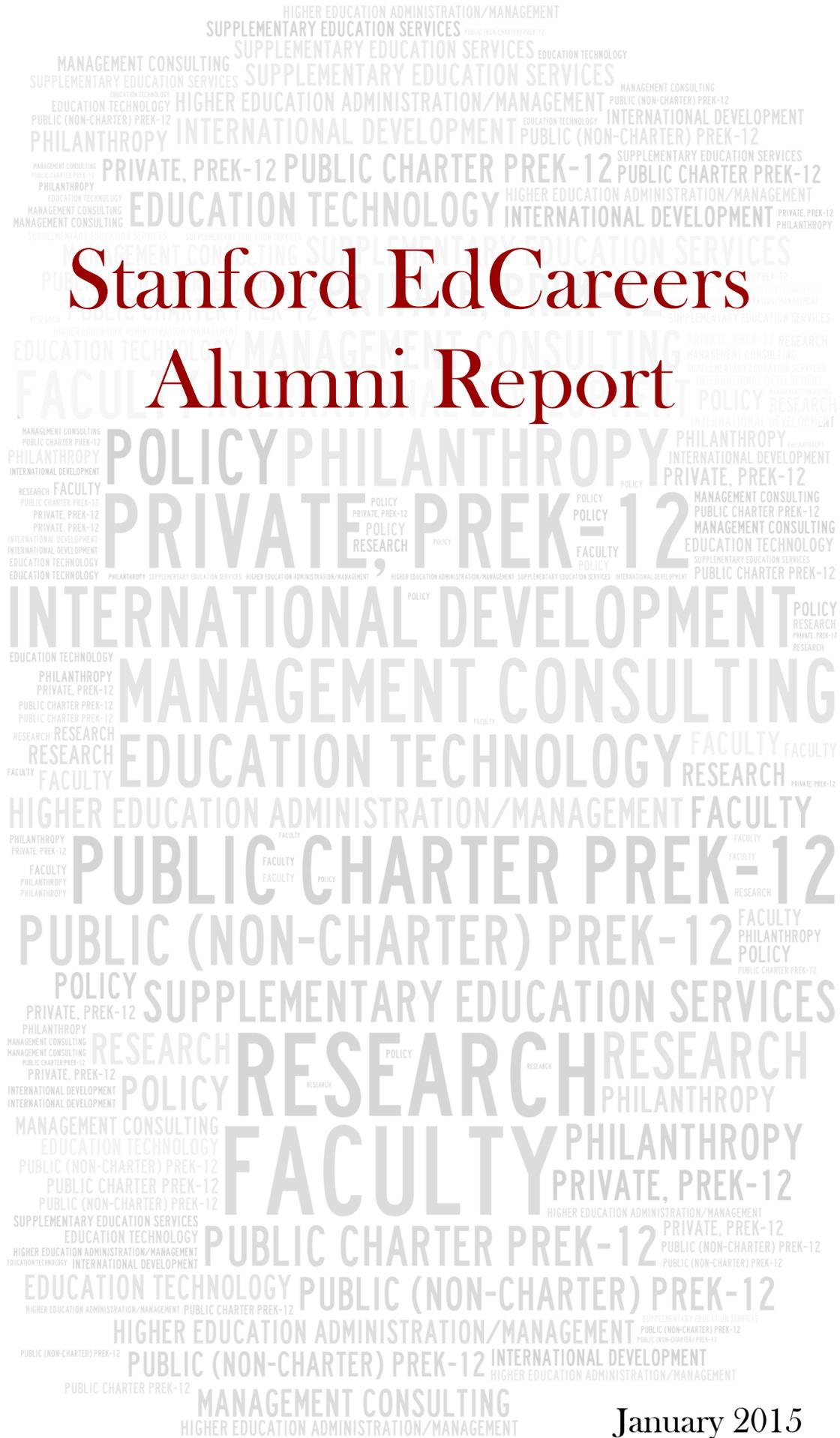


# Stanford EdCareers Alumni Report



January 13, 2015

Dear alumni and friends,

We are excited to share the Stanford EdCareers Alumni Report with you. This report is the result of one of the most ambitious projects the Stanford EdCareers office has undertaken since its inception in 2012. With thousands of Stanford Graduate School of Education (GSE) alumni out in the world, we wanted to establish a comprehensive snapshot of our alumni and the impact they have as education scholars, leaders, practitioners and entrepreneurs.

In the summer of 2013 we embarked on a project to survey all of our living alumni about their career trajectories. In early 2014 we launched the survey. We heard from over 48% of our reachable alumni, an unprecedented response rate for this type of survey. THANK YOU GSE ALUMNI!!!

Our alumni's stories of impact in the world of education have inspired us. We have learned about the great work they are doing in organizations that create positive change, we have been impressed by how many alumni have started their own organizations, and we have experienced renewed energy by their leadership commitments outside of work.

Thank you to the 3,852 alumni who responded to our survey; to the 488 GSE alumni connectors who encouraged their peers to respond; to the GSE faculty and staff who helped us reach our alumni; and to the wonderful Stanford family members at the Alumni Association, the Graduate School of Business, the Office of the Vice Provost for Graduate Education, and Institutional Research and Decision Support for their help and support. A very special thank you to Anna MacPherson, GSE PhD doctoral student, and Dr. Ann Porteus, senior lecturer at the GSE, for all of their time and energy on this project. Finally, my deepest gratitude to the entire Stanford EdCareers team. It has been an honor to work with such committed and innovative individuals on this critical effort.

All my best,

Nereyda Salinas  
Stanford EdCareers Director

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## I. Introduction

The main objective of the Stanford EdCareers Alumni Report was to find out where our GSE alumni were in terms of **sectors, industries and locations**. We hoped to better understand the vast global impact our alumni were having in the field of education with regards to commitment to the field, representation across educational industries, and entrepreneurship and leadership.

Throughout the report, we use several terms with specific definitions:

- “Alumni population” refers to all GSE alumni.
- “Alumni respondents” refers to GSE alumni who responded to the survey.
  - “Established alumni” refers to alumni who graduated prior to 2009 and responded to the survey.
  - “Recent alumni” refers to alumni who graduated between 2009 and 2013 and responded to the survey.
- “Alumni non-participants” refers to alumni who received the survey, but did not respond to it, or alumni for whom we had no functioning e-mail address on file.

