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Teaching, Learning, & Teacher Education
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EDUCATION

Ph.D. Education — University of Pennsylvania, Grad. School of Education, Philadelphia, PA, 1999
Educational Leadership Division; Education, Culture, & Society Program
Dissertation: *The Georgia Project: The Binational Reinvention of a School District in Response to Latino Newcomers*. <http://repository.upenn.edu/dissertations/AAI9926134/>
Advisors: Frederick Erickson (chair), John Puckett, Kathy Hall, and Ken C. Erickson (readers)

M.A. Anthropology — University of Kansas, Lawrence, KS, 1995
Thesis: *Creating Bicultural Identities: The Role of School-based Bilingual Paraprofessionals in Contemporary Immigrant Accommodation (Two Kansas Case Studies)*

B.A. Education Studies and Latin American Studies — Brown University, Providence, RI, 1991

Training in bilingual family literacy — Project EXCEL National Council of La Raza (NCLR) (1991-93)

EMPLOYMENT

Professor, Dept. of Teaching, Learning, and Teacher Education, University of Nebraska, Lincoln, NE (2014 – present; Associate Professor 2009 – 2014; Assistant Professor 2005-2009); Courtesy appointment, Dept. of Anthropology.

Teaching education foundations, comparative education, content area literacy for ELLs, education policy and practice, and secondary school reform; **Research** ethnography of educational policy implementation -- local educational policy responses to transnational movement of students and families (particularly movement between the U.S. and Latin America) and how school reform is/is not responsive to various student populations (particularly transnationally mobile students and English learners [ELs]).

—Fellow of the Center for Great Plains Studies (<http://www.unl.edu/plains/>) (2013-pres.)

—Academic Co-Director, Mandela Washington Fellowship for Young African Leaders (2017)

Equity Fellow (Nebraska), Midwest and Plains Equity Assistance Center, Indiana University School of Education, Indianapolis, IN (2016-present)

Visiting Professor/Associated Researcher, Centro Interdisciplinario de Estudios de Educación y Superación de Pobreza (CIEESP), Universidad de Monterrey, San Pedro, NL, Mexico (2004-2015)
Courses: ED2851: *Antropología y sociología de la educación* (Graduate-level; Oct. 2007); ED2946: *Sistema Escolar de Estados Unidos* (Graduate-level; Spring 2010)

Research & Evaluation Specialist, Education Alliance at Brown University, Providence, RI (1999-2005)
Research: Applied and ethnographic research on linking education policy and practice, related to (1) newcomer students and ELs, (2) State education agency (SEA) involvement in the conversion of policy to practice, (3) adolescent literacy, (4) high school reform and comprehensive school reform (CSR); **Evaluation:** Bilingual/ESL, CSR in Puerto Rico and Maine, charter school strategic planning; **Technical Assistance:** CSR evaluation in Puerto Rico, personalization of learning and reform alignment for high school reform in Maine and Vermont, technology education as vehicle for systemic reform in Honduras

Adjunct Lecturer: Center for the Study of Race and Ethnicity in America

Courses: *Contemporary Latino/Latina Education in the United States* (ET 190.3); *Theory Into Practice: Service Learning at a Dual Language Charter School* (ET 192.6)

Affiliated Faculty: Center for Latin American Studies

Temporary Assistant Professor, Dept. of Educational Psychology—Research Evaluation Measurement Statistics (REMS)—University of Georgia, Athens, GA (1998-99)
Courses: *Qualitative Research in Education* (ERSH 7400) and *Qualitative Data Collection in Education* (ERSH 8410)

Instructor, Dept. of Applied Linguistics and ESL, Georgia State University, Atlanta, GA (1998)
Course: *Intercultural Communication* (TSLP 833)

Instructor, Dept. of Anthropology/Geography, Georgia State University, Atlanta, GA (1998)
Course: *Introduction to Cultural Anthropology* (ANTH 202)

Instructor, Dept. of Learning Support, Georgia State University, Atlanta, GA (1996-97)
Course: *Regents Test Preparation* (RTP 025A)

Associate Instructor, ELS Language Academy, Atlanta GA (1997)
Taught English to students of other languages (ESOL).

Assistant to the Coordinator, Turner Middle School, Philadelphia, PA (1995-96)
Led curriculum writing and teacher involvement for federal school-to-career grant.

Teacher, Turner Middle School Summer Institute, Philadelphia, PA (1996)

Ph.D. Internship, Ewing Marion Kauffman Foundation, Kansas City, MO (1995)

Graduate Teaching Assistant, Dept. of Anthropology, University of Kansas, Lawrence, KS (1993-94)
Course: *Varieties of Human Experience* (AN 160/360)

Graduate Teaching Assistant, University of Kansas, Kansas State Board of Education, and Fort Hays State University (1994)
Course: *Alternative Language Assessment for Limited English Proficient (LEP) Students in Kansas Public Schools* (LING 791)

Family Reading Coordinator, Harvest America Corporation, Kansas City, KS (1991-1993)
Led instruction, coordinated volunteers, developed and tested curricula, and evaluated program model of a pilot, open enrollment, bilingual, family literacy effort in partnership with the National Council of La Raza (NCLR) and the Education Testing Service (ETS).

CONSULTING / EVALUATION

Consultant, *Anthropology Thought Collective*, ECMC Foundation (Oakdale, MN), 2013.
(Synthesizing anthropological research on student persistence in higher education.)

