

**TONIKA DUREN GREEN
ASSOCIATE VICE PRESIDENT
STUDENT AFFAIRS AND CAMPUS DIVERSITY
PROFESSOR
SAN DIEGO STATE UNIVERSITY
MOBILE: (858) 342-9824 TDUREN@SDSU.EDU**

PROFESSIONAL SUMMARY

Associate Vice President within Student Affairs and Campus Diversity DEI, Program Director, Professor, Federally Funded Grant Director, Diversity Equity and Inclusion leader and advocate, scholar, and visionary leader with experience in strategic planning, student affairs, community/identity center management, faculty and student retention, and graduate student success.

EDUCATION

2001	Indiana State University Ph.D. School Psychology with Specialization in Multicultural Counseling
1997	Old Dominion University M.S. Psychology
1995	Old Dominion University B.S. Psychology & Human Service Counseling

PROFESSIONAL EXPERIENCE

Associate Vice President Student Affairs and Campus Diversity San Diego State University	2021-Present
---	---------------------

SDSU, a WASC-accredited minority institution and the Southernmost campus of the California State University (CSU) system, offers a wide array of bachelor's, master's, and joint doctoral programs. SDSU enrolls 59% minority students. SDSU is nationally recognized (US News & World Report, 2022; Diverse Issues in Hispanic Outlook in Higher Education, 2022, Best Colleges and National Universities, #151).

Leadership and Vision:

- Facilitate an integrated vision and shared responsibility for advancing institutional goals and for fostering and affirming a campus culture based on SDSU's core values of excellence, equity, diversity, and inclusion.
- Identify strategies that will motivate all levels of the organization to participate in improving relations among staff, faculty, students, and community members.
- Build and maintain relationships with community members to collaborate with and support the University's efforts around diversity, inclusion, and social justice.
- Collaborate with stakeholder groups to assess and promote student-programming needs to build and maintain student engagement.
- Facilitate campus wide opportunities for students to participate in transformational experiences by working and connecting with campus partners and student groups.
- Initiate, develop, and facilitate creative outreach and engagement endeavors to promote community dialogue, safety efforts, and to build relationships with

community members and alumni. Provide a supportive environment for students, faculty, staff, and alumni to discuss and understand important issues that affect cultural communities at SDSU.

- Help advance appropriate policies, procedures, programs and initiatives for all staff, academic personnel, and faculty to ensure that SDSU is known for its welcoming and inclusive environment, its respect and appreciation for diversity, equity, and inclusion.
- Maintain a close working relationship with and serve as a resource to campus leaders on matters of equity, inclusion, and diversity.

Faculty and Staff Retention, Outreach, and Engagement

- Manage and oversee 18 Employee Resource Groups (ERGs).
- Initiate faculty and staff assessment of campus climate related to diversity, equity and inclusion and to advance goals in these areas.
- Oversee SDSU Professors of Equity, made up of six faculty members from different departments at SDSU, who provide opportunities for fellow faculty and staff to address diversity-related topics through professional learning seminars and open discussions, beginning with the topic of implicit bias, racial battle fatigue, and racial/gender microaggressions.

Undergraduate and Graduate Student Center Management and Supervision

- Oversee operations of SDSU's new Office of Graduate Life and Diversity and serve as the lead supervisor of the Executive Director of the center. The center is designed to support all graduate students' success and promote diversity, equity, and inclusion in our graduate programs at SDSU. We offer various personal, professional, financial, and social resources to enrich your graduate experience and promote success in your graduate training. Center has served over 3,000 graduate students during its inaugural year.
- Oversee operations of the Black Resource Center (BRC) serving as the supervisor of the Director of the center. The center has over 30 staff members and reaches over 400 Black/African American students. SDSU's BRC strives to promote Black Excellence and to provide a safe and welcoming environment where students, staff, and faculty of the African Diaspora Can congregate, collaborate, and cultivate a unified community. The center houses over 100 programs/events per academic year, including four academic programs. In addition, the BRC collaborates with the other student resource centers on campus, which collectively reaches the entire SDSU student population.

Grant Writing Experience

- Over 15 years of grant writing experience and awarded 5 million dollars in federally funded grants designed to train school professionals to improve outcomes for marginalized and minoritized youth.
- CSU Grant Writing Experience resulting in funding for campus-wide events (i.e., Gospel Fest, Summer Algebra Institute).

