TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Luz A. Murillo Title: Associate Professor

B. Educational Background

Degree	***Year***	***University***	***Major***	***Thesis/Dissertation***
Ph.D.	2001	University of Arizona	Language, Reading, & Culture Minor in Anthropology	Exploring the role of schooling in Arhuaco language and cultural maintenance.
M.A.	1994	Universidad del Norte Colombia	Master of Arts in Community Development	Women's contributions to the sustainable development of the Ciénega Grande of Santa Marta
B.A.	1984	Universidad de Caldas Colombia	Bachelors of Arts in Family Economies	Intra- and extra-familiar factors in the disintegration of the peasant settlement in Tebaida in the context of Colombian land reform

C. University Experience

Position	***University***	***Dates***
Associate Professor of Bilingual/Biliteracy Education	Texas State University San Marcos, Texas	2017-present
Associate Professor of Bilingual/Literacy/Reading Education	University of Illinois, Urbana-Champaign	2014-2017
Associate Professor of Reading	University of Texas Pan American	2013-2014
Assistant Professor of Reading	University of Texas Pan American	2007-2013
Lecturer/Researcher	University of Texas at Brownsville	2006-2007
Adjunct Professor Languages & Applied Linguistics; Anthropology	Universidad de las Américas, Puebla, México	2004-2006

Assistant Professor of Education, Development, & Community	Instituto de Educación Pedagogía, Universidad del Valle, Colombia	2002-2003
Instructor, Language and Culture	American Indigenous Languages Development Institute, University of Arizona	1999-2000
Instructor, Orientation seminar for incoming doctoral students	Ph.D. in Language, Reading & Culture, University of Arizona	1999

D. Relevant Professional Experience

Position	***Entity***	***Dates***
Classroom teacher (Grades 7-11)	Instituto Nacional de Enseñanza Media Diversificada. Ministerio de Educación Nacional, Santa Marta, Colombia	1985-1995
Coordinator	Community Development Program, Instituto Nacional de Enseñanza Media Diversificada. Ministerio de Educación Nacional, Colombia	1990-1995
Teacher/Coordinator	Community Health Literacy, Servicio de Salud del Magdalena, Colombia	1989
Teacher/Coordinator	Community organizing programs for fishermen and subsistence farmers group, Troncal del Caribe, National Ministry of Education / Santa Marta Chamber of Commerce	1987-1988
Teacher/Coordinator	National Learning Service Women's community garden project, Barrio 11 de Noviembre, Santa Marta, Colombia	1985

II. TEACHING

A. Teaching Honors and Awards:

ASPIRE Award for Teaching Excellence. University of Texas at Brownsville, May 2007.

Distinguished Teaching Award, Universidad del Valle, Cali, Colombia, May 2003.

B. Courses Taught:

Texas State University

BILG 3321 Literacy Instruction for EC-6 (***Taught in Spanish & English***)
BILG 4665 Biliteracy Development and Assessment for Emergent Bilingual Learners (***Field experience course taught in Spanish & English***)

RDG 3321	Literacy Instruction for EC-6 (***Field experience course taught in Spanish & English***)
RDG 3315	Assessing Literacy EC-6 (***Field experience course taught in Spanish & English***)
RDG 3320	Integrating Reading & Writing
HON 3399B	Language, Culture, and Education
BILG 4365	Biliteracy Development for Emergent Bilingual Learners (***Field experience course taught in Spanish & English***)

University of Illinois at Urbana-Champaign

CI 582	Reading and Writing Across the Curriculum (doctoral)
CI 590	Border and Transnational Theories of Literacy Education (doctoral)
CI 595	Independent Study Education of Latin American Immigrant Students (doctoral)
CI 477	Methods and Materials of Bilingual/ESL Education (graduate, online)
CI 471	Principles and Practices for Fostering Independence in Reading (undergraduate and masters)
CI 446	Culture in the Classroom
CI 433	Foundations of Bilingual/ESL Education (graduate, hybrid)

University of Texas Pan American, College of Education

READ 6345	Transnational and Immigrant literacies (graduate)
READ 6308	Theoretical Foundations of Reading and Literacy (graduate, online)
READ 6307	Sociocultural Foundations of Literacy (graduate)
EDBE 3316	Development of Biliteracy (taught in Spanish & English)
READ 3323	Reading Acquisition
READ 3325	Cognitive Development and Reading Comprehension
READ 3329	Language Arts Curriculum
READ 3325	Cognitive Development & Reading Comprehension (on-line)
READ 4351	Developmental Reading in Secondary Schools.
READ 6320	Writing in the Reading Classroom (graduate)
READ 6305	Conducting Literacy Research (graduate)

University of Texas Brownsville, College of Education

EDUC 1301	Introduction to the Teaching Profession
EDUC 2301	Introduction to Special Populations

Universidad de las Américas, Puebla, Mexico

Department of Languages and Applied Linguistics

Introducción a la Cultura Mexicana/Introduction to Mexican Culture
Planificación Lingüística/Language Planning (graduate)

Department of Anthropology
Antropología en Educación/Anthropology and Education
Ethnología de Sur América/Ethnology of South América

Universidad del Valle, Instituto de Educación y Pedagogía & Programa de Educación Popular y Educación en Desarrollo y Comunidad.
Educación Popular, Cultura y Organización Comunitaria/Community Education, Culture and Community Organization
Modelos de Desarrollo y Participación/Models of Development and participation. (graduate)
Reeducación de Grupos de Alto Riesgo/ Education and Rehabilitation for At-Risk Groups
Investigación y Prácticas Sociopedagógicas/ Research and Social Practices in Education
Propuesta de Tésis/Thesis Proposal (undergraduate and graduate)

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Salazar, L. (2022). (Member, dissertation committee) *The development of language ideologies among preservice teachers at a Hispanic Serving Institution on the U.S.-Mexico Border*. Ph.D. Program in Teaching, Learning & Culture, The University of Texas El Paso

Montgomery, M. (2020). (Chair, undergraduate honors thesis) *Culture, community, and constructivism: Exploring the elements of a successful classroom.* Honors College thesis, Texas State University. ***Selected as one of two theses representing Texas State University at the "Undergraduate Research Day at the Capitol", March 19, 2020***

Sosnowski, J. (2020). (Chair, dissertation committee). *Reinscribing and reimagining linguistic and social hierarchies in a prison-based language and literacy program*. Ph.D. Program in Language & Literacy Education, University of Illinois at Urbana Champaign. ***A paper from this dissertation ("Marginalization through Circularization of Language Teaching: Creating and Exposing Deficits in an Adult Language and Literacy Program") Selected as the 2020 J. Michael Parker Award winner, Literacy Research Association***

Presiado, V. (2020). (Chair, dissertation committee). *"We about to be real","Literacy is everywhere," Ya somos expertos": Documenting and learning from families' language and literacy practices.* Ph.D. Program in Language & Literacy Education, University of Illinois at Urbana Champaign

Frieson, B. (2019). (Chair, dissertation committee). *(Re)mixin' and flowin': Examining the literacy practices of African American language speakers in an elementary two-way immersion bilingual program*. Ph.D. Program in Language & Literacy Education, University of Illinois at Urbana Champaign. ***Selected as the recipient of 2020 Outstanding Dissertation Award, American Association for Applied Linguistics***

Nuñez, Idalia (2018). (Member, dissertation committee). *Literacies of surveillance: Transfronterizo children, translanguaging identity across borders, inspectors, and surveillance*. Bilingual/Bicultural Education, University of Texas at Austin

Nuñez, Idalia (2012). (Co-chair, thesis committee). *A study of 4th grade students' writing development through dialogue journaling*. Master in Education in Reading and Literacy, Department of Interdisciplinary Learning and Teaching. College of Education and Human Development, University of Texas at San Antonio

Waggoner, Lorena (2012). (Member, thesis committee). *Negotiating literature discussions in multiple contexts: Talking about books with Latinas in elementary school*. Masters Program in Reading, Department of Curriculum and Instruction, College of Education, the University of Texas Pan American

Strong, Ann (2012). (Member, thesis committee). *A qualitative study of reluctant readers through a book club*. Masters Program in Reading, Department of Curriculum and Instruction, College of Education, the University of Texas Pan American

María Eugenia de Luna. (2006) (Chair, thesis committee) *Prácticas de lectoescritura en familias inmigrantes mexicanas en Canadá: El papel de las familias como mediador en el ejercicio de prácticas de lectoescritura en casa*. [Family literacy among Mexican immigrants in Canada: The role of families as mediators in home literacy practices]. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla

Teresa Sullivan (2006). (Co-chair, thesis committee). *A descriptive analysis of literacy practices in the households of three transnational Mexican Families in San Andrés Cholula*. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla

Christopher Vance. (2005). (Co-chair, thesis committee). *Literacy practices of Mexican fathers and their influence on children's literacy development*. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla

Brad Teague. (2004). (Member, thesis committee). *A comparative study of attitudes toward literacy: Parents, students, and teachers in a Mexican elementary school*. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla

D. Courses Prepared and Curriculum Development:

Texas State University

HON 3399B Language, Culture, and Education (Honors College)
RDG 3321 Literacy Instruction for EC-6 (*Re-designed)*
RDG 3315 Assessing Literacy EC-6 (*Re-designed as a site-based, field experience course)*
BILG 4365 Biliteracy Development for Emergent Bilingual Learners (*Re-designed as a site-based, field experience course)*

University of Illinois, Urbana-Champaign

CI 590 Border and Transnational Theories of Literacy Education (doctoral)
CI 446 Culture in the Classroom (Re-designed)

University of Texas Pan American

READ 6307 Sociocultural Foundations of Literacy (Masters)
READ 6345 Transnational and Immigrant literacies (Masters)
READ 6320 Writing in the Reading Classroom (Masters)
READ 6305 Conducting Literacy Research (Masters)
READ 3325 Cognitive Development and Reading Comprehension (Revamped)

Universidad de las Américas, Puebla

Planificación Lingüística/Language Planning (Masters)
Antropología en Educación/Anthropology and Education
Ethnología de Sur América/Ethnology of South América

E. Teaching Grants and Contracts
    1. Funded External Teaching Grants and Contracts:

Curricular Assessment for Successful Student Outcomes. (Researcher). National Professional Development Program (CFDA 84-95-N) Invitational Priority #2. Principal Investigators Michael D. Guerrero & Martha Jeanne Yanes. ($1,300,000, 2007-2012). University of Texas Pan American.

Latinx Languages and Identities Beyond Borders. Book study, campus visit, and public lecture by Jonathan Rosa, Stanford University ($6,200) College of Education; Department of Curriculum & Instruction; Center for the Study of the Southwest, Texas State University. (2019)

Chancellor's Public Engagement Student Fellow Grant. *Latino High School Students' Self-Cultural Awareness.* ($1,000) Undergraduate Student Research Program, University of Illinois at Urbana-Champaign. (2015-2016)

Faculty Mini-grant. *Documenting diversity in local schools: Transforming field experience into professional knowledge*. ($650) Center for Civic Engagement, University of Texas at Brownsville. (2006)

    2. Submitted, but not Funded, External Teaching Grants and Contracts

F. Other:
G. Teaching Professional Development Activities Attended

Science of Teaching Reading Webinar Series. Texas Education Agency, July-November, 2020

Teaching on Line @ Texas State University. July 10-16, 2020.

One-hour interactive session on using Zoom and other resources for remote teaching. Texas State University, College of Education. March 23, 2020.

Mental Health Concerns at TX State: Trends & Resources. Texas State University, Office of Professional Development. February 6, 2019

Danielson Framework Training Session for Field experience instructors. College of Education, March 2018.

Workshop: From Foster Care to College Student. Texas State University, Office of Professional Development. September 21, 2017

Mentoring Graduate Students Using Individual Development Plans. Graduate College, University of Illinois at Urbana-Champaign, October 27, 2015

Annual Faculty Mentoring Workshop, University of Illinois at Urbana-Champaign, January 14, 2015

Course in Critical Thinking and University Teaching. Universidad de las Américas, Puebla, Mexico, 2005

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press)

1. Books

Johnson, E.J., & **Murillo, L.A.** (Eds.). (Under review). *Critical Perspectives on Family Connections in Multilingual Education: Celebrating Successes and Confronting Challenges/Perspectivas Críticas de las Conexiones Familiares en la Educación Multilingüe: Celebrando los Éxitos y Enfrentando los Desafíos.* Information Age Publishing. (anticipated publication: Spring 2025)

d. Chapters in Books

Murillo, L.A. (2024). Hola Ms. Cano, te invito otra vez a mi casa. In E.J. Johnson & L.A. Murillo (Eds.). *Critical Perspectives on Family Connections in Multilingual Education: Celebrating Successes and Confronting Challenges/Perspectivas Críticas de las Conexiones Familiares en la Educación Multilingüe: Celebrando los Éxitos y Enfrentando los Desafíos.* Information Age Publishing.

Frieson, B., **Murillo, L.A.**, Presiado, V., & Sosnowski, J. (2022) Rethinking multiliteracies: Toward a radical vision for multilingualism. In D. Yaden & T. Rogers (Eds.), *International Encyclopedia of Education* (Fourth Edition). (pp. 138-147) Elsevier https://doi.org/10.1016/B978-0-12-818630-5.07123-2

Murillo, L.A. (2021). Late capitalism and new challenges: Indigenous communities taking risks in defense of vulnerable languages and territories in Guatemala and Colombia. In C. Cunningham & C.J. Hall (Eds.), *Vulnerabilities, Challenges and Risks in Applied Linguistics*. (pp. 31-47) Multilingual Matters.

Murillo, L.A. (2021). "Your children are having too much fun": Teaching literacy with radical hope. In T. A. Kinard & G. S. Canella (Eds.), *Childhoods in More Just Worlds: An International Handbook* (pp. 155-175). Myers Education Press.

Smith, P.H., & **Murillo, L.A.** (2021). Funds of Linguistic Knowledge en prácticas transnacionales to promote biliteracy development. In D. Schwarzer, M. Petrón, & C. Larrotta (Eds.), *Bilingualism and Bilingual Education: Conceptos Fundamentales* (pp. 51-61). Peter Lang.

Sosnowski, J., & **Murillo, L.A**. (2021). Incarcerated languages and literacies. Attempting liberatory language and literacy pedagogies in a prison setting. In L. Henry & Norman A. Stahl (Eds.), *Literacy across the community. Research, praxis, and trends* (pp. 114-127). Routledge.

Smith, P. H., & **Murillo, L.A.** (2017). Theorizing translanguaging and multilingual literacies through human capital theory. In M. Gort (Ed.). *The complex and dynamic languaging practices of emergent bilinguals.* Routledge. Reprinted from *International Multilingual Research Journal, 9*(1), 59-73.

Smith, P. H., & **Murillo, L.A.** (2015). Biliteracy and human capital in Texas border colonias. In

P. Smith, & A. Kumi-Yeboah (Eds.) *Handbook of research on cross-cultural approaches to language and literacy development* (pp. 29-56). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-8668-7.ch002

Smith, P.H., **Murillo, L.A**., & Jiménez, R. T. (2009). The social construction of literacy in a Mexican community: Coming soon to your school? In J. Scott, D. Straker, & L. Katz (Eds.), *Affirming students' rights to their own language: Bridging language policies to teaching practices* (pp. 303-318). Routledge.

Murillo, L.A. & Smith, P.H. (2008). Cultural diversity: Why it matters in schools and what teachers need to know. In D. Freeman, & Y. Freeman (Eds.), *Diverse learners in the mainstream classroom* (pp. 3-30). Portsmouth: Heinemann.

Murillo, L.A. (2007). Zanarwin Awiri Colmena: La enseñanza de la lectura y la escritura en la escuela indígena de Simunurwa. In A. M. Truscott de Mejia & S. Colmenares (Eds.), *Bialfabetismo. Lectura y escritura en dos lenguas en Colombia* (pp. 39-58). Cali, Colombia: Universidad del Valle.

Murillo, L.A. (2006). La planificación lingüística: herramienta de resistencia política y cultural de los Indígenas Arhuacos de Colombia. In R. Terborg & L. García Landa (Eds.),

Retos de la política del lenguaje en el siglo XXI (pp. 255-279). Universidad Autónoma Nacional de México.

2. Articles:
    a. Refereed Journal Articles

Murillo, L.A. (2024). Emergent bilingual children love reading… if we let them. *Journal of Latinos and Education*. ttps://doi.org/10.1080/15348431.2024.2434548

Murillo, L.A.,Cano, L., & Guevara, R.A. (2023). "Aman tanto a mi hija que hasta vienen a verla a mi casa" Teaching and learning from home visits with emergent bilingual families. *The Bilingual Review, 35*(2), 1-13.

Murillo, L.A. (2017*).* Aquí no hay pobrecitos: Decolonizing bilingual teacher education in the U.S.-Mexico borderlands. *Diaspora, Indigenous, and Minority Education: An International Journal,11*(4), 163-176. DOI: 10.1080/15595692.2016.1258694.

Murillo, L.A., & Schall, J. (2016). "They didn't teach us well": Mexican-origin students speak out about their readiness for college literacy. *Journal of Adolescent & Adult Literacy, 60*(3), 315-323. DOI: 10.1002/jaal.581.

Smith, P. H., & **Murillo, L.A.** (2015) Theorizing translanguaging and multilingual literacies through human capital theory, *International Multilingual Research Journal, 9*(1), 59-73, DOI: 10.1080/19313152.2014.985149.

Smith, P. H., & **Murillo, L.A.** (2015). Mediating deficit views of Mexican-origin learners with pre-service literacy teachers. *Teacher Education and Practice, 28*, (1), 27-44.

Smith, P. H., & **Murillo, L.A.** (2013). Repositioning biliteracy as capital for learning: Lessons from teacher preparation at the U.S.-Mexico Border. *International Journal of Qualitative Studies in Education, 26*(3), 301-323.

Murillo, L.A. (2012). Learning from bilingual family literacies. *Language Arts,* 90(1), 18-29. (Selected for republication in the National Center for Literacy Education (NCLE), Literacy in Learning Exchange http://www.literacyinlearningexchange.org/learning-bilingual-family-literacies, April 2, 2014).

Smith, P. H., & **Murillo, L.A.** (2012). Researching transfronterizo literacies in Texas border colonias. *International Journal of Bilingual Education and Bilingualism, 15*(6), 635-651. http://dx.doi.org/10.1080/13670050.2012.699945 (Special themed issue on "Literacies Crossing Borders")

Murillo, L.A. & Smith, P. H. (2011). "I will never forget that": Lasting effects of language discrimination on language minority children and families in Colombia and on the U.S.-Mexico border. *Childhood Education*, 87(1), 2-9.

Murillo, L.A. (2010). Local literacies as counter-hegemonic practices: Deconstructing anti-Spanish ideologies in the Rio Grande Valle. R.T. Jiménez, V.J. Risko, D.W. Rowe, & M.K. Hundley (Eds). 59th *Annual Yearbook of the National Reading Conference*, pp. 276-287.

Murillo, L.A. (2009). "This great emptiness we are feeling": Towards a decolonization of schooling in Simunurwa, Colombia. *Anthropology & Education Quarterly*, *40*(4), 421-437.

Sarmiento-Arribalzaga, M. A., & **Murillo, L.A .** (2009). Pre-service bilingual teachers and their invisible scars: Implications for teacher preparation programs. *Journal of the Southeastern Regional Association of Teacher Educators,* 19(1), 61-69.

Vance, C., Smith, P. H., & **Murillo, L.A.** (2007). Prácticas de lecto-escritura en padres de familia: Influencias en el desarrollo de la lecto-escritura de sus hijos. *Lectura y Vida: Revista Latinoamericana de Lectura*, *28*(3), 6-17.

Murillo, L.A. (2005). Zarnawin y las abejas. La enseñanza de la lectura en el centro etnoeducativo de Simunurwa. [Teaching reading in the ethnoeducation center of Simunurwa]. *Lenguas en Contexto*,*2*,8-14.

Murillo, L.A. (2004). Educación de gestión local: La experiencia educativa en una comunidad indígena Arhuaca. [Education for local action: The educational experience of an Arhuaco community]. *Estudios de Lingüística Aplicada*, número 39, Universidad Nacional Autónoma de México, 94-106.

Murillo, L.A., & Smith, P. H. (2000). What you see is not necessarily what you get: English language learning and the importance of listening to students. *Colombian Applied Linguistics*, *2* (1), 75-86.

b. Non-refereed Articles and Electronic Publications

Schall, J., & **Murillo, L.A.** (2011 October). Understanding the literate lives of borderland families: Revaluing our students and their families. Reading in the borderlands. *Reading, literacy and 21st Century literacies in the Rio Grande Valley*. http://readingintheborderlands.wordpress.com/

Murillo, L.A. & Schall, J. (2011 October). Understanding the literate lives of borderland families: Bilingual parents stand up for Spanish-speaking children. Reading in the borderlands. *Reading, literacy and 21st Century literacies in the Rio Grande Valley*. http://readingintheborderlands.wordpress.com/

Schall, J., & **Murillo, L.A.** (2011 October). Understanding the literate lives of borderland families: Vernacular literacies. Reading in the borderlands. *Reading, literacy and 21st Century literacies in the Rio Grande Valley*. http://readingintheborderlands.wordpress.com/

Schall, J., & **Murillo, L.A.** (2011 September). Understanding the literate lives of borderlands families: Digital literacies. Reading in the borderlands. *Reading, literacy and 21st Century literacies in the Rio Grande Valley*. http://readingintheborderlands.wordpress.com/

Schall, J., & **Murillo, L.A.** (2011 September). Understanding the literate lives of borderlands

families: Religious literacies. Reading in the borderlands. *Reading, literacy and 21st Century literacies in the Rio Grande Valley*. http://readingintheborderlands.wordpress.com/

Schall, J., & **Murillo, L.A.** (2011 September). Understanding the literate lives of borderlands families: Rejecting the deficit perspective. Reading in the borderlands. *Reading, literacy and 21st Century literacies in the Rio Grande Valley*. http://readingintheborderlands.wordpress.com/

Murillo, L.A., & Schall, J. (2011 August). Understanding the literate lives of borderlands families: An overview of the family literacies project. Reading in the borderlands. *Reading, literacy and 21st Century literacies in the Rio Grande Valley*. http://readingintheborderlands.wordpress.com/

Smith, P. H., & **Murillo, L.A.** (2011 July). Mapping multiliteracy on the U.S. –Mexico border. *Mappling.com*, website for participatory applied linguistics. http://www.mappling.com/blog/month/july-2011

Smith, P. H., & **Murillo, L.A.** (2007). Understanding (and challenging) overlapping effects of NCLB and anti-bilingual, anti-immigrant ideologies: Responses from the Rio Grande Valley. *Bilingual Education Interest Section Newsletter 9*(2), 12-17. Teachers of English to Speakers of Other Languages.

Other Works not in Print (/**Under review**/In preparation):

Murillo, L.A. Emergent bilingual children love reading…if we let them. Submitted to the *Journal of Migrant Education*.

Frieson, B., & **Murillo, L.A.** Bilingual education for whom? Interrogating bilingual teacher preparation for AAL speakers. To be submitted to *Teaching and Teacher Education Journal.*

Murillo, L.A. Tacos, corridos, and pulgas: "Familiar" literacies for making a living on the U.S.-Mexico border.

3. Conference Proceedings:

4. Abstracts:

5. Reports

6. Book Reviews:

Cole, D., Meadows, B., & **Murillo, L.A**. (2013). *Linguistics at School: Language Awareness in Primary and Secondary Education*. Kristin Denham and Anne Lobeck [eds.] Cambridge: Cambridge University Press, 2010. xv, 311 pp. *Journal of Linguistic Anthropology* http://authorservices.wiley.com/bauthor/default.asp?j

B. Works Not in Print:

1. Papers Presented at Professional Meetings (refereed):

Murillo, L.A. Contesting injustices in literacy education. Presented to the Critical Questions in Education conference, New Orleans, March 4- 6, 2024

Murillo, L.A. *Contesting and transgressing prescribed literacy curriculum with emergent bilingual learners and teachers*. Paper presented and panel organizer ("Learning from Transgression in Language and Literacy Education") at the Council of Anthropology & Education, American Anthropological Association, Toronto, Canada, November 15-19, 2023.

Murillo, L.A. "*Your children are having too much fun and we want them to learn"*. Presented to the Critical Questions in Education conference, San Diego, California, February 27—March 1, 2023.

Murillo, L.A. "*Your children are hard to handle" Teaching bi-literacy with radical hope.* Presented to the Council of Anthropology & Education, American Anthropology Association Conference, Seattle, WA, November 9-13, 2022.

Murillo, L.A. & Guevara Saravia, R.A. *Apoyando el desarrollo de la bi-alfabetización para promover la justicia educativa/Supporting Biliteracy Development for Educational Justice*. Submitted to the Dual Language Conference, La Cosecha. Santa Fe, NM, November 2-5, 2022.

Murillo, L.A. *Verdad y responsabilidad: Testimonios, acciones, y esperanzas de comunidades multilingües*. Roundtable paper accepted for presentation at the annual meeting of the American Anthropological Association, Baltimore, MD, November 15-21, 2021.

Murillo, L.A. *Raising the voices of intellectual subaltern bilingual/multilingual collaborators during the Covid 19 pandemic and the Black Lives Matters movement*. Panel organized & presented at the Council of Anthropology & Education of the American Anthropological Association conference. November 13, 2020.

Murillo, L.A. *Do they have schools in Guatemala? Contesting educational injustices against Guatemalan Indigenous immigrants*. Paper presented at the World Education Research Association conference, Tokyo, Japan, August 5-8, 2019.

Murillo, L.A. *El papel del lenguaje y la cultura en el desarrollo de la lectura: Los retos de los contextos educativos en la formación de lectores*. Paper presented at the Coloquio Binacional de Fomento a la Lectura. Sabinas, Coahuila, Mexico, October 3-6, 2018.

Murillo, L.A. & Sosnowski, J**.** *The unfulfilled promises of learning English: Language ideologies in a prison-based English as a Second Language program*. Paper presented at the World Education Research Association conference, Cape Town, South Africa, August 3-5, 2018.

Murillo, L.A. & Sosnowski, J. *Decolonizing language and literacy in a prison educational program*. Paper presented at the Literacy Research Association conference. Indian Wells, CA, December 1, 2018.

Murillo, L.A. *(Not) challenging the "Language gap": Official and unofficial practices in an early childhood program*. Paper presented at the annual conference of the Literacy Research Association, Tampa, FL, December 1-3, 2017.

Murillo, L.A. & Sowsnoski, J. *Incarcerated languages: Translanguaging as liberatory ESL pedagogy in a prison setting*. Paper presented at the annual conference of the American Association for Applied Linguistics, Portland, OR, March 18-20, 2017.

Murillo, L.A. *Common sense or nonsense? The work of emergent bilingual children and teachers amidst contradictory language ideologies.* Paper presented at the conference of the American Educational Research Association, Washington D.C., April 8-12, 2016.

Murillo, L.A. *Language differences and the construction of school failure for immigrant children in central Illinois*. Paper presented at the annual conference of the American Anthropological Association, Minneapolis, MN, November 16-20, 2016.

Murillo, L.A. *Literacy research as a struggle for equity: The use of ethnographic case studies in literacy education classes.* Paper presented at the annual conference of the Literacy Research Association, San Diego, CA, December 1-5, 2015.

Murillo, L.A. *Literacy teaching and learning practices across global communities*. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA, December 1-5, 2015.

Smith, P. H., & **Murillo, L.A.** *Págame/Pay Me: Simbolismo económico de las veladoras transnacionales*. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA, December 1-5, 2015.

Murillo, L.A. *Fronterizo Anthropology: Ethnographic investigations along the US-Mexico borderlands*. Paper presented at the annual conference of the American Anthropological Association, Denver, CO, November 23-24, 2015.

Smith, P. H., & **Murillo, L.A.** *Biliteracy as human capital: Educators' and parents' views of Spanish/English literacy in border colonias*. Paper presented at the American Association of Applied Linguists/ Canadian Association of Applied Linguistics, Toronto, Canada, March 21-24, 2015.

Murillo, L.A. *Language, literacy, and justice in the education of Mexican-origin university students.* Paper presented at the conference of the American Educational Research Association, Chicago, IL, April 16-20, 2015.

Murillo, L.A. *Imagining a humanist education with bilingual teachers on the U.S.-Mexico border*. Paper presented at the 59th Conference of the Comparative and International Education Society, Washington, DC, March 8-13, 2015.

Murillo, L.A. *Choosing and using culturally-relevant Spanish/English bilingual books.* Paper presented at the 2015 Tucson Festival of Books. Tucson, AZ, March 14, 2015.

Murillo, L.A. Pre-service bilingual teachers' linguistic homogenization on the U.S Mexico-Borderlands. Paper presented at the XVIII Congreso La Frontera: Una nueva concepción cultural. Tempe/Phoenix, AZ, February 2014.

Murillo, L.A., & Schall, J. *"They didn't teach us well" Helping Mexican-origin university students develop academic literacies.* Paper presented at the 63rd Annual Literacy Research Association Annual Conference. Dallas, TX, December 1-4, 2013.

