

Linda G. Matthews Clowers, PhD

EDUCATIONAL DEGREES/CREDENTIALS

Ph.D. **University of California at Santa Barbara**
APA-Approved Combined Psychology Program
Counseling Psychology Emphasis

M.A. **University of California at Santa Barbara**
Counseling Psychology

Multiple Subjects
Teaching Credential **University of California at Los Angeles**
Elementary Education

B.A. **University of California at Los Angeles**
Psychology

PRE-DOCTORAL INTERNSHIP

University of Southern California
Student Counseling Services
APA-Approved Internship Training Program

PROFESSIONAL EXPERIENCE

January 2025 – present
Associate Vice President for Student Success and Belonging
Student Affairs division
Loyola Marymount University (LMU)

Reporting to the Senior Vice President for Student Affairs, responsible for the design, implementation, and assessment of a wide range of programs and strategic initiatives related to student belonging, retention, and success; supervise a team of staff including Assistant Dean and Director level positions with oversight of offices/programs responsible for co-curricular programming to promote a culture of dialogue and a sense of belonging within the university community; also directly supervise the Director of Student Employment Services which coordinates hiring and monitoring of all work-study and non-work-study student employment across the university, as well as the Director of the Academic Community of Excellence which is a longstanding cohort program featuring a structured curriculum designed to prepare students as competitive applicants for graduate and professional school programs; responsible for developing and leveraging partnerships with external stakeholders to advance the university's mission and fund-raising efforts; serve as division representative on university President's Council on Mission Integration; provide executive-level leadership for bias incident reporting.

April 2022 – January 2025

Director, Research & Bruin Engagement

Office of Equity, Diversity & Inclusion

University of California at Los Angeles (UCLA)

Reporting directly to the Interim Vice Provost for Equity, Diversity & Inclusion (EDI), serve as principal advisor regarding EDI-related matters within the UCLA community; provide leadership for development and implementation of EDI Office programming for UCLA students, faculty, and staff (e.g., EDI panels/presentations/workshops, other campus events); develop and deliver customized training for various campus constituent groups and other university stakeholders; deliver formal EDI Office presentation for all new student orientation sessions for incoming freshmen and transfer students; collaborate with Student Affairs colleagues on EDI-related training initiatives; supervise a team of specialized staff to curate web-based EDI resources (e.g., themed toolkits, multi-media training materials); supervise development and maintenance of public-facing and internal (password-protected) institutional data dashboards; supervise specialized staff responsible for the administration of the faculty search process; collaborate with the EDI Office of Civil Rights on accountability reporting (e.g., affirmative action plans)

Sample accomplishments:

- Annually deliver formal overview of EDI Office at all ***New Student Academic Programs orientation sessions*** for incoming freshmen and transfer students
- Develop and deliver ***EDI Office presentations*** to internal constituents (e.g., McNair Summer Research Scholars; Mark Q Sawyer Summer Institute Fellows; UCLA Early Outreach Academic Program) and external audiences (e.g., Netherlands delegation of faculty/staff)
- Develop and deliver ***customized EDI training experiences*** for various student and faculty/staff groups (e.g., student health peer educators; UCLA Athletics; UCLA Recreation; various academic departments)
- Designed and launched university's ***formal EDI Network*** to facilitate identification of and collaboration among various individuals and entities engaged in the work of promoting equity, diversity, and inclusion across the university and health system; multi-phase project involving survey of all functional units to gather information about current EDI initiatives for the development of web-based searchable database
- In collaboration with EDI Director for Educational Initiatives, designed ***formal framework for EDI education and training*** for UCLA faculty, staff, and students (e.g., suite of regularly scheduled offerings; menu for invited presentations)
- Served as lead administrator in conceptualization of the Interim Vice Provost's ***EDI funding opportunity*** for division-level initiatives designed to advance faculty diversity; designed formal nomination/selection protocols (e.g., configured submission portal; created scoring rubrics) and developed accompanying guidance documents (e.g., summary of funding categories and submission requirements; sample project timeline and sample budget)
- Provided administrative leadership for the design and implementation of the inaugural ***EDI Student Leadership Award*** (e.g., developed nomination/submission protocols; designed

scoring rubric; continue to serve annually on selection committee with colleagues representing Student Affairs and other university units)

