

FELICIA DARLING, PhD

EDUCATION

DEGREES:

- **PhD in Mathematics Education (Concentration in Spanish)**
Stanford University, Stanford, CA, 2016
Fulbright Garcia Robles Scholar: Research in Yucatec Maya Mathematics
Dissertation: *Making Cultural Assets Count*
Advisor: Jo Boaler
- **Master of Education**
Vermont State University, Lyndonville, VT, 1996
- **Bachelor in Mathematics**
Vermont State University, Johnson, VT, 1992

CERTIFICATES/LICENSES:

- California Secondary Math Teaching License, CA, 2004-present
- California English Learners Authorization (CLAD) Certification, CA 2007-present
- TEFL/TESOL Certification (200-hour), TEFL.ORG, 2025
- Empathy Circle Facilitator Certification, The Empathy Center, CA 2024
- Yoga Teacher Training Certification (200-hour), SRJC, CA 2024
- Vermont Secondary Math Teaching License, VT 1996-2010

AREAS OF SPECIALIZATION

- Teacher Ed (K-16)
- Inclusive, Empathic instruction
- Active & Group Math Learning
- Multilingual/Multicultural Students
- Mixed Methods Research
- Research-to-Practice Expertise

EXPERIENCE: TEACHING/COACHING EDUCATORS

Santa Rosa Junior College, Santa Rosa, CA, US **2017-present**
Mathematics and Education Professor (tenured). Teach education courses: *Evaluating Student Learning in Diverse Classrooms; Education Technology for Classroom Teachers; Quantitative Methods for Educators*, and *Secondary Curriculum Development for Diverse Classrooms* to undergraduate pre-service, primary and secondary teachers. Led professional development for faculty and managers on empathy, diversity, equity, meditation, student learning outcomes, yoga, mindfulness, growth mindset.

Santa Rosa Junior College, Santa Rosa, CA, US **2021-2022**
Interim Department Chair, Library. Supervised and evaluated faculty and Instructional Assistants, led department meetings, resolved conflicts, and provided professional development at a public two-year university. Coordinated 35 sections of learning sciences courses (LIR10) and a 70-hour/week tutorial schedule. Mentored/coached, hired, and onboarded 20 full-time and 21 part-time faculty.

State University, San José, CA, US **2015-2023**

Lecturer for EDEL108D Elementary Math Methods and EDSC173 Psychological Foundations of Education. Taught online graduate course at a public university to pre-service primary teachers about facilitating active math learning using US National curriculum for kindergarten through grade 8. Emphasized culturally responsive pedagogy, manipulatives, inquiry-based learning, positive academic mindsets, supporting language development, and formative and summative assessments. Assessments included group presentations, demos, lesson plans, and unit plans aligned to California's Teaching standards. Also, taught graduate ed psychology course to pre-service secondary teachers. Modeled how to incorporate research and developmental, cognitive, and sociocultural theories into instruction. Assessments included group projects, demos, and lesson plans.

Monterey County Office of Education, Salinas, CA, US 2016-2017
Ed Specialist Administrator/Teacher Trainer. Delivered professional development to administrators, parents, and in-service math teachers in primary and secondary school districts with 78,000 students (80% Latin American, 34% multilingual learners, and 75% socioeconomically disadvantaged). Taught active math, formative/summative assessments, technology, organizational leadership, culturally responsive pedagogy, and facilitating inclusive, inquiry-based, group learning. Managed budgets, oversaw projects, supervised staff. Generated \$200,000/year in revenue through MOUs and federal and state grants.

Stanford University, Stanford, CA, US 2011-2016
Teacher Trainer for primary/secondary teachers. Worked on teaching/research team led by Dr. Jo Boaler to provide graduate-level, online professional development for over 10,000 teachers and teachers of multilingual math students.

Stanford University, Stanford, CA, US 2011-2016
Lecturer for EDUC388 Language, Policies, and Practices. Taught a graduate course to preservice secondary math teachers about education programs for US multilingual learners. Built on second language acquisition theories and research on the effectiveness of high-leverage multilingual education.

Stanford University, Stanford, CA, US 2011-2016
Teaching Assistant for EDUC285A Supporting Special Populations. Taught a graduate course to primary and secondary pre-service teachers that covered how to support students with exceptional educational needs and disabilities. Focused on identification of learning differences and disabilities and accommodations in the mainstream classroom.