## II. Methodology

In the summer of 2013, the survey design process began with an analysis of alumni surveys from other institutions. From that analysis and our internal goals, we began to draft our survey. After multiple edits and revisions, our final 30-item survey was distributed via a Qualtrics survey to 8,012 valid e-mail addresses of 12,801 total living GSE alumni. The survey was active from January 31 through May 1, 2014. **Forty-eight percent (48%)** of all sent surveys were completed.<sup>1</sup>

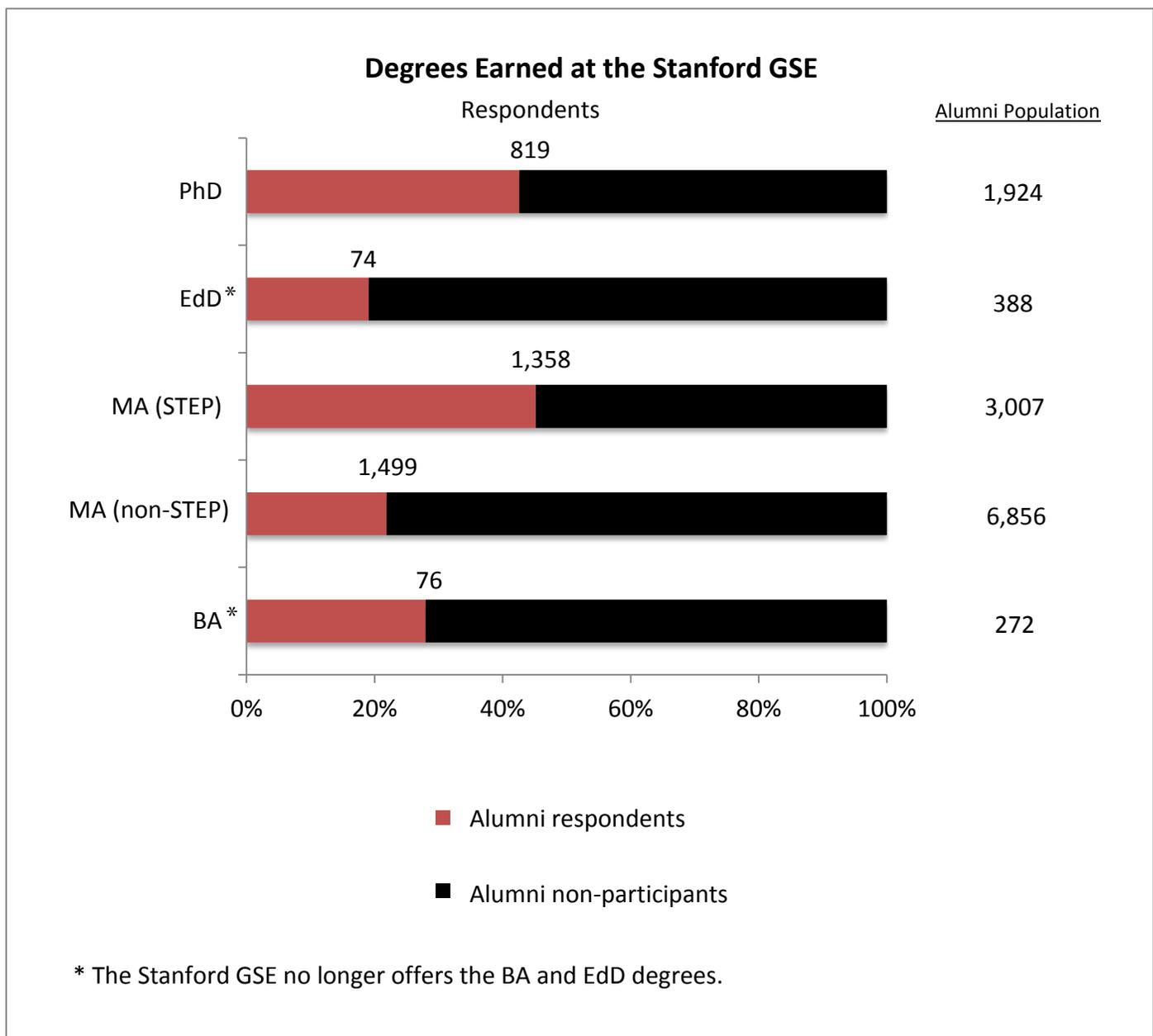
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<sup>1</sup> For an in-depth explanation of our methodology, see Appendix A.

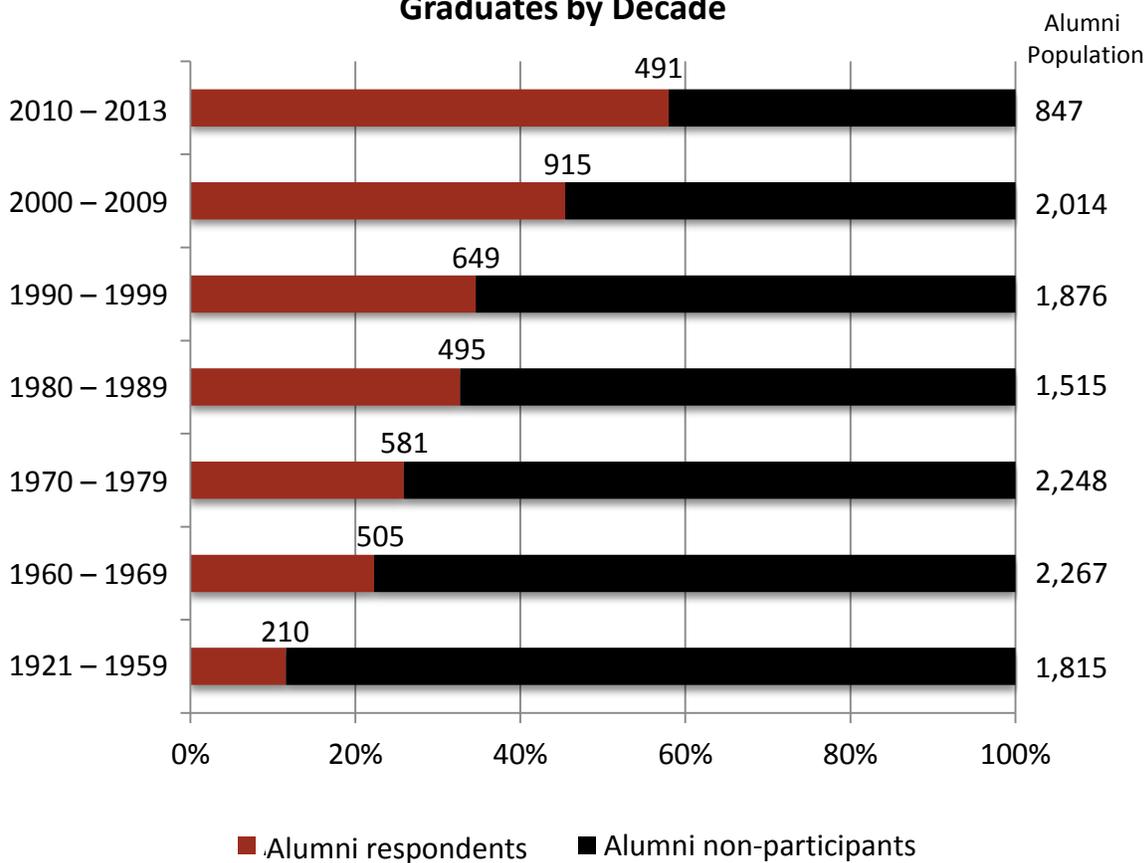
### III. GSE Alumni Population versus Alumni Respondents

In this section, we compare the entire population of GSE alumni with those who completed our survey. We conduct this comparison first by degree earned at the GSE, then decade of graduation from the GSE, and finally by gender. In the first two graphs, the red bar represents alumni respondents. The black bar represents alumni non-participants.