- In collaboration with Associate Vice Chancellor for Faculty Development, administer the ***Faculty Mentoring Honorary Society*** (e.g., provide administrative leadership for the nomination/submission process; serve as formal reviewer of nomination materials; coordinate logistics for the annual inductee award ceremony)
- Serve on the university ***Chancellor’s Outreach, Recruitment, and Retention Task Force*** to: 1) compile an inventory of current and historical university efforts to support the experience of prospective and current students, and 2) make recommendations to the Chancellor regarding policy revisions and existing opportunities to best support student-initiated efforts related to outreach, recruitment, and retention
- Serve on the ***Executive Vice Chancellor and Provost’s (EVCP) Dialogue Across Differences committee*** and implementation team to envision and create a scalable framework for facilitating “dialogue across differences” to encourage intergroup dialogue university-wide; serve as co-lead for the Training/Workshops subcommittee
- Serve on the ***Executive Vice Chancellor and Provost’s (EVCP) Healthy Climate Committee*** to facilitate a suite of community-building experiences to strengthen/restore relationships among constituent groups across the university and health system (e.g., relationships between graduate students and faculty following the recent systemwide strike during the collective bargaining process)

January 2020 – April 2022

Dean of Academic Affairs and Strategic Initiatives

Office of the Vice President for Academic Affairs

Cerritos College

Supervised team of classified staff specializing in matters related to curriculum, scheduling, faculty payroll, and administrative support for Faculty Senate subcommittees; collaborated with faculty Student Learning Outcomes (SLO) Coordinator to coordinate assessment of course-, program-, and institution-level student learning outcomes; collaborated with faculty chair of Instructional Program Review Committee to coordinate comprehensive review of all academic programs in alignment with college planning process; co-led the campus-wide Student Equity and Achievement Program (SEAP) with the Dean of Counseling; supervised and collaborated with faculty Distance Education (DE) Coordinators to provide leadership for DE initiatives; supervised and collaborated with faculty coordinators to provide leadership for the campus-wide Guided Pathways initiative; co-led the Learning and Career Pathways (LCP) design team with the Dean of Counseling and Director of Institutional Effectiveness, Research, and Planning; served as leader of Academic Planning engagement team for college-wide early alert and degree audit system (EAB Navigate); served on District team during negotiations with faculty union (e.g., collective bargaining agreement; COVID MOUs); provided administrative leadership for various special projects and initiatives as assigned.

Sample accomplishments:

- Led various cross-functional task forces to review Board policies and administrative procedures and update them to reflect equitable and inclusive language and practices (e.g., requisite challenge; credit for prior learning)
- Secured substantive change approval for online programs from the Accrediting Commission for Community and Junior Colleges (ACCJC)
- Collaborated with division deans and Director of Institutional Effectiveness, Research, and Planning on STEP program, a first-year pilot program designed to facilitate successful completion of general education courses at full-time status using a 6-week course model
- Collaborated with Dean of Counseling to develop the conceptual framework for the Student Equity and Achievement Program (SEAP) and the functional model for the Learning and Career Pathways (LCPs) under Guided Pathways
- Collaborated with faculty DE Coordinators to refine professional development and certification protocols related to online teaching
- Coordinated submission of required regulatory reporting (e.g., California Community Colleges Chancellor's Office; Accrediting Commission for Community and Junior Colleges) in response to conversion to online instruction and campus operations due to COVID-19
- Collaborated with Faculty Senate and Office of Admissions & Records to develop responsive business practices and appropriate stakeholder messaging related to modified grading options as permitted by the California Community Colleges Chancellor's Office due to COVID-19
- Coordinated various academic affairs initiatives in response to the shift to online instruction due to COVID-19 (e.g., conversion of all Academic Affairs forms to accessible PDFs which support electronic signature; inventory of courses to determine applicability of instructional materials fees given conversion to online instruction)
- Served on "Return to Campus" planning team convened to strategize the safe return of faculty/staff and student to on-ground instruction and service delivery after COVID-19