Evaluator, *Omaha Public Schools' National Education Association Foundation Grant*, (Franklin, Field Club, and Highland Elementary Schools), Fall 2012. (See "Grant Writing / Research" for continuation of this work)

Evaluator, *Omaha Public Schools' Federal ERO/SLC (Smaller Learning Community) Grant, Year 2 (2006-07) Year 3 (2007-08), Year 4 (2008-09), and Year 5 (2009-10)* (Benson and Omaha South High Schools), for the Omaha Public Schools and the U.S. Department of Education Office of Elementary and Secondary Education.

Curriculum Reviewer, *Migration and Education: Linking Schools with the Needs of Latino Immigrants* (by Dr. Regina Cortina), for the National Institute on Leadership, Disability, and Students Placed at Risk, University of Vermont (2007)

Proposal Reviewer, *Kentucky Title II 2004-2005 Teacher Quality Enhancement Grants*. For the Ohio Collaborative (2004)

Proposal Reviewer, Comprehensive School Reform Quality Initiatives Program, U.S. Dept. of Education, Washington, DC (2003)

Lead Evaluator, *Formative Evaluation of the Providence [RI] Public Schools' ESL/Bilingual Education Programs*. (2002)

Co-evaluator, *Maine Comprehensive School Reform Demonstration Project, Year One* (2000) and *Year Two* (2001)

Evaluator, Kansas State Board of Education. Topeka, KS (1993)
KSBE—SEA Title VII, Grant # T003Q90040-91

Technical Consultant, underwritten by Kansas State Board of Education, Topeka, KS (1993)
Title VII Family English Literacy Program Application (for AHORA, Inc., Great Bend, KS)

AWARDS AND HONORS

2017 *CEHS Faculty Student Mentoring Award*. College of Education and Human Sciences, University of Nebraska-Lincoln

2016 *Certificate of Recognition for Contributions to Students*. UNL Parents Association.

2015 *Anthropology in Public Policy Award*. American Anthropological Association
"The award committee was impressed with your work to improve the education of binational migrant children in Mexico and felt that it truly represents the sort of policy work that deserves recognition."

2014 *Leslie Hewes Award* (for the best social science article in *Great Plains Research*) Center for Great Plains Studies, University of Nebraska-Lincoln.

2013 University Department Teaching Award (awarded to whole Dept. of Teaching, Learning, & Teacher Education) for best department (from an instructional standpoint) in the four-campus University of Nebraska system.

2010 *Donald R. and Mary Lee Swanson Award for Teaching Excellence*. College of Education and Human Sciences, University of Nebraska-Lincoln

Swanson Award recipients have a demonstrated and sustained record of:

- Promoting thinking--challenging students to engage in critical and creative thinking, requiring reflection on course material, and helping students develop their own meanings of course content.
- Teaching in a manner that encourages engaged, active, and continuous learning.
- Holding high standards for student performance and providing support and attention to all students in meeting these standards.
- Working to improve one's teaching.

2010 "*Faculty Leader*" Award, Faculty Leadership in Writing Project (FLWI). University of Nebraska-Lincoln

- 2008 *College of Education and Human Sciences Distinguished Teaching Award*. University of Nebraska-Lincoln
- 2005 Selected for *College of Education and Human Science Scholarly Enhancement program*. University of Nebraska-Lincoln
- 2001 *Outstanding Dissertation in Anthropology and Education Award* given by the Council on Anthropology and Education (CAE) of the American Anthropological Association (AAA).
- 2001 *CORI Award* for "Theorizing the Sojourner Student (With a Sketch of Appropriate School Responsiveness)." (Given by AAA's Committee on Refugees and Immigrants [CORI], recognizing the outstanding paper on refugee, migrant, or immigrant issues submitted to *Selected Papers on Refugees and Immigrants* each year).
- 1991 Departmental honors in *Education Studies* and *Latin American Studies*, Brown University, Providence, RI

PUBLICATIONS

* indicates [former] student coauthor

BOOKS / GUEST EDITED JOURNALS / MONOGRAPHS

- [11] Hamann, E. T., Wortham, S., & Murillo, E. (Eds.) (2015). *Revisiting Education in the New Latino Diaspora*. Charlotte NC: Information Age Publishing.
—Podcast interview about this book for New Books in Education available at:
<http://newbooksineducation.com/2015/10/20/edmund-hamann-et-al-revisiting-education-in-the-new-latino-diaspora-information-age-2015/>
- [10] Hamann, E. T. (2015). *Moisés Sáenz: Vigencia de su legado / The Intellectual Perspective of Moisés Sáenz: Is His Legacy Still Relevant?* Monterrey, NL, México: Fondo Editorial de Nuevo León. <http://digitalcommons.unl.edu/teachlearnfacpub/192> (English translation only)
- [9] Sánchez García, J., Zúñiga, V., & Hamann, E. T. (2011). *Guía didáctica: Alumnos transnacionales. Las escuelas mexicanas frente a la globalización*. Mexico, DF: Secretaria de Educación Pública.
- [8] Zúñiga, V., Hamann, E. T., & Sánchez García, J. (2008). *Alumnos transnacionales: Las escuelas mexicanas frente a la globalización*. Mexico, DF: Secretaria de Educación Pública.
<http://digitalcommons.unl.edu/teachlearnfacpub/97/>
- [7] Hamann, E. T., (Guest Ed.) (2005). Examining the Roles and Possible Roles of State Departments of Education in Comprehensive School Reform. *JESPAR* 10(1).
- [6] Meltzer, J., & Hamann, E. T., (2005). *Meeting the Needs of Adolescent English Language Learners for Literacy Development and Content Area Learning, Part Two: Focus on Classroom Teaching and Learning Strategies*. Providence, RI: Education Alliance at Brown University. <http://digitalcommons.unl.edu/teachlearnfacpub/53/>
- [5] Hamann, E. T., & Meltzer, J., (2005). *Multi-Party Mobilization for Adolescent Literacy in a Rural Area: A Case Study of Policy Development and Collaboration*. Providence, RI: Education Alliance at Brown University. <http://digitalcommons.unl.edu/teachlearnfacpub/225>
- [4] Coady, M., Hamann, E. T., Harrington, M., Pacheco, M., Pho, S., & Yedlin, J. (2004). *Claiming Opportunities: A Handbook for Improving Education for English Language Learners Through*

Comprehensive School Reform. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University.
<http://digitalcommons.unl.edu/teachlearnfacpub/50/>

- [3] Meltzer, J., & Hamann, E. T. (2004). *Meeting the Needs of Adolescent English Language Learners for Literacy Development and Content Area Learning, Part One: Focus on Motivation and Engagement*. Providence, RI: Education Alliance at Brown University.
<http://digitalcommons.unl.edu/teachlearnfacpub/51/>
- [2] Hamann, E. T. (2003). *The Educational Welcome of Latinos in the New South*. Westport, CT: Praeger.
- [1] Wortham, S., Murillo, E. G., & Hamann, E. T. (Eds.). (2002). *Education in the New Latino Diaspora: Policy and the Politics of Identity*. Westport, CT: Ablex Press.

BOOKS (SERIES [CO-]EDITOR) – INFORMATION AGE PUBLISHING

Education Policy In Practice (<http://www.infoagepub.com/series/Education-Policy-in-Practice>)

Under contract Foster, B., Graham, S., & Donaldson, J., *under contract* **Navigating the Volatility of Higher Education: Anthropological and Policy Perspectives**. Charlotte NC: Information Age Publishing.

Vandeyar, S., & Vandeyar, T. (2015). *The Construction, Negotiation, and Representation of Immigrant Student Identities in South African Schools*. Charlotte NC: Information Age Publishing.

Dixon, A., (Ed.) (2014). *Researching Race in Education: Policy, Practice and Ethnography*. Charlotte NC: Information Age Publishing.

Latta, M.M., & Wunder, S. (Eds.) (2012). *Placing Practitioner Knowledge at the Center of Teacher Education: Rethinking the Policy and Practice of the Education Doctorate*. Charlotte NC: Information Age Publishing.

Buck, P., & Silver, R. (2012). *Educated for Change? Muslim Refugee Women in the West*. Charlotte NC: Information Age Publishing.

JOURNAL ARTICLES

- [36] Zúñiga, V., & Hamann, E. T. (under review). The 0.5 Generation: Children's Voices about "Return" Migration from the United States to Mexico.
- [35] Hamann, E. T., & Morgenson, C. (accepted). Dispatches from Flyover Country: Four Appraisals of Impacts of Trump's Immigration Policy on Families, Schools, and Communities. *Anthropology & Education Quarterly*, 48(4). doi: 10:1111/aeq.12214
- [34] Hamann, E. T., (2017). Trump, Immigration, and Children: Disrupted Schooling, Disrupted Lives. *Anthropology News* (June 12). <http://www.anthropology-news.org/index.php/2017/06/12/trump-immigration-and-children/> doi: 10.1111/AN.480
- [33] Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2017). Identifying the Anthropological in a Mixed Methods Study of Transnational Student in Mexican Schools. *Current Anthropology*, 58(1), 124-132.
- [32] Catalano, T., & Hamann, E. T. (2016). Multilingual Pedagogies and Pre-service Teachers: The Modeling of 'Language as a Resource' Orientations in Teacher Education Programs.

Bilingual Research Journal. 39(3-4), 263-278. (Special issue devoted to memory of Richard Ruiz) <http://digitalcommons.unl.edu/teachlearnfacpub/224/>

- [31] Hamann, E. T. (2016). "Building the Dream" Response: The Changing Challenges of Transformational Resistance. *Democracy & Education*, 24(2), 1-4. <http://democracyeducationjournal.org/home/vol24/iss2/15/>
- [30] Sánchez García, J., & Hamann, E. T. (2016). Educator Responses to Migrant Children in Mexican Schools. *Mexican Studies/Estudios Mexicanos* 32(2), 199-225 [ISSN 0742-9797]. <http://digitalcommons.unl.edu/teachlearnfacpub/208>
- [29] Latta, M. M., Hamann, E. T., & Wunder, S. (2015). The ED.D. as Investment in Professional Development: Cultivating Practitioner Knowledge. *LEARNing Landscapes*, 9(1): 177-196. <http://www.learninglandscapes.ca/images/documents/ll-no17/mlatta.pdf>
- [28] Zúñiga, V., & Hamann, E. T., (2015). Going to a home you have never been to: The return migration of Mexican and American-Mexican children, *Children's Geographies*, 13(6): 643-655 [ISSN: 1473-3285].
- [27] Sánchez García, J., & Hamann, E. T. (2014). Alumnos Transnacionales: Educación y los Desafíos de la Globalización. *Revista Docencia Universitaria*, 15: 69-82.
- [26] Cortez Roman, N., & Hamann, E. T. (2014). College Dreams a la Mexicana...Resistance and Strategy among American Mexican Transnational Students. *Latino Studies*, 12(2): 237-258.
- [25] England, W.,* & Hamann, E. T. (2013). Segregation, Inequality, Demographic Change, and School Consolidation (A Micropolitan Case). *Great Plains Research*, 23(2): 171-185. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2025&context=greatplainsresearch> —Won Leslie Hewes Award (for best social sciences article in *Great Plains Research*).
- [24] Hamann, E. T., & Reeves, J. (2013). Interrupting the Professional Schism that Allows Less Successful Educational Practices with ELLs to Persist. *Theory Into Practice*, 52(2): 81-88. <http://dx.doi.org/10.1080/00405841.2013.770325>
- [23] Hamann, E. T., Vandeyar, S., & Eckerson, J.* (2012). Rural Latino high school students considering identity and belonging through comparative study of newcomer youth in South Africa. *Encyclopaideia: Journal of Phenomenology and Education*, XVI (34), 73-92.
- [22] Hamann, E.T. (2012). Teacher Education and Supporting Immigrant Students in the Standards-Based Education Era. *Teacher Education & Practice*, 25(4): 559-561. (Invited contribution to special theme issue entitled: "Immigration and Teacher Education: The Crisis and the Opportunity.") <http://digitalcommons.unl.edu/teachlearnfacpub/126>
- [21] Sánchez García, J., Hamann, E. T., & Zúñiga, V. (2012). What the Youngest Transnational Students Have to Say About Their Transition from US Schools to Mexican Ones. *Diaspora, Indigenous, and Minority Education*, 6(3): 157-171. <http://www.tandfonline.com/doi/abs/10.1080/15595692.2012.691135>
- [20] Stone, J.,* & Hamann, E. T. (2012). Improving Elementary American Indian Students' Math Achievement with Inquiry-Based Mathematics and Games. *Journal of American Indian Education*, 51(1): 45-66. <http://digitalcommons.unl.edu/teachlearnfacpub/111>

- [19] Hamann, E. T., & Reeves, J. (2012). ICE Raids, Children, Media and Making Sense of Latino Newcomers in Flyover Country. *Anthropology & Education Quarterly*, 43(1): 24-40.
<http://digitalcommons.unl.edu/teachlearnfacpub/127>
- [18] Zúñiga, V. & Hamann, E.T. (2009). Sojourners in Mexico with U.S. School Experience: A New Taxonomy for Transnational Students. *Comparative Education Review*, 53(3): 329-353.
<http://digitalcommons.unl.edu/teachlearnfacpub/91/>
- [17] Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2008). From Nuevo León to the USA and Back Again: Transnational Students in Mexico. *Journal of Immigrant & Refugee Studies*, 6(1): 60-84. <http://digitalcommons.unl.edu/teachlearnfacpub/79>
- [16] Zúñiga, V., & Hamann, E. T., (2008). Escuelas nacionales, alumnos transnacionales: La migración México/Estados Unidos como fenómeno escolar. *Estudios Sociológicos de El Colegio de Mexico*, XXVI (76): 65-85. <http://digitalcommons.unl.edu/teachlearnfacpub/78>
- [15] Reeves, J., & Hamann, E. T., (2008) Preparing Nebraska Teachers to See Demographic Change As an Opportunity. *Journal of Latino and Latin American Studies*, 3(1): 56-75.
<http://digitalcommons.unl.edu/teachlearnfacpub/96>
- [14] Hamann, E. T., (2007). But Sometimes Labor Migration Is About More Than Labor Migration: Complementary Perspectives of an Educational Anthropologist. (A Response to the works of economist Philip Martin, an expert in transnational migration) *City & Society*, 19(1): 36-46.
<http://digitalcommons.unl.edu/teachlearnfacpub/69/>
- [13] Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2006). Pensando en Cynthia y Su Hermana: Educational Implications of U.S./Mexico Transnationalism For Children. *Journal of Latinos and Education*, 5(4): 253-274. <http://digitalcommons.unl.edu/teachlearnfacpub/60/>
- [12] Zúñiga, V., & Hamann, E. T., (2006). Going Home? Schooling in Mexico of Transnational Children. *CONfines de relaciones internacionales y ciencia política*, 2(4): 41-57. (The journal *CONfines de relaciones internacionales y ciencia política* is published by Tec de Monterrey. *Confinis* is an interdisciplinary journal that focuses on the social sciences.)
<http://digitalcommons.unl.edu/teachlearnfacpub/45/>
- [11] Hamann, E. T., (2005). Systemic High School Reform in Two States: The Serendipity of State-Level Action. *High School Journal*, 89(Oct./Nov.): 1-17.
http://muse.jhu.edu/journals/high_school_journal/v089/89.1hamann.pdf
- [10] Hamann, E. T., (2005). Examining the Roles and Possible Roles of State Departments of Education in Comprehensive School Reform. *JESPAR*, 10(1): 1-9.
<http://digitalcommons.unl.edu/teachlearnfacpub/59/>
- [9] Hamann, E. T., Zuliani, I., & Hudak, M., (2005). ELLs, CSR, and SEAs: An Overlooked Opportunity to Make Comprehensive School Reform Comprehensive. *JESPAR*, 10(1): 53-83.
<http://digitalcommons.unl.edu/teachlearnfacpub/58/>
- [8] Hamann, E. T., (2004). Lessons from the Interpretation/Misinterpretation of John Ogbu's Scholarship. *Intercultural Education*, 15(4): 399-412.
<http://digitalcommons.unl.edu/teachlearnfacpub/57/>
- [7] Hamann, E. T., & Lane, B. (2004). The Roles of State Departments of Education as Policy Intermediaries: Two Cases. *Educational Policy*, 18(3): 426-455.
<http://digitalcommons.unl.edu/teachlearnfacpub/55/>

- [6] Hamann, E. T., (2004). The Local Framing of Latino Educational Policy. *Harvard Journal of Hispanic Policy*. 16: 37-51.
- [5] Hamann, E. T., Wortham, S., & Murillo, E. G. (2004). Education in the New Latino Diaspora: A Reflection on Polyvocality. *Journal of Thought*, 39(1): 83-102.
- [4] Hamann, E. T., (2003). Reflections on the Field: Imagining the Future of the Anthropology of Education If We Take Laura Nader Seriously. *Anthropology and Education Quarterly* 34(4): 438-449. <http://digitalcommons.unl.edu/teachlearnfacpub/43/>
- [3] Hamann, E. T., (2001). Theorizing the Sojourner Student (With a Sketch of Appropriate School Responsiveness). In M. Hopkins & N. Wellmeier (Eds.), *Negotiating Transnationalism: Selected Papers on Refugees and Immigrants, IX*: 32-71. Arlington, VA: American Anthropology Association. (Winner of 2001 CORI Award)
<http://digitalcommons.unl.edu/teachlearnfacpub/73/>
- [2] Hamann, E. T., (1999). Anglo (Mis)Understandings of Latino Newcomers: A North Georgia Case Study. In J. G. Lipson & L. A. McSpadden (Eds.), *Negotiating Power and Place at the Margins: Selected Papers on Refugees and Immigrants, VII*: 156-197. Arlington, VA: American Anthropology Association. <http://digitalcommons.unl.edu/teachlearnfacpub/72/>
- [1] Hamann, E. T., (1997). Nine Complementary Principles to Retain Adults in an ESOL/Literacy Program. *TESOL in Action*, 11 (3): 4-7. (Georgia TESOL publishes *TESOL in Action*.)

BOOK AND HANDBOOK CHAPTERS

- [27] Hamann, E. T., Zúñiga, V., & Sánchez García, J. (accepted). Where Should My Child Go to School? Parent and Child Considerations in Binational Families. In M. T. de Guzman, J. Brown, & C. Edwards (Eds.) *Parenting from Afar: The Reconfiguration of the Family Across Distance*. New York: Oxford University Press.
- [26] Hamann, E. T., & Vandeyar, T. (2017). What Does an Anthropologist of Educational Policy Do? Methodological Considerations. In A. Castagno & T. McCarty (Eds.) *The Anthropology of Educational Policy* (pp. 43-61). New York: Routledge.
- [25] Sánchez García, J. & Hamann, E. T. (2016.) Formación Docente y Atención Educativa de Alumnos Transnacionales en México. In H. A. Guzmán Elizondo, E. Arévalo Vázquez, & M. Martínez Silva (Eds.) *La formación inicial y continua de docentes: Reflexiones, estudios, experiencias* (pp. 97-107). Monterrey, NL, México: Fondo Editorial Nuevo León.
- [24] Zúñiga, V., Hamann, E. T., & Sánchez García, J. (2016). The Students We Share Are Also in Puebla. In H. Romo, (Ed.) *Bi-National Perspectives on Mexican Migration to the United States* (pp. 248-264). Austin: University of Texas Press.
- [23] Hamann, E. T. & Harklau, L. (2015). Revisiting Education in the New Latino Diaspora. In E. T. Hamann, S. Wortham, & E. G. Murillo, Jr. (Eds.) *Revisiting Education in the New Latino Diaspora* (pp. 3-25). Charlotte NC: Information Age Press.
- [22] Stacy, J.,* Hamann, E. T., & Murillo, E.G (2015). Education Policy Implementation in the New Latino Diaspora. In E. T. Hamann, S. Wortham, & E. G. Murillo, Jr. (Eds.) *Revisiting Education in the New Latino Diaspora* (pp. 337-349). Charlotte NC: Information Age Press.
- [21] Hamann, E.T., & Wunder, S. (2014). Using a Cohort Approach to Convert Ed. D. Students Into Critical Friends. In V. A. Storey, (Ed.) *Critical Friendships: Innovative Approaches to the Ed. D.* (pp. 161-176). New York: Palgrave Macmillan.
<http://digitalcommons.unl.edu/teachlearnfacpub/190>

- [20] Hamann, E. T., & Reeves, J. (2013). Humanizing Latino Newcomers in the 'No Coast' Region. In A. Wood & L. Allegro, (Eds.) *Latin American Migrations to the U.S. Heartland: Reshaping Communities, Redrawing Boundaries* (pp. 201-221). Champaign, IL: University of Illinois Press.
- [19] Zúñiga, V., & Hamann, E. T. (2013). Understanding the American-Mexican Student. In B. Jensen & A. Sawyer (Eds.), *Regarding Educación: Mexican-American Schooling, Immigration, and Bi-national Improvement* (pp. 172-188). New York: Teachers College Press.
- [18] Hamann, E. T., Vandeyar, S., & Sánchez García, J. (2013). The Anthropology of Organizations Applied to Schooling in Three Countries (the United States, South Africa, and Mexico). In D. Caulkins & A. Jordan (Eds.), *A Companion to Organizational Anthropology*, (pp. 519-537). New York: Wiley-Blackwell.
- [17] Hamann, E. T., & Reeves, J. (2012). Accessing High-Quality Instructional Strategies. In T. Timar & J. Maxwell-Jolly (Eds.), *Narrowing the Achievement Gap: Perspectives and Strategies for Challenging Times* (pp. 95-110). Cambridge, MA: Harvard Education Press.
<http://digitalcommons.unl.edu/teachlearnfacpub/134>
- [16] Zúñiga, V. & Hamann, E. T. (2011). Volviendo a visitar la noción de *transnacionalidad*: comunicación transfronteriza y redes diaspóricas en alumnos migrantes internacionales en las escuelas de México. In J.J. Olvera Gudiño & B.D. Vázquez Delgado (Eds.), *Procesos comunicativos en la migración: De la escuela a la feria popular*, (pp. 29-59). Tijuana, México: El Colegio de la Frontera Norte.
- [15] Hamann, E. T. & Zúñiga, V. (2011). Schooling, National Affinity(ies), and Transnational Students in Mexico. In S. Vandeyar (Ed.), *Hyphenated Selves: Immigrant identities within education contexts* (pp. 57-72). Netherlands: Rozenburg.
<http://digitalcommons.unl.edu/teachlearnfacpub/110/>
- [14] Hamann, E. T. & England, W.* (2011). Hyphenated Identities as a Challenge to Nation-State School Practice? In S. Vandeyar (Ed.), *Hyphenated Selves: Immigrant identities within education contexts* (pp. 205-213). Netherlands: Rozenburg.
<http://digitalcommons.unl.edu/teachlearnfacpub/109/>
- [13] Hamann, E. T. & Zúñiga, V. (2011). Escolaridad y rupturas cotidianas que enfrenten los alumnos transnacionales en Estados Unidos y México. In V. Zúñiga (Trans.), *La Escuela Incluyente y Justa: Antología Comentada al Servicio de Los Maestros de Nuevo León* (pp. 75-79). Monterrey, México: Secretaría de Educación de Nuevo León.
—Translated and anthologized portion of "Schooling and the Everyday Ruptures Transnational Children Encounter in the United States and Mexico."
- [12] Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2011) Darles la bienvenida a los alumnos transnacionales en las escuelas mexicanas, estudio de un caso. In V. Zúñiga (Trans.), *La Escuela Incluyente y Justa: Antología Comentada al Servicio de Los Maestros de Nuevo León* (pp. 79-81). Monterrey, Mexico: Secretaría de Educación de Nuevo León.
—Translated and anthologized portion of " From Nuevo León to the USA and Back Again: Students in Mexico.
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- [9] Hamann, E. T. (2011). The Anglo Politics of Latino Education: The Role of Immigration Scripts. In D. L. Leal & K. J. Meier (Eds.), *The Politics of Latino Education* (pp. 103-121). New York: Teachers College Press. <http://digitalcommons.unl.edu/teachlearnfacpub/105/>
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—Book won 2008 Outstanding Book Award from the Gustavus Myers Center for the Study of Bigotry and Human Rights.
- [5] Hamann, E. T., (2008). Advice, Cautions, and Opportunities for the Teachers of Binational Teachers: Learning from Teacher Training Experiences of Georgia and Nebraska Teachers in Mexico. In J. González & K. Singh (Eds.), *Second Binational Symposium Resource Book*. Tempe, AZ: Southwest Center for Education Equity and Language Diversity, Mary Lou Fulton College of Education, Arizona State University.
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- [4] Hamann, E. T., (2008). Meeting the Needs of ELLs: Acknowledging the Schism Between ESL/Bilingual and "Mainstream" Teachers and Illustrating that Problem's Remedy. In L. S. Verplaetse & N. Migliacci (Eds.), *Inclusive Pedagogy for English Language Learners: A Handbook of Research-Informed Practices* (pp. 305-316). Mahwah, NJ: Lawrence Erlbaum.
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- [1] Hamann, E. T., Wortham, S., & Murillo, E. G. (2002). Education and Policy in the New Latino Diaspora. In S. Wortham, E. G. Murillo, & E. T. Hamann (Eds.), *Education in the New Latino*

Diaspora: Policy and the Politics of Identity (pp. 1-16). Westport, CT: Ablex.
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OTHER PUBLICATIONS

- [26] Hamann, E. T., Perez, W., & Gallo, S. (2017). *Equity by Design: The Students We Share: US Teachers' Responsibilities Given That Some of Their Students Will Later Go to School in Mexico*. Indianapolis, IN: Midwest and Plains Equity Assistance Center.
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- [25] Hamann, E. T. (2016). *New Immigrant Communities in the Heartland: An Interview with Dr. Ted Hamann. Colorín' Colorado* (a bilingual [web]site for educators and families of English language learners, supported by WETA, Washington DC's PBS affiliate)
<http://www.colorincolorado.org/article/new-immigrant-communities-heartland-interview-dr-ted-hamann>
- [24] Hamann, E. T. & Hopson, R. K. (2015). Series Editors' Foreword. In S. Vandeyar & T. Vandeyar, *The Construction, Negotiation, and Representation of Immigrant Student Identities in South African Schools* (pp. ix-xi). Charlotte NC: Information Age Publishing.
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- [23] Anthropology Education Task Force (T. McCarty, C. Emihovich, E. Hamann, K. Hoerig, D. Homa, J. Schensul, & S. Villenas) (2014). *Anthropology Education: An Investigation into the Teaching of Anthropology in K-12 Classrooms, Museums, Community Colleges, and Teacher Preparation Programs, Final Report*. Unpublished commissioned report to American Anthropological Association (AAA). <http://s3.amazonaws.com/rdcms-aaa/files/production/public/Anthropology-Education-Task-Force-Report-2015-FINAL2.pdf>
- [22] McCarty, T., Brayboy, B., Datnow, A., & Hamann, E. T., (2013). *The Anthropology of Educational Persistence: What Can We Learn from Anthropology to Improve Educational Opportunities and Outcomes for Underserved Students? (Final Report)*. Unpublished, commissioned study for the Education Credit Management Corporation (ECMC).
<http://digitalcommons.unl.edu/teachlearnfacpub/149>
- [21] Ad Hoc K-12 Anthropology C3 Guidelines Committee of the American Anthropological Association (K. Anderson-Levitt, C. Dowdall, C. Emihovich, E. T. Hamann, D. Homa, E. Liebow, T. McCarty, & M. F. Orellana) (2013). Appendix D: Anthropology Companion Document for the C3 Framework. In National Council for the Social Studies (NCSS). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State guidance for enhancing the rigor of K-12 civics, economics, geography, and history* (pp. 77-81). Silver Spring, MD: NCSS. <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>
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- [19] Hamann, E. T. & Hopson, R. K. (2012). Series Editors' Foreword. In M. M. Latta & S. Wunder (Eds.), *Placing Practitioner Knowledge at the Center of Teacher Education: Rethinking the Policy and Practice of the Education Doctorate* (pp. ix-xi). Charlotte NC: Information Age Publishing. <http://digitalcommons.unl.edu/teachlearnfacpub/232>
- [18] Hopson, R. K. & Hamann, E. T. (2012). Series Editors' Introduction: Recentering the Critical in Sociocultural Ethnographic Studies. In P. Buck & R. Silver, *Educated for change? Muslim refugee women in the West* (pp. xxiii-xxv). Charlotte, NC: InfoAge Publishing.

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- [16] Hamann, E. T., & Reeves, J. (2008). *Accessing High-Quality Instructional Strategies*. Report for California's Superintendent of Public Instruction, Jack O'Connell, requested by California's P-16 Council through the University of California-Davis' Center for Applied Policy in Education. <http://education.ucdavis.edu/post/connecting-dots-closing-gap>
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- [14] Hamann, E. T., (2007). Strong middle bolsters new law focusing on learning community. *Omaha World-Herald* (Nov. 10; print edition).
- [13] Hamann, E. T., Anderson, K., Levinson, B. A. U., Cannella, C., Pollock, M., & Wright, S. (2007). *Educational Policy as a matter for Anthropologists' Scholarly and Applied Engagement: Report of the Council on Anthropology and Education's ad hoc committee on educational policy*. Unpublished. http://www.aaanet.org/sections/cae/wp-content/uploads/2011/10/CAE_AdHoc_Committee_Anthropological_Engagement.pdf
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- [10] Meltzer, J., & Hamann, E. T. (2006). Double-Duty Literacy Training. *Principal Leadership* 6(6): 22-27.
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- [7] Hamann, E. T., & Lane, B., (2004). The Role of State Departments of Education in Comprehensive School Reform. *Benchmarks* 5(Spring). (*Benchmarks* was the quarterly newsletter of the National Clearinghouse on Comprehensive School Reform and was reviewed/approved by IES.) <http://digitalcommons.unl.edu/teachlearnfacpub/44/>
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- [4] Hamann, E. T., Lane, B., & Hudak, M., (2001). *CSRD Roll-out in Maine: Lessons From a Statewide Case Study*. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University. <http://digitalcommons.unl.edu/teachlearnfacpub/46/>

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- [2] Hamann, E. T., Zuliani, I., & Hudak, M., (2001). *English Language Learners, the Comprehensive School Reform Demonstration Project, and the Role of State Departments of Education*. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University. <http://digitalcommons.unl.edu/teachlearnfacpub/48/>
- [1] Hamann, E. T. (1997). Georgia On the Fault Line? Looking at the Education of Latinos Statewide. *Research Applications* 6(1): 1-2,6-8. (Research Applications was published by the Center for Applied Research, in Anthropology, Dept. of Anthropology & Geography, Georgia State University)

BOOK REVIEWS

- 2005 [8] Book Review of "The Culture of Education Policy" (by Sandra J. Stein) for the *Journal of Educational Change* 6(2): 195-200. <http://digitalcommons.unl.edu/teachlearnfacpub/66/>
- 2005 [7] Book Review of "Coming of Age in U.S. High Schools: Economic, Kinship, Religious, and Political Crosscurrents." (by Annette Hemmings) for *Anthropology and Education Quarterly*. http://www.aaanet.org/sections/cae/aeq/br/Hemmings_36_1.htm
- 2004 [6] *Practitioner Sensibility and the Negotiation of Contradictory School Reforms*. Book Review of "Changing Classes: School Reform and the New Economy." (by Martin Packer) for *Mind, Culture, and Activity* 11(2):163-165. <http://digitalcommons.unl.edu/teachlearnfacpub/65/>
- 2002 [5] Book Review of "Learning and Not Learning English: Latino Students in American Schools" (by Guadalupe Valdés) for *Anthropology and Education Quarterly*. <http://www.aaanet.org/sections/cae/aeq/br/valdes2.htm>
- 2002 [4] Book Review of "Schooling the Symbolic Animal: Social and Cultural Contexts of Education" (edited by Bradley A.U. Levinson, et al.) for *Teachers College Record* 104(1). <http://digitalcommons.unl.edu/teachlearnfacpub/67/>
- 2001 [3] Book Review of "Children of Immigration" (by Carola Suárez-Orozco and Marcelo Suárez-Orozco) for *Anthropology & Education Quarterly* http://www.aaanet.org/sections/cae/aeq/br/suarez_orozco2.htm
- 2000 [2] Book Review of "On the Border of Opportunity: Education, Community, and Language at the U.S. — Mexico Line." (by Marleen C. Pugach) for *Anthropology & Education Quarterly* <http://www.aaanet.org/sections/cae/aeq/br/pugach.htm>
- 1999 [1] *Moving Beyond Dichotomies to Outline Discourse Strategies in a Transnational Community*. Book Review of "Close to Home: Oral and Literate Practices in a Transnational Mexicano Community" (by Juan C. Guerra) for *Linguistics and Education*, 10: 237-240. <http://digitalcommons.unl.edu/teachlearnfacpub/64/>

GRANT WRITING / FUNDED RESEARCH (ALL FUNDED OR PENDING)

- 2017 Program Co-leader (with Guy Trainin), Student Scholarship Support for Comparative Education/Mixed-Methods Education Research South Africa Travel-Study. College of Education and Human Sciences (CEHS) and Department of Teaching, Learning & Teacher Education (TLTE), University of Nebraska-Lincoln. (\$16,000)

- 2016 Equity Fellow (Oct. 2016-Sept. 2022), Midwest and Plains Equity Assistance Center, Great Lakes Equity Center, Indiana University School of Education, Indianapolis, IN (\$125,000)
- 2016 Principal Investigator (with Guy Trainin), *Technology Education in South African Schools*. International Seed Grant, College of Education and Human Sciences (CEHS), University of Nebraska-Lincoln. (\$6,000)
- 2014 Principal Investigator, *When Mexico Meets Myanmar in Marshalltown*, a subgrant from the Dept. of Teaching, Learning, & Teacher Education's University Department Teaching Award to develop teacher education cases related to schooling of refugees. (\$4,800)
- 2013 Co-PI, *Evaluation of Omaha Collaborative for Equitable Schools*, a partnership between Omaha Public Schools, the National Education Association Foundation, and the Sherwood Foundation. (\$336,008 total contract; work continues through 2016)
- 2013 Program Co-leader (with Theresa Catalano), Student Scholarship Support for Comparative Education/Mixed-Methods Education Research South Africa Travel-Study. College of Education and Human Sciences (CEHS), University of Nebraska-Lincoln. (\$20,000)
- 2013 Principal Investigator (with Theresa Catalano and John Creswell), *Travel-Study in South Africa – A July 2013 Learning Opportunity*. International Seed Grant, College of Education and Human Sciences (CEHS), University of Nebraska-Lincoln. (\$5,950)
- 2012 Affiliated Researcher, *Los que retornan de Estados Unidos a México: trayectorias de repatriación voluntaria y deportación*. A research proposal from the Universidad de Monterrey to the Consejo Nacional de Ciencia y Tecnología (CONACYT), Fondo Sectorial de Investigación Científica Básica (1,817,000 Mex. Pesos = \$136,258 USD)
- 2012 Principal investigator, *Schooling, International Migration, Race, and Identity: Institutionalizing an Emergent Partnership with the University of Pretoria*. International Seed Grant, College of Education and Human Sciences (CEHS), University of Nebraska-Lincoln. (\$6,000)
- 2012 Visiting Scholar Grant. Secured funding to have University of Minnesota educational anthropologist, Dr. Peter Demerath, visit UNL, make a public presentation, and be a guest of my TEAC 887 "Effecting High School Improvement" class. Research Council, University of Nebraska-Lincoln. (\$600)
- 2011 Principal investigator, TEAC 331 School and Society Redevelopment Grant (to Create a Dedicated On-line Section for Nebraska Undergraduates Traveling Abroad). Extended Education & Outreach, University of Nebraska-Lincoln. (\$3,000)
- 2011 Principal investigator, *Globalizing a Focus on Transnational Students: A Binational Exchange with Dr. Saloshna Vandeyar of South Africa*. International Seed Grant, College of Education and Human Sciences (CEHS), University of Nebraska-Lincoln. (\$4,500)
- 2011 Co-principal investigator, *Advancing the Partnership with the Escuela Normal Miguel F. Martinez: Hosting Visits by Elementary Student Teachers*. International Seed Grant, CEHS, University of Nebraska-Lincoln. (\$5,000)
- 2010 Principal investