DAVID U. VARGAS EZQUIVEL

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EDUCATION

Doctor of Philosophy, Education — *University of California, Los Angeles* — Expected: 2027

Master of Arts, Education — *University of California, Los Angeles* — June 2022

Bachelor of Arts, Spanish — *University of California, Davis* — June 2021
Bachelor of Sciences, Human Development & Family Studies
Minor, Education
Minor, Chicanx Studies

RESEARCH INTERESTS

- Multiracial Latinidades
- Hispanic Serving Institutions
- School Organization and Educational Policy
- Student Services/Affairs in Higher Education
- Equitable Education for Immigrant and Underrepresented Students in Higher Education
- Social, Racial, and Gender Equity
- Student Activism
- Latino Males in Higher Ed

RESEARCH EXPERIENCE

Research Analyst, University of California, Los Angeles - Principal Investigator: Sylvia Hurtado; Sponsor: The Gates Foundation (September 2022-August 2025)
As a Research Analyst, I played an integral role on a collaborative team investigating how campus climate assessments can inform the development of inclusive policies and practices that support racial minorities across higher education institutions nationwide. In close collaboration with my colleagues, I used rigorous data analysis and qualitative and quantitative research methods to interpret findings and generate actionable insights. This research initiative improved my understanding of the complexities of diversity and inclusion in academia while promoting equitable environments for marginalized communities in colleges and universities across the United States.

Honors Thesis Researcher, UC Davis Spanish Department - Principal Investigator: **David U. Vargas Ezquivel**; Advisor: Dr. Robert Irwin (2020-2021)
Dissecting the Immigrant Resilience in Higher Education. Conducted an independent IRB-approved research project. This project primarily focused on how higher education affects DACA students' resilience. The study aimed to explore and foster a clear sense of belonging among these students through innovative strategies. Specifically, the research sought to bridge gaps in the educational pipeline to facilitate the attainment of postsecondary degrees while ensuring academic excellence and promoting social well-being.

Undergraduate Researcher, UC Davis Department of Chicana and Chicano Studies - Principal Investigator: **David U. Vargas Ezquivel**; Advisor: Dr. Deeb-Sossa (2019-2020)
Holistic Review Process within the Chi/Lat Community. This independent, IRB-approved research examined educational discourse within institutional spaces to enhance student success through thorough, comprehensive, individual, holistic evaluations. It also involved examining documents and publications from institutions that have implemented a holistic review process, as well as interviewing faculty and staff members across the educational community.

McNair Research Internship, University of California, Davis (2019-2020)
Engaged in independent research, attended scholarly writing seminars, developed a graduate school application strategy, and completed over 100 hours of GRE preparation seminars. Additionally, I have composed literature reviews, articles, and presentations.

Provost Undergraduate Fellowship (PUF), University of California, Davis
Developed a research grant proposal for the Provost Undergraduate Fellowship (PUF) and successfully secured funding for my McNair research project.

RESEARCH PRESENTATIONS

Gutierrez Aragon, G., Hurtado, S., Ortiz, D., Carrasco, A., & **Vargas Ezquivel, D. U.** (2026, April). *Data-informed and equity-driven approaches to institutional transformation: Exploring uses of racial climate assessments* [Paper presentation]. American Educational Research Association Annual Meeting, Los Angeles, CA, United States. Sponsored by the Gates Foundation.

Vargas Ezquivel, D. U. (2025, May). *Beyond enrollment: Examining institutional "servingness" across multiple levels at a Hispanic-Serving Institution* [Poster presentation]. National Conference on Race and Ethnicity, New York City, NY, United States.

Gutierrez Aragon, G., **Vargas Ezquivel, D. U.**, Almora Rios, M., & Ortiz, D. (2025, May). *Assessing the impact of campus climate tools, methods, and resources 3.0* [Panel presentation]. National Conference on Race and Ethnicity, New York City, NY, United States. Sponsored by the Gates Foundation.

Gutierrez Aragon, G., & **Vargas Ezquivel, D. U.** (2024, November). *Assessing the impact of campus climate tools, methods, and resources 2.0* [Workshop presentation]. National Conference on Race and Ethnicity Virtual Connections. Sponsored by the Gates Foundation.

