

## Amy J. Bach

Associate Professor of Literacy/Biliteracy Education  
Department of Teacher Education, College of Education  
University of Texas at El Paso  
500 West University Avenue  
El Paso, TX 79968  
(915) 747-5791, [ajbach@utep.edu](mailto:ajbach@utep.edu)

### EDUCATION

- Ed.D. University of Pennsylvania, Graduate School of Education, Reading/Writing/Literacy, 2010
- M.A. Teachers College, Columbia University, Teaching English to Speakers of Other Languages, 1998
- B.A. University of Wisconsin–Madison, Spanish Language and Literature, with Honors, 1994

### CURRENT POSITION

- |                |   |
|----------------|---|
| 2022 – present | Associate Professor of Literacy/Biliteracy Education, Department of Teacher Education, University of Texas at El Paso           |
| 2024 – 2026    | Provost's Faculty Fellow for Community Engagement   |
| 2014 – 2024    | Co-Director, Ethnography of Languages, Literacies, and Learning (EL3) Lab, College of Education, University of Texas at El Paso |
| 2014 – 2022    | Assistant Professor of Literacy/Biliteracy Education, Department of Teacher Education, University of Texas at El Paso           |

### PREVIOUS ACADEMIC POSITIONS

- |             |  |
|-------------|--|
| 2010 – 2012 | Geraldine R. Dodge Postdoctoral Fellow, Clement A. Price Institute on Ethnicity, Culture, & the Modern Experience, Rutgers University-Newark |
| 2008 – 2009 | Visiting Scholar, School of Communication and Theater, Temple University   |

### RESEARCH

*Peer-reviewed books under contract*

- McWilliams, J.A., Bierbaum, A., **Bach, A.J.**, & Simon, E. (Manuscript under contract, under review). *Schools for sale: Disinvestment, dispossession, and school building reuse in Philadelphia*. University of Chicago Press.

*Peer-reviewed articles*

- †Jacobson, B. & **Bach, A.J.** (2022). Neoliberal logics: An analysis of Texas' STAAR exam writing prompts. *Journal of Literacy Research*, 1-23.
- Bach, A.J.** (2020a). Education in citizenship on the U.S./Mexico border: The language and literacy instruction of emergent bilingual transfronterizx students. *Anthropology & Education Quarterly*, 51(2), 233-252.
- Bach, A.J.** (2020b). Vulnerable youth in volatile times: Ethical concerns of doing visual work with transfronterizx youth on the U.S./Mexico border. *Review of Education, Pedagogy, and Cultural Studies*, 42(3), 198-216.
- Bach, A.J.** (2020c). High-stakes, standardized testing and emergent bilingual students in Texas: An overview of study findings and a call for action. *Texas Journal of Literacy Education*, 8(1), 18-37.
- Bach, A.J.**, McWilliams, J.A., & Simon, E. (2019). "This is about racism and greed": Photographs of public school closures by the Philadelphia School Closing Photo Collective. Writing with Light initiative in *Cultural Anthropology*. <https://culanth.org/fieldsights/this-is-about-racism-and-greed>.
- Bach, A.J.**, Wolfson, T. & Crowell, J. (2018). Poverty, literacy, and social transformation: An interdisciplinary exploration of the digital divide. *Journal of Media Literacy Education*, 10(1), 22-41.
- Kim, S.J., Lee, L., An, S., & **Bach, A.J.** (2018). Using animated folktales to teach cultural values: A case study with Korean bilingual children. *Journal of Research in Childhood Education*, 32(3), 295-309.
- Wolfson, T., Crowell, J., Reyes, C., & **Bach, A.** (2017). Emancipatory broadband adoption: Towards a critical theory of digital inequality in the urban United States. *Communication, Culture, and Critique*, 10(3), 441-459.
- Bach, A.** (2016). The Philadelphia School Closing Photo Collective: Photography as documentation, public participation, and community resistance. *Streetnotes*, 25, 322-335.
- Bach, A.J.**, Mercer, B., Phillips, R.S. (2015). Deconstructing media messages about workers and their unions. *Teaching Media Quarterly*, 3(1).
- Bach, A.**, Brinkley, K., Finkle, H., Holman, M., Saull, J., & Smith, T. (2014). Philadelphia School Closing Photo Collective statement. *Penn GSE Perspectives on Urban Education*, 11(2).
- Bach, A.J.**, Shaffer, G., & Wolfson, T. (2013). Digital human capital: Developing a framework for understanding the economic impact of digital exclusion in low-income communities. *Journal of Information Policy*, 3, 247-266.

---

† Publication with co-first authors. Both authors contributed equally to this manuscript.

*Peer-reviewed book chapters*

<sup>‡</sup>**Bach, A.J.** & Jacobson, B. (2022). Transfronterizx students and the figured worlds of Texas state writing exams. In Y. Medina & M. Machado-Casas (Eds.), *Encyclopedia of critical understandings of Latinx and global education* (pp. 523-546). Boston: Brill.

Castellanos, I., **Bach, A.J.**, & Kulick, R. (2011). Youth Channel All-City: Mapping the media needs and interests of urban youth. In M. Aslama & P. Napoli (Eds.), *Communications research in action: Scholar-activist collaborations for a democratic public sphere* (pp. 157-176). New York: Fordham University Press.

*Peer-reviewed articles in preparation (students' names are italicized)*

**Bach, A.J.** (In preparation a.). "Picturing" policy: Using visual literacy to understand divestment in public education. In preparation for submission to the *International Journal of Research & Method in Education*.

**Bach, A.J.** (In preparation b.). Whose public good? Understanding the changing purposes of public schooling through a visual analysis of closed school buildings. In preparation for submission to *Urban Education*.

*Alapini, C., Ash, K., Eskelsen, L., Frazer Sadaar, J., Hossain, M.K., Rodriguez, S., Saldaña Perez, C., Wang, X., Woods, S., Bach, A.J.* (In preparation c.). AI and multiliteracies education: A borderland-informed review of the literature. In preparation for submission to the *Journal of Literacy Research*.

*Newspaper publications*

Heyman, J., Lusk, M., & **Bach, A.** (2019, March 22). Boost border security by spending that \$8B to cut drug crime in the U.S. and Latin America. *Dallas Morning News*.  
<https://www.dallasnews.com/opinion/commentary/2019/03/22/heyman>

*White papers, reports, and monographs*

**Bach, A.J.** (2019). *Emergent bilingual students in school on the Texas-Mexico border: Year 3 study findings* [White paper]. The Greater Texas Foundation.

**Bach, A.J.** (2018). *The language and literacy instruction of emergent bilingual high school students in a climate of high-stakes accountability: Year 2 study findings* [White paper]. The Greater Texas Foundation.

**Bach, A.J.** (2017). *In school on the Texas-Mexico border: An ethnographic study examining how state education accountability policies shape and reshape schooling for English learners* [White paper]. The Greater Texas Foundation.

---

<sup>‡</sup> Publication with co-first authors. Both authors contributed equally to this manuscript.

**Bach, A.J.** & Wolfson, T. (2011). *Poverty, inequality, and the social and political effects of the digital divide*. Prepared for the New Jersey Office of Information Technology, Trenton, NJ.

Shaffer, G., **Bach, A.J.**, & Wolfson, T. (2011). *Digital human capital: Developing a framework for understanding the economic impact of the digital divide and broadband adoption in low-income communities*. Prepared for the City of Philadelphia and the Urban Affairs Coalition, Phila, PA.

**Bach, A.J.** & Kulick, R. (2009). *Youth Channel All-City report: Collaborative approaches to building a municipal infrastructure for media education, production, and distribution*. Monograph published by The Manhattan Neighborhood Network Youth Channel.

Goldwasser, M. & **Bach, A.J.** (2007). *High school and the 3Rs: Students' perspectives on "good work"*. Philadelphia, PA: Consortium for Policy Research in Education.

Harris, D.M., Prosky, M., **Bach, A.J.**, Vasquez Heilig, J., & Hussar, K. (2005). Overview of actions taken by high schools to improve instruction. In B. Gross & M.E. Goertz (Eds.), *Holding high hopes: How high schools respond to state accountability policies* (Consortium for Policy Research in Education Research Report Series RR-056). Philadelphia, PA: Consortium for Policy Research in Education.

Alliance for Excellent Education (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. **A.J. Bach** researched and authored the case study on pp. 48-53 of this report. <https://all4ed.org/wp-content/uploads/2007/07/TappingThePotential>

Poglinco, S.M. & **Bach, A.J.** (2004). The heart of the matter. *Phi Delta Kappan* 85(5), 398-400.

**Bach, A.J.** & Supovitz, J.A. (2003). *Teacher and coach implementation of writers workshop in America's Choice schools, 2001 and 2002*. Philadelphia, PA: Consortium for Policy Research in Education.

Poglinco, S.M., **Bach, A.J.**, Hovde, K., Rosenblum, S., Saunders, M, & Supovitz, J.A. (2003). *The heart of the matter: The coaching model in America's Choice schools*. Philadelphia, PA: Consortium for Policy Research in Education.

Supovitz, J.A., Poglinco, S.M., & **Bach, A.J.** (2002). *Implementation of the America's Choice literacy workshops*. Philadelphia, PA: Consortium for Policy Research in Education.

#### **PRESENTATIONS** (*students' names are italicized*)

Bierbaum, A.H., McWilliams, J., **Bach, A.J.**, & Simon, E. (2024, April). Schools for sale: Disinvestment, Dispossession, and School Building Reuse in Philadelphia [Invited Paper Presentation in the symposium School Shuttering and the Fight for Black Public Educational Access, Improvement, and Protection]. Annual meeting of the American Educational Research Association, Philadelphia, PA.

