

CURRICULUM VITAE

Ganiva Reyes

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Miami University
College of Education Health and Society
Department of Teacher Education
210 E. Spring Street
401 McGuffey Hall
Oxford, OH 45056

CURRENT POSITION

Assistant Professor in Teacher Education
Affiliate Faculty Status in Educational Leadership

RESEARCH INTERESTS

Theories and pedagogies of care, justice-oriented teacher education, cultural knowledge of teachers, Latinx youth studies and education, Latinx curriculum theorizing, Chicana feminist theories, gender and sexuality studies in education, feminist epistemologies and pedagogies, curriculum theory, cultural studies in education, qualitative research methods

EDUCATION

- May 2016 University of Texas at Austin, College of Education
Ph.D., Curriculum and Instruction
Specialization: Cultural Studies in Education
Dissertation: *There's more to their story: Portraits about the everyday classroom lives of Mexican-origin teen mothers at an alternative school.*
Dissertation Chair: Keffrelyn D. Brown
- May 2010 University of Texas at Austin, College of Liberal Arts
M.A., Women's and Gender Studies
Thesis: *"It's not because I wanted it...I knew I wasn't ready": Young Mothering Teens in the Borderlands Speak Out about the Pressures of Sex, Love and Relationships.*
Thesis Supervisor/Second Reader: Gloria Gonzalez-Lopez/Susan Sage Heinzelman
- August 2006 Texas A&M University—College Station
M.Ed., Curriculum and Instruction
- May 2005 Texas A&M University—College Station
B.A., Biology
Minor: Women's and Gender Studies

PROFESSIONAL CERTIFICATION

2006-Present Life Sciences 8-12, Texas State Board for Educator Certification

PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

08/2017-Present

Assistant Professor in Teacher Education

Miami University, Oxford Ohio, Department of Teacher Education

Design and teach courses in culturally responsive teaching, critical and feminist theories in education to undergraduate and graduate students; mentor and advise undergraduate and graduate students; serve on thesis and dissertation committees; produce research in teacher education, curriculum theory, and feminist studies; publish peer-reviewed articles, book chapters, and encyclopedia articles; present at academic conferences; undergraduate and graduate studies program development; collaborate with colleagues in interdisciplinary teaching initiatives, curriculum redesign, and research in justice-oriented teacher education.

08/2016-5/2017

Visiting Assistant Professor/Heanon Wilkins Fellow

Miami University, Oxford Ohio, Department of Teacher Education

Design and teach courses in culturally responsive teaching, critical and feminist theories in education to undergraduate and graduate students; produce research in teacher education, curriculum theory, and feminist studies; publish peer-reviewed articles, book chapters, and encyclopedia articles; present at academic conferences; collaborate with colleagues in interdisciplinary teaching initiatives, curriculum redesign, and research in justice-oriented teacher education.

Academic Appointments

08/2009-09/2016

Instructor-Sociocultural Influences on Learning

University of Texas at Austin, College of Education

Course and syllabus design, instruction, and evaluation of an undergraduate sociocultural foundations in education course, which was cross-listed with either Mexican-American Studies, African-American Studies, or Women's and Gender Studies. Courses taught during: Fall, 2009, Fall 2010, Fall/Spring 2011, Summer 2012, Fall 2015, Spring 2016.

08/2011-05/2016

Teacher Facilitator/Field Supervisor

University of Texas at Austin, College of Education

Supervised, mentored, and trained 2 cohorts of over 20 pre-service teachers (over 40 total) placed in urban schools; liaison among pre-service teachers, cooperating teachers, and school administrators; documented pre-service teacher progress; and conducted observations, teaching evaluations, and conferences with student teachers. Facilitated during: Fall 2011, Spring 2012, Fall 2012, Spring 2016.

08/2008-12/2008 **Teaching Assistant-Face of Justice, Honors course**
University of Texas at Austin, College of Liberal Arts

Led weekly discussions; evaluated student work; mentored students through writing process for term papers.

Program Coordinating Experience

1/2012-5/2012 **Coordinator: Cultural Studies In Education graduate program**
University of Texas at Austin, Department of Curriculum and Instruction

Organized graduate students and managed projects including CSE graduate students conference, newsletter, and creation of a program logo; organized research/writing clusters; and acted as liaison between graduate students and faculty.

7/2009-8/2011 **Coordinator of Inspire: Empowering Texas Women Leaders program**
University of Texas at Austin, Center for Women's and Gender Studies

Developed leadership program curriculum; led selection process of undergraduate women; coordinated special trips to national conferences and seminars for professional/leadership development; facilitated leadership workshops for undergraduate women; and organized special community fundraising events.

TEACHING EXPERIENCE

Higher Education

Miami University

Undergraduate courses:

- Introduction to Education (EDT 190)
- Race, Cultural Diversity, and Equity in Education (EDT 205)
- Family, Schools, and Communities (EDT/FSW 225)
- Foundations of Literacy-Early Childhood Education (EDT 246E)
- Writing for Educators (EDT 284)
- Education Strategies for Non-Majors (EDT 311)
- Junior Seminar of Urban Education Cohort (EDT 420B)

Graduate courses:

- Multicultural Foundations in Education (EDL 621)
- Applied Studies in Classroom Teaching (EDT 610)

University of Texas at Austin

Undergraduate courses:

- Sociocultural Influences on Learning (ALD 327)
Cross-listed with: Mexican-American Studies (MAS), African-American Studies (AFR), or Women's and Gender Studies (WGS)
- Teaching Young Children (EDC 371G)
- School Organization and Classroom Management (EDC 331E)
- Face of Justice-Honors (WGS 345)

K-12 Teaching Experience

1/15-5/15	Austin Independent School District <i>Biology Teacher—Reagan High School</i>	Austin, TX
1/08-10/09	Austin Independent School District <i>Teacher Assistant-Preschool Program for Children with Disabilities—Ortega Elementary</i>	Austin, TX
8/06-5/07	Brownsville Independent School District <i>Biology Teacher—Lopez High School</i>	Brownsville, TX
8/05-5/06	Cy-Fair Independent School District <i>Biology Teacher—Cy-Ridge High School</i>	Houston, TX

TEACHER AND HIGHER EDUCATION EVALUATOR EXPERIENCE

8/2013-5/2014	District Selected Observer: Teacher Leader Evaluation Study <i>American Institutes for Research</i> Provided detailed performance feedback to upper-elementary and middle school veteran teachers; completed upper elementary Classroom Assessment Scoring System (CLASS) training; attained CLASS observer certification by demonstrating proficiency in observing and coding classroom interactions accurately using the CLASS measure; and conducted classroom observations as a certified CLASS observer.
6/2013	College Readiness Assessment Rater <i>University of Texas at Austin, School of Undergraduate Studies</i> One of 13 chosen out of a pool of 165 applicants to score students' assignments for college readiness; completed College Readiness Assignment rubric and rating training; assessed high school and community college student work samples, including worksheets, problems, and essays; and applied comprehensive rubric to determine skill level and scoring.

PUBLICATIONS AND WORKS IN PROGRESS

(^Denotes equal authorship), (*Denotes Research with graduate student), (^Underwent peer review in addition to editorial review)

Articles published or accepted in refereed journals

Reyes, G. (Accepted, Spring 2021). “Why are you so mean Ms!?”: When gendered classroom dynamics interfere with teacher-student relationships. *Curriculum and Teaching Dialogue: The Annual Journal for the American Association for Teaching and Curriculum*. (Acceptance rate: 35-40%)

^***Reyes, G.**, Barrios, V., Banda, R., Aronson, B., Claros Berlioz, E., Castañeda, M. (Accepted, Spring 2021). Transgressing the Personal/Professional Divide: Reconnecting and Healing Through Testimonio Within a Latina Diaspora Collaborative Group. *Journal of Women and Gender in Higher Education*. (2019 CiteScore 0.1; H Index 7; 2019 SJ Ranking 0.68; Quartile 1)

Reyes, G., Aronson, B., Batchelor, K. E., Ross, G., & Radina, R. (2021). Working in Solidarity: An Intersectional Self-Study Methodology as a Means to Inform Social Justice Teacher Education. *Action in Teacher Education*.
<https://doi.org/10.1080/01626620.2021.1883149> (Acceptance Rate: 15-20%; 2019 CiteScore 1.1; H Index 22; SJ Ranking (2019) 0.38; Quartile 2)

Aronson, B., **Reyes, G.**, Banda, R., Barrios, V., Castañeda, M., Claros Berlioz, E.* (2020). Improvising a space for us: A testimonio from a Latina Diaspora Group. *Journal of Curriculum and Pedagogy*, 17(3), 266-274. <https://doi.org/10.1080/15505170.2020.1786748> (2019 CiteScore 0.9; H Index 10; SJ Ranking 0.29; Quartile 3)

Reyes, G. (2020). Borderland Pedagogies of Cariño: Theorizing relationships of care from teacher practice with Latina mothering students. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2020.1771464>. (Acceptance Rate: 15%; 2017 CiteScore 1.19; H Index 53; 2019 SJ Ranking 0.9; Quartile 1; Website views: 108)

Reyes, G. (2020). Integrated networks of care: Supporting teachers who care for Latina mothering students. *Critical Studies in Education*.
<https://doi.org/10.1080/17508487.2020.1789683> (Acceptance Rate: 16%; 2019 Impact Factor: 2.791; 2019 CiteScore 3.9; H Index 31; 2019 SJ Ranking 1.12; Quartile 1; Almetric 1; Website views: 51)

Reyes, G. (2020). “If it hadn’t been for my baby”: Previously disengaged Latina students redefine smartness through motherhood. *Review of Education, Pedagogy, and Cultural Studies*, 42(4), 331-351. <https://doi.org/10.1080/10714413.2020.1800356> (Acceptance Rate: 11-20%; 2019 CiteScore: 1.00; H Index 20; 2019 SJ Ranking 0.24; Quartile 1; Website views: 30)

Reyes, G., Banda, R. M., & Caldas, B. (2020). “We’re All in This Boat Together:” Latina/Chicana embodied pedagogies of care. *Journal of Latinos in Education*.
<https://doi.org/10.1080/15348431.2020.1791120> (Acceptance Rate: 11-20%; 2019

CiteScore: 1.3; H Index 13; SJ Ranking 0.36; Quartile 1; Website views: 153; Reyes Contribution: 45%)

Pérez II, D., Aronson, B., **Reyes, G.**, Ironstrack, G., Kimple, K., Birkenhauer, L., Bermudez, G., Carrubba-Whetstone, C., & Walsh, E.K. (2020). Advancing new understandings of minoritized student success at a selective, midwestern university: Perspectives from a faculty learning community. *Learning Communities Journal*, 12, 81-110. (Acceptance Rate: 40%). [link](#)

Aronson, B., Banda, R., Johnson, A., Kelly, M., Radina, R., **Reyes, G.**, Sander, S., & Wronowski, M. (2020). The Social Justice Teaching Collaborative: A Collective Turn Towards Critical Teacher Education. *Journal of Curriculum Studies Research*, 2(2), 21-39. <https://doi.org/10.46303/jcsr.2020.8>

Reyes, G. (2019). Teen mom student of the month: Ethics of care, school structure, and reconfiguring what it means to be a good student. *Urban Education*. <https://doi.org/10.1177/0042085919894047> (Acceptance rate: 27%; 2019 Impact factor: 2.2; 2019 CiteScore 4.4; H Index 52; 2019 SJ Ranking 2.08; Quartile 1; Cited by: 2; Website views: 76)

Reyes, G., & Sander, S. (2019). Tensions between urgency and scaffolding students into social justice education: Keeping an open mind as researchers. *Curriculum and Teaching Dialogue: The Annual Journal for the American Association for Teaching and Curriculum*, 21(1&2), 123–126. <https://www.infoagepub.com/products/Curriculum-and-Teaching-Dialogue-Vol-21> (Acceptance rate: 35-40%; Reyes Contribution: 50%)

Boveda, M., **Reyes, G.**, Aronson, B. (2019). Disciplined to access the general education curriculum: Girls of color, dis/abilities, and specialized education programming. *Curriculum Inquiry*, 49(4), 405-425. <https://doi.org/10.1080/03626784.2019.1652543> (Acceptance Rate: 21-30%; 2019 Impact Factor: 1.11; H Index 36; 2019 SJ Ranking 0.85; Quartile 1; Cited by 3; Almetric: 20; Website views: 402; Reyes Contribution: 40%)

Reyes, G., Radina, R., & Aronson, B. (2018). Teaching against the grain as an act of love: Disrupting white Eurocentric masculinist frameworks within teacher education. *The Urban Review*, 50(5), 818-835. <https://doi.org/10.1007/s11256-018-0474-9> (Acceptance rate: 6-10%; 2018 Journal Impact: 1.41; H-Index 35; 2019 SJ Ranking 0.98; Quartile 1; Cited by: 16; Almetric: 2; Website views: 680; Reyes Contribution: 40%)

Book Chapters

*Johnson, A., Coomer, N., Aronson, B., & **Reyes, G.** (Accepted, Spring 2021). Coalition with/in the boundaries: A radical love response to neoliberal debilitation in special education. In D.I. Hernández-Saca, H. Pearson, & C. Kramarczuk Voulgarides. (Eds.). *Understanding the boundaries between disability studies and special education through consilience, self-study, and radical love*. Lexington Books.

