**Timothy G. Cashman, PhD.**

 **Professor**

**Teacher Education Department, University of Texas at El Paso**

 **(915) 747-7713;** tcashman@utep.edu

***Educational Background***

**May, 1998; Ph.D.** Washington State University, Pullman, Washington; Secondary Education, Social Studies Education, Middle School Education

**August, 1994; MA** University of New Mexico, Albuquerque, New Mexico; Curriculum and Instruction for Multicultural Teacher Education (CIMTE)

**May, 1977; BA** University of Northern Iowa, Cedar Falls, Iowa, Major: Social Science Education; Minor: Sociology

***Professional Experience***

*University of Texas at El Paso, El Paso, TX* Professor 2018-present

*University of Texas at El Paso, El Paso, TX* Associate professor 2008-present

*University of Texas at El Paso, El Paso, TX* Assistant professor 2002-2008

*Fort Lewis College, Durango, CO* Assistant professor 2001-2002

*Oakland University, Rochester, MI* Assistant professor 1999-2001

*Washington State University, Pullman, WA* Assistant professor, lecturer 1998-1999

 Teaching assistant 1994-1996

*Kyonggi University, Suwon, Korea* Visiting lecturer 1997-1998

***University of Texas at El Paso—Leadership responsibilities***

Program chair, Sociocultural Research and Foundations Program (June, 2010-August 2013).

***University of Texas at El Paso—Mentoring Doctoral Students***

TED 6305, Doctoral Practicum, mentoring professional practice and university level teaching, syllabus development

***University of Texas at El Paso—Courses/ Thesis Committees/ Independent Studies***

TED 6300, Critical Issues in Curriculum and Instruction (doctoral level)

SCFE 6318, Transnational and Comparative Education

SCFE 5318, Transnational and Comparative Education

TED 6319, Special Topics, Transnational and Comparative Education (newly developed, doctoral level)

TED 5319, Special Topics, Comparative and Transnational Education (graduate level)

TED 6302, Social Context of Education (doctoral level)

SCFE 6300 Issues and Topics in Social Studies Education (doctoral level)

SCED 5326 Curriculum for Secondary Education (graduate level)

SOSC 5300, Issues and Topics in Social Studies Education (graduate level)

TED 5313, Diversity in Educational Settings (graduate level)

TED 5313, Diversity in Educational Settings (graduate level, fully online)

TED 5302, Classroom Management (graduate level)

TED 5319, Middle Level Curriculum and Instruction (graduate level)

SCED 3311, Secondary Curriculum and Instruction

SCED 3317, Multicultural Education for Secondary Education

MSED 4309, Social Studies Education for Intermediate/Middle School

SOSC 3330, Social Context of Education

***Doctoral dissertation committee chair—***

Annabell Sahr (PhD completed April, 2020)

Michael Lewis (PhD completed April, 2021)

***Dissertation Committees/ Thesis Committees/ Independent Studies***

Doctoral dissertation chair, completed dissertation—

Lewis, M. (2021). *A Phenomenological case study exploring the in-home experiences of African Americans pursuing STEM degrees at a Historically Black College*. Unpublished doctoral dissertation. University of Texas at El Paso, El Paso, TX.

Sahr, A. (2020). *Translanguaging practices of multilingual learners in the German as a Foreign*

*Language class.* Unpublished doctoral dissertation, University of Texas at El Paso, El Paso, TX.

**Doctoral dissertation committee, completed dissertations (5)—**

# Arrieta, J. (2022). *Building the plane as we fly it: Testimonios of first-time Mexican American Studies high school teachers during the 2021-2022 school year*, unpublished doctoral dissertation, University of Texas at El Paso, El Paso, TX.

# Siemssen, A. (2018). *Using data mining to model student achievement on the 4 th Grade TIMSS 2015 Mathematics Assessment: A five nation study*, unpublished doctoral dissertation, University of Texas at El Paso, El Paso, TX.

Salcedo, O. (2017). *Toward a unified theory of engineering education*, unpublished doctoral dissertation, University of Texas at El Paso, El Paso, TX.

Keith, J. A. (2009). *Perceptions of school leadership capacity and student achievement.* Unpublished doctoral dissertation, University of Texas at El Paso, El Paso, TX.

Rubio, R. A. (2007). *The construction of attitudinal scales to appraise values-embedded education*. Unpublished doctoral dissertation, University of Texas at El Paso, TX.

***Doctoral advising/dissertation committee member*—**

Jesse Arrieta (Educational Leadership, successfully defended dissertation, 2022)

Beatriz Soria (ABD, April 2020, dissertation committee)

Jose Maldonado (primary advisor)

Scott Gray (primary advisor)

Isaac Frausto Hernandez (dissertation committee)

Xuemei Wang

Ana Ferrante

Vasty Sanchez-Nelson

Carla Jaquez

Karen Del Rio Guzman

Adrian Aragones

Babic, Mirjana

Henk van den Bogaard (Chemistry Education)

Cheryl Ordaz (taking TLC courses, applying for admission)

Oscar Salcedo (2017)—Dissertation of the Year Award, College of Education

Annette Siemssen (2018)

Joe Keith (2009)

Rene Rubio (2007)

***Master’s thesis committees (9)—***

Moises Licerio (2022)

Laura Aguirre (2021)

Elvin Porflit (2020)

Rasmiyeh Asam (2018)

Gabriel Hayes (2016)

Angel Marquez (2016)

Amy Holzman (2014)

Aldo Lopez (2011)

Melissa Brock (2008-2009)

Cindy Holmes (2006)

Stacie Tate (2001)

***Master’s degree advising***

Dual credit history and political science graduate program of study students

Curriculum and instruction; social studies /history concentration graduate program of study students

***Independent studies***

Doctoral (7); master’s level (2), undergraduate (1)

***Other Teaching Experience***

*Belen High School, Middle School*, Social Studies, Language Arts 1985-1994

Belen, New Mexico Teacher, Coach 1979-1983

*Atascadero Middle School*, Language Arts Teacher 1984-1985

###### Atascadero, California

*March Mountain High School*, Language Arts Teacher 1983-1984

 Moreno Valley, California

*St. Francis Xavier School*, Social Studies/Language Arts 1977-1978

Albuquerque, New Mexico Teacher

***International Teaching Experience (K-12)***

*Achieve A Academy*, English Teacher 1996-1997

 Seoul, Korea

***Other Responsibilities***

Department chair—Language Arts Department, Belen Middle School

High school teacher (ten years)—American history, world history, U.S.

Government, sociology, English, Developmental History (for students with limited proficiency in English), Developmental Language Arts (for students with limited proficiency in English), alternative high school instruction, mentor/cooperating teacher for student teacher

Middle school teacher (5 years)—language arts, social studies

North Central Evaluation team member--conducted an onsite evaluation of the social studies program for the West Las Vegas, NM, school district

Teacher of English as a Foreign Language (August 1996-February 1997)--instruction of children in grades 1-8

High school coach—Head cross country coach, boys and girls; assistant track coach; assistant wrestling coach

Middle school coach—middle school track and field

***Leadership***

Program chair, Sociocultural Research and Foundations Program (June, 2010-August 2013)—responsibilities included the following:

* scheduled course work for program area faculty and 17-23 adjunct faculty members per semester,
* participated and engaged in Leadership Team meetings and planning,
* reported out during departmental and college meetings on program area developments,
* assisted in the formation and implementation of faculty searches,
* assisted in the facilitation of committee formation and responsibilities,
* developed master’s comprehensive examinations and reported out on the results of the master’s comprehensive examinations,
* coordinated Sociocultural Research and Foundations teaching in the Teaching, Learning, and Cultural Doctoral Program and scheduling of doctoral course offerings
* addressed program area student concerns, and
* was engaged in decision-making processes surrounding program area personnel issues.