University of California Santa Cruz, Santa Cruz, CA, US 2016-2017
Lecturer for EDUC183 Children's Mathematical Thinking. Taught an undergraduate course at a top public research university. Taught early developmental theory and the cognitive and neuroscience research behind early child mathematical thinking for pre-service primary teachers.

EXPERIENCE: TEACHING MATH

University of California Berkeley, Berkeley, CA, US **2022-present**

Lecturer of MATH3 Precalculus and MATH11 Calculus 1. Teach in-person and online/synchronous social justice Precalculus to matriculated students and online/asynchronous Calculus 1 at a top research university. Work with team to support first-year students by providing wrap-around services and academic support. Incorporate social justice, student identity, math anxiety, and belonging activities into the mathematics curriculum. Led workshops on mindfulness and online pedagogy for colleagues. Coached and supervised graduate Teaching Assistants.

Santa Rosa Junior College, Santa Rosa, CA, US **2017-present**

Mathematics and Education Professor (tenured). Teach arithmetic, algebra, statistics, and English to matriculated students in multicultural, multilingual classrooms in Spanish and English. Coordinate tutorial center services and act as co-Chair. Focus on inclusion, real-life tasks, active learning, fostering positive mindsets, and formative and summative assessments. Also, teach math to dual-enrolled students in secondary/university and prison/university. At this two-year public university, students transfer to four-year universities; earn Associate Degrees; or obtain trade certificates. Teach in-person, hybrid, synchronous, and asynchronous modes.

College of Marin, Marin, CA, US **2024-present**

Lecturer of *Playing with Mindfulness and Math*. Design and teach online interactive course to help community members develop their identities as powerful mathematicians. Students include primary school teachers, parents, and pensioners seeking to love math again or for the first time. Integrate neuroscience research, growth mindset, active-learning, empathy circles, mindfulness techniques, breathing practices, and real-life math problems into curriculum.

Santa Rosa City Schools, Santa Rosa, CA, US **2004-2011**

Early and upper Secondary Mathematics Teacher (tenured). Taught in urban school in a rural district with over 70% Hispanic, multilingual learners, and economically disadvantaged students. Specialized in effective strategies for teaching active math and supporting the success of multilingual learners.

Vermont State University, Lyndonville, VT, US **1991-2004**

Lecturer of Mathematics. Taught arithmetic, algebra, and problem-solving courses to pre-service and in-service teachers. Also, worked with team to develop and teach seminar to support first-year students at a rural, public university.

Lake Region Union High School, Orleans, VT, US **1996-1997**

Secondary Math Teacher. Taught *Algebra, Geometry, and Calculus* at a rural secondary school in a federally-designated, economically-impooverished zone where 60% of the students were economically disadvantaged.

RESEARCH PROJECTS

University of California, Berkeley, CA USA

Principal Researcher. Received a Professional Development Fund grant to design and pilot two social justice precalculus tasks. Vetted indigenous members of the Pomo Tribe and the Yucatec Maya community to act as cultural experts who provided feedback to make two trigonometry tasks more culturally inclusive.

Santa Rosa Junior College, Santa Rosa, CA, US

2020-2023

Principal Researcher: Dr. Felicia Darling

Piloted a culturally responsive active-learning statistics task in an introductory university course. Students built on their own lived experiences and tapped into prior knowledge to create skewed data sets and histograms related to their cultural identities. The task contributed to a stronger sense of community and improved student engagement in the class.

Stanford University, Stanford, CA, US

2014-2016

Principal Researcher: Dr. Felicia Darling

Making Cultural Assets Count: Community approaches to problem solving in Yucatec Maya math classrooms. This six-month ethnographic, mixed-methods study documented funds of math knowledge in a low-income, low-education Maya village. These cultural approaches were overlooked in local primary to secondary math classrooms. Worked with local teachers to pilot two math tasks, which built on students' cultural knowledge to promote student belonging, engagement, and achievement. Analyses include qualitative methods, T-tests, ANOVA. Funding: Fulbright Garcia Robles Award, Stanford Vice Provost of Graduation Education Diversity Grant, and Stanford Center for Latin American Studies Grant.