Reyes, G. (2019). “Un puño de tierra”: Curriculum and pedagogy theorizing along the U.S/Mexico border. In T. R. Berry, C. Kalinec-Craig, & M. Rodriguez (Eds.), *Latinx*

Curriculum Theorizing (pp. 117-133). Lanham, MD: Lexington Books. (Acceptance rate: 40%; Editorially-Reviewed; Cited by: 3)

^^^Aronson, B, Batchelor, K. E., Radina, R., **Reyes, G.**, & Ross, G. (2018). Making the familiar strange: Crossing disciplinary borders to foster self-study and critical reflexivity within a social justice curriculum. In D. Garbett & A. Ovens (Eds.) *Pushing Boundaries and Crossing Borders: Self-study as a Means for Researching Pedagogy* (pp. 303-310). Self-Study of Teacher Education Practices. (Acceptance rate: 48%; Double-Masked, Peer-Reviewed; Reyes Contribution: 20%)

Peer-Reviewed Encyclopedia Entries

Reyes, G. (2021). "Latinx Curriculum Theorizing." In M. F. He & W. Schubert (Eds.), *Oxford Encyclopedia of Curriculum Studies*. New York: Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1598>

Reyes, G., Banda, R. M., & Schultz, B. D. (2021). "Critical Perspectives on Curriculum and Pedagogy." In M. F. He & W. Schubert (Eds.), *Oxford Encyclopedia of Curriculum Studies*. New York: Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1471> (Reyes Contribution: 45%)

^Banda R., **Reyes, G.**, & Caldas, B. (2020). "Curricula of Care and Radical Love." In M. F. He & W. Schubert (Eds.), *Oxford Encyclopedia of Curriculum Studies*. New York: Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1434>

Invited Book Reviews

Reyes, G., & Schultz, B. D. (2017). Student voice and school governance: Distributing leadership to youth and adults. *Teachers College Record*. <http://www.tcrecord.org/PrintContent.asp?ContentID=22208> (Acceptance Rate: 8%; H Index 83; 2019 SJ Ranking 0.22; Quartile 3; Reyes Contribution: 80%)

Reyes, G. (2013). Lorena Garcia, Respect yourself, protect yourself: Latina girls and sexual identities. *Sexualities*, 16, 852-853. <https://doi.org/10.1177/1363460713507855b> (Journal Impact: 1.091; H Index 50; SJ Ranking 0.92; Quartile 1; ResearchGate views: 1,485)

Works Under Review

Reyes, G. (Under Review, Spring 2021). Dismantling the "White Racial Army": A Reimagined Critical Whiteness Studies and Feminist of Color Teacher Education. *International Qualitative Studies in Education*. (Acceptance Rate: 15%; 2017 CiteScore 1.19; H Index 53; 2019 SJ Ranking 0.9; Quartile 1)

*Wronowski, M., Aronson, B., **Reyes, G.**, Radina, R. Batchelor, K., Banda, R., & Rind, G. (Under Review, Spring 2020). Moving towards a comprehensive program of critical social justice teacher education: A QuantCrit analysis of pre-service teachers' perceptions of social justice education. *Action in Teacher Education*. (Acceptance Rate: 15-20%; 2019 CiteScore 1.1; H Index 22; SJ Ranking (2019) 0.38; Quartile 2)

Work in Progress/Under Preparation

Reyes, G. (In preparation; revising manuscript). "It's not because I wanted it...I knew I wasn't ready": Situating Teen Pregnancy as a Symptom of Sexual Coercion. *Gender and Education*.

Reyes, G. & Burian, M.* (In preparation; writing manuscript). Utilizing Intersectionality and Gender Theories to Map out Gendered Dynamics in the Classroom. *Gender and Education*.

Reyes, G., & Aronson, B. (In preparation; writing manuscript). From the Historical to the Contemporary: How White Patriarchal Teacher Education Sustains the "Stepford Teacher." *Critical Studies in Education*.

Reyes, G., Aronson, B., Senkowski, V.,* Radina, R. (In preparation; writing manuscript). "It takes a village" Collaborative Approaches to Social Justice in Teacher Education. *Teaching Education*.

RESEARCH AND GRANTS

I have written a total of 17 internal and external grant proposals that have generated close \$148,000 to support education research, curriculum development, and program development.

External Grants

Summer 2020 **Spencer Foundation Large Research Grant:** *Preparing Pre-service Teachers to Engage in Justice and Equity Oriented Practices for Social Change, Unfunded \$499,276*

The purpose of this research is to pinpoint key pedagogical practices, curriculum planning, and ongoing support for pre-service teachers to develop justice and equity rooted teaching practices. Currently, we are in a historical moment of social uprisings that demand for racial justice, especially in police training and criminal justice reform. However, activists are also calling on teachers, particularly white teachers, to develop a deep, sophisticated, intellectual and emotional response to issues of racial justice in the lives of students of color, and Black students in particular. This study addresses research questions that reveal how teachers can be prepared for such engagement and practice. For this grant, we propose a research project composed of three major components: (1) a comprehensive curricular and pedagogical redesign of core teacher education courses that is grounded in critical justice education, (2) data collection to evaluate the impact of these changes through student surveys, focus groups, and in-depth interviews, and (3) support/focus groups with in-service teachers who took our revised courses and graduated from our teacher preparation program. This study provides evidence of ways in which students come to internalize racial justice, as well as what it takes to sustain teaching for social change

Fall 2018 **Lumina Foundation Fund for Racial Justice and Equity**
Creating and Implementing Professional Development to Address White Supremacy on a PWT Campus, Unfunded, \$100,000

This grant seeks to create, implement, and evaluate PD at a PWI that directly addresses white supremacy and its manifestations in the academy. Through a series of workshops centered on understanding race, racism, and whiteness, we seek to evaluate racial development in faculty at a PWI.

Internal Grants

Spring 2020 **Boldly Creative: Strategic Academic Initiatives Program: *Culturally Relevant and Community-Based Educational Leadership - online M.Ed. program***, Funded \$69,900

This grant funded the revision of a Transformative M.Ed. program into an online culturally relevant and community based education degree. This is an interdisciplinary effort across two departments (Teacher Education and Educational Leadership). A new framework and narrative for the program will be developed, as well as coursework.

Summer 2020 **Education, Health, & Society Summer External Grant Proposal: *Investigating Critical Social Justice Practices Across Disciplines with Preservice and Practicing Teachers***, Funded \$4,000 (reduced to \$3,000 due to budget cuts with COVID-19 pandemic)

As a Co-PI, this grant funded the submission of a proposal for “The Large Research Grants on Education Program” of the Spencer Foundation during Summer 2020. The purpose of this research is to prepare, support, and mentor culturally relevant teachers in pk-12 classrooms.

