

Eugene E. García

Education	1968-1972	Ph. D., University of Kansas; Human Development
	1976-1977	Post-Doc., Harvard University, Psycholinguistics
	1979-1980	Post-Doc., Nat'l Research Council
	1983-1986	Post-Doc., Kellogg Nat'l Fellow
Languages	Spanish	(Native Speaker)
	English	
Areas of Professional Specialization		Human Development Education Psycholinguistics Bilingualism
Professional Experience	1972-1976	Asst. Prof. - Assoc. Prof., Dept. of Psychology, Univ. of Utah
	1976-1980	Assoc. Prof. - Prof., Dept. of Psychology; Chair, Dept. of Chicano Studies, Univ. of California, Santa Barbara.
	1980-1987	Prof. of Ed., Director, Bil. Ed. Research Center, College of Educ., Arizona State University
	1987-1990	Prof. of Ed. and Psyc.; Chair, Ed. Dept., Univ. of California, Santa Cruz
	1990-1993	Prof. of Ed. and Psyc.; Dean, Division of Soc. Sciences; Co-Director, National Center for Research on Cultural Diversity and Second Language Learning (A U.S. Dept. of Ed. Center), Univ. of California, Santa Cruz
	1993-1995	Senior Officer and Director of the Office of Bilingual Education and Minority Languages Affairs, US Department of Education,

Washington, DC

1995-2001 Prof. of Education; Dean, Graduate School of Education, Univ. of California, Berkeley

1995-Present Prof. of Education; Graduate School of Education, Univ. of California, Berkeley

Administrative Experience

1980-87 Director of the Bilingual Research Center, Arizona State University. Organized and administered faculty research projects and extramural funding totaling \$1-2 million annually. Served as editor of a national research journal housed at the Center.

Chair, Department of Education, UC, Santa Cruz. Responsible for An academic department of 30 faculty and staff including certification programs for educational professionals.

Director, National Research Center for Research on Cultural Diversity And Second Language Learning—A US Department of Education National Research Center. Administered a \$6.5 million research program, including four other university partner institutions and 17 researchers and their staffs within these institutions. Required expertise in federal research administration and inter-university collaboration.

2000-04 Dean, Division of Social Sciences, UC, Santa Cruz. Responsible for Undergraduate, masters and doctoral programs in the sciences, social sciences and humanities—nine separate academic departments in the Division with various research centers—130 faculty FTE and a yearly state budget of over \$10 million and extramural budget of \$7 million. Close to one-half of the 10,000 university students majored in programs in this Division. I initiated several new undergraduate majors and new doctoral programs during my tenure and organized a new Development Office, geared at fundraising from the private and corporate sector.

1993-95 Director and Senior Officer, US Department of Education. Appointed by President Clinton to serve in this capacity. Directed an education program unit (OBEMLA) overseeing some \$250 million in grants to K-12 and institutions of higher education. As a member of Secretary Richard Riley's cabinet, I assisted directly in the re-authorization of federal legislation known as the Elementary and

Secondary Education Act, and assisted in the re-authorization of other federal legislation including the Higher Education Act.

1995-01 Dean, Graduate School of Education, UC, Berkeley.
Administered one of five professional schools on the campus—the largest in student enrollments—with 37 faculty FTE, a yearly operating budget of \$5 million and a research and extramural program budget of \$12 million, annually. I led the re-organization of the School's administrative structure in response to an external review recommendation. I initiated an active Development Office, procuring some \$22million in gifts, annually, from the private and corporate sector to support students and faculty, including one new faculty chair and \$14 million in student fellowships. The School ranked nationally in top five.

1999-Special Advisor to the Chancellor, University/Educational Partnerships.

Publications

Books/Monographs

- Garcia, E. (2001) Hispanics Education in the United States: Raíces y alas. Lanham, ML: Rowman and Littlefield Publishers, Inc.
- Garcia, E. (In Press) Bilingualism and Schooling in the United States. International Journal of the Sociology of Language. (Monograph)
- Gandara, P., Maxwell-Jolley, J., Garcia, E., Stritikus, T., and Curry, J. (2000) The initial impact of Proposition 227 on the instruction of English learners. Davis, CA: UC Linguistic Minority Research Institute, Education Policy Center. (Monograph)
- Garcia, E. (1999) Understanding and Meeting the Challenge of Student Diversity (Second Edition). Boston, MA: Houghton Mifflin Company.
- Garcia, E. (1997) Ya Basta: Report of the University of California Task Force on Latino Student Eligibility. Berkeley, CA: Chicano/Latino Policy Project and the University of California.

- Hurtado, A., Figueroa, R., & Garcia, E. (1996) Strategic interventions in education: Expanding the Latina/Latino pipeline. Santa Cruz, CA: University of California
- García, E. and McLaughlin, B. (1995) Meeting the Challenge of Linguistic and Cultural Diversity in Early Childhood. New York, NY: Teachers College Press (Edited Volume).
- García, E. (1994) Understanding and Meeting the Challenge of Student Diversity. Boston, MA: Houghton Mifflin Company.
- García, E. and Flores, B. (1986) Language and Literacy Research in Bilingual Education. Arizona State University, (Edited Volume).
- García, E. and Padilla, R. (1985) Advances in Bilingual Education Research. Tucson, AZ: University of Arizona Press (Edited Volume).
- García, E. (1983) The Mexican American Child: Language, Cognition and Social Development. Tempe, AZ: Arizona State University (Edited Volume).
- García, E. (1983) Early Childhood Bilingualism. Albuquerque, New Mexico: University of New Mexico Press.
- Hurtado, A. and Garcia, E. (1994) The Educational Achievement of Latinos: Barriers and Successes. Santa Cruz, CA: University of California Latino Eligibility Study (Edited Volume).
- Barona, A. and García, E. (1990) Children at Risk. Washington, D.C.: National Association of School Psychologists (Edited Volume).
- August, D., and García, E. (1988) Education of Language Minority Students Research, Policy and Practice. Chicago, IL: Thomas Publishing Co.

Books/Monographs In Preparation

- García, E. Bilingualism and Schooling in the United States. New York: Teachers College Press
(Negotiating contract—invited volume by publisher)
- García, E. Latino student access to higher education. Berkeley, CA: University of California.

Recent Articles/Chapters

- Garcia, E. and Curry, J. E. (2000) The education of limited English proficient Students in California schools: An assessment of the influence of Proposition 227 in selected districts and schools. Bilingual Research Journal, 24, 1-2, 15-36.
- Garcia, E. (2000) Treating linguistic and cultural linguistic and cultural diversity As a resource: The research response to the challenges inherent in the Improving America's School Act and California's Proposition 227. In R. D. González and I. Melis (Eds.), Language Ideologies. Mahwah, NJ: Lawrence Erlbaum Associates, 90-113.
- Garcia, E. (1999) Reforming education and its cultures. American Behavioral Scientist, 42, No. 6, 912-931.
- Garcia, E., Casimir, M., Sun, X. S., Wiese, A., Garcia, E. H. (1999) Authentic literacy assessment (ALA) development: An instruction based assessment that is responsive to linguistic and cultural diversity. Educators for Urban Minorities, 1, 1, 51-60.
- Garcia, E. (1999) Roots and wings: Conceptual underpinnings for research and contributions related to diversity. In C. Grant (Ed.), Multicultural Research. Philadelphia, PA: Falmer Press, 90-100.