

**Alberto Esquinca**  
**Curriculum Vitae**  
Associate Professor  
Bilingual Education/ ESL

University of Texas at El Paso  
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**EDUCATION**

- Ph.D.**            **University of Southern California, Los Angeles, CA**            **2006**  
                    **Rossier School of Education**  
                    Language, Literacy and Learning Doctoral Program  
                    *Dissertation:*  
                    Academic writing in a corpus of 4th grade science notebooks: An analysis  
                    of student language use and adult expectations the genres of school science.  
                    *Dissertation advisor:* Robert Rueda, Ph.D.  
                    *Distinctions:*  
                    Del Amo Foundation Fellow, 1999  
                    Mellon Foundation Fellow, 2002  
                    Morkovin Dissertation Fellow, 2005-2006
- M.A.**            **University of Southern California, Los Angeles, CA**            **2001**  
                    ***Hispanic Linguistics***  
                    Specialization: Sociolinguistics (language ideologies and attitudes)  
                    *Distinctions:*  
                    Assistant lecturer (merit-based), Dept. of Spanish and Portuguese
- M.A.**            **University of Texas at El Paso**            **1999**  
                    ***Linguistics***  
                    Specialization: Language teaching and sociolinguistics  
                    *Distinctions:*  
                    Teaching assistantship (ESOL instructor), Dept. of Languages and Linguistics
- B.A.**            **University of Texas at El Paso**            **1993**  
                    ***Psychology***

**Research Interests**

- academic literacies (STEM literacies)
- bilingualism and biliteracy
- sociolinguistics and discourse analysis
- border studies and trans-border identities

### **Languages**

<b><i>Spanish</i></b>	My first language. I have taught Spanish as a subject and as the language of instruction. Published academic papers in Spanish
<b><i>English</i></b>	My second language. Most of my scholarly experiences and publications are in this language.
<b><i>Portuguese:</i></b>	Informal, conversational register

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## **RESEARCH, AND SCHOLARLY CONTRIBUTIONS**

### **Forthcoming Book**

de la Piedra, M., Araujo, B, & **Esquinca, A.** *Transfronterizos in schools: The case of a dual language program on the US/Mexico border.* University of Arizona Press.

### **Refereed Publications (\*=student co-author)**

**Esquinca, A.,** & Villa, E. Q. (In press). “You are leaders”: Mentoring Latino/a college students to act and talk like engineers. In T. T. Yuen, E. Bonner, & M. G. ArreguÍ (Eds.), *(Under)Represented Latin@s in STEM: Increasing Participation Through Education and the Workplace.* New York, NY: Peter Lang Publishing.

Mein, E., & **Esquinca, A.** (In press). The role of bilingualism in shaping engineering literacies and identities. *Theory into Practice.*

**Esquinca, A.,** Mein, E., Villa, E., & Monárrez, A.\* (2017). Academic biliteracy in college: borderland undergraduate engineering students’ mobilization of semiotic resources. In D. Palfreyman and van der Walt, C. (Eds.). *Academic biliteracies: Multilingual repertoires in higher education,* (pp. 41-56). Clevedon, UK: Multilingual Matters.

Villa, E., Wandermurem, L.\*, Hampton, E., & **Esquinca, A.** (2016). Engineering Education through the Latina Lens. *Journal of Education and Learning,* 5(4).

- Esquinca, A.**, Araujo, B., & de la Piedra, M. (2014). Meaning making and translanguaging in a two-way dual-language program on the U.S.-Mexico border. *Bilingual Research Journal*, 37, 164–181. doi: 10.1080/15235882.2014.934970
- Mein, E., & **Esquinca, A.** (2014). Bilingualism as a resource in learning engineering on the U.S.–Mexico border. *Action in Teacher Education*, 36, 247-260. doi: 10.1080/01626620.2014.917366
- Esquinca, A.** (2013). Transfronteriza pre-service teachers managing, resisting and coping with the demands of mathematical discourse. *International Journal of Qualitative Studies in Education*, 26(3), 279-300. doi: 10.1080/09518398.2012.762474
- Lesser, L. M., Wagler, A., & **Esquinca, A.** (2013). Survey of native English speakers and Spanish-speaking English language learners in tertiary introductory statistics. *Statistics Education Research Journal*.
- Esquinca, A.** (2012). Tranfronterizos' socialization into mathematical discourse: Capitalizing on language and cultural resources or caught between conflicting ideologies? *International Journal of Bilingual Education and Bilingualism*, 15(6), 669-686. doi: 10.1080/13670050.2012.699947
- Esquinca, A.** (2012). The interplay between biliteracy and multimodality in the socialization experiences of pre-service teachers developing mathematical discourse. *Multilingual Education* 2(4), 1-20. doi: 10.1186/2191-5059-2-4
- Esquinca, A.** (2011). Bilingual college writers' collaborative writing of word problems *Linguistics and Education*, 22(2), 150-167. doi: 10.1016/j.linged.2010.12.006
- Esquinca, A.**, Delgado, E.\* , Sekerci, L.\* , & Rodríguez, G. (2010). Escribiendo danza folklórica mexicana: Resultados de un proyecto de investigación-acción de prácticas de la danza. *Revista Interamericana de Educación de Adultos*, 32(1), 80-97.
- Yaden, D., Rueda, R., Tsai, T., & **Esquinca, A.** (2004) Issues in early childhood education for English learners: Language proficiency assessment, professional development, and the outcomes of early literacy intervention. In O. Saracho and B. Spodek (Eds.) *Contemporary perspectives on language policy and literacy instruction in early childhood education* (p. 215- 242).

