Char Ullman

(Charlotte Claire Ullman)

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**Education**

# Ph.D. University of Arizona, Tucson, AZ 2004

# Language, Reading, and Culture

***Expertise:***

Educational Anthropology

Ethnographic Research

Linguistic Anthropology

Critical Approaches to Teaching English to Speakers

of Other Languages (TESOL)

***Dissertation:***

English Matters? Mexican Transmigration and the

Negotiation of Languages and Identities in a Global

Economy

***Dissertation Committee:***

Dr. Teresa L. McCarty (chair), Dr. Luis C. Moll,

Dr. Richard Ruiz

***Distinctions****:*

Graduate College Scholarships throughout course of study

Research Assistantships, 2000-2002

# M.A. Northeastern Illinois University, Chicago, IL 1993

**Applied Linguistics**

***Comprehensive Areas:***

Sociolinguistics and TESOL

***Distinctions:***

Merit Scholarships throughout course of study

Teaching Assistantships, 1987-1992

# B.A. University of Wisconsin, Madison, WI 1983

**Philosophy and Journalism**

***Specializations:***

Political Philosophy and Print Journalism

***Distinctions:***

Dean’s List

**Research Interests**

* Identities and ideologies in education
* Immigration and education
* Globalization and education
* Language learning and language use
* Multicultural education
* Queer issues in education
* Adult education
* Ethnographic methods

**Languages**

# Spanish

# Fluent speaker with strong reading skills.

**-**2015, Centro Tlahuica de Lenguas y Intercambio Cultural (CETLALIC),

Cuernavaca, México.

Studied advanced Spanish conversation and grammar at a progressive

language school while living with a Mexican family for two weeks.

**-**1987, Centro de Idiomas del Sureste, Mérida, México.

Studied Spanish intensively for one month while living with a Mexican

family. After that, traveled in Mexico for one year.

**French**

Conversational and basic reading skills.

**-**1981, Université de Dijon, Dijon, France.

Formal study in high school, college, and as an international student.

**University Positions**

**Associate Professor**

Sociocultural Foundations of Education and Educational Anthropology

University of Texas at El Paso, Department of Teacher Education

Aug. 2014- present

**Associate Professor**

Literacy/Biliteracy and Educational Anthropology

University of Texas at El Paso

Department of Teaching, Learning, and Culture

Aug. 2012- 2014

**Assistant Professor**

Literacy/Biliteracy and Educational Anthropology

University of Texas at El Paso

Department of Teacher Education

Aug. 2005- Aug. 2012

***Administrative Positions***

**Program Leader**

Sociocultural Foundations of Education Program

University of Texas at El Paso

Aug. 2017-present

**Director of Doctoral Program**

Teaching, Learning, and Culture

University of Texas at El Paso

Sept., 2015-Aug. 2018

**Co-Director of EL3 Lab**

Ethnography of Languages, Literacies, and Learning (EL3) Lab

(with Dr. Katherine Mortimer)

University of Texas at El Paso

Teaching, Learning, and Culture.

Aug. 2013- Aug. 2014

**Courses Taught**

***Undergraduate***

Principles of Bilingual Education (web-enhanced)

Schools and Communities: Applied Critical Pedagogy (web-enhanced)

Sheltered Instruction (web-enhanced and online)

***Masters***

Anti-Oppressive and Anti-Racist Education (online)

Critical Discourse Analysis in Education-Thesis 1 (online)

Diversity in Educational Settings (online)

Immigration and Education, cross-listed with Sociology Chicano Studies

(web-enhanced)

Learning Contexts & Curriculum (online)

Mentoring for Literacy Educators (web-enhanced)

Scholarly Writing for Educators (online)

Language, Race, and Culture in Education (online)

***Doctoral***

Conceptual Research Design in Education (web-enhanced)

Critical Issues in Curriculum & Instruction (hybrid and online)

Critical Multiculturalism (online)

Ethnography of Languages and Literacies (web-enhanced)

Ethnographic Case-Study Research (web-enhanced); Cross-listed with Rhetoric

& Writing Studies

Discursive Practices in Education (web-enhanced and online)

Qualitative Methods I (web-enhanced and hybrid)

Qualitative Methods II (hybrid)

Queer Theory/Queer Pedagogy (hybrid)

Social Contexts of Education (web-enhanced and online)

Sociocultural Foundations of Education (web-enhanced)

Dissertation Proposal Writing Seminar (web-enhanced)

**Other University Teaching Experience**

**Graduate Advisor**

Prescott College, Tucson, AZ. Worked one-on-one with self-directed master’s students.

Aug. 2003-2011.

**Adjunct Professor**

University of Arizona, Department of Language, Reading, and Culture, Tucson, AZ

Taught the undergraduate course Language, Race, and Culture in Education.

Spring 2005.

**Instructor**

University of Arizona, Co-taught LRC 595a Immigration and Educationwith Dr. Luis C. Moll. Fall 2003.

**Preceptor**

University of Arizona, Co-taught Qualitative Research in Educationwith Dr. Teresa L. McCarty. Fall 2000.

**Instructor**

University of Arizona, Co-taught LRC 696 Multicultural Education and Social Justice with Dr. Teresa L. McCarty.Spring 1998.

**Language Teaching Experience**

**TOEFL Instructor**, TMC de Mexico, Tucson Medical Center, Tucson, AZ,

Prepared nurses from around the world to take the Test of English as a Foreign Language (TOEFL).

Aug. 2003 – Dec. 2004

**ESOL Instructor** Pima College Adult Education, Tucson, AZ

Taught English as a Second Language, working primarily with Mexican migrants, in a four-level, open enrollment, adult education program. Created materials and assessment tools. Mentored student teachers and trained volunteers.

Jan. 2000 – June 2005

**EFL Instructor** Experimento de Convivencia Internacional del Ecuador, Quito, Ecuador,

Taught in an intensive English program for Ecuadorian professionals who had scholarships to earn U.S. Master’s degrees. Wrote and implemented curriculum, including TOEFL and the GRE preparation. Designed evaluations, and presented teacher-education workshops throughout the country.

Aug. 1993 – Dec. 1994

**ESOL Training Specialist** City Colleges of Chicago, Chicago, IL,

Taught adult education ESL classes and worked with learners at all levels in a six-level, multi-site program.

Jan. 1991– Dec. 1993

**ESOL Instructor** Tutorium for Intensive English, University of Illinois at Chicago, Chicago, IL, Taught intermediate academic reading and writing.

Spring 1990

**ESOL Instructor** Northeastern Illinois University, Chicago, IL, Taught intermediate and advanced academic writing. Also worked as a writing tutor.

Aug. 1989-May1990

**Selected Work Experience**

**Senior Research Associate**

University of Arizona and Tucson Medical Center, Tucson, AZ

Was a senior researcher on a grant-funded team project to understand the cultural

and linguistic barriers to health care for Spanish-speakers at Tucson Medical Center.

Aug. 2004 – Aug. 2005

**Coordinator of Non-Native Literacy and Adult Basic Education**

William Rainey Harper College, Palatine, IL

Coordinated non-native literacy (ESL), adult education, and workplace education at multiple sites. Supervised ten office staff and 40 part-time teachers. Planned class schedules, hired adjunct faculty, and implemented staff development.

Jan.1996– Aug. 1996

**Educational Specialist for the National Workplace Literacy Program**

College of Lake County, Grayslake, IL

Developed specialized workplace ESL curriculum for six manufacturing companies. Hired and supervised ESL, math, reading, and writing teachers. Scheduled classes, conducted staff development and seminars for companies.

Jan. 1995−Jan. 1996

**ESL/EFL Editor, National Textbook Company**

Lincolnwood, IL

Acquired and developed ESL/EFL materials for the elementary, secondary, college,

and adult markets. Edited manuscripts for content, coordinated the services of

freelance copyeditors, and managed the production process.

Jan. 1994−Jan.1995

**ESL Project Editor, Contemporary Books, Inc.**

Chicago, IL

Developed ESL texts for adult learners, from the concept to the bound book. Conducted academic and market research, wrote book proposals and prototypes, hired consultants, authors, artists, and designers. Edited books for content, working closely with author and artist, to maintain original vision. Managed development and production. Presented workshops about using books at professional conferences.

Jan.1990−Aug. 1993

**Director of Development, MoMing Dance and Arts Center**

Chicago, IL

Researched and wrote grant proposals and quarterly reports. Brought in more

than $125,000 from private and governmental sources.

Aug. 1988−Dec.1991

**Editor, Statistical Products in the Social Sciences (SPSS)**

Chicago, IL

Edited and produced SPSS software users’ guides for mainframes and PCs.

Summer 1988 and summer 1989

**Managing Editor, Merriam Center Library**

Chicago, IL

Edited the journals *Recent Publications on Governmental Problems* (RPGP)

and the *Council of Planning Librarians’* *Bibliography Series*. Also wrote book

reviews and bibliographies, managed journal production, and supervised and trained

editorial assistants.

Aug. 1985−Aug. 1987

**Assistant Editor, Deltak, Inc.**

Naperville, IL

Edited the text component of multimedia courses in computer science and business

management. Coordinated the production process.

Jan. 1984−Aug. 1985

**Consultancies**

**Case Study Researcher**

Council on Adult and Experiential Learning (CAEL), Chicago, IL

Conducted a ten-month case study to analyze the effectiveness of CAEL’s transition centers for dislocated workers at three recently closed Levi-Strauss plants in El Paso, Texas. Interviewed center personnel, Levi-Strauss representatives, NAFTA benefits personnel, educational providers, members of community-based organizations, and workers. Final report synthesized perspectives, and highlighted life history interviews (conducted in Spanish) with ten laid-off workers.

Jan. 1998−Dec. 1999

**Curriculum Consultant**

Heartland Alliance for Human Rights and Human Needs, Chicago, IL

Consulted on the “Empowerment through Curriculum” project, funded by the Lila Wallace Readers Digest Foundation. Worked with project director to plan and implement a participatory process by which ESL teachers collaboratively developed a textbook. The result was a new model for teacher education and a textbook about immigrant rights.

Jan. 1996−Aug. 1997

**Publishing and Educational Consultant**

Ullman Editorial Services

Edited master’s theses, dissertations, books, and educational materials. Co-presented

anti-racism workshops for non-profit organizations with colleague, Bisola Marignay.

Jan. 1981−Dec. 2000

**Grant Evalutation**

**Grant Evaluator**

El Paso Community Coalition and the Elton John Foundation.

Evaluated grant-funded work to facilitate the work of Gay-Straight Alliances (GSAs) in three high schools in El Paso, TX and three high schools in Las Cruces, NM

Aug. 2012−Aug. 2014

**Grant Evaluator**

High-School Equivalency Program, El Paso Community College, El Paso, TX Evaluated a U.S. Department of Migrant Education grant that supported migrant farm workers to earn their GEDs in Spanish, the High School Equivalency Program. Wrote two summative qualitative reports on program.

Dec. 2006−Jan. 2009

**Refereed Publications**

***Scholarly Books (In Print)***

1. **Ullman, C.**, Mangelsdorf, K., and Muñoz, J.(Nov. 2020) *Graduate students becoming qualitative researchers: An Ethnographic study.* Routledge. ISBN: 978-1-138-08730-9.
2. J. Kaplan-Weinger and **C. Ullman**, (2015). *Methods for the ethnography of communication: Language in use in classrooms and communities.* Routledge. ISBN: 978-0-415-51776-8. (90% of contribution).