Hurtado, S., Gutierrez Aragon, G., & **Vargas Ezquivel, D. U.** (2024, May). *Assessing the impact of campus climate tools, methods, and resources 2.0* [Workshop presentation]. National Conference on Race and Ethnicity, Honolulu, HI, United States. Sponsored by the Gates Foundation.

Vargas Ezquivel, D. U. (2023, November). *[Latinidades]: Complicating the monolithic understanding of Latinidad* [Paper presentation]. American Educational Studies Association Conference, Louisville, KY, United States.

Gutierrez Aragon, G., & **Vargas Ezquivel, D. U.** (2023, November). *Assessing the impact of campus climate tools, methods, and resources* [Workshop presentation]. National Conference on Race and Ethnicity Virtual Connections. Sponsored by the Gates Foundation.

Vargas Ezquivel, D. U. (2023, October). *Exploring the diverse realities of Latin American identity: Beyond monolithic Latinidad* [Paper presentation]. Critical Race Studies in Education Association Conference, Chicago, IL, United States.

Hurtado, S., Gutierrez Aragon, G., & **Vargas Ezquivel, D. U.** (2023, June). *Assessing the impact of campus climate tools, methods, and resources* [Workshop presentation]. National Conference on Race and Ethnicity, New Orleans, LA, United States. Sponsored by the Gates Foundation.

Vargas Ezquivel, D. U., & Deeb-Sossa, N. (2020, October). *The future of the holistic examination from a Hispanic-Serving Institution perspective* [Poster presentation]. Alliance for Graduate Education and Professoriate Student Success Conference at Michigan State University, Lansing, MI, United States.

Vargas Ezquivel, D. U., & Deeb-Sossa, N. (2020, July). *How inclusive is the holistic review compared to the standardized admission process in higher education?* [Oral presentation]. National McNair Conference at UCLA, Los Angeles, CA, United States.

Vargas Ezquivel, D. U., & Deeb-Sossa, N. (2020, July). *Toward a holistic admission process in higher education* [Oral presentation]. Summer McNair Symposium, Davis, CA, United States.

Vargas Ezquivel, D. U., & Deeb-Sossa, N. (2020, May). *Deconstruction of the admission process in higher education: A holistic examination from a Hispanic-Serving Institution perspective* [Poster presentation]. 31st Annual UC Davis Undergraduate Research, Scholarship & Creative Activities Conference, Davis, CA, United States.

REPORTS

Hurtado, S., **Vargas Ezquivel, D.U.**, & Almora Rios, M. (2026). Campus uses of climate assessments: National survey results. *A Report to the Gates Foundation*.

Hurtado, S., Gutierrez-Aragon, G., Carrasco, A., Ortiz, D., & **Vargas Ezquivel, D.U.** (2026). Campus climate assessments and institutional transformation: Case study findings. *A Report to the Gates Foundation*.

Hurtado, S., **Vargas Ezquivel, D.U.**, Gutierrez-Aragon, G., & Almora Rios, M. (2025). Racial climate assessments: Institutional uses and challenges. *A Report to the Gates Foundation*.

BOOK CHAPTERS

Hurtado, S., Gutierrez Aragon, G., & **Vargas Ezquivel, D. U.** (2026). Advancing individual and community well-being through transformational social justice, equity, and inclusion. In L. Tay & B. M. McCuskey (Eds.), *The Oxford handbook of well-being in higher education* (1st ed., pp. 363–373). Oxford University Press. https://doi.org/10.1093/9780197759424.003.0036

Hurtado, S., Noel, N. A., Almora Rios, M. A., Carrasco, A., Sims, J. S., **Vargas Ezquivel, D. U.**, Cortez Bravo, D. A., Granados, J., & Aragon, G. G. (2026). Challenging Journeys and Empowering Strategies for Navigating Towards Advancement to Candidacy. In D. Teodorescu (Ed.), *Dissertation Completion in Educational Leadership: Program Structure, Collaboration, and*

Experiences (pp. 1-30). IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-2600-1096-9.ch001

RESEARCH PAPERS

Vargas Ezquivel, D. U. (2021). Dissecting the Immigrant Resilience in Higher Education. *UC Davis Spanish and Portuguese Department: Honors Thesis Program*.

Vargas Ezquivel, D. U. (2020). (De)Constructing the Admission Process in Higher Ed. *McNair Scholars Journal.*

TEACHING & INSTRUCTIONAL EXPERIENCE

Teacher Candidate, Los Angeles County Office of Education (LACOE) Preservice Program (August 2026-Present) | *Expected to Finish: December 2026*

As a Teacher Candidate, I am currently completing 120 hours of foundational instruction in general pedagogy, literacy development, and inclusive pedagogy environments for the District Intern Credential program.

Substitute Teacher, Cross Country Education - Los Angeles, CA | (August 2026–Present)

As a Substitute Teacher, I delivered continuous instruction by executing assigned lesson plans across varied classrooms. Maintained a secure, supervised learning environment, keeping student safety as a top priority at all times. Utilized preparation periods to write detailed substitute reports, organize instructional materials, and make necessary pedagogical adjustments to lesson plans. Collaborated professionally with school administration and office management to adapt to emergency procedures and enforce school discipline policies.

SwingSub, Swing Education - Los Angeles (July 2026-Present)

As a SwingSub, I supervise and manage K–12 classrooms as a credentialed substitute when the regular teacher is unavailable, delivering instruction and providing classroom support across a range of subjects and grade levels throughout the Los Angeles area. Follow the teacher's lesson plans to maintain a cohesive, consistent learning experience; adapt instructional methods to meet individual students' needs; and manage student behavior to create a safe, respectful classroom environment. For multi-day and long-term assignments, develop lesson plans and assignments consistent with the regular teacher's curriculum. Maintain excellent written and verbal communication with school partners, staff, and Swing Education, while upholding the organization's Standards for Service Excellence.

TeachStart Fellow, Scoot Education - Los Angeles (September 2025-January 2026)

As a TeachStart Fellow, I participated in an immersive program that integrated intensive pedagogical training with hands-on classroom application. In this capacity, I delivered instruction and facilitated learning for diverse K-12 student populations throughout the Los Angeles area as a substitute teacher. This role enabled me to hone my classroom management skills, adapt instructional strategies to varied curricula, and contribute to educational continuity while actively participating in a structured professional development and mentorship framework.

Teacher Intern, Wat Chiangyuen Municipality School in Chiang Mai, Thailand (August 2019-September 2019)

Designed and independently implemented the English as a Second Language (ESL) curriculum for students in grades K-6, thereby demonstrating self-directed initiative and expertise.

OTHER RELEVANT STUDENT-WORK EXPERIENCE

Graduate Student Mentor, My Journey to College 9th Grade Summer Scholars Program (MyJTC) at UCLA - California Academic Partnership Program (CAPP) and Equity and Access Studies in Education Project (EASE) (Summer 2024)

As Lead Mentor for the MyJTC program, I led a week-long on-site initiative to support rising ninth-graders from historically underserved and marginalized communities. I guided and mentored undergraduate Resident Mentors, supporting the academic and social development of approximately 30 summer scholars in the residential program at UCLA. I organized discussion sessions, shared my personal college experiences, and fostered a college-going disposition among the participants. I also ensured students' safety, learning, and growth, contributing to the program's objective of enhancing college eligibility for underserved populations. Through this endeavor, I cultivated my ability to address the needs and concerns of students from diverse backgrounds, demonstrating significant maturity, motivation, and a strong commitment to promoting student success.

Residential Life Office Assistant, University Apartments South - UCLA Residential Life (October 2021-June 2023)

As an Office Assistant at University Apartments South, I demonstrated strong communication skills and provided substantial support to professional staff across a variety of tasks and initiatives. I was responsible for front-desk coverage, which included welcoming visitors, managing incoming calls, and efficiently relaying messages to the appropriate personnel. I demonstrated proficiency in appointment scheduling and document preparation, including composing correspondence, photocopying, and maintaining organized filing systems. Additionally, I helped improve communication by designing visually appealing posters, flyers, and mailings. I monitored and managed office supplies, study room reservations, printer kiosks, common area reservations, and digital platforms, securing efficient operations and supporting event logistics. My role was instrumental in upholding high standards of professionalism and communication while supporting the University Apartments South in a multitude of capacities.