**Refereed Proceedings (\*= student co-author)**

- Esquinca, A. & Monárrez, A.\*** (2016). "They never taught us that": Access to mathematics discourse practices among pre-engineering college students. Wood, M. B., Turner, E. E., Civil, M., & Eli, J. A. (Eds.). (2016). *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tucson, AZ: The University of Arizona.
- Esquinca, A., Villa, E., G., Hampton, E., Ceberio, M. & Wandermurem, L.\*** (2015). Latinas' resilience and persistence in computer science and engineering: Preliminary findings of a qualitative study examining identity and agency. In *Frontiers in Education Conference Proceedings (FIE), 2015 IEEE*.
- Esquinca, A., Mein, E., Villa, E., & Monárrez, A.\*** (2014). Bilingualism as a meaning-making resource for learning engineering. *Proceedings of the IEEE Frontiers in Education Conference (FIE)*, p. 736-740.
- Esquinca, A., Villa, E., & Gándara, G.** (2012). Supporting Latino and English language learners' written Communication Skills. *Proceedings of the IEEE Frontiers in Education Conference (FIE)*.
- Esquinca, A. & Kosheleva, O.** (2011). A Case Study of Pre-Service Teachers Writing Mathematics for Teaching in a Second Language, In: L.R. Wiest and T.D. Lamberg (Eds.). *Proceedings of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education PME-NA '2011, Reno, Nevada, October 20-23, 2011*, pp. 1382-1390.
- Esquinca, A. Yaden, D. & Rueda, R.** (2005). Current language proficiency assessments and their implications for preschool, English language learners. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.). *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press.
- Amastae, J., Dajlala, B., Diaz, X., **Esquinca, A.**, Ochoa, S., Porter, P., et al. (1998). Ø hablo: El uso del sujeto en el español fronterizo. In Morúa Leyva, M.C. & López Cruz, G. (Eds.) *Memorias del V Encuentro Internacional de Lingüística en el Noroeste*. Hermosillo, México: Universidad de Sonora.

**Articles Under Review (\*=student co-author)**

Villa, E. Q., **Esquinca, A.**, Wandermurem, L., & Hampton, E. "Is Engineering for Me?": Using social practice theory and narrative analysis to examine engineering identity of Latinas.

Mein, E., **Esquinca, A.**, Monárrez, A.\* & Saldaña, C.\* Building a Pathway to Engineering: The Influence of Family and Teachers among Mexican-origin Undergraduate Engineering Students

### **Other Professional Writing**

**Esquinca, A.** (2008). Ralph Yarborough. In J. Gonzalez (Ed.), *Encyclopedia of bilingual education*. Thousand Oaks, CA: SAGE.

**Esquinca, A.** (2008). Armando Rodriguez. In J. Gonzalez (Ed.), *Encyclopedia of bilingual education*. Thousand Oaks, CA: SAGE.

**Esquinca, A.** (2011). Prefacio. In A. Muro, F. Tedeschi, P. Arnal, L. Jaurrierta & M. Laveaga (Eds.), *Raíces: Libro de preparación para el GED y estudios secundarios*.

### **Refereed National Conference Presentations (\*=student co-author)**

**Esquinca, A.** (2017). Emergent bilinguals doing problem-based learning. Presentation at the Working Conference on Discourse Analysis in Education in Bloomington, IN.

**Esquinca, A.** (2017). Persistent inequalities in leveraging social capital across borders. Paper to be presented at the American Educational Research Annual Meeting in San Antonio, TX.

de la Piedra, M., Araujo, B. & **Esquinca, A.** (2017). "Transfronterizo language and literacy practices as community cultural wealth. Paper to be presented at the American Educational Research Annual Meeting in San Antonio, TX.

**Esquinca, A.** (2016). Neoliberal imaginaries of belonging: Engineering identities in transnational students' texts. Paper presented at the Literacy Research Association Annual Meeting, Nashville, TN.

**Esquinca, A.** & Monárrez, A.\* (2016). "They never taught us that": Access to mathematics discourse practices among pre-engineering college students. Poster presented at the

Annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Tucson, AZ.

**Esquinca, A.**, Villa, E. Q., Wandermurem, L.\*, Hampton, E., & Nuñez, G., (2016, May). *Latinas constructing engineering identities: The role of key people and informal learning activities*. Poster presented at the 2016 Advance Conference. Baltimore, MD.

**Esquinca, A.** (2016). Spanish talk about English text: Transnational college students authoring professional texts. Paper presented at the American Educational Research Annual Meeting in Washington, DC.

**Esquinca, A.** (2016). Life in a transfronterizo school: A narrative approach. Paper presented at the American Educational Research Annual Meeting in Washington, DC.

Mein, E. **Esquinca, A.**, Monárrez, A\*, & Saldaña, C.\* (2016) Building a Pathway to Engineering: Identities and Discourses of Mexican and Mexican-origin College Students. Paper presented at the American Educational Research Annual Meeting in Washington, DC.

**Esquinca, A.** (2015). The Mediation of Professional Identity Construction through Multimodal Texts among Transnational (Transfronterizo) College Students. Paper presented at the American Anthropological Association Annual Meeting, Denver, CO.

**Esquinca, A.** (2015). Designing Professional Identities: Multimodal Resources to Construe Socially Desirable Ways of Being in the World of Engineering. Paper presented at the Literacy Research Association Annual Meeting, Carlsbad, CA.

Villa, E. Q., **Esquinca, A.**, Hsu, P.-L., Wandermurem, L.\*, Hampton, E., Mein, E., Ceberio, M., & Nuñez Mchiri, G. (2015, May). *Latinas' resilience and persistence in computer science and engineering: Findings from a qualitative study examining identity and agency*. Poster presented at the 2015 Advance Conference. Baltimore, MD.