3. Blum, D. and **C. Ullman** (Eds.) (2014). *The Globalization and corporatization of education: The Limits and liminality of the market mantra.* Routledge. ISBN: 978-0415724722.(Primary editor and contributor).

***Editor of Special Journal Issues (In Print)***

4. Seif, H., **Ullman, C.,** & Nuñez-Mrchi, G. (Eds.) (2014). Mexican (im)migrant

students and education: Constructions of and resistance to ‘illegality’. [Special issue]. *Latino Studies, 12*(2), summer 2014.

5. Blum, D. & **Ullman, C.** (Eds.) (2012). The globalization and the

corporitization of education. [Special issue]. *International Journal of Qualitative Studies in Education,* *25*(4), June 2012.

***Peer-Reviewed Journal Articles (In Print)***

Many of my publications are downloadable through academia.edu and researchgate.

6. Mangelsdorf, K. and **Ullman, C.** (2020). Not just reading about it, but*Doing* it: Graduate students learning the case study in a cross-disciplinary, co- taught course. *International Journal of Teaching and Learning in Higher Education. 32*(2): 1-11.

7. O’Connor, B. H., Mortimer, K. S., Bartlett, L., De La Piedra, M. T., Rabelo Gomes, A. M., Mangual Figueroa, A., Novaro, G., Faulstich Orellana, M., & **Ullman, C**. (2019). Cruzar fronteras em espaços acadêmicos: Transgressing “the limits of translanguaging”. *Applied Linguistics Review*, *1*(ahead of print):1-42.

8. **Ullman, C. (**2016). Richard Ruiz: A voice that speaks and speaks, making

meanings across disciplines and time. *Bilingual Review/Revista Bilingüe*, *33*(3): 18-29. *Invited.*

9. **Ullman, C.** (2015). Performing the nation: Undocumented Mexican migration and the politics of bodies and language use along the U.S.-Mexico border.*Ethnos: Journal of Anthropology, 80*(2): 223- 247.

10. Seif, H., **Ullman, C.,** Nuñez-Mrchi, G. (2014). Introduction to Mexican (im)migrant students and education: Constructions of and resistance to ‘illegality’ *Latino Studies,12*(2): 172-193.

11. **Ullman, C.** (2012). "My grain of sand for society": Neoliberal freedom, language

learning, and the circulation of ideologies of national belonging. *International Journal of Qualitative Studies in Education,* *25*(4): 453-470*.*

12. D. Blum and **C. Ullman** (2012). Introduction to the globalization and the

corporitization of education, *International Journal of Qualitative Studies in Education, 25*(4): 367-374*.*

13. **Ullman, C.** (2012). "Before I didn't know anything about White people, but now I speak English": Negotiating globally mediated discourses of race, language, and nation. *Discourse: Studies in the Cultural Politics of Education, 33*(2): 251-266.

14. **Ullman, C.** and J. Hesch (2011). These American lives: Race, ethnicity, and

the 'risks of empathy' in the preparation of culturally responsive teachers. *Race, Ethnicity, and Education, 14.5*: 603-629.

15. **Ullman, C.** (2010). “I live in tuk-SON”: Rethinking the contexts of language

learning and teaching along the U.S.-Mexico Border, *TESOL Journal,*

*4*: 509-519.

16. **Ullman, C.** (2010). The Ideological production of ESOL learner identities in their lives outside/inside the classroom: Language learning, consumption, and citizenship, *Adult Basic Education and Literacy* *Journal, 4*(3): 162-172.

17. **Ullman, C.** (2010). The Connections among immigration, nation-building

and adult education ESL. *Adult Learning, 21*(1-2): 4-9.

18. **Ullman C.** (2010). Consuming English: How Latin American transmigrants form identities and construct symbolic citizenship through the English language program *Inglés Sin Barreras* [English without Barriers]. *Linguistics & Education, 21*(1): 1-13.

19. **Ullman, C.** (1999). Between discourse and practice: Immigrant rights,

curriculum development, and ESL teacher education, *TESOL Quarterly*, *33*(3): 513-527.

20. **Ullman, C.** (1998). Queering the brew: Decentering heterosexist pedagogy in

"Textual Orientations", *Journal of Education/Pedagogy/Cultural Studie*s, *20*(1): 43-55.

21. **Ullman, C.** (1998). Social identity in the adult ESL classroom,” *ERIC Digest*,

National Clearinghouse on Literacy Education, EDO-LE-98-01.

***Refereed Book Chapters (In Print)***

22. **Ullman, C.** (2019). All I want is to breathe….won’t you breathe with me?: The Individual and the collective in an LGBTQ and Allies community of

practice. In Hurtig, J. and Chernoff, C. (Eds), *Contested Spaces of Adult Teaching and Learning: Critical Ethnographies of Everyday Education,* pp. 159-176*.* Lanham, MD: Lexington Books.

23. **Ullman, C.** (2005). Globalization on the border: Reimagining economies,

identities, and schooling. In T.L. McCarty (Ed.), *Language, Literacy, and Power in Schooling,* pp. 241-262. Mahwah, NJ: Lawrence Erlbaum and Associates.

***Peer-Reviewed Manuscripts (In Preparation)***

24. Gomez, M. & **Ullman, C.** Theorizing the COVID-19 responses among

educational institutions on the border. To be submitted to *Radical Philosophy Review,* spring 2022.

25. **Ullman, C.** & Mansour, J. Review of *Language Learning and Motivation* (2021) by Ema Ushioda, *English Language Teaching Journal*, spring 2022.

26. **Ullman, C.** Invited commentary on Queer Issues in Literacy Education, due to

the Journal of Adult and Adolescent Literacies (JAAL) by Mar. 1, 2022.

## **Professional Publications**

27. **Ullman, C.** (2014). Review of *Forbidden language: English learners and restrictive language policies,* Patricia Gándara and Megan Hopkins. *Latino Studies, 12*(2): 321-323.

28. **Ullman, C.** (2014). Adult education. In A. Ochoa O’Leary (Ed.), *Undocumented**immigrants in the United States today: An*

*Encyclopedia of their experiences, Vol. I:* Pp. 11-14.

Greenwood Publishing. ISBN: 978-0-313-384240.

29. **Ullman, C.** (2014). Citizenship education. In A. Ochoa O’Leary (Ed.),

*Undocumented**immigrants in the United States today: An Encyclopedia of their experiences, Vol. I:* Pp. 94-96.Greenwood

Publishing. ISBN: 978-0-313-384240.

30. **Ullman, C.** (2014). Education. In A. Ochoa O’Leary (Ed.), *Undocumented**immigrants in the United States today: An Encyclopedia of their**experiences, Vol. I:* Pp. 206-209.Greenwood Publishing. ISBN: 978-0-

313-384240.

31. **Ullman, C.** (2009). Review of *How Real Is Race? A Sourcebook on Race,*

*Culture, and Biology,* 1st ed*. Education and Urban Society, 41*(5): 712-717.

32. **Ullman, C.** (2008). English as symbolic citizenship: What learning English can mean. *TESOL Adult Education Interest Section Newsletter* 2008 *6*(2): 3-7.

33. **Ullman, C.** (2007). Knowing when to leave can be the smartest thing that

anyone can learn”: Thinking, feeling, and doing qualitative research. In E. Hampton & S. Peregrino (Eds.), *Research for Mutual Understanding in Diverse Communities: A Toolkit for Educators*,

Pp. 68-78. Kendall Hunt.

34. **Ullman, C.** (2006). Can immigration theory be useful to adult ESOL teachers? *Paso del Norte Literacy Council Newsletter* (8)10, April 17, 2006.

35. Gee, M and **C. Ullman** (1998). Teacher/Ethnographer in the workplace:

Approaches to staff development, College of Lake County: Grayslake, IL. ERIC doc. ED 423 721.

36. **Ullman, C.** and A. Becker (1997). The Process and the product: Involving

students in choosing content and developing materials leads to change, *Focus on* *Basics*, 1-5.

37. **Ullman, C.** (2001). *Imagining Selves*: The Politics of representation, film

narratives, and adult education. *Anthropology & Education Quarterly*, *32*(3): 1-9.

38. Perry, G. J. and **Ullman, C.** (1987). *Planning Issues of Deinstitutionalization: A Selected and Annotated Bibliography.* Pp. 30. Council of Planning Librarians: Chicago, IL. CPL Bibliography Series, No. 183. ISBN: 0866021833.

**Selected ESOL Publications**

The following publications are those for which I have been a writer and/or project editor. Working as a project editor involves extensive writing.

39. Ballinger, R., T. Sandhu, **C. Ullman**, and M. Gee (1996). *Building knowledge in the workplace and beyond: A Model workplace literacy curriculum.* Pp. 196.U.S. Dept.of Education and the College of Lake County. ED 402464.

40. Becker, A., **C. Ullman**, et al. (1997). *Immigrant Rights: An ESL Workbook,* Pp. 83.

Travelers' and Immigrants' Aide, Chicago, IL.

41. Chapman, J. (1991). *Choices: It’s Your Right: As ESL Lifeskills Series for Adults.* Pp. 86. Contemporary Books, Chicago, IL (**C. Ullman**, project editor).

42. Kentengian, I. (1993).  *English Connections: Grammar for Communication*, Book 1. Pp. 182. Contemporary Books, Chicago, IL (**C. Ullman**, project editor).

43. Kentengian, I. (1993). *English Connections: Grammar for Communication*, Book 1

Teacher’s Guide. Pp. 172. Contemporary Books, Chicago, IL (**C. Ullman**, project editor).

44. Robinson, L. (1991). *Working in English: A Picture-Based Approach to the World of Work,* Book 1. Pp. 151. Teacher’s Guide, Contemporary Books, Chicago, IL (**C.****Ullman**, project editor).

45. Sheraga, M. (1991). *Choices: Consumer Sense: An ESL Lifeskills Series for Adults.* Pp. 86. Contemporary Books, Chicago, IL (**C. Ullman**, project editor).

46. **Ullman, C.** (1991). *Choices: Teachers Guide.* Pp. 90. Contemporary Books, Chicago, IL (**C. Ullman**, project editor).

47. **Ullman, C.** (1992). *Choices: Teachers Guide.* Pp. 90. Contemporary Books, Chicago, IL(**C. Ullman**, project editor).

48. Weiss, J. (1992). *Choices: Housing: An ESL Lifeskills Series for Adults*. Pp. 90.

Contemporary Books, Chicago, IL (**C. Ullman**, project editor).

**Current Projects (2022)**

1. Am currently in talks with Kendall-Hunt Publishing about my editing a volume we are initially calling *Case Studies in the Sociocultural Foundations of Education*, which would be used at the master’s and doctoral levels at universities around the United States.
2. I am in the planning stage of developing a comparative ethnography of policy study, in which I will compare the impact of the Texas “No Promo Homo” policy in a majority Latinx high school in El Paso, Texas with a majority Latinx high school in nearby Las Cruces, New Mexico, where there are no such policies in place. The “No Promo Homo” law in Texas states that public education programs must teach that “homosexual conduct is not an acceptable lifestyle and is a criminal offense and that in sex education programs must teach that “homosexuality is not a lifestyle acceptable to the general public and that homosexual conduct is a criminal offense.” In a kind of natural experiment, given the similar Latinx populations in both El Paso and Las Cruces, and the dramatically different policies in place, I hope to understand the impact of educational policy on the ground, specifically how the policy impacts students, faculty, and families. At the moment, I am conducting a literature review, writing IRB proposals, discussing this project with a scholarly publisher, and investigating possible funders.