Reason for leaving: Accepted position with a focus on advancing faculty/staff diversity, having accomplished professional goals more directly related to student equity (e.g., curriculum development within multiple sectors of higher education; development of academic pipelines, including dual enrollment pathways; creation of replicable SOPs and protocols for the assessment of student learning outcomes)

January 2016 – January 2020

Associate Dean of Academic Affairs

Office of the Vice President of Academic Affairs

El Camino College

Coordinated assessment of course-, program-, and institution-level student learning outcomes in collaboration with faculty Student Learning Outcomes (SLO) Coordinators; represented administration on the Assessment of Learning Committee (ALC); served as co-chair of Academic Program Review Committee (APRC); coordinated assessment of tutoring services

college-wide; administered over student grade appeal process; co-led the campus implementation team for college-wide early alert and degree audit systems (Hobsons Starfish); collaborated with the Director of Dual Enrollment to coordinate AB 288 College and Career Access Pathway (CCAP) partnerships and other dual enrollment agreements with local high school partners; co-chaired campus-based ACCJC accreditation steering committee and served as co-chair of Standard II sub-committee (Student Learning Programs and Services); served on Strategic Planning Committee, Enrollment Management Committee, Student Equity and Achievement sub-committee, and Equal Employment Opportunity (EEO) Committee to identify initiatives and strategies for improving institutional effectiveness; provided administrative leadership for various special projects and initiatives as assigned.

Sample accomplishments:

- Chaired the campus survey sub-committees of the Equal Employment Opportunity (EEO) Committee, and collaborated with Director of Staff and Student Diversity to develop the inaugural EEO campus survey
- Co-chaired accreditation steering committee in preparation for renewal of institutional accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC); also co-chaired Standard II sub-committee (Student Learning Programs and Services)
- Co-led campus-based team for the implementation of Educational Planning Initiative (EPI) of the California Community Colleges Chancellor's Office
- Served as co-lead/project manager for implementation of college-wide scheduling system
- Updated the program review process (e.g., timeline, templates, and handbook); scheduled and facilitated formal review of program submissions; conducted training sessions related to program review process and online system used to manage program review documentation
- Developed the Memorandum of Understanding (MOU) and the Instructional Service Agreement (ISA) templates currently in use by the college to secure AB 288 College and Career Access Pathways (CCAP) partnerships with local high schools

Reason for leaving: Accepted position as full Dean at another community college.

December 2011 – January 2016

Director of General Education

College Administration

American Career College

Provided administrative leadership for the development and evaluation of all courses designed to meet general education requirements for degree completion; coordinated the ongoing review and assessment of both course- and program-level student learning objectives in general education program; revised, and developed academic policies and procedures to promote institutional effectiveness and student success; regularly collaborated with centralized Online Operations unit to ensure effective delivery of blended courses for the general education program and other academic offerings; functioned as liaison between corporate-based College Administration and campus-based academic leadership (e.g., Directors of Education, Program Directors); ensured

pedagogical and technical qualifications of all instructors assigned to teach general education courses for blended course delivery; responsible for the coordination of various aspects of program review (e.g, campus-based Program Advisory Committee meetings, institutional Program Effectiveness Plans, alignment of course- and program-level student learning objectives); provided administrative leadership for accreditation site visits and other regulatory compliance activity at both the campus and college administration levels.