**Esquinca, A.**, Wandermurem, L., Villa, E., & Hampton, E. (2015). "Are you sure engineering is for me?": Latina engineering students' narratives of uncertainty. Round table presented at the American Educational Research Association Annual meeting, Chicago, IL.

**Esquinca, A.**, Mein, E., Monárrez, A.\*, & Villa, E. (2015). Academic biliteracy in college: Borderland undergraduate engineering students' mobilization of linguistic and

semiotic resources. Round table presented at the American Educational Research Association Annual meeting, Chicago, IL.

Villa, E., **Esquinca, A.**, Wandermurem, L.\*, & Hampton, E. (2015). The fence builders: Case studies of Latinas constructing agentive selves toward studying engineering. Round table presented at the American Educational Research Association Annual meeting, Chicago, IL.

**Esquinca, A.** (2014). The multiliterate identities of transfronterizo college students on the US-Mexico border. Paper presented at the Literacy Research Association Annual Meeting as part of the Symposium on Crossing Communicative Borders: Transnational literacies on the US-Mexico borderlands. Marco Island, FL, December, 2014.

**Esquinca, A.**, Wandermurem, L.\*, Villa, Elsa, & Nuñez-Mchiri-Guillermina. (2014). “We are like little quadruplets. We always study together”: Latina Engineering Students Narratives of Resilience. Round table presented at the American Educational Research Association Annual meeting, Philadelphia, PA.

Mein, E., & **Esquinca, A.** (2014). Crossing Communicative Boundaries: The Translingual Practices of Engineering Students on the US-Mexico Border. Round table presented at the American Educational Research Association Annual meeting, Philadelphia, PA.

Hsu, P., Villa, E., Wandermurem, L.\*, **Esquinca, A.** & Nuñez-Mchiri, G. (2014). Cultural Resources Mediating Identity Development of Females in Engineering and Computer Science. Poster presented at the American Educational Research Association Annual meeting, Philadelphia, PA.

Urzúa, A. & **Esquinca, A.** (2013). Attitudes toward CALL: Student and teacher perspectives. Paper presented at the American Association for Applied Linguistics Annual Conference. Dallas, TX, Mar 19, 2013.

**Esquinca, A.** (2013). Agency and identity across national borders: The case of *transfronteriza* pre-service teachers. Paper presented at the American Educational Research Association Annual meeting, San Francisco, CA. Part of a symposium titled Border Literacies: Examining the Biliteracy Practices of *Transfronterizo* Students on the US-Mexico Border.

- Esquinca, A.,** Mein, E, Villa, E., Ortíz, M.\*, Gallardo, R.\*, & Paez, C.\* (2013). Social and Linguistic Capital among *Transfronterizo* Engineering Students on the US-Mexico Border. Paper presented at the American Educational Research Association Annual meeting, San Francisco, CA.
- Esquinca, A.,** Villa, E.Q., & Gándara (2012) *Supporting Latino and English Language Learners' Written Communication Skills*. Paper presented at the Frontiers in Education Conference, Seattle, WA, Oct. 5, 2012
- Esquinca, A.,** Villa, E.Q., & Gándara, G. (2012) *Using collaboration and cooperation in developing effective writing for engineering majors*. Paper presented at the Sun Conference. El Paso, TX
- Esquinca, A.,** Villa, E.Q., Gándara, G. (2012). *Using learning theory for course re-design: A University Seminar class to launch skills development for 21st century engineering*. Paper presented at the American Society of Engineering Educators (ASEE) Gulf Southwest Conference Annual Conference. El Paso, TX.
- Esquinca, A.** (2011). *Crossing borders in Mathematics and Literacy Development: The biliterate experiences of pre-service teachers in a borderland university*. Paper presented at the Literacy Research Association Annual Conference, St. Petersburg, FL.
- Esquinca, A.** & Kosheleva, O. (2011). *A case study of pre-service teachers writing mathematics for teaching in a second language*. Paper presented at the 33<sup>rd</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. Reno, NV.
- Esquinca, A** & Delgado, E.\* (2011). Community Mexican *folclórico* dance group as a hybrid space of learning/ leisure. Paper presented at the Annual CIRCLE Conference, El Paso, TX.
- Esquinca, A.** (2011). *Biliterate college students writing word problems collaboratively*. (2011). Paper presented at the American Educational Research Association Annual meeting, New Orleans, LA.
- Esquinca, A.** (2010). *Meaning-making resources bilingual pre-service teachers use to develop the specialized discourse of math*. Paper presented at the American Educational Research Association Annual meeting, Denver, CO.



**Esquinca, A.** (2010) Emerging biliteracy in college math: Collaborative writing of a math problem. Paper presented at the American Association of Applied Linguistics Annual meeting, Atlanta, GA.

**Esquinca, A.** (2009). *Pre-service teachers' written communication of math understanding in a second language: What are the language demands?* Paper presented at the Second Language Writing Symposium, Phoenix, AZ

**Esquinca, A.** (2009). *Bilingual pre-service teachers' development of the discourse of mathematics: A word problem example.* Poster presented at the American Educational Research Association Annual meeting, San Diego, CA.

**Esquinca, A.** (2009). *Is a writing-to-learn science curriculum conducive to the development of Science Explanations in 4th grade? A case study.* Poster presented at the American Educational Research Association, San Diego, CA.

**Esquinca, A.,** Kephart, K., Mangelsdorf, K., & Becker, P. (2008). *On the starting line: Experiences in a faculty-centered writing initiative.* Paper presented at the International Writing Across the Curriculum Conference, Austin, TX.

Kephart, K. & **Esquinca, A.** (2006). *Practical ideas for raising secondary students' language awareness.* Presented at the A Better Beginning Conference, El Paso, TX.

**Esquinca, A.** (2003). *Current language proficiency assessments and their implications for preschool English language learners.* Paper presented at the VI International Symposium on Bilingualism, Tempe, AZ.

**Esquinca, A.** (2001). *Attitudes toward Spanish, English and Spanish/ English code switching.* Paper presented at the National Association of Chicana and Chicano Studies, Tucson, AZ.

**Esquinca, A.** (1998). *Changing Language Attitudes on the US/ Mexico border.* Paper presented at the Linguistic Association of the Southwest, Tempe, AZ.

Amastae, J, **Esquinca, A.,** Dajlala, B., Ochoa, S. (1998). *Ø hablo: El uso del sujeto en el español fronterizo,* Paper presented at the V Encuentro Internacional de Lingüística en el Noroeste, Hermosillo, Mexico

### **Refereed International Conference Presentations**

**Esquinca, A.** and Villa, E. (2017). “Ustedes son líderes:” Prácticas de mentoría en la carrera para ingenieros latinxs. Presentado en el 14vo Simposio Interamericano de Ethnografía y Educación. Ciudad Juárez y El Paso, Texas. Septiembre 2017.

**Esquinca, A.** (2009). *A case study of school math genres in the US/ Mexico border*. Paper presented at the Conference on Education Labor and Emancipation, Salvador, Brazil.

**Esquinca, A.,** Mein, E., Villa, E., & Monárrez, A.\* (2014). *Bilingualism as a meaning-making resource for learning engineering*. Paper presented at the Frontiers in Education, Madrid, Spain.

**Esquinca, A.,** Delgado, E.\* & Sekerci, L. (2010). Escribiendo danza folclórica mexicana: Una investigación-acción sobre prácticas letradas. Paper presented at the Latin American Studies Association Annual Meeting, Toronto, ON.

**Esquinca, A.** (2009). *A case study of school math genres in the US/ Mexico border*. Paper presented at the Conference on Education Labor and Emancipation, Salvador, Brazil.

### **Manuscripts (In preparation)**

**Esquinca, A.** Designing Professional Identities: Multimodal Resources to Construe Socially Desirable Ways of Being in the World of Engineering

**Esquinca, A.** Ideologies of language and design: Engineering identities in transnational students’ texts

**Esquinca, A.** Leveraging social capital across borders: A study of transnational student’s identities

Wilson-Lopez, A., Tucker-Raymond, E., **Esquinca, A.** & Mejía, A. The literacies of design: Studies of equity and imagination with engineering and making

### **Current research projects**

- Working with English Learners Doing Engineering Design (WELDED)
- Broadening Participation in Engineering: Understanding Latina/o Persistence In and Beyond the Degree
- Developing Evidence-Based Learning Communities in STEM Gateway Courses: Increasing Persistence and Timely Completion of STEM
- Literacy for Engineering Access and Participation Conference (LEAP)

### **Guest Presentations in Classrooms and Departmental Colloquia**

Bach, A. and **Esquinca, A.** (2017). Research detours and roadblocks. Presented at the Ethnography of Languages, Literacies and Learning Lab (EL3) Fall Coloquio Series.

**Esquinca, A.** (2017). Ethnographic methods to research language and literacy practices in a study of Latinx college engineering students. Invited presentation in Dr. Katherine Mortimer's Ethnography of Language doctoral class, October 2017.

**Esquinca, A.** (2015). The Mediation of Professional Identity Construction through Multimodal Texts among Transnational (Transfronterizo) College Students. Invited presentation in Dr. Katherine Mortimer's Ethnography of Language doctoral class, October 2015

**Esquinca, A.** (2014). The multiliterate identities of transfronterizo college students on the US-Mexico border. Invited presentation in Dr. Mayte de la Piedra's Master's class, December 2014.

**Esquinca, A. & Wandermurem, L.** (2014). We are like little quadruplets: Latina Engineering Students Narratives. Presentation in the Ethnography of Language, Literacy and Learning (EL3 lab). March 2014.

**Esquinca, A.** (2010). Biliterate teachers' writing word problems. Invited presentation in Dr. Patrick Smith's doctoral seminar on Biliteracy and Academic Development (TED 6301) November 2010 and April 2011

**Esquinca, A.** (2010). How Writers Draw on their First Language in Writing Mathematics. Presentation at EDUCAR Colloquia, University of Texas at El Paso, February 2010

**Esquinca, A.** (2008). Borderland Pre-service Teachers Use of Math Discourse, Presentation at TED Colloquium, University of Texas at El Paso, December 2008

**Esquinca, A.** (2006). Working with English Language Learners, Brown bag session for novice teachers. University of Texas at El Paso, November 2006

### **WRITING WORKSHOPS FOR COLLEGE FACULTY**

**Esquinca, A., Kephart, K., Manglesdorf, K. and Perillo, J.** *Writing in the disciplines.* Teachers for a New Era Faculty Writing Seminar Series. El Paso, TX. August 23, 2007.