University Ambassador and Peer Advisor, Undergraduate Admissions Office at UC Davis (Feb 2021-June 2021)

In close collaboration with the Undergraduate Admissions Program Coordinator and the Director of Strategic Diversity Recruitment Initiatives and Transfer Programs, I supported the planning and execution of recruitment events targeting high school and community college students. My efforts focused primarily on attracting and engaging low-income, first-generation, and underrepresented students to increase enrollment in these groups at UC Davis. I played a pivotal role in organizing a variety of on- and off-campus activities and programs, including Aggie Senior Weekend, Aggie Day Trip programs, VIP campus visitation programs, Experience Davis Weekend, and Regional Meet-and-Greets. I also participated in virtual events, including webinars, virtual student panels, individual student meetings, phone-banking campaigns, and micro-Meet-and-Greets, delivering a personalized approach to outreach and support for prospective students.

Involvement Mentor, Center for Student Involvement (CSI) at UC Davis (May 2020-June 2021)

Served as a dedicated student advisor, engaged in enhancing the student experience and promoting success beyond UC Davis. I guided students through campus life by providing comprehensive support and resources. I organized and facilitated leadership, networking, and resource workshops, as well as hosted various events. I also mentored incoming and new students, offering guidance on student organizations, campus resources, and employment opportunities at UC Davis.

Campus Visits and Experience Coordinator, Student Recruitment and Retention Center (SRRC) at UC Davis (May 2018-June 2020)
Served as a coordinator, advocate, and facilitator for over 2,000 opportunities designed to empower students from diverse backgrounds, including students of color, low-income individuals, and first-generation college students, to envision themselves as college attendees through encouraging interactions with current college students who serve as relatable role models. My responsibilities included marketing the program, establishing constructive partnerships with on- and off-campus departments and schools, developing a comprehensive curriculum, managing financial resources through budget proposals, recruiting and retaining volunteers, and analyzing data from SRRC community programs.

FELLOWSHIPS & AWARDS

Scholar, Just Education Policy (JEP) Scholars Program – Washington, DC 2026
Sponsored by the William and Flora Hewlett Foundation and Spencer Foundation. Selected for a competitive national scholar program designed for doctoral and postdoctoral researchers advancing racial equity, justice, and critical policy-engaged research methodologies in education.
Association for the Study of Higher Education (ASHE) - Graduate Student Scholarship 2022
Educational Opportunity Program (EOP) - First-Generation Spotlight Award
Dean's Honor List
Provost's Undergraduate Fellowship (PUF) Award
Order of Omega - Greek Honor Society
Ronald E. McNair Scholar
California's Biliteracy Seal
California Scholarship Federation (CSF)
Rotary Club of Gilroy Scholarship Recognition
Gilroy Foundation Scholarship Recognition
Cal-SOAP/AVID Scholarship Recognition

LEADERSHIP & SERVICE

Active Member | Critical Race Studies in Education Association (CRSEA) (08/2023-Present)
Active Member & Reviewer | American Educational Studies Association (AESA) (07/2023-Present)
Active Member & Reviewer | The National Conference on Race & Ethnicity in Higher Education (NCORE) (01/2023-Present)
Active Member | American Educational Research Association (AERA) (10/2022-Present)
Active Member & Reviewer | Association for the Study of Higher Education (ASHE) (04/2022-Present)
Student Advisory Board Member | InterActions: UCLA Journal for Education and Information Studies (2021-2022)
Task Force Member | Hazing Prevention for UC Davis Students - Report and Recommendations of the Vice Chancellor for Student Affairs Hazing Prevention Task Force (2020-2021)
Presenter | 2021 Aggies Leading the Way! UC Davis Undergraduate Leadership Conference
Undergraduate Fellow | NASPA Undergraduate Fellows Program (NUFP) at UC Davis (08/2020-06/2021)
Honor Society Member | Order of Omega - Mu Chapter (03/2020-06/2021)

