

DANIEL G. SOLORZANO

Professor of Education
Division of Social Science and Comparative Education
Education Department
Graduate School of Education & Information Studies
University of California, Los Angeles

April 2008

EDUCATION

1986	Doctor of Philosophy Sociology of Education	Claremont Graduate School
1983	Master of Arts Educational Policy	Claremont Graduate School
1974	Master of Education Urban/Multicultural Education	Loyola Marymount University
1972	Bachelor of Arts Sociology/Chicano Studies	Loyola University

POSTDOCTORAL TRAINING

1987-88	Minority Postdoctoral Fellowship in Sociology Ford Foundation/National Research Council
1986-87	Postdoctoral Fellowship in Social Policy Educational Testing Service
1985-86	Postdoctoral Fellowship in Educational and Family Policy The Tomas Rivera Center for Policy Studies

PROFESSIONAL EXPERIENCE

2002- Present	Professor Division of Social Sciences & Comparative Education Education Department Graduate School of Education & Information Studies University of California, Los Angeles
2003- Present	Professor (Joint Appointment-0%) Chicana and Chicano Studies Department

- University of California, Los Angeles
- 2001-2004 **Chair**
Department of Education
Graduate School of Education & Information Studies
University of California, Los Angeles
- 2004-2007 **Associate Director**
Chicano Studies Research Center
University of California, Los Angeles
- 2001-
Present **Associate Director**
UC ACCORD (All Campus Consortia on Research on Diversity)
University of California
Multi-campus Research Unit (MRU)
- 1996-2002 **Associate Professor**
Division of Social Sciences & Comparative Education
Education Department
Graduate School of Education & Information Studies
University of California, Los Angeles
- 1990-2003 **Affiliated Assistant, Associate & Professor (0%)**
Cesar Chavez Center for Chicana and Chicano Studies
University of California, Los Angeles
- 1997-2000 **Division Head**
Division of Social Sciences & Comparative Education
Graduate School of Education & Information Studies
University of California, Los Angeles
- 1990-1996 **Assistant Professor**
Division of Social Sciences & Comparative Education
Education Department
Graduate School of Education & Information Studies
University of California, Los Angeles
- 1986-1995 **Scholar in Educational and Social Policy**
The Tomas Rivera Center for Policy Studies
Claremont, California
- 1988-1990 **Assistant Professor**
Sociology Department
California State University, Bakersfield

- 1987 **Visiting Lecturer**
Sociology Department
Princeton University
- 1975-1985 **Instructor**
California State University, Northridge, Chicano Studies Department
East Los Angeles College, Chicano Studies Department
Santa Monica College, Sociology Department
Loyola Marymount University, Chicano Studies Department
- 1972-1973 **High School Social Science Teacher**
Los Angeles County Central Juvenile Hall

PUBLICATIONS

Articles Published: Refereed

- Perez Huber, L., Benavides, C., Malagon, M., Velez, V. & Solorzano, D. (2008). "Getting Beyond the 'Symptom,' Acknowledging the 'Disease': Theorizing Racist Nativism." Contemporary Justice Review, *11*, 39-51.
- Smith, W., Yosso, T., & Solorzano, D. (2007). "Racial Primes and Black Misandry on Historically White Campuses: Toward Critical Race Accountability in Educational Administration." Educational Administration Quarterly, *43*, 559-585.
- Solorzano, D., Villalpando, O., & Oseguera, L. (2005). "Educational Inequities and Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress." Journal of Hispanic Higher Education, *4*, 272-294.
- Yosso, T., Parker, L., Solorzano, D. & Lynn, M. (2004). "From Jim Crow to Affirmative Action and Back Again: A Critical Race Discussion of Racialized Rationales to Affirmative Action." Review of Research in Education, *28*, 1-25.
- Solorzano, D. & Ornelas, A. (2004). "A Critical Race Analysis of Latina/o and African American Advance Placement Enrollment in Public High Schools." High School Journal, *87*, 15-26.
- Ornelas, A. & Solorzano, D. (2004). "The Transfer Condition of Latina/o Community College Students in California: Policy Recommendations and Solutions." Community College Journal of Research and Practice, *28*, 233-248.