# Current Research on Funders for No Promo Homo Study

1. Community Foundation of Southern New Mexico
2. El Paso Community Foundation
3. Ford Foundation
4. Point Foundation
5. Gill Foundation
6. Arcus Foundation
7. Robert Wood Johnson Foundation
8. Marguerite Casey Foundation
9. Our Fund-Contigo Fund
10. Wells Fargo

# Funded Research Projects

1. National Professional Development Program (NPD), Office of Language Acquisition, U.S. Department of Education. 2012-2018 Was co-principal investigator with Dr. Elena Izquierdo, for Project LEAD, a five-year, $1,812,951 service and research grant that involves educating El Paso secondary teachers to better serve English learners, changing teacher education at the university level, and working with school administrators to better serve English learners. **FUNDED: $1,812,951**
2. 2015 Short Courses in Research Methods (SCRM) in Cultural Anthropology: Text Analysis.

July 2015

This week-long course is supported by the National Science Foundation (NSF) through a grant to the University of Florida. The cost of instruction at the Duke University Marine Lab (DUML), as well as room and meals on the DUML campus, was paid for by the grant. I used this opportunity to find new ways to analyze data from my *Singing the Unsung* project. **FUNDED: Cost of course and room and board.**

3. 2012 Short Courses in Research Methods (SCRM) in Cultural Anthropology: Analyzing Video Data. July-August 2012

This week-long course is supported by the National Science Foundation (NSF) through a grant to the university of Florida. The cost of instruction at the Duke University Marine Lab (DUML), as well as room and meals on the DUML campus, is paid by the grant. **FUNDED: Cost of course and room and board**

4.Community-Based Participatory Research Approaches to Sustaining Healthy Families and Multicultural Communities Winter Research Institute,

with Dr. Erika Mein National Institutes of Health (NIH) 2010 **FUNDED: Travel and Conference Attendance**

5. Spencer Foundation Research Grant 2007-2010

Received $40,000 to support data gathering for “Consuming English:

How Latin American Transmigrants Produce/Reproduce Themselves as

New Americans through Ideologies of Language and the Nation”.

**FUNDED: $40,000**

6.University of Texas at El Paso Summer Enrollment Growth Funding Allocation.

2008

Supported two undergraduate research assistants for one year.

**FUNDED: $10,000**

7. University Research Initiative (URI) Grant, University of Texas at El Paso

2005

Received $3,598 for “Consuming English: Latin American Transmigration,

Symbolic Citizenship, and the Globalization of Language Learning and Use.”

**FUNDED: $3,598**

8. Marshall Foundation Graduate Fellowship

2002-2003

Received two fellowships, totaling $12,000, from this Arizona-based foundation. Supported research in the U.S. and Mexico, and dissertation writing.

**FUNDED: $12,000**

9. Mexico-North Research Network Transnationalism Fellowship

2002

Was one of four U.S. scholars chosen from an international pool.

Received $4,500 plus travel expenses to conduct ethnographic research

in Mexico. Was affiliated with the Centro de Investigaciones y Estudios Superiores en Anthropología Social (CIESAS-Occidente).

**FUNDED: $4,500, plus international travel expenses**

10. Southwest Institute for Research on Women, Transborder Consortium

Grant

1998

Was one of five scholars awarded a $500 grant for border research.

Explored identity, language learning, and globalization among

Mexican-American women in El Paso, Texas.

**FUNDED: $500**

11. G. Richard Tucker Fellowship, Center for Applied Linguistics (CAL)

# 1997

# Winner of an international competition among master's and doctoral students.

# Spent three months conducting research at CAL and received $2,500 plus travel expenses.

**FUNDED: $2,500, plus travel expenses**

1. Community Foundation of El Paso

2022

**PENDING:** $15, 396; Decision due: May 2022.

I am co-principle investigator with Dr. Katherine Mortimer and Dr. Amy Bach, on the proposal,Queer(in)g Our Classrooms: Expanding capacity to support LGBTQ+ students in El Paso EC-20 education.

###### Awards and Distinctions

* Expert witness on Mexican migration to the United States for Ambos Nogales case, Rodriguez v. Schwartz, 2018-2019.
* Have written letters of support for Honduran Asylum Seekers. Southwest Asylum and Migration Institute, Las Cruces, NM. Wrote letters on behalf of two transgender people, describing the violence and danger for transgender people in Honduras, 2015.
* Supervisor for doctoral intern from New Mexico State University, Chadrhyn Pedroza. She worked on my research project, *Singing the Unsung.* Aug. 2015-May 2016.
* Faculty Marshall, University of Texas at El Paso Graduation, May 2013.
* Invited Scholarly Presentation at the Ontario Institute for Studies in Education (OISE), 2011.
* UTEP's College of Education Excellence in Teaching Award Winner, 2011.
* Invited Scholarly Presentation at the New York Academy of Sciences, 2010.
* Host to Grant-Funded Research Assistant from Brandeis University Ethics Center,

Zev Rowlett,May-Aug., 2009.

# Star of Arizona Education Award, 2002.

# G. Richard Tucker Fellow, Center for Applied Linguistics (CAL), 1997.

**Leadership Training**

Leadership Development Institute (LDI) UTEP 2014-2015

Participated in this year-long training for faculty and staff who will take on positions of leadership within the university.

**Scholarly Presentations**

***International: Invited Colloquia***

“It’s my grain of sand”: Globalization, language learning, and Mexican

transmigration. **Invited colloquium**, Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, Canada, Nov. 2011.

***National: Invited Colloquia***

Consuming English: Mexican transmigration, national belonging, and linguistic citizenship. Anthropology Colloquium for the New York Academy of Sciences, New York City, Jan. 2010. Presenting at the New York Academy of Sciences only

comes at the invitation of the executive committee.

***Invited Panelist***

El Paso YWCA Courageous Conversations: Demystifying Critical Race Theory. Gave a presentation on Critical Race Theory and related themes with Dr. Christina Convertino (UTEP) and Dr. Erica Reid (NMSU). Jan. 2022.

***Invited Keynote Speaker***

¿Porque aprender el inglés? New Mexico Fiesta Educativa, Las Cruces, NM, April 28, 2005.

***Invited Papers at International Meetings***

The Globalization and corporatization of education: The Limits and liminality of the

market mantra. Invited.*Paper:* The Commodification of language learning and the circulation of ideologies of national belonging. Annual meeting of the American

Anthropological Association, New Orleans, LA. Nov. 2010.

Sex, race, and globalization: Sex, race, and migration. Invited.*Paper:* Assimilation and its

discontents. Annual meeting of the Cultural Studies Association, Tucson, AZ, Ap. 2005.

Transnational perspectives on colonial and dominant languages: Legacies in

education.” Invited.*Paper:* English matters? Mexican transmigration and the negotiation of language and identities in a global economy. Annual meeting of the American Anthropological Association, New Orleans, LA, Nov. 2002.

***Refereed Papers at International Meetings***

“We were never supposed to be here”: Exploring the identity processes of minoritized

doctoral students becoming qualitative researchers. Annual meeting of the American Anthropological Association, Baltimore, MD, Nov. 2021.

Educating in and across borders: Identities, language ideologies, and ways of

Knowing. *Paper:* Exploring the Linguistic and Cultural Identity Processes of Minoritized Doctoral Students Becoming Researchers. Annual meeting of the Latin American Studies Association, Guadalajara, MX, May 2020 [Cancelled due to COVID-19].

Resisting hegemonic practices and finding ways to create belonging: Cultural citizenship in classrooms and schools. **Chair.** *Paper:* “We were never meant to be here”: Exploring the linguistic identity processes of minoritized doctoral students becoming ethnographers. Annual meeting of the Society for Applied Anthropology, Albuquerque, NM, Mar. 2020 [Cancelled due to COVID-19].

Collaboration and learning across communities of practice. **Chair.** *Paper:* “All I

want is to breathe…won’t you breathe with me?” The Individual and the

collective in an LGBTQ and allies community of practice. Annual meeting of the American Anthropological Association, Vancouver, BC, Canada: Nov. 2019.

Navigating post-secondary education: Precarity and hope. **Chair.** *Paper:* “No faculty should do this”: Ivory tower bullying, symbolic violence, and faculty resistance. Annual meeting of the American Anthropological Association, San Jose, CA: Nov., 2018.

Graduate students’ experiences becoming qualitative researchers: An Ethnographic case study. **Chair.** Co-presented with Dr. Kate Mangelsdorf. Ethnographic and Qualitative Research Conference. Las Vegas, NV. Feb. 2018.

Language as activism: Disrupting systems of oppressive policies and practices in

schools. **Chair.** *Paper:* “Because we’re not sure how this goes”: Exploring

the processes of doctoral students becoming ethnographers. Annual meeting of the American Anthropological Association, Washington, D.C., Dec., 2017.

Disciplining languages, spaces, and learners: The Marginalizing and resistant discourses of immigrant education and policy on the border. *Paper:* Revising and re-envisioning languages, identities, and ideologies in a borderlands university English composition class. Annual meeting of the American Anthropological Association. Minneapolis, MN, Nov., 2016.

Writing doesn’t begin with writing: A case study on how doctoral students become ethnographers and scholarly writers. Co-presented with Dr. Kate Mangelsdorf. Ethnographic and Qualitative Research Conference. Las Vegas, NV. Feb. 2016.

Queering collective social identities in educational contexts: Exploring the risks and benefits of conforming to norms of gender and sexuality. *Paper:* “WE are fam-i-ly! Got all my brothers and my sisters with me”?: Queer spaces outside of school, the sounds of safety, and ideologies of heteronormativity. Annual meeting of the American Anthropological Association. Denver, CO, Nov. 2015.

Gendering resistances: Immigrant bodies, immigrant organizing, and queering immigration. **Chair**. *Paper:* Performing gendered, nationed bodies: Unauthorized Mexican immigrants and the semiotics of belonging. Annual meeting of the National Women’s Studies Association, Milwaukee, WI,

Nov., 2015.

Getting meta: Ethnographers of ethnographic learning and the team teaching of team ethnography at the doctoral level. Co-presented with Dr. Kate Mangelsdorf. Ethnographic and Qualitative Research Conference. Las Vegas, NV. Feb. 2015.

Co-constructing identities: A first-year composition ethnographic case study. Co-

presented with Kate Mangelsdorf, Lizabett Tinoco, and Gina Lawrence.

Ethnographic and Qualitative Research Conference. Las Vegas, NV. Feb.

2015.

Coming out against “Truth” and race/class interpellations. *Paper:* Collaboratively producing closets, and intentionally leaving them ajar: Exploring alternative

coming out events in an LGBTQ and allies chorus. Annual meeting of the

American Anthropological Association. Washington, D.C., Dec. 2014.

