

Data and Tools Advisory Board

Tina Cheuk, PhD (she/her), California Polytechnic State University, San Luis Obispo



Tina Cheuk is a tenured associate professor of elementary science education at California Polytechnic State University, San Luis Obispo. She brings over 20 years of experience in education, beginning as a public school teacher in New York City and later serving as a Peace Corps education volunteer in Ghana. Her career spans research on science and language learning, serving on state and national advisory boards, and leadership of federally funded initiatives to strengthen teacher preparation. She also advances research, policies, and practices aimed at improving outcomes for student parents in higher education. Cheuk earned her B.S. in chemistry and biochemistry from the University of Chicago and her M.A. and Ph.D in Education Policy from Stanford University.

Ritu Khanna, PhD (she/her), San Francisco Unified School District



Ritu Khanna is the Chief of Research, Planning, and Assessment at San Francisco Unified School District, where she has served for 30 years, including 25 years in her current role. She holds a doctorate in education with a focus on statistics and measurement and has led efforts to promote data literacy and data user among educators, board members, and the broader community. Over the course of her career, she has contributed to numerous research-practice partnerships, taught research and educational statistics at the graduate level, and served on review boards for educational research awards.

Renay S. Mehta (she/her), Chino Valley Chamber of Commerce



Renay Sehgal Mehta is Vice President of the Chino Valley Chamber of Commerce, where she leads regional strategies connecting education and industry through workforce and economic development. She has advanced K-16 initiatives by developing career pathways with schools and colleges, implementing Talent Pipeline Management frameworks, and expanding access to high-demand fields such as healthcare and green energy. Renay has secured and managed over \$1.8 million in funding to strengthen equitable pipelines from education to employment,

including second-chance and justice-involved programs. Renay holds an MBA, a bachelor's degree from UC Riverside, and certifications in Talent Pipeline Management from the U.S. Chamber of Commerce, Public Engagement from Pepperdine University, and Entrepreneurship Center Management. Her leadership has been recognized nationally, including honors as a Top 40 Under 40 Emerging Leader by ACCE and Woman of the Year by Assemblymember Freddie Rodriguez.

Cameron Schmidt-Temple (he/him), UC Berkeley's Center for Educational Partnerships



Cameron Schmidt-Temple is a leader in strategic data initiatives, college access, and social justice-driven research. As a Project Policy Analyst at UC Berkeley's Center for Educational Partnerships, he develops and implements department-wide strategic data initiatives to support first-generation, low-income students of color in accessing and succeeding in higher education. With expertise in data strategy, program assessment, and cross-functional collaboration, Cameron works to ensure that educational organizations effectively serve marginalized communities. Rooted in his experience as

a first-generation college graduate from Oakland, CA, he is committed to disrupting and dismantling systemic inequities in education and leveraging data as a tool for

advocacy and institutional change. Cameron holds a B.A. in Psychology from UCLA and an M.Ed. in Higher Education Policy and Administration from UC Riverside.

Viviana Unda, PhD (she/her), El Camino Community College District



My name is Viviana Unda. I serve as the Director of Institutional Research & Planning at El Camino Community College District. As a higher education leader and research strategist with over 15 years of experience, I specialize in advancing institutional effectiveness through data-informed and equity-driven decision-making. I have driven strategy, led accreditation efforts, and built student-centered solutions that empower diverse populations across California's K-12, community college, and university systems, as well as other U.S. institutions, and

international contexts. I hold a PhD in Applied Linguistics from UCLA, a Master's and dual Bachelor's degree in Linguistics, Spanish Literature, and Secondary Education from Pontificia Universidad Católica de Chile, and I am a Fulbright Fellow and recipient of multiple fellowships.

Winnie Yee (she/her), Graduate Student at University of California, Irvine



Winnie Yee is a PhD student in the School of Education at the University of California, Irvine. Her fields of research are postsecondary education policy and social mobility. Previously, she was a Research Associate at the Federal Reserve Bank at San Francisco, where she wrote about the overoptimism in Federal Open Market Committee forecasts and adjusting the unemployment rate during the COVID-19 pandemic in FRBSF Economic Letters. During her time at the Brookings Institution with the Hamilton Project, she worked on pieces related to COVID-19's impact on the labor force participation rate

for women and school enrollment for young adults. She completed her Masters in Public Policy with a Certificate in Research Methods at the University of Chicago in 2021.