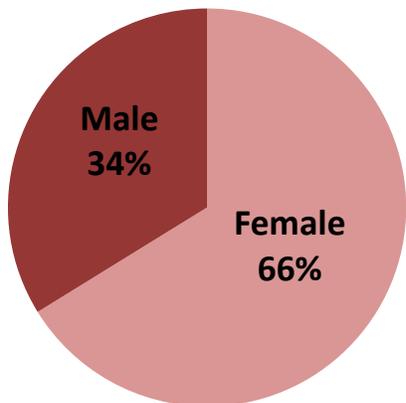
In addition to these characteristics, the survey revealed that 26% of our alumni respondents were the first generation in their families to attend college (a characteristic we have not historically tracked in our alumni population).



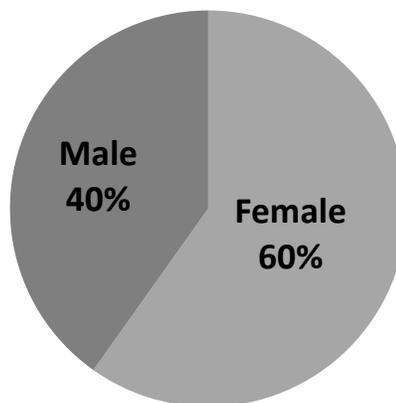
### Graduates by Decade



### Gender: Alumni Respondents



### Gender: Alumni Population



## IV. Findings on Alumni Respondents

### General Employment and Other Findings

To learn how our alumni's professional careers were impacting the world, we first asked alumni respondents to describe their employment status. We found that 2,728 (71% of alumni respondents) were employed either full time or part time, while another 21% were retired. Alumni respondents were also well represented in all sectors of employment. The following tables demonstrate employment status and representation across all sectors.

#### Employment Status

Degree	Employed Full Time	Employed Part Time	Not Employed for Pay (Retired)	Not Employed for Pay (Other) <sup>2</sup>	Total
BA	6	6	59	4	75
EdD	19	6	45	3	73
MA (non-STEP)	857	220	278	126	1,481
STEP MA <sup>3</sup>	752	221	273	106	1,352
PhD	506	121	154	31	812
Other	8	6	0	11	25
Total	2,148	580	809	281	3,818
<b>Total (%)</b>	<b>56%</b>	<b>15%</b>	<b>22%</b>	<b>7%</b>	<b>100%</b>

#### Employment by Sector

Degree	For-profit	Government	Non-profit	Total
BA	6	1	3	10
EdD	4	8	11	23
MA (non-STEP)	315	192	547	1,054
STEP MA	179	361	407	947
PhD	89	124	389	602
Other	6	2	6	14
Total	599	688	1,363	2,650 <sup>4</sup>
<b>Total (%)</b>	<b>23%</b>	<b>26%</b>	<b>51%</b>	<b>100%</b>

<sup>2</sup> "Not Employed for Pay (Other)" includes participants who identified as caregivers, students, volunteers or other.

<sup>3</sup> Stanford Teacher Education Program (STEP) is a one-year MA and teacher credential program.

<sup>4</sup> Some respondents did not indicate employment sector.

## Impact through Employment in Education

In addition to learning about our alumni respondents' employment status, we specifically wanted to know if Stanford GSE alumni were active and making an impact in the field of education.

Of the 2,728 respondents employed (full time and part time), we were pleased to learn that **80% (2,183) reported being employed in the field of education.** From this point on in this section of the report, we will analyze only those 80% of alumni respondents who worked in the field of education.

## Impact across Employment Sectors

When analyzing GSE alumni respondents who were working in education, all sectors of employment were represented.

### GSE Alumni Respondents Employed in Education by Employment Sector

Degree	For-profit	Government	Non-profit	Total
BA	1	1	3	5
EdD	3	8	10	21
MA (non-STEP)	145	167	489	801
STEP MA	64	347	368	779
PhD	47	117	370	534
Other	4	2	5	11
Total	264	642	1,245	2,151 <sup>5</sup>
<b>Total (%)</b>	<b>12%</b>	<b>30%</b>	<b>58%</b>	<b>100%</b>

<sup>5</sup> Some respondents did not indicate employment sector.

## Impact across Educational Industries

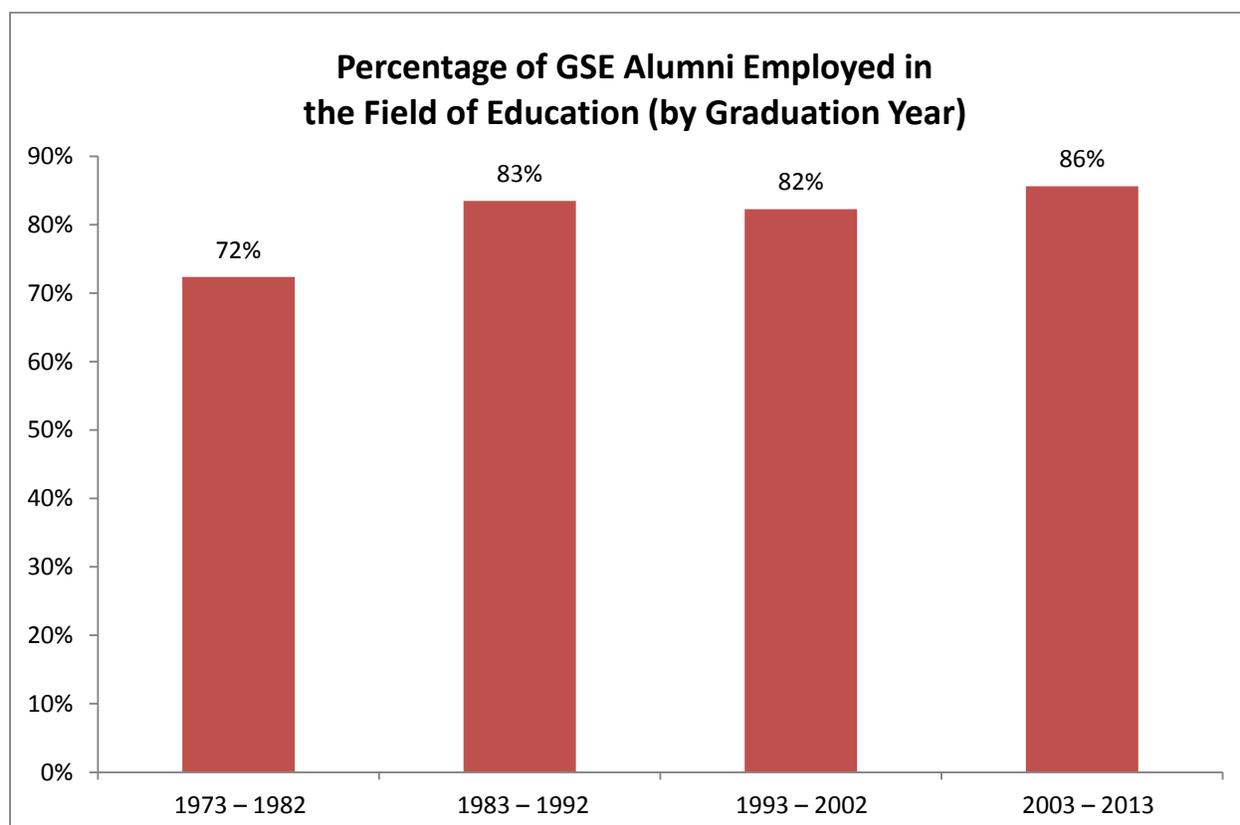
We recognize that education is a very diverse field with varied areas of employment. We analyzed our alumni's employment in education through the 12 educational industries that Stanford EdCareers developed in 2013. We developed these 12 industries by looking carefully at where our current students wanted to work and where our recent alumni had been employed, and competitively benchmarking against other graduate schools. The following is the industry breakdown for the 2,173 alumni respondents who worked in education, with the top four industries highlighted.

<b>Educational Industries</b>	<b>Number of Alumni Respondents Employed</b>	<b>% of Alumni Respondents Employed</b>
<b>Education, Public (Non-charter) PreK-12</b>	<b>495</b>	<b>22.78%</b>
<b>Faculty at a Postsecondary Institution</b>	<b>422</b>	<b>19.42%</b>
<b>Education, Private PreK-12</b>	<b>220</b>	<b>10.12%</b>
<b>Higher Education Administration/Management</b>	<b>222</b>	<b>10.22%</b>
Supplementary Education Services	191	8.79%
Education Research (e.g., think tank/university/research)	186	8.56%
Education, Public (Charter) PreK-12	155	7.13%
Education Technology	73	3.36%
Management Consulting	59	2.72%
Education Policy	50	2.30%
International Development	53	2.44%
Philanthropy	33	1.52%
Other	14	0.64%
<b>Total</b>	<b>2,173</b>	<b>100%</b>

## Pledge to Education over Time

We previously showed that 80% of employed alumni respondents were in the field of education, which led us to ask if this percentage was consistent as alumni progressed in their careers.

The graph below demonstrates a snapshot of the percentage of employed alumni respondents working in education across varying GSE graduation dates. Over 80% of the working alumni in every cohort of alumni respondents, since the class of 1983, continued to work in education. The percentage of respondents who graduated in the 1970s, and who were working in the field of education, was lower than in other decades. Possible factors may include: respondents are nearing retirement and/or moving into second careers; alumni respondents may not have entered the field of education at a high rate initially, post-graduation.



## Commitment to Urban Education

The current GSE student body has a strong interest in urban education. From the table below, we see that **of the alumni respondents who reported working in schools or school districts, 40% of them worked in urban districts.**

### Alumni Respondents Employed in School Districts

	Total	Rural	Suburban	Urban
Total	842	50	458	334
Percentage	100%	6%	54%	<b>40%</b>

## Geographical Reach

We asked alumni respondents to indicate the geographic location of the organization where they were employed. Thus, the findings reported in this section refer only to alumni respondents who indicated that they were employed for pay.

When considering all alumni respondents who worked both in and out of education, the pie chart below shows that 90% (2,423) of alumni respondents who were employed for pay in 2014 were working primarily for an organization in the United States. Alumni respondents listed 46 states in which they worked, plus the District of Columbia. Ten percent (256) of employed alumni respondents worked at organizations outside of the United States.

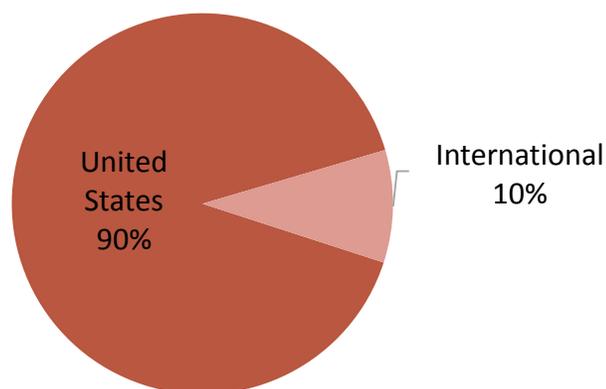
### **Top 5 States/Districts Where Alumni Respondents Were Employed Domestically:**

- 1) California
- 2) New York
- 3) Massachusetts
- 4) Washington D.C.
- 5) Texas

### **Top 5 Countries Where Alumni Respondents Were Employed Internationally:**

- 1) Japan
- 2) Mexico
- 3) Singapore
- 4) Canada
- 5) United Kingdom

### **Geographic Location of GSE Employed Alumni Respondents**



Alumni respondents who were employed in education (2,183) worked at 1,356 organizations in 52 different countries around the world.

## Impact through Entrepreneurship in Education

We knew anecdotally that a few of our recent alumni had started entrepreneurial ventures. However, we were impressed to find that **31% of all our alumni respondents had started at least one new organization**. We checked to see if these data were skewed for a particular subgroup in our sample, but it held steady across graduation decade (beginning with the 1960s), and degree type.

Those who started at least one new organization were also consistently represented in the following demographics:

- 28% of women in the sample
- 37% of men in the sample
- 36% of first-generation college students in the sample

Below is a sample subset of the organizations founded by GSE alumni respondents (see Appendix B for more):



## Findings by Degree Program

The next sections analyze findings by *type of degree* earned at the GSE. They will include:

- PhD alumni respondents
- MA (non-STEP) alumni respondents
- MA STEP (Stanford Teacher Education Program) alumni respondents

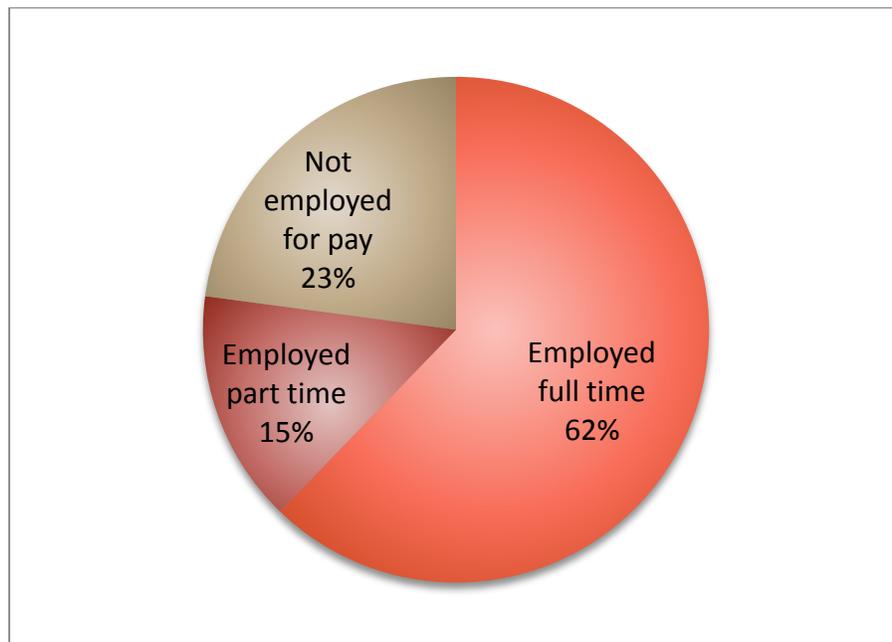
Historically, GSE graduates have been able to earn BA, MA, EdD and PhD degrees. However, BA and EdD degree holders are not included in this analysis, since both degrees are no longer offered and most of these degree holders are no longer in the workforce.

## PhD Alumni Respondents

The Stanford GSE has awarded PhD degrees for nearly 100 years. The following PhD programs were included as response options for our 813 PhD alumni respondents:

- Administration and Policy Analysis (APA)
- Curriculum and Teacher Education (CTE, includes elementary, literacy, language and English, history, mathematics, science and environmental, and teacher education)
- Curriculum Studies and Teacher Education (CSTE, older name for CTE)
- Developmental and Psychological Sciences (DAPS)
- International Comparative Education (ICE)
- Language Learning Policy (LLP)
- Learning Sciences, Technology and Design (LSTD)
- Psychological Studies in Education (PSE)
- Stanford International Development Education Center (SIDECE)
- Social Science Education (SSE)
- Social Sciences, Humanities, and Interdisciplinary Policy Studies in Education (SHIPS, includes anthropology; economics; ed policy; higher ed; history of ed; linguistics; organizational studies; philosophy; race, inequality and language in ed; sociology)
- Other

## Where Are PhD Alumni Respondents?

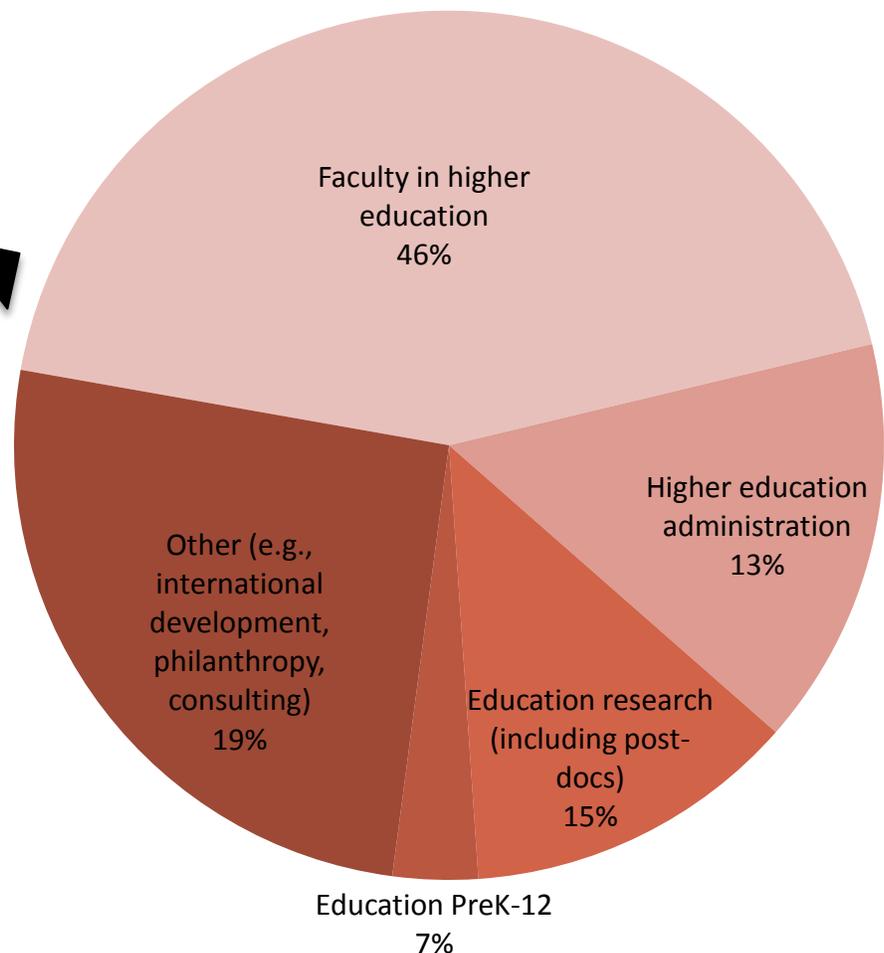


## Where Are PhD Alumni Respondents?

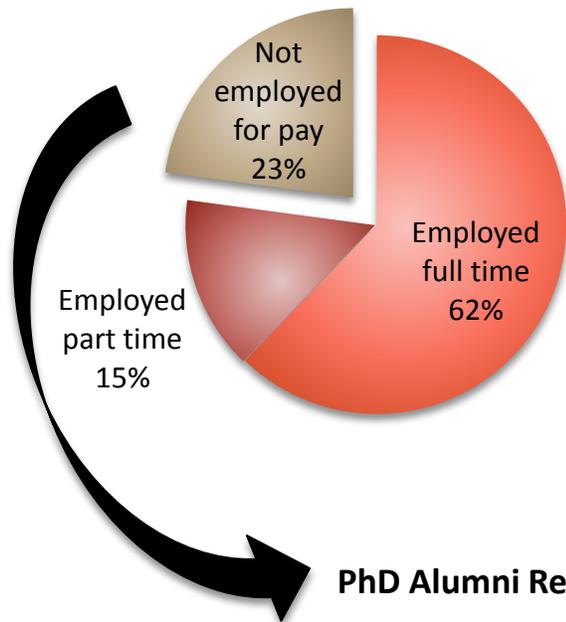


- **87%** of PhD respondents indicated that they were employed in the field of education
- **46%** of PhD respondents who were employed full time held faculty positions at institutions of higher education
- **83%** (205/247 positions) of these faculty positions were tenured or tenure-track
- When we include faculty from the higher education administration category, over **50%** of PhD respondents held faculty positions

## Full-time Positions for PhD Respondents

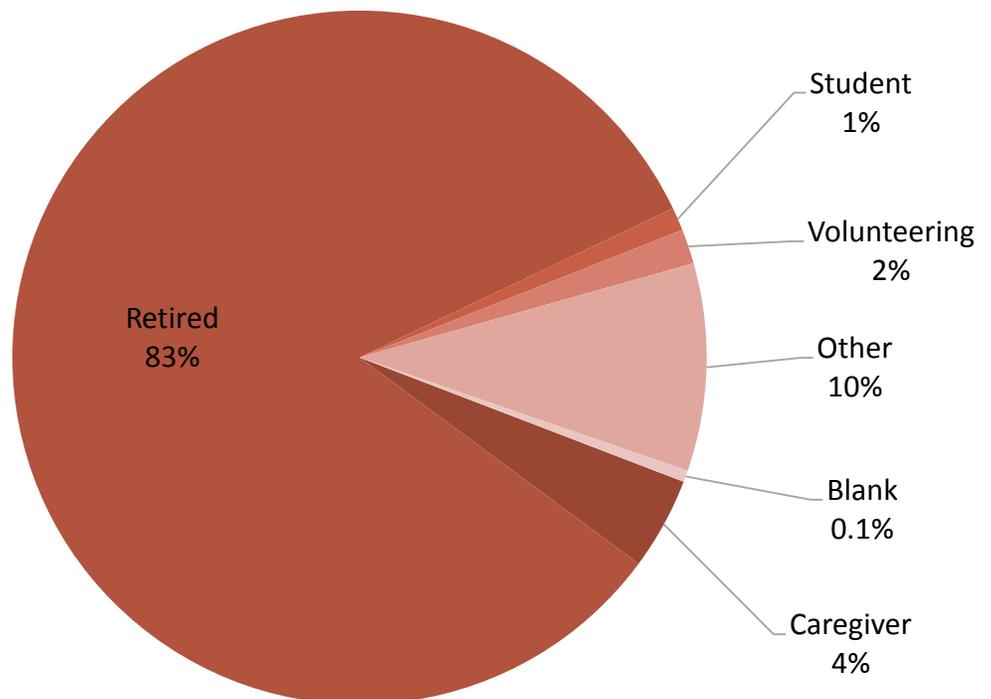


## Where Are PhD Alumni Respondents?



- Of the PhD respondents not employed for pay, the vast majority, **83%**, were **retired**.

### PhD Alumni Respondents (Not Employed for Pay)



## PhD Alumni Respondents by Industry

Five hundred forty-three of the employed alumni respondents (87%) indicated that they were employed in the field of education. For those 543, the following are the educational industries in which they were employed, with the top three in bold:

<b>Educational Industries</b>	<b>Number of Alumni Respondents Employed</b>	<b>% of Alumni Respondents Employed</b>
<b>Faculty at a Postsecondary Institution</b>	<b>247</b>	<b>45.5%</b>
<b>Education Research (e.g., think tank/university/research)</b>	<b>83</b>	<b>15.3%</b>
<b>Higher Education Administration/Management</b>	<b>71<sup>6</sup></b>	<b>13.1%</b>
Other	52	9.6%
Education, Public (Non-charter) PreK-12	22	4.1%
International Development	14	2.6%
Supplementary Education Services	13	2.4%
Education, Private PreK-12	9	1.7%
Education Policy	8	1.5%
Philanthropy	8	1.5%
Education Technology	6	1.1%
Education, Public Charter PreK-12	5	0.9%
Management Consulting	5	0.9%
<b>Total</b>	<b>543</b>	<b>100%</b>

<sup>6</sup> 29 out of 71 respondents in “Higher Education Administration/Management” held positions usually reserved for tenured faculty. This is a conservative estimate based on job titles.

## MA (non-STEP) Alumni Respondents

The Stanford GSE has offered a variety of MA (non-STEP) degrees with many areas of expertise. The following programs were included as response options for our 1,499 MA (non-STEP) alumni respondents:

- Administration and Policy Analysis (APA)
- Curriculum and Teacher Education (CTE, includes elementary, literacy, language and English, history, mathematics, science and environmental, and teacher education)
- Curriculum Studies and Teacher Education (CSTE, older name for CTE)
- International Comparative Education (ICE)
- International Educational Administration and Policy Analysis (IEAPA)
- Joint degree MA/JD (master's in education/JD)
- Joint degree MA/MBA (master's in education/MBA)
- Language Learning Policy (LLP)
- Learning Design and Technology (LDT)
- Policy, Organization and Leadership Studies (POLS)
- Prospective Principals Program (PPP)
- Psychological Studies in Education (PSE)
- Social Science Education (SSE)
- Stanford International Development Education Center (SIDECE)

We should also note that the joint MA/MBA program has existed for over 40 years, while the joint MA/JD program did not start until recently. Therefore the vast majority (97%) of joint degree alumni respondents in the following analysis by degree type are joint MA/MBA alumni.

The diversity of our MA (non-STEP) programs comes across when analyzing their employment by educational industries. The following is the educational industry breakdown for the 802 (76%) of employed MA (non-STEP) alumni respondents who worked in the field of education.

### MA (non-STEP) Impact by Educational Industry

Educational Industries	Number of Alumni Respondents Employed	% of Alumni Respondents Employed
Higher Education Administration/Management	114	14%
Education, Public (Non-charter) PreK-12	108	13%
Supplementary Education Services	98	12%
Education, Private PreK-12	85	11%
Faculty at a Postsecondary Institution	82	10%
Education Research (e.g., think tank/university/research)	76	9%
Education Technology	60	7%
Education, Public Charter PreK-12	55	7%
International Development	31	4%
Management Consulting	29	4%
Education Policy	36	4%
Philanthropy	21	3%
Other	7	1%
<b>Total</b>	<b>802</b>	<b>100%</b>

### MA (non-STEP) Current Programs

Currently, the GSE has five MA (non-STEP), cohort-based programs that we analyzed for career destination. They consist of:

- International Comparative Education (ICE) and International Educational Administration and Policy Analysis (IEAPA) students go through their MA program in one unified cohort. Note: In 2014, IEAPA was renamed International Education Policy Analysis (IEPA).
- Joint degree MA/MBA (master's in education/MBA)
- Joint degree MA/JD (master's in education/JD); the two respondents were included with joint MA/MBA respondents.
- Learning Design and Technology (LDT)
- Policy, Organization and Leadership Studies (POLS)

On the following page, we look at the educational industries where these MA (non-STEP) respondents were employed.

## MA (non-STEP) Impact by Educational Industry

	Number of Respondents Working in Education	Policy	Research	Technology	Private, PreK-12	Public, PreK-12	Charter, PreK-12	Faculty	Higher Education Admin.	International Development	Management Consulting	Philanthropy	Supplementary Education Services	Other
ICE/IEAPA	83	6%	17%	7%	5%	6%	2%	6%	12%	18%	4%	1%	7%	8%
LDT	59	0%	8%	34%	7%	5%	2%	14%	10%	0%	2%	0%	2%	17%
POLS	149	6%	7%	5%	11%	14%	14%	1%	17%	0%	2%	4%	9%	9%
Joint Degree	57	0%	0%	16%	18%	0%	18%	2%	7%	2%	11%	7%	11%	11%
<b>Total</b>	348	4%	8%	12%	10%	8%	10%	5%	13%	5%	4%	3%	8%	10%

 Industry in which highest percentage of alumni respondents were employed

 Industry in which second-highest percentage of alumni respondents were employed

## Alumni Respondents by Sector

	Number of Alumni Respondents	For-profit	Non-profit	Government
ICE/IEAPA	106	16%	58%	26%
LDT	92	59%	32%	10%
POLS	169	15%	67%	17%
Joint Degree	117	50%	42%	2%
<b>Total</b>	<b>484<sup>7</sup></b>	<b>31%</b>	<b>51%</b>	<b>14%</b>

<sup>7</sup> Total alumni respondents from current MA (non-STEP) programs

## STEP MA Alumni Respondents

In 1959, the GSE created the Stanford Teacher Education Program (STEP) for *secondary* teacher education. In 2005, the STEP *elementary* program enrolled its first class. Since its creation, STEP has become a nationally renowned 12-month full-time program that integrates world-class academics with a well-supported, yearlong classroom placement. Every year nearly 100 STEP graduates receive a master of arts in education from the GSE and a preliminary California multiple- or single-subject credential.