Interim Director, Black Resource Center (BRC)

2021-2022

Student Affairs and Campus Diversity
San Diego State University

- Provided oversight of the Black Resource Center (BRC) including the implementation of the mission, vision, strategic plan, goals, and objectives.
- Provided supervision to the career staff in the Black Resource Center, including the Charles Bell Scholars.
- Provided the strategic vision for the operation and programming of the BRC events and programming.
- Oversaw the hiring, onboarding, and supervision of over 20 BRC student staff (graduate and undergraduate students).
- Was responsible for providing BRC fiduciary oversight in accordance with SDSU and CSU policy. Ensured financial and other resources are used effectively and appropriately. This included making certain that all necessary event documents, including quotes, waivers and special lecturer forms were submitted effectively and efficiently to budget officer/resource management.
- Developed, implemented, and evaluated assessment tools for BRC programs and learning outcomes, including academic programs for first year and second year students (Henrietta Goodwin Scholars Program).
- Served as a representative of the Division of Diversity of Innovation by effectively representing the Division's mission and strategic goals to students and campus partners.
- Worked with appropriate campus entities to periodically review and analyze the campus climate for diverse students, faculty and staff and report findings and recommendations to appropriate administrators and committees.
- Supported and contributed to campus diversity, equity, and inclusion initiatives in cooperation with Divisional goals and structures.
- Addressed the needs of a diverse student body, through the implementation of effective educational, social, integrative diversity, intersectional, community-building and leadership development programming.
- Collaborated with campus and community partners to promote events for cultural heritage/history celebrations (weeks/months), integrative diversity programming and educational activities.
- Coordinated SDSU's participation in the annual Martin Luther King, Jr. Parade.
- Provided support to the Charles Bell Scholar, who coordinates the academic programs within the BRC.
- Ensured that BRC programs and activities are aimed at the retention and academic success of Black students.
- Collaborated with campus partners (including, Residential Education Office, Admissions, Enrollment Services and EOP) in the development and facilitation of retention programs.
- Participated in the recruitment and retention of underrepresented student populations.
- Served as a liaison with the SDSU Alumni.

Charles Bell Faculty Scholar, Black Resource Center (BRC)
Student Affairs and Campus Diversity
San Diego State University

2019-2021

- Designed and developed curriculum for Henrietta Goodwin Scholars seminar class (BRC retention program).
- Worked closely with the Registrar's office to successfully batch-load students into the seminar and Africana Studies courses; assist with course design and implementation of the Summer Bridge Experience.
- Provided well-researched career readiness and financial literacy advising to ensure the retention, support and career readiness of students and alumni who identify as African, African American and/or Black.
- Oversaw production of outreach materials including posters, brochures, electronic newsletters, social media, and web presence of both programs.
- Provided academic advising to undergraduate students.
- Developed, implemented, and evaluated assessment tools for related programs and learning outcomes.
- Prepared an annual report and other reports and correspondence as needed and requested.
- Developed retention strategies and disseminated and shared this information with the greater university and community.
- Assisted in recruiting, interviewing, and hiring undergraduate and graduate students as Academic Coaches.
- Organized weekly staff meetings, monthly check-ins, and semester evaluations to provide comprehensive and timely feedback on HGS Academic Coach's performance.
- Assisted in developing educational, entertaining, and interactive BRC programming.
- Attended and facilitated programs, as needed.
- Worked directly with the African American Mentoring Program (AAMP) to recruit and support Black graduate students and assist and support programs.
- Worked Collaboratively with the Office for Graduate Life and Diversity to support Black Graduate Students.
- Worked collaboratively with the Director to project, reconcile, and track the HGS budget.
- Developed and monitored a time reporting logging system for Academic Coaches' hours and interactions with HGS scholars.
- Reviewed and approved coaches' monthly hours.

ACADEMIC POSITIONS

Professor, School Psychology

Department of Counseling and School of Psychology
College of Education, San Diego State University

2019-Pres.

School Psychology Program Director

Department of Counseling and School of Psychology
College of Education, San Diego State University

2012-2017

Associate Professor, School Psychology

Department of Counseling and School of Psychology

2008-2019

College of Education, San Diego State University
Assistant Professor, School Psychology 2001-2007
Department of Counseling and School of Psychology
College of Education, San Diego State University