Sample accomplishments:

- Developed program-level student learning outcomes for the General Education (GE) program across multiple campuses
- Formalized program review process for General Education, including policies, procedures, and templates for regularly scheduled assessment of course- and program-level SLOs
- Collaborated with Online Operations unit to develop standard operating procedures (SOPs) for new course development, as well as for launching term starts for blended courses.
- Initiated regularly scheduled college-wide curriculum meetings for the GE program and other academic programs offered at multiple campuses (e.g., joint review of program learning outcomes, course content, and instructional delivery for effectiveness and standardization)
- Collaborated with program faculty and Online Operations unit to revise online coursework for programs offered via blended delivery
- Provided administrative leadership and coordinated documentation of program review and assessment processes for site visits for institutional and programmatic accreditation at multiple campuses

Executive Director/Campus Dean

American Career College (ACC at St. Francis, formerly St. Francis Career College)

Functioned as executive officer responsible for overall management and operation of the college; responsible for fiscal management and compliance with institutional directives, accreditation standards, and applicable state and federal regulatory requirements; maintained college's collaboration with St. Francis Medical Center; developed strategic community-based partnerships and represented the college with external constituents and stakeholders; functioned as institutional liaison to accrediting bodies, professional organizations, and government entities at the local, state, and national levels.

Sample accomplishments:

- Authored comprehensive Self-evaluation Report and lead college through successful site visit for renewal of institutional accreditation by Accrediting Commission of Career Schools and Colleges (ACCSC).
- Provided administrative leadership to secure recertification by the Department of Education for the institution to participate in federal student aid programs (Title IV funding)
- Developed Request for Proposal (RFP) for purchase of main campus of the institution, and facilitated the selection and due-diligence review processes in consultation with legal counsel

- Established strategic relationships with community partners and developed formal proposals for revenue-generating projects
- Reduced the institution's budget deficit by nearly one million dollars while maintaining essential business operations and regulatory compliance
- Provided administrative leadership for the development and revision of formal policies and procedures for business practices in the areas of Academic Affairs, Financial Aid, and Accounting
- Developed and implemented a comprehensive communication plan designed to facilitate the dissemination of information within the institutional community and to its external stakeholders (e.g., institutional and program advisory committees, accrediting bodies)
- Lead the institution through the successful closure of its San Jose branch campus, coordinating with national accrediting body and various federal agencies

Reason for leaving: Accepted position as Associate Dean within community college system as entry back into non-profit education (position with American Career College had been the result of a change of ownership for the non-profit college I had been hired to lead as Executive Director)

August 2010 – December 2011

Vice President of Academic Affairs

Chief Academic Officer

Pacific Oaks College

Represented college as Chief Academic Officer; served on Board of Trustees Academic Affairs Committee; responsible for faculty hiring and evaluation, budget management, and program development in both the traditional on-ground and the 100% online delivery formats for all academic programs; provided leadership for curriculum development and program assessment for all academic programs; responsible for development and revision of all academic policies; functioned as college articulation officer and accreditation liaison.

Sample accomplishments:

- As Accreditation Liaison and Chief Academic Officer, co-authored institutional self-study for WASC and lead college through successful accreditation visit
- Developed curricula and secured WASC approval for two new degree programs (BA, MA) in Early Childhood Education
- Revised academic policies to ensure compliance with state and federal regulations
- Refined assessment rubrics and other documents related to Credit for Life Experience (CLE) process; secured MOU with California Commission on Teacher Credentialing to accept CLE bachelor waiver for Program Director permit to facilitate admission of non-traditional students

- Developed academic “pipeline” partnership with the extension program of a major Los Angeles-based university, and initiated process of finalizing similar partnership with an educational institution that provides online associate degree programs
- Provided leadership for the college’s strategic planning process, drafting a matrix of program initiatives and accompanying narratives regarding resource requirements and key performance indicators
- Refined formal program review process for academic programs based on accreditation standards and expectations

Reason for leaving: Due to an unanticipated medical issue (which has since completely resolved), the extensive commute to/from the work location was no longer viable and necessitated my seeking and accepting a position closer to home. The appointment as Executive Director represented an opportunity to expand the scope of my leadership beyond academic affairs and to position me for roles with greater responsibility and authority.