From the 1,352 STEP alumni respondents, **81%** were employed in education. Other interesting findings included:

- **85%** of *recent* alumni worked in charter and public schools.
- **73%** of *all* alumni worked in PreK-12 education (including private, public and charter public schools).
- **69%** of *all* alumni worked in a teaching role.

The table on the following page displays the educational industries in which STEP alumni respondents were employed.

## STEP MA Impact by Educational Industries

	Recent Alumni	Established Alumni	All Respondents
<b>Number of Alumni Respondents</b>	197	1,358	1,555
<b>Working in Education</b>	177	613	790
Research	0%	2%	2%
Technology	0%	1%	1%
Private, PreK-12	11%	16%	15%
Public, PreK-12	56%	42%	45%
Charter, PreK-12	29%	7%	12%
Faculty	2%	12%	10%
Higher Education Administration	0%	4%	3%
International Development	1%	1%	1%
Management Consulting	0%	2%	1%
Supplementary Education Services	1%	5%	4%
Other	1%	9%	7%

 Industry in which highest percentage of alumni respondents were employed

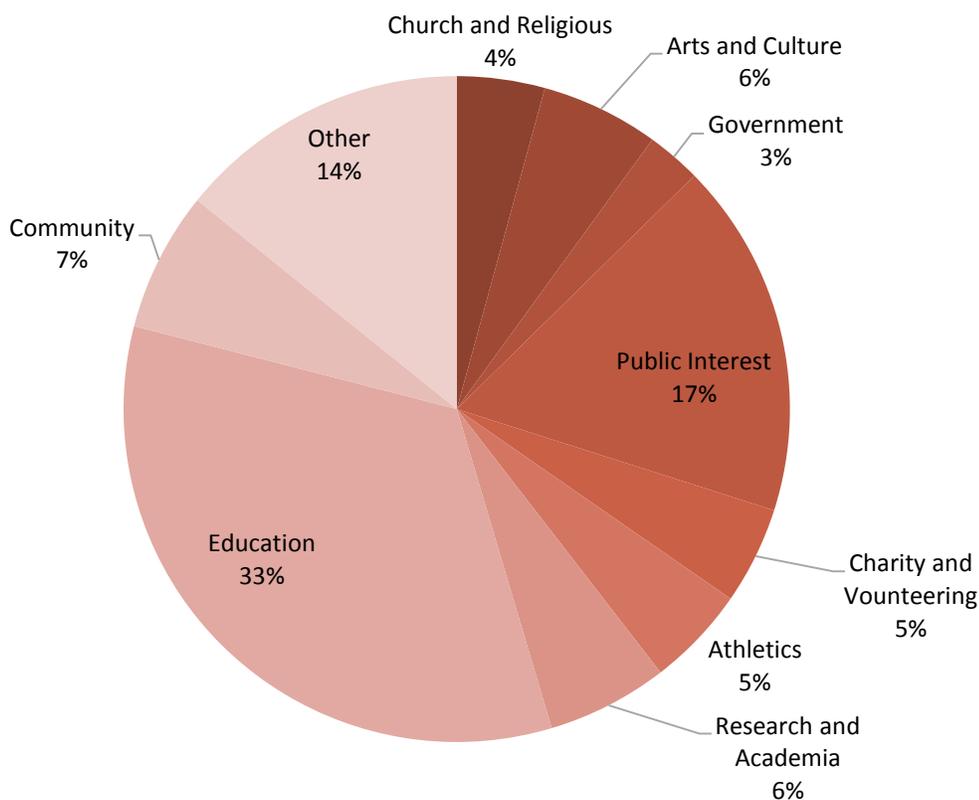
 Industry in which second-highest percentage of alumni respondents were employed

## Leadership Impact Outside of Work

To assess our alumni's impact beyond their professional careers, we asked respondents to list leadership positions outside of their regular occupational duties. **Sixty-four percent (64%)** of respondents reported *holding at least one* leadership position in addition to their normal professional duties.

The reported leadership positions were very diverse. Not surprisingly, alumni respondents were most likely to report a leadership role in education. Examples of leadership positions in education included: university level administration, involvement in educational start-ups, research in the field of education, board membership for public and charter schools, and a wide variety of others.

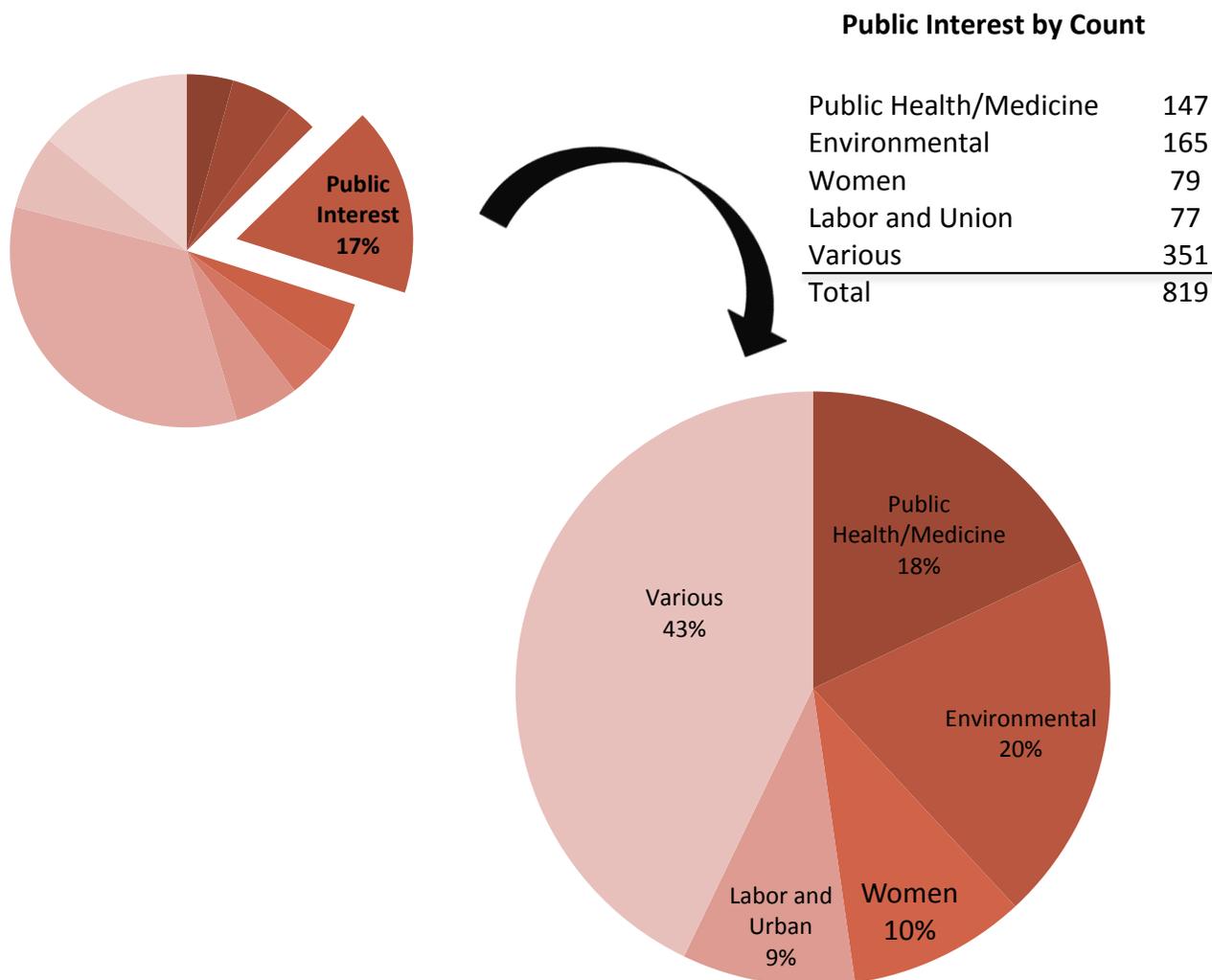
### Alumni Respondents' Leadership Roles by Field



