educational Administration, Nashville, TN.
55. Fuller, E., & Reyes, P. (2004). Effects of creating small learning communities on student achievement. Presented at the annual meeting of the University Council for Educational Administration, Kansas City, MO.
54. Reyes, P. (2002). Leadership and the achievement of minority students. Symposium presented at the University of Maryland-College Park, June 19-21.

53. Rorrer, A. & Reyes, P. (2002). Leadership and equity. Paper presented at the Annual Meeting of the American Education Research Association, March 1–5, New Orleans, LA.
52. Reyes, P. (2001). Learning for the success of all students: Documentary as data collection and evidence. In *Documentary and conversation*. Symposium conducted at the meeting of the University Council for Educational Administration, Cincinnati, OH
51. Reyes, P. (2001). Mechanisms of reform: Leadership and collaboration. In *Leadership and learning in urban school reform*. Symposium conducted at the meeting of the University Council for Educational Administration, Cincinnati, OH.
50. Reyes, P. (2001). Rethinking educational leadership for the 21st century. Symposium presented at the Annual Meeting of the American Association of Colleges and Universities for Teacher Education, Dallas, TX.
49. \*Reyes, P. (2001). Accountability and public education. Symposium presented at the Annual Meeting of the American Education Research Association, Seattle, WA.
48. \*Reyes, P. (2001). Reform and accountability in urban schools. Symposium presented at the Annual Meeting of the American Education Research Association, Seattle, WA.
47. Reyes, P. (2001). Forging academic partnerships for student success. Thompson Conference Center, The University of Texas at Austin.
46. \*Reyes, P. (2000). The internal and external politics of implementing urban school reform. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
45. \*Reyes, P. (2000). Symposium on race and class in schools. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
44. Reyes, P. (2000). Restructuring higher education in the United States. Presented at the Ministry of Education Research Office, Seoul, Korea.
43. Reyes, P. (2000). Restructuring higher education in the United States. Presented at The University of Buenos Aires, Argentina.
42. Reyes, P. (2000). School reform in high-poverty schools. Presented to school principals at Area Four Region Service Center, Houston, Texas.
41. \*Reyes, P. (1999). Implementing school reform in an active policy environment. Presented at the annual meeting of the University Council for Educational Administration, Minneapolis, MN.
40. \*Reyes, P. (1999). School improvement in an urban setting. Presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
39. \*Reyes, P. (1998). Creating learning communities. Presented at the annual meeting of the American Educational Research Association. San Diego, CA.
38. \*Reyes, P., & Pazey, B. (1997). Classroom communities. Presented at the American Educational Research Association, New York, NY annual meeting.
37. \*Reyes, P., & Fuller, E. J. (1996). Urban secondary schools, sense of community and mathematics achievement. Presented at the annual meeting of the American Association of School Administrators, San Diego, CA.
36. Reyes, P. (1996). Community of learners: A framework for school improvement. Presented at the annual conference of Region One Superintendents, South Padre Island, TX.



35. Reyes, P. (1996). Learning mathematics for linguistically diverse students: A research report. Presented to Region One educators and administrators, Edinburg, TX.
34. \*Reyes, P., & Fuller, E. J. (1995). The effects of selected elements of communal schools. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA
33. \*Reyes, P., Scribner, J. D., & Fusarelli, L. (1995). Proposing new research directions toward the Year 2019. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA
32. \*Reyes, P., & Pazez, Barbara (1995). Building classroom communities. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA
31. \*Reyes, P. (1994). Discussions of political philosophy: The past, present and the future. Presented at the American Educational Research Association, New Orleans, LA annual meeting.
30. \*Reyes, P. (1994). Predictors of student achievement: The case of three minority groups. Presented at the American Educational Research Association, New Orleans, LA annual meeting.
29. \*Reyes, P., & Scribner, J. D. (1994). Participation research. Presented at the annual meeting of the American Association of School Administrators, San Francisco, CA.
28. \*Reyes, P. (1993). Our social responsibility to achieve gender and racial equity in departments of Educational Administration. Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.
27. Reyes, P. (1993). School restructuring and the use of computers. Presented at the annual meeting of the Southwest Educational Research Association, Houston, TX.
26. \*Reyes, P., & Laible, J. (1993). Building teacher commitment to school restructuring. Presented at the annual meeting of the American Administrator School Association, Orlando, FL.
25. Reyes, P., & Shin, H.-S. (1992). Multilevel analysis of teacher commitment. Presented at the annual meeting of The American Educational Research Association, San Francisco, CA
24. Shin, H.-S., & Reyes, P. (1992). Developing a causal model of teacher organizational commitment. Presented at the annual meeting of The American Educational Research Association, San Francisco, CA
23. \*Reyes, P. (1991, April). Individual and organizational influences on teacher commitment. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
22. \*Shin, H.-S., & Reyes, P. (1991). Teacher commitment and job satisfaction. Presented at the annual meeting of the American Educational Research Association, Chicago, IL
21. \*Reyes, P. (1991). Educational administration and persons of diverse races, cultures, and ethnicities. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
20. \*Reyes, P. (1991). The effects of technology on teacher and administrator behavior. Paper presented at the annual meeting of the American Administrator School Association. San Diego, CA

19. Reyes, P., & Nash, J. B. (1990). The NCESRD database: Making desegregation fun. In National School Improvement Institute—Achieving effective schools in a changing society: The next steps, Oak Brook, IL.
18. Reyes, P., & Nash, J. B. (1990). Innovations in data analysis for school improvement. In National School Improvement Symposium on Technological and Cultural Aspects of School Renewal, Overland Park, KS.
17. Reyes, P., & Nash, J. B. (1990). The NCESRD database: Hands-on practice. In National School Improvement Symposium on Technological and Cultural Aspects of School Renewal, Overland Park, KS.
16. \*Reyes, P., & Capper, C. (1990). Urban principals: A critical perspective on the context of student outcomes. Presented at the annual meeting of the American Educational Research Association, Boston, MA.
15. \*Shaw, J., & Reyes, P. (1990). A comparison of elementary and high school cultures and teacher commitment. Presented at the annual meeting of the American Educational Research Association, Boston, MA.
14. \*Reyes, P. (1989). The factors that explain the organizational commitment of lower participants. Presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.
13. \*Reyes, P., Madsen, J., & Taylor, B. (1989). Organizational incentives, teacher commitment, morale, and job satisfaction: Is the program achieving its goals. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
12. \*Reyes, P., & Hoyle D. (1989). Faculty commitment in diverse college settings. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
11. \*Reyes, P., & Hoyle, D. (1989). Teachers' communication satisfaction with their supervisors. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
10. \*Reyes, P. (1988). Trends in academic governance: Faculty and chairperson's analysis. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
9. \*Reyes, P., Madsen, J., & Taylor, B. (1988). Organizational incentives and teachers' morale, job satisfaction, and organizational commitment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
8. \*Reyes, P., & Pounder, D. (1987). Organizational value structure and their impact on commitment to schools and job satisfaction: A comparison between public and private K-12 systems. Presented at the annual meeting of the American Educational Research Association, Washington, DC.
7. \*Reyes, P., & Smith, G. (1987). Faculty and academic staff participation in academic governance: The social contract model. Presented at the annual meeting of the Association for the Study of Higher Education, San Diego, CA.
6. \*Reyes, P., & McCarty, D. J. (1986). The power of lower participants in educational organizations. Presented at the annual meeting of the Association for the Study of Higher Education, San Antonio, TX.

5. \*Reyes, P. (1986). Organizational value and its impact on organizational commitment and job satisfaction among teachers. Presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.
4. \*Reyes, P., & Madsen, J. (1986). Managerial behavior of elementary, secondary, and special education principals: An empirical assessment. Presented at the annual meeting of the Midwestern Educational Association, Chicago, IL.
3. \*Reyes, P. (1986). Governing academic organizations: The academic dean and the president review the current state of college governance. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
2. Reyes, P., & McCarty, D. J. (1985). Models of institutional governance: Academic deans' decision-making patterns as evidenced by chairpersons. Paper presented at the annual meeting of the Association for the Study of Higher Education, Chicago, IL.
1. \*Reyes, P., & McCarty, D. J. (1985). Professors' view of academic decision making as executed by academic deans: A case study presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

### **Administrative & Committee Service**

#### **SERVICE WITHIN DEPARTMENT**

<b>Department Chairman</b>	<b>2023</b>
<b>Director of Cooperative Superintendent Program.</b>	<b>2021-23</b>
<b>Assistant Graduate Advisor</b>	<b>2017-present</b>
<b>Co-Chair</b> <i>Search Committee to replace Ruben Olivarez</i>	<b>2021</b>
<b>Chair</b> <i>Search Committee to replace Mark Gooden</i>	<b>2017</b>
<b>Department Chair-Designate</b> <i>Executive Committee for Dr. Saenz</i>	<b>2018</b>
<b>Chair, Graduate Studies Committee</b>	<b>2017-19</b>
<b>Chair</b> <i>Third-year Review Committee for Dr. Holme</i>	<b>2019</b>
<b>Chair</b> <i>Third-year Review Committee for Dr. Garces</i>	<b>2021</b>
<b>Chair</b> <i>Third-year Review Committee for Dr. Childs</i>	<b>2019</b>
<b>Chair</b>	<b>2018</b>

