



Curriculum Vitae of CHERYL M BOWEN (MC ELVAIN)

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1. Education

a) Institutions of Higher Education

2005	Ed.D. International and Multicultural Education with specialization in First and Second Language Acquisition	<i>University of San Francisco</i>
2001	M.A. Education, with specialization in Language and Literacy	<i>San Jose State University</i>
1975	B.A. Social Science	<i>San Jose State University</i>

b) Titles of Theses and Dissertations

McElvain, C. (2005). *Transactional literature circles and the reading comprehension of at-risk English learners in the mainstream classroom* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database, (UMI Number: 3166362).

Dissertation Committee:
Dr. Matthew Mitchell - Chairperson
Dr. Denis Collins

McElvain, C. (2001). *Cognitive reading comprehension strategies for fluent English language learners*. (Unpublished master's thesis). San Jose State University, San Jose, California.

Dr. Sandra Hollingsworth – Advisor

c) Active Credentials/Certificates

2001	Crosscultural Language Academic Development Certificate (K-12)	<i>CA Department of Education</i>
2001	Reading Specialist Credential (K-12)	<i>CA Department of Education</i>
1986	Language Development Specialist Certificate (K-12)	<i>CA Department of Education</i>
1985	English as a Second Language Certificate (K-12)	<i>San Jose State University</i>
1976	California Multiple Subject Teaching Credential (K-9)	<i>San Jose State University</i>

2. Teaching and Related Experience

a) Academic Appointments

2016-2022	Senior Lecturer, Department of Education <i>Santa Clara University, Santa Clara, CA</i>
2017-2018	Senior Lecturer, Associate Chair, Interim Chair, Department of Education, Acting Director of Teacher Education <i>Santa Clara University, Santa Clara, CA</i>
2010- 2016	Lecturer, Department of Education <i>Santa Clara University, Santa Clara, CA</i>

- 2005-2010 Academic Year Lecturer, Department of Education
Santa Clara University, Santa Clara, CA
- 2000-2007 Adjunct Faculty for Teacher Education
San Jose State University, San Jose, CA
- 1997-2007 Adjunct Faculty for Teacher Education CLAD Emphasis Program
University of San Diego, San Diego, CA

b) Administrative / Teaching Experience

- 2018-2019 Student Association of Graduate Education (SAGE) Faculty Advisor
Advertised for five SAGE Officer positions. Advised SAGE Officers for over 100 hours throughout the year. Guided SAGE officers in the planning and organization of special guest speakers, quarterly social events for the Education Department, the Faculty Appreciation Dinner, the First-Generation Dinner, June graduation and SAGE Officers Dinner. Ordered all of the food for these events and coordinated efforts for social events at the East San Jose campus as well. Instructed officers in how to send professional emails, keep track of a budget, order food delivery, design advertising, coordinate and plan events for big and small events. Met quarterly with SAGE officers to mentor them and create effective communication and establish a healthy group culture that epitomizes Jesuit values.
- 2017-2018 Santa Clara University Department of Education Interim Chair
Led biweekly department meetings, maintained department budget, analyzed weekly enrollment numbers, interviewed and hired Quarterly Adjunct Lecturers, wrote job postings for AYAL faculty positions. Aligned and maintained annual faculty course assignments, faculty load, Contributed to monthly CTC meetings, conducted new student orientations, and led review of new student program applications. Participated in weekly Senior Leadership meetings, attended quarterly Young Scholars and end of the year MA-IDE Portfolio presentations. Contributed ideas in monthly Chair meetings, contributed to new website and school wide student/alumni survey. Developed and led the faculty through the chair selection process. Set up electronic assessment system of mid-quarter, and end-of-quarter evaluations, reviewed university instructor course evaluations. Contributed to School of Education Counseling Psychology strategic plan. Participated in search committee meetings for Director of Latinx Research Center and Director of Educational Leadership Program.
- 2017-2018 Santa Clara University Department of Education Associate Chair
Developed dynamic Academic Pathway Maps, and the Academic Year Plan for all MATTC programs. Developed an enrollment algorithm to schedule classes for students at different phases in six credential programs. Responded to CTC Review of Preconditions and worked with chair to organize plan for University Department Review. Worked with Assistant Dean of Enrollment, Associate Dean of Student Services, and Credential Analyst to obtain enrollment projections, and coordinate admission file reviews.
- 2017-2018 Santa Clara University Department of Education Acting Director of Teacher Education
Met with six MATTC Program Coordinators and held biweekly MATTC Faculty Meetings to discuss issues related to CTC coordination, academic advising, new program rollouts, and field placement coordination. Developed TPE and Course Syllabi Alignment Matrix and facilitated the development of embedded Signature Assignment Rubrics for all MATTC Course Syllabi. Revised the MATTC curriculum course sequence and program plans. Scheduled interviews and recommended six new QALs and Field Supervisors for hire. Worked with Field Supervisor Coordinators to train all field supervisors, developed and maintained annual district MOUs. Worked with Associate Dean of Student Services, and Credential Analyst to develop Internship Program FAQ Sheet, District Internship MOUs, MATTC Step-Out Process, and to schedule 2018 Internship Program Course Sequence. Established new master teacher training program through the Intersegmental Project, developed Education Professional Review (EPR) form and process, revised MATTC Field Experience Performance Plan (FEPP) form and process. Rewrote and distributed copies of MATTC Handbook.