***Scholarship***

***Most recent (2015-present):***

1. Cashman, T. (2022). [Teaching immigration issues in elementary school classrooms on the US/Mexico Border: Transborder pedagogy and its significance](https://ojed.org/index.php/jise/article/view/4814). *Journal of Interdisciplinary Studies in Education, 11* (2), 133-153.
2. An, S., Cashman, T., & Tillman, D. (2022). Preservice teachers’ use of mathematics pedagogy to conceptualize distortion in world maps, *Journal of Interdisciplinary Studies in Education, 12* (2), 1-21.
3. Cashman, T. G. (2021). *Promoting transborder dialogue during times of uncertainty: A time for third spaces***.** Lanham, MD: Roman Littlefield/Lexington Books.
4. Lewis, M., Cashman, T. & Carrejo, D. (under development). *Exploring the in-home experiences of African American students pursuing STEM degrees.*
5. Cashman, T. G. (2019). “In spite of the way the world is”:

What United States educators can learn from their counterparts in Cuba. *International Journal of Comparative Education and Development, 22* (1), 16-29*.*  <https://doi.org/10.1108/IJCED-11-2018-0050>

1. Cashman, T. G. (2019). [Transnational educational research in four countries: Promoting critical border praxis](http://ojs.upsi.edu.my/index.php/JRPPTTE/article/view/2304). *Journal of Research, Policy & Practice of Teachers & Teacher Education, 9* (1), 46-57.
2. Cashman, T. G. (2016). Critical border praxis: Choosing the path of critical border dialogism*. Critical Education, 7* (1), 1-16.
3. Cashman, T. G. (2016). Navigating the intersection of place-based pedagogy and border pedagogy: Resituating our positions through dialogic understandings. *International Journal of Critical Pedagogy*, 7 (1), 29-50.
4. Miyazaki, T., Cashman, T.G., & Madokoro, K. (2016). Border and place-based pedagogies: Lenses for studying conflict in Japanese classrooms. *Journal of International Social Studies, 6* (1), 53-73.
5. Book (solo authorship) published:

Cashman, T. G. (2015). *Developing a critical border dialogism: Learning from fellow educators in Malaysia, Mexico, Canada, and the United States.* Charlotte, NC: Information Age,

1. Peer-reviewed book chapter submitted to and published by the World Comparative Education Congress:

Cashman, T. G. (2015). Considering international conflict and border violence: Social studies discussions at a United States border high school. In Z. Gross & L. Davies (Eds.). *The Contested Role of Education in Conflict and Fragility* (pp. 203-216)*.*Rotterdam, the Netherlands: Sense Publishers,

* invited panelist, presented *Freirean Praxis as a Path to Border Crossings: Critical Border Dialogism as an Integral Part of Transnational Education* with international colleagues from Cuba and Brazil presented at the annual Latin American Studies Association Conference (LASA), New York (2016),
* presented *Transborder Dialogue in Spite of the Wall between El Paso and Ciudad Juarez: Applied Critical Border Praxis in Educational Settings* at the Border Regions in Transition (BRIT) Conference in Hamburg, Germany and Sonderborg, Denmark,
* progress on a follow-up book entitled *Toward a Critical Border Praxis: From Critical Border Pedagogy to Critical Border Dialogism*,
* partnered with educators in Japan, Takeshi Miyazaki and Kayo Makodoro, on research project involving the teaching of Japan and China border disputes,
* theoretical contributions, including the development of theories of critical border dialogism and critical border praxis, to the fields of comparative, transnational, and social studies education,
* February, 2015, workshop presented to 50-60 Cuban higher education faculty entitled “Critical Border Dialogism: The Intersections of Place-based and Border Pedagogies” as part of *Busquedas Investigativas* in Havana, Cuba,
* personal data collection in school settings during Cuba educational exchange
* research on critical border dialogism with colleagues in Japan,
* new research article on the Cuban educational system in press,

***Books*** (Critical Border Dialogism and Critical Border Praxis)

1. Cashman, T. G. (2021). *Promoting transborder dialogue during times of uncertainty: A time for third spaces***.** Lanham, MD: Roman Littlefield/Lexington Books.
2. Cashman, T. G. (2015). *Developing a critical border dialogism: Learning from fellow educators in Malaysia, Mexico, Canada, and the United States.* Charlotte, NC: Information Age.

***Peer-Reviewed Publications*** (Critical Border Dialogism, Critical Border Praxis, Border Pedagogy, Comparative and Transnational Education, Social Studies Education)

1. Cashman, T. (2022). [Teaching immigration issues in elementary school classrooms on the US/Mexico Border: Transborder pedagogy and its significance](https://ojed.org/index.php/jise/article/view/4814). *Journal of Interdisciplinary Studies in Education, 11* (2), 133-153.
2. An, S., Cashman, T., & Tillman, D. (2022). Preservice teachers’ use of mathematics pedagogy to conceptualize distortion in world maps, *Journal of Interdisciplinary Studies in Education, 12* (2), 1-21.
3. Cashman, T. G. (2021). *Promoting transborder dialogue during times of uncertainty: A time for third spaces***.** Lanham, MD: Roman Littlefield/Lexington Books.
4. Lewis, M., Cashman, T. & Carrejo, D. (under development). *Exploring the in-home experiences of African American students pursuing STEM degrees.*
5. Cashman, T. G. (2019). “In spite of the way the world is”: What United States educators can learn from their counterparts in Cuba. *International Journal of Comparative Education and Development, 22* (1), 16-29*.*

<https://doi.org/10.1108/IJCED-11-2018-0050> *Acceptance rate=28.8 %, Scopus/CiteScore=1.8 (per Emerald Publishing)*

1. Cashman, T. G. (2019). [Transnational educational research in four countries: Promoting critical border praxis](http://ojs.upsi.edu.my/index.php/JRPPTTE/article/view/2304). *Journal of Research, Policy & Practice of Teachers & Teacher Education, 9* (1), 46-57.
2. Cashman, T. G. (2016). Critical border praxis: Choosing the path of critical border dialogism*. Critical Education, 7* (1), 1-16. ***Per editor, no acceptance rate available***
3. Miyazaki, T., Cashman, T.G., & Madokoro, K. (2016). Teaching for Multifaceted Knowledge of Disputed Islands in Japanese Classrooms: Toward a Critical Border Dialogism. *Journal of International Social Studies, 6* (1), 53-73. ***25% acceptance rate estimate from the editor***
4. Cashman, T. G. (2016). Navigating the intersection of place-based pedagogy and border pedagogy: Resituating our positions through dialogic understandings. *International Journal of Critical Pedagogy*, 7 (1), 29-50. ***Per editor, 15-20% acceptance rate***
5. Cashman, T. G. (2015). Considering international conflict and border violence: Social studies discussions at a United States border high school. In Z. Gross & L. Davies (Eds.). *The Contested Role of Education in Conflict and Fragility* (pp. 203-216)*.*Rotterdam, the Netherlands: Sense Publishers. ***Peer-reviewed book chapter; submitted to World Comparative Education Congress***
6. Cashman, T. G. (2013). Border pedagogy as a conduit: Comparing the perspectives of educators in Malaysia, Mexico, and Canada. *Multicultural Education, 20* (2), 2-9. ***(featured “lead” article). Acceptance rate= 25% (Cabell’s Guide, 2013), H-index =9, SCOPUS= Quartile 2***
7. Cashman, T.G. & McDermott, B. (2013). International issues, high stakes testing, and border pedagogy: Social studies at Border High School. *Issues in Teacher Education, 22* (2), 55-68. ***Acceptance rate=12-14 % (Cabell’s Guide)***
8. Cashman, T. G. (2013). Lessons learned from two neighbors: How educators teach of United States policies. *Journal of International Social Studies, 3* (1), 19-33. ***newer journal, the official journal of the International Assembly of the National Council for the Social Studies; 25% acceptance rate estimate from the editor***
9. Cashman, T. G. & Talamantes, M. (2013). Más sabe el diablo por viejo que por diablo: Consejos entre países vecinos de EUA. *Latin American Journal of Education, 1* (2). ***Per editor, no acceptance rate available***
10. Cashman, T. G. & McDermott, B. (2011). From a mouse to an elephant: Canadian teachers, students, and their perspectives of US policies in the curriculum. *Research in Comparative and International Education, 6,* 161-169*.* ***Per editor no acceptance percentage data available; H-index=8, SCOPUS=Quartile 3, an Oxford University/Sage publication.***
11. Cashman, T. G. & Rubio, R. A. (2011). The ruminations of a neighbor: Mexican educators and their teaching of current United States policies. In C. Rossatto (Ed.), *Teaching for a Global Community.* Charlotte, NC: Information Age Publishing.
12. Cashman, T. G. (2008). Lessons learned from a not-so-distant neighbor: Social studies teachers in Mexico and their teaching of United States foreign policies. *Social Studies Review, 47*, 51-58.
13. Cashman, T. G. & Rubio, R. A. (2008). Through the lens of a neighbor: Perceptions of Mexican educators and students regarding current United States policies. *Research in Comparative and International Education. 3*(2)*.* 161-169. ***Per editor no acceptance percentage data available; H-index=8, SCOPUS=Quartile 3, an Oxford University/Sage publication.***
14. Cashman, T. G. (2007). Malaysian educators and their perspectives on the War in Iraq: A case study. *Research in Comparative and International Education. 2* (4), 346-354. ***Per editor no acceptance percentage data available; H-index=8, SCOPUS=Quartile 3, an Oxford University/Sage publication.***
15. Cashman, T. G. (2007). Issues-centered projects for classrooms in the United States and Mexico Borderlands. *Journal of Authentic Learning, 4* (1), 9-24.
16. Cashman, T. G. & Rubio, R. A. (2007). La politica exterior norteamericana desde la optica educativa del vecino del sur. *Revista Electronica Actualidades Investigativas en Education, 7* (1), 1-22*.*
17. Cashman, T. G. & Asing-Cashman, J. G. (2006). Lest the world forget: Sri Lanka’s educational needs after the 2004 tsunami. *Journal of Social Studies Research*, *30* (2), 30-37. ***Acceptance rate=10-15% (Cabell’s Guide), H-index=2, SCOPUS= Quartile 3***
18. Cashman, T. G. (2006). Student-authored local history projects: An example of action research in a New Mexico classroom. In E. Hampton & S. Peregrino (Eds.), *Research for Mutual Understanding in Diverse Communities: A Toolkit for Educators* (pp. 56-66).Dubuque, IA: Kendall/Hunt.
19. Licona, M. & Cashman, T. G. (2006). Educational change and challenges: Constructivist, collaborative ideals in teacher preparation. *Essays in Education, 19,* 1-9.
20. Cashman, T. G. (2005). Students and their local history projects in a Southwestern United States classroom. *Journal of Border Educational Research, 4* (2), 41-46.
21. Cashman, T. G. & Reyes, R. (2005).  Engaging English language learners in social studies classrooms.  In A. H. Macias (Ed.), Working with English Language Learners:  Perspectives and Practice (pp. 97-107). Dubuque, IA: Kendall, Hunt.
22. Hampton, E. M. & Cashman, T. G. (2004). The highly questionable “highly qualified” label. *Action in Teacher Education*, *26* (2), 15-23. ***Acceptance rate=15-20% (Cabell’s Guide)***

***Invited publication***

Cashman, T. G. (2008). El Paso Alliance for Geographic Education is up and running. *Texas Alliance for Geographic Education Fall 2008 Newsletter,* 19.

***Dissertation*** (Bakhtin’s Dialogic Theory and Heteroglossia)

# Cashman, T. G. (1998). *Student teachers in team placements: Dialogue, rituals, social relationships and transformation.* Pullman, WA: Washington State University.

***Published Peer-Reviewed Proceedings***

Cashman, T. G. (March, 2019). *Border crossings and pragmatic hope: Considering the praxis of educators in Cuba.* International Conference on Education, Psychology, and Organizational Behavior, Bangkok, TH., pp. 18-39. <https://drive.google.com/drive/folders/19DF4kEohyaZ6M8Fbo60kFM3vHBNE86p8>

Cashman, T. G. (2010). Perspectives of United States policies in a Canadian social studies curriculum: The comparative case. *Proceedings of the Second International Conference on Education Research*. New Orleans, LA.

Cashman, T. G. (2010). Creating a website to educate on the effects of 2004 Tsunami in Sri Lanka*.* *Proceedings of the Global Learn Conference*. Penang, Malaysia

Cashman, T. G. (2010). Canadian teachers, students, and their perspectives on United States policies in the curriculum. *Proceedings of the International Society for the Social Studies Annual Conference*, Orlando. FL.

Cashman, T. G. & Rubio, R. A. (2006). Social studies education in Chihuahua, Chihuahua, Mexico: Perspectives on current United States policies. *Proceedings of the Lineae Terrarum International Borders Conference.* Ciudad Juarez, MX; El Paso, TX; Las Cruces, NM.

Cashman, T. G. (2006). Malaysian social studies teachers and the War in Iraq: Views from a Muslim majority country. *Proceedings of the Hawaii International Conference on Education*, Honolulu, HI.

Asing-Cashman, J. G. & Cashman, T. G. (2006). Educating on the needs of Sri Lanka’s schools after the 2004 Tsunami. *Proceedings of the Hawaii International Conference on Education,* Honolulu, HI.

Cashman, T. G. (2006).Learning about local history: Students and their projects in a Southwestern United States classroom. *Proceedings of the Hawaii International Conference on Education*, Honolulu, HI.

Licona, M. & Cashman, T. G. (2006). Constructivist, collaborative teacher preparation: Reform and resistance*. Proceedings of the Hawaii International Conference on Education*, Honolulu, HI.

***Grants***

***Funded***

Cashman, T. G. (Fall, 2008). College of Education Summer 2008 Enrollment Growth Funding Allocation, $2900 (Fall, 2008).

Cashman, T. G. (October, 2006). Principal Investigator (PI) for grant entitled Geography Education Summer Seminars awarded from the National Geographic Society $31,461.

Cashman, T. G. (Fall, 2005). URI grant, University of Texas at El Paso, $2000.

Cashman. T. G. (July, 2004). Summer research grant, College of Education, University of Texas at El Paso, $4200.

Cashman, T. G. (January, 2000-2001). Co-director, Oakland University, School of Education and Human Services, GEAR-UP Program--$1,500,000.

***Approved for Award, but unfunded***

[Summers, C.](http://hb2504.utep.edu/WebForm1.aspx?callPage=list&ID=clsummers) (PI), (August, 2012). Speech and Language Pathology, College of Health Sciences; [Mueller, V. T.](http://hb2504.utep.edu/WebForm1.aspx?callPage=list&ID=vtmueller) (Co-PI, Co-director). Speech and Language Pathology, College of Health Sciences; Cashman, T. G. (Co-PI, Project faculty). Teacher Education Department, College of Education (August, 2012). PBCSLP Project, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC. $250,000.

***Unfunded***

Cashman, T. G. (November, 2016). Principal Investigator (PI). Far West Texas SUSTAINability Hub (SUSTAIN Hub) Carrejo, D. J., Department of Teacher Education, Co-PI, Wagler, R., Department of Teacher Education, Co-PI, Salcedo, O.H., College of Engineering, Co-PI, Villa, E., College of Education, Co-PI, Sid Richardson Foundation, $180,000.