RESEARCH

- Armstrong, K., Green, T.D., Kruger, A. (2020). Educational outcomes of foster youth in congregate care: What school professionals need to know. *The Journal of Foster Care*, 1, 1-12.
- Ingraham, C., Paz, J., Lambros, K., & Green, T. D. (2019). Multicultural supervision in school psychology: Innovations in training, approaches and implementation. *Trainers' Forum*.
- Miller, A., Lambros, K. M., Green, T. D. (2019). Foster parent self-care: A conceptual model. *Children and Youth Services Review*, 99, 107-114.
- Green, T.D., Ammah, B.B., & Belisle, N. (2018). African American Mentoring Program: A soft place to land. In Eds. J. McClinton, D. S. Mitchell, G. B. Hughes, M. A. Melton. *Mentoring at Minority Serving Institutions (MSIs): Theory, Design, Practice, and Impact*. Charlotte, NC. Information Age Publishing
- Chalmers, C., Green, T.D., & Kruger (2018). Youth in foster care as victims and perpetrators of teen dating violence. *Journal of School Counseling*, 16(11), 2-19.
- Krier, J., Green, T. D., Kruger, A. (2018). Youth in foster care with language delays: Prevalence, causes, and interventions. *Psychology in the Schools*, 55(5), 523-538. <https://doi.org/10.1002/pits.22129>
- Green, T. D., Ammah, B. B., Butler-Byrd, N., Brandon, R., & McIntosh, A. S. (2017). African American Mentoring Program (AAMP): Addressing the cracks in the education pipeline. *Mentoring and Tutoring: Partnerships in Learning*, 25, 528-547 <https://doi.org/10.1080/13611267.2017.1415807>
- Mathiesen, S., Green, T. D., & Swanson, H. (2017). Changes in EBP. *American International Journal of Social Science*, 6(2), p. 1-10. https://www.aijssnet.com/journals/Vol_6_No_2_June_2017/1.pdf
- Green, T. D., & Mathiesen, S. (2017). Who CARES? Interdisciplinary training to meet the needs of foster youth with disabilities. *Proceedings of the Hawaii International Conference on Education*, Honolulu, HI.
- Green, T. D., & Mathiesen, S. (2016). Who CARES?: Meeting the complex needs of culturally and linguistically diverse foster youth with disabilities. *Journal of Advances in Social Work*, 17(2), 166-186. 17(2), 166-186. <file:///Users/tgreen/Downloads/18337-Article%20Text-31076-2-10-20170131.pdf>
- Grapin, S., Bocanegra, J., Green, T. D., Lee, E., & Jaafar, D. (2016). Increasing diversity in school psychology: Uniting the efforts of institutions, practitioners, faculty, and students. *Contemporary School Psychology*, 20, 345-355.
- Cook-Morales, V.J., Robinson-Zañartu, C. A., & Ingraham, C. L. (2009). Pathways on a journey to getting it: Multicultural competence training and continuing professional development. In J. Jones (Ed.). *The psychology of multiculturalism in schools: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists.
- Webb-Johnson, G. C., Green, T. D., & Beard, K. (2008). Eradicating the fast and furious track to special education: Culturally responsive pre-referral strategies for African American learners. *The National Journal of Urban Education and Practice*, 3(2), 69-82.

- Cook-Morales, V., Johnson, S., Zacky, D., Castro, T., Conley-Liggins, H., Toombs, D., Green, T. D., & Mohammed, C.O. (2007). Meeting the needs of English language learners in the United States: The process of entering ethnolinguistic communities. Proceedings of the Hawaii International Conference on Education, Honolulu: HI.
- Green, T. D., Bischoff, L., Sperry, L., Coleman, C., Robinson-Zañartu, C. A. (2007). The whole truth and nothing but the truth: African Americans and research. *Journal of Black Studies*, 37, 655-676.
- Cook-Morales, V. J., Robinson-Zañartu, C. A., & Green, T. D. (2006). When part of the problem becomes part of the solution: Moving from evaluation to assessment. *The Special EDge*, 20(1), 3-4. Also on-line at <http://www.calstat.org/infoPublications.html>.
- Green, T. D., McIntosh, A. S., Cook-Morales, V. J., & Robinson-Zañartu, C. (2005). From old schools to tomorrow's schools: Psychoeducational assessment of African American students. *Remedial and Special Education*, 26(2) 82-92.
- Green, T. D. (2005). Promising prevention and early intervention strategies to reduce overrepresentation of African American students in special education. *Preventing School Failure*, 49(3), 33-41.
- Green, T. D. & Ingraham, C. L. (2005). Multicultural education. In S. Lee (Ed.) *Encyclopedia of School Psychology* (pp. 338-342). Thousand Oaks, CA: Sage.
- Green, T. D., Tran, M., & Young, R. (2005). The impact of ethnicity, SES, language, and training program on teaching choice among new teachers in California. *The Bilingual Research Journal*, 29, 583- 598.
- McIntosh, A. S., & Green, T. D. (2004). 50 years down the road have we lost our way? *Journal of School Public Relations*, 25, 116-134.