3. Professional Activity

a) Conferences/Delegations/Forums

- 2021 Workplace Harassment Prevention Training with Dr. Steven Jones (February 2). Santa Clara, CA
Just Universities? Practicing Solidarity in Difficult Times (March 2), Santa Clara, CA
- 2020 ACUE Course in Effective Teaching Practices, Santa Clara University – 25 Modules facilitated by SCU’s Faculty Collaborative. It is a mini-graduate course comprised of 2-3 hours of work each week 9 months throughout the year. The course provides various research-based practices to implement in the classroom.
Ignatian TAPAS Sessions (2/6, 3/6, 4/6, 5/6), Santa Clara University
Cool Summer Trainings – (6/25, 7/13, 7/28), Santa Clara University
- 2019 APPLIED SPIRITUALITY INSTITUTE Luncheons (11/11)
Joined the institute for quarterly meeting contributions to upcoming book.
NAME Conference (11/7-11/9), Tucson AZ
EXAMIN Open Listening Session (10/21), Santa Clara University
KINO Immersion Delegation (9/1-9/6), Tucson, AZ
LERC “Tiempo Extra A La Una” Speaker Series (9/11,10/1, 11/12, 1/15, 4/17), Santa Clara, CA.
SAGE Special Speaker Event – Silicon Valley FACES, Santa Clara, CA (Feb. 8)
Dreamer Resources Webinars – 3/29, 4/5, 4/12, 4/26
2019 AERA Annual Meeting April (5-9), Toronto, Canada
KINO Border Initiative Training (5/1, 5/8, 6/18, 8/30)
OELA Webinar “The English Toolkit” (August, 8)
International Colloquium on Language, Culture, and Identity in Schools and Society, Soria, Spain (July 3-5).
- 2018 PBL 2018 International Conference (February 16-19), Santa Clara, CA
2018 AERA Annual Meeting (April 13-17), New York, NY
- 2017 CABE (March 29-31), Anaheim, CA
ELPAC Institute (April 20), San Jose, CA
Santa Clara University
2017 AERA Annual Meeting (April 27-May 1), San Antonio, TX
Sexual Harassment and Sexual Violence Prevention for Faculty (September 17). Santa Clara, CA
Santa Clara HSS Framework Conference (Sept. 28), San Jose, CA

b) Publications

Peer-reviewed journal articles

- Bowen, C. (2022, In Submission). The Glen Project: A transactional ecology model of school-based positive child development. *Journal of Positive Behavior Interventions*. [29 % acceptance rate]
- Bowen, C. (2020). Interdisciplinary PBL course development in higher education. *The Journal of Problem Based Learning in Higher Education*, 8(2).
DOI: <https://doi.org/10.5278/ojs.jpblhe.v8i2.2425>
- McElvain, C. & Smith, H. (Fall, 2016). Curiosité: Inquiry-based instruction and bilingual learning. *Journal of Curriculum and Teaching*, 5(2). [36% acceptance rate]
- McElvain, C. (Spring, 2016). Los libros abecedario: Learning from the inside out. *Forum on Public Policy: A Journal of the Oxford Round Table*, 2015(2), 1-18. [11-20% acceptance rate]

McElvain, C. (Spring, 2015). The bridge project: Connecting home, school, and community for Mexican immigrant youth. *The Journal of Latinos and Education*, 14(3), 153-170. doi:10.1080/15348431.2014.973568 [11-20% acceptance rate]

McElvain, C. (2010). Transactional literature circles and the reading comprehension of at-risk English learners in the mainstream classroom. *Journal of Research In Reading*, 33(2), 178-205. [6-10 % acceptance rate]

Chapters and invited publications

Bowen, C. & Green, K. (2021). Nurturing youth activism through critical literacy. In V. Stead (Ed.), *Equity in Higher Education Theory, Policy, & Praxis, Vol. 15: Confronting antisemitism on campus*. New York, NY: Peter Lang Publishing.