November 2007 – August 2010

Dean of Curriculum, Retention, and Educational Services

Office of the Vice President for Academic Affairs

West Los Angeles College

Provided administrative leadership regarding curriculum development and related policy; collaborated with academic and student services to develop and implement comprehensive programming for student retention and success; coordinated the Weekend College (WEC) and the Accelerated College Transfer (ACT) program; provided administrative leadership over the Transfer Honors Program; served as divisional Dean for the Counseling division and the Library and Learning Resources division; responsible for faculty training, development, and evaluation; responsible for the production of the college catalog; represented the college at district-wide meetings of Curriculum Deans and sat on various campus committees.

Sample accomplishments:

- Developed two-year transfer curricula for Weekend College (WEC) and Accelerated College Transfer (ACT) programs
- Provided administrative leadership for preparation of institutional self-evaluation report for submission to the Western Association of Schools and Colleges (WASC) for renewal of accreditation
- Provided administrative leadership and co-authored proposals for development of new degree programs
- Collaborated with campus-based and district-level administrators regarding district-wide curriculum alignment

Reason for leaving: Accepted position as Chief Academic Officer at a regionally-accredited institution offering degrees at the bachelor and masters levels.

August 2005 – November 2007
Director, Liberal Studies Program
Loyola Marymount University

Directed the elementary education subject matter preparation program; monitored and advised 180+ students in the program; responsible for assessment and evaluation of Liberal Studies Program in accord with accreditation standards; served as liaison to the California Commission on Teacher Credentialing (CTCC), the LMU School of Education, and local secondary schools and community colleges; coordinated Open House (Fall) and Preview Day (Spring) for the Liberal Studies program.

Sample accomplishments:

- Collaborated on the development of standardized protocol for program-level student learning outcome (SLO) assessment for Liberal Studies program
- Collaborated with local community colleges on the articulation of transfer coursework and the implementation of Title 5 grants

Reason for leaving: Accepted position as Dean within community college system to begin the work of aligning curriculum across segments of higher education and to otherwise increase equitable access to educational resources and opportunities for students representing historically under-served populations.

FACULTY APPOINTMENTS IN HIGHER EDUCATION

August 2001 - July 2005
Associate Professor
Azusa Pacific University

Instructed courses in graduate programs in clinical psychology (e.g., "Introduction to Clinical Practice," "Psychotherapy and Cultural Diversity," "Diagnostic Skills," "Treatment Planning"); provided individual and group clinical supervision; served as academic and research advisor for graduate students; served as educational consultant at local elementary school; provided educational consultation, as well as community-based training, for local Head Start program; conducted research in areas of multicultural counseling/therapy and school-based counseling.

August 1997 - July 2001
Assistant Professor
Arizona State University

Instructed graduate-level courses in Counseling Psychology and Counselor Education programs (e.g., "Multicultural Counseling," "Introduction to the Helping Relationship," "Psychological Tests," "Assessment, Diagnosis, and Treatment Planning"); served as interim internship coordinator for graduate internship experience; served as academic and research advisor for graduate students in aforementioned programs; conducted research in field of counseling and psychology.

OTHER PROFESSIONAL TEACHING EXPERIENCE

January 2006 - *Adjunct Professor*
December 2007
Psychology Department
Loyola Marymount University
Los Angeles, CA

COUNSELING AND CLINICAL SUPERVISION EXPERIENCE

September 2001 - *Clinical Supervisor*
July 2005
Child and Family Development Center (CFDC)
Azusa Pacific University
Azusa, CA

Provided individual and group clinical supervision to masters- and doctoral-level trainees counseling students in the Azusa Unified School District and treating community clients at the CFDC; facilitated counseling and conceptualization skills, as well as professional development; regularly provided clinical seminars/workshops to post-doctoral interns and participated in the in-service training seminars for student trainees.