<i>Third-year Review Committee for Dr. Jabbar</i>	
<b>Chair</b>	<b>2009</b>
<i>Third-year Review Committee for Dr. Heilig</i>	
<b>Chair</b>	<b>2008</b>
<i>Search Committee to replace J. Garcia</i>	
<b>Chair</b>	<b>2008</b>
<i>Post tenure review committee for Norma Cantu</i>	
<b>Co-Chair</b>	<b>2007</b>
<i>Search Committee to replace J. Scribner</i>	
<b>Chair</b>	<b>2006</b>
<i>Search Committee to replace J. Scheurich</i>	
<b>Chair</b>	<b>2003</b>
<i>Redesigned Ph.D. Committee for PSEL</i>	
<b>Chair</b>	<b>1998-1998</b>
<i>Post-Tenure Review Committee</i>	
<b>Graduate Advisor and Chair</b>	<b>1994-1997</b>
<i>Graduate Studies Committee</i>	
<b>Member</b>	<b>1995</b>
<i>Search and Screen Committee for Educational Policy Director</i>	
<b>Chair</b>	<b>1994</b>
<i>Department Strategic Planning Committee</i>	
<b>Chair</b>	<b>1994</b>
<i>Committee to Restructure Research Courses</i>	
<b>Chair</b>	<b>1994</b>
<i>Committee to Establish Criteria for Review of Core Exam</i>	
<b>Member</b>	<b>1993</b>
<i>Ad Hoc Committee to Redesign the Principal's Prep. Program</i>	
<b>Member</b>	<b>1992</b>
<i>Committee to Mentor Martha Ovando</i>	
<b>Member</b>	<b>1992</b>
<i>Committee to Mentor Deborah Kazal-Thresher</i>	
<b>Member</b>	<b>1992</b>
<i>Search and Screen Committee for Baker position</i>	
<b>Member</b>	<b>1991</b>
<i>Search and Screen Committee for Veir position</i>	
<b>Plenary Representative</b>	<b>1986-1990</b>
<i>University Council for Educational Administration, University of Wisconsin-Madison</i>	
<b>Member</b>	<b>1988-1990</b>
<i>Department Personnel Committee, University of Wisconsin-Madison</i>	
<b>Member</b>	<b>1987-1988</b>
<i>Department Admissions Committee, University of Wisconsin-Madison</i>	

**Member** 1986-1987  
*Department Program Committee, University of Wisconsin–Madison*

**Member** 1985-1986  
*Promotion and Tenure Committee, University of Kansas*

**SERVICE WITHIN COLLEGE**

**Promotion and Tenure Committee** 2019-2020  
*College of Education*

**Promotion and Tenure Committee** 2005-2008  
*College of Education*

**Chair** 1991-1998  
*College of Education Faculty Computer Committee*

**Chair** 1993-1996  
*Sanchez-Marres Scholarship Committee*

**Member** 1993-1996  
*Advisory Committee to CARDE*

**Member** 1993-1996  
*Advisory Committee to Learning Technology Center*

**Co-Chair** 1992-1993  
*Steering Committee on The College of Education Research and Development Center*

**Member** 1991-1992  
*Proposal Design Committee for The Professional Development Center, College of Education*

**Member** 1987-1989  
*School of Education Graduate Assistant Policy and Procedures Committee, University of Wisconsin–Madison*