McElvain, C. (2015, October 14). The bridge project: Connecting home, school and the community. *Morgan Hill Life*, 3(9), 13.

McElvain, C. (2009). English learners reading in the transactional learning community. In J.L. McConnell-Farmer (Ed.), *The education of young children: Research and public policy* (pp. 47-64). Louisville, KY: Linton Atlantic Books, Ltd.

Conference papers

Bowen, C. & Green, K. (2019, November) *Cultivating youth allyship through critical literacy*. Paper contributed to the NAME 2019 Annual Meeting, Tucson, AZ

Bowen, C. (2019, July) *Here, But Not From Here*. Presentation contributed to the 5th International Colloquium on Languages, culture, Identity in School and Society, Soria, Spain.

Bowen, C. (2019, April). *Identifying perceptual patterns of resilience among first generation Mexican Immigrant Parents*. Paper contributed to the AERA 2019 Annual Meeting, Toronto, Canada.

Bowen, C. (2018, April). *Advancing a transactional ecology model of school-based positive youth development programs for children*. Paper contributed to the AERA 2018 Annual Meeting, New York, New York.

McElvain, C. (2014, July). *The Glen Project: A study of resilience and hope*. Abstract contributed to the proceedings of the 28th International Congress of Applied Psychology, Paris, France, DIV05-OC06005.

McElvain, C. & Smith, H. (2012, August). *The effect of inquiry learning on the cognitive academic language proficiency skills of 5th grade bilingual students*. Paper contributed to the Hawaii University International Conference on Education, Honolulu, Hawaii. (2014 – Research manuscript submitted to *Canadian Modern Language Review*)

McElvain, C. (2012, March). *Los libros abecedarios: Learning from the inside out*. Paper contributed to the Oxford Round Table on Childhood Education, Oxford, England.

McElvain, C. (2007, July). *English language learners reading in the transactional learning community*. Paper contributed to the Oxford Round Table on Literacy, Oxford, England. (2009 – Chapter published In J.L. McConnell-Farmer (Ed.), *The education of young children: Research and public policy*)

Invited presentations

Bowen, C. (2019, April). *Migrant Families and Children*. *Latinx Education Research Center Tiempo Extra A La Una*. Santa Clara University, Santa Clara, CA: Latinx Education Research Center.

Bowen, C. (2019). 'Here, but not from here' [PowerPoint Slides]. *International Colloquium on Language, Culture, and Identity in Schools and Society*, July 3-5, Soria, Spain.

- Bowen, C. (2018). *Active project-based learning in diverse community settings*. Presentation contributed to the 2018 Project Based Learning Conference, Santa Clara, CA.
- McElvain, C. (2015, January). *The Glen Research Project Final Report: Year 2*. Glenview Elementary Taskforce presentation.
- McElvain, C. (2014, July). *The Glen Project: A study of resilience and hope*. Oral presentation in the Education and School Psychology Category presented at the 28th International Congress of Applied Psychology, Paris, France.
- McElvain, C. (2014, May). *The Glen Research Project Final Report: Year 1*. Gilroy Unified School District Board Presentation.
- McElvain, C. (2014, March). *Bridging the digital divide for California first-generation Mexican immigrants*. Panel #4 presentation *Overcoming Divides to Achieve Educational Equity* presented at the 2014 Mazatlán Forum. Mazatlán, Sinaloa, Mexico.
- McElvain, C. (2013, October). *The Glen Research Project: Year 1*. Glenview Elementary Task Force Presentation.
- McElvain, C. (2013, February). *The Bridge Project*. Break out session presented at the 42nd Annual National Association of Bilingual Education Conference. Lake Buena Vista, FL
- McElvain, C. (2007, November). *Transactional literature circles*. Break out session presented at the California Association of Bilingual Education Conference on Nurturing Communities for a Better World. San Jose, CA.
- McElvain, C. (2006, May). *Engaging the transactional learning community*. Address presented at the Read, Education, and Development Institute. Johannesburg, South Africa.
- McElvain, C. (1994, December). *Effective ELD strategy instruction*. Break out session presented at the California Elementary Education Association Conference on Best Literacy Practices. San Francisco, CA.
- McElvain, C. (1993, November). *English language learners in a whole language environment*. Break out session presented at the Teacher of English to Speakers of Other Languages (TESOL) Conference on Engaging English Language Learners. Sonoma State University, Sonoma, CA.