Spring 2020 **Education, Health, & Society Mentoring Grant**, Funded \$1,500

This grant funded a writing feedback group beginning in February 2020 where we rotate work among the three of us biweekly to offer content feedback and resources because this will help us in developing our writing plan and help us move solo manuscripts that are in progress into works under review, and to complete revisions leading to publication at a faster rate. (postponed to Fall 2020 due to budget cuts with COVID-19 pandemic)

Fall 2019 **Humanities Center Grant: *Dr. Bettina Love We Want to Do More Than Survive: Abolitionist Teaching***, Funded \$1,500

These funds supported interdisciplinary collaboration, public engagement, and innovation in research and teaching. Along with the Humanities Center Award, we collected \$17,000 across 19 departments and centers on campus to bring Dr. Bettina Love to be a keynote speaker for the *ReImagine Education Conference* in Fall 2019.

Summer 2019 **Education, Health, & Society Research Seed Grant: *Investigating Critical Social Justice Practices Across Disciplines with Preservice and Practicing Teachers***, Funded \$10,000

This grant allowed the *Social Justice Teaching Collaborative (SJTC)*, a collective involving faculty across the division, to continue collecting data for a longitudinal project using mixed-methods study to assess how students who take our courses are understanding and engaging with social justice. Our guiding research question asks: *How does interdisciplinary curriculum and teaching centered around diversity and social justice in pre-service teacher (PST) education impact PST learning around issues of diversity and social justice?*

Spring 2019 **Education, Health, & Society Mentoring Grant**, Funded \$1,885

This grant supported the professional work and trajectory of Latina faculty in the College of Education, Health, and Society toward promotion. This grant also supported our research involving *testimonio* methodology to: (1) co-construct understandings of Latina professor identities and cultural ways of knowing inform our teaching approaches, and (2) create a team-teaching framework based on shared understandings from our collaborative group of Latina professors across disciplines. We examine our co-created testimonios to reveal new understandings and dimensions of the Latinx experience within the U.S. For this project we have worked with two scholars: Drs. Sonia Nieto and Blanca Caldas who visited with us in Fall 2019 for workshops and mentoring meetings.

Spring 2019 **Collaborative Professional Development Training Events Fund: *Creating Critical Conscious Curriculum Makers***, Funded \$4,200

These grant funds assisted in bringing Dr. Sonia Nieto to campus in Fall 2019 where she engaged with EHS faculty, students, and school/community partners as it relates to critical introspection and multicultural education.

Fall 2018 **Summer Research Grant from the Office for the Advancement of Research and Scholarship: *Pedagogies of Care between Teacher and Latinx Students within a Midwestern High School***, Funded \$6,200

Out of 76 applications, only 30 proposals were funded. This grant supported a pilot study investigating teacher-student relationships with a main research goal of furthering my understanding of ethics of care in the Greater Cincinnati area.

Spring 2018 **Education, Health, & Society Interdisciplinary Teaching & Curriculum Grant: *Co-teaching in EHS/Interdisciplinary Approaches to Social Justice Instruction in EHS Courses***, Funded \$5,000

This grant proposal was an extension of an EHS Interdisciplinary Teaching and Curriculum Grant awarded in 2017 that supported the continued interdisciplinary collaboration involving faculty across the division who teach courses that the majority of EHS majors take in their teacher preparation, health and wellness, and family science and social work programs at Miami University.

Fall 2018 **Collaborative Professional Development Training Events Fund:**

H. Richard Milner-For Critically Conscious Curriculum Making and Critical Introspection,
Funded \$5,000

This grant supported bringing Dr. H. Richard Milner to campus in Spring 2019 where he engaged with EHS faculty, students, and school/community partners as it relates to critically conscious curriculum making and critical introspection.

Fall 2018 **EHS Summer Research Award:** *Teacher Preparation for Gender Equity in the Classroom,*
Funded \$6,000

This grant supported the writing and development of manuscripts about the educational lives of Latina mothering students in an alternative school along the U.S./Mexico border. Using qualitative data, this research shows how care and gender are integral to schooling structures and relationships between students and teachers.

Spring 2017 **Office for the Advancement of Research and Scholarship (OARS): Grants to Support Research in Social Justice, Human Rights, Diversity, and Inclusion**
Developing and Evaluating an Interdisciplinary Curriculum Focused on Social Justice in Pre-service Teacher Education, Funded \$15,000

This grant supported an already established wider effort, funded by the EHS Interdisciplinary Teaching and Curriculum grant, to center a social justice lens in teacher preparation courses across three key departments in the College of Education, Health, and Society--including the Departments of Teacher Education (EDT), Educational Leadership (EDL), and Education Psychology (EDP). The aim is to prepare pre-service teachers to meet the demands of 21st century education in which a knowledge and understanding of diversity is vital for working with students in culturally and linguistically diverse classrooms.

Fall 2016 **Education, Health, & Society Interdisciplinary Teaching & Curriculum Grant:** *Unifying Interdisciplinary Approaches to Social Justice Teacher Education,* Funded \$5000

This grant funded an interdisciplinary project that involves faculty across the division to grow in their social justice teaching practices. This is part of a fundamental shift in the philosophical and pedagogical efforts to prepare teachers in EHS. We created a professional development experience around the topics of race, gender, class, ability, sexuality, language, culture, and religion. This collaborative effort includes curriculum redesign, co-teaching, and producing a common set of principles to center social justice in the teacher preparation courses we teach at Miami University.

Grants that supported graduate research

2/2012-8/2014 **Alexander Caswell Ellis Fellowship in Education,** Total funding \$15,000

Dissertation Research: *There's more to their story: Portraits about the everyday classroom lives of Mexican-origin teen mothers at an alternative school.* Using portraiture methodology, this study brings forth the everyday classroom life experiences of Latina mothering students and their interactions with teachers.

1/2009-8/2010

U.S./Mexico Borderlands Student Research Award, Total funding \$1,500

Liberal Arts Graduate Research Fellowship, Total funding \$1,000

Thesis Research: *"It's not because I wanted it...I knew I wasn't ready": Young Mothering Teens in the Borderlands Speak Out about the Pressures of Sex, Love and Relationships.* To understand the socio-cultural factors that foster teen pregnancy along the U.S/Mexico Border, this study investigated the sex lives of mothering teens of Mexican-origin through in-depth interviews and focus groups.

PROFESSIONAL CONFERENCES

International (Peer Reviewed)

July 2018

Paper Presenter, "Making the Familiar Strange: Crossing Disciplinary Borders to Foster Self-Study and Critical Reflexivity" Castle Conference12, Herstmonceux Castle, East Sussex, England.