Active Member | Chicanx and Latinx Collegiate Association at UC Davis (2019-06/2021)
Honor Society Member | National Society of Leadership and Success at UC Davis (11/2020-06/2021)
Participant | Rise Up: California Student Leadership Conference: Virtual Format (2020)
Co-Publisher | Embracing the Clouds. *How We Rose at UC Davis Magazine, 2020.* https://www.yumpu.com/en/document/read/64439608/how-we-rose-at-uc-davis
President | Sigma Delta Alpha Fraternity, Inc. (2019-2020)
Delegate/Leader| Latinx Leadership Council at UC Davis (2019-2020)
President | United Sorority and Fraternity Council (USFC) at UC Davis (2018-2019)
Vice-President | Sigma Delta Alpha Fraternity, Inc. (2018-2019)
UC Davis Delegate | Association of Fraternal Leadership & Values (AFLV): San Diego (2019)
UC Davis Delegate | UC College Access & Preparation Forum: San Diego (2019)
UC Davis Ambassador | Fact Finders [Educational, Political, and Cultural] Program: Israel/Palestine (2018)
Gilroy High School Ambassador | Gilroy Takko-Machi Student Exchange Program (GTSEP): Japan (2016)

CERTIFICATIONS

Collaborative Institutional Training Initiative (CITI) Certification for Human Subjects Research

Collaborative Institutional Training Initiative (CITI) Certification for Social and Behavioral Responsible Conduct of Research

DataCamp Certificate - Introduction to R

Entry-Level Analytics Professional; Google Data Analytics Professional Certificate - Composed of 8 courses (A certificate authorized by Google and offered through Coursera)

- Foundations: Data, Data Everywhere 1/8
- Ask Questions to Make Data-Driven Decisions 2/8
- Prepare Data for Exploration 3/8
- Process Data from Dirty to Clean 4/8
- Analyze Data to Answer Questions 5/8
- Share Data Through the Art of Visualization 6/8
- Data Analysis with R Programming 7/8
- Google Analytics Capstone 8/8

Tableau Business Intelligence Analyst Certificate by Tableau Learning Partner on Coursera - Composed of 8 courses

- Introduction to Business Analytics 1/8
- Business Analysis Process 2/8
- Data Ecosystem 3/8
- Introduction to Tableau 4/8
- Data Visualization with Tableau 5/8
- Advanced Data Visualization with Tableau 6/8
- Data Analysis with Tableau 7/8
- Communicating Data Insights with Tableau 8/8

Problem-Solving Using Computational Thinking

- A course authorized by the University of Michigan and offered through Coursera

UC Cyber Security Awareness Fundamentals

UC Sexual Violence and Sexual Harassment Prevention Training

SKILLS

Communication: Demonstrate strong communication skills through clear, persuasive writing and the ability to deliver impactful presentations to large audiences. Skilled in composing compelling written content and delivering engaging public presentations that effectively convey information and leave a lasting impression.

Language: Fluent, Cultured, and Literate in Spanish and English.

R Programmer: Proficiency in the fundamentals of the R programming language; data management, organizing files, folders, and scripts; reading (importing) and writing (exporting) data; using Git and GitHub for version control and collaboration; writing functions; iteration (e.g., "loops"); conditional execution; strings and regular expressions.

SPSS: I used a comprehensive longitudinal database from the Cooperative Institutional Research Program to conduct independent research. This initiative enhanced my proficiency in employing descriptive statistics, including measures of central tendency, cross-tabulations, frequency distributions, correlations, and graphical data representations. Leveraging existing literature and theoretical frameworks, I developed a novel study design that culminated in a multivariate regression model to analyze a targeted outcome. This process strengthened my ability to interpret variations in regression coefficients attributable to multicollinearity.

Qualtrics: Proficient in designing comprehensive research studies and using the Qualtrics platform to gather and analyze data to empirically test scientific hypotheses. Demonstrated expertise in crafting survey instruments, implementing experimental protocols, and ensuring data quality and integrity. Skilled in leveraging Qualtrics to optimize survey administration, participant engagement, and data collection efficiency. Skilled in interpreting and analyzing survey responses to draw meaningful insights and support evidence-based decision-making.