

University of California San Francisco

CURRICULUM VITAE

Name: Michael Leonardo Foster

Position: TAPS Post-doctoral Scholar and Project Director
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EDUCATION

2006-2007 **Master's of Public Health**, University of California, Berkeley, School of Public Health, Berkeley, CA
Program emphasis: Epidemiology

1995-2002 **Doctorate in Education**, Harvard University Graduate School of Education, Cambridge, MA.
Program emphasis: Administration, Planning and Social Policy for kindergarten through grade twelve education, focusing on social and cultural studies, multicultural education and school reform.

1994-1995 **Master's in Education**, Harvard University Graduate School of Education, Cambridge, MA.
Program emphasis: Administration, Planning and Social Policy for kindergarten through grade twelve education, focusing on social and cultural studies, multicultural education and school reform.

1993-1994 **Master's In Education**, Boston College Graduate School of Education, Chestnut Hill, MA.
Program emphasis: Curriculum, Administration and Special Education with certification to teach grades one through six across all subject areas.

1989-1992 **Bachelor of Arts**, San Francisco State University, San Francisco, CA.
Liberal Studies with an emphasis in social science.
Magna Cum Laude

PUBLICATIONS AND PRESENTATIONS

Foster, M.L. *The Role of Religion and Spirituality in The Lives of Young Black Men Who Have Sex With Men*, Multicultural AIDS Coalition, Jacksonville, Florida, keynote address

Foster, M.L., Kegeles, S.M., Rebhook, G., & Arnold, E., (under review). *Thoughts of Young African American Men Who Have Sex With Men (MSM) About the Role of Religion and Spirituality in Their Lives, From Childhood-to-Adulthood*, AIDS and Behavior.

Foster, M.L. (September 2005). *Personal Reflections*, The Leadership Institute, Santa Fe Indian School, Santa Fe, New Mexico.

Foster, M.L. (August 2005). *Dams and Bridges: TA Providers' View on Attitudinal, Organizational and Utilization Barriers and Facilitators to the Implementation of Evidence-Based HIV/AIDS Prevention Interventions at Black CBOs*, Black Gay Research Summit, People of Color in Crisis, August 3-6, 2005, Brooklyn, New York.

Foster, M.L. (August 2005). *A Year Dedicated To Expansion and Collaboration*, 2004-2005 Annual Report, The Leadership Institute, Santa Fe Indian School, Santa Fe, New Mexico.

Foster, M.L. (June 2005). *The Role of Religion/Spirituality In The Lives of Young Black Men Who Have Sex With Men (YBMSM)*, National HIV Prevention Conference, Center for Disease Control and Prevention Conference, June 12-15, 2005, Atlanta, Georgia.

RESEARCH and EVALUATION

2006-present **Project Director**, Center for AIDS Prevention Studies, University of California, San Francisco, California
I am the current Project Director for a study of the attitudes of Black church leaders (primarily pastors and HIV/AIDS ministries) funded by the University-wide AIDS Research Program (UARP). This project includes initial contact of Black church leaders to explain the nature of the project and enlist their participation in it as interviewees. After the 20 interviews have been conducted, as part of a research team, we will develop codes to explain themes in the data and then do thematic analysis using a qualitative analysis software, Atlas*ti. Findings of this study will be presented at the National and International AIDS Prevention conferences.

2005-present **Independent Consultant**, University of New Mexico School of Law, Albuquerque, New Mexico
Using both qualitative and quantitative research methods, provide feedback on program evaluation reports authored by an independently contracted evaluator. Primary objective is to ensure that the research design, specifically the short-term impacts and long-term outcomes of evaluation reports targeting Hispanic families, communities and schools adequately reflect the programs in action and utilize data in a manner that authentically and holistically reflects the successes and potential areas of improvement at each of the programs. Communicate with various stakeholders, both in person and over the telephone, to discuss intended outcomes of programs and, through secondary analyses, determine the extent to which the evaluation reports reflect programmatic goals. Provide feedback to stakeholders about how to improve said evaluation reports, as program artifacts, by more clearly defining goals, aligning short-term impacts and long-terms outcomes with that goals, and ways to present data to explore various phenomena. Offer feedback aimed at program development and program improvement.