National (Invited)

Nov. 2019

Panel Presenter, Disability as Meta Curriculum: Epistemologies, Ontologies, and Transformative Praxis. "Disciplined to Access the General Education Curriculum: Girls of Color, Dis/abilities, and Specialized Education Programming." American Educational Studies Association (AESA), Baltimore, MD.

April 2019

Invited Panel Presenter, Sexual Violence and Intersectionality: VOICING Curriculum Understandings [#GetFreeWithDivB]. Invited by: Dr. Theodora Regina Berry American Educational Research Association (AERA), Toronto, Canada.

National (Peer Reviewed)

April 2021

Panel Presenter, (*Accepted to present virtually*), paper title: "Integrated networks of care: Sustaining the care work of teachers." American Educational Research Association (AERA), Virtual Conference.

Nov. 2020

Panel Presenter, (*Conference Cancelled due to Covid-19*), paper title: "Integrated networks of care: Sustaining teachers who care for Latina mothering

- students.” American Educational Studies Association (AESA), San Antonio, TX.
- Oct. 2020 Panel Presenter, (*presented virtually*), paper title: “Improvising a space for us: A testimonio from a Latina Diaspora Group.” 21st Annual Conference of the Curriculum & Pedagogy Group, Virtual Conference.
- April 2020 Discussant, (*conference canceled due to Covid-19*), in *Hablando pa’tras: Conciencia critica en programas de preparaci3n docente para maestr@s bilingües en tiempos anti-immigrantes*. American Educational Research Association (AERA), San Francisco, CA.
- April 2020 Panel Presenter, (*conference canceled due to Covid-19*), paper title: “Latina Interdisciplinary Feminist Troupe (LIFT): Co-constructing testimonios and community for scholarly, pedagogical, and personal development”. American Educational Research Association (AERA), San Francisco, CA.
- April 2020 Roundtable Presenter, (*conference canceled due to Covid-19*), paper title: “Borderland pedagogies of cariño: Using portraiture methodology to theorize relationships of care from teacher practice.” American Educational Research Association (AERA), San Francisco, CA.
- April 2020 Poster Presenter, (*conference canceled due to Covid-19*), poster title: “Utilizing intersectionality and gender theories to map out gendered dynamics in the classroom.” American Educational Research Association (AERA), San Francisco, CA.
- Nov. 2019 Panel Presenter, in *Building Solidarity and Community Among Educators*, paper title: “A Self-Study of Social Justice: How Critical Community Building Amongst Colleagues Builds Solidarity.” American Educational Studies Association (AESA), Baltimore, MD.
- Nov. 2019 Panel Presenter, in *Latin American foundations of education. Argentina, Mexico, Chile and U.S./Mexico border: teacher education and epistemology*, paper title: “Borderland Pedagogies of Cariño: Revealing the Interpersonal and Intimate Aspects of Care.” American Educational Studies Association (AESA), Baltimore, MD.
- Nov. 2019 Panel Presenter, in *Pedagogies of Embodiment, Relationality, and Care*, paper title: “Chicana/Latina Embodied Pedagogies of Care: A Critical Community Approach in K-16 Contexts.” American Educational Studies Association (AESA), Baltimore, MD.
- May 2019 Panel Presenter, paper title: “Intersectional identities: The diaspora of Latinas.” Critical Race Studies in Education Association, Los Angeles, CA.

- April 2019 Panel Presenter, in *Dear darling, stir it up!" Youth reprogramming the world beyond general education and family separations*, paper title: "De/colonizing "Access" to the General Education Curriculum: Girls of Color, Dis/abilities, and Specialized Education Programming." American Educational Research Association (AERA), Toronto, Canada.
- April 2019 Roundtable Presenter, in *Social Justice Teacher Education Programs*, paper title: "Grassroots Mobilization in a "Post-truth" Environment: Establishing Social Justice at the Core of Teacher Education." American Educational Research Association (AERA), Toronto, Canada.
- Nov. 2018 Panel Presenter, in *Using Anti-deficit Research to Foster Student Success in Higher Education*, paper title: "Perspectives from a Faculty Learning Community." Lilly Conference on College Teaching, Oxford, OH.
- Nov. 2018 Panel Presenter, in *Using Anti-deficit Research to Foster Student Success in Higher Education*, paper title: "A Faculty Learning Community Translating Theory into Practice." Lilly Conference on College Teaching, Oxford, OH.
- Nov. 2018 Panel Presenter, in *Curriculum and Marginalization*, paper title: "Re-understanding our Curricular Legacy: Missing and Misunderstood Voices." Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Nov. 2018 Panel Presenter, in *Curriculum with/ in Spaces and Places*, paper title: "'Un Puño de Tierra': Curriculum and Pedagogy Theorizing along the U.S/Mexico Border." Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Nov. 2018 Panel Presenter, in *Theorizing Subjectivities, Ethics, and Performances of Teaching*, paper title: "Ethics of Cariño: Portraits that Reveal the Interpersonal and Intimate Aspects of Teaching." American Educational Studies Association (AESA), Greenville, SC.
- Nov. 2018 Panel Presenter, in *Rethinking Teacher Education, Teachers, and Schooling*, paper title: "A new way forward: Resistance as an act of love within teacher education." American Educational Studies Association (AESA), Greenville, SC.
- Nov. 2018 Panel Presenter, in *Race and Gender Matters: Students, Faculty, and Leaders*, paper title: "Disciplined to Access the General Education Curriculum: Girls of Color, Dis/abilities, and Specialized Education Programming." American Educational Studies Association (AESA), Greenville, SC.

- March 2018 Poster Presenter, poster title: “The Mission to Radically Re-imagine Teacher Education: Disrupting the Real.” Association of American Colleges & Universities (AAC&U), San Diego, CA.
- Feb. 2018 Symposium Presenter, in *Teacher Educator Collectives to Reimagine the Teachers as Public Intellectuals*. Association of Teacher Education (ATE), Las Vegas, NV.
- Feb. 2018 Roundtable Presenter, paper title: “Developing and Evaluating an Interdisciplinary Curriculum Focused on Social Justice in Preservice Teacher Education.” Association of Teacher Education (ATE), Las Vegas, NV.
- Nov. 2017 Symposium Presenter, in *(De)constructing Traditional Teacher Education to (Re)construct Social Justice Teacher Education*. American Educational Studies Association (AESA), Pittsburgh, PA.
- Nov. 2017 Workshop Presenter, in *Using Bourdieuan Theory to Foster Critical Spaces of Resistance for Structural and Social Change in Teacher Education Programs*. American Educational Studies Association (AESA), Pittsburgh, PA.
- Nov. 2017 Panel Presenter, in *Remembering “Intersectional” Feminist Frameworks as Educational Praxis*, paper title: “Remembering and Reimagining Intersectionality and Decolonial Feminist Futurities.” American Educational Studies Association (AESA), Pittsburgh, PA.
- Nov. 2017 Symposium Presenter, in *Teacher Educators as Collectives of Diverse Transformative Intellectuals*. American Educational Studies Association (AESA), Pittsburgh, PA.
- April 2017 Panel Presenter, in *Constructing Equitable Education that is Critical and Culturally Relevant*, paper title: “Pedagogical Theory in Action: Cross-Study Themes of Social Justice Teaching for Latina/o Students.” American Educational Research Association (AERA), San Antonio, TX.
- April 2017 Panel Presenter, in *Challenging Educational Borders*, paper title: “Reconfiguring the Meaning of “Good Student”: Alternative Schools and Teen Mom Student of the Month.” American Educational Research Association (AERA), San Antonio, TX.
- Nov. 2016 Panel Presenter, in *Educating Immigrants*, paper title: “The birth and labor of a healing space: Using testimonio to invoke history and begin a dialogue for future directions of social movements.” American Educational Studies Association (AESA), Seattle, WA.
- April 2016 Chair, in *LGBTQ Teachers, Faculty and Professional Development*. American Educational Research Association (AERA), Washington, D.C.

