

Ana Soltero Lopez
LEBSE
Kremen School of Education and Human Development
Multiple Subject Credential
asolterolopez@mail.fresnostate.edu

Academic Degrees: *(Include teaching credentials, if any)*

Degree	Institution	Area of Emphasis
Ph.D.	UCLA	Urban Schooling
M.A.	UCLA	Education with Race and Ethnic Studies emphasis
B.A.	UCSB	Psychology, Chicana/o Studies, Education Studies and Spanish

Professional Experience:

Dates	Position/Institution
2017-present	Assistant Professor, CSU, Fresno
2015-2017	Visiting Lecturer/CFD Fellow, Mount Holyoke College
2014-2015	Visiting Lecturer/CFD Fellow, Mount Holyoke College

Faculty and Administrative Load: *(Should total 12 units each semester)*

<u>Fall 2018</u>		<u>Spring 2019</u>	
LEE 159	3	LEE 159	3
LEE 167	3	LEE 169S	3
LEE 169S	3		

Community Service

Dates	Organization	Activity/Accomplishments
--------------	---------------------	---------------------------------

University/School Service

Dates	Committee	Activity/Accomplishments
10/2019 – present	Ed.D. Program Graduate Group	core faculty
10/2019 – present	Dream Success Center Advisory Board	
09/2019 – present	Faculty Assembly rep for Kremen Basic Credential and Curriculum Committee (SOEHD)	
01/2019 – present	Graduate Net Initiative (GNI) committee (university)	
09/2018 – present	Service-Learning Subcommittee (university)	

Professional Association Memberships

Dates	Association/Organization	Role
	American Association of Hispanics in Higher Education (AAHHE)	
	Critical Race Studies in Education Association (CRSEA)	
	American Educational Research Association (AERA)	
	Latina/o Studies Association (LSA)	

Publications (Selected)

Book Chapters

- (Forthcoming). Herrera, L., Lopez, P., & Soltero Lopez, A. *Growing and Nurturing Future Latinx Bilingual Teachers in California Hispanic Serving Institutions*. Gist, C.D. & Bristol, T.J. (Eds.). *The Handbook on Research for Teachers of Color*.
- (Forthcoming). Soltero Lopez, A. *At the Intersection: First Generation College Students and the Influence of Identities*. Stylus Publisher.
- Soltero Lopez, A. & Rodriguez, R.J. (2018). *Undocumented Students and Youth Advocacy in the USA*. Peterson, A., Stahl, G., & Soong, H. (Eds.). *The Palgrave Handbook of Citizenship and Education*. Palgrave Macmillan.

Book Reviews

- Soltero Lopez, A. (2018). Review of the book *Fragile Families: Foster Care, Immigration, and Citizenship* by Naomi Glenn-Levin Rodriguez. *Journal of American Ethnic History*, 38(1), 96-97.
- Soltero Lopez, A. (2018). Review of the book *Latina Teachers: Creating Careers and Guarding Cultures* by Glenda M. Flores. *Journal of Chicana/Latina Studies*, 18(1).

Papers and Presentations (Selected)

Arellano, L., Soltero Lopez, A., Muñoz, O. (forthcoming). *Centering Courage and Conciencia con Coraje, Corazón, y Chingona-ness*. Workshop presented at the American Association of Hispanics in Higher Education Conference. Costa Mesa, CA.

Lopez, P. & Soltero Lopez, A. (2019). *The Enseñamos Initiative at CSU, Fresno*. Presented at the United States Department of Education. Washington DC.

Soltero Lopez, Ana & Lopez, P. (2019). *The Possibilities of Cross-Institutional Collaborations and Culturally Sustaining Pedagogies in Teacher Education*. Paper presented at the California Council on Teacher Education. San Diego, CA.

Soltero Lopez, A. & Encinas, G. (2019). *Creating an Undocufriendly Campus: Fresno State Faculty, Staff, and Administrator Allyship*. Paper presented at the UC PromISE professional development workshop, "Advancing Research to Promote Immigrant and Student Equity". Irvine, CA.

Hart, S., Billen, M., & Soltero Lopez, A. (2019). *Examining Influences on Preservice Teachers' Culturally Sustaining Literacy Pedagogy and Practice*. Paper presented at the Literacy Research Association. Tampa, FL.

Soltero Lopez, A., (2019). *A Critical Race Theory (CRT) Analysis of Teacher Candidate Resistance Toward Eurocentric Curricula Via Service-Learning/Youth Participatory Action Research (SL-YPAR)*. Paper presented at the Critical Race Studies in Education Association. Los Angeles, CA.

Soltero Lopez, A., & Encinas, G. (2019). *Creating an Undocufriendly Campus: Latinx Undocumented Student Experiences with Faculty, Staff, and Administrator*. Paper presented at Spring 2019 Research Colloquium. CSU, Fresno.

Soltero Lopez, A., Low, D., Macias, C., & Allen, K. (2019). *Children and Preservice Teachers Co-Designing Action Research in and for their Communities*. Teacher Candidate posters presented at the Cesar Chavez & Dolores Huerta Education Conference. California State University, Fresno. Fresno, CA.

Soltero Lopez, A., (2019). *Status Disclosure and Schooling: Student Strategies and Educator Accountability*. Poster presented at the American Educational Research Association (AERA). Toronto, Canada.

Soltero Lopez, A., & Encinas, G. (2019). *Creating an Undocufriendly Campus: Latinx Undocumented Student Experiences with Faculty, Staff, and Administrator*. Paper presented at the American Educational Research Association (AERA). Toronto, Canada.

Soltero Lopez, A., Billen, M., & Hart, S. (2019). *Teacher Candidates' Identity Development*. Poster presented at the CSU Symposium on University Teaching and Learning. Fresno, CA.