Torres, M., & **Murillo, L.A.** *Education research for social justice: When corporations rule the world, knowledge is not enough*. Paper presented at the Inaugural International Conference: Education for Social Justice of the Reading for Life Association, Uppsala, Sweden, November 2013.

Murillo, L.A. *Educación bilingüe: Una pedagogía culturalmente responsable para los estudiantes inmigrantes Latinos en Estados Unidos***.** Paper presented at VII Congreso Internacional Catedra UNESCO Lectura y Escritura: Continuidades, rupturas y reconstrucciones Lectura, escritura e inmigración. Córdoba, Argentina, November 2013.

Torres, M., Hernandez, A., Ruiz, M., **Murillo, L.A.**, & Araujo, B. *To Latinas "advancement" requires systemic changes as well: Testimonios of Latina scholars*. Paper presented at the 39th Annual Fall Conference Research on women and education. American Educational Research Association SIG. Las Cruces, NM, October 2013.

Smith, P.H., & **Murillo, L.A**. *Poverty and financial literacies in Texas Border colonias.* Paper presented at the conference of the American Educational Research Association, San Francisco, CA, April 2013.

Murillo, L.A. *Community and Family Literacy/Math practices*. Paper presented at the International Research Forum of the National Association of African American Studies & Affiliates, Daemen College, NY, April 2013.

Murillo, L.A., & Schall, J. *"They didn't teach us well" Helping Mexican-origin university students develop academic literacies.* Paper presented at the 7th Annual Research Conference College of Social and Behavioral Sciences *Educating Our Communities: The Science, Politics, & Pedagogy of Education in a Changing World.* University of Texas Pan American, Edinburg, TX, April 2013.

Smith, P. H., & **Murillo, L.A.** *Reading and writing the Borderlands: Biliteracy as human capital in a globalizing world.* Paper presented at the conference of the American Association for Applied Linguistics, Dallas, TX, March 2013.

Farruggio, P., Ostorga, A., Guerrero, M., & **Murillo, L.A.** *Responses of Chicana teachers to oppressive school policies*. Panel presentation at the National Association for Chicano and Chicana Studies, Tejas Conference, Community-Based Pedagogies, Scholarship, and Activism, University of Texas Pan American, Edinburg, TX, February 2013

Murillo, L.A. *Literacy research with transnational families as teaching against the tides*. Paper presented at the College of Social & Behavioral Science Sixth Annual Research Conference. The University of Texas Pan American. Edinburg, TX, April 2012.

Murillo, L.A. *Connecting families and schools through math literacy: A Funds of Knowledge project on the U.S.-Mexico border.* Paper presented at Annual National Council of Teachers of English Assembly for Research, Tuscaloosa, AL, February 2012.

Murillo, L.A. *Promoting biliteracy development with children and parents in border colonias: A case study approach to teacher preparation*. Paper presented at the 61st Annual Conference of the Literacy Research Association, Jacksonville, FL, December 2011.

Murillo, L.A. *Promoviendo el desarrollo de la biliteracidad en nuestros hogares: Lo que los padres pueden hacer.* Family literacy workshop presented at the Annual Conference of the Texas Association for Bilingual Education, McAllen, TX, October 2011.

Smith, P. H. & **Murillo, L.A.** *We're all applied linguists now: Literacy educators mediating the academic development of emergent bilinguals*. Featured talk at the 18th Annual BEEMS Conference (Bilingual Educators Emphasizing and Mastering Standards), University of Texas at El Paso. March 2011.

Murillo, L.A. *Creating pedagogies of hope in Texas border colonias.* Paper presented at the Annual Conference of the American Anthropological Association, Montreal, Canada, November 2011.

Murillo, L.A. *Literacy, language and culture: Implications for indigenous schooling in Colombia*. Paper presented at the Primeras Jornadas de Lenguas en Contacto. Universidad Autónoma de Nayarit, Tepic. Mexico, May 2011.

Murillo, L.A. & Smith, P. H. *Seeking pedagogies of hope in a Texas border colonia.* Paper presented at the annual conference of the American Education Research Association, New Orleans, LA, April 2011.

Smith, P. H., & **Murillo, L.A.** *Mapping the linguistic landscape of Mexican transnational communities.* Paper presented at the annual conference of the Literacy Research Association, Fort Worth, TX, December 2010.

Murillo, L.A., Smith, P. H., & Schall, J. *Leading and learning literacy in three countries: Colombia, Mexico and the United States***.** Paper presented at 23rd IRA World Congress on Reading. Leading and Learning in Literacy. Auckland, New Zealand, July 2010.

Smith, P. H., & **Murillo, L.A.** *The complex ecologies of transidiomatic advertisements in a globalizing community*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, Colorado, May 2010.

Daniels, M., Schwartzer D., Taylor S., Cohen S., Smith, P. H., & **Murillo L.A.** *Teacher self-development via investigative research based multilingual teaching and learning*. Institute Workshop at the Annual Conference of the International Reading Association. Chicago, IL, May 2010.

Murillo, L.A. *Actitudes de los futuros maestros bilingües del Valle del Rio Grande de Texas hacia el desarrollo de la lectura y la escritura en español.* Paper presented at the Quinto Congreso Internacional de la Cátedra UNESCO para el Mejoramiento de la Calidad y Equidad de la Educación en América Latina, con Base en la Lectura y la Escritura. Caracas, Venezuela, June 2009.

Murillo, L.A., & Smith, P. H. *Through other lenses, darkly: Understanding biliteracies across regional and disciplinary boundaries*. Presented at the American Education Research Association Annual Conference. San Diego, California, April 2009.

Murillo, L.A., & Sarmiento, M. *Cuéntanos tu historia: Autobiografías como pedagogías de sanación para estudiantes Latinos en Estados Unidos*. Paper presented at the Jornadas, 30 Años de Lectura y Escritura en América Latina. Universidad Nacional de la Plata, Buenos Aires, Argentina, March 2009.

Smith, P. H., & **Murillo, L.A.**, & Sarmiento, M. *Rompiendo el ciclo del lingüicismo: Language and literacy autobiographies as counter-pedagogy*. Paper presented at the Annual Meeting of the National Association for Bilingual Education. Austin, Texas, February 2009.

Sarmiento, M., & **Murillo L.A.** *Tell me your story: Language and literacy autobiographies as healing pedagogies for Latino educators*. Paper presented at the National Association of African American Studies. Baton Rouge, Louisiana, February 2009.

Schall, J., Ostorga, A., & **Murillo, L.A.** *"Spanish is good, but English is better": The cultural and professional development of bilingual teachers*. Paper presented at the National Reading Conference Annual Meeting. Albuquerque, New Mexico, December 2009.

Murillo, L.A. *"A language makes a person who they are": Pre-service teachers' attitudes towards Spanish and Spanish literacy in the Rio Grande Valley*. Paper presented at the 107th Annual Meeting, American Anthropological Association. San Francisco, California, November 2008.

Smith, P. H., & **Murillo, L.A.** *Linguicism and counter-pedagogies for teaching Chican@ students*. Paper presented at the NACCS-Tejas Regional Conference, South Texas College, February 2008.

Murillo, L.A with Cristina Rivera *"They see us as unworthy": Future teachers (de)construct identities as Mexican, women, and farm workers in the Rio Grande Valley*. Paper presented at the 106th Annual meeting of the American Anthropological Association. Washington, DC, November 2007.