- Teranishi, R., Allen, W., Solorzano, D. (2004). "Opportunity at the Crossroads: Racial Inequality, School Segregation, and Higher Education in California." Teachers College Record, 106, 2224-2245.
- Solorzano, D., Allen, W., & Carroll, G. (2002). "A Case Study of Racial Microaggressions and Campus Racial Climate at the University of California, Berkeley." UCLA Chicano/Latino Law Review, 23, 15-111.
- Solorzano, D. & Ornelas, A. (2002). "A Critical Race Analysis of Advance Placement Classes: A Case of Educational Inequalities." Journal of Latinos and Education, 1, 215-229.
- Solorzano, D. & Yosso, T. (2002). "A Critical Race Counterstory of Affirmative Action in Higher Education." Equity and Excellence in Education, 35, 155-168.
- Solorzano, D. & Yosso, T. (2002). "Critical Race Methodology: Counterstorytelling as an Analytical Framework for Education Research." Qualitative Inquiry, 8, 23-44.
- Smith-Maddox, R. & Solorzano, D. (2002). "Using Critical Race Theory, Freire Problem Posing Method, and Case Study Research to Confront Race and Racism in Education." Qualitative Inquiry, 8, 66-84.
- Solorzano, D. & Yosso, T. (2001). "Critical Race and LatCrit Theory and Method: Counterstorytelling Chicana and Chicano Graduate School Experiences." International Journal of Qualitative Studies in Education, 14, 471-495.
- Solorzano, D. & Yosso, T. (2001). "Maintaining Social Justice Hopes within Academic Realities: A Freirean Approach to Critical Race/LatCrit Pedagogy." Denver Law Review, 78, 595-621.
- Solorzano, D. & Delgado Bernal, D. (2001). "Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework: Chicana and Chicano Students in an Urban Context." Urban Education, 36, 308-342.
- Solorzano, D. & Yosso, T. (2001). "From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory of Teacher Education." Multicultural Education, 9, 2-8.
- Allen, W. & Solorzano, D. (2001). "Affirmative Action, Educational Equity and Campus Racial Climate: A Case Study of the University of Michigan Law School." La Raza Law Journal, 12, 237-363.
- Solorzano, D., Ceja, M. & Yosso, T. (2000). "Critical Race Theory, Racial Microaggressions and Campus Racial Climate: The Experiences of African American College Students." Journal of Negro Education, 69, 60-73.

- Solorzano, R. & Solorzano, D. (1999). "Beginning Teacher Standards: Impact on Second-Language Learners and Implications for Teacher Education." Teacher Education Quarterly 26, 37-70.
- Solorzano, D. (1998). "Critical Race Theory, Racial and Gender Microaggressions, and the Experiences of Chicana and Chicano Scholars." International Journal of Qualitative Studies in Education 11, 121-136.
- Solorzano, D. (1997). "Images and Words That Wound: Critical Race Theory, Racial Stereotyping, and Teacher Education." Teacher Education Quarterly, 24, 5-19.
- Solorzano, D. & Delgado Bernal, D. (1997). "Academic Language and Chicana/o Activist Scholars: Balancing the Academy and Community One Hopes to Serve." International Journal of Educational Reform, 6, 226-231.
- Solorzano, D. (1996). "A Talent Development Approach to Determining the Goals of a University Minority Retention Program." Studies in Educational Evaluation, 22, 245-261.
- Solorzano, D. & Solorzano, R. (1995). "The Chicano Educational Experience: A Proposed Framework For Effective Schools in Chicano Communities." Educational Policy, 9, 293-314.
- Solorzano, D. (1995). "The Doctorate Production and Baccalaureate Origins of African Americans in the Sciences and Engineering." Journal of Negro Education, 64, 15-32.
- Solorzano, D. (1995). "The Baccalaureate Origins of Chicana and Chicano Doctorates in the Social Sciences." Hispanic Journal of Behavioral Sciences, 17, 3-32.
- Solorzano, D. (1994). "The Baccalaureate Origins of Chicana and Chicano Doctorates in the Physical, Life, and Engineering Sciences: 1980-1990." Journal of Women and Minorities in Science and Engineering, 1, 253-272.
- Solorzano, D. (1992). "An Exploratory Analysis of the Effect of Race, Class, and Gender on Student and Parent Mobility Aspirations." Journal of Negro Education, 61, 30-44.
- Solorzano, D. (1992). "Chicano Mobility Aspirations: A Theoretical and Empirical Note." Latino Studies Journal, 3, 48-66.
- Solorzano, D. (1991). "Mobility Aspirations Among Racial Minorities, Controlling For SES." Sociology and Social Research, 75, 182-188.

Solorzano, D. (1989). "Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom." Teaching Sociology, *17*, 218-225.

Articles Published: In Press

Velez, V., Perez Huber, L., Benavides, C., de la Luz, A. & Solorzano, D. (In Press). "Battling for Human rights and Social Justice: A Latina/o Critical Race Analysis of Latina/o Student Youth Activism in the Wake of 2006 Anti-Immigrant Sentiment." Social Justice.

Chapters: Published

Smith, W., Yosso, T., & Solorzano, D. (2006). "Challenging Racial Battle Fatigue on Historically White Campuses: A Critical Race Examination of Race-Related Stress." In C. A. Stanley (Ed.), Faculty of Color Teaching in Predominantly White Colleges and Universities (pp. 299-327). Bolton, MA: Anker Publishing.

Watford, T., Rivas, M., Burciaga, R., & Solorzano, D. (2006). "Latinas and the Doctorate: The 'Status' of Attainment and Experiences from the Margin." In J. Castellanos, A. Gloria, & M. Kamimura (Eds.), The Latina/o Pathway to a Ph.D.: Abriendo Caminos (pp. 112-133). Madison: University of Wisconsin-Madison Press.

Yosso, T. & Solorzano, D. (2005). "Conceptualizing a Critical Race Theory in Sociology." In M. Romero and E. Margolis (Eds.), Blackwell Companion to Social Inequalities (pp. 117-146). London: Blackwell.

Solorzano, D. & Yosso, T. (2005). "Maintaining Social Justice Hopes within Academic Realities: A Freirean Approach to Critical Race/LatCrit Pedagogy." In Z. Leonardo (Ed.), Critical Pedagogy and Race (pp. 69-92). London: Blackwell. (Reprint of the Denver Law Review article).

Villalpando, O., & Solorzano, D. (2005). "The Role of Culture in College Preparation Programs: A Review of the Research Literature." In W. Tierney, Z. Corwin & J. Colyar (Eds.). Preparing for College: Nine Elements of Effective Outreach (pp. 13-28). Albany, NY: SUNY Press.

Yosso, T., Villalpando, O., Delgado Bernal, D., & Solorzano, D. (2004). "Critical Race Theory in Chicana/o Education." In, Kozuh, B., Kahn, R., & Kozłowska, A. (Eds). Theory, Facts, and Interpretation in Educational and Social Research (pp. 105-116). Czestochowa, Poland.

Solorzano, D. & Yosso, T. (2004). "From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory of Teacher Education." In W. De la Torre, L. Rubalcalva, & B. Cabello (Eds.), Urban Education in America: A Critical Perspective, (pp. 67-81). Dubuque, IA: Kendall/Hunt. (Reprint of the Multicultural Education article).

- Solorzano, D. & Yosso, T. (2003). "From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory of Teacher Education." In F. Shultz (Ed.), Annual Editions: Multicultural Education—03/04, (pp. 30-37). Guilford, CT: McGraw-Hill/Dushkin. (Reprint of the Multicultural Education article).
- Solorzano, D. (2000). "Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom." In I. Shor & C. Pari (Eds.), Education is Politics: Critical Teaching Across Differences, Postsecondary, (pp. 15-27). Portsmouth, NH: Heinemann-Boynton/Cook. (Reprint of the Teaching Sociology article).
- Solorzano, D. & Yosso, T. (2000). "Toward a Critical Race Theory of Chicana and Chicano Education." In C. Tejeda, C. Martinez, and Z. Leonardo (Eds.), Demarcating the Border of Chicana(o)/Latina(o) Education (pp. 35-65). Cresskill, New Jersey: Hampton Press.
- Solorzano, D. & Villalpando, O. (1998). "Critical Race Theory, Marginality, and the Experience of Minority Students in Higher Education." In C. Torres & T. Mitchell, (Eds.), Emerging Issues in the Sociology of Education: Comparative Perspectives (pp. 211-224). New York: SUNY Press.
- Solorzano, D. (1998). "Role Models, Mentors, and the Experiences of Chicana and Chicano Ph.D. Scientists." In H. Frierson, (Ed.), Mentoring and Diversity in Higher Education Volume 2 (pp. 91-103). Greenwich, CT: JAI Press.
- Solorzano, D. (1998). "The Production of Chicana and Chicano Doctoral Scientists: Status, Barriers, and Policy Recommendations." In the National Science Foundation, Building Diversity in the Scientific Workforce (NSF 98-37) (pp. 17-23). Washington, DC: National Science Foundation.
- Valencia, R. & Solorzano, D. (1997). "Contemporary Deficit Thinking." In R. Valencia (Ed.), The Evolution of Deficit Thinking in Educational Thought and Practice (pp. 160-210). New York: Falmer Press (The Stanford Series on Education and Public Policy).
- Solorzano, D. (1997). "Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom." In A. Darder, R. Torres, & H. Gutierrez (Eds.), Latinos and Education: A Critical Reader (pp. 351-361). New York: Routledge. (Reprint of the Teaching Sociology article).
- Solorzano, D. (1995). "The Chicano Educational Experience in Empirical and Theoretical Perspective." In S. Rothstein (Ed.), Class, Culture, and Race in American Schools: A Handbook (pp. 35-54). Westport, CT: Greenwood Publishing Group.

Solorzano, D. (1995). "Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom." In J. Munoz (Ed.), Alchemy (pp. 50-59). Los Angeles, CA: Pato Publications (Reprint of the Teaching Sociology article).

Solorzano, D. (1989). "Persistence in Math, Science, and Engineering of a National Sample of Minority Students." In T. Hilton, J. Hsia, D. Solorzano, & N. Benton, Persistence in Science of High Ability Minority Students (pp. 57-68). Princeton, NJ: Educational Testing Service.

Chapters: In Press

Kohli, R. & Solorzano, D. (In Press). "Racism, White Supremacy and Racial Hierarchies: A Case Study of Black and Latina/o High School Student Activism." In L. Urrieta & Revilla, A. (Eds.), *Marching Students: Chicana/o Identity and the Politics of Education 1968 and the Present*. University of Nevada Press.

Working Papers: Published

Hernandez, A, & Solorzano, D. (1996). "Ethnic Identity: Stability and Change in a College Student Population." *University of California, Latino Eligibility Study, Working Paper Number 6*.

Reports/Policy Briefs Published

Rivas, M., Perez, J., Alvarez C. & Solorzano, D. (May 2007). An Examination of Latina/o Transfer Students in California's Postsecondary Institutions. *Latino Policy & Issues Brief No. 16*, UCLA Chicano Studies Research Center.

Rivas, M., Perez, J., Alvarez C. & Solorzano, D. (May 2007). Latina/o Transfer Students: Understanding the Critical Role of the Transfer Process in California's Postsecondary Institution. Research Report No. 9. UCLA Chicano Studies Research Center.