- 2004-2006 **Research Specialist**, Center for AIDS Prevention Studies, University of California, San Francisco, California
Using both qualitative and quantitative research methods, reframe the MPowerment Project (MP), a community-level HIV/AIDS Prevention Intervention, to make it more appropriate to the culturally specific needs of Black men who have sex with men (MSM). This involves a multiple step process, including revising and/or creating data collection instruments to measure underlying constructs, conducting interviews with technical assistance providers for Black community-based organizations (CBOs), as well as interviewing and surveying providers at Black CBOs about the barriers and facilitators of implementing evidence-based interventions at Black CBOs. Database management involves use of Filemaker Pro, and data analysis involves uses Atlas*TI and SPSS
- 2002-present **Independent Evaluator**, Santa Fe Indian School, Santa Fe, New Mexico
Devise methodologically and substantively appropriate approach to measure the learning stemming from participating in institutes meant to connect Indian traditional values and mainstream, Western values, along personal and professional lines. Craft evaluation research questions to assess the most pertinent aspects of participants' learning, design all data collection instrument, collect and analyze all qualitative and quantitative data, and draft final reports. Present findings to all major stakeholders and participate in discussions to plan subsequent institutes based on insights gleaned through the evaluation report.
- 2002-2003 **Associate Research Scientist**, Educational Testing Service, Western Field Office, Concord, California.
Work collaboratively on three different projects aimed at improving teaching and learning throughout California elementary and middle schools. Helped detail research design for each study, craft research questions, design research instruments, collective qualitative data and perform analyses. Helped refine coding rubrics to adequately represent constructs of interest. Engaged in conversations with quantitative researcher to ensure a seamless connection, substantively and methodologically, between this dual-approach study. Participated in intermediate meetings with individuals from the California Department of Education and California Commission on Teacher Credentialing to update them on the status of the study and to respond to any questions or concerns that they raised.
- 1998-2001 **Research Associate**, Education Development Center, Inc., Newton, MA.
Spearheaded evaluation of materials focusing on administrative implications of mathematics reform movement. Created and piloted instruments designed to assess school personnel's' experiences with EDC-hosted programs related to mathematics education reform; refined instruments through conducting interviews regarding subjects' experiences with professional development seminars hosted by EDC in major metropolitan areas such as Chicago, IL, Newark, NJ, Seattle, WA, Phoenix, AZ, Newark, NJ and Austin, TX throughout the year. Coded and analyzed data. Presented findings to curriculum development team to inform subsequent revisions of materials to prepare for publication.
- 1995-1996 **Research Assistant**, Harvard Graduate School of Education, Cambridge, MA.
Used qualitative research methods to create portrait of Dr. Constance Clayton, a long-standing superintendent for Philadelphia Public School District in Pennsylvania. Portrait used as case study for students enrolled in the Urban Superintendents Program at Harvard who were in the process of becoming

Superintendents. Framed research questions, conducted interviews both in Boston, and Philadelphia, coded data and wrote portrait.

1993 **Research Assistant**, Boston College, Chestnut Hill, MA. Conducted literature review on the aftermath of school desegregation in Boston, Massachusetts. Read articles and wrote summary of main points. Discussed themes with principle researcher, Dianne Pullin, dean of School of Education at Boston College, and helped drafts of literature review.

FELLOWSHIPS AND WORK RELATED TO PUBLIC HEALTH CONCERNS

2006-current **Traineeship for AIDS Prevention Studies Post-doctoral Fellow**, Center for AIDS Prevention Studies, University of California, San Francisco, California
As a post-doctoral fellow in the Traineeship in AIDS Prevention Studies (TAPS) program, I am re-focusing my professional trajectory and gaining expertise in HIV/AIDS research and combining behavioral research and epidemiology. My focus area is in program evaluation, particularly emphasizing the adaptation of currently HIV/AIDS prevention models for men who have sex with men (MSM) to be more culturally relevant to African American MSM.

2003-2004 **Center for AIDS Prevention Studies**, University of California at San Francisco, San Francisco, CA. As a member of the Northern Board of Cultural Experts, I participate in discussions to inform curriculum revisions of the MPowerment Model, an HIV Prevention Intervention. Essentially, fellow board members and I discuss ways in which these materials need to be re-considered to be more relevant and credible to the African-American MSM experience. I draw from both my substantive knowledge as well as personal expertise to offer up such insights.