Smith, P. H., & **Murillo, L.A.** *Research report on transnational literacies in a Mexican community.* Paper presented at the *5th* Annual Border Literacy Conference. Sabal Palms Writing Project/University of Texas at Brownsville, October 2007.

Smith, P. H., **Murillo, L.A.**, & Jimenez, R. T. *The social construction of literacy in a Mexican community: Coming soon to your school?* Paper presented at the annual meeting of the National Council for Teachers of English, Roundtable on Students' Right to Their Own Language: Multiple Voices Linking Theory, Research, Policy, and Practice, New York City, November 2007.

Smith, P. H., & **Murillo, L.A.** *¡Los Mexicanos sí leen y escriben! El uso de textos comunitarios como recurso didáctico en la enseñanza de la lectoescritura.* [Mexicans do read and write! The use of community texts as tools for teaching writing]. Paper presented at the XIII Encuentro Binacional de Educación. Matamoros, Mexico, October 2006.

Murillo, L.A. *A comparison of literacy and language identity in indigenous communities in Colombia and Mexico*. Paper presented at the World Congress of the International Institute of Sociology, Stockholm, Sweden. July 2005.

Smith, P. H., **Murillo, L.A.**, & Jimenez, R. T. *The social construction of literacy: México profundo, México transnacional*. Paper presented at the 14th World Congress of Applied Linguistics Madison, Wisconsin, July 2005.

Smith, P. H., & **Murillo, L.A.** *Report to the Working Group, Transnational Literacy Researchers*. Paper presented at the Center of the Americas Meeting, Vanderbilt University. Benemérita Universidad Autónoma de Puebla, October 2005.

Murillo, L.A. *Políticas del lenguaje en familias de origen indígena*. [Language policies in families of indigenous origin. Paper presented at the Segundo Simposio sobre Política del Lenguaje. Universidad Nacional Autónoma de México. August 2005.

Murillo, L.A. *Conexiones entre la migración transnacional y la lectoescritura en México*. [Connections between international migration and literacy in Mexico]. Paper presented at the VIII Congreso Nacional de Lingüística, Asociación Mexicana de Lingüística Aplicada. Puebla, México. May 2005.

Murillo, L.A. *Contrasting family and school literacies in a case of México Profundo*. Paper presented at the 26th Ethnography in Education Forum, University of Pennsylvania, Philadelphia. February 2005.

Murillo, L.A. *Loss and resistance: Language, place, and identity among the Arhuaco Indians*. IX Foro de Lingüística Aplicada, Departamento de Lenguas, Universidad de las Américas, Puebla. May 2004.

Murillo, L.A. *Education for local action: The educational experiences of the Arhuaco community in Simunurwa, Sierra Nevada de Santa Marta*. Benemérita Universidad Autónoma de Puebla, Invited lecture to students in the Doctoral Program in Language Sciences, October 2003.

Murillo, L. A *Educación de gestión local: El caso de la experiencia educativa en la comunidad arhuaca de Simunurwa, Sierra Nevada de Santa Marta*. Paper presented at the Tercer Congreso Universitario de Etnoeducación, Universidad Distrital Francisco José de Caldas, Bogotá, June 2003.

Murillo, L.A. *La planificación lingüística: Herramienta de resistencia política y cultural de los Indígenas Arhuacos de la Sierra Nevada de Santa Marta, Colombia*. [Language Planning: Tool for political and cultural resistance by the Arhuaco Indians]. Paper presented at the Primer Simposio Sobre Política del Lenguaje. Política del Lenguaje en el Siglo XXI, Universidad Nacional Autónoma de México, México, April 2003.

Murillo, L.A. *Zarnawin Awiri kolmena. La enseñanza de la lectura y la escritura en el grado segundo de la escuela indígena de Simunurwa, Resguardo Arhuaco Sierra Nevada de Santa Marta* [Zanarwin Awiri Kolmena: Teaching reading and writing in a second-grade classroom in Simunurwa]. Paper presented at the Tercer Simposio Nacional sobre Bilingüismo y Educación Bilingüe "Bialfabetismo: lectura y escritura en dos lenguas". Cali, Colombia. September 2002.

Murillo, L.A. *Language and ethnography*. Paper presented at the Fifth Round Table on Issues in Applied Linguistics. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia. November 2000.

Murillo, L.A. *Cross-cultural narratives, literacies and power: Border stories: The Arhuaco Indian Vicencio Torres Márquez and the power of his narrative*. Paper presented at the National Council of Teachers of English. Stories in the Classroom: Narration as Knowledge. Tucson, Arizona, May 2000.

Murillo, L.A. *Colonial legacies and ideologies of schooling among the Arhuaco.* American Anthropological Association Annual Meeting. Chicago, November 1999.

Murillo, L.A. *Women, education and sustainable development*. Paper presented at the 4th World Congress of Action Research, Action Learning and Process Management, and 8th Congress of Participatory Action-Research. Cartagena, Colombia, June 1997.

2. Invited Talks, Lectures, and Presentations:

Broken promises: Prison-based education and the rearticulation of social and labor hierarchies. Guest lecture in BILG 5388 Politics of Language, Bilingual/Bicultural Education Program, Texas State University, October 1, 2019.

Deconstructing the "Language Gap" for bilingual and multilingual learners in an early childhood program. Keynote address, National Association for Bilingual Education, Research SIG, Albuquerque, NM, March 2, 2018.

Language differences and the construction of school failure and success for multilingual/multicultural learners. Center for Latin American and Caribbean Studies, University of Illinois at Urbana-Champaign, February 2017.

Latin American Studies Educators Workshop, Center for Latin American and Caribbean Studies, University of Illinois at Urbana-Champaign, June 2016.

Documenting family literacy and biliteracy practices in the Rio Grande Valley. 5th Annual New Teacher Conference, University of Texas-Pan American. February 2011.

Educating and developing with undergraduate researchers. With T. Garcia, M. Alvarado, E. Ramirez, M. Campos Montoya, A. Flores, S. Griffin, J. Lavariega-Monforti, & J. Bustamante. Social Justice & Peace Conference, Conceptualizing In/Justice: Images/Voices of Resistance. UTPA Criminal Justice Department and the College of Social and Behavioral Sciences and the College of Education. University of Texas Pan American, May 2009.

From theory to practice. Using reading aloud and environmental print to promote reading in the classroom. With J. González, B. de León, I. Núñez & A. Treviño. Kappa Delta Pi Third Annual New Teacher Conference, University of Texas-Pan American. January 2009.

Teaching against linguicism: Developing culturally responsible pedagogies in the Rio Grande Valley. "Conversations with Authors" series, Sabal Palms Writing Project, University of Texas at Brownsville, March 2008.

El uso de textos comunitarios como recurso en la enseñanza de la lectoescritura. Kappa Delta Pi Second Annual New Teacher Conference, University of Texas-Pan American, March 2008.

Tlamachiliztli, Roundtable presentation on indigenous education in Latin America. Universidad de las Américas, Puebla. Department of Anthropology, Third Festival of Indigenous Cultures. January 2005.

Research methods in language planning. Coloquio en Lingüística Aplicada. Universidad de las Américas, Puebla, Departamento de Lenguas, November 2004.

Language planning as a tool for political and cultural resistance. Coloquio en Lingüística Aplicada, Universidad de las Américas, Puebla, Departamento de Lenguas, October 2003.