Yosso, T. & Solorzano, D. (March 2006). Leaks in the Chicana and Chicano Educational Pipeline. *Latino Policy & Issues Brief No. 13*, UCLA Chicano Studies Research Center.

Perez Huber, L., O. Huidor, M. Malagon, & Solorzano, D. (March 2006). Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline, Research Report No. 7. UCLA Chicano Studies Research Center.

Solorzano, D., Rivas, M., & Velez, V. (June 2005). Community College as a Pathway to Chicana/o Doctorate Production. *Latino Policy & Issues Brief No. 11*, UCLA Chicano Studies Research Center.

Solorzano, D., Ledesma, M., Perez, J., Burciaga, R., & Ornelas, A. (February 2003). Latina Equity in Education: Gaining Access to Academic Enrichment Programs. *Latino Policy & Issues Brief No. 4*, UCLA Chicano Studies Research Center.

Solorzano, D., Ledesma, M., Perez, J., Burciaga, R., & Ornelas, A. (May 2002). Latina Equity in Education Project. A report submitted to the Latina Rights Project of the American Civil Liberties Union of Southern California.

Oakes, J., Rogers, J. McDonough, P. Solorzano, D., Mehan, H., & Noguera, P. (January 2000). Remedying Unequal Opportunities for Successful Participation in Advanced Placement Courses in California High Schools: A Proposed Action Plan. An expert report submitted on behalf of the Defendants and the American Civil Liberties Union in the case of Daniel v. the State of California.

Allen, W. & Solorzano, D. (October 2000). Campus Racial Climate at the University of Michigan-Ann Arbor: A Case Study. An expert report written in conjunction with the Defendants in the *Gratz, et al. v. Bollinger, et al*, United States Federal Court, Eastern District of Michigan.

Allen, W. & Solorzano, D. (September 2000). Affirmative Action, Educational Equity and Campus Racial Climate: A Case Study of the University of Michigan Law School and its Undergraduate Feeders. An expert report commissioned by the Student Intervenors in *Grutter, et al., v. Bollinger, et al*, United States Federal Court, Eastern District of Michigan.

Solorzano, D. & Allen, W. (September 2000). A Case Study of Racial Microaggressions and Campus Racial Climate at the University of California, Berkeley. An expert report commissioned by the Plaintiffs in *Castaneda, et al. v. UC Regents, et al*, United States Federal Court, Northern District of California.

Solorzano, D. (1999). "Navigating Through College: The Stages of Passage for Chicana and Chicano Students." A Final Report on the *UCLA Latino Higher Education Focus Group Study* to the Inter-University Program for Latino Research, University of Texas at Austin.

Solorzano, D. (1994). The Design of An Information System for the UCLA Academic Advancement Program. A Report to the Vice Chancellor of the University of California, Los Angeles.

Solorzano, D. (1993). The Road to the Doctorate for California's Chicanas and Chicanos: A Study of Ford Foundation Minority Fellows. A Report to the California Policy Seminar. A Joint Program of the University of California and State Government.

Hilton, T., Hsia, J., Solorzano, D, & Benton, N. (1989). Persistence in Science of High Ability Minority Students. Princeton, NJ: Educational Testing Service (Research Report No. RR-89-28).

Book Reviews: Published

Solorzano, D. (1992). A Review of Toward an Ethic of Higher Education by M. Kadish. ANNALS of The American Academy of Political and Social Sciences, 524, 218-219.

Solorzano, D. (1989). A Review of Burden of Support: Young Latinos in an Aging Society by Hayes-Bautista, D., W. Schrink, & J. Chapa. Contemporary Sociology, 18, 525.

Book Manuscripts In Progress: Under Contract

Carroll, G., Solorzano, D. & Allen, W. (In Progress). Keeping Race in Place: Discrimination on College Campuses. Lynne Rienner Publishers. Expected publication date: Fall 2008.