Stanford University, Stanford, CA, US

2014-2016

Principal Researcher: Dr. Jo Boaler

Researcher on a Gates Foundation-funded, RCT study. Results indicated that an active math teaching intervention with growth mindset elements improved achievement for 8000 ethnic/racial minority students and multilingual learners in primary, lower-secondary and secondary math classrooms. Wrote IRB, did interviews, and statistical analyses including T-tests, factor analysis, ANOVA.

Vermont State University, Lyndonville, VT, US

1996-1997

Principal Researcher: Dr. Felicia Darling

Predictors of Retention of Developmental Math Students. Examined predictors of retention in arithmetic and algebra courses from self-reported and transcript data. Statistical analyses included T-tests, factor analysis, and ANOVA on variables of gender, education history, grades, and parents' education.

RESEARCH PUBLICATIONS

Books:

- Darling, F. (2024) *Empathy Unchained™ DEIA Conversation Deck*. Gracepoint Publishing.
- Darling, F. (2019) *Teachin' It! Breakout Moves that Break Down Barriers for Community College Students*. Columbia University Teachers College Press.

Articles/Chapters:

- Darling, F. *Inclusive, active math: Innovative instruction centered around the whole student and their creativity* in the book, *Exploring the Richness of Being Human through the Philosophy of Mathematics Education*. International Congress on Math Education (ICME).
- Darling, F., & Torres, M. B. (2021). Community strategies for solving mathematics problems in a Mayan community in the Yucatán. *Revista Latinoamericana de Estudios de Educativos (RLEE)*, 51(1).
- Make Cultural Assets Count in Community College: Lessons learned from piloting math tasks in a Yucatec Maya school. (July, 2020) *Innovation Abstracts*, 7(25), NISOD, University of Texas Austin.
- Darling, F. (2019). Incorporating cultural assets in Yucatec Maya math classrooms: Opportunities missed? *Journal of Mathematics and Culture*.
- Darling, F. (2017). Outsider indigenous research: Dancing the tightrope between etic and emic perspectives. *Forum: Qualitative Social Research*, 17(3).
- Darling, F. (2012). Book Review: *Maths in the Kimberley: Reforming mathematics in remote indigenous communities* by R. Jorgensen, P. Sullivan, P. Grootenboer, R. Niesche, S. Lerman, and J. Boaler. *International Journal of Multicultural Education*. 14(1).
- Darling, F. (2010). Book Review: *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us* by C. Steele, pp.225. *Linkedin*.

RESEARCH PRESENTATIONS

- Darling, F. (2026, July). Workshop. *Mathematics Has a History, but Not a Single Story: Whose Knowledge Counts in the Story of Math?* 10th European Summer University on History and Epistemology in Mathematics Education (ESU10), Aveiro, Portugal.
- Darling, F. (2026, July). Research Presentation. *Reclaiming Mathematics as a Human Endeavor: Lived Experience, History, and Cultural Epistemologies in Mathematics Classrooms*, 10th European Summer University on History and Epistemology in Mathematics Education (ESU10), Aveiro, Portugal.
- Darling, F. (2026, March). *When Ratio Was Not Number: Recovering Learner Agency through Forgotten Approaches to Proportion in College Remedial Math Courses*. Conference: Lost in Transition: Topics forgotten in the turn to modern mathematics, Seville, Spain.
- Darling, F. (2020, April). Making cultural assets count: Lessons learned from piloting real-life math tasks in Yucatec Maya classrooms. Presented at the *American Educational Research Association (AERA) Annual Conference*, San Francisco, CA.
- Darling, F. (2018, March). Making cultural assets count: Community approaches to problem solving in Yucatec Maya math classrooms. Presented at the *University of California Berkeley Annual Research Conference*, Berkeley, CA.
- Darling, F. (2017, February). Panel member. *Stanford's Navajo Math Circles Screening*, Stanford University, Stanford, CA.