CONFERENCE PRESENTATIONS

- Green, T.D. & Hudgins, P. (July, 2023). Healing-Centered Engagement for Foster Youth: A Toolkit for Practitioners. U.S. Department of Education, Office of Special Education Programs Conference, Alexandria, VA.
- Paz, J., Green, T.D., Kruger, A. (March, 2023). Using TLC to Foster Positive Outcomes for Students with Disabilities in Foster Care. California Foster Youth Summit, Orange County, CA.
- Green, T.D., Gamble, B., Prather, D., Stewart, R., Prak-Perry, K., Fox-Tappin, G., Hayes, A. (March, 2023). HGS Yes!: Henrietta Goodwin Scholars Program at SDSU. American Association of Blacks in Higher Education, San Diego, CA.
- Allen, S., White, A., Gallegos, B., Skelton, S., Green, T.D. (July 2022). The Intersection of Race, Language, and Disability: What Does It Mean for Personnel Development? Personnel Development Program (PDP) Program Area Meeting at the virtual 2022 OSEP Project Leadership and Project Directors' Conference.
- Green, T.D., & Belisle, N. (2021). Pass the Mic: African American Mentoring Program Alumni Experience. SDSU Black Research Symposium, When They See Us, San Diego, CA.
- Jones, A., & Green, T.D. (2021). Who, What, and Why Now: Cause! Black Students Still Matter! Black Research Symposium, When They See Us, San Diego, CA.
- Wood, J.L., Harris III, F., Villodas, F., Green, T.D. (June, 2020). Teaching and Supporting Black Students: Advancing Students Needs in Times of Racial Crisis <https://sacd.sdsu.edu/cie/teachin-june4>. Community Wide Teach In, San Diego State University, San Diego, CA.
- Bennet, D., Green, T., Heisler, L., Moineau, S., Thomas, J., Thousand, J., Quiocho, A., Van Vooren, C.
- (November, 2017). IPE for IEP: Multidisciplinary Simulation Training. American Speech-

Language Hearing Association Annual Convention.

- Green, T.D., & Mathiesen, S. (January, 2017). Who CARES? Interdisciplinary training to meet the needs of foster youth with disabilities.
- Green, T. D., Kruger, A., & Haynes, D. (June, 2016). The pipeline to college access and graduation success. Presented at the National Court Appointed Special Advocate Annual Conference. National Harbor, MD.
- Green, T.D., Brandon, R., Butler, M., Casey, D., Haynes, D., Mengisteab, R., Simpson, J., Watkins, N. (2016, April). Black Minds Matter. Panel presented at the Association of African American Educators Conference, San Diego, CA.
- Grapin, S., Grapin, S., Bocanegra, J., Green, T. D., Lee, E., & Jaafar, D. (November, 2016). Increasing diversity in school psychology: Uniting the efforts of institutions, practitioners, faculty, and students. Presented at the National Association of School Psychologists Convention, New Orleans, LA.
- Green, T.D., Butler-Byrd, N., Aden, R., Bushfan, O., Casey, D., Haynes, D., Mengisteab, R., Simpson, J., Watkins, N. (2015, November). #BlackLivesAlwaysMatter! Effective Practices from Preschool to College. Panel presented at the Association of African American Educators Conference. San Diego, CA.
- Mathiesen, S., & Green, T.D. (2015, October). Changes in EBP attitudes, knowledge, behavior for scholars from three professions. Poster presented at the Council on Social Work Education Annual Program Meeting. Denver, CO.
- Green, T.D., Kruger, A., Haynes, D., Casey, D. (June, 2015). Foster youth lives matter!: The pipeline to college access and graduation success. San Diego Foster Care Summit. San Diego, CA.
- Wynne, M. E., Reker, K., Persaud, S., Flores, S., Kabler, B., Green, T.D., Turner C., & Rios-Cruz, J. (2015, February). Counseling students who are homeless and students in foster care. Mini skills workshop presented at the National Association of School Psychologists Annual Convention. Orlando, FL.
- Green, T.D., Brandon, R., Bushfan, O, Daniel, J., Duhe-Watson, S., Haynes, D. Gill, A., Rowe-Odom, M., Watkins, N. (2013, July). African American Mentoring Program (AAMP). Association of Black Psychologists Convention, New Orleans, LA.
- Green, T.D., McClain, S., Morrison, M. (2013, February). How are the children?: Mentoring African American school psychology graduate students. Presented at the National Association of School Psychologists (NASP). Seattle, WA.
- Green, T.D., McIntosh, A., Butler-Byrd, N., Brandon, R., Booker, B., Dishmon, J., McIntosh, N., Watkins, N. (2012, April). AAMP'd up! Dream Deferred Conference: The Future of African American Education. Los Angeles, CA.
- Green, T.D. (2011, August). Disproportionality in foster care. Workshop presented at Voices for Children Court Appointed Special Advocate (CASA) Training. San Diego, CA.
- Willis, D.V., Dodson, M., Parham, M., Green, T.D. (2011, April). College Bound San Diego. Dream Deferred Conference: The Future of African American Education. Philadelphia, P.A.
- Green, T.D. Green, T. D. (2010, April). Utilizing Cultural Brokers to reduce overrepresentation in special education. Anne Arundel School District, Anne Arundel, MD.
- Green, T.D. (2009, October). Putting the puzzle pieces together: Culturally affirming school practices. Workshop Presented to the Virginia Department of Education Disproportionality Conference. Roanoke, VA.
- Green, T.D. (2009, March). Taking strides to making a difference for immigrant and refugee students in our schools. Presented at the National Association of School Psychologists Convention, Boston, MA.

- Green, T.D. (2008, November). Careers in Psychology Panel: Teaching Psychology. Panel presented to The Association of Black Psychologists, San Diego Chapter, San Diego State University, Cross Cultural Center, San Diego, CA.
- Green, T. D. (2008, February). Walking on water: Addressing disproportionality. Henrico County Public Schools Disproportionality Workshop, Richmond, VA.
- Green, T.D. (2007, November). College Bound San Diego: A successful program and strategy for the California School Boards to improve African American achievement. An invited workshop presentation presented at the California School Board Association Annual Education Conference, San Diego, CA.
- Green, T. D., Cook-Morales, V., Castro, T., Conley-Liggins, H., Genét, M., Johnson, S., Mercado, P., Muñoz, C., Toombs, D., Vazquez, S., Zacky, D. (2007, March). Preparing school psychologists as English language acquisition consultants. Presented at the National Association of School Psychologists Convention, New York, NY.
- Green, T. D., & Johnson, S. (2007, March). Culturally affirming prereferral intervention. Presented at the National Association of School Psychologists Convention. New York, NY.
- Green, T. D., Willis, D. V., Dodson, M., & Parham, M. (2007, February). College Bound San Diego. Program presented at the National Center for Culturally Responsive Educational Systems National Symposium, Washington, D.C.
- Green, T. D., & Cooper, O. D. (2007, February). Diary of a mad Black teacher. Presented at the National Center for Culturally Responsive Educational Systems National Symposium, Washington, D.C.
- Green, T. D., & Cooper, O. D. (2006, November). Dream givers: Teaching African American learners how to fly academically. Presented at the Teacher Education Division/Technology and Media Division Conference, Council for Exceptional Children, San Diego, CA.
- Green, T. D., Willis, D. V., Dodson, M., & Parham, M. (2006, November). College Bound San Diego. Program presented at the Teacher Education Division/Technology and Media Division Conference, Council for Exceptional Children, San Diego, CA.
- Shealey, M., Mchatton, P. A., Green, T. D., & Fuller, D. (2006, November). Navigating the academe: Lessons learned from scholars of color. Presented at the Teacher Education Division/Technology and Media Division Conference, Council for Exceptional Children, San Diego, CA.
- Cook-Morales, V. J., & Green, T. D. (2004, May). Mentoring: Two sides of the relationship. An invited pre-conference workshop presented at LASER Urban Education Research Think Tank, San Juan, PR.
- Green, T. D. (2004, March). Where are all the school psychologists of color? Presented at the National Association of School Psychologists Annual Convention, Dallas, TX.
- Green, T. D. (2004, March). NASP Minority Recruitment Task Force survey. Presented at Delegate Assembly Meeting at the National Association of School Psychologists (NASP) Annual Convention, Dallas, TX.
- Green, T. D. (2003, December). African American students in special education: The need for preventing and reducing overrepresentation (PROMISE). Presented at Linking Academic Scholars to Educational Resources (LASER) Annual Conference, Houston, TX.
- Green, T. D. (2003, September). The need for preventing and reducing overrepresentation of minorities in special education. In R. Jones (Moderator), Linking Academic Scholars to Educational Resources (LASER) Research Marketplace. Paper presented at the LASER Research Think Tank V, Albuquerque, NM.
- Green, T. D., & O'Shaughnessy, T. (2003, February). Preparing school psychologists and school counselors as English language acquisition consultants. Presented at National Association for Bilingual Education Convention, Albuquerque, NM.