The Arhuaco community and processes of ethno-education, Doctoral Students Annual Colloquy Department of Language, Reading, & Culture. University of Arizona, February 1998.

3. Consultancies:

Member, Advisory Board, National Science Foundation project. (DRK-12 No. 184258) *Enhancing Engineering Understanding in K-5 Bilingual Programs: Advocating for Latinx in Engineering Careers.* Principal Investigator Idalis Villanueva. 2018-2021.

Member, Colombian National Commission for the Design of a Doctoral Program in Education and Cultural Diversity, 2002-2003.

Research Project Evaluator, Colombian Institute for the Development of Science and Technology (COLCIENCIAS), 2002-2003.

4. Workshops:

Readers Theater with emergent bilingual readers, San Marcos Reading Council, San Marcos, TX March 2019.

Apoyando a lectura y la escritura en nuestros hogares (Supporting children's reading and writing at home). Family literacy workshop for Spanish-speaking parents. Champaign Unit 4 Schools, Champaign, IL, October 1, 2015.

Teaching against linguicism. Workshop for PK-12 educators. Champaign Unit 4 Schools, Champaign, IL, September 17, 2015.

Developing language and literacy with young migrant children. Workshop for early childhood educators. Rantoul Multicultural Community Center, Rantoul, IL, June 15, 2015.

Diversity, respect, and open-mindedness. Fitness to Teach Academy, a professional induction for pre-service teachers, May 31, 2013.

Documenting family literacy/biliteracy practices in the Rio Grande Valley. Bilingual Education Student Organization, University of Texas Pan American, May 2012.

La importancia del desarrollo de la lecto-escritura: Lo que los padres pueden hacer desde que los hijos nacen. Hidalgo ISD, Hidalgo, TX, December 2011.

Apoyando el desarrollo de la matemática en el hogar a través de la lectura y la escritura. Family Literacy Workshops at the Festival of International Books and Arts (FESTIBA), University of Texas Pan American, April 2011.

Apasionados por la lectura. Family Literacy Program. http://www.aplprogram.org/ Brownsville, TX, 2010.

C. Scholarly / CreativeGrants and Contracts

1. Funded External Grants and Contracts Submitted:

Biliteracy for Academic Success Touches All Enhancing the Biliteracy Lives of Teachers, Learners, and Families. National Professional Development Grant Program U.S. Department of Education Office of English Language Acquisition CFDA Number 84.365Z. ($1.6 million). Submitted April 29, 2022, expected notification date September 2022.

Funded External Grants and Contracts Awarded:

Cultural and Linguistic Maintenance and Revitalization in the Schooling of Bilingual Indigenous Students in El Salvador. ($500). Texas Faculty Association/National Education Association. (June-July, 2021).

College Literacy Academic Success Initiative (Principal Investigator) Texas Grants Public Benefit Grant Program ($246,378). In collaboration with the UTPA Office of Student Support Services. University of Texas at Pan American. (2011-2013).

Transnational Literacy Researchers Working Group (Fellow). (US$65,000). Center for the Study of the Americas, Vanderbilt University. (2005-2007).

Construcción social de lectores y escritores en México: Estudio etnográfico de escuelas primarias y su entorno comunitario [The social construction of readers and writers in Mexico: An ethnographic study of primary schooling and community]. (Co-Principal Investigator). (US$ 65,000). Consejo Nacional de Ciencia y Tecnología (CONACyT), Mexico. Basic Research Grant #41140. Principal Investigator Patrick H. Smith. (2003-2006).

2. Submitted, but not Funded External Grants and Contracts

A study of people involved in transnationalizing literacy practices. National Science Foundation, ($450,000). Transnational Literacy Researchers Work Group, Center for Study of the Americas, Vanderbilt University. (2009).

3. Funded Internal Grants and Contracts

Understanding cultural and linguistic practices in the schooling of indigenous immigrants from Guatemala. (Principal Investigator). International Research Travel Grant. ($2000). Illinois International Programs; Center for Latin American and Caribbean Studies ($1,800). University of Illinois at Urbana-Champaign. (2015-2016)

Undergraduate Research Initiative. ($2,000). University of Texas Pan American. (2012-2013).

Connecting families and schools through reading and math. (Principal Investigator). Summer Research Initiative ($8,000). Office of the Provost, University of Texas Pan American. (2010-2011).

Educational possibilities in violent times. (Principal Investigator). (US$3,800). Instituto de Educación y Pedagogía, Universidad del Valle. Cali, Colombia. (2002-2003).

4. Submitted, but not Funded Internal Grants and Contracts

Reading and writing in Spanish in an indigenous bilingual school in Colombia.
Faculty Research Grant Program. ($4,320). Faculty Research Council, University of Texas

Pan American. (2008).

D. Research Fellowships, Awards, and Honors:

Distinguished Recognition of Scholar-Activism. Critical Educators for Social Justice (CESJ) Special Interest Group (SIG) within the American Educational Research Association April 2016

National Council of Teachers of English Research Assembly. Diversity Scholar Award, Tuscaloosa, AL, February, 2012

Outstanding Research Award. College of Education, The University of Texas Pan American, December 10, 2010

C. Bascom Slemp Endowed Faculty Fellow. The University of Texas Pan American. October 22, 2010. $25,000

Early Scholar of Color Award. Ethnicity, Race and Multilingualism Committee, National Reading Conference, Albuquerque, NM. December 4, 2009

Provost's Award for International Studies. University of Texas Pan American, November 18, 2009

E. Scholarly/Creative Professional Development Activities Attended:

Participant. Proposal Developer cohort of the COE Grant Development Scholars, 2020-2021

Workshop on Hipotesis.is. Texas State University, Honors College. March 24, 2020

Workshop: "Promotion to Full Professor: Advice for Associate Professors" Texas State University, Office of Professional Development. February 6, 2019

Program for Excellence in Teaching and Scholarship. Texas State University. September 1, 2017-April 27, 2018

Workshop, Research Enhancement Program, Texas State University. September 25, 2017

CoSearch. Texas State University, College of Fine Arts & Communication. September 15-16, 2017

International Conference on the Life and Work of Gloria Anzaldúa. The University of Texas at San Antonio, 2009 & 2012

International Conference in Transnational Migration. Universidad Iberoamericana, Campus Golfo-Sur, Mexico, 2005

Course in Mesoamerican Writing Systems. Department of Anthropology, Universidad de las Américas, Puebla, México, Summer 2005

Coursework in Social Ecology, Ecofeminism, and Sustainable Development, Social Ecology Institute, Goddard College, Plainfield, VT, Summer 1996

F. Media Recognition

Fellowship and Local Chapter Recruitment Funds, TFA Matters, Texas Faculty Association, September 2021, p. 3.
https://b581f237-882d-419a-a3c6-46dd55f3cab2.filesusr.com/ugd/251054_ca9d76c02df04110af44aaffe6b40c00.pdf

Research Highlights. The Chrysalis. A Newsletter by the Texas State Monarch Center for Immigrant Students, October, 2021 Issue 2.
https://www.canva.com/design/DAEsKNkh_t4/q1NFLDTv5VV128IimExZBA/view?utm_content=DAEsKNkh_t4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Bilingual Education Field Blocks Build Community Partnership, College of Education, February 6, 2019, https://www.education.txstate.edu/newsroom/bilingualblocks.html

IV. SERVICE

A. Institutional

1. University:

Texas State University

Developer, Memorandum of Understanding for research and teaching collaboration, 2021-2025. Bilingual/Biliteracy Education Program, Texas State University, Alma Brewer Strawn Elementary, and Lockhart ISD. Signed December 2021