- Heiman, D.B, Mortimer, K.S., & **Bach, A.J.** (2024, March). Our emerging curiosities, perspectives, and experiences with/in a borderland teacher residency program [Paper presentation]. Critical Turn in Teacher Residencies: Dreaming New Ways Forward in School, University, and Community Entanglements. Atlanta, GA.
- Bach, A.J.** (2022, April). Black geographies meet the market: Closed school vacancy across Philadelphia [Paper presentation]. Annual meeting for the Urban Affairs Association, Washington, D.C.
- Bach, A.J.** (2020, March 17-21). Education in citizenship through high-stakes literacy assessments. Paper accepted to and prepared for the annual meeting of the Society for Applied Anthropology, Albuquerque, NM, [conference canceled because of coronavirus pandemic].
- McWilliams, J., **Bach, A.J.**, Simon, E., & Bierbaum, A. (2019, April 5-9). Photographing the Philadelphia public school closures [Paper presentation]. Annual meeting of the American Educational Research Association, Toronto, Canada.
- Bach, A.J.** (2018, April 3-7). In school on the Texas-Mexico border: The importance of ethnographic research for understanding state education accountability policies and the schooling of emergent bilingual students [Paper presentation]. Annual meeting of the Society for Applied Anthropology, Philadelphia, PA.
- Bach, A.J.** (2017, November 29-December 3). The Philadelphia School Closing Photo Collective: Reflections on a community photography project turned photo essay [Paper presentation]. Annual Meeting of the American Anthropological Association, Washington, D.C.
- Bach, A.J.** (2017, September 21-23). State education policies and the construction of citizenship: English learners in school on the U.S./Mexico border [Paper presentation]. 14<sup>th</sup> InterAmerican Symposium on Ethnographic Research in Education, Ciudad Juárez, Mexico.
- Bach, A.J.** (2017, April 27-May 1). In school on the Texas/Mexico border: Preliminary findings from an ethnographic study examining how high-stakes, standardized testing shapes schooling for English learners [Paper presentation]. Annual Meeting of the American Educational Research Association Conference, San Antonio, TX.
- Bach, A.J.** (2015, October 29). English language learners on the Texas-Mexico border: An ethnographic study examining state accountability policies. Invited presentation to the Board of the Greater Texas Foundation, Bryan, TX.
- Bach, A.J.** (2015, April 8-11). Public school closures: Educational equity, and metropolitan change [Paper presentation]. Annual Meeting of the Urban Affairs Association, Miami, FL.
- Bach, A.J.** (2014, December 2-7). The Philadelphia School Closing Photo Collective: Documenting the demise of public education [Paper presentation]. Annual Meeting of the American Anthropological Association, Washington, D.C.

- Bach, A.J.** (2014, December 2-7). Public education in an age of neoliberal governance: Learning from school reform discourse and market-based school reform policies in Philadelphia, Newark, & Chicago [Conference session]. Annual Meeting of the American Anthropological Association, Washington, D.C.
- Bach, A.J.** (2014, April 3-7). "Does any youth just get to tell a story?": Reflections on "social justice" and youth-produced media [Paper presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Bach, A.J.** (2009, September). Youth Channel All-City: Collaborative approaches to building a municipal infrastructure for media education, production, and distribution [Paper presentation]. Youth, Media, & Communication Seminar, Liverpool John Moores University, Liverpool, England.
- Bach, A.J.** (2009, April). Public and private literacy practices: Youth media production for "the World as it is, or for the World that Might Be" [Paper presentation]. Media Smart Seminar, Temple University, Philadelphia, PA.
- Bach, A.J.** (2008, November 19-23). Opportunities for inclusion, collaboration, and engagement with new media [Paper presentation]. Annual Meeting of the American Anthropological Association, San Francisco, CA.
- Allyne, S., Bach, A.J.* Castellanos, I., & Kulick, R. (2008, February). Youth Channel All-City: Collaborative approaches to building a municipal infrastructure for media education, production, and distribution. Invited presentation at the Necessary Knowledge Conference on Collaborative Research & Advocacy for Media & Communications, Sponsored by the Social Science Research Council and the University of Pennsylvania's Annenberg School of Communications, Philadelphia, PA.
- Goldwasser, M. & **Bach, A.J.** (2007, April 9-13). What's the difference between an A and an A?: High school students' conceptions of "good work" [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Bach, A.J.** & Dhillon, J. (2007, November 28-December 2). "You don't know what it's like!": Resistance to theory and the young female academic instructor [Paper presentation]. Annual Meeting of the American Anthropological Association, Washington, D.C.
- Bach, A.J.** (2007, February). Media "for youth, by youth" and "Analyzing youth-produced media texts" [Paper presentations]. Annual Meeting of the University of Pennsylvania's Ethnography Forum, Philadelphia, PA.
- Bach, A.J.** (2004, October). The implementation of America's Choice literacy workshops [Paper presentation]. University of Pennsylvania's Literacy and Leadership Conference, Philadelphia, PA.

## PHOTOGRAPHY EXHIBITIONS & ARCHIVAL WORK

Collector and Archivist, Philadelphia School Closings Photo Collective photographs. Identified and located, organized, and donated to Temple University's Urban Archive, Philadelphia, PA (2016-2022).

Group exhibition, Philadelphia School Closing Photo Collective Exhibition, Graduate Student Center, University of Pennsylvania, Philadelphia, PA. (Curated by Katrina Ohstrom) 2014.

Group exhibition, Philadelphia School Closing Photo Collective Exhibition, Scribe Video, Philadelphia, PA. (Curated by Katrina Ohstrom) 2013.

### *Exhibition press and reviews*

The Philadelphia Public School Notebook, *Saying Good-bye to 24 Philadelphia Schools*. October 2013.

Hidden City Philadelphia, *Philly's School Closings Captured by Local Photographers*, Lee Tusman, October 2013.

Newsworks, *Photo Exhibition Opening This Week Documents the "Decline and Destruction" of Philly Public Schools*, Aaron Moselle, October 2013.