Professional Honors & Scholarly Awards

Professional Contributions: National and Local

- 2017 Featured Presenter (2017). SDSU Discovery Slam, San Diego State University,
- 2016 Invited Presenter (with J. Banks). OSEP Project Directors Meeting, U.S. Department of Education, Diversifying Doctoral-Level Cohorts: A discussion of non-traditional routes to identifying and admitting diverse doctoral applicants who are committed to advancing educational outcomes for CLD students with exceptional learning needs.
- 2015 Invited featured presenter. U.S. Department of Education Office of Special Education Programs Virtual Project Directors Conference.
- 2014 White House Convening Invited Participant. School Counseling Program, San Diego State University.
- 2013 Highlighted Principal Investigator. San Diego State University Research Foundation, Project CARES.
- 2013 Reviewer. Student Research Symposium, San Diego State University.
- 2017 AT&T Diversity and Inclusion Donation Award (\$500). San Diego 10 Entertainment and Internet Services Division.
- 2016 15 Years Exceptional Service Award, College of Education. Presented by Dean Joseph Johnson (2016) for Directorship of the African American Mentoring Program.
- 2014 Exceptional Service Award. College of Education, San Diego State University
- 2012 Unsung Hero Award, San Diego State University, Department of Africana Studies. Martin Luther King, Jr. Celebration. The award is given to those who work "behind the scenes" to make a difference. I was recognized for my commitment to recruiting, mentoring, and retaining African American students.
- 2009 Most Influential Faculty Member, Department of Counseling and School Psychology, College of Education
- 2009 Certificate of Teacher Appreciation, Concerned Parents Alliance, Inc., College Bound San Diego
- 2009 Featured Organization Award: Project CARES, San Diego State University, Youth Outreach Extravaganza, San Diego State University

Professional Contributions: National and Local

- 2017 Featured Presenter (2017). SDSU Discovery Slam, San Diego State University,

- 2016 Invited Presenter (with J. Banks). OSEP Project Directors Meeting, U.S. Department of Education, Diversifying Doctoral-Level Cohorts: A discussion of non-traditional routes to identifying and admitting diverse doctoral applicants who are committed to advancing educational outcomes for CLD students with exceptional learning needs.
- 2015 Invited featured presenter. U.S. Department of Education Office of Special Education Programs Virtual Project Directors Conference.
- 2014 White House Convening Invited Participant. School Counseling Program, San Diego State University.
- 2013 Highlighted Principal Investigator. San Diego State University Research Foundation, Project CARES.
- 2013 Reviewer. Student Research Symposium, San Diego State University.

INVITED CONSULTATIONS

- Green, T.D. (March 2022-2023) SDSU Student Research Symposium
- Green, T.D. (July 2021). OSEP Leadership and PD Conference Planning Committee
- Green, T.D. (April 2015) U.S. Department of Education Program Area Virtual Meeting on Mentoring
- Green, T.D., & Lambros, K (2013, April). Non-discriminatory assessment and Prevention and Intervention. South County Regional Education Center
- Green, T. D. (2010, April). Utilizing Cultural Brokers to reduce overrepresentation in special education. Anne Arundel School District.
- Green, T. D. (2009, October). Putting the puzzle pieces together: Culturally Responsive Practices. Virginia Department of Education Disproportionality Conference.
- Green, T. D. (2008, February). Walking on water: Addressing disproportionality. Henrico Public Schools Disproportionality Workshop.

GRANTS

- \$1,250,000 Highly Qualified Education Advocacy Leaders (Project HEAL). Project Director; Dr. Jennica Paz, Project Co-Director, U.S. Department of Education, Office of Special Education Programs (No. H325K220124), National Personnel Preparation Grant. 2022-2027
- \$1,250,000 Trauma Leaders Consortium (Project TLC). Fostering Positive Outcomes for Students with Disabilities in Foster Care. Project Director, U.S. Department of Education, Office of Special Education Programs (No. H325K180041), National Personnel Preparation Grant. 2018-2023
- \$1,250,000 SDSU Interdisciplinary Collaborative to Prepare Culturally Affirming and Responsive Education Specialists (CARES) to Improve Outcomes for Foster Youth with Disabilities, Project Director, U.S. Department of Education, Office of Special Education Programs (No. H325K120418), National Personnel Preparation Grant (no cost extension year 2018), 2012-2017
- \$1,500,000 No Child Left Behind: Preparing School Psychologists and School Counselors as English-Language Acquisition Consultants, (co-author with Cook-Morales (PI) and O'Shaughnessy (Co-PI). Co-Project Director. U.S. Department of Education, Office of English Language Acquisition (No. T195N020118), National Professional Development Program, 2002-

2007.