Soltero Lopez, A. (2018). *Family Separation and the Impact on Children's Education. Humanizing Border Policy: An Interdisciplinary Symposium on Family Separations and the Border*. Fresno, CA.

Soltero Lopez, A. & Herrera, L. (2018). *This Book is About Me: Immigration and Bilingualism in Children's Literature*. Madera-Fresno Literacy Institute. Madera, CA.

Soltero Lopez, A., Lopez, P., Cintrón, J. (2018). *Growing and Nurturing Future Latinx Bilingual Teachers in California Hispanic Serving Institutions*. *Charting Research on Domains of Inquiry Across the Field. The Handbook of Research on Teachers of Color*. Houston, TX.

Soltero Lopez, A., Goff, M., Sharma, G. (2018). *How to Get into College and Successfully Pursue the Teaching Profession*. Make a Difference-TEACH! Conference. Fresno, CA.

Soltero Lopez, A., Herrera, L., Rodriguez, J.R. (2018). *Get LIT Being Bilingual: Teachers*

Wanted for New Generations of Students and Leaders. Make a Difference-TEACH! Conference. Fresno, CA.

Soltero Lopez, A. (2018). *Achieving Student and Teacher Empowerment via Culturally Sustaining Pedagogy*. Paper presented at the *Latina/o/x Studies Association Conference*. Washington D.C.

Soltero Lopez, A., Hernandez, S., Hernandez, I. (2018). *Enacting Social Justice: Empowered Teaching via Ally Networks and Advocacy*. *Cesar Chavez & Dolores Huerta Education Conference*. California State University, Fresno. Fresno, CA.

Soltero Lopez, A., Brandl, S., Yun, C., & Bennett, L. (2018). *Expanding the Boundaries of Curriculum Design: Inquiries into Culturally Sustaining Interdisciplinary Instruction*. *Cesar Chavez & Dolores Huerta Education Conference*. California State University, Fresno. Fresno, CA.

Soltero Lopez, A., Herrera, L., Rodriguez, J.R. (2018). *“Somos unidos”™: DACA, Multilingual Research, and YA Literatures for Justice*. Paper presented at the *24th Annual Multicultural Education Conference Theme: Solidarity Now*. California State University, Sacramento. Sacramento, CA.

Soltero Lopez, A. (2018). *Fighting the Stigma of “Illegality”: The Identity Politics of Undocumented Youth*. Paper presented at the *American Educational Research Association (AERA)*. New York City, New York.

Soltero Lopez, A., Alamillo, L. & Encinas, G. (2018). *DREAMer Students as Future Bilingual Teachers in the California Central Valley*. Paper presented at the *American Educational Research Association (AERA)*. New York City, New York.

Soltero Lopez, A. (2017). *Undocumented Population and California Policies*. Presented at the *Dream for our Children: Symposium on Undocumented Children in PreK-12 Schooling at Fresno State*. Fresno, CA.

Soltero Lopez, A. (2017). *Status Disclosure and Schooling: Student Strategies and Educator Accountability*. Paper presented at the *6th Annual Research Colloquium for The Doctoral Program in Educational Leadership at Fresno State*. Fresno, CA.

Soltero Lopez, A. (2016). *The Strategic Communication Tactics of Latina/o Undocumented Students: Implications for Educator Professional Development*. Paper presented at the *New England Consortium of Latina/o Studies (NECLS)*. Northampton, MA.

Soltero Lopez, A. (2016). *The Strategic Communication Tactics of Latina/o Undocumented Students: Implications for Educator Professional Development*. Paper presented at the *Crossroads In the Study of the Americas (CISA)*. Amherst, MA.

Soltero Lopez, A. (2014). *Examining the Role of “Illegality” on the Socialization Practices and Identity Sense-Making among Undocumented Latina/o Students*. Paper presented at the *Department of Latina/Latino Studies Colloquium*. Urbana, IL.

Soltero Lopez, A. (2014). *Latina Undocumented Epistemology: Implications for Identity Development, Social Interactions, and Educational Experiences*. Paper presented at the *Mujeres Activas en Letras y Cambio Social (MALCS)*. El Rito, New Mexico.

Grants and Research

Dates	Activity/Agency	Amounts
2019-2020	CSU, Fresno Dandoy research grant	3,000
2018	CSU, Fresno RSCA summer grant	2,200

2018-2019

CSU, Fresno Dandoy research
grant

2,000

Collaborative Works/Projects (with public schools, community agencies, etc.)

Collaborative research study that examines the journey of preservice teachers (PSTs) and their development of culturally sustaining literacy pedagogy and practice throughout the entire duration of their multiple subject credential program. Focus on Fresno and Sanger Residents, mentor teachers, district staff, and clinical coaches. Co-principal Investigators: Steve Hart, Monica Billen, and Ana K. Soltero Lopez

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

The Enseñamos Initiative is a five-year, Title V Developing Hispanic Serving Institutions (DHSI) funded effort focused on growing our own bilingual Latinx teachers in California's Central Valley. The Enseñamos Initiative is structured around a purposeful system of support beginning in high school and continuing throughout the teacher candidate's journey through community college, four-year university teacher education, credential program, and into the teaching profession. Year one of the initiative investigated how a culturally and linguistically sustaining pedagogy (CLSP) shaped various aspects of our grant efforts, from mentoring to faculty development and communities of practice, to cross-institutional collaborations and partnerships. Co-principal Investigators: Patricia D. Lopez, Ana K. Soltero Lopez, and Luz Herrera

Professional Development

Honors (Optional)

2020 ELEVATE Fellow

2018 University of Michigan Diversity Scholars Network Inductee