- April 2016 Chair, in *The Impact of High Stakes Evaluation Systems for Teachers and Student Teachers on the Student Teaching Experience*. American Educational Research Association (AERA), Washington, D.C.
- Nov. 2015 Panel Presenter, in *Undocumented Experiences and Perspectives*, paper title: “There’s more to their story: Revitalizing Portraits about the Educational Lives of Mexican-Origin Teen Parents in and Alternative School Along the U.S./Mexico Border.” American Educational Studies Association (AESA), San Antonio, TX.
- Feb. 2013 Panel Presenter, in *Chicana Feminism as a Pedagogy of Change: Student experiences and the role of research and teaching*, paper title: “What’s so important about being culturally relevant?”: Teaching for Social Justice in a Teacher Education Program.” National Association for Chicana and Chicano Studies (NACCS) Tejas Foco, Edinburg, TX.
- Oct. 2012 Panel Presenter, in *Schooling and the Institutionalization of Individuality: Identity and Self-making as Collective Agency*, paper title: “Rendering delirious that interior voice”: A researcher exposing fragments of identity as an analytical lens.” American Educational Studies Association (AESA), Seattle, WA.
- Oct. 2012 Panel Presenter, in *Empowering and Support Young Mothers*, paper title: “From ‘bad’ student to ‘motivated’ student: Young mothers’ identity making within a school context of support.” Motherhood Initiative for Research and Community Involvement (MIRCI), Toronto, Canada.
- April 2012 Moderator, in *Sexual Violence and Justice, (Dis)Locating Justice: The 19th Annual Graduate Student Conference*, 19th Annual Emerging Scholarship in Women’s and Gender Studies Conference, Austin, TX.
- Nov. 2011 Panel Presenter, in *(Re)discovering Education through critical feminist pedagogy*, paper title: “Transformational Pedagogy: Teaching about Sexuality and Gender to Pre-service teachers.” National Women’s Studies Association (NWSA): Feminist Transformations, Atlanta, GA.
- Nov. 2011 Panel Presenter, paper title: “Centering Brown bodies: Pedagogical implications for teaching young Mexicanas in the borderlands.” American Educational Studies Association (AESA), St. Louis, MO.
- Nov. 2011 Panel Presenter, paper title: “If it hadn’t been for my baby...” Mothering Teens Emerging Identities as young mothers and students.’ American Educational Studies Association (AESA), St. Louis, MO.
- Nov. 2011 Roundtable Presenter, paper title: “Critical Reflexivity Regarding Issues of Gender and Sexuality in Education.” American Educational Studies Association (AESA), St. Louis, MO.

- April 2011 Chair, in *Scholarly Inquiries by Inspire: Empowering Texas Women Leaders program*. 18th Annual Emerging Scholarship in Women's and Gender Studies Conference, Austin, TX.
- April 2011 Panel Presenter, in *Higher Education and Women's Human Rights Discourse*, paper title: "Expanding the Purview of Social Justice-Oriented Education: Teaching about Gender and Social Justice to Pre-service teachers." 18th Annual Emerging Scholarship in Women's and Gender Studies Conference, Austin, TX.
- Feb. 2011 Workshop Presenter, in *Exploring the Intersections of Identity: How race, gender, class, and sexuality shape the everyday experiences of Queer youth of color*. Abriendo Brecha VIII: Eighth Annual Activist Scholarship Conference at the University of Texas at Austin, Austin, TX.
- Nov. 2010 Panel Presenter, in *(Re)defining the 'Sexualization' of Girls*, paper title: "It's not because I wanted it...I knew I wasn't ready": Young Mothering Teens in the Borderlands Speak Out about the Pressures of Sex, Love and relationships." National Women's Studies Association (NWSA): Difficult Dialogues II, Denver, CO.
- April 2010 Panel Presenter, in *Education and Adolescent Sexuality*, paper title: "Situating Teen Pregnancy as a Symptom of Sexual Coercion." 17th Annual Emerging Scholarship in Women's and Gender Studies Conference, Austin, TX.
- May 2009 Panel Presenter, in *Experience of the Body and Theories of the Flesh*, paper title: "Fighting the Oppressor Within: Becoming a Nahual." El Mundo Zurdo: The First International Conference on the Life and Work of Gloria Anzaldua, San Antonio, TX.
- April 2009 Panel Presenter, *Opening Spaces of Possibility in Academic Discourses, Theory and Activism*, "Becoming Nahual: Fighting the Oppressor Within." 16th Annual Emerging Scholarship in Women's and Gender Studies Conference, Austin, TX.

INVITED GUEST SPEAKER AND SCHOLARLY TALKS

- Spring 2021 Research Presentation (Virtual), *Qualitative Methodologies and Narrative Inquiry in Critical Education Studies*. Research presentation. University of Minnesota, Twin Cities. Minneapolis, Minnesota.
- Fall 2020 Guest Lecturer, *Generating Theory from Practice through Narrative Inquiry and Feminist Studies*. Interdisciplinary Doctoral Seminar. Miami University, Oxford Ohio.