Outlaw discourses: Latina/o im/migrants and multimodal language use in and out of

school. **Chair**. *Paper:* Hiding in plain sight: Unauthorized Mexican migrants,

language use, and the production of public/private space. Annual meeting of

the American Anthropological Association, Chicago, Nov. 2013.

Performing the nation: Unauthorized Mexican migration and the politics of language

use and the body along the U.S.-Mexico border. Annual meeting of the

American Anthropological Association, San Francisco, CA, Nov. 2012.

"[Learning English] is my grain of sand for society": Interstitial citizenship and neoliberal ideologies of language learning and national belonging. Annual

meeting of the American Association of Applied Linguistics, Boston, Mar. 2012.

Chicana/o and Latino/a education after the 2010 Census: Examining directions for social equity and justice. *Paper:* The ideological production of learner identities in the world inside/outside the classroom: Language learning, consumption, and national belonging. Annual meeting of the American Anthropology Association, Montreal, Canada, Nov. 2011.

Identities, education, and work in global cities: Transnational women breaking cultural and knowledge barriers. *Paper:* Promoted to the front? A Case

study on ideologies of language and work among undocumented Mexican transmigrant *domésticas* in Tucson, Arizona. Women's Worlds: A Global Feminist Conference. Ottawa, Canada, July 2011.

Linguistic citizenship: Ideologies of language practice and the end/s of the nation,

**Co-Chair**. *Paper:* Consuming la India María, *Inglés Sin Barreras*, and the nation.

Annual meeting of the American Anthropological Association, Philadelphia, PA, Dec. 2009.

Producing the nation: Citizens, non-citizens, and strategies of belonging, **Chair**. *Paper:*

Mexican transmigrants and the consumption of belonging through the turchase of *Inglés Sin Barreras* [English without Barriers]. Annual meeting of the Society for Applied Anthropology, Santa Fe, NM, April, 2009.

Engaging the Hokey Pokey: New directions, emerging theories, methods and pedagogies in understanding schools and their communities through ethnography and ethnographic praxis. *Paper:* These American lives: Exploring radio reception and the risks of empathy among pre-service teachers. Annual meeting of the American Anthropological Association, San Francisco, CA, Nov. 2008.

English as symbolic citizenship. Poster presentation. Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL), New York, April 2008

The Commodification of learning: Articulating and misarticulating national identities through language use and educational practice, **Chair**. *Paper:* Inglés Sin Barreras: El programa que se hace parte de la conversación en este pais [The program that makes you a part of the conversation in this country]: Commodification, language learning, and the nation. Annual Meeting of the American Anthropology Association, Washington, D.C., Nov. 2007.

Commodifying the nation: Coming soon to a globalized media outlet near you,

**Co-Chair**. *Paper:* Consuming English: Symbolic citizenship, language learning, and Latin American transmigrants. Annual meeting of the Cultural Studies Association, Washington, D.C., Apr. 2006.

Learning the migratory nation: The Semiotics of difference, belonging, and power in

transnational communities, **Co-Chair**. *Paper:* Wearing, displaying, and sometimes speaking the nation: Latin American transmigrants

and the uses of symbolicitizenship through *Inglés Sin Barreras* [English without Barriers]. Annual meeting of the American Anthropology Association, San Jose,

CA, Nov. 2006.

Sociohistorial influences and pedagogical issues in Latin America. *Paper:* Consuming

English: Symbolic citizenship and language learning among Latin American

transmigrants. Annual meeting of the Latin American Studies Association, Puerto

Rico, Mar, 2006.

Symbolic citizenship and linguistic performance: Strategic uses of *Inglés Sin Barreras* among Latin American transmigrants in the United States. Third International Conference on Education, Labor, and Emancipation, El Paso/Juarez, Sept. 2006.

Language, culture, and education: Cases from around the world, **Chair**. *Paper:* Consuming tongues: Mexican transmigration and the globalization of language

Learning. Annual meeting of the American Anthropological Association, Washington, D.C., Nov. 2005.

Neoliberal ideologies and education. *Paper:* Longing and belonging: Undocumented Mexican transmigrants deporting the identity category. Alternative meeting of the American Anthropology Association, Canterbury Convocation, San Francisco, CA, Nov. 2004.

Anti-Bilingual initiatives: Ideology, pedagogy, and identity. *Paper:* Narrating which nation(s)? National identities at a bilingual border school. 4th International Symposium on Bilingual Education, Tempe, AZ, May 2003.

Imagined borders: National/transnational identities and ideologies in local constructions of conflict and peace, **Co-Chair**. *Paper:* "It's not a game...and it IS a game": Undocumented Mexican identities and the Chicano mystique. Annual meeting of the American Anthropology Association, Chicago, IL, Nov. 2003.

“It’s not a game…and it IS a game”: The identifications of undocumented Mexican

transmigrants, national melancholia, and the Shadow of the Cowboy, Biennial

Meeting of the Society for Psychological Anthropology, San Diego, CA, April 2003.

Mexican transmigration and the negotiation of language and identities in a global

economy. Congreso de la Red Mexico-Norte, Mexico City, Aug. 2002.

Addressing inequality and transforming education: Race, ethnic, and cross-national issues. *Paper:* Learning as if their lives depended on it: Mexican-Americans, environmental racism, and education outside schools. Annual meeting of the American Anthropological Association, San Francisco, CA, Nov. 2000.

The Discursive construction of ideologies and identities in schools: Cross-national

perspectives, **Chair**. *Paper:* Globalization on the border: Reimagining economies, identities, and schooling. Annual meeting of the American Anthropological Association, Chicago, IL, Nov. 1999.

“He’s a guy for sure, but...”: Queer collaborations and the pedagogical implications of one teacher’s coming out in class. Annual meeting of the Society for Applied Anthropology, Tucson, AZ, April 1999.

“It’s like the love of my life has died”: Identities, education, and globalization. 8th Simposio

Interamericano de Investigación Ethnográfíca en Educación, Indianapolis, IN, Oct.

1999.

Co-Constructing contested identities in schools: Hegemonic discourses and strategies of persistence/resistance/renewal, **Co-Chair.** *Paper:* Towards a pedagogy of identity: The Disclosure of sexual identity and its effects on classroom discourse. Annual meeting of the American Anthropology Association, Philadelphia, PA, Dec. 1998.

***Discussant at International Meetings***

Resisting monolingual ideology and imagining linguistic diversity: National and glocal ethnographic accounts on translanguaging and adaptive pedagogies for change, **Invited Discussant.** Annual meeting of the American Anthropology

Association, San Jose, CA, Nov. 2018.

Gender and sexual diversity, intersectionality, and teaching: Uncovering and troubling narratives of safety and inclusion, **Invited Discussant.** Annual meeting of the American Anthropology Association, Minneapolis, MN, Nov. 2016.

Migration and youth outside of school/ Migración y jóvenes fuera de la escuela, **Invited Moderator and Organizer.** Simpsio Interamericano de Investigación: Ethnografía en Educación, UCLA, Los Angeles, CA, Sept. 2013.

Schools, communities, and the third space: From dichotomy to hybridity.

**Invited Discussant.** Annual meeting of the American Anthropology Association, Montreal, Canada, Nov. 2011.

***Invited National Colloquia***

Neoliberal freedom, language learning, and the circulation of ideologies of national

belonging. Colloquium at Northeastern Illinois University, Chicago, IL April 2013.

How linguistics relates to education: Language ideologies in books, schools, nations, and talk. Colloquium at Northeastern Illinois University, Chicago, IL Mar. 2011.

Consuming English: Mexican transmigration, national belonging, and linguistic citizenship. Anthropology Colloquium for the New York Academy of Sciences, New York City, Jan. 2010. Presenting at the New York Academy of Sciences only comes at the invitation of the executive committee.

"…The Goal is to learn it [English], not just to have the program…": How Spanish- speaking migrants produce identities and language ideologies through the consumption of Inglés Sin Barreras [English Without Barriers]. Colloquium at Northeastern Illinois University, Chicago, IL, Sept. 2008.

***Refereed Papers at National Meetings***

Singing the Unsung: Changing Minds and Hearts in a Community-Based LGBTQ and

Allies Chorus in a Small Southwestern City. GALA Choruses Festival. July 4-8, 2020, Minneapolis, MN [Cancelled due to COVID-19].

Gendering resistances: Immigrant bodies, immigrant organizing, and   
 queering immigration, **Chair.** *Paper:* Performing gendered and national identities: Unauthorized Mexican immigrants and the semiotics of belonging. National Women’s Studies Association, Milwaukee, WI, Nov. 2015.

Bienvenidos a Facebook por la tutoría: Using Facebook to facilitate mentoring among new and experienced classroom teachers. University of New Mexico Mentoring Conference, Albuquerque, NM, October, 2013

Rules are made to be broken: Gendered, sexed, and raced prescriptions for

belonging to the nation. *Paper:* The Textures of transnational belonging on Spanish-language TV: How *Inglés Sin Barreras* produces nations, Annual Meeting

of the National Women’s Studies Association, Cincinnati, OH, June 2008.

***Refereed Papers at Regional Meetings***

Border, education, and language. *Paper:* Consuming English and the nation: Identities, ideologies, and the peculiar impact of *Inglés Sin Barreras*.Annual meeting of the Western Social Sciences Association, Albuquerque, NM, April, 2009.

“Knowing when to leave can be the smartest thing that anyone can learn”: Thinking, feeling, and doing qualitative research. Prescott College Colloquium, Prescott, AZ, Feb. 2006.

“Bringing order to the whole…through design…composition…and harmony”: Moving from a vague feeling about a topic to a do-able research project, Prescott College

Colloquium, Prescott, AZ, May 2005.

Research methods and methodologies: The Interview, Prescott College Colloquium,

Prescott, AZ, May 2005.

They don't have to be oil and water: Theory and research, Prescott College Colloquium Prescott, AZ, May 2005.

This time it’s personal: Making sexuality an axis of analysis in your research, Prescott College Colloquium, Prescott, AZ, Feb. 2004.

English matters? Prescott College Colloquium, Prescott, AZ, Aug. 2003.

“Caminante, no hay camino”: Ethnographic research on adult learning outside of schools,”

Mountain Plains Adult Education Association Conference, Albuquerque, NM, Ap., 2001.

Cross-cultural narratives, literacies, and power: Border stories, **Co-chair**. *Paper:* “It’s like

the love of my life has died”: Identities, education, and globalization on the border. Regional meeting of National College Teachers of English, Tucson, AZ, Ap. 1999.

“That felt so great...and it felt so LOUD”: Narrative structure and hegemonic

processes in *Ellen’s* coming out episode, UCLA Queer Theory Conference, Los Angeles, CA, Feb. 1999.

***Chairing Sessions at International Meetings***

Radical, Critical, and Community Based Approaches to Teaching and Doing Ethnography. **Chair.** *Paper:* “We were never supposed to be here”: Exploring the identity processes of minoritized doctoral students becoming qualitative researchers. Annual meeting of the American Anthropological Association, Baltimore, MD, Nov. 2021.

Collaboration and Learning across Communities of Practice. **Chair.** *Paper:* “All I

want is to breathe…won’t you breathe with me?” The Individual and the

collective in an LGBTQ and allies community of practice. Annual meeting of the American Anthropological Association, Vancouver, BC, Canada: Nov., 2019.