Philly.com, *Jawnts: Glimpses into the Shutdown of City Schools*, Jake Blumgart, October 2013.

The Philadelphia Public School Notebook, *"Goodbye to City Schools" to Premiere with Launch of Photo Exhibition*, Naveed Ahsan, October 2013.

The Philadelphia Metro, *Art Records Humanity Toll of School Closings*, Alex Wigglesworth, October 2013.

West Philly Local, *Photo Exhibit, New Doc Brings School Closings Up Close and Personal*, October 2013.

## GRANT FUNDING ACTIVITY & FELLOWSHIP POSITIONS

### *Funded grants and fellowships*

#### **Provost's Faculty Fellow, UTEP Provost's Faculty Fellowship with the Center for Community**

**Engagement.** Awarded. 2024-2026. Fellowship position to strengthen university, college, and department policies valuing community engaged research, teaching, and service in annual review and tenure and promotion guidelines and processes.

**Co-Principal Investigator, Queer(in)g our Classrooms: Expanding capacity to support LGBTQ+ students in El Paso EC-20 education. El Paso Community Foundation, \$10,000.** Funded. 2022-2023. The purpose of the Expanding QOC project is to improve educational experiences for borderland LGBTQ+ youth and educators by growing capacity for LGBTQ+ advocacy among K-20 educators and Gay-Straight Alliance sponsors [PI: Katherine Mortimer; Co-PI: Char Ullman].

**Principal Investigator, Graduate course redevelopment to incorporate team-based learning through new digital platforms. TeachTech Research Initiative and UTEP's Creative Studios and Technology Support Services, \$2000.** Funded. 2020-2021. Selected as one of 7 faculty members across the University to participate in developing and implementing a team-based learning research project to

further develop online learning.

**Grant Awardee, The Association of College and University Educators (ACUE) and UTEP's Center for Faculty Leadership and Development Professional Development Grant, \$1,333.** Funded. 2020-2021. Selected to participate in the ACUE's year-long *Course in Effective Online Teaching Practices* professional development course.

**Co-Principal Investigator, Examining the Aftermath of Mass Public School Closures Through Visual and Ethnographic Methods. Spencer Foundation, \$50,000.** Funded. 2019-2023.

Study examines how the shifting politics of public education via closures and reuse articulate with patterns of neighborhood change in Philadelphia. Using an initial taxonomy of school closure reuse in relation to neighborhood characteristics, this project employs both visual and ethnographic methods to explore three geographically diverse cases of school closure throughout the city [Co-PIs: Julia McWilliams, Ariel Bierbaum, and Elaine Simon].

**Principal Investigator, High-stakes, Standardized Testing and Emergent Bilingual Students. College of Education Graduate Research Apprenticeship Program, \$7,000.** Funded. 2018-2019.

Funding for doctoral student research assistance and training on analyzing ethnographic data from study on how state accountability policies are shaping schooling for emergent bilingual high school students in the El Paso region.

**Principal Investigator, English Language Learners on the Texas-Mexico Border: An Ethnographic Study Examining State Education Accountability Policies. Greater Texas Foundation, \$90,000.** Funded.

2015-2018. Ethnographic study of how state accountability policies are shaping schooling for emergent bilingual students in high school in El Paso.

**Principal Contact, UTEP Library Information Literacy Course Enhancement Grant, \$3,000.** Funded.

2014. Award to revise graduate level course to more fully incorporate UTEP library services and resources to support student learning.

**Co-Investigator, Write for Texas West Texas Writing Project Initiative. Texas Education Agency, \$100,000.** Funded. 2014-2015. Grant provided funds for the West Texas Writing Project to work in partnership with two local school districts to provide ongoing professional development in writing instruction to middle and high school English Language Arts and content area teachers [PI: Erika Mein (PI); Co-investigators: Anjanette Darrington, & Alberto Esquinca].

**Principal Contact, Behind and Beyond the Debate: A Public Speaker Series on Education in Newark, NJ. New Jersey Council for the Humanities, \$11,000 and the Schumann Fund for New Jersey, \$10,000.**

Funded. 2011-2012. Funding to develop and implement an interdisciplinary yearlong public lecture series on education and school reform to further public understanding of reform measures proposed for Newark public schools. The following speakers participated in this three-part series: Tina Collins, Ansley Erickson, & Kenneth T. Jackson (Looking to the Past to Understand the Present: Historical Perspectives on Schooling and Newark); Maia Cucchiara, Michelle Fine, & Charles Payne (Contemporary Contexts: Examining Market-Driven Reforms and the Production and Reproduction of Urban Schools and Students); Pauline Lipman, Deborah Meier, & Richard Rothstein (New Educational Paradigms: Reconceptualizing Education and Schooling in Newark and Beyond).



**Co-Principal Investigator, Youth Channel All-City Project. Social Science Research Council's Collaborative Grant in Media and Communications, \$30,000.** Funded. 2008. Grant used to develop and implement a citywide community needs assessment used to create the first non-commercial youth-dedicated cable TV channel in the nation. As a participatory action research project, this project involved the staff of the youth media organization developing this cable channel and the young people this organization served, in the study design, data collection, data analysis, and dissemination of study findings. This study is documented in a chapter of the edited volume, *Communications Research in Action: Scholar-Activist Collaborations for a Democratic Public Sphere* (Fordham University Press, 2011) [Co-PIs: Rachel Kulick & Isabel Castellanos].

**Principal Contact, University of Pennsylvania Graduate and Professional Student Assembly-Provost Award for Interdisciplinary Innovation, \$6,000.** Funded. 2006. Funding to support my interdisciplinary dissertation research project in a youth-led and -focused community media education program that used critical literacy practices as tools for civic and democratic engagement.

*Selected grants and fellowships not funded*

**Primary Investigator, Teaching Academic Writing with ChatGPT: Engaging Master's Students in Using and Reflecting on AI Software as a Tool for Supporting their Writing of Literature Reviews. The University of Texas at El Paso's Academy of Distinguished Teachers, \$5,000.** Not funded. 2023. This project proposed engaging different strategies to use ChatGPT as a tool to support the writing process, to ask students to think critically about how/whether AI software supported their learning, and to situate academic writing as a creative process and an expression of individual voice.

**Provost's Faculty Fellow, UTEP Provost's Faculty Fellowship with the Center for Community Engagement.** Not awarded. 2023. Fellowship position to develop a community of practice among UTEP faculty around community engaged research, teaching, and service.

**(Finalist) Co-Principal Investigator, Addressing Youth Inequalities of Access to Post-Secondary Opportunities through Student Led Assets-Based Research: A Collaboration of the Paso del Norte Partnership for Education Research and Three Rural School Districts on the US-Mexico Border. William T. Grant Foundation, \$650,000.** Not funded. 2022. In partnership with the Tornillo, San Elizario, and Fabens Independent School Districts, we proposed taking an assets-based, participatory approach to research, asking what do youth, through youth participatory action research (YPAR) alongside adults, identify as key barriers and opportunities that impact access to post-secondary opportunities, and in what ways can YPAR help to reduce inequalities of access. [PI: Clifton Tanabe; Co-PIs: Jesus Cisneros, Katherine Mortimer, and Edna Martinez]

**Senior Advisor, The Cotton Valley Consortium for improving instructional practice for English Learners. U.S. Department of Education, \$2,826,914.** Not funded. 2022. This proposed project used a Research Practice Partnership model to provide early career and experienced teachers, emerging and experienced school leaders, and campus instructional coaches with opportunities to strengthen their practice through targeted professional development aimed at improving English Learner performance. [PI: Holly Fields; Co-Senior Advisors: Katherine Mortimer, Rudolfo Rincones, María Teresa de la Piedra].

**Senior Personnel, Promoting Resilience and Reducing Stigma among Youth Affected by Immigration Enforcement and Negative Narratives. William T. Grant Foundation, \$600,000.** Not funded. 2018. In partnership with the YWCA of El Paso, this study aimed to understand whether positive qualities of tolerance and self-efficacy as developed through an out-of-school program for children could serve as protective resilience factors for children who face direct and indirect effects of stigmatized identities stemming from aggressive anti-immigration enforcement [CO-PIs: Josiah Heyman, Mark Lusk and Sylvia Acosta; Senior Personnel: Cristina Morales and Paul Carrola].

**Primary Investigator, Using Settler Colonial Theory and Historical Scholarship on Testing as Critical Frameworks to Understand High-Stakes, Standardized Testing and the Schooling of English Learners. Center for Inter-American and Border Studies' Border Studies Working Paper Grant, \$750.00 and summer graduate student support.** Not funded. 2017. Grant to support graduate student assistant to work in the summer of 2017 on faculty project related to border issues.

**Steering Committee Member, Steelcase Active Learning Center Grant. Steelcase Education, \$50,000.** Not funded. 2015. Proposed study of how a university classroom redesigned for active learning increases student understanding, especially among university English language learners. [Grant partners: Elsa Villa, Cyndi Giorgis, Larry Lesser, Erika Mein, Katherine Mortimer, Bill Robertson].

**Provost's Faculty Fellow, UTEP Provost's Faculty Fellow-in-Residence with the Center for Community Engagement.** Not awarded. 2014. Fellowship position to develop a community of practice among UTEP faculty around community-engaged scholarship, service learning, and community-based research.

## TEACHING ACHIEVEMENTS

*Courses taught at UTEP (\* = new course developed)*

RED 2430 Foundations of Literacy and Learning (Fall 2016, Fall 2019)  
 RED 3342 Content Area Literacy (Spring 2014, Summer 2014, Fall 2014, Spring 2015, Spring 2021)  
 \*RED 5300 Foundations of Literacy Education (Fall 2017, Fall 2018)  
 \*RED 5300 Foundations of Literacy Education in Diverse Contexts (Fall 2021, Fall 2022)  
 \*RED 5340 Current Topics in Reading Education: Multiliteracies (Spring 2015)  
 RED 5348 Issues in Adult Literacy (Summer 2016)  
 RED 5349 Literacy Education Practicum (Fall 2020, Spring 2021, Fall 2023)  
 BED 5330 Special Topics: Biliteracy Practicum (Fall 2020)  
 RED 5351 Literacy/Biliteracy Development (Spring 2023)  
 BED 5336 Biliteracy (Spring 2023)  
 \*RED 5355 Literacies in the 21<sup>st</sup> Century (Spring 2017, Spring 2019)  
 \*RED 5355 Youth Literacies and Multimodality (Summer 2022, Summer 2023)  
 TED 5304 Scholarly Writing for Educators (Spring 2014, Fall 2014, Spring 2016, Spring 2018)  
 TED 5304 Scholarly Writing for Educators (online) (Summer 2015, Summer 2017, Summer 2018, Fall 2018, Spring 2019, Summer 2019, Fall 2019, Summer 2020, Fall 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022, Fall 2022, Fall 2023)  
 \*TED 5306 Independent Study: Writing a Literature Review (Spring 2020)  
 TED 5313 Diversity in Educational Settings (Spring 2024)

RED 6344 Seminar in Literacy (Spring 2020, Spring 2023)  
 \*RED 6318 Literacies in the 21<sup>st</sup> Century (Spring 2022, Spring 2025)  
 \*TED 6305 Independent Study: Writing a Literature Review (Spring 2020)  
 \*TED 6319 Graduate Workshop in Education: Literacies in the 21<sup>st</sup> Century (Spring 2017, Spring 2019)  
 \*TED 6394 Portfolio Development Course (Fall 2021, Spring 2022, Fall 2023)  
 \*TED 6395 Doctoral Practicum: Writing a Literature Review (Spring 2020)  
 TED 6397 Doctoral Proposal Writing Course (Fall 2023, Spring 2024, Fall 2024)

#### *Dissertation committees*

Chair, Romelia Rodriguez Reyes, *Border Thinking through Diverse Modalities: An Ethnographic Case Study of the Multimodal, Multiliteracies, and Translanguaging Practices of Latinx Emergent Bilingual Youth* (Dissertation stage).  
 Co-Chair with Dr. Daniel Heiman, Shahbaa Zaidan, Topic: The role of community engaged service learning in student empowerment (Dissertation stage).  
 Committee member, Jennifer Mansour, Topic: Language learning, motivation, and student identities (Dissertation stage).  
 Committee member, Matthew Munden, Topic: Using tabletop roll playing games to develop student learning and identities (Dissertation stage).  
 Committee member, Jacqueline Sandoval (Portfolio stage).  
 Committee member, Jakia Sultana, Topic: Impact of campus resources on the academic adjustment and success of Hispanic international graduate students in engineering disciplines in the U.S. (Dissertation stage).  
 Committee member, Amber James (In process).  
  
 Committee member, Gonzalo Favela Camacho, *Non-Native English-Speaking teachers (NNESTs) Identities and Ideologies on the U.S.-Mexico Border: A case study* (Graduated, 2023).  
 Committee member, Emiliano Villarreal, *Narcocultura as Cultural Capital for Latinx Youth Identity Work: An Online Ethnography* (Graduated, 2019).

#### *Doctoral student advising*

|                        |                     |                    |                       |
|------------------------|---------------------|--------------------|-----------------------|
| Kirsten Ash            | Karime Lopez Garcia | Jair Muñoz         | Mariarlett Villalobos |
| Mirjana Babic          | Md. Kamal Hossain   | Diana Pineda       | Emiliano Villarreal   |
| Gonzalo Favela Camacho | Amber James         | Romelia Rodriguez  | Shahbaa Zaidan        |
| Eduardo Flores Moreno  | Jennifer Mansour    | Jaqueline Sandoval |                       |
| Yi-Yu Liao             | Ana Medina Ferrante | Claudia Saldaña    |                       |
| Evan Lopez             | Matthew Munden      | Jakia Sultana      |                       |

#### *Additional university teaching experience (\* = new course developed)*

University of Pennsylvania, Urban Studies Program, Philadelphia, PA  
 \*Urban Education (Spring 2008, Spring 2011, Spring 2012, Spring 2013)  
 Urban Studies Fieldwork Seminar (Spring 2012, Spring 2013)  
 Perspectives on Urban Poverty (Fall, 2010)  
 Urban Crisis: American Cities Since World War II (teaching assistant to Professor Michael Katz) (Spring 2010)

The New School, Education Studies Program, New York, NY

\*Social and Historical Perspectives on Literacy (Spring 2010)

\*The Social Construction of Knowledge (Fall 2009)

\*Media & Education (Fall 2009)

University of Pennsylvania, Graduate School of Education, Philadelphia, PA

\*School & Society (Summer 2007, Fall 2007 – Spring 2008, Fall 2008 – Spring 2009)

University of Wisconsin – Milwaukee, English Department, Milwaukee, WI

Academic Writing for English Language Learners (Fall 2000, Spring 2001)

Teachers College, Columbia University, Writing Skills Center New York, NY

Academic writing tutoring (Fall 1997 – Spring 1998)

### *Selected literacy, language, and K-12 teaching*

Literacy Instructor and Curriculum Designer, Youth Empowerment Services, Philadelphia, PA (2008-2009).

Assistant Family Literacy Coordinator, Community Women's Education Project, Philadelphia, PA (2004-2006).

Language Instructor, English as a Second Language Program, University of Wisconsin–Milwaukee (2000-2001).

Bilingual Education Teacher, Wilbur Wright Middle School, Milwaukee, WI (1999).

English as a Second Language Teacher, Summer Intensive English Language Program at LaGuardia Community College, Queens, NY (1998, 1999).