- Fall 2017-2020 Guest Lecturer, *Chicana Feminist Theories*. Educational Leadership program. Miami University, Oxford Ohio.
- Spring 2020 Research Presentation (Virtual), *Collaborative research methods talk: Designing a critical social justice teaching survey*. Research presentation for the Doctorate in Leadership for Organizations program. University of Dayton. Dayton, Ohio.
- Spring 2020 Research Presentation, “*We’re all in the boat together: Latina/Chicana embodied pedagogies of care (EPC)*”. Part of the Critical Conversation Series in the Department of Chicano and Latino Studies. University of Minnesota, Twin Cities. Minneapolis, Minnesota. (Event cancelled due to Covid-19).
- Fall 2019 Research Presentation, *Lessons learned from Latina/Chicana educators: Embodied pedagogies of care (EPC)*. Presented during EDT faculty meeting. Miami University, Oxford Ohio.
- Spring 2018, 2019 Workshop Presenter, *Transnational Experiences and Decolonizing Practices*. Urban Teacher Cohort. Miami University, Oxford, Ohio.
- Fall, 2018 Guest Lecturer, *Social Justice Teaching and Collaborative Research*. Interdisciplinary Doctoral Seminar. Miami University, Oxford Ohio.
- Fall 2018 Guest Lecturer, *Social Justice in Science Classrooms*. Science methods. Miami University, Oxford, Ohio.
- Fall/Spring 2017 Guest Lecturer, ECE Program Diversity Seminar Series, three presentations about Culturally Relevant and Caring Pedagogies for each ECE block of students, seminars topics have been arranged along a sequence of evolving ideas for how students can implement a culturally relevant lens in their work with students in classroom. Title of each seminar: *Disrupting Deficit Thinking, Recognizing Funds of Knowledge and Cultural Wealth, Rethinking our Role as Teachers through Transformative Care*, Department of Teacher Education, Miami University, Oxford, Ohio.
- Fall 2015 Speaker, Cultural Studies in Education meeting, assisted with workshop for graduate students regarding how to find and apply for funding opportunities, Department of Curriculum and Instruction, University of Texas at Austin.
- Fall 2015 Speaker, Center for Women’s and Gender Studies (CWGS) MA New Student Orientation, gave information and answered questions for first year MA students about the graduate student experience at UT and tips for completing a strong thesis, University of Texas at Austin.
- Spring 2013 Research Presentation, *Sexual violence and coercion among Mexican origin youth along the U.S./Mexico Border*. Department of Sociology, University of Texas at Austin.

- Fall 2012 Panel Speaker, Opening the Blinds: Talking Race, Sex and Class at UT Austin, sponsored by the Department of Sociology, College of Liberal Arts, University of Texas at Austin.
- Fall 2012 Presenter, Center for Women’s and Gender Studies (CWGS) MA New Student Orientation, gave a workshop about TAing entering undergraduate students in signature diversity flagged courses offered at the university, University of Texas at Austin
- Summer 2012 Speaker, CWGS MA TA Orientation, gave a teaching/grading workshop and participated in a question and answer TA panel for incoming TA MA students in WGS, College of Liberal Arts, Center for Women’s and Gender Studies, University of Texas at Austin.
- Fall 2011 Speaker, Cultural Studies in Education meeting, gave information and answered question for first-year students interested in learning about academic conferences and presentations, Department of Curriculum and Instruction, University of Texas at Austin.
- Fall 2011 Guest Lecturer, *Gender and sexuality in education among mothering teens in the U.S./Mexico borderlands*. Department of Curriculum and Instruction, University of Texas at Austin.
- Fall 2010 Research Presentation, *“It’s not because I wanted it...I knew I wasn’t ready”*: *Patterns of Sexual Coercion among Latina youth*. Part of event entitled, “Dialogues on Gender and Violence in the Americas.” Teresa Lozano Long Institute of Latin American Studies. University of Texas at Austin. Austin, Texas.

UNIVERSITY ADVISING

Masters Committees

Year	Faculty Role	Student	Degree
2021-2021	Committee Chair/Advisor	Rachel Clapp	M.Ed. Literacy and Language
2020-2020	Committee Chair/Advisor	Sarah Benhase	M.Ed. Literacy and Language
2020-2020	Committee Chair/Advisor	Jessica Ambach	M.Ed. Literacy and Language
2020-2020	Committee Member	Megan Burian	MAT Spanish Education

Dissertation committees

Outside University Dissertation Committees

Year	Faculty Role	Institution	Student
2018-present	Committee Member	University of Texas at Austin	Julia Echternach

Miami University Dissertation Committees

Year	Faculty Role	Student
2021-present	Committee Member	Jessica Downey
2020-present	Committee Member	Valerie Senkowski
2019-present	Committee Member	Hannah Stohry
2019-present	Committee Member	Dominique M. Brown
2019-2019	Committee Member	Yvania A. Garcia-Pusateri, Ph.D.
2018-2018	Committee Member	Molly Kelly, Ph.D.

PROFESSIONAL SERVICE

Leadership Positions

Fall 2020-Present	Editorial Advisory Board, <i>Literacy Research: Theory, Method, and Practice (LR:TMP)</i> .
Spring 2020-Present	Program Chair for the Critical Issues in Curriculum and Cultural Studies SIG of the American Educational Research Association.
Fall 2018-Present	AESA Executive Council (EC), Member of executive board at-large of the American Education Studies Association.
Fall 2019-Fall 2020	Co-Section Chair, Division B, Section 5. The Places and Praxis of Curriculum, the main charge of section chairs is to work with the Division B Program Chairs and VP to assist with putting together the program for AERA 2020.
Spring 2019-Present	Leader of Latina Diaspora Group, created for community, mentorship, and support for Latina faculty in the College of Education, Health, and Society at Miami University.
Spring 2017-Present	Leader of Miami University Social Justice Teaching Collaborative, research, teaching, and curriculum collaborative in which we work to center social justice teaching in key courses across divisions of EHS at Miami University.
Spring 2012	Graduate Student Conference Coordinator, The 1 st Annual Cultural Studies In Education Graduate Student Conference, sponsored by the Department of Curriculum and Instruction, University of Texas at Austin.

Spring, 2009 Graduate Student Conference Coordinator, 16th Annual Emerging Scholarship in Women's and Gender Studies Conference, sponsored by the Center for Women's and Gender Studies, University of Texas at Austin.

Service to the Profession

Spring 2021-Present Publication peer reviewer, *Journal of Family Diversity in Education*

Spring 2021-Present Publication peer reviewer, *Educational Studies* (Official AESA Journal)

Fall 2020-Present Publication peer reviewer, *Educational Researcher (ER)*

Fall 2020-Present Publication peer reviewer, *Journal of Language, Identity, and Education*

Fall 2020-Present Publication peer reviewer, International Journal: *Revista Trayectorias Humanas Transcontinentales (TraHs)*

Spring 2019-Present Publication peer reviewer, *Journal of Latinos in Education*

Fall 2018 Book proposal reviewer, reviewed book proposal for Peter Lang Publishing

Fall 2018 Book reviewer, reviewed book for Cognella Academic Publishing.