b) Grants

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| 2019-2020 | <p>Bowen, C. Principal Investigator. <i>Here, but not from here</i>. Internal Research and Teaching Grant from Santa Clara University (\$7,386). Funded.</p> <p>Studies utilizing the ecocultural perspective emphasize the importance of parent perceptions and influence on everyday activities, routines, and behaviors that facilitate important developmental assets (Bowen, 2018), literacy (McElvain, 2016), and create positive outcomes for children (Weisner, 2002, 2010). The purpose of this study is to measure perceptual patterns of resilience as reported by recently arrived refugee mothers and their children living at the Casa Alitas immigration shelter in Tucson Arizona. This shelter is operated through Catholic Community Services of Southern Arizona and serves migrant women and children who have left their home countries of Guatemala, Honduras, and El Salvador to escape violence and poverty. Casa Alitas plans to use the data collected in this study to improve health, and reunification services to refugee families in similar Catholic Community Service shelters throughout the United States.</p> |
| 2015-2017 | <p>McElvain, C., Principal Investigator. NSF ID #000739385 <i>¡TÚ DICES! Project: Transforming understanding through dialogic inquiry in community environmental science</i>. National Science Foundation DRL#1721235 (\$2,158,102) First Submission Unfunded/Plan to Revise and Resubmit</p> <p>The <i>¡TÚ DICES!</i> Project, a three-year longitudinal study, intends to explore the effects of the <i>First-Hand Dialogic Inquiry Approach</i> and <i>citizen science</i> on science teachers' pedagogical practices as well as ELL/ Latino student motivation, family engagement and community project based science</p> |

learning. The anticipated outcomes of this project will include an enhanced understanding of how the creation of informal community learning spaces can advance students' science achievement, improve teacher practice, increase student attitude/motivation to learn science, validate student/family "funds of knowledge", and encourage family engagement with science learning in the treatment school compared to the control school.

2013-2014 McElvain, C., Principal Investigator. *Inequities in mental health services for vulnerable school aged children: A character study of resilience, self-discipline, and hope* - Santa Clara University Department of Education and Counseling Psychology Research Grant. (\$14,928).

This study investigates how the Discovery Life Skills mental health intervention program potentially increases social resiliency and media literacy for low income, at-risk 6th – 10th grade students in Morgan Hill, CA. attending Los Paseos Elementary, Jackson Academy, and Sobrato High School in Morgan Hill, CA. Classes include instruction in 21st Century media literacy skills enabling students to produce multimedia projects that apply their understanding of the social skills needed to resist pro-drug influences.

McElvain, C., *People to People early childhood education delegate to Cuba* - Santa Clara University Lecturer Professional Activity Grant (\$1,000). Report submitted to Department Chair and Dean, June, 2014.

2012-2013 McElvain, C., Principal Investigator. *Inequities in mental health services for vulnerable school aged children: A character study of resilience, self-discipline, and hope*. Hackworth Research Grant, Santa Clara University (\$2,500). Final Report submitted to the Markkula Center, Winter 2015.

McElvain, C., Principal Investigator. *The Glen Project* - Santa Clara University Department of Education and Counseling Psychology Dean's Summer Research Grant (\$6,000). Final Report submitted to the Dean's Office, June 2014.

This study investigates how/if the Glen Project will improve the contexts and student attainment of 40 Developmental Assets. The study explores home and school program affects within eight thriving indicators: student support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, and social competencies.

2010-2011 McElvain, C., Principal Investigator. *The effect of inquiry learning on the cognitive academic language proficiency skills of 5th grade bilingual students* – Santa Clara University Department of Education and Counseling Psychology Dean's Research Grant, Santa Clara University (\$1,000).