[http://www.academics.utep.edu/Portals/1559/docs/resources/2007Seminars/20070823-Writing\\_in\\_Disciplines\\_Seminar.ppt](http://www.academics.utep.edu/Portals/1559/docs/resources/2007Seminars/20070823-Writing_in_Disciplines_Seminar.ppt)

**Esquinca, A.** and Kephart, K. *Modeling good writing for students*. Teachers for a New Era Faculty Writing Seminar Series. El Paso, TX. November 16, 2007.  
[http://www.academics.utep.edu/Portals/1559/docs/resources/2007Seminars/20071116-Modeling\\_Good\\_Writing.ppt](http://www.academics.utep.edu/Portals/1559/docs/resources/2007Seminars/20071116-Modeling_Good_Writing.ppt)

Evans, J., **Esquinca, A.** & Kephart, K. *From assignment to assessment: Prompting students to write well*. Teachers for a New Era Faculty Writing Seminar Series. El Paso, TX. September 20, 2007. <http://academics.utep.edu/Portals/1559/docs/resources/2007Seminars/20070920-Assign-Assess-PromptStudents.ppt>

Kephart, K., **Esquinca, A.** & Evans, J. “*You mean someone’s going to read this?*” *Developing students’ awareness of audience* Teachers for a New Era Faculty Writing Seminar Series. El Paso, TX. January 31, 2008

Evans, J. & **Esquinca, A.** “*You mean someone’s going to read this?*” *Developing students’ awareness of audience*. Teachers for a New Era Faculty Writing Seminar Series. El Paso, TX. February 19, 2009

Co-organizer of seminar titled *Preparing teachers to talk about language*, presented by Dr. Mary Schleppegrell, March 2008 (with Kerrie Kephart)

### PROFESSIONAL DEVELOPMENT FOR TEACHERS

**Esquinca, A.** and de la Piedra, M. (2017). Emergent findings from a study of the integration of engineering design modules in elementary school. Canutillo Independent School District, November 29, 2017.

Mein, E., Darrington, A. and **Esquinca, A.** (2014). Write for Texas: Who Are Our Students As Writers? Clint Independent School District, October 2, 2014.

Mein, E. and **Esquinca, A.** (2014). Write for Texas: Purposeful Persuasive Writing. Clint Independent School District, October 2, 2014.

**Esquinca, A.** (2014). Write for Texas: Academic language and emergent bilinguals. Clint Independent School District, October 9, 2014.

**Esquinca, A.** (2014). Write for Texas: From Assignment to Assessment: Writing Original Prompts. Clint Independent School District, October 30, 2014.

## GRANTS AND FELLOWSHIPS

### External Grants Funded

Agency: National Science Foundation  
Project title: Broadening Participation in Engineering: Understanding Latina/o Persistence In and Beyond the Degree  
Project dates: 09/01/2017 to 08/31/20  
Collaborators: Elsa Villa and Erika Mein  
Role: Principal Investigator  
Total award: \$456,076

Agency: U.S. Department of Education  
Project title: Developing Evidence-Based Learning Communities in STEM Gateway Courses: Increasing Persistence and Timely Completion of STEM  
Project dates: 10/1/2016-09/30/2019  
Collaborators: Elsa Villa (PI), Erika Mein, Christina Convertino, Maria Mariani, Art Duval, Peter Golding, Julian Viera  
Role: CoPI  
Total award: \$689,243

Agency: National Science Foundation  
Project title: Literacy for Engineering Access and Participation Conference (LEAP)  
Project dates: 9/1/16-8/31/18  
Collaborators: Eli Tucker-Raymond, Amy Wilson-Lopez, Joel Alejandro Mejía  
Role: CoPI (subcontract)  
Total award: \$184,627

Agency: U.S. Department of Education  
Project title: The Hispanic Engineering Leadership Institute (HELI): A Model for 21<sup>st</sup> Century Engineering  
Project dates: October 1, 2011 to September 30, 2014  
Collaborators: Drs. Elsa Villa, Peter Golding (P.I), Erika Mein, and Patricia Nava  
Total award: \$615,105

Agency: National Science Foundation  
Project title: GSE/RSE: Latinas in Computer Science and Engineering: A Qualitative Study Examining Identity and Agency for Resilience and Persistence  
Project dates: 9/1/2012 to 8/31/2015  
Collaborators: Drs. Elsa Villa (P.I.), Patricia Nava, Gina Nuñez-Mchiri, Pei-Ling

Hsu and Martine Ceberio

Total award: \$524,960

**Submitted grants (Not funded; External)**

Agency: Department of Education (IES)  
Title: Working with English Learners Doing Engineering Design (WELDED)  
Submitted: 08/04/16  
Project dates: 8/1/2017-7/31/2021  
Role: Principal Investigator  
Collaborators: Katherine Mortimer, María Teresa de la Piedra, Joel Alejandro Mejía  
Proposed award: \$1,100,788

Agency: National Science Foundation  
Title: Broadening Participation by Working with English Learners Doing Engineering Design  
Role: Principal Investigator  
Collaborators: Katherine Mortimer, María Teresa de la Piedra, Joel Alejandro Mejía  
Requested : \$499,180

Agency: Department of Education (IES)  
Title: WELDED: Working with English Learners Doing Engineering Design.  
Submitted: 08/05/15  
Collaborators: Drs. María Teresa de la Piedra and David Carrejo  
Requested: \$1,106,776

Title: SYSTEMS: Studying Youth in Science, Technology, Engineering, & Mathematics (STEM) in K-5 Schools  
Submitted: 10/16/14  
Role: Principal Investigator  
Collaborators: Erika Mein, David Carrejo, Elsa Villa, María Teresa de la Piedra, Peter Golding  
Requested: \$439,807

Agency: U.S. Department of Education  
Title: Redes for learning: Pathways to school readiness and success for young English learners  
Submitted: 04/14/14  
Role: Co-PI  
Collaborators: Elena Izquierdo (PI), Maria de la Piedra, Erika Mein, Katherine Mortimer, David DeMatthews  
Requested: \$3,451,172

Agency: National Science Foundation  
Title: SYSTEMS: Studying Youth in Science, Technology, Engineering, & Mathematics (STEM) in K-5 Schools  
Submitted: 12/9/13  
Role: CoPI  
Collaborators: Elsa Villa (PI), Erika Mein, Maria de la Piedra  
Requested: \$449,736