- \$54,490 Improving African American Achievement Success, Faculty Advisor. Students Success Fee, San Diego State University. 2019-2020 Asha Jones Student Lead
- \$14,700 Improving African American Student Achievement, Faculty Advisor. Students Success Fee, San Diego State University. 2016-2017 Myra Hollis Student Lead
- \$10,000 Moving Beyond the Factory Model of Mentorship: African American Mentoring Program (AAMP). Principal Investigator, University Grants Program, San Diego State University. 2018
- \$9,972 African American Mentoring Program, Principal Investigator, University Grants Program, San Diego State University. 2013-2014
- \$15,000 African American Mentoring Program, Project Director. Presidential Leadership Fund, San Diego State University. 2012-2013
- \$9,967 Capturing the voices of African American students: A qualitative study of the educational experiences of African American students enrolled in College Bound San Diego, Principal Investigator, University Grants Program, San Diego State University 2011-2012
- \$9,994 Addressing the Achievement Gap Among Foster Youth. Principal Investigator, University Grants Program, San Diego State University. 2009-2010
- \$10,000 College Bound San Diego. Principal Investigator, University Grants Program, San Diego State University 2007-2008
- \$10,000 A case study of a high performing urban school to reduce overrepresentation special education, Research Fellow, National Center for Urban School Transformation, San Diego State University. 2007-2008

TEACHING EFFECTIVENESS EXAMPLES

1. **Nationally Recognized Interdisciplinary Collaborative to Improve Educational Outcomes for Youth in Foster Care with Disabilities: 1.25M Grant (also mentioned above in Federal Grants)**

As the Principal Investigator of the grant, in collaboration with Ashley Kruger (Grant Specialist), I developed interdisciplinary and discipline-focused competencies to guide students learning and skill development in the following areas: (1) Effective Academic and Mental Health Services, (2) Educational and Parent Advocacy, (3) Cultural Competency, and (4) Interdisciplinary Service Delivery. These competencies have been woven into the curriculum of the three training programs through case study development, presentations, and research.

2. **Cross-University “Real World” Training Collaborative: Simulation-Based Education (SBE) and Interprofessional Education Experience (IPE)**

This experience builds on an IPE experience created and launched by Dr. Moineau and is one of the first between the two universities that focused on interdisciplinary training in the following six school-based disciplines: (1) Educational Administration, (2) General Education, (3) School Psychology, (4) Social Work, (5) Special Education, and (6) Speech-Language Pathology. The goal is to develop knowledge, skills and attitudes that result in interprofessional team behaviors and competence. As the only School Psychology faculty member on the project, my SBE input proved to be invaluable as we crafted a multiple tiered case study of “Diana” a seven-year-old girl from Honduras who immigrated to California to live with her Aunt to escape violence. I provided formalized guided notes and contributed

to the multi-part and interdisciplinary focused case scenario questions and created a “mock” school psychology report to enhance the SBE. This required an extensive amount of outside reading and research. The case study challenged students’ knowledge and experience with immigration, special education, culture, and language. Additionally, observed and evaluated students using digital technology as they participated in the IPE and SBT.

1. Preparing High Quality Leaders in School Psychology: School Psychology Program Degree Change and Curriculum Revision

During my time as Director of the School Psychology Program, my school psychology colleagues and I developed a new curriculum due to the dynamic changes occurring in the school psychology profession and to align with the new national and state standards. The curriculum revision was not just a change, it was a transition. As a faculty, we individually and collectively, re-examined and re-evaluated each aspect of the program curriculum and its alignment with the changing profession and the needs of schools. Additionally, faculty used student evaluation data and gave serious consideration to the formation of the curriculum transition as recommended by student evaluations. To this end, we developed and restructured our curricula to promote advanced critical thinking and emphasis in three major areas: (1) School-Based Mental Health (CSP 723) and (2) Research (CSP 710A/B).

2. Mentoring Model for Engagement & Leadership in Teaching African American Student:

Mentoring is a passion and a lifeline for me that intricately links my teaching, research, and service. My mentorship has its deep roots in my childhood where I witnessed village nurturance, support, and an “each one teach one reach” one mantra. I learned to be a mentor from my mentors, which included family members, teachers, community leaders, and peers. My success was their success and it instilled a deep love and commitment to do the same for others. As a newly hired faculty member at SDSU, I made it my goal to improve the academic experiences of Black graduate students by responding to their unique needs and eliminate feelings of isolation.

5. Demonstrating Positive Gains in K-12 Schools: Internship Case Studies Demonstration

In my internship course (CSP 780) I set out to design an experiential assignment that clearly demonstrated positive gains in K-12 schools, demonstrated the impact of our interns’ work with youth, and presented clear outcomes that could be shared with parents, teachers, and principals. This internship experience is structured to promote students being good consumers of intervention quality and appropriateness. As a result, I created an assignment that required all interns to complete two Case Studies, one academic and one behavioral, and to analyze their data, demonstrating effectiveness. Case studies ranged from individual interventions to small group interventions. This teaching innovation required interns to implement an evidence-based intervention to address each of the national standards areas. Interns provided documentation of the evidence-base (requiring my approval) before beginning intervention implementation.