January 2002 - *Mental Health Counselor*
June 2002
Azusa Head Start Program
Azusa, CA

Conducted individual sessions with students addressing issues such as social skills development, anger management, and self-esteem; facilitated community-based parent education workshops and presentations

May 2001 - *Interim Internship Coordinator/Supervisor*
July 2001
Counselor Training Center
Arizona State University
Tempe, AZ

Provided group supervision to masters-level interns. Focused on professional development and conceptualization skills. Coordinated administrative process of internship experience, maintaining contact with internship sites and external supervisors.

CONSULTATION EXPERIENCE

August 2003 – *Educational Consultant*
July 2004
Light & Life Elementary School
Azusa, CA

Served on educational consultation committee to coordinate consultative and administrative intervention at local private elementary school; provided formal evaluation of teacher

development and performance; served as educational consultant and mentor to first-year teacher of a 3rd/4th grade combination class; met regularly with teachers to develop behavior management plans and instructional strategies.

September 2001 - *Educational/Mental Health Consultant*
June 2002 Azusa Head Start Program
Azusa, CA

Provided training and consultation regarding educational and mental health issues (including workshops on diversity and stress management) to teaching and administrative staff of local Head Start program. Provided 8-week workshop on parenting for parents/guardians of Head Start students. Conducted observations and formal evaluations of teaching staff regarding integration of mental health issues into instruction and classroom management.

INVITED PARTICIPATION AND OTHER PROFESSIONAL ACCOMPLISHMENTS

Co-chair, Student Engagement subcommittee, LMU Presidential Inauguration Committee. (September - December 2025). Loyola Marymount University. Los Angeles, CA.

Unit lead, President's Mission Integration Committee. (effective July 2025). Loyola Marymount University. Los Angeles, CA.

Moderator (Harmony panel), Social and Emotional Well-being Conference. (October 2023). University of California Healthy Campus Network. Los Angeles, CA.

Facilitator (Break-out session), Restorative Practice: How to Build Community Through Conversation. (April, October 2023). UC Berkeley Center for Restorative Justice. Virtual workshop.

Member, UCLA campus cohort (Summer/Fall 2023). Hillel International Campus Climate Initiative (CCI).

Badge, Peer Online Course Review - POCR (November 2021). Online Network of Educators (@ONE).

Selected mentor, PRIDE leadership program (Spring 2018). El Camino Community College.

Nominated and selected participant, Asilomar Leadership Skills Seminar (February 2017). Community Colleges League of California (CCLC).

Selected participant, PRIDE leadership academy (Spring 2017). El Camino Community College.

Invited member, Competency-Based Education Committee (September 2015). Accrediting Bureau of Health Education Schools (ABHES), Falls Church, VA.

SAMPLE PROFESSIONAL PRESENTATIONS

Clowers, L. (2026). Putting It Together. Keynote address presented at LMU Career and Professional Development CATALYST conference, Los Angeles, CA.

Clowers, L. (2024). The Trust Blueprint: Building, Maintaining and Restoring Meaningful Connections with our Audiences. Presented for UCLA Strategic Communications Bar Raiser Series, <https://uclaspecialevents.ucla.edu/thetrustblueprint>.

Hroch, A., Clowers, L., & Dwiggins-Beeler, R. (2022). Institutional Change Begins with Planning. Presented at 9th Annual SLO Symposium, Virtual conference.

Patel, D., Clowers, L., Sabio, S., & Martinez, E. (2019). Integrating Starfish Tools for Holistic Student Support and Success. Presented at 2019 Hobsons Summer Institute, Marco Island, FL.

Mednick Takami, L., & Clowers, L. (2019). No Chief Diversity Officer? Equity-Minded EEO Planning to the (Temporary) Rescue. Poster presentation at National Conference on Race and Ethnicity in American Higher Education (NCORE) 2019, Portland, OR.

Clowers, L., Katayama, M., & Park, G. (2018). Gauging ECC's Campus Climate to Foster a More Welcoming and Inclusive Campus. Presented at El Camino College Fall 2018 Professional Development Day, Torrance, CA.