Many alumni respondents occupied leadership positions in a field we defined as “public interest.” By our definition, “public interest” means the broad array of industries and institutions that work toward the welfare or well-being of the general public. In contrast to charity and volunteering—another one of our fields—we considered public interest as advocacy for long-term solutions to social problems, rather than shorter-term solutions. To get a more granular look at this kind of impact, we divided public interest into the following topics: public health, environment, women’s rights, labor rights and urban development, and various other causes that were not individually large enough to be counted separately.

See Appendix C for a list of representative leadership positions in each field.

### Breakdown of Leadership Roles in the Public Interest Field



## Appendix A

### Methodology

#### *Survey Design*

The survey design process began with an analysis of alumni surveys from other institutions. The initial draft of the survey was constructed to (1) ascertain professional outcomes of our alumni and (2) maintain some continuity with the existing EdCareers Annual Placement/Career Survey. Early drafts of the survey were shared with Dr. Ann Porteus, senior lecturer at Stanford GSE. The survey was revised to improve (1) flow, (2) item and whole instrument validity, (3) length and (4) item wording. Initial feedback on survey validity was gathered through think-aloud interviews with members of the target population: one graduate from the master's program in POLS (recent graduate), one graduate from the Stanford Teacher Education Program (graduated in 2004) and one graduate from the CTE doctoral program (graduated in 2000). Item wording was revised to improve clarity and validity. During testing, average time to complete the survey was six minutes.

#### *Survey Distribution*

The final 30-item survey was distributed via Qualtrics mailer to 8,012 valid email addresses of alumni. Email addresses, as well as full names, titles, gender and degree information for living GSE alumni were gathered from the Stanford PostGrads system. Panels were assembled in Qualtrics that included email, name and other information.

## Appendix B

### Sample Organizations/Programs Founded by Stanford GSE Alumni Survey Participants

- adMission Possible  
[www.admissionpossible.com](http://www.admissionpossible.com)
- African Leadership Academy  
[www.africanleadershipacademy.org](http://www.africanleadershipacademy.org)
- Beyond 12, Inc.  
[www.beyond12.org](http://www.beyond12.org)
- Bay Area Independent School Librarians (BAISL)  
[www.baisl.org](http://www.baisl.org)
- Commonwealth Teacher Education Consortium
- EdSurge  
[www.edsurge.com](http://www.edsurge.com)
- Equal Opportunity Schools  
[eoschools.org](http://eoschools.org)
- The Fortune School of Education  
[www.fortuneschool.us](http://www.fortuneschool.us)
- Friends of Boulder Open Space  
[www.friendsofboulderopenspace.org](http://www.friendsofboulderopenspace.org)
- Funcacion IDEA  
[www.fundacionidea.org.mx](http://www.fundacionidea.org.mx)
- Gavilan College  
[www.gavilan.edu](http://www.gavilan.edu)
- Global Citizen Year  
[www.globalcitizenyear.org](http://www.globalcitizenyear.org)
- Graduate programs at Kabul Education University
- Hillsdale High School Foundation  
[hillsdalehsfoundation.org](http://hillsdalehsfoundation.org)

- Makepeace Productions  
[www.makepeaceproductions.com](http://www.makepeaceproductions.com)

- milk + sugar  
[montanamilkandsugar.org](http://montanamilkandsugar.org)

- Mindset Works  
[www.mindsetworks.com](http://www.mindsetworks.com)

- Motion Math  
[motionmathgames.com](http://motionmathgames.com)

- Summit Prep Charter School  
[www.summitps.org](http://www.summitps.org)

- Symphony Irvine  
[www.symphonymirvine.com](http://www.symphonymirvine.com)

- TeachAIDS USA  
[www.teachaids.org](http://www.teachaids.org)

- World Education Group, LLC  
[www.worldeducationgroup.com](http://www.worldeducationgroup.com)

## Appendix C

### Leadership Sample Positions in Each Category

#### Arts and Culture:

- Radio show host
- Board member of Emily Dickinson museum
- Music librarian
- Board member of opera guild
- Chairman of City of Vallejo band festival
- Owner and operator of small vineyard
- President of Holocaust museum
- Freelance author

#### Athletics:

- Coach and/or referee for variety of sports teams including: baseball, track, soccer, basketball, hockey, football, tennis, etc.
- President of amateur swim club
- University athletic director
- Field hockey rules interpreter

#### Charity and Volunteering:

- Pro-bono attorney
- Informal mentor for first generation college students
- Family team chair of run/walk event
- Parent volunteer at elementary school
- Blood-drive chairman
- President of national charity league
- GED program instructor at local library
- Model UN club advisor
- Soup kitchen volunteer

#### Community:

- Planning committee of sleep-away camp
- PTA president
- President of alumni club
- Chair of university reunion committee
- Boy Scouts leader
- Board member of Jewish community center
- Alumni interviewer
- President of neighborhood homeowners association
- MOMs club event coordinator

**Education:**

- Charter school review board member
- President of college/university
- Board member of Council of Independent Colleges
- University administration
- Dean/associate dean
- Academic senate member
- School board trustee
- Educational non-profit, board member
- Educational consultant
- Ed-tech startup
- Superintendent
- Curriculum design research
- High school principal
- Tenure committee member
- Distance learning program manager

**Public Service and Government:**

- Former mayor of Cupertino
- Marine coordinator on WWF Gabon
- City councilman
- Elected statewide chair on civil rights
- Police commissioner
- Chair of Latino caucus
- Fiscal and policy analyst in legislative office

**Public Interest:**

- Ambassador at World Bank
- Director of non-profit
- Board member of journalist association
- Board member of children's center
- Director of Inspiring Multicultural Understanding institute
- Advocate for Alliance to End Hunger
- Education practice manager at McKinsey and Company

**Religious Life:**

- Church deacon
- Board member for various church sub-committees
- Vestry member
- Interfaith council
- Prison ministry leader
- Choir director
- Church adult-education teacher

**Research and Academia:**

- Vice president American Research Council
- Senior fellow at UC Berkeley Center for Human Rights
- Principal investigator for research grants
- Peer-review journal editorial board member
- President of academic associations (American Psychological Association, American Association of Applied Linguistics, etc.)