1998-1999 **Policy Department Intern**, AIDS Action Committee, Boston, MA. Spearheaded planning team consisting of numerous department heads, assistants and interns to design AIDS awareness campaign for adolescents attending Boston Public Schools. Outreached Boston Public Schools, on district-wide level, soliciting each school's involvement in the undertaking. Attended bi-monthly meetings to discuss campaign progress, and strategize options for future planning. Contacted administrators from community-based organizations, BPS teachers and principals, and other AIDS service organizations. Made links with various departments at AIDS Action Committee to strengthen campaign.

1998 **Policy Department Intern**, Gay Men's Health Crisis, New York City, NY. Designed and developed educational materials for GMHC clients on Medicaid-to-Managed Care health policy transition. Read various materials and met with department employees to discuss implications of policy changes. Used both interviews and examined statistical data to gain insight on clients' concerns and refined project accordingly. Collaborated with colleagues to outline future direction of project. Attended numerous community meetings of AIDS service organizations and city politicians to better understand the nature of concerns of various constituencies.

TEACHING AND INTERNING WITH CHILDREN AND ADOLESCENTS

- 1996-1997 **Counseling Psychology Intern**, Judge Baker Children's Center, Boston, MA. Worked closely with first and second grade teachers to identify prospective students for counseling and tutorial services. Handled caseload of approximately 25 students, keeping journals to trace each student's progress. Worked with program director, two interns, one site manager and two teachers, collaborating to create program to enhance children's social, emotional and intellectual development. Led students in small groups, pairs, and individual counseling and/or tutorial sessions. Attended weekly meetings with interns placed at various schools and with program director to discuss students' progress.
- 1994 **Practicum Teacher**, Ralph Waldo Emerson School, Roxbury, MA. Assisted third grade teacher with implementation of lessons in all subject areas. Designed and implemented lessons to augment students' understanding of concepts in mathematics and language arts by using a cooperative approach and manipulatives. Placed students in heterogeneous groupings for various activities.
- 1993 **Teacher**, Project 2000, Boston, MA. Volunteered in program spearheaded by Boston College undergraduate and graduate students. Designed and implemented thematically-based lessons in mathematics and language arts for both fourth and fifth grade students at John Marshall Elementary School, a Boston public school. Used group learning to encourage cooperation among students to enhance interpersonal communication skills and social competence in formal and informal activities. Evaluated students' understanding of materials and monitored progress
- 1992-1993 **Intern Teacher/Library Assistant**, San Francisco Day School, San Francisco, CA. Assisted in planning and instruction for second graders. Designed lessons in language arts using whole language approach with modified ability groupings and active, dramatic interpretation of children's literature. Designed lessons in mathematics using manipulatives and cooperative methods as well as independent learning with highly modified ability groupings. Organized approximately 1200 volumes according to Dewey Decimal system.
- 1992 **Intern Teacher**, Choate Rosemary Hall, Wallingford, CT. Assisted instructing ninth and tenth grade students in mathematics and ninth and eleventh grade students in language art classes. Helped students develop skills in mathematics and language arts using a variety of pedagogical approaches. Evaluated students' performances using portfolio assessment technique.
- 1991-1992 **Reading Tutor**, San Francisco Educational Services, San Francisco, CA. Planned and implemented lessons tailored to the individual reading strengths and weaknesses of second and fourth grade students. Designed program to improve and develop literary skills.

PROFESSIONAL AFFILIATIONS

American Evaluation Association (AEA)
 National Council of Supervisors of Mathematics (NCSM)
 American Educational Research Association (AERA)
 Alpha Phi Alpha Fraternity, Incorporated (ΑΦΑ)

RECOGNITION FOR OUTSTANDING SCHOLARSHIP

Exemplary Thesis Proposal, Harvard University (1998)
CBEST Certification (1995)
Top 5% of graduating Master's class, Boston College (1994)
Magna Cum Laude graduate, San Francisco State University (1992)
Phi Eta Sigma Freshmen Honor Society, San Diego State University (1986-present)
Golden Key Honor Society, San Francisco State University (1992-present)
Donovan Scholar, Boston College (1993-1994)
Putting Children First Summer Fellowship, Columbia University Teachers College (1998)