Cashman, T. G. (December, 2014). Principal Investigator (PI) for Interdisciplinary Research (IDR) Grant, UTEP, $19,346.

Cashman, T. G. (June, 2013). Principal Investigator (PI) for grant proposal entitled Creating Interdisciplinary Teachers for Success in Math and Social Studies (CRIT MASS), $400,000, UTEP IDR.

Cashman, T. G. (December, 2012). Principal Investigator (PI) for Mathematics and Social Studies Collaborative for Interdepartmental Engagement and Advancement (MSS IDEA), Spencer Foundation, $250,000.

Cashman, T. G. (November, 2010). Principal Investigator (PI) for grant proposal entitled Social Studies Collaborative for Interdepartmental Engagement in Development and Demonstration (SOCIEDAD), Ford Foundation, $250,000.

Cashman, T. G. (March, 2007). Principal Investigator (PI) for grant proposal in partnership with Canutillo ISD submitted to the Department of Education for the Teaching American History Grant, $500,000.

## Peer-reviewed Academic Presentations

Cashman, T. G. (December, 2022). International Assembly of the National Council for the Social Studies (NCSS) Annual Conference, Philadelphia, PA.

Cashman, T. G. (November, 2021). *“They did not make their decisions on a whim”: A case study of US/Mexico transborder education.* International Assembly of the National Council for the Social Studies (NCSS) Annual Conference, Virtual Conference.

Cashman, T. G. (December, 2020). *Teaching and learning border issues on the United States border with Mexico: Realities and possibilities*. International Assembly of the National Council for the Social Studies (NCSS) Annual Conference, Virtual conference.

Madokoro, K., Miyazaki, T., & Cashman, T. (December, 2020). *Knowledge and consciousness of Japanese high school students about Vietnam in overseas training programs*. International Assembly of the National Council for the Social Studies (NCSS) Annual Conference, Virtual conference.

Cashman, T. G. & Peralta-Matus, B. (November, 2019). *Discourses for Central American migration in social studies classrooms: Border pedagogy as practice*. International Assembly of the National Council for the Social Studies (NCSS) Annual Conference, Austin, TX.

Madokoro, K., Cashman, T. G., & Miyazaki, T. (November, 2019). *Creating a lesson for security issues: A consideration for the device to grasp national and global trends*. International Assembly of the National Council for the Social Studies (NCSS) Annual Conference, Austin, TX.

Cashman, T. G. (March, 2019). *Border crossings and pragmatic hope: Considering the praxis of educators in Cuba.* International Conference on Education, Psychology, and Organizational Behavior, Bangkok, TH.

Cashman, T. G. (November, 2018). *An emergent third space for Cuba and the United States: The role of social studies education in promoting transnational understandings*. International Assembly of the National Council for the Social Studies Annual Conference, Chicago, IL.

Madokoro, K., Cashman, T.G., & Miyazaki, T. (November, 2018). *How can border pedagogy be practiced in Japanese classrooms?* International Assembly of the National Council for the Social Studies Annual Conference, Chicago, IL.

Cashman, T. G. (May, 2018). *What the United States education system can learn from Cuba: The need for critical border praxis,* Comparative Education Society of Europe, Nicosia, Cyprus.

Cashman, T. G. (March, 2018). *Critical border dialogism as praxis: Lessons to be learned from Cuba*, Comparative and International Education Society Annual Conference, Mexico City, Mexico.

Cashman, T. G. (November, 2017). *Critical border praxis: Lessons learned from four countries,* International Assembly of the National Council for the Social Studies, San Francisco, CA.

Madokoro, K., Cashman, T. G. & Miyazaki, T. (November, 2017). *Social participation among Japanese high school students and its impact on society,* International Assembly of the National Council for the Social Studies, San Francisco, CA.

Cashman, T. G. (June, 2017). *Promoting a transnational dialogue between Cuba and the United States: Lessons to be learned from the Cuban educational system*. 2nd Annual International Symposium on Interdisciplinary Studies, ​Athens, Greece.

Cashman, T. G. (April, 2017). *Transnational research in four countries: Developing a critical border dialogism*. American Educational Research Association (AERA), San Antonio, TX.

Madokoro, K., Cashman, T. G. & Miyazaki, T. (December, 2016). *Border pedagogy as a guide for critical citizenship in a Japanese high school.*International Assembly of the National Council for the Social Studies, Washington, DC.

Cashman, T. G. (December, 2016). *Critical border dialogism and teaching about Cuba:  Considerations for US social studies education*. International Assembly of the National Council for the Social Studies, Washington, DC.

Cashman, T. G. (2016). *Freirean praxis as a path to border crossings: Critical border dialogism as an integral part of transnational education.* Invited panelist presentation for the Latin American Studies Association (LASA), New York.

Cashman, T. G. (2016). *Transborder dialogue in spite of the wall between El Paso and Ciudad Juarez: Applied critical border praxis in educational settings.*Border Regions in Transition (BRIT) Annual Conference, Hamburg, Germany and Sonderberg, Denmark.

Cashman, T. G. (2015). *Critical border dialogism: An approach for addressing border disputes in Japanese classrooms.* International Assembly of the National Council for the Social Studies (NCSS), NCSS Annual Conference, New Orleans, LA.

Cashman, T. G. (2015). *Educators as cultural workers in Cuba.* International Assembly of the National Council for the Social Studies (NCSS), NCSS Annual Conference, New Orleans, LA.

Cashman, T. G. (2015). *Navigating the intersection of place-based pedagogy and border pedagogy: Resituating our positions through dialogic understandings.* Association for Borderlands Studies Annual Conference, Portland, OR.

Miyazaki, T., Cashman, T.G., & Madokoro, K. (2014). *Border and place-based pedagogies: Lenses for studying conflict in Japanese classrooms*. International Assembly of the National Council for the Social Studies Annual Conference, Boston, MA.

Cashman, T. G. (2014). *Four cases of teaching social studies: Comparing secondary schools in Malaysia, Mexico, Canada and the United States*. Association for Border Studies, ABS World Conference, Joensuu, Finland.

Cashman, T. G. (2014). *Through the lenses of a pedagogy of place and border pedagogy: Comparative case studies of secondary social studies in four countries.* Association for Border Studies, ABS Annual Conference, Albuquerque, NM.

Cashman, T. G. (2013). *Pedagogy as a critical reflection: The case of a high school on the United States and Mexico border.* World Comparative Education Congress Annual Conference, Buenos Aires, Argentina.

Asing-Cashman, J. G. & Cashman, T. G. (2013). *Digital literacy and how it translates for diverse English language learners on the United States and Mexico border.* World Comparative Education Congress Annual Conference, Buenos Aires, Argentina.

Cashman, T. G. (2013). *The comparative case of four countries: Border pedagogy as a social studies framework*. International Assembly, National Council for the Social Studies (NCSS), NCSS Annual Conference, St. Louis, MO.

Cashman, T. G. (2012). *Discussing transnational policies and drug violence in an era of high-stakes testing: The case of a high school on the United States and Mexico border*. National Council for the Social Studies (NCSS) Annual Conference, College and University Faculty Association (CUFA), Seattle, WA.

Cashman, T. G. (2012). *Social studies curriculum on the United States/Mexico Border: Transnational policies and border violence*. National Council for the Social Studies (NCSS) Annual Conference, International Assembly, Seattle, WA.

Cashman, T. G. (2011). *Teaching US foreign policies in Malaysia, Mexico, and Canada***.** National Council for the Social Studies (NCSS) Annual Conference, International Assembly, Washington, DC.

Cashman, T. G. (2011). *Comparative case studies of educators in Malaysia, Mexico, and Canada: Their perspectives and discussions of United States foreign policies.* Eleventh International Conference on Diversity in Organizations, Communities and Nations. Cape Town, South Africa.

Cashman, T. G. & McDermott, B. (2011). *Canadian teachers, students, and their Perspectives of US policies in the curriculum*. American Educational Research Association (AERA), New Orleans, LA.

Cashman, T. G. (2010). *Perspectives of United States policies in a Canadian social studies curriculum: The comparative case*. Second International Conference on Education Research. New Orleans, LA.

Cashman, T. G. (2010). *Creating a website to educate on the effects of 2004 Tsunami in Sri Lanka.* Global Learn Conference. Penang, Malaysia

Cashman, T. G. (2010). *Learning from a neighbor: How Canadian teachers teach United States policies*. The International Sun Conference on International Education, El Paso, TX.

Cashman, T. G. (2010). *Canadian teachers, students, and their perspectives on United States policies in the curriculum.* International Society for the Social Studies Annual Conference, Orlando. FL.

Cashman, T. G. (2009). *Recalling the 2004 Tsunami: Teaching the effects of the tsunami in Sri Lanka.* National Council for the Social Studies (NCSS) Annual Conference, Atlanta, GA.

Cashman, T. G. (2009). *Issues-centered projects for classrooms in the United States and Mexico Borderlands*. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Cashman, T. G. (2008). *Lessons learned from a no-so-distant neighbor and a Muslim-majority country: Educators and their teaching of current United States policies.* Association for Borderlands Studies, Denver, CO.

Cashman, T. G. (2007). *Lessons learned from social studies teachers in Northern Mexico.* Texas Council for the Social Studies Annual Conference. El Paso, TX.

Cashman, T. G. (2007). *The United States and its wars: The perspectives of Mexican social studies teachers.* Rouge Forum, Detroit, MI.

Cashman, T. G. (2006). *From a neighbor’s perspective: Mexican educators and their teaching of current United States policies*. Third International Conference of Education, Labor, and Emancipation, El Paso, TX and Ciudad Juarez, Mexico.

Cashman, T. G. & Rubio, R. A. (2006). *Promoting transformative education with international university partnerships*. International Summer Research Conference, University of Texas at El Paso, El Paso, TX.

Cashman, T. G. & Asing-Cashman, J. (2006). *Malaysian education and the War in Iraq: Perspectives from teachers in a Muslim majority country*. The American Educational Research Association Annual Meeting (AERA), San Francisco, CA.

Cashman, T. G. & Licona, M. (2006). *Reform in Teacher preparation: Integrated learning and constructivist teacher education*.American Educational Research Association Annual Meeting (AERA), San Francisco, CA.

Cashman, T. G. & Rubio, R. A. (2006). *Teaching about the War in Iraq: Perspectives from Northern Mexico.* Lineae Terrarum International Borders Conference, El Paso, TX.

Cashman, T. G. (2006). *Malaysian social studies teachers and the War in Iraq: Views from a Muslim majority country*. Hawaii International Conference on Education, Honolulu, HI.

Asing-Cashman, J. G. & Cashman, T. G. (2006). *Educating on the needs of Sri Lanka’s schools after the 2004 Tsunami.* Hawaii International Conference on Education, Honolulu, HI.

Cashman, T. G. (2006). *Learning about local history: Students and their projects in a Southwestern United States classroom.* Hawaii International Conference on Education, Honolulu, HI.

Cashman, T. G. (2006). *Constructivist, collaborative teacher preparation: Reform and resistance.* Hawaii International Conference on Education, Honolulu, HI.

Cashman, T. G. & Hampton, E. (2005). *Highly recommended, yet left behind*. American Educational Research Association Annual Conference, Montreal, Quebec, Canada.

Cashman, T. G. (2005). *Teaching each other: Learning about the Texas and Mexico Borderlands through university/school collaboration*. Texas Council for the Social Studies Annual Conference, Galveston, TX.

Cashman, T. G. & Asing-Cashman, J. G. (2005). *Teaching about the tsunami: First hand accounts for Texas classrooms*. Texas Council for the Social Studies Annual Conference, Galveston, TX.

Cashman, T. G. (2005). *Rebuilding after the 2004 tsunami: Implications for teaching in social studies*. New Mexico Council for the Social Studies Annual Conference, Albuquerque, NM.

Cashman, T. G. (2005). *Issues oriented local history projects for the Borderlands.* Sun Conference on Teaching and Learning, El Paso, TX.

Cashman, T. G. (2005) *Classroom management: What does it mean to you?* 1st Annual “A Better Beginning Conference (ABC),” El Paso, TX.

Cashman, T. G. (2004). *Preparing secondary educators for border classrooms*. National Association for Multicultural Education Annual Conference, Kansas City, Missouri.

Cashman, T. G. & Giza, B. (2004). *The potential impact of online translation tools in year-round schools*. National Association for Year-Round Education Annual Conference, San Diego, CA.

 Cashman, T. G. (2004). *Socially transforming pre-service educators for urban placements*. American Educational Research Association Annual Conference, San Diego, CA.

Cashman, T. G. (2004). *Highlighting cultures and issues: Local history projects in New Mexico and the West Texas Borderlands*. Texas National Association for Multicultural Education Annual Conference, Georgetown, TX.

Cashman, T. G. (2003). *Teaching through local history projects: Authentic assessment that addresses state standards.* Association for Borderlands Studies Annual Conference, Las Vegas, NV.

Cashman, T. G & Azua, J. (2002). *Using literature to address social studies standards in grades 4-8.* National Council for the Social Studies Annual Conference, Phoenix, AZ.

Cashman, T. G. (2002). *Using local history projects to address the TEKS*. Ysleta Independent School District, El Paso, TX.

 Cashman, T. G. (2001). *From suburban to urban educators: The social transformation of suburban pre-service educators.* National Middle School Association (NMSA) Annual Urban Conference, Columbus, OH.

Cashman, T. G., Bell, K., Fair, B., McLernon, S., Matthies, J., & Robinson, A. (2000). *Socially transforming pre-service teachers through transcultural experiences.* National Association for Multicultural Education (NAME) Annual Meeting, Orlando, FL.

Cashman, T. G. (2000). *Altruism and idealism for the 21st century.* Keynote presentation for Oakland University’s Golden Key Honor Society Induction Ceremony, Rochester, MI.

Cashman, T. G. (2000). *Student teachers in transcultural and urban placements*. Michigan Council for the Social Studies’ Northern Michigan Conference, MI.

Cashman, T. G. (2000). *Addressing the 5th grade social studies MEAP.* Bloomfield Hills Public School District, Bloomfield, MI.

Cashman, T. G., Gallavan, N., & Ukpokudu, N. (1999). *Defining the*

*common good: A challenge for the 21st century*. National Council for the Social Studies, College and Union Faculty Association, Orlando, FL

### Cashman, T. G. (1999). *Student teachers in team placements: Dialogue, rituals, social relationships, and transformation.* American Educational Research Association Annual Conference (AERA), Montreal, Canada.

***Invited Presentations***

Cashman, T. G. (2015). *Critical border dialogism: The intersections of place-based and border pedagogies.* Busquedas Investigativas (workshop for 50-60 higher education faculty), Havana, Cuba

Cashman, T. G. (2010). *The evolution of the scholarship of teaching and learning (Invited Keynote Panelist).* The International Sun Conference on International Education, El Paso, TX

### Cashman, T. G. (2000). Golden Key National Honor Society Induction Ceremony keynote speaker, Oakland University.

***National/International Conferences Sessions Chaired***

Cashman, T. G. (November, 2021). *Teaching Strategy Session.* International Assembly of the National Council for the Social Studies (NCSS) Annual Conference, Virtual Conference.