The issues prompting this study are based on current research indicating the positive effects of inquiry learning on the cognitive development of children. The purpose of this case study is to understand the effects of inquiry learning on the academic achievement and bilingual verbal cognition of 5th grade bilingual students in a French/English dual immersion program. The treatment group of students completed research projects through a guided inquiry learning approach, while the control group experienced the traditional problem-solving research approach. Empirical findings reported a significant mean increase in mathematics achievement, bilingual verbal cognitive ability, higher motivation to learn and increased self-efficacy in the treatment versus the control group of students.

4. Service to the University, the Profession, and the Community

Service to Santa Clara University Department of Education

2020-21 Department Climate Survey Working Group (March -May,2021, Winter)
Met to discuss and design a survey for students that would assess department's inclusivity.

Department Senior Lecturer Promotion Committee (Fall, Winter, Spring)

Participated in Science Tenure Track Search and Educational Leadership Search (Winter)

Attended research presentations and teaching demonstrations and conducted interviews. Submitted rubrics for all events

Faculty Senate Representative (Winter, Spring)

Attended monthly meetings and shared meeting notes with faculty.

University Coordinating Committee Task Force (Winter, Spring)

COVID 19 Caregivers Concern Task Force Member - The primary tasks were to communicate with other universities to see what they are doing to support caregivers and to develop a set of recommendations for what we might do at SCU.

ECP Radical White Identity Reading Group (Winter, Spring)

SCU Racial Justice Coalition (June, July, August)

2019-20

SCU Racial Justice Coalition (June, July, August)

Department Structural Change Committee (Summer 2020)

Met biweekly to discuss and propose antiracist policy changes for the Department of Education. Planned for the Department Retreat.

Education Department Review Team (Fall, Winter, Spring)

Attended weekly meetings to review MATTC program. Contributed syllabi changes to department matrix. Met with MATTC program director to significantly revise EDUC 250/275

ECP White Identity Reading Group (Fall, Winter)

Santa Clara University Scholar Doner Luncheon (2/28)

Was honored at the Donner Luncheon for sponsoring one SCU student in the Department of Education.

Adolescent Literacy Tenure Track Search Committee Member (December 3-February 29)

Met with committee to develop the position announcement, screened for candidates, interviewed four candidates, reviewed candidates' teaching demonstration, co-wrote letter of recommendation to the dean.

Grand Reunion (Oct. 12)

Attended reunion and connected with past alumni.

MATTC Program Info Sessions (Nov. 16, May 18)

Presented the contents of the MATTC Program at the Education Department Info sessions.

2018-2019

Student Association of Graduate Education (SAGE) Advisor (Summer 2018-19).

In this role I advertised and conducted interviews for five SAGE Officer positions. Throughout the year, I advised SAGE Officers for over 100 hours. I guided SAGE officers in the planning and organization of special guest speakers, quarterly social events for the Education Department, the Faculty Appreciation Dinner, the First-Generation Dinner, June graduation and SAGE Officers Dinner. For each quarter, I met with the SAGE officers to order and purchase all of the food and gifts for these events while coordinating duplicate events at the East San Jose campus as well. Additionally, I instructed officers on how to send professional emails, keep track of a budget, order food delivery, design advertising, coordinate and plan events for big and small events. I also scheduled additionally quarterly meetings with SAGE officers to mentor them and create effective communication and to establish a healthy group culture that epitomized Jesuit values.

AYAL Faculty Mentor – (Fall 2018, Winter 2019, Spring 2019)

I was asked by Cynthia Pizzo to meet with her weekly to give her guidance regarding her teaching of another section of the courses that I taught in the Fall, Winter, Spring, and Summer quarters (EDUC 257, EDUC 265, EDUC 263, and EDUC. I shared my syllabus, lecture PowerPoints and all course materials because she wanted to duplicate my course during those quarters. Several times she shadowed me during the instruction of my section.

Promotion to Senior Lecturer Committee Member – (Fall 2018)

MATTC Program Info Sessions (Oct. 10, May 18)

Presented the contents of the MATTC Program at the Education Department Info sessions.