- Darling, F. (2016, November). Is this math? Community approaches to problem solving in Yucatec Maya classrooms. Presented at the *Psychology and Mathematics in Education (PME) North America Conference*, Tucson, AZ.
- Darling, F. (2016, April). ¿Es esta matemática? Dos recursos culturales para resolver problemas comunitarios en un pueblo maya yucateco? Presented at the *Stanford Center for Latin American Studies Lecture Series*, Stanford, CA.
- Darling, F. (2016). Tapping into two Yucatec Maya approaches to problem-solving in the math classroom? Presented at the *Comparative International Education Society (CIES) Conference* in Vancouver, Canada.
- Darling, F. (2016). Making cultural assets count: community approaches to problem solving in Yucatec Maya math classrooms *American Psychological Association Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race Annual Conference* in Stanford, CA.

PUBLICATIONS & PRESENTATIONS FOR A WIDER AUDIENCE

Books:

- Darling, F. (2024) *Empathy Unchained™: Heal Your Trauma, Uplift the World*. Gracepoint Publishing.

Articles/Chapters:

- Darling, F. (2024). Ten ways to end elitism in college math classes, *Inside Higher Ed*.
- Supiano, Beckie. (2019) How to make authentic research experiences widely available. *Teachin' It!* featured in the *Chronicle of Higher Education*.
- Darling, F. (2019). Fair is not equal. *Education Week*. Larry Ferlazzo asks: What is the difference between treating students "fairly" and treating them "equally"? What are some examples of how that looks in the classroom?
- Darling, F. (2019, October 9). Student agency is ownership. *Education Week*. Larry Ferlazzo asks: What is agency and how can teachers encourage its growth among students?
- Community College of Vermont Interview Article About Belonging and Learning (2024) by K. Keszey
- Kirkus Book Reviews (2024). Review of *Empathy Unchained: Heal Your Trauma, Uplift the World*
- Darling, F. (2024). Walk. ...and Live Longer in *The Serenan Newsletter*.
- Darling, F. (2023). Connect to Nature. Breathe More. Live Happier, *The Serenan Newsletter*,
- "What is the best way to respond to educators when they say they don't see race?"(2019). Felicia Darling with *Education Week's* Larry Ferlazzo.
- "How to respond when a colleague says or does something that is racist?" (2019). Felicia Darling with *Education Week* with Larry Ferlazzo.
- Jaschik, Scott (2019). Interview about Teachin' It! *Inside Higher Ed*
- Deadwyler, K.J. & Hammon, R. (2019). Selected Books on Higher Education *Chronicle of Higher Education*
- Supiano, B. (2019) How to Make Authentic Research Experiences Widely Available. *Chronicle of Higher Education*

Presentations/Interviews:

- Darling, F. (2025). Using Diversity- and Equity- Focused Empathy Circles to Promote a Culture of Belonging (a case study in a university math class). Presented at the online *Empathy Center Summit*, Santa Barbara, CA.
- The New College Mindset (May, 2024). Jerica Lamar interviews Felicia Darling about strategies to support first-generation college students.
- Darling, F. (2021). Anti-racist and inclusive instruction: Small moves make big differences for our students. Presented at *Omaha Metropolitan Community College*, Omaha, NE.
- Darling, F. (2020). The Future of Teaching and Learning: Collaborating across institutional divides. Keynote speaker at *Achieving the Dream Conference*, Washington, DC.
- Darling, F. (December, 2019). Radio interview about *Teachin' It!* by host Bob Barrett. *WAMC Northeast Public Radio's The Best of Our Knowledge*.
- Interview, *Education Today*, Kitty Kelly Epstein (2019). *KPFA 94.1FM*
- Interview, *Modern Education*, Ben Woodford (2019). *Stanford's KZSU 90.1FM*