Cashman, T. G. (November, 2019). Preservice teachers at work within international projects, International Assembly of the National Council for the Social Studies, Austin, TX.

Cashman, T. G. (March, 2019). *Educator development in international contexts.* International Conference on Education, Psychology, and Organizational Behavior, Bangkok, TH.

Cashman, T. G. (2010). *Equity in the context of a crisis: Higher education funding post-Katrina*. 2nd International Conference on Education Research. New Orleans, LA

Cashman, T. G. (2008). *Language and culture on the United States/Mexico border.* Association for Borderlands Studies, Western Social Science Association Annual Conference, Denver, CO

Cashman, T. G. (2006). *Comparative education session*. Third International Conference of Education, Labor, and Emancipation, El Paso, Texas and Ciudad Juarez, Mexico

Cashman, T. G. (2006). *Social studies education session.* Hawaii International Conference on Education, Honolulu, Hawaii

Cashman, T. G. (2003). *Educational issues in the Borderlands session.* Association for Borderlands Studies Annual Conference, Las Vegas, NV.

***Workshops/Guest Speaker Presentations***

University of Texas at El Paso--Served as a guest speaker in Dr. Ellen Treadway’s

SOSC 3330 course, 10/04

University of Texas at El Paso--Served as a guest speaker, served on panel, Dr. Judith Munter’s class 11/5/02

Pontiac School District, Pontiac, MI—Planned and implemented a professional workshop for middle school teachers from the Pontiac School District, August, 2000

Jefferson-Whittier Middle School, Pontiac, MI—Facilitated an in-service for district-wide social studies curriculum alignment, Pontiac Public School District, March, 2000

Washington State University—Guest speaker, presented issues in middle school education, Department of Teaching and Learning, Washington State University, 1994-1996.

#### *External Reviewer (Promotion Files for Full Professor)*

#### July, 2022, New Mexico State University—completed external review of associate professor seeking promotion to full professor

#### July, 2019, University of Texas Rio Grande Valley (UTRGV)-completed external review of faculty member seeking promotion to full professor

#### *Manuscript Reviews*

November, 2022, *Critical Education*

May, 2022, *International Journal of Critical Pedagogy*

April, 2022, *Journal of Interdisciplinary Studies in Education*

May, 2021, *International Journal of Critical Pedagogy*

May, 2020, *Journal of Research, Policy & Practice of Teachers & Teacher Education*

September, 2018, *International Journal of Critical Pedagogy*

August, 2018, *Multicultural Education Review*

March, 2018, *Multicultural Education Review*

May, 2017, *International Journal of Critical Pedagogy*

August, 2016, *Journal of Research in International Education*

February, 2016, *Border Walking Journal*

June, 2015, *Journal of International Social Studies* (International Assembly, National Council for the Social Studies)

March, 2015, *International Journal of Critical Pedagogy*

August, 2014, *Journal of Research in International Education*

January, 2014, *Journal of International Social Studies* (International Assembly, NCSS)

March, 2009, *Philosophical Papers and Reviews*

May, 2005, *Journal of International Studies*

January, 2000, *Urban Education*

***Conference Proposal Reviews***

September, 2022—reviewer for the International Assembly of the National Council for the Social Studies (NCSS)

September, 2021—reviewer for the International Assembly of the National Council for the Social Studies (NCSS)

September, 2016—reviewer for 2016 A Better Beginning Conference (ABC), University of Texas at El Paso

May, 2012--reviewer for College and University Faculty Association (CUFA), National Council for the Social Studies (NCSS) 2012 Annual Conference

Fall, 2007--reviewer for the Texas National Association for Multicultural Education Annual Conference

## Honors and Awards

College of Education Excellence in Scholarship Award, University of Texas at El Paso (May, 2008)

College Marshall, College of Education’s Fall ’08 graduation ceremonies (December, 2008)

Nomination for the College of Education’s Excellence in Scholarship Award, University of Texas at El Paso (March, 2007)

Nomination for the College of Education’s Excellence in Scholarship Award, University of Texas at El Paso (March, 2006)

Award for collaboration in educational initiatives with Escuela Primeria Rotaria

Numero 1 in Chihuahua, Chihuahua, Mexico (Fall, 2005)

### URI Grant Award recipient, University of Texas at El Paso (Fall, 2005)

Golden Key National Honor Society Honorary membership, Oakland University (November, 2000).

***Student Doctoral Dissertation Award (Committee Member)***

Salcedo, Oscar (April, 2019)—*Toward a unified theory of engineering education*, University of Texas at El Paso Graduate School’s Outstanding Doctoral Dissertation Award.

## International Study/Research

Havana, Cuba—presented a workshop to higher education faculty on critical border dialogism, conducted research with middle level, preparatory, and university educators in Cuba

Hokkaido, Japan—collaborated with social education faculty to submit journal article on the teaching of Japan and China border conflicts

Ontario, Canada— engaged in research on social studies pedagogy in eastern Ontario (September, 2009-present)

Chihuahua, Chihuahua, Mexico— engaged in ongoing research on social studies pedagogy in Northern Mexico (November, 2005-present)

Gaulle Province, Sri Lanka—conducted research on the impact of the tsunami on educational systems in Sri Lanka (June, 2005)

Sabah, Malaysia—interviewed teachers with regard to the teaching of United States foreign policies in Malaysia (June, 2004-January, 2005)

Suwon and Seoul, Korea—served on curriculum development committees for English as a Foreign Language at Kyonggi University (March, 1997-January, 1998)

Morelia, Mexico—participated in Conexiones, a summer program sponsored by the

University of New Mexico; lived for one summer in Morelia and studied anthropology and Spanish (July-August, 1986)

San Jose, Costa Rica, Central America—conducted an independent study as part of the

master’s program at the University of New Mexico; investigated teacher training programs in Costa Rica (June-July, 1992).

***Most recent teaching initiatives***

* Developed SCFE 5318 Comparative and Transnational Education for new master’s degree program (fully online).
* Developed and completely redesigned TED 5302 for Alternative Certification Students (both fully online and hybrid courses).
* teaching TED 5301, Learning Contexts and Curriculum, off-campus for dual credit teachers as part of an ongoing partnership with two local school districts, Ysleta and Socorro ISDs (Fall, 2016)
* developed and taught new doctoral course, TED 6319, Transnational and Comparative Education (Summer, 2016)
* prepared off-campus courses of TED 5301 Learning Contexts and Curriculum for dual credit educators in the Ysleta and Socorro school districts (Fall 2016)
* introduced academic presentation by Cuban colleague, Felipe Perez-Cruz (June, 2016), Blumberg Auditorium, UTEP Library
* facilitated presentation by Felipe Perez-Cruz, educational historian on Cuban education, as guest speaker for doctoral students and TED 6319, Transnational and Comparative Education doctoral course.

***Other course development***

* developed new master’s level course, SCFE 5317, Border as Place & Space: Pedagogies, Theories and Practices
* redesigned TED 5302 Managing a Student-Centered Classroom, both fully online and hybrid versions (2020)
* developed and taught new cross-listed doctoral and master’s courses, SCFE 6318/SCFE 5318, Comparative and Transnational Education.
* developed and taught new doctoral course, TED 6300, Critical Issues in Curriculum (doctoral)
* developed and taught new doctoral course, SCFE 6300, Issues and Topics in Social Studies Education (doctoral)
* developed and taught new master’s level course, SOSC 5300, Issues and Topics in Social Studies Education (graduate)
* new course development, MSED 4309, Social Studies Methods for Middle Level Educators (undergraduate)
* developed and taught fully online course, TED 5313, Education for a Diverse Society (graduate)
* developed and taught fully online course, TED 5301, Learning Contexts and Curriculum.