Curriculum Development (Fall 2018/Winter 2019)

During the Fall quarter, I added a new component to my EDUC 257 course. I arranged to have a field trip to the Alum Rock Youth Center so students could test and develop focus student instructional plans for children attending Escuela Popular's After School Program. This was necessary because many of the MATTC candidate Fall Starts do not have access to emerging bilingual students because they are not yet in a placement. During the Winter quarter, I added a similar new component to my EDUC 282 course. I arranged to have a field trip to Sacred Heart Nativity Middle school so students could test and develop focus student instructional plans for striving adolescent readers. This was necessary because many of the MATTC candidates in this phase of the program do not have access to emerging bilingual students.

Peer Observations – (Fall 2018/Winter 2019)

Member of AYAL FAR Review Committee (Winter 2019)

CTC Faculty Interview and Class Interview (April 29)

Member of Tenure Track Adolescent Literacy Search Committee (Summer 2019)

2017-2018

Department of Education Interim Chair/Associate Chair/ Acting Director of Teacher Education (Spring 2017, Summer 2017, Fall 2017, Winter 2018, Spring 2018, Summer 2018)

Managed Department Budget, developed AYP and AYP Pathways Maps, recruited QAL Faculty, developed Intern Program, produced CTC Program Review Documentation, led and advised faculty, developed EPR and FEPP processes, rewrote MATTC 2018 Handbook.

Santa Clara County Office of Education English Language Acquisition Consortium Representative (Fall/Winter/Spring)

Met once per quarter to understand the legal guidelines governing California public school programs for English language learners. Consortium representatives include directors of English learner programs from every district in Santa Clara, San Benito, and Monterey Counties. Information was shared with faculty to guide departmental understanding of current educational programs and ongoing changes in legal credentialing guidelines.

Developed Global Education Innovation emphasis for MA in Educational Leadership Program and proposed stackable certificate in MA-Ed program (Winter/ Spring)

Wrote and submitted two program drafts and submitted them to Dr. Sabrina Zirkel, (Dean of ECP, Dr. Francisca Miranda (Interim Director of Educational Leadership) and Dr. Pedro Hernández-Ramos (Director of MA-IDE Program).

Conducted MATTC Information Sessions

(Fall 2017, Winter 2018, Spring 2018)

Professional Affiliations

American Education Research Association

Literacy Research Association

California Council on Teacher Education

California Association of Bilingual Education

National Association of Bilingual Education

National Association of Multicultural Education

Service to the Community

- 2019-2020 VOICES Academy and Sacred Heart Nativity Schools (Fall & Winter Quarters)
Arranged to have my students in EDUC 257 and EDUC 294A to provide language/literacy assessments. Student wrote instructional plans in both classes that were shared with the school.
- Synapse School Guest Speaker (Oct. 25)
Presented my research at Casa Alitas with a 5th-6th grade class during the school's Changemaker Challenge week.
- 2018-2020 *Humura Ministries of Rwanda* – Advisory Board Member (Winter/Spring/Summer)
Edited Website and Mission Statement – July 30
- Pro Bono Professional Development at Sacred Heart Nativity School (Fall, Spring)
On October 26, 2018 and March 31, 2019 I delivered 3 hours each of professional development in English learner strategies for Content Area Teaching and Academic Reading Strategies for Struggling Adolescent Readers at Sacred Heart Nativity Middle School. The principal and all of the faculty were very grateful for the resources I shared. All adolescent literacy instructional plans and lesson plans developed by my EDUC 294A MATTC candidates were shared during the meeting. As a result of this PD, Jennifer Packard (MATTC Alumni) worked with me to develop an afterschool literacy tutoring program for all students in the school. The afterschool program continues to operate throughout this academic year.
- Abrahamic Alliance (Fall 2018)
Participated in the International Serving the Poor Day – October 21
- Adult Education Speech Presentation Evaluator (Spring)
On March 1, I was invited by Patricia Reguerin (Escuela Popular Director) to be an evaluator for public speaking presentations performed by 6 adult education participants who were learning to speak English. These presentations were completed in an adult ESL class. I gave written feedback and publicly recognized each speaker for all their hard work in creatively sharing their life experiences and values.
- 2017-2018 *Rwandan International Peace Village Center* – Advisory Board Member (Winter/Spring/Summer)
Developed and edited documentary film synopsis– July 7
- Abrahamic Alliance (Fall 2017)
Participated in the International Serving the Poor Day – November 22
- West Valley Muslim Association (Spring 2018)
Represented Department of Education at Ramadan Iftar Saratoga Event – June 3