Agency: National Science Foundation  
Project title: BP: Creating Gateways to Participation in Computer Science for Adolescent and Adult English Language Learners  
Role: CoPI  
Submitted: 04/01/12  
Collaborators: Drs. Martine Ceberio (P.I), María de la Piedra and Alfredo Urzúa-Beltrán  
Requested: \$598,147

Agency: Google Foundation  
Project title: Researching Teaching and Learning in Engineering: Developing Hispanic Engineers in a 21<sup>st</sup> Century Globalized World  
Role: Principal Investigator  
Submitted: 08/02/2011  
Collaborator: Elsa Villa  
Requested: \$45,556

Agency: National Science Foundation  
Title: SYSTEMS: Studying Youth in Science, Technology, Engineering, & Mathematics (STEM) in K-5 Schools  
Submitted: 12/9/13  
Role: CoPI  
Collaborators: Elsa Villa (PI), Erika Mein, Maria de la Piedra  
Requested: \$449,736

Agency: National Science Foundation  
Title: Retaining Hispanic Women in Engineering: An Examination of Social Networks, Identity Development, and Academic Success  
Submitted: 01/22/13  
Role: CoPI  
Collaborators: Erika Mein (PI), Elsa Villa, Katherine Mortimer, Martine Ceberio  
Requested: \$315,640

**Funded Research Grants (Internal)**

Granting agency: College of Education (UTEP) Dean's Office  
Project: Graduate Assistantship  
Dates: Summer 2017  
Student: Lidia Herrera-Rocha

Granting agency: College of Education (UTEP) Dean's Office  
Project: Graduate Assistantship  
Dates: 2017-2018  
Student: Lidia Herrera-Rocha

Granting agency: College of Education (UTEP) Dean's Office  
Project: Graduate Assistantship  
Dates: 2016-2017  
Student: Claudia Saldaña

Granting agency: College of Education (UTEP) Dean's Office  
Project: Research Incentive Funds  
Dates: Summer 2016  
Amount: \$2,000

Granting agency: State of Texas Research Enhancement Program (University Research Initiative).  
Project title: Pre-Service Teachers' Use of Two Languages in Math Conceptual Development.  
Project dates: September 1, 2007 to August 1, 2008  
Total award: \$3,305.00

Granting agency: UTEP Office of Research and Sponsored Projects  
Project title: Interdisciplinary Team: Research on Identity and Participation in Science, Technology, Engineering & Mathematics (STEM)  
Project dates: February 2, 2012 to January 31, 2013  
Collaborators: Drs. Elsa Villa, Erika Mein, Martine Ceberio, Eric Hagedorn, Pei-Ling Hsu and Gina Nuñez-Mchiri  
Total award: \$20,000

Granting agency: UTEP Office of Research and Sponsored Projects  
Project title: Writing on the Border: Establishing an Interdisciplinary Team to Promote Effective Writing Pedagogy for Culturally and Linguistically Diverse Students



Collaborators:	Drs. Carol Brochin-Ceballos, Erika Mein, Kate Manglesdorf, Keith Erikson and Ms. Patricia Armendáriz
Project dates:	February 28, 2012 to June, 30, 2013
Total award:	\$5,000
Granting agency:	UTEP College of Education Summer Incentive Funds
Project title:	Bilingual education and mathematics (funding for a graduate student)
Project dates:	October 16, 2008 to August 31, 2009
Total award:	\$5,000

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## TEACHING EXPERIENCE

Current appointment: Associate Professor, Bilingual Education/ESL  
 Department of Teacher Education at the University of Texas at El Paso  
 Division of Literacy/ Biliteracy, Bilingual Education and Sociocultural Studies

### **Courses taught at the University of Texas at El Paso (Teacher Education)**

#### *Undergraduate*

- Sheltered ESL Instruction (BED 4343) (both face to face and online)
- Principles of Bilingual/ ESL Education (BED 4340) (online)

#### *Master's*

- Teaching Content in Spanish (BED 5334) - (*course taught fully in Spanish*) [face to face, online, hybrid]
- Sheltered English Instruction for Educators (BED 5343) (both face to face and online)
- Survey Issues in Bilingual/ Second Language Acquisition (BED 5331)
- Academic languages and literacies (Special topics)

#### *Doctoral*

- Biliteracy and Academic Development (TED 6301)
- Doctoral Seminar in Educational Research (TED 6396)
- Research Trends in Bilingual Education/ ESL (TED 6300)

### **Course creation/ development at the University of Texas at El Paso (Teacher Education)**

#### *Doctoral*

- Biliteracy and Academic Development (TED 6301)
- Doctoral Seminar in Educational Research (TED 6396)
- Research Trends in bilingual education/ ESL (TED 6300)

#### *Master's*

- Academic Languages and Literacies (Special topics)

- Teaching Content in Spanish (BED 5334)
- Sheltered English Instruction for Educators (BED 5343) (online)

### ***Other University Teaching Experience***

**Virtual teaching exchange** in collaboration with colleagues at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) (2008)

**Adjunct lecturer** at Loyola Marymount University (Westchester Campus in Los Angeles), taught Theories of Second Language Acquisition in the Dept. of Education (Spring 2002)

**Teaching assistant** at University of Southern California (Los Angeles), assisted professors Elaine Andersen and Edward Finegan in the Dept. of Linguistics (Spring 2001)

**Visiting lecturer** at the Universidad Autónoma de Ciudad Juárez (México) taught a seminar in Language and Culture (Winter 2000)

**Co-instructor** of Spanish for Social Workers at University of Southern California (Los Angeles) with Professor Ramon Salcido at the School of Social Work (2002-2003)