Clowers, L., Berney, D., Mufich, J., & Odega, B. (2018). Transformational Innovation: Empowering Students by Design - ECC Connect. Presented at El Camino College Spring 2018 Professional Development Day, Torrance, CA.

Patel, D., Clowers, L., Sabio, S., & Martinez, E. (2017). Laying a Foundation for Student Success Transformation. Presented at 2017 Hobsons University Annual Conference, Indianapolis, IN.

Clowers, L. (2014). Assessment and Institutional Accreditation: Program Effectiveness Plans (PEPs). Presented for American Career College RISE Program leadership training, Irvine, CA.

Peebles, L., & Matthews Clowers, L. (2007). Teaching Without Telling in a Telling-Oriented Learning Community: Making a Case for Constructivist Teaching. Presented at the 19th Annual Lilly Conference on College Teaching – West, Pomona, CA.

Pritchard, D., Matthews, L., & Brokaw, D. (2005). Facilitating Vocational and Personal Development Among Undergraduate Ministry Majors: An Interdisciplinary Process Group Experience. Presented at the annual meeting of the American Academy of Religion, Tempe, AZ.

Matthews, L. (2004). In L. Matthews and J. Mendoza (Co-chairs), Women and Minority Faculty in Clinical Psychology: Perspectives on Mentoring. Roundtable discussion conducted at the annual meeting of the American Psychological Association, Honolulu, HA.

Matthews, L. (2003). In T. Tisdale (Chair), Teaching Integration in Three Radically Different Environments. Symposium conducted at the annual meeting of the Christian Association for Psychological Studies (CAPS), Anaheim, CA.

Scott, S., Stanton, M., & Matthews, L. (2002). Facilitating Social Responsibility: Facets of a Graduate Training Program. Poster session presented at the Mid-Winter conference of the National Council of Schools of Professional Psychology (NCSPP), Puerto Vallarta, Mexico.

SAMPLE PUBLICATIONS

Stafford, M.E., Fisher, T.A., Nakagawa, K., & Matthews, L. (2005). Enhancing the success of mobile gifted girls. In S. R. Kurpius, B. Kerr, & A. Harkins (Eds.), *Handbook for Counseling Girls and Women: Talent, Risk, and Resiliency*. Mesa, AZ: MTR Nueva Science.

Mok, D., Matthews, L. & Mendoza, J. (2003). Changing American Ethnic Minority Families: Highlights on Asian American, African American, and Hispanic/Latino Families. *The Family Psychologist*.

Fisher, T. A., Matthews, L., Stafford, M., & Nakagawa, K. (2002). School Personnel's Perceptions of Effective Programs for Working with Mobile Students and Families. *Elementary School Journal*, 102(4), 317-334.

Nakagawa, K., Fisher, T. A., Stafford, M., & Matthews, L. (2002). The 'City Migrant' Dilemma: Building Community at High-Mobility Urban Schools." *Urban Education*, 37(1), 96-125.

Juntunen, C. L., Wegner, K., & Matthews, L. G. (2001). Promoting positive career change in mid-life. In C. L. Juntunen & D. R. Atkinson (Eds.), *Counseling strategies for developmental concerns*. Thousand Oaks, CA: Sage Publications, Inc

SAMPLE CUSTOMIZED TRAINING WORKSHOPS

Clowers, L. (2024). Equity-minded Service Delivery. Presented at UCLA Recreation Winter 2024 Professional Development Day, Los Angeles, CA.

Clowers, L. & Kirkpatrick, B. (2023). Fostering a Culture of Inclusive Excellence: Teaching Assistants. Presented to UCLA Sociology department, Los Angeles, CA.

Clowers, L. & Kirkpatrick, B. (2023). Fostering a Culture of Inclusive Excellence. Presented to UCLA Early Academic Outreach Program's Destination College Advising Corp (DCAC), Los Angeles, CA.

Clowers, L. (2023). Advancing Inclusive Excellence. Presented to UCLA McNair Summer Research Scholars and Mark Q. Sawyer Summer Institute Fellows, Los Angeles, CA.