***National Service/Leadership—***

* House of Delegates (National Council for the Social Studies) nominated and selected to serve as a delegate from the International Assembly in the NCSS governing body, the House of Delegates--continuing service, 2019-present.
* Executive board member, International Assembly of the National Council for the Social Studies (NCSS)—continuing service, 2019-present.

***Institutional Service (The University of Texas at El Paso)--Summary of most recent institutional service***

* Serving in the House of Delegates, National Council for the Social Studies (NCSS), national/international position (2019-present)
* Serving as an Executive board member, International Assembly of the National Council for the Social Studies (NCSS)—continuing service (2019-present).
* Serving on University’s Global Engagement Community (2019-present)
* Serving on College of Education Full Professor Promotion Committee (2021-present)
* Serving on College of Education Tenure and Promotion Committee (2021-present)
* Serving on College of Education Doctoral Dissertation Award Task Force (2020)
* Serving in the university’s Faculty Senate as faculty senator, representing the Teacher Education Department (2018-2020)
* Serving on the Teaching, Learning, and Culture Doctoral Program Committee (2018-2020)
* Serving as chair of College of Education Full Professor Promotion Committee (2020)
* Serving as College of Education Tenure Review Committee (2020)
* Elected to serve, continuing to serve on the College of Education’s Curriculum Committee (2015-2020)
* Selected to serve on Golden Nugget/Distinguished Alumni Awards Committee (2018-2019)
* Serves on University’s Global Reach Task Force as a College of Education representative (2014-2019)
* Chaired successful TLC Doctoral Dissertation Defense—Annabell Sahr (2020 defense)
* Chairing TLC Doctoral Dissertation Committee—Michael Lewis (tentative 2021 defense)
* Contributed to the development of new master’s program in Diversity, Equity, and Social Justice in Education.
* TLC Doctoral student mentoring—submitted recommendations for summer funding of two doctoral students
* Served as UTEP coordinator and liaison for a Yale University collaboration and coordination of Teaching, Learning, and Culture doctoral students’ and master’s level students’ participation in Yale University’s Programs in International Educational Resources (PIER) Institute’s Summer Institutes during 2015, 2016, 2017, and 2018. In 2015 five UTEP students applied, were accepted, and participated in the week-long institute in Hartford, CT. In 2016 three UTEP students attended the Yale PIER Institute. In 2017 five UTEP students attended. This past summer, 2018, another five UTEP doctoral and master’s level students applied and were accepted for Yale’s PIER Summer Institute.
* Organized and coordinated the local Texas Association of Future Educators (TAFE) competitions with representatives from Socorro ISD and El Paso ISD at UTEP. Over 400 future teachers participated in this year's competition.
* Met with representatives of the city's Tom Lea Institute to discuss the coordination of goals between the UTEP's College of Education and the local institute.
* Continued teaching dual credit courses in Ysleta and Socorro ISDs (on-site), and had responsibilities for advising all future secondary history dual credit teachers,
* Attended College of Education Teaching Collective Workshop (Spring, 2018)
* Attended College of Education Teaching Collective workshops in I-pad training (Spring, 2017).
* Taught MSED 4309, Social Studies Methods for Middle School Educators, at Alderete Middle School as part of a Professional Development School (PDS) partnership with Canutillo Independent School District My duties also included the planning, coordination, and facilitation of pre-service educator observations, group presentations, and lessons with the middle school administration, staff, and students on-site (2015).

***Leadership (see responsibilities listed above)***

* Program chair, Sociocultural Research and Foundations Program, Teacher Education Department (June, 2010-August 2013)

***National Service/Leadership—***

* House of Delegates (National Council for the Social Studies) nominated and selected to serve as a delegate from the International Assembly in the NCSS governing body, the House of Delegates (November 2019-present).
* Executive board member, International Assembly of the National Council for the Social Studies (NCSS)—continuing service, 2019-present.

***Faculty Senate***

* Serving as the Teacher Education Department representative for the University Faculty Senate (2018-2020).
* Served as an alternate on the university faculty senate (Fall, 2016-present)

***Committee Chair***

* Served as chair of Full Professor Promotion Committee (2022)
* Served as chair of Full Professor Promotion Committee (2020)
* served as chair of department’s Faculty Tenure and Promotion Committee (2012-2015)
* served as chair of Sociocultural Foundations Position Search Committee, Department of Teacher Education (2013-2014)
* served as co-chair and committee member for Department of Teacher Education faculty search committee, position in curriculum studies (2011-2012)
* served as chair of Social Studies Education Search Committee, Department of Teacher Education (2007-2008)
* served as chair of the Undergraduate Curriculum Committee
* served as co-chair of Social Studies Education Search Committee for the Department of Teacher Education (2006-2007**).**

***Recent Committee Work***

* Serving on the University’s Faculty Welfare Committee (2022-present).
* Serving on the Teacher Education Department’s Full Professor Review Committee (2022-present).
* Serving on the College of Education Post-Tenure Review Committee (2022-present).
* Serving on Teacher Education Department’s Tenure and Promotion Review Committee (2020-present)
* Serving on the College of Education’s Full Professor Review Committee (2021).
* Chairing the College of Education’s Full Professor Review Committee (2020)
* Serving on College of Education’s Curriculum Committee—elected position (2015-2020).
* Serving on College of Education’s Gold Nugget/Alumni of the Year Awards Committee (2018).
* Serving on the Department of Educational Leadership and Foundations Tenure and Promotion Committee (2017-2018)
* Serving on the Teaching, Learning, and Culture Doctoral Program Committee (2018-2020)
* Serving on Faculty Senate, elected position (2018-2020).
* Served on the Teaching, Learning, and Culture Doctoral Program Committee (2014-2017)
* Served on the Department of Teacher Education, BELSS Division Tenure and Promotion Committee (2015-2017)
* Serving on the College of Education’s Curriculum Committee—elected position (2015-2020).

***Special Task Forces/Initiatives***

* Serving as an evaluator for College of Education’s Doctoral Dissertation Award
* Serving on the University’s Global Engagement Community
* Serving on the Teaching, Learning, and Culture Doctoral Program portfolio development and defense guidelines task force
* Serving on University’s Global Reach Task Force (2014- present)
* Serving on Curriculum Task Force; Teaching, Learning, and Culture Doctoral Program (2016-2017)
* Serving as a college representative for the Yale Africa Initiative/UTEP Collaboration (2014-present)
* Serving on Sociocultural Foundations Doctoral Degree Plan Development special task force (2014-present).
* Serving on Sociocultural Foundations Master’s Degree Plan Development special task force (2014-present).
* Serving as a faculty liaison for the college teaching/dual credit certification initiatives with two local school districts, Ysleta ISD and Socorro ISD.