**Co-instructor** of Phonology at the Universidad Autonomy de Ciudad Juárez (México) with Professor Jon Amastae (UTEP)

**Assistant lecturer** at the University of Southern California (Los Angeles) taught a course for doctoral students in Spanish for Reading Knowledge Instructor, Dept. of Spanish & Portuguese (2005)

**Study Skills Instructor** at the Tutoring & Learning Center at the University of Texas at El Paso (taught courses in English and Spanish and prepared students for the TASP) (1995-1997)

### ***Language Teaching Experience***

**Assistant lecturer** (Basic Spanish, all levels), University of Southern California (Los Angeles), Department of Spanish & Portuguese (1999-2005)

**Adjunct lecturer** (Basic Spanish), Citrus Community College (Glendora, CA) in the Department of Foreign languages (2001-2002)

**Teaching assistant (English as a Second language (ESL) instructor** at the University of Texas at El Paso, Dept. Languages and Linguistics (1997-1999)

**ESL Instructor** at the Universidad Autónoma de Ciudad Juárez, Centro de Lenguas (1995-1997)

**ESL Instructor**, Border Linguistics Services on site in Ciudad Juárez maquiladora plants (1995-1997)

### ***Other professional experience***

**Research associate** for a planning grant Professors Robert Rueda (USC) and Allison Bailey (UCLA) and David Yaden (University of Arizona) observing early childhood program in Los Angeles bilingual program on Skid Row (2006)

**Consultant (Language Specialist)** for Hablamos Juntos National Program Office, an office funded by a grant from the Robert Wood Foundation, dedicated to addressing disparities in service delivery for Latinos in health care (2005- 2006)

**Research assistant (translator)** for Professor Nelly Stromquist at the University of Southern California; translated professor Stromquist's book from Spanish to English

**Translator** at the Universidad Autónoma de Ciudad Juárez (Mexico), Centro de Lenguas; translated various documents (1994).

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## SERVICE ACTIVITIES

### Service to the Department of Teacher Education

- **Chair:** Graduate Program Committee (2015-17)
  - Achievements: Approval of Dual Language Certificate
- **Member:** Peer Evaluation Task Force (2014-15)
- **Member:** TED Graduate Studies Committee (2013)
- **Member:** TED Website Improvement Task Force (2014-15)
- **Member:** Comprehensive Exam Alternatives Committee (2011)
- **Member:** Re-design of Bilingual Education 4343 committee (2010-2011)
- **Founding Member:** Faculty Writing Group (2008 to 2013)
- **Member:** Early Childhood Search Committee (2008)

### Service to Teaching, Learning and Culture Doctoral Committee

- **Member:** TLC Doctoral Program Committee (2014-2017)
- **Active faculty:** Ethnography of Languages, Literacies and Learning Lab (EL3)
- **Member:** Doctoral student external funding Task Force (2014-15)
- **Member:** Conflict resolution Task Force (2014-15)
- **Member:** Doctoral student competencies Task Force (2014-15)

### Service to the College of Education

- **Member:** Tenure and Promotion Committee (2016-2018)
- **Chair:** Reorganization committee on research bodies (2015)
- **Division representative:** Reorganization Committee (2015)
- **Member:** Honors and Awards Committee (2009)
- **Member:** Strategic Plan Committee (2011)
- **Founding member:** Educational Collective for Academic Research (EDUCAR) (2008)

### **Service to the University**

- **Member:** University Faculty Senate (2014-2016)
- **Founding member:** University Writing Initiative (Teachers for a New Era) (2006)
- **Member:** Graduate Scholarship Committee (COE Representative) (2013-2015)
- **Member:** Morrow Award Committee (COE Representative) (2013)
- **Member:** University Research Initiative Committee (COE Representative) (2014-16)

### **Service to the Profession**

- **Consultant** with bilingual professionals for the revision of Spanish TEKS (2017)
- **Panel Reviewer** for National Science Foundation (2015)
- **Reviewer** of book proposals Corwin Press (2010-2012)

#### *Reviewer of journal manuscripts*

- **Reviewer** of manuscripts Bilingual Research Journal (2015-2017)
- **Reviewer** for Association of Mexican American Educators Journal (Spring 2017)
- **Reviewer** for Social Science Journal (Spring 2017)
- **Reviewer** for Issues in Childhood Education (Fall 2017)
- **Reviewer** of manuscripts Journal of Literacy (2013-2014)
- **Reviewer** of manuscripts Educational Researcher (2011)
- **Reviewer** of manuscripts Issues in Teacher Education (2009)
- **Reviewer** of manuscripts International Journal of Multilingualism (2012)
- **Reviewer** of manuscripts Journal of Border Education (2007)
- **Reviewer** of manuscripts TABE Journal (2011)

#### *Reviewer of conference presentations*

- **Proposal reviewer** for Simposio Interamericano de Etnografia Educativa (Spring 2017)
- **Reviewer** of proposals Literacy Research Association (2016)
- **Reviewer** of proposals PME-NA (2016)
- **Reviewer** of proposals Hispanic SIG, American Educational Research Association (2010)
- **Reviewer** of proposals Bilingual Education Research SIG, American Educational Research Association (2011)
- **Reviewer** of proposals Division G (Social Context of Education), American Educational Research Association (2011)
- **Reviewer** of proposals Division G (Social Context of Education), American Educational Research Association (2012)