Chair, Scholarship Committee, Department of Curriculum & Instruction, 2020-present

Member, Task force for the Science of Teaching Reading, Summer-Fall 2020

Member, College of Education Scholarship Committee, 2017-2019

Member, Tomás Rivera Mexican American Children's Book Award Committee, 2020-present

Affiliate Member, Center for the Study of the Southwest, 2018-present

Representative, Department of Curriculum & Instruction at “Bobcat Days” (Fall 2018, Spring 2019, Fall 2019, Spring 2020)

LGTBQ Welcome Ceremony, Fall 2018

Member, Bilingual/Biliteracy Education Program, 2017-present

University of Illinois at Urbana-Champaign

Chair, Diversity, Equity, & Multicultural Education Committee, College of Education, 2016-2017

Member, Equal Opportunity and Inclusion Committee, University Faculty Senate, 2016-2017

Member, Executive Committee Center for Latin American and Caribbean Studies, 2015-2017

Member, Diversity, Equity, and Multicultural Education Committee, College of Education, 2014-2016

Mentor, James Scholars Program, College of Education, 2015-2017

Reviewer for College of Education Graduate Student Conference, Spring, 2015

University of Texas Pan American

Member, Hiring Committee, University Writing Center, 2013

Faculty escort for writers Winfred Conklin and Gwendolyn Zepeda, Diaz Villareal Elementary School, FESTIVA Conference, March 20, 2013

Chair, Roundtable “Latinas in the fight for the inclusion of the Mexican American history and culture in education in South Texas, at the National Association for Chicana and Chicano Studies NACCS Tejas Conference, Edinburg, TX, March 2013

Faculty Affiliate, Mexican American Studies Program, 2012-2013

Member, Advisory Board, Undergraduate Research Initiative, 2013

Chair, Student Code of Conduct Committee, 2013-14

Grand Marshall, College of Education and College of Health Sciences and Human Services, Commencement Fall 2012

Representative, Faculty Research Council, College of Education, 2012-2014

Senator, Academic Senate, 2010-2014

Member, Executive Committee, Academic Senate. 2012-2014

Member, Ad-Hoc Committee on Proportional Representation in the Senate. 2012-2013

Recruiter, UTPA Expo, March 29, 2013.

Member, Committee on Clinical Faculty Criteria, Spring 2013.

Tutor Training Program College Reading and Learning Association/University Writing Center, University of Texas Pan American, 2011-2012

Co-Master, Graduate Hooding Ceremony, College of Education, Spring 2012

Member, Scholarship Committee, 2009-2013

Graduate Reception/Recruitment Social Planning, Reading and Literacy M.Ed. Program, May 2, 2013

Oral language interviewer, Reading Specialist Option, Reading and Literacy M.Ed. program, Spring 2013

Member, Continuing Education Committee, 2010-2013

Member, Search Committee for Faculty Position in Early Childhood, College of Education, Fall 2011

Member, Regent's Teaching Award Nomination Committee, 2009-2010

Admissions Committee, Doctoral Program in Educational Leadership, College of Education, B

B. Professional:

Member, Oscar Causey Award Committee, Literacy Research Association (nominations read 2015-2019)

Symposium Chair. *Latinas in the fight for the inclusion of Mexican American history and culture in education in South Texas*. National Association for Chicano and Chicana Studies, Tejas Conference, University of Texas Pan American, Edinburg, TX, February 2013

Discussant for panel presentation *"Que luchen bastante": Developing transgenerational participatory research with immigrant communities.* First Triennial Conference on Latino Education and Immigrant Integration. University of Georgia, October 2009

C. Community:

Dual Language Education and families, Presentation for parents, Bonham Prekindergarten School, San Marcos CISD, February 2, 2019

The benefits of biliteracy, Presentation for parents, Bonham Prekindergarten School, September 4, 2019

Spanish Literacy Tutor, Plum Creek Elementary School, Lockhart ISD, Lockhart, TX, 2018-2019

Coordinator Reading Enrichment Program, Centro Cultural Hispano de San Marcos, 2018-2019

Spanish Literacy Tutor, Garden Hills Elementary School After-School Program, Champaign Unit 4 Schools, Champaign, IL, 2014-2015

Member, Education Committee, Rantoul Multicultural Community Center, Rantoul, IL, 2012-2014

D. Organization Memberships:

Texas Faculty Association/National Education Association, 2006-2014; 2017-present

American Anthropological Association, Council on Education, 2000-present

International Reading Association, 2006-2012

Literacy Research Association, 2006-2019
Ethnicity, Race & Multilingualism Committee
Multilingual/Transcultural Literacies Innovative Community Group

Ethnography of Languages, Literacies, and Learning Lab, University of Texas, El Paso, 2014

University Network for Multicultural Education, Colombia, 2001-2003

E. Editorial Service:

Research in the Teaching of English, Editorial Board, 2022

Reading Teacher, Manuscript Reviewer, 2016 to present

Language Arts, Manuscript reviewer, 2013 to present

Latinos & Education. Manuscript reviewer, 2013-2019

Journal of Experimental Education (2014)

Colombian Journal of Bilingual Education. Institución Universitaria Colombo Americana, 2010

Estudios en Política del Lenguaje y Sociolingüística. Manuscript reviewer. Memorias del Tercer Simposio Universidad Nacional Autónoma de México (2009)

Memorias del Segundo y el Tercer Simposio sobre Política del Lenguaje. Manuscript reviewer. Universidad Nacional Autónoma de México (2006, 2008)

Colombian Applied Linguistics Journal, member, editorial review board (2003-2007)

Anthropology and Education Quarterly, guest reviewer (2002)

F. Conference Proposal Reviewer

American Anthropological Association. Council for Anthropology and Education (2014-to present)

Comparative and International Education Society. 59th Annual Conference, Washington, DC, Also served as Discussant for a panel on Indigenous Education (2010)

American Educational Research Association. Manuscript reviewer for the Annual Meeting in the areas of literacy, biliteracy, and multicultural education (2009); area of Research in Hispanic Education (2010); and the areas of social contexts of multilingual and multi-literacies education and "globalization, decolonization, and liberation" (2011); Division G, Social Context of Multiple Languages and Literacies (2014 to present)

Council for Exceptional Children. The Voice and Vision of Special Education. Manuscript reviewer for CEC Annual Convention and Expo, Nashville, Tennessee, 2010

G. Service Grants and Contracts

1. Funded External Service Grants and Contracts

Celebrando el Día de Los Muertos con Xavier Garza. Alma Brewer Strawn Elementary School & Texas State University, October 28, 2022.

Leyendo, Cantando y Comiendo en el Día de Los Muertos con Xavier Garza. Centro Cultural Hispano de San Marcos ($1,200) Center for the Study of the Southwest, Texas State University, 2019

Reading is Fundamental Family Literacy Grant. ($8,000) Colonias Community Center, Progreso, TX., 2008

2. Submitted, but not Funded, Internal Grants and Contracts:

A Qualitative Study of Pre-service Teachers' Attitudes Towards Spanish and Spanish Literacy at a Hispanic Serving Institution. ($18,450) REP, Texas State University.

H. Service Professional Development Activities Attended

Workshop. Limbo: Dilemmas Faced by Undocumented and DACAmented Students. Texas State University, Student Diversity & Inclusion. February 14, 2020