SERVICE TO UNIVERSITY, PROFESSION, & COMMUNITY

- **Coach/Trainer for university faculty/staff** **2015-present**
SRJC/UC Berkeley. Provide workshops to faculty and managers on online instructional strategies, AI, empathy-informed instruction, anti-racism, equity, inclusion, community of learners, active group learning, stereotype threat interventions, communities of practice, mindfulness, and Yoga.
- **Mentor/Recommender/Nominator** **2010-present**
Nominate Black, first-generation-college, Latino, and disabled students and faculty colleagues for several awards and fellowships. Write letters of recommendation for faculty and students less likely to have mentors and networks. Mentor students who might otherwise feel like outsiders on campus.
- **Cultural Liaison** **2022-present**
SRJC. Developed liaison between Universidad Iberoamericana de Ciudad de México and SRJC.
- **FLIP Club Faculty Advisor** **2022-present**
SRJC. Established First-Generation-College, Low-Income (FLIP) Student Club and inaugural Scholarship. Organized FLIP speakers, workshops, events, fundraisers.
- **Faculty Evaluator** **2017-present**
SRJC. Observe and evaluate instruction of probationary, tenure-track, and tenured faculty in classrooms and tutorial centers at two-year university.
- **Lead Instructor/Course Developer.** **2016-present**
SRJC. Oversaw rollout of innovative, inclusive, inquiry-based, group learning pre-statistics course from the Dana Center. Analyzed student achievement data.
- **Book/Article Reviewer** **2011-present**
Review manuscripts on math ed, English learners, anti-racism, and equity for *Journal of Mathematics and Culture*, *Journal of Latinos in Education*, *Forum Qualitative Social Research*, *American Education Research Association (AERA)*, *International Journal of Multicultural Education*, *Routledge Taylor and Francis Group*, *Columbia University Teachers College Press*.
- **Cultural Liaison** **2000-2004**

Northern Vermont University. Established faculty exchange program between Lyndon State College and Thammasat University in Bangkok, 2001.

FELLOWSHIP & GRANT PROJECTS

UC Berkeley Professional Development Fund 2025

UC Berkeley. Awarded grant to collaborate with Native American Pomo groups in the US and Yucatec Maya groups in México to develop trigonometry math tasks that build on indigenous funds of math knowledge (\$3000).

Faculty Fund for Advanced Studies (FFAS) Grant 2024

SRJC. Awarded funds to become facilitator to train faculty on how to use Empathy Circles to create classroom and campus cultures of belonging. Offered professional development on how to use Empathy Circles as a pedagogical tool in constructive classroom conversations at a two-year university (\$5,000).

Faculty Fund for Advanced Studies (FFAS) Grant 2021

SRJC. Completed *Reaching Across Borders* Project. Collaborated with faculty at Universidad Iberoamericana Ciudad de México. Presented on the importance of incorporating students' cultural assets into instruction—especially for historically marginalized students. (\$5,000).

US Department of Employment Grant Project. 2016-2017

Monterey County Office of Education. Contracted with California State University Monterey Bay to provide professional development to local math teachers on equity, growth mindset, and active learning as part of a US Department of Education grant project. Project Director: Joanne Lieberman (\$1.1 million).

National Science Foundation Grant. 2016-2017

Monterey County Office of Education. Submitted NSF grant proposal to train teachers to support of multilingual learners in science and math classes in schools with high percentages of Mexican immigrant students. Partnered with county office of education, local university, and five secondary schools. Funds not awarded. Project Director: Felicia Darling (\$500,000).

Fulbright Garcia Robles Research Grant. 2015-2016

Stanford University. Awarded Fulbright and Stanford Diversity Grant to conduct six-month mixed methods study in México. Documented community assets in a Yucatec Maya village and trained teachers to build on these assets with problem-based tasks to improve engagement and achievement in math classes. Project Director: Felicia Darling, (\$21,000).

Gates Foundation Project. 2015-2016

Stanford University. Summer Algebra School, mixed-methods research project using inquiry-based math and growth mindset to improve success in math among lower-secondary students under-represented in STEM careers. Project Director: Jo Boaler, (\$500,000)

National Science Foundation Project. 2014-2015

Stanford University. RCT project to explore if an online intervention for math teachers reduced opportunity gaps for 8000 students who are Black, Hispanic, disadvantaged, or multilingual learners. Project Director: Jo Boaler, (\$500,000).

Vice Provost Graduate Education Diversity Grant | Duke University Fellowship | Stanford Center for Latin American Studies Grant. 2014-2015

Stanford University. Awarded various grants and fellowships from Stanford University and Duke University to support Maya language course and other research costs associated with research at Maya schools (\$23,000).

National Endowment for the Arts Grant. 2003-2004

Northern Vermont University. Authored federal grant and implemented cultural diversity project to bring hip hop dance culture to 5000 students in rural Vermont schools and colleges. Collaborated with local school districts and university, and local arts council. Project Director: Felicia Darling, (\$22,000).