## **PROFESSIONAL DEVELOPMENT**

- *Border Crossing Research Visioning Meeting*. Josiah Heyman, Center For Inter-American and Border Studies (CIBS), (organizer), September 16, 2016
- *Collaborative Institutional Training Initiative*. Research training, January 2016
- *Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens*. Nancy Hornberger, Project LEAD, February 13, 2014.
- *Reparable harm: Fulfilling the unkept promise of educational opportunity*. Laurie Olsen, Project LEAD, March 3, 2014.
- *What DOES Language Have to Do With It?!: Understanding and Developing Advanced Language and Literacy in Math and Science*. Katherine Richardson Bruna, Project LEAD, February 21, 2014.
- *Translanguaging for Social Justice: Rethinking Bilingualism in Education*. Ofelia García, Project LEAD, February 5, 2013.
- *Narrative Inquiry in Educational Research*. Dr. Colette Dauite, day-long institute at the American Educational Research Association Conference, San Francisco, 2013
- *Curriculum Mapping Workshop*. September 5, 2014.
- *Affinity Research Group (ARG) training*. Took a two-day intensive workshop on ways to involve students in research activities led by Dr. Ann Gates and Dr. Elsa Villa, University of Texas at El Paso, June 2012
- *NVivo8 Training*. Two-day workshop on this qualitative data analysis package. University of Texas at El Paso, May 2009
- *Preparing teachers to talk about language*. A day-long seminar with Dr. Mary Schleppegrell, March 2008
- *Ethnography Seminar*. A week-long seminar with Dr. Concha Delgado-Gaitán on ethnography research and theory, April 2007
- *English Language Development Conference*. A two-day conference at Boston College in Boston, MA, on Academic language, Keynote speakers Kris Gutiérrez, Elizabeth Moje and Mary Schleppegrell, September 2007
- *UTEP Digital Academy*. Two-day hands-on training for UTEP faculty on online course design. University of Texas at El Paso, May 2007
- *UT Telecampus Training*. Two-day lecture on online course development. University of Texas at Austin, October 2006

## **PROFESSIONAL MEMBERSHIPS**

American Association of Applied Linguistics (AAAL)  
 Literacy Research Association (LRA)  
 American Educational Research Association (AERA)  
 Latin American Studies Association (LASA)  
 American Anthropological Association (AAA)

## DOCTORAL STUDENTS AND MENTORSHIP

### ***Committee membership***

Angélica Monárrez (committee member, TLC, graduated)  
Luciene Wandermurem (committee member, TLC, graduated)  
Julian Viera (committee member, TLC, graduated)  
Carlos Castañon (committee member, EDLF, graduated)  
Myshie Pagel (committee member, PhD in English Rhetoric and Writing Studies, graduated)  
Jessica Valles (committee member, Master's in Speech Language Pathology, graduated)  
Elizabeth M. Wilcoxon (committee member, Master's in Linguistics, graduated)  
Susan Clark (committee member, TLC, ABD)  
Nora Paugh (committee member, TLC, ABD)  
Gaby Dolsa (committee member, TLC, ABD)  
Roque Aguon (committee member, TLC)  
Anabell Sahr (committee member, TLC)  
Lidia Herrera-Rocha (committee member, TLC)  
Selfa Alejandra Chew (committee member, TLC)

### ***Advisees***

Jessica Slade (Chair, TLC)  
Rocio Acevedo (Chair, TLC)  
Laura Mendoza (major advisor, TLC)  
Luisa Ruiz Mendoza (major advisor, TLC)

### ***Doctoral students in current research projects***

Lidia Herrera-Rocha  
Diana Camberos  
Helena Muciño

### ***Doctoral students in past research projects***

Jesus Aguirre  
Rocío Gallardo  
Mayra Ortiz  
Claudia Saldaña

### ***Master's Students in past research projects***

Edna Delgado  
Lynda Sekerci  
Selene Díaz  
Melissa Santos

### ***Mentoring***

Fernando Rodríguez (University of Minnesota, ABD)  
Dr. Katherine Mortimer, UTEP

## SYNERGISTIC ACTIVITIES

1. Co-organizer of the Literacy for Engineering Access and Participation Conference (LEAP) (2017) which brought an interdisciplinary group of experts to propose an agenda for research at the intersection of literacy, engineering education and equity
2. Partnership with Congressman Silvestre and Carolina Reyes Elementary School (Canutillo Elementary School) to investigate and foment engineering design in dual language classrooms
3. Faculty Participant in Write for Texas, a professional development initiative for secondary writing instruction (2014-2015)
4. Co-leader faculty workshops focused on providing UTEP faculty with tools to promote writing in college

## MASS MEDIA PRESENCE

- ***UTEP Education Researchers Awarded NSF Grant***  
[http://news.utep.edu/utep-education-researchers-awarded-nsf-grant/Bilingual Education](http://news.utep.edu/utep-education-researchers-awarded-nsf-grant/Bilingual%20Education)
- ***Professor Promotes Equity in Engineering, UTEP News, January 2017***  
<http://news.utep.edu/bilingual-education-professor-promotes-equity-in-engineering/>
- ***UTEP professor to organize conference, El Paso, Inc, January 2017***  
[http://www.elpasoinc.com/news/business\\_announcements/article\\_50f36dac-e4b1-11e6-b818-abec63856e20.html](http://www.elpasoinc.com/news/business_announcements/article_50f36dac-e4b1-11e6-b818-abec63856e20.html)
- ***NSF awards grant to Center for Research in Engineering and Technology Education, El Paso, Inc, October 2012***  
[http://www.elpasoinc.com/news/border\\_business/article\\_8465e89a-2205-11e2-8123-001a4bcf6878.html](http://www.elpasoinc.com/news/border_business/article_8465e89a-2205-11e2-8123-001a4bcf6878.html)

## HONORS RECEIVED

- Morkovin Dissertation Fellow, 2005-2006, University of Southern California
- Recognition for Outstanding Efforts in Securing Extramural Funding. Office of Research and Sponsored Projects. September 2017, University of Texas at El Paso.