Navigating post-secondary education: Precarity and hope. **Chair.** *Paper:* “No faculty

should do this”: Ivory tower bullying, symbolic violence, and faculty

resistance. Annual meeting of the American Anthropological Association. San

Jose, CA, Nov., 2018.

Disciplining language, spaces, and learners: The Marginalizing and Resistant

Discourses of Immigrant Education and Policy on the Border.

**Chair.** *Paper:* Revising and re-envisioning languages, identities, and ideologies in a borderlands university English composition class. Annual meeting of the American Anthropological Association. Minneapolis, MN, Nov., 2016.

Migration and youth outside of school/ Migración y jóvenes fuera de la escuela,

**Organizer** and **Moderator**. Simpsio Interamericano de Investigación: Ethnografía en Educación, Los Angeles, CA:, Sept. 2013.

Outlaw discourses: Latina/o im/migrants and multimodal language use in and out of school. **Chair**. *Paper:* Hiding in plain sight: Unauthorized Mexican migrants, language use, and the production of public/private space. Annual meeting of the American Anthropological Association, Chicago, Nov. 2013.

Linguistic citizenship: Ideologies of language practice and the end/s of the nation,

**Co-Chair**. *Paper:* Consuming La India María, *Inglés Sin Barreras*, and the nation.

Annual meeting of the American Anthropological Association, Philadelphia, PA, Dec. 2009.

Producing the nation: Citizens, non-citizens, and strategies of belonging, **Chair**. *Paper:*

Mexican transmigrants and the consumption of belonging through the purchase of

*Inglés Sin Barreras* [English without Barriers]. Annual meeting of the Society for

Applied Anthropology, Santa Fe, NM, April, 2009.

The Commodification of learning: Articulating and misarticulating national identities through language use and educational practice, **Chair**. *Paper:* *Inglés Sin Barreras*:

El Programa que se hace parte de la conversación en este pais [The Program that

makes you part of the conversation in this country]: Commodification, language learning, and the nation. Annual Meeting of the American Anthropology Association, Washington, D.C., Nov. 2007.

Commodifying the nation: Coming soon to a globalized media outlet near you,

**Co-Chair**. *Paper:* Consuming English: Symbolic citizenship, language learning, and Latin American transmigrants. Annual meeting of the Cultural Studies Association, Washington, D.C., Apr. 2006.

Learning the migratory nation: The Semiotics of difference, belonging, and power in

transnational communities, **Co-Chair**. *Paper:* Wearing, displaying, and sometimes speaking the nation: Latin American transmigrants

and the uses of symbolic citizenship through *Inglés Sin Barreras* [English without Barriers]. Annual meeting of the American Anthropology Association, San Jose,

CA, Nov. 2006.

Language, culture, and education: Cases from around the world, **Chair**. *Paper:* Consuming tongues: Mexican transmigration and the globalization of language

learning. Annual meeting of the American Anthropological Association, Washington, D.C., Nov. 2005.

Imagined borders: National/transnational identities and ideologies in local constructions of conflict and peace, **Co-Chair**. *Paper:* "It's not a game...and it IS a game": Undocumented Mexican identities and the Chicano mystique. Annual meeting of the American Anthropology Association, Chicago, IL, Nov. 2003.

The Discursive construction of ideologies and identities in schools: Cross-national

perspectives, **Chair**. *Paper:* Globalization on the border: Reimagining economies, identities, and schooling. Annual meeting of the American Anthropological Association, Chicago, IL, Nov. 1999.

Co-Constructing contested identities in schools: Hegemonic discourses and strategies of persistence/resistance/renewal, **Co-chair.** *Paper:* Towards a pedagogy of identity:

The Disclosure of sexual identity and its effects on classsroom discourse. Annual

meeting of the American Anthropology Association, Philadelphia, PA, Dec. 1998.

***Roundtable at International Conference***

Queerness as a site of vulnerability in academe. Roundtable. Annual meeting of the American Anthropological Association. Washington, D.C., Dec. 2014.

***Chairing Sessions at National Meetings***

Gendering resistances: Immigrant bodies, immigrant organizing, and queering

immigration, **Co-Chair**. National Women’s Studies Association, Milwaukee, WI, Nov. 2015.

***Chairing Sessions at Regional Meetings***

Cross-Cultural narratives, literacies, and power: Border Stories, **Co-Chair**. *Paper:* “It’s like the love of my life has died”: Identities, education, and globalization on the border.

Regional meeting of National College Teachers of English, Tucson, AZ, April, 1999.

***Invited Regional Colloquia***

Intersections of Mexico/U.S. border cultures, (im)migration, and LGBT/LGBTTI identities. Invited Collquia. Centro Sábila, Albuquerque, NM, July 15, 2016.

***Invited Local Colloquia***

Mexican (im)migrant students and education:  Constructions of and resistance to ‘illegality’. Invited colloquium for the UTEP History Department. April 19, 2013. Co-presented with Dr. Guillermina Nuñez-Mrchi.

“I try to do it (use Inglés Sin Barreras) but then one gets home so tired”: Neoliberal

freedom, language learning, and the circulation of ideologies of national belonging.

Invited colloquium for the UTEP Linguistics Department. Mar. 1, 2013.

***Local Presentations and Colloquia***

Engaging against white supremacy in classrooms and communities: Having critical

Conversations. Trauma, Resilience, and Resistance Conference, UTEP, Aug. 29, 2019. Co-facilitated with Amy Bach, Christina Convertino, Mayte de la Piedra, Sarah Johnson, Katherine Mortimer, Elva Reza-Lopez, and

Char Ullman​.

Applying for tenure-track positions, Part II: Letters of recommendation. EL3 Lab,

UTEP Feb. 2019. Co-presented with Dr. Christina Convertino.

Applying for tenure-track positions, Part I: Writing cover letters. EL3 Lab, UTEP Jan.

2019. Co-presented with Dr. Christina Convertino.

It’s time to speak up for your gay and transgender Students. UTEP discussions on

diversity: Creating an inclusive learning environment, Oct. 2018.

Co-presented with Dr. Aaron Waggoner.

Learning how to peer review for academic journals, EL3 Lab, UTEP, Feb. 2018. Co-

presented with Dr. Katherine Mortimer.

“Because we’re not sure how this goes”: Exploring the processes of doctoral students

becoming ethnographers. EL3 Lab, UTEP, Nov. 2017. Co-presented with Jair Muñoz.

Graduate students becoming qualitative researchers: An ethnographic study, EL3 Lab,

UTEP, April 19, 2017. Co-presented with Dr. Kate Mangelsdorf and Jair Muñoz.

Language and power in the borderlands: Consuming English. Oct. 2016. Research presentation in Dr. Leanna Lucero’s class at NMSU.

Thinking about Richard Ruiz’ influence on language planning, multicultural education, and heritage language education. EL3 Lab, UTEP, Oct. 2015.

The Unexpected in research: Problems, obstacles, and ways out. Panel Presentation, EL3 Lab, UTEP, Mar. 2015.

Finding mentors: Sharing doctoral student experiences. Panel Presentation, EL3 Lab, UTEP, Feb. 2015.

Demystifying peer-reviewed publishing. Panel presentation in the EL3 Lab, UTEP. **Chair** and participant, Nov. 2014.

Consuming English: How Mexican transmigrants form identities and construct symbolic citizenship through *Inglés Sin Barraras.* Presentation in Dr. Kate Mangelsdorf’s doctoral course on Global Englishes, Mar., 2014.

Hidden in plain sight: Identity practices, language use, and the production of public/private spaces for unauthorized Mexican migrant women**.** Presentation in the EL3 Lab, UTEP, Oct. 2013.

Mexican (im)migrant students and education:  Constructions of and resistance to ‘illegality’. Invited colloquium for the UTEP History Department. April 2013. Co-presented with Dr. Guillermina Nuñez-Mrchi.

“My grain of sand for society": Neoliberal freedom, language learning, and the circulation of ideologies of national belonging. Presentation in Dr. Kate Mangelsdorf’s doctoral course on Global Englishes, Oct. 2012.

Languages and literacies: Questions of ideology. Presentation in Dr. Patrick Smith's doctoral seminar on Biliteracy and Academic Development (TED 6301), UTEP, Mar. 2011.

The Ideological production of ESOL learner identities in their lives outside/inside the classroom: Language learning, consumption, and citizenship. Virtual presentation in Dr. Denise Blum's graduate class, Pop Culture and Education,

Oklahoma State University, Stillwater, OK, July 2011.

Globalization, the circulation of discourses, and the focus group. Presentation in Dr. Maria Teresa De la Piedra's doctoral seminar on qualitative research methods (BED 6303), UTEP, Oct. 2010.

Ideologies of languages and literacies. Presentation in Dr. Patrick Smith's doctoral seminar on Biliteracy and Academic Development (TED 6301), Sept., 2010.

Consuming English: Mexican transmigration, national belonging, and linguistic citizenship. EDUCAR Colloquia, UTEP, Feb. 2010.

Consuming English: Mexican transmigration, national belonging, and linguistic citizenship. Presentation in Dr. Reynaldo Reyes' doctoral seminar on qualitative research (BED 6303), UTEP, Mar., 2010.

La India María, consumption, and the learning of English. Presentation in Dr. Kerrie

Kephart's master's course, Discourse Analysis, TED 5319, July 2009.

Does English matter? Presentation in Anthropology 219, The Nature of Language,

University of Arizona, Tucson, AZ, April 2004.

Why learn English? A teacher/researcher’s ethnographic research among

undocumented Mexican migrants, Arizona Adult and Lifelong Learning Mini-Conference, Tucson, AZ, June 2003.

From student to scholar: How five graduate students created their own course and

began their professional development, **Co-Chair**. Graduate Student Colloquy, Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ, Feb. 1999.

Closeted subjectivities and the qualities of resistance: Queer teachers and classroom

discourse. Graduate Student Colloquia, Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ, Feb. 1997.

***Presentations for Colleagues***

Introduction to Blackboard CE-8.0: An Instructor's perspective. Instructional Support Services. UTEP, Jan. 2010.

NewProf Jones and the temple of Spencer. Presentation for UTEP Teacher Education Faculty Development Meeting, Sept. 2007.

***Presentations for Language Educators***

¿Es la raza algo biologico? Presentation for teachers in the Cooperative Association of States for Scholarships (CASS), University of Arizona, Tucson, Arizona, June 2008.

Developing conversational proficiency: Teaching about the cultural context of meaning making. Training seminar for ESOL and Foreign Language Teaching Assistants. UTEP, Oct. 2007.

“How do I get people to USE the language?” Training seminar for ESOL and Foreign Language Teaching Assistants. UTEP, Oct. 2006.

***Presentations for Graduate Students***

How to get away with an interview. Graduate Student Expo, University of Texas at El Paso, Oct., 2015.

###### Practitioner Presentations

Adapting ESL materials for the workplace. Illinois TESOL, Chicago, April, 1991.

Becoming involved in the teacher observation process. Staff Development Program, College

of Lake County, May, 1995.

*Choices: A Competency-Based Lifeskills Series for Adults*. International TESOL, New

York, NY, Mar., 1991.

*Choices: A Lifeskills Series for Adults*. International TESOL, Vancouver, Mar., 1992.

*Choices:* Problem-posing with Adult ESL Learners, New York TESOL, Albany, NY,

Mar. 1990.