Dissertation and Thesis

1. 2018 Doctoral Dissertation Committee Member. Edgar Hodge, Ed.D., Community College Leadership, Currently Assistant Vice President for Information Technology SDSU. Dissertation Title: *Exploring Predictors of Sense of Belonging for Transfer Student-Athletes.*
2. 2012 Thesis Committee Member. Allison Goldstein, Master of Arts, Post-Secondary Educational

Leadership with an Emphasis in Student Affairs. Thesis Title: *Exploring student affairs graduate students' experiences with diversity education.*

3. 2011 Thesis Committee Member. Adrienne Dickerson, Master of Social Work. Thesis Title: *Who Steps Up: Predictors of College Enrollment in High-Risk High School Students Participating in the Step Up Program.*

SERVICE

Department of Counseling and School Psychology

August 2015-2019	Personnel Committee RTP
August 2015-2017	Chair, Personnel Committee RTP
August 2015-2017	Chair, Lecture Periodic Review Committee
January 2016-Pres.	Research Committee, Member
August 2012- 2017	Program Director, School Psychology
August 2009- 2017	Personnel Committee, Member

Service for the College of Education

August 2020-Pres.	Black Advisory Council
August 2015-2020	Diversity, Equity, and Outreach
August 2015- 2019	Technology Committee
August 2014- 2019	Assessment Committee
August 2015-Dec 2015	Exceptional Service College of Education
August 2014-2017	Dean's Program Directors Meetings,
Member August 2014-Present	Faculty Mentor
August 2001-Present	Doctoral Faculty Advisor

Service for the University

2017-Present	SDSU Internal Competition Committee, Member
2016-2017	Chair, University Senate, Committee on Committee and Elections
2015-2017	University Senate, Committee on Committee and Elections, Member
2015-2017	University Senator, College of Education Representative
2015-2017	Building on Inclusive Excellence, Workgroup Consultant
2014	Harambee Faculty Panel Member
2001-Present	Director and Founder, African American Mentoring Program (AAMP)
November 2014	White House Convening Participant: School Counseling

Faculty and Staff

August 2021-Pres.	SDSU Associated Students, University Affairs Board, Faculty
Advisor August 2017-Pres.	SDSU Internal Competition Committee, Member
August 2016-2018	University Senate Committee on Committee and Elections, Chair
August 2015-2017	University Senate Committee on Committee and Elections,

Member August 2015-2017 University Senator, College of Education Representative
August 2015-2017 Building on Inclusive Excellence, Workgroup
Consultant August 2015-2017 Senate Committee on Committees

Service for the Community

July 2022-Pres. Leadership Mentoring Institute (LMI), Member
July 2021 U.S. Dept of Education, Office of Special Education Planning Committee
2018 Mentor to 12 African American and Latino high school girls on self-identity, San Diego, CA

2017 ACSEND Program
September 2003-2010 College Bound Program, Collaborator
January 1993-Prest. Alpha Kappa Alpha Sorority, Incorporated, Active Member

2003-2017 Principal of College Bound, Faculty/Teacher, and Mentor for 30 African American high schoolers per year. College Bound San Diego, Poway, CA.
2017-2018 Teen Leader to 15 teens, Mesa View Baptist Church, providing mentorship in Christian leadership and teachings.
2001-Present Mentor, providing Bible study and Christian enrichment to 8-10 students per year, Sunday School Ministry, Mesa View Baptist Church, San Diego, CA.

Service to the Profession

2021-Pres. Reviewer for Journal of Foster Care
2019-Pres. Reviewer for Journal of School Psychology
2018 Convention Proposal Reviewer, National Association of School Psychologist
2015-Present Member, NASP Graduate Recruitment and Awareness Development Team
2014-Pres. Reviewer for Journal of Public Welfare
2014-Pres. Reviewer Multiple Voices Journal
2015-2018 Graduate Education Committee, Member
2015-Pres. Graduate Educators Leader
2001-2019 Trainers of School Psychology
2007-Pres. Reviewer for Journal of School Psychology
2001-Present Member, Trainers of School Psychology

Professional Memberships

National Association of Student Personnel Administrators (NASPA); American Association of Blacks in Higher Education (AABHE); National Association of School Psychologists (NASP); Child Welfare League Association; Council of Social Work Education