Spring 2018 Publication peer reviewer, *Urban Review*

Fall 2017-Summer 2018 Publication peer reviewer, for the CastleConference 12, organized by the Self-Study of Teacher Education Practices (S-STEP), a special interest group of the American Educational Research Association (AERA)

Spring 2017-Present Conference proposal reviewer, American Educational Research Association (AERA), reviewer for Divisions G - Social Context of Education and K-Teaching and Teacher Education

Summer 2012-Present Conference proposal reviewer, American Educational Research Association (AERA)

Service to the University

Fall 2021-Ongoing *PK5 Program Co-coordinator*, lead Primary Education Program Area, integrating critical race theory and culturally relevant teaching framework into PK5 conversations, block courses, and curriculum areas, Department of Teacher Education, Miami University, Oxford Ohio.

Spring 2021	<i>Cornett Creative Teaching Scholarship Committee</i> , reviewed 40 applications for merit based scholarship that supports preservice teachers who demonstrate independent thinking and creative problem solving skills as emerging educators.
Spring 2020-Present	<i>Graduate Literacy Curriculum Committee</i> , assisting with overseeing M.Ed. Literacy graduate students at Miami University, and helping with curriculum development around critical literacy and other critical theories in education.
Spring 2020-Present	<i>Ad hoc Committee for Reimagining M.Ed. in Transformative Education</i> , assisting with in-depth programming and curriculum revisions for the M.Ed. graduate program at Miami University.
Fall 2019-Present	<i>EDT representative for the Interdisciplinary Doctoral Program Steering Committee</i> , assisting with overseeing graduate students and programming for Interdisciplinary Doctoral Program in Educational Leadership at Miami University.
Summer 2019	<i>EDT 190 Institute for Teacher Academy</i> , part of the team planning for the EDT 190 (Introduction to Education) Institute for Teacher Academy Instructors. I helped plan the event and I created/led a roadmap activity/discussion about bridging Miami University teaching efforts with those in the Teacher Academy.
Fall 2017/Spring 2018	<i>Faculty Learning Community (FLC) Member</i> , Entitled, “Using Anti-Deficit and Asset-Based Models to Foster Student Success at Miami University,” this FLC examined research on students of color in pk-12 and higher education.
Fall 2017	<i>Co-Chair for Search and Screen Committee: Director of Assessment and Evaluation</i> , Reviewed applications, attended meetings, helped plan campus visit, and conducted interviews with applicant finalists.
Fall 2017	<i>Search Committee Member: Assistant Professor - Early Childhood Education</i> , Reviewed applications, attended meetings, helped plan campus visit, and conducted interviews with applicant finalists.
Fall 2016	<i>Committee Member</i> , EDT 190 Introduction to Education curriculum revision committee, establishing anchor readings, tailoring mission and vision for the course, and formulating the framework for an introductory course designed for undergraduate education majors, Department of Teacher Education, Miami University, Oxford Ohio.
Fall 2016-Present	<i>Committee Member</i> , Early Childhood /Primary Education Program Area, integrating critical race theory and culturally relevant teaching framework into ECE conversations, block courses, and curriculum

areas, Department of Teacher Education, Miami University, Oxford Ohio.

March 2012 *Symposium committee member*, The Consortium for Research in Teacher Education, University of Texas at Austin.

Fall 2011, Spring 2010 *Mentor*, Intellectual Entrepreneurial Pre-Graduate School Internship, mentored undergraduate student, program sponsored by College of Communication, University of Texas at Austin.

PROFESSIONAL AFFILIATIONS

2020-present	Professors of Curriculum Honorary Society (inducted 2020)
2011-present	American Educational Studies Association
2010-present	American Educational Research Association
2008-2017	National Women's Studies Association
2012-2014	Mujeres Activas en Letras y Cambio Social (MALCS)
2011-2012	Motherhood Initiative for Research & Community Involvement
2011-2012	The Consortium for Research in Teacher Education at UT-Austin

COMMUNITY ENGAGEMENT

Summer 2019 *DIVA (Developing Intellectually Vibrant Advocates) Institute Workshop Presenter*, presented a 2-hour workshop at Miami University about community cultural wealth, funds of knowledge, and womanist ways of knowing. The institute was a five-day experience for young women and femmes from the Southwest Ohio Region to develop leadership and community advocacy skills.

Fall 2017-Present *MU TEACH Cincinnati Committee Member*, Collaborative group composed of faculty and administration from EDT and more broadly EHS at Miami University, as well as Cincinnati Public Schools to create a high school to Miami pipeline of pre-service teachers.

Fall 2017/Spring 2018 *Urban Cohort*, Co-taught junior seminar of the Urban Cohort in the Department of Teacher Education at Miami University to foster relationships with community mentors. Community mentors are women who live in the Over-the-Rhine community in Cincinnati, Ohio.

Spring 2011 *Facilitator*, Monologue production for UT undergraduate women leadership program entitled, "Speak: A Multilingual Show," sponsored by the Center for Women's and Gender Studies, University of Texas at Austin.

- Fall 2010 *Guest Speaker*, Presentation entitled, “No means no: Sexual Violence within Dating Relationships,” sponsored by local chapters of two National Latina Sororities.
- Fall 2010 *Head Organizer*, Film Screening and Panel Discussion entitled, “Breaking the Silence about Sexual Assault on Campus,” collaborative effort between the Center for Women’s and Gender Studies and SafePlace, University of Texas at Austin.

HONORS AND AWARDS

- 2020 Professors of Curriculum Honorary Society
- 2020 EHS Mentoring Grant
- 2020 EHS Summer External Grant Proposal Development Award
- 2019 EHS Interdisciplinary Seed Grant Award
- 2019 EHS Mentoring Grant
- 2019 Collaborative Professional Development Training Events Fund
- 2019 EHS Interdisciplinary Teaching and Curriculum Grant
- 2019 EHS Grant for Faculty Success Program
- 2018 American Education Studies Association (AESA) Executive Council
- 2018 CFR Summer Research Appointment (SRA)
- 2018 Collaborative Professional Development Training Events Fund
- 2018 Center for Teaching
- 2018 Summer Research Grant Award
- 2018 EHS Interdisciplinary Teaching and Curriculum Grant
- 2018 Global Travel Fund
- 2017 Grant to Support Research in Social Justice, Human Rights, Diversity, and Inclusion
- 2016 EHS Interdisciplinary Teaching and Curriculum Grant
- 2016-2017 Heanon Wilkins Faculty Fellow
- 2011-2013 Alexander Caswell Ellis Fellowship in Education
- 2011 National Women’s Studies Association Women of Color Caucus Award
- 2011 Lora Romero Memorial Award for Interdisciplinary Research in Race, Ethnicity and Gender
- 2010 CWGS Award of Recognition for Coordinating the Inspire Leadership Program
- 2009 U.S./Mexico Borderlands Student Research Award
- 2009 Liberal Arts Graduate Research Fellowship
- 2008 National Women’s Studies Association Traveling Scholarship
- 2008 Women’s and Gender Studies Student Contributor of the Year