**SERVICE WITHIN UNIVERSITY**

**University Educational Policy Committee, Member** 2009-2023

**HSI Faculty Climate Committee** 2020-2021

**Interim President, University of Texas-San Antonio** 1/2017-9/2017

**Executive Vice Chancellor for Academic Affairs** 2012-2015  
*UT System Administration*

**Associate Vice Chancellor, Academic Planning and Assessment** 2003-2012  
*UT System Administration*

**Associate Dean for Graduate Studies** 1997-2003  
*The University of Texas at Austin*

**Member** 2001-2001  
*Search Committee for University VP and CFO*

<b>Member</b> <i>Faculty Council</i>	1996-1998
<b>Member</b> <i>Texas Poll Advisory Council</i>	1994-1998
<b>Member</b> <i>Ad Hoc Committee to Evaluate the Dean of the College of Education</i>	1995-1996
<b>Member</b> <i>Committee on Graduate Student Support</i>	1995-1996
<b>Member</b> <i>University Teacher Education Committee</i>	1994-1996
<b>Member</b> <i>President's Ad Hoc Committee on the Organization and Functions of the Vice President and Dean of Graduate Studies</i>	1995-1996
<b>Member</b> <i>Ad Hoc Committee on Graduate Students</i>	1994
<b>Chair</b> <i>Chancellor's Scholarship Committee, University of Wisconsin–Madison</i>	1987-1990
<b>Member</b> <i>Chicano Studies Advisory Committee, University of Wisconsin–Madison</i>	1986-1988
<b>Member</b> <i>First Level Review Committee for the General Research Fund, University of Kansas</i>	1985-1986
<b>SERVICE TO NATIONAL EDITORIAL BOARDS</b>	
<b>Advisory Board</b> William T. Grant Foundation	2017-2023
<b>Advisory Board</b> Social Sciences Research Council	2008-2017
<b>Co-Editor</b> <i>The Immigrant and Transnational Experience Series</i> Lanham, MD: Rowman and Littlefield	2000-2015
<b>Book Review Editor</b> <i>Educational Researcher</i>	1999-2002
<b>Editorial Board</b> <i>Educational Administration Quarterly</i>	1998-1999
<b>Editorial Board</b> <i>Educational Researcher</i>	1996-1998
<b>Associate Editor</b>	1995-1998

*International Journal for Qualitative Studies in Education*

**Reviewer** 1992-1995

*American Educational Research Journal*

**Editorial Board** 1989-1993

*Journal of Educational Research*

**Editorial Board** 1987-1993

*Educational Administration Quarterly*

## **PROFESSIONAL MEMBERSHIPS**

### **PROFESSIONAL ORGANIZATIONS**

**Member** 2006-2015

*Educational Testing Service Regional Board*

**Board Member** 2008-2012

*Texas Education Reform Foundation*

**Board Member** 2006-2012

*Social Science Research Council. N.Y., N.Y.*

**Member** 2005-2015

*College Board Regional Board*

**Board Member** 2004-2010

*CREATE Consortium of University Systems*

**Executive Board Member** 1990-1995

*University Council for Educational Administration*

**Division-A Program Proposal Reviewer for Annual Meeting** 1987-2001

*American Education Research Association*

**Program Proposal Reviewer for Annual Meeting** 1987-2001

*University Council for Educational Administration*

**Program Proposal Reviewer** 1987-1989

*Association for the Study of Higher Education*

**Member** 1994

*Task Force on Diversity, University Council for Educational Administration*

**President** 1993

*University Council for Educational Administration*

**President-Elect** 1992

*University Council for Educational Administration*

**Steering Committee** 1992

*On the Knowledge Base of Educational Administration, UCEA*

**Program Chair for annual convention** 1992

*University Council for Educational Administration*

**Member of Nomination Committee** 1989  
*Association for the Study of Higher Education*

**Member** 1989  
*Task Force on Ethnic Participation in Association for the Study of Higher Education*

**Member of Alternative Futures Committee** 1988  
*Association for the Study of Higher Education*

**Member, Program Committee** 1987  
*Association for the Study of Higher Education*

**Program Co-chair, Faculty Dialogues Annual Meeting** 1987  
*Association for the Study of Higher Education*

**Symposia and Special Topics Proposal Reviewer** 1986  
*Association for the Study of Higher Education*

**PROFESSIONAL & CONSULTING SERVICE**

**Consultant, Compensation Studies, Wisconsin School Districts** 1989  
*Wisconsin School Boards Association*

**Member of the Wisconsin Administrative Guide Committee** 1989  
*Wisconsin Department of Public Instructions*

**Consultant** 1989  
*Studying staff morale levels, DC Everest School District*

**Consultant** 1989  
*Developing an assessment study of educational needs for minorities in the South side of Madison, Madison Area Technical College*

**Consultant** 1988  
*Studying the administrative and compensation structures, Menominee School District*

**Chairman** 1995  
*Review for Educational Administration Departments, Ohio Board of Regents*

**Program Evaluation Advisor** 1994-1996  
*Urban Partnership, Ford Foundation*

**COMMUNITY SERVICE**

**Member** 2000  
*Task Force on Administrative Information Systems, Austin Independent School District*

**Member** 2000  
*Task Force on Dropout Prevention/Reduction Action Plan for Austin Independent School District*



<b>Member</b> <i>Task Force on Student Dropout, Austin Independent School District</i>	<b>1999</b>
<b>Evaluation Team</b> <i>Huston-Tillotson College, Austin, TX</i>	<b>1993</b>
<b>Planning Committee</b> <i>Eanes Independent School District Strategic</i>	<b>1992</b>
<b>Advisory Board</b> <i>Wisconsin South Madison Education Center, Madison Area Technical College</i>	
<b>Member</b> <i>Administrative Assessment Center, Department of Public Instruction</i>	<b>1986</b>
<b>Appearance on National Public Radio</b> <i>Speaking on the topic of School Reform for Urban Schools, Albany, NY</i>	<b>1994</b>