Clowers, L. (2023). Moving Forward Together. Presented to UCLA Semel Healthy Campus Initiative (HCI) Steering Committee, Los Angeles, CA.

Clowers, L. & Smiley, C. N. (2023). An Overview of Equity, Diversity, and Inclusion. Presented at UCLA Recreation Winter 2023 Professional Development Day, Los Angeles, CA.

Clowers, L. (2022). Understanding Equity, Diversity, and Inclusion. Presented to UCLA Student Health Education and Promotion (SHEP) Peer Health Education Interns, Los Angeles, CA.

RECENT CONFERENCE/WORKSHOP/SYMPOSIUM ATTENDANCE

2026 NASPA Institute for New AVPs. National Association of Student Personnel Administrators (NASPA). Denver, CO.

2025 JASPA 5-Year Institute. (June 2025). Jesuit Association of Student Personnel Administrators (JASPA). New Orleans, LA.

ASU-GSV Summit. (April 2025). Hosted in partnership with Arizona State University. San Diego, CA.

Best Practices for Faculty Climate and Retention to Advance Faculty Diversity. (March 2024). University of California (UC) Summit. Irvine, CA.

Healthy Campus Index conference. (January 2024). University of California Healthy Campus Network. Los Angeles, CA.

Restorative Practice: How to Build Community Through Conversation. (April 2023). UC Berkeley Center for Restorative Justice. Virtual workshop.

DEI as a Leadership Construct: Inclusive Leadership Strategies for Higher Education. (January 2023). Academic Impressions. Virtual conference.

9th Annual Student Learning Outcomes (SLO) Symposium (January 2022). Academic Senate for California Community Colleges. Virtual conference.

eLumenation Conference 2021 (July 2021). eLumen Connect. Virtual conference.

Annual Curriculum Institute (July 2020). Academic Senate for California Community Colleges (ASCCC). Virtual conference.

Hobsons Summer Institute 2019. (July 2019). Hobsons Education Advances. Marco Island, FL.

NCORE 2019 (May 2019). National Conference on Race and Ethnicity in American Higher Education (NCORE). Portland, OR.

Noncredit Curriculum Training (July 2018). Strong Workforce Program (SWP). Walnut, CA.

Institutional Self-Evaluation Report (ISER) Training (May 2018). Accrediting Commission for Community and Junior Colleges (ACCJC). Ontario, CA.

Accreditation Institute (February 2018). Academic Senate for California Community Colleges (ASCCC). Garden Grove, CA.

Educational Equity for College and Career Readiness (October 2017). California Association of Black School Educators (CABSE) Annual Conference. San Diego, CA.

Institute on Equity in Faculty Hiring (September 2017). Center for Urban Education. Los Angeles, CA

Hobsons University 2017: Community for Success (July 2017). Hobsons Education Advances. Indianapolis, IN.

Annual Curriculum Institute (July 2017). Academic Senate for California Community Colleges (ASCCC). Riverside, CA.

4th Annual Student Learning Outcomes (SLO) Symposium (February 2017). Academic Senate for California Community Colleges. Anaheim, CA.

Regional Dual Enrollment Workshop (February 2017). Institutional Effectiveness Partnership Initiative (IEPI). Walnut, CA.

3rd Annual Statewide Collaboration for Dual Enrollment and Early and Middle Colleges (October 2016). California Coalition of Early and Middle College. Ontario, CA.

The Role of Curriculum in Maintaining Your Institution's Financial Aid Eligibility - Training workshop (August 2016). Institutional Effectiveness Partnership Initiative (IEPI). Irvine, CA.

Equal Employment Opportunity and Equity in Faculty Hiring - Regional Training (February 2016). Institutional Effectiveness Partnership Initiative (IEPI). Los Angeles, CA.

CBExchange (Competency Based Education): Listening, Learning, and Leading (September 2015). Competency-Based Education Network. Phoenix, AZ.