Dissertation

Solorzano, D. (1986). "A Study of Social Mobility Values: The Determinants of Chicano Parents' Occupational Expectations for their Children." An unpublished doctoral dissertation, Claremont Graduate School. The Peter Lincoln Spencer Outstanding Dissertation Award.

TEACHING EXPERIENCE

I have taught the following courses at Loyola Marymount University (LMU), Santa Monica College (SMC), East Los Angeles College (ELAC), California State University, Northridge (CSUN), Princeton University (PRIN), California State University, Bakersfield (CSUB), and UCLA between the years 1975 and 2008.

1. Critical Race and Gender Theories in Education (UCLA)
2. Social and Educational Foundations of Diversity in Education (UCLA)
3. Minority Education in Cross-Cultural Perspective (UCLA)
4. Minority Issues in Education (UCLA)
5. Seminar: The Chicano/Latino in Education (UCLA)
6. The Mexican American and the Schools (UCLA)
7. Research Design: Practicum (UCLA)
8. MEChA C.L.A.S.S.: Critical Thinking Skills (UCLA)
9. MEChA Calmecac: Chicana/o Student Retention (UCLA)
10. Advanced Research Design and Analysis (CSUB)
11. Perspectives in Sociology (CSUB)
12. Race and Ethnic Relations (CSUB)
13. Social Psychology of the Ghetto/Barrio (CSUB)

14. Mexican Americans in Contemporary Society (CSUB)
15. Seminar: The Chicano in U.S. Society (PRIN)
16. Sociology of the Chicano Community (SMC, LMU)
17. Sociology and Psychology of the Mexican American (ELAC)
18. Introduction to Chicano Studies (LMU)
19. Chicano Culture (CSUN)
20. An Introduction to Research in the Chicano Community (ELAC)
21. The Chicano in Contemporary U.S. Society (ELAC)
22. The Mexican American in the History of the U.S. (ELAC, CSUN)
23. An Analysis of Chicanos in the Mass Media (ELAC)
24. The Peoples and Cultures of Mexico (LMU)

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

- 2007-08 **Distinguished Teaching Award**
University-Wide Award in Graduate Teaching
University of California, Los Angeles
- 2006-07 **Distinguished Teaching Award**
Education Department
Graduate School of Education & Information Studies
University of California, Los Angeles
- 2004 **Casanova Distinguished Alumni Lecturer**
Claremont Graduate University
School of Educational Studies
- 1997 **Social Justice Fellow**
UCLA Graduate School of Education
Teacher Education Program
- 1994-95 **Faculty Career Development Award**
University of California, Los Angeles
- 1991-92 **Faculty Career Development Award**
University of California, Los Angeles
- 1990-91 **University Research Council Award**
California State University, Bakersfield
- 1989-90 **Affirmative Action Faculty Development Award**
California State University, Bakersfield
- 1989-90 **University Research Council Award**

- California State University, Bakersfield
- 1988-89 **University Research Council Award**
California State University, Bakersfield
- 1987-88 **Postdoctoral Fellowship in Sociology**
Ford Foundation/National Research Council
- 1986-87 **Postdoctoral Fellowship in Social Policy**
Educational Testing Service
- 1986 **The Peter Lincoln Spencer Award**
Outstanding Dissertation in Education
Claremont Graduate School
- 1985-86 **Postdoctoral Fellowship in Educational and Family Policy**
The Tomas Rivera Center for Policy Studies
- 1985 **Predoctoral Fellowship in Educational Policy**
The Tomas Rivera Center for Policy Studies
- 1984-85 **National Hispanic Scholarship**
- 1980-81 **General Telephone Independent Colleges Scholarship**
- 1979-81 **Doctoral Fellowship in Early Childhood Development of the Spanish
Speaking Child**
National Council of La Raza
- 1979-81 **Claremont Graduate School University Fellowship**