English as a Foreign Language Instructor, Centro Inglés, Segovia, Spain (1998-1999).

Student teacher, P.S. 165 (2<sup>nd</sup> grade bilingual classroom) & Ditmas Intermediate School (7<sup>th</sup> and 8<sup>th</sup> grade ESL classrooms) New York, NY (1997-1998).

Co-Founder, Co-Director, & Photography Instructor, Basic Photography for Kids, Madison, WI, (1993-1994).

### *Additional course and curriculum design*

Literacy, Education, and Youth Justice, Undergraduate course development for UTEP's Bachelor of Interdisciplinary Studies' Youth and Community Education concentration (2014-2015).

Media Arts and Literacy Curriculum, Integrated GED curriculum for Youth Empowerment Services, Philadelphia, PA (2009).

Mind over Media, Media literacy curriculum for the Manhattan Neighborhood Network Youth Channel (2005).

### **ACADEMIC EDITORIAL EXPERIENCE**

Editor, *Perspectives on Urban Education*, Official journal of the University of Pennsylvania's Graduate School of Education (2004-2005).

Editorial Board Member, *Perspectives on Urban Education* (2005-2008).

## **ADDITIONAL PROFESSIONAL EXPERIENCE**

Volunteer Workforce Manager, Community Women's Education Project, Philadelphia, PA (2012-2013).  
Senior Field Analyst of the New Jersey Digital Mapping and Planning Program, Rutgers University-New Brunswick, NJ (2011-2012).  
Research Consultant, Critical Exposure, Washington, D.C. (2007).  
Grant Writer, Manhattan Neighborhood Network Youth Channel, New York, NY (2006-2007).  
Research Consultant, Consortium for Policy Research in Education, Harvard University, Cambridge, MA (2004-2007).  
Humanities Scholar for the city-wide community media project Precious Places, Scribe Video, Philadelphia, PA (2004-2005).  
Graduate Research Assistant, Consortium for Policy Research in Education, University of Pennsylvania, Philadelphia, PA (2001-2004).  
Spanish Interpreter, United States Federal Court, Eastern District of Wisconsin, Milwaukee, WI (1999-2001).

## **PROFESSIONAL SERVICE**

### *Department*

Chair, BELSS Tenure & Promotion Committee (2023-2026).  
Co-Director, Ethnographies of Languages, Literacies, and Learning (EL3) Lab (2014-2024).  
Education and Community Studies degree development (2022 – present).  
Member, College of Education Workload Committee (2023).  
Member, Post-tenure Review Committee (2023).  
Member, Teacher Education Department Undergraduate Curriculum Committee – Literacy Strand Representative (2021-2023).  
Member, Literacy Education Master's program online UTEP Connect conversion working group (2020 – 2021).  
Member, Undergraduate English Language Arts and Reading curriculum alignment group, University of Texas at El Paso (2019).  
Member, Faculty Search Committee, Elementary Literacy Education (2017-2018).  
Member, TLC Doctoral Committee, BELSS representative (2016-2019).  
Co-Organizer & Presenter, EL3 Lab Coloquios (2015-2024).  
Member, Ad Hoc Vision/Mission Committee, Bilingual Education, Literacy/Biliteracy, & Sociocultural Studies Division (2015-2016).  
Member, Adult Literacy Program Development Committee (2015).  
Member, Alternate Degree Committee (2014-2015).

### *College*

Chair, College of Education Curriculum Committee – BELSS Representative (2024-present)  
Member, College of Education Curriculum Committee – BELSS Representative (2021-2024)  
Judge, Educator Rising competition sponsored by Texas Association for Future Educators (TAFE) (2019).  
Presenter, College of Education/EL3 Lab Dissertation Writing Retreat (2019).

Co-Organizer, College of Education Dissertation Writing Retreat (2018).  
Member, Task force to develop faculty and graduate student presence and showcase research at AERA 2017 (2016).  
Member, Dean's Task Force on Ensuring Support and Engagement in Research Productivity, College of Education (2014-2015).

#### *University*

Provost's Faculty Fellow for Community Engagement (2024-2026).  
Chair, Task Force on Community Engagement and Tenure & Promotion (2024-present).  
Member, Task Force on Community Engagement and Leadership (CEL) course designation (2024-present).  
Member, Provost's Community Engagement Council (2023 – present).  
Member, Faculty Search Committee, English Department, College of Liberal Arts (2023 – 2024).  
Member, University Undergraduate Curriculum Committee (2022- 2024).  
Member, University Undergraduate Curriculum Committee Subcommittee on University Core Course Guidelines (2023-2024).  
Co-organizer, Queer(in)g our Classrooms: Educating the Campus Community about Policies and Practices to Support LGBTQIA Students, Staff, and Faculty (2018, 2021-2024).  
Member, Student Media and Publications Committee (2021-present).  
Faculty Senate Representative for the Bilingual Education, Literacy/Biliteracy, and Socio-Cultural Studies Program in the Department of Teacher Education (2020 - 2022).  
Workshop Developer and Presenter, Engaging Against White Supremacy in Classrooms and Communities, Trauma, Resilience, and Resistance Series (2019).  
Back-up Judge and Volunteer, Graduate Student Research Expo (2018).  
Invited faculty member, Provost's Community Engaged Scholarship Institute (2016-2017).

#### *Community*

Member, EPISD Dual Language Bilingual Education Steering Committee, El Paso, TX (2023-present).  
Participant, Conscious Barrio, El Paso, TX (2023-present).  
Participant, Segundo Barrio Community Partnership project, El Paso, TX (2023 – present).  
Member, Hart Elementary School Community Advisors Board, El Paso, TX (2023 – present).  
Volunteer/ Acompañante, Familias Unidas del Chamizal, El Paso, TX (2019 – present).  
Member, El Paso Alliance for Just Education (2021 – 2022).  
Volunteer, Annunciation House, El Paso, TX (2018 – 2019).  
Advisor/Acompañante, Rayito del Sol Daycare, El Paso, TX (2018 – 2024).

#### *Field*

Reviewer, *Anthropology & Education Quarterly* (2021-present).  
Reviewer, *Journal of Literacy Research* (2022-present).  
Collector and Archivist, Philadelphia School Closings Photo Collective photographs, donated to Temple University's Urban Archive (2016-2022).  
Reviewer, *Review of Education, Pedagogy, and Cultural Studies* (2020-present).  
Reviewer, *Journal of Media Literacy Education* (2021).  
Reviewer, Critical Understandings in Education Series (Y. Medina & M. Machado-Casas Eds.) *Critical understandings of Latinx and global education* (2020).

Internal review team member, *Anthropology & Education Quarterly* (Katherine Mortimer, Associate Editor), Official journal of the Council on Anthropology and Education, a section of the American Anthropological Association (2018).

Member, Organizing Committee for the 14<sup>th</sup> Inter-American Symposium on Ethnography and Education, University of Texas at El Paso (Spring 2017).

Faculty editorial board member, *Anthropology and Education Quarterly* (Nancy H. Hornberger, Editor-in-Chief), Official journal of the Council on Anthropology and Education, a section of the American Anthropological Association (2009-2010).

#### *Past university service*

Conference Proposal Reviewer, University of Pennsylvania's Graduate School of Education Ethnography Forum (2006)

Creator & Instructor, Grant Writing Strategies Workshop for Graduate Students, University of Pennsylvania (2004)

Co-Chair, University of Pennsylvania's Graduate School of Education Teaching Justice (2003 – 2005)

### **HONORS & AWARDS**

American Educational Studies Association Critics Choice Book Award for the *Encyclopedia of Critical Understandings of Latinx and Global Education*, which includes my co-authored chapter, "Transfronterizx Students and the Figured Worlds of Texas State Writing Exams" (2022).

UTEP Office of Research and Sponsored Projects New Grant Award Recognition Award for Outstanding Efforts in Securing Extramural Funding (2019).

UTEP Provost's Community Engaged Scholarship Institute Certificate of Recognition for Contributions to Community Engaged Scholarship (2017).

UTEP Office of Research and Sponsored Projects New Grant Award Recognition Award for Outstanding Efforts in Securing Extramural Funding (2015).

Greater Texas Foundation Fellowship (2015-2018).

University of Pennsylvania Urban Doctoral Symposium Honoree (2010).

Documentary short, *From the Del to the El: A Neighborhood Evolving*, selected for screening at the Philadelphia Film Festival/Broadcast on Philadelphia Public Television (WYBE) (2005, 2006)

Teachers College, Columbia University Departmental Merit Scholar (1996)

Bachelor of Arts degree with Honors, University of Wisconsin – Madison (1994)

### **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Educational Research Association

American Anthropological Association

Council for Anthropology and Education

Society for Applied Anthropology

Urban Affairs Association

## **LANGUAGES**

English (native language)  
Spanish (high level of fluency, professional and academic proficiency)  
French (basic proficiency)  
Portuguese (basic proficiency)

## **ADDITIONAL EDUCATION & LICENSURE**

UTEP Aware participant, University of Texas at El Paso (2021-2022).  
Blackboard Institute offered by Technology Support Services and Creative Studios, University of Texas at El Paso (January 2021).  
Course in Effective Online Teaching Practices offered by the Association of College and University Educators and the Center for Faculty Leadership and Development, University of Texas at El Paso (August 2020 – May 2021).  
Long-term Visual Storytelling, Center for Documentary Studies, Duke University, Raleigh, NC (September – October 2018).  
Literacy through Photography, Center for Documentary Studies, Duke University, Raleigh, NC (September - October 2017).  
Methods for Conducting Community-Based Participatory Action Research in Schools and Communities workshop, Annual Meeting of the American Anthropological Association, Minneapolis, MN (November 2016).  
Publish and Flourish academic writing workshop with Tara Gray, University of Texas at El Paso, El Paso, TX (May 2014).  
Course in College Teaching, University of Pennsylvania, Philadelphia, PA (2011).  
Film & Darkroom Photography course, Fleisher Art Memorial, Philadelphia, PA (2011-2013).  
Introduction to Digital Filmmaking, University of Pennsylvania, Philadelphia, PA (2007).  
Literacy Through Photography, Center for Documentary Studies, Duke University, Raleigh, NC (2004).  
Field Workshop on Visual Sociology, International Visual Sociology Association Conference, San Francisco, CA (2004).  
New York State Teaching Certification in Teaching English to Speakers of Other Languages (TESOL);  
New York City Provisional Teaching Certification in TESOL.