***Other Committee Work***

***Teacher Education Department***

* Served on Doctoral Program Committee, Department of Teacher Education (2008-2011).
* served on Faculty Workload and Resources Committee (2011-2015)
* served on search committee for senior faculty in the Department of Teacher Education (2008-2009).
* served on the In-Take Committee for the Department of Teacher Education’s new doctoral program

***College of Education***

* Served on College of Education's International Initiatives Committee (2012-2015)
* served on College of Education TExES/Assessment Improvement Committee

***University***

* served on university-wide Museum Committee (2012-2015)
* served on university Student Welfare Committee
* served as a member of the University Student Publications Committee
* served on the Social Studies Work Committee for the Teachers for a New Era (TNE) Grant
* served as a member of a university committee--the Study Abroad Scholarship Committee
* served on the College of Education’s Border Initiatives Ad Hoc Committee
* served on Teacher Education Department search committee for a social studies education position (2008).
* served as member of a search committee for a History Education candidate
* served on a department search committee--Early Childhood/Middle School
* served as member of a search committee for a History Education candidate
* served on a department search committee--Early Childhood/Middle School

***Advisory Board***

* Serving on Advisory Committee for the Center for History Teaching and Learning (2009-present).
* Served on Doctoral Research Center Advisory Council for EDUCAR, College of Education

***Other Service/Contributions/Workshops***

* Facilitated curriculum development with Tom Lea Institute after meeting with Adair Margo
* Served as a volunteer and judge for Socorro Independent School District’s Educators Rising Competition as part of their involvement in the Texas Association for Future Educators in UTEP’s College of Education on November 4, 2016 (Fall, 2016).
* Attended and participated in I-Pad workshop (September, 2016),
* participated as a faculty leader in yearly adjunct faculty orientation (August, 2016),
* prepared off-campus courses of TED 5301 Learning Contexts and Curriculum for dual credit educators in the Ysleta and Socorro school districts (Fall 2016),
* introduced academic presentation by Cuban colleague, Felipe Perez-Cruz (June, 2016), Blumberg Auditorium, UTEP Library (June, 2016),
* facilitated presentation by Felipe Perez-Cruz, educational historian on Cuban education, as guest speaker for doctoral students and TED 6319, Transnational and Comparative Education doctoral course (June, 2016),
* partnered with educators in Japan, Takeshi Miyazaki and Kayo Makodoro, on research project involving the teaching of Japan and China border disputes (2016),
* authored theoretical contributions, including the development of theories of critical border dialogism and critical border praxis, to the fields of comparative, transnational, and social studies education (2015-2016),
* collected personal data in school settings during Cuba educational exchange (February, 2015)
* conducted research on critical border dialogism with colleagues in Japan (2016),
* attended webinar on Fulbright fellowship (April, 2016)
* completed Moodle training for online teaching (April, 2015)
* attended professional development workshop—NSF-IUSE Webinar, December 2014
* attended NSF Grant Writing Workshop (February, 2014)
* attended NIH-NSF Proposal Writing: Beyond the Basics Workshop (2013)
* attended Digital Members Workshop-December 2011
* attended Digital Measures Workshop, December, 2010
* served as Department of Teacher Education social studies education representative at the College Readiness Symposium in Arlington, Texas
* attended NNER Summer Symposium, Seattle, Washington (Summer 2009).
* served as founding member, advisor, and consultant for the local chapter of Texas Alliance for Geographic Education; presided over first official chapter meeting (March, 2008).
* led organizational meeting for local Texas Alliance for Geographic Education chapter (October, 2007).
* represented the Department of Teacher Education as a presenter and panelist for high school students at Canutillo High School (November, 2007).
* worked with Jan Massie, Curriculum Resource Director, and Max Padilla, Principal, at Canutillo High School, Canutillo, TX, to facilitate a secondary PDS site during Spring Semester 2007.  A cohort of secondary education majors met weekly at the high school for class meetings, structured classroom observations, panel discussions led by administrators and teachers.
* served as the Principal Investigator for a $500,000 grant proposal to the Department of Education for the Teaching American History Grant in collaboration with Dr. James Steinhauser, Executive Director of School Improvement for Canutillo Independent School District, Canutillo, TX.
* organized, presented, and facilitated the Geographic Education Summer Seminars (GESS) for local geography educators from June 4-8, 2007.
* facilitated collaborative presentations for pre-service educators and middle school students at Alicia Chacon International School’s 2006 Spring Parent Night
* facilitated presentations by Mescalero Apache School students, faculty, and tribal elders and campus visits for guests from Mescalero Apache School during Spring Semester 2006 in MSED 4309.
* collaborated in the ongoing development of a PDS school site at Canutillo High School
* assisted with College of Education Graduate Fair, October 14th, 2006.
* continued working with faculty members in the College of Liberal Arts as member of the TNE Social Studies Work Group
* worked to develop both history and geography faculty seminars with the support of TNE--assisted in the facilitation of the 2006 History Education Summer Seminars (HESS), and conducted follow-up research on the outcomes of the first seminars collaboratively developed by UTEP, EPCC, and the surrounding school districts.
* served as the co-planner and co-author of a grant to develop and facilitate the Geographic Education Summer Seminars (GESS) for June, 2007.
* served as an organizer for the 2006 Third International Conference of Education, Labor, and Emancipation on September 28th to October 1st, 2006.
* served as a moderator for a panel presentation at the 2006 Third International Conference of Education, Labor, and Emancipation.
* attended 2006 Teacher Work Sample Conference Program, July 19th-21st, in Portland, Oregon to promote and evaluate Teachers for a New Era (TNE) goals of enhancing teacher performances and student learning
* chaired a social studies education session at the 4th Annual Hawaii International Conference on Education
* organized meetings within the Teacher Education Department to address TExES social studies preparation and needs
* collaborated in educational initiatives with Escuela Primeria Rotaria Numero 1 in Chihuahua, Chihuahua, Mexico
* consulted and provided tutelage for three adjunct faculty with their first time delivery of ECED 4309
* facilitated pre-service teacher and middle school student collaborative mini-museum presentations at Alicia R. Chacon International School for Parent Night, Spring 2006.
* collaborated with the History Department on the annual History Day coordination
* participated in the College of Education’s 1st Spring Faculty Development Institute
* awarded Peace and Dignity 2004 Certificate of Appreciation
* served as a reviewer for UTEP’s Partnership in Teacher Education scholarship applications
* participated in the El Paso Network for Educational Renewal’s Fall 2004 Leadership Institute
* presented at the 1st Annual “A Better Beginning Conference” (ABC) on the topic of “Classroom Management: What Does It Mean to You?”(Spring 2005)
* served on the FIPSE Advisory Board-PTE in Canutillo
* served on the Fund for the Improvement of Postsecondary Education’s (FIPSE) Parent Teacher Education Connection Council
* participated in Secondary Education Block II restructuring
* presented at the Professional Development Schools Workshop
* presented at Elementary, Middle School, and Secondary Block Intern Orientations
* served as a member of the Professional Development Schools Workshop
* represented the College of Education at the Teacher Retention Institute
* presented the Teacher Education Department in College of Education reorganization discussions
* served on a department search committee--technology/social studies position
* co-Presented at department meeting--Topic: Secondary block organization
* participated in the Institute for Educational Renewal
* served on Teacher Preparation Advisory Council
* attended Digital Media Center training institute (online course development)
* participated in TxBESS training and certification
* attended advising workshops
* attended the Second International Conference on Education, Labor and Emancipation, El Paso, TX and Ciudad Juarez, Chihuahua, Mexico
* advised undergraduate students; received high evaluations for advising
* served as guest interviewee for local radio program--Youth Impact--89.5 FM
* assisted in Social Context of Education doctoral program development
* contributed to course(s) development within the secondary block--attended ongoing team meetings
* attended “Addressing the Social Studies Curriculum: TEKs and TAKs” workshop
* attended Digital Media Center training institute (online course development)
* attended UT Telecommunications Workshop--Austin, TX
* attended Marco Polo technology training

***Professional Organizations***

Latin American Studies Association

American Educational Research Association

World Comparative Education Congress

AERA SIG - Urban Learning, Teaching, and Research

National Council for the Social Studies

College and University Assembly (CUFA), National Council for the Social Studies

International Assembly, National Council for the Social Studies

International Society for the Social Studies

El Paso Council for the Social Studies

Association for Borderlands Studies

National Association for Multicultural Education

Association for Borderlands Studies

Texas Council for the Social Studies

Western Social Science Association

Texas Alliance for Geographic Education

El Paso Alliance for Geographic Education

National Association for Multicultural Education

Texas National Association for Multicultural Education

Phi Delta Kappa

Golden Key Honor Society