*Choices:* Using problem-posing in the adult ESL classroom, Midwest TESOL, St.

Louis, MO, Mar. 1992.

Collaborative program development: An Ongoing conversation among human

resource representatives, educators, and program participants. Illinois

Partnerships for Workforce Education Conference, Chicago, IL, Jan., 1996.

Computer-generated authentic curriculum, Adult Learning Resource Center, Chicago, IL, Feb. 1996.

Contemporary’s *English Connection*s: *Grammar for Communication*. International

TESOL, Atlanta, GA, Mar., 1993.

Creating an environment for workplace education on the factory floor: Workplace

educators meet with supervisors. Illinois Partnerships for Workforce Education

Conference, Chicago, IL, Jan., 1996.

Customizing ESL instruction for the workplace. Staff Development Program, College

of Lake County, Grayslake, IL, June, 1995.

Customizing instruction. Staff Development Program, College of Lake County,

Grayslake, IL, Feb., 1996.

Grammar in adult education: A fun mix, International TESOL, Atlanta, GA, Mar., 1993.

*Look at the U.S.:* Content ESL for Adult Learners, Illinois TESOL, Peoria, IL, Oct., 1992.

Making mentoring meaningful to part-time cmployees. International TESOL,

Chicago, IL, Mar. 1996.

Navigating the waters of ESL publishing: A Workshop for adult education ESL

Teachers. Travelers and Immigrants’ Aid, Chicago, IL, Feb. 1996.

Participatory education: What is it and am I already using it? (A four-part workshop). Pima College Adult Education. Tucson, AZ, summer 2001.

Problem-based learning: What is it and what can it do for me? Staff Development

Program, College of Lake County, Grayslake, IL, Nov., 1995.

Problematizing practice across university EFL and adult EFL. Co-presented with Stephanie Lehrer, Arizona TESOL, Tucson, AZ, April, 2002.

Professional development (for workplace educators) made easy/ Adult and

Continuing Education Conference, Kansas City, MO, Nov. 1995.

Small group book discussion: Literature for young adults. Conference on Literature

and Literacy for Children and Adolescents, Tucson, AZ, Mar., 1998.

Teacher as ethnographer in the workplace: Staff development strategies. Adult

Learning Resource Center Conference, Chicago, IL, Feb., 1996.

Teacher/ethnographer in the workplace: Approaches to Staff Development, International TESOL, Chicago, IL Mar. 1996.

Teaching multi-level classes. WorldTeach Conference, Quito, Ecuador, Jan., 1993.

Teaching problem-posing in the Adult ESL Classroom. Illinois TESOL/BE Conference,

Springfield, IL, April, 1990.

Using authentic materials. WorldTeach Training Conference, Quito, Ecuador, Jan., 1993.

Using ethnography as a tool for authentic curriculum development. Travelers’ and

Immigrants’ Aid, Chicago, IL, June, 1996.

Using the mechanical, manipulative, meaningful progression in your classroom. WorldTeach Training Conference, Quito, Ecuador, Jan., 1993.

Ways to support workplace education: A Workshop for supervisors. College of Lake

County, Grayslake, IL, Oct., 1995.

*Working in English*: Competencies and beyond. Adult Learning Resource Center

Conference, Chicago, IL, Feb., 1991.

*Working in English:* Techniques for teaching multi-level classes. Illinois TESOL,

Springfield, IL Mar. 1993.

What gets taught and how in your workplace education program: A Workshop for

supervisors. College of Lake County, Grayslake, IL, Sept., 1995.

**Current Dissertation Direction and Committee Membership**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Doctoral Student** | **Role** | **Department** | **University** |
| 1 | Jesus Aguirre | Chair | Teaching, Learning, and Culture | UTEP |
| 2 | Adrian Aragones | Chair | Teaching, Learning, and Culture | UTEP |
| 3 | Mirjana Babic | Chair | Teaching, Learning, and Culture | UTEP |
| 4 | Gonzalo Favela | Chair | Teaching, Learning, and Culture | UTEP |
| 5 | Manuela Gomez | Chair | Teaching, Learning, and Culture | UTEP |
| 6 | Amber James | Chair | Teaching, Learning, and Culture | UTEP |
| 7 | Jason Lilly | Chair | Teaching, Learning, and Culture | UTEP |
| 8 | Jen Mansour | Chair | Teaching, Learning, and Culture | UTEP |
| 9 | Sebastian Martinez | Member | Rhetoric & Writing Studies | UTEP |
| 10 | Jair Muñoz | Chair | Teaching, Learning, and Culture | UTEP |
| 11 | Rosalba Narvaez | Member | Teaching, Learning, and Culture | UTEP |
| 12 | Patricia Ocaña | Member | Teaching, Learning, and Culture | UTEP |
| 13 | Josette Pelatan | Chair | Teaching, Learning, and Culture | UTEP |
| 14 | Josey Pickett | Member | Teaching, Learning, and Culture | UTEP |
| 15 | Maribel Santoyo | Chair | Teaching, Learning, and Culture | UTEP |
| 16 | Majd Salas | Chair | Teaching, Learning, and Culture | UTEP |
| 17 | Carolina López Terán | Member | Teaching, Learning, and Culture | UTEP |
| 18 | Matthew Vervel | Member | Rhetoric & Writing Studies | UTEP |

**Supervised Dissertations/Theses**

***Dissertations***

1. **Acevedo, Rocio (2021).** *¡Si Se Puede! An Examination of Doctoral Socialization*

*Experiences and the Intersectionality of Gender, Ethnicity, and Race.*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman, Chair**

1. **Velazquez, José (2021).** *Engaging the Disengaged: The Zone of Proximal Distance between Deliberately Silenced Educators and Preferably Unheard Latino Immigrant Parents.*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman, Chair**

1. **Owens, Angela (2020).** *Caregiver Experiences with the Dyslexia Identification*

*Process in a Borderlands Community.*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman**, **Chair**

1. **Seda, Carmen (2020).** *Thinking through Children: Proposing Theory for Doing*

*Critical Content Analysis of Multicultural Children’s Literature*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman**, **Chair**

1. **Serna, Lisa (2019).** *Newcomer English Language Learners in High School Choral Education: An Ethnographic Case Study.*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman**, **Chair**

1. **Graboski-Bauer, Ashley (2019).** *Psychologically Satisfying: Exploring Client Experiences with the Dynamics of Shared Decision-Making in Care from Prescribing Psychologists.*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman**, **Chair**

1. **Kerney, Debra (2014).** *True Blue: A Narrative Inquiry Exploring Instructional Practices Used During Reading Instruction in a Title I National Blue Ribbon School in New Mexico.*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman**, **Chair**

Dr. Kerney is now the principal of Carolina and Sylvester Reyes STEM elementary school in Canutillo, TX.

8. **Lucero, Leanna (2013).** *An Exploration of the Uses of Social Media among Multiply Minoritized LGBT Youth.*

Doctoral Dissertation

Teaching, Learning, and Culture, University of Texas at El Paso

**Char Ullman** and Brian Giza (**Co-Chairs**)

Dr. Lucero is now Assistant Professor of Elementary Education (tenure-track) at New Mexico State University.

***Masters Theses***

9. **Morriss, Charlie (2011).** *The Preparation of High School Graduates for Community College English Programs in the Arizona Borderlands*

Masters Thesis

Prescott College, Tucson, AZ

**Char Ullman, Chair**

10. **Castro, Heather (2008).** *Case Study of the Culture of Peace Alliance Development: An Ecopsychological Perspective of Collective Action Framing*

Masters Thesis

Prescott College, Tucson, AZ

**Char Ullman, Chair**

***Undergraduate Honors Thesis***

11. **Durban-Albrecht, Erin (2006).** *An Interpretation of Visual Art and Literature of Haitian Immigrants to the United States as Seen through the Lens of Saskia Sassen’s Gender and Migration Theory*

Undergraduate Honor’s Thesis

Metropolitan State College of Denver, Denver, CO

**Char Ullman, Chair**

**Defended Dissertation/Thesis Committee Membership**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Student** | **Role** | **Degree** | **Department** | **University** | **Defended** |
| 1 | Emiliano Villareal | Member | Ph.D. | Teaching, Learning, and Culture | UTEP | Oct. 2019 |
| 2 | Jim Weddell | Member | M.A. | Rhetoric and Writing Studies | UTEP | Aug. 2019 |
| 3 | Mika Nash Gehre | Member | M.P.H. | School of Health Sciences | UTEP | May 2019 |
| 4 | Claudia Saldaña Corral | Member | Ph.D. | Teaching, Learning, and Culture | UTEP | Mar. 2019 |
| 5 | Lidia  Herrera-Rocha | Member | Ph.D. | Teaching, Learning, and Culture | UTEP | Ap. 2019 |
| 6 | Gina Lawrence | Member | Ph.D. | Rhetoric and Writing Studies | UTEP | Nov. 2018 |
| 7 | Diana Piñeda | Member | Ph.D. | Teaching, Learning, and Culture | UTEP | Aug. 2018 |
| 8 | Beau Pihlaja | Member | Ph.D. | Rhetoric and Writing Studies | UTEP | July 2017 |
| 9 | Tommy Sigala | Member | Ed.D. | Ed. Leadership & Founda-tions | UTEP | Dec. 2016 |
| 10 | Sara Bartlett Large | Member | Ph.D. | Rhetoric and Writing Studies | UTEP | July 2016 |
| 11 | Luciene Wander-murem | Member | Ph.D. | Teaching, Learning, and Culture | UTEP | Ap. 2016 |
| 12 | Zach Warzecka | Member | Ph.D. | Rhetoric and Writing Studies | UTEP | Ap. 2016 |
| 13 | Maria Talaman-tes | Member | Ph.D. | Teaching, Learning, and Culture | UTEP | July 2015 |
| 14 | Brenda Fuentes | Member | Ph.D. | Teaching, Learning, and Culture | UTEP | May 2014 |
| 15 | Bisola Marginay | Member | Ph.D. | Transformative Studies | California Institute of Integral Studies | Dec. 2013 |
| 16 | Roxanne Hackney | Member | M.A. | Teacher Education | UTEP | May 2011 |

**Professional Service**

***Service to the Department of Teaching, Learning, and Culture***

**Chair.** TLC Task group for Outstanding Dissertation, 2021.

**Member**. Search Committee for Faculty Member in Literacy/Biliteracy, 2021-2022; 2011-2012; 2009-2010.

**Initial Advisor.** Master of Arts in Diversity, Equity, & Social Justice in Education (DESJE). 2022, 2021.

**Lead Faculty.** Sociocultural Foundations of Education, BELSS, 2022, 2021, 2020, 2019, 2018, 2017.

**Chair.** Committee to create Master of Arts in Diversity, Equity, & Social Justice in Education (DESJE), fall 2020.

**Chair.** Tenure & Promotion Committee, BELSS, 2020-2023 (elected position).

**Member.** Task Group to Evaluate the Core of the TLC Doctoral Program (2019-2020).

**Member.** TLC Doctoral Committee, 2020-2023, 2017-2014, 2014-2011,2009- 2006.

**Chair.** Departmental Tenure & Promotion Committee, 2015-2017.

**Coordinator.** Gender & Sexuality Diversity Workshop, Dr. Monica Torres, 2017.

**Chair.** Bylaws Review for BELSS. 2016-2017.

**Chair.** Curriculum Revision Task Force, Doctoral Committee, 2016-2018.

**Mentor** to junior faculty, Dr. Amy Bach.

**Member:** Task Force to Create Policy on Doctoral Program Faculty and Rotation, 2015.

**Chair.** Committee to Create a Reorganization Proposal for the Department of Teacher Education, 2012-2013.

**Chair.** Reorganization Committee for Teaching, Learning, and Culture Dept., 2014.

**Chair.** Peer-Evaluation Committee, 2014.

**Program Representative for Sociocultural Foundations of Education.** Doctoral Committee 2014-2015.

**Member.** Search Committee,faculty member in Sociocultural Foundations, 2013-2014.

**Member.** Task Force to Streamline Doctoral Degree Program in Sociocultural Foundations of Education 2013-2014.

**Chair.** Task Force to Create Rubrics for the Portfolio, 2014.

**Member.**  Task Force for Defining Doctoral Committee Practices, 2014.

**Coordinator.** BED 4343 Curriculum Alignment, 2014.

**Member.** Task Force to Create Policy on Doctoral Defense Recommendations, 2013.

**Member.** Task Force for Conflict Resolution, 2013.

**Member.** Search Committee,faculty member in Literacy/Biliteracy, 2012-2013.

**Chair.** Task Force to Create Criteria for Doctoral Faculty Membership, 2013-2014.

**Program Representative for Literacy/Biliteracy**. Doctoral Committee 2011-2014.

**Member.** Task Force to Create the Curriculum for a C&I Degree in Sociocultural Foundations of Education 2012-2013.

**Member.** Task Force to Align Curricula in undergraduate 4-8 certification, Social Studies strand. 2012-2013.

**Member.** Faculty Workload Committee, 2012-2013.

**Member.** Tenure and Promotion Committee, 2012.

**Member**. Search Committee,Doctoral Program Faculty, 2007-2008.

**Member**. Curriculum Committee,Teacher Education Department’s committee on the revising the curriculum for the course BED 4343, Sheltered Instruction, 2007- 2012.

**Member**. Curriculum Committee,Teacher Education Department’s committee on revising the degree plan for the Master Reading Teacher degree, 2011-2012.

**Member**. Curriculum Committee,Teacher Education Department’s committee on the revising the curriculum for the course TED 3330, Applied Critical Pedagogy: Schools and Communities, 2005-2011.

**Co-Chair**. Sociocultural Foundations of Language and Literacy, committee to create a new graduate course, Sept. 2005-2007.

**Co-Chair**. Scholarly Writing for Educators, committee to create a new graduate course, Sept. 2005-2007.

***Service to the College of Education***

**Member.** Outstanding Dissertation Award Committee, College of Education, 2022.

**Member.** Interprofessional Development Project, 2020, 2019.

**Evaluator.** COE Outstanding Dissertation Award, 2018.

**Member.** EDLF Tenure & Promotion Committee, 2018.

**Member.** Graduate Program Committee. 2019, 2018, 2017, 2016.

**Member.** EL3 Lab Advisory Board, 2022, 2021, 2020, 2019, 2018, 2017, 2016.

**Member.** COE3rd-year review committee, 2016-2017.

**Member.** ABC Conference Proposal Decision Committee, 2015.

**Member.** COE Tenure & Promotion Committee, 2015.

**Member.** By-Laws Committee, 2017, 2016, 2015 (appointed position).

**Mentor** to junior faculty, Dr. Angus Mungal.

**Chair.** Task Force to Reimagine the College of Education, 2015.

**Chair.** ABC Conference Proposal Decision Committee. 2014.

**Chair.** Peer-Observation Committee for the COE. 2014.

**Chair.** COE Promotion and Tenure Committee, 2014.

**Member.** COE Promotion and Tenure Committee, 2013.

**Member**. COE Research Group, EDUCAR, 2009-2010.

**Chair**. COE Library Committee, University of Texas at El Paso, committee to

improve library resources for researchers, Jan. 2006- 2008.

**Member**. TExESAdvisory Board, committee to improve procedures for certification testing, 2005-2008.

***Service to the University of Texas at El Paso***

**Member.** University Student Grievance Committee, 2022.

**Proposal Evaluator**. Dodson Grant Competition, 2021, 2020, 2019, 2018, 2017, 2016, 2015.

**Faculty Advisor.** Doctoral Women’s Organization. 2022, 2021, 2020, 2019.

**Application Evaluator.** Summer Research Assistant Competition, 2016, 2017, 2018 2019, 2020, 2021.

**Mentor.** CAMP student, UTEP, 2018-2019.

**Presenter**. Graduate Student Research Expo, 2015.

**Judge/Mentor**. Graduate Student Research Expo, 2013.

**Chair.** Undergraduate Scholarship Committee, 2008-2011.

**Vice-Chair**. Undergraduate Scholarship Committee, 2006-2008.

**Departmental Representative,** Faculty Senate, 2008-2009.

**Coordinator.** State Employees Charitable Campaign (SECC), 2005-2013.

**Member**. Morrow Endowment for International Students, Scholarship Committee, 2009-2012.

**Moderator.** Face-To-Face Debate Series, 2008.

***National Service***

**Editorial Boards**

**Associate Editor*.*** *Anthropology & Education Quarterly.* Under the editorship of

Lesley Bartlett and Stacey Lee, Nov. 2020-2024.

**Associate Editor.** *Journal of Adolescent and Adult Literacy.* Under the

editorship of Judith Franzak & Koomi Kim, Jan. 2021-Jan. 2024.

**Academic Program Review**

**Chair.** Program Review Committee, Department of Teaching, Learning, and

Teacher Education, University of Nebraska-Lincoln, Sept.-Oct. 2020.

**Scholarly Organizations**

**Member.** Council on Anthropology and Education (CAE) 2021 Book Award Committee. May 2021-Nov. 2021, AAA, 2021.

**Program Committee Member.** 80th Annual meeting of theSociety for Applied

Anthropology, Cultural Citizenship and Diversity in Complex Societies.

Conference to be held Mar. 17-21, 2020 [Cancelled due to COVID-19].

**Div. G, Social Contexts of Education Conference Submissions Reviewer.** Annual meeting of the American Educational Research Association (AERA), 2020.

**Chair.** Frederick Erickson Outstanding Dissertation Award Committee, Council on Anthropology & Education (CAE), AAA 2018.

**Coordinator.** Nominations Committee. Council on Anthropology & Education

(CAE), AAA, 2018.

**Coordinator.** George & Louise Spindler Award Committee, AAA 2018.

**Presenter.** Wrote introduction and presented award to Dr. Luis C. Moll, 2018

George & Louise Spindler Awardee, Council on Anthropology & Education (CAE), AAA, 2018.

**Senior-Scholar Mentor to a Junior Scholar.** Works-in-Progress Event. Council on

Anthropology & Education (CAE), AAA annual meeting, 2018.

**Coordinator.** Doctoral Students of Color and LGBTQ Doctoral Students Mentoring

Event.Council on Anthropology & Education (CAE), AAA, 2018.

**Coordinator.** Shirley Brice Heath Travel Stipend. Council on Anthropology &

Education (CAE), AAA annual meeting, 2017.

**Coordinator.** New Member Welcoming Event. Council on Anthropology &

Education (CAE), AAA annual meeting, 2017.

**Coordinator.** Mentoring Event. Council on Anthropology &

Education (CAE), AAA annual meeting, 2017.

**Senior-Scholar Mentor to a Junior Scholar.** Council on Anthropology &

Education (CAE), , 2017.

**Coordinator.** Doctoral Students of Color and LGBTQ Doctoral Students Mentoring

Event.Council on Anthropology & Education (CAE), AAA, 2017.

**Coordinator.** Works-in-Progress Event. Council on Anthropology & Education

(CAE), AAA annual meeting, 2016.

**Senior-Scholar Mentor to a Junior Scholar.** Council on Anthropology &

Education (CAE), AAA, 2016.

**Coordinator.** Mentoring Event. Council on Anthropology & Education (CAE),

AAA annual meeting, 2016.

**Coordinator.** Mentoring Event. Council on Anthropology & Education (CAE),

AAA annual meeting, 2015.

**Senior-Scholar Mentor to a Junior Scholar.** Council on Anthropology &

Education (CAE), AAA, 2015.

**Coordinator.** Doctoral Students of Color and LGBTQ Doctoral Students Mentoring

Event.Council on Anthropology & Education (CAE), AAA, 2015.

**Senior-Scholar Mentor to a Junior Scholar.** Council on Anthropology &

Education (CAE), AAA, 2014.

**Coordinator.** Doctoral Students of Color and LGBTQ Doctoral Students Mentoring

Event.Council on Anthropology & Education (CAE), AAA, 2014.

**Chair.** Council on Anthropology & Education (CAE) Frederick Erickson

Outstanding Dissertation Award Committee, 2013.

**Senior-Scholar Mentor to a Junior Scholar.** Council on Anthropology &

Education (CAE), AAA, 2013.

**Coordinator.** Doctoral Students of Color and LGBTQ Doctoral Students Mentoring

Event.Council on Anthropology & Education (CAE), AAA, 2013.

**Member/Reviewer.** Council on Anthropology & Education (CAE) Best

Dissertation of 2012 Committee.

**Member.** Council on Anthropology & Education (CAE) Mission Committee, 2014.

**Organizer** and **Moderator**. Migration and youth outside of school/

Migración y jóvenes fuera de la escuela, Simpsio Interamericano de Investigación Ethnografía en Educación, Los Angeles, CA, Sept. 2013.

**Chair**.Committee on Transnationalism, Education**,** and Change.Council on Anthropology and Education, 2005-2010.

**Internal Editorial Review Board Member**, *Anthropology & Education Quarterly,* 2016-2017.

**Internal Editorial Review Board Member**, *Anthropology & Education Quarterly,* 2009-2010.

**Chair**. Mentoring Committee, Council on Education and Anthropology, 2007- 2009.

**Co-Chair**. Committee on Re-envisioning the Structure of the Council on Education and Anthropology, 2008-2009.

**Member.** Mission Statement Committee, American Anthropological Association, Council on Anthropology and Education. 2012-2014.

**Co-Chair**. Gay, Lesbian, Bisexual, Transgender, and Friends Special Interest Group, International TESOL, 1995-1996.

***Organizing Scholarly Conferences***

**Program Committee Member.** Society for Applied Anthropology Annual Meeting,

Cultural Citizenship and Diversity in Complex Societies, Albuquerque, NM.

Mar. 17-21, 2020.

**Co-organizer & Moderator.** Fourth AnnualQueer(in)g Our Classrooms Conference: Expanding Capacity to Support LGBTQ+ Students and Educators in El Paso EC-20 Education. (virtual event), co-organized with Drs. Katherine Mortimer, Justice Walker, & Sarah Jean Johnson, along with Yi-Yu Liao & TLC doctoral students. University of Texas at El Paso, Oct. 15, 2021.

**Co-organizer & Moderator.** Third Annual Queer(in)g Our Classrooms Conference: Intersectionalities, Identities, and Learning for our Lives (virtual event), co- organized with Drs. Katherine Mortimer, Christina Convertino, & Sarah Jean Johnson, along with Yi-Yu Liao & TLC doctoral students. University of Texas at El Paso, Oct. 9, 2020.

**Co-organizer & Moderator.** Second Annual Queer(in)g Our Classrooms Conference: *Queer as a Second Language*, co-organized with Drs. Katherine Mortimer, Christina Convertino, Jesus Cisneros, Angelica Monárrez, and TLC doctoral students University of Texas at El Paso, Oct. 14, 2019.

**Co-organizer & Moderator.** Queer(in)g Our Classrooms Conference, co-organized

with Drs. Katherine Mortimer, Christina Convertino, Angelica Monárrez, and TLC doctoral students. University of Texas at El Paso, Oct. 11, 2018.

**Co-organizer & Moderator.** Simposio Interamericano de Investigación Ethnográfíca en

Educación, co-organized with Dr. María Terésa de la Piedra and international colleagues. University of Texas at El Paso and Universidad Autónoma de Cuidad Juárez. Sept. 21-23, 2017.

**Elected Office in a Scholarly Organization**

**Member-at-Large.** Executive Board of the Council on Anthropology & Education

(CAE), AAA. Three-year term, 2015-2018.

**External Reviewer for Tenure & Promotion Portfolios**

**External Reviewer.** Tenure and promotion review for tenure-track

faculty member at Binghamton University, 2020.

**External Reviewer.** Tenure and promotion review for tenure-track

faculty member at Colgate University, 2018.

**External Reviewer.** Tenure and promotion review for tenure-track

faculty member at UT-Rio Grande, 2016.

**External Letter of Support.** Letter of support for tenured associate professor in her successful bid for full professor, St. Mary’s College of California, 2015.

**Proposal Reviewer for International Scholarly Meetings**

**Society for Applied Anthropology (SfAA)**

**Proposal Reviewer.** Reviewed proposals for inclusion in annual meeting, 2020.

**American Educational Research Association (AERA)**

**Proposal Reviewer.** Reviewed Div. G-Social Contexts of Education proposals for

inclusion in the annual meeting, 2020.

**Proposal Reviewer.** Reviewed Div. K-Teacher Education proposals for inclusion in

the annual meeting, 2017.

**Proposal Reviewer.** Reviewed Div. K-Teacher Education proposals for inclusion in

the annual meeting, 2016.

**Proposal Reviewer.** Reviewed Div. G-Social Contexts of Education proposals for

inclusion in the annual meeting, 1998-2004.

**Council on Anthropology & Education (CAE)**

**Proposal Reviewer.** American Anthropological Association, Council on

Anthropology and Education. Reviewed proposals for inclusion in the annual meeting, 2019, 2018, 2017, 2016, 2015, 2014,2013, 2012, 2011, 2010.

**Simposio Interamericano de Investigación Ethnografíca en Educación**

**Proposal Reviewer.**  Simpsio Interamericano de Investigación Ethnografíca en

Educación. Reviewed proposals for inclusion in the 2017 meeting at UTEP.

**Proposal Reviewer.** Simpsio Interamericano de Investigación Ethnografíca en

Educación. Reviewed proposals for inclusion in the 2013 meeting at UCLA.

***Editorial Boards of Scholarly Journals***

Associate Editor for *Anthropology & Education Quarterly*, Jan. 2020-present.

Associate Editor for the *Journal of Adult & Adolescent Literacy*, Jan. 2021-present.

***Peer- Reviewer for Scholarly Journals***

*Adult Learning,* 2018, 2019.

*American Educational Research Journal,* 2019, 2021.

*Anthropology & Education Quarterly,* 2022, 2020, 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002, 2001, 2000, 1999.

*Current Anthropology,* 2015, 2016, 2017.

*Discourse: Studies in the Cultural Politics of Education,* 2017, 2016, 2015, 2014, 2013.

*Diaspora, Indigenous, and Minority Education,* 2019, 2016, 2013.

*Educational Studies,* 2019, 2018.

*International Journal of Bilingual Education,* 2018, 2015, 2014, 2013.

*International Journal of Qualitative Studies in Education,* 2019, 2017, 2016, 2014, 2013, 2012,

*International Journal of the Linguistic Association of the Southwest,* 2014.

*Journal of Border Educational Research,* 2007.

*Journal of Linguistic Anthropology,* 2011, 2010.

*Journal of Linguistics & Education,* 2010, 2009, 2008.

*Journal of Adult and Adolescent Literacy,* 2021, 2020

*Human Organization,* 2017, 2016.

*Medical Anthropology,* 2017, 2016.

*Multicultural Education Review,* 2021, 2018.

*Policy Futures in Education,* 2018, 2017, 2016.

*Revista Peruana de Anthropologia,* 2017.

*Teaching Education,* 2015.

*The New Advocate: A Journal for Those Involved with Young People and Their Literature*, 1999.

**Peer-Reviewer of Scholarly Book Chapters**

Reviewed in 2021: The Landscape of Dual Language Programs in Low Incidence Areas. In

Medina, Y. & Machedo Casas, M. (Eds.) *Critical understandings of Latinx and global education*. Brill Publishing. To be published in 2021.

Reviewed in 2020: Alone and brown in a sea of Whiteness: Latinx adopted people’s quest for self-understanding, a magical journey. In Medina, Y. & Machedo Casas, M. (Eds.) *Critical understandings of Latinx and global education*. Brill Publishing. To be published in 2021.

**Peer-Reviewer of Scholarly Book Manuscript**

Reviewed in 2020: *Advice on Writing a Doctoral Dissertation,* Janet Zollinger Giele. Sage

Publications. Sage Publications, Reviewer, Book, Thousand Oaks, CA.

**Peer-Reviewer of Scholarly Books**

Adams, T., S. Holman Jones, and C. Ellis (2018). *The Handbook of Autoethnography.* New

York: Routledge.

Seargeant, P., A. Hewings, and S. Pihlaja (2018). *An Introduction to English Language*

*Studies.* London: Routledge (wrote back-cover blurb).

Mukhopadhyay, C., R. Henze, and Y.T. Moses. (2014). *How Real Is Race?* 2nd ed. Rowman and Littlefield.

Reyes, R. (2013). *Learning the Possible: Mexican American Students Moving from the Margins of Life to New Ways of Being.* Tucson, AZ: University of Arizona Press.

Wolcott, H. *Ethnography: A Way of Seeing.* (2011).2nd ed.Altamira Press.

McCarty, T.L. (2002). *A Place to Be Navajo: Rough Rock and the Struggle for Self- Determination in Indigenous Schooling.* New York: Routledge.

**Professional Development**

Storytelling for business, onemonth.org, taught by Kevin Allison and Chris Castiglione. June, 2016.

Text analysis, National Science Foundation Sponsored Short Courses in

Research Methodologies, taught by Elizabeth Krause and Amber Wutich,

July, 2015.

Transana software training, University of Wisconsin-Madison. Training on qualitative software for audio and video recordings, Aug. 2014.

Every professor is an actor. NMSU Professional Development Workshop: Teaching Academy. Led by Tom Smith, Oct. 2013.

Analyzing video data, National Science Foundation Sponsored Short Courses in

Research Methodologies. Led by Elizabeth Cartwright and Jerome Crowder, July-August 2012.

Becoming a critically reflective teacher, New Mexico State University. Led by

Stephen Brookfield, June, 2009.

Discussion as a way of teaching, New Mexico State University. Le by Stephen

Brookfield, June, 2009.

Grant and proposal development workshop for academia, New Mexico State University. Took this one-day workshop on finding grantors and developing successful proposals. Led by Ronald Stewart, July, 2009.

NVivo8 training. Took an intensive two-day workshop about the use of NVivo8, a software program used in qualitative research, University of Texas at El Paso, May, 2009.

SPSS training. Took an introductory course on the use of SPSS software, University of Texas at El Paso, April, 2008.

Presenting data and information: Edward Tufte Seminar, Austin, TX Took this one-

day course on the elegant presentation of complex data, Dec. 2007.

Selected Community Service

Citizen-at-Large Member of the Las Cruces Public Schools (LCPS) Regulation Advisory Committee, Las Cruces, NM, 2022.

Am on the committee that will implement the new gender inclusive policy in LCPS.

Community Foundation of Southern New Mexico, Las Cruces, NM.

Committee member. Envision Fund on LGBTQ+ Engagement. 2021, 2020, 2019.

PFLAG LasCruces, Las Cruces, NM.

Panelist to comment on the film *From Selma to Stonewall: Are We There Yet ?*

June 2019.

Comunidades en Accíon y Fe (CAFE) Las Cruces, NM.

Translated and arranged travel for Central American asylum seekers.

April – June 2019.

Las Cruces Coalition for Reproductive Justice, Las Cruces, NM.

Invited speaker at demonstration.

Las Cruces, NM

2016.

Instituto Technologico de Juarez. Cuidad Juárez, Mexico.

Judge for English Essay Contest

2015.

Catholic Charities Dioceses, Las Cruces, NM.

Legal Team in Support of Central American Migrants and Unaccompanied Minors,

Summer, 2014.

Equality New Mexico (EQNM), Albuquerque, NM.

Board Director

EQNM is a statewide Lesbian, Gay, Bisexual, and Transgender civil rights, advocacy, and education organization with a focus on anti-bullying and immigrant rights. 2016, 2015, 2014.

Developing Youth from the Ground Up Farm (DYG UP), Las Cruces, NM.

Board Secretary

The DYG UP Farm was a non-profit organic demonstration farm dedicated to educating the community about organic farming and providing organic produce to the region. 2015, 2014.

Parents and Friends of Lesbians and Gays (PFLAG) Las Cruces, NM.

Worked on the scholarship committee each year. 2015, 2014, 2013, 2012, 2011, 2010.

New Mexico GLBT Centers, Las Cruces, NM.

Worked to help the Centers explore grants and various forms of financial stability.

Summer, 2013.

Peace Camp, Las Cruces, NM.

Was on the curriculum committee for this non-profit summer camp. Camp themes included media awareness, social justice, and non-violent communication. Have also given presentations to campers. 2013, 2012, 2011, 2010.

Puentes LGBT, El Paso, TX.

Consulted on trainings and grant writing for this binational anti-violence organization that served the LGBT communities in the El Paso/Juarez region. In 2009, gave a workshop called *Getting Organized Against Harassment* for the Gay- Straight Alliance at Hanks High School in El Paso*.* 2010, 2009, 2008.

Humane Borders/Fronteras Compasivas, Tucson, AZ.

Established and maintained water stations for migrants in the desert outside Tucson,

2005, 2004, 2003, 2002, 2001, 2000.

Pima County Interfaith Council, Tucson, AZ.

Worked with a coalition of faith, labor, and school-based groups to advocate for immigrant rights in Arizona, 2005, 2004, 2003, 2002, 2001.

**Professional Memberships**

American Anthropology Association (AAA)

Council on Education and Anthropology (CAE)

Society for Linguistic Anthropology (SLA)

Association for Queer Anthropology (AQA)

American Association of Applied Linguistics (AAAL)

American Educational Research Association (AERA)

Cultural Studies Association (CSA)

Latin American Studies Association (LASA)

National Women’s Studies Association (NWSA)

Society for Applied Anthropology (SfAA)

Teachers of English to Speakers of Other Languages (TESOL)

Western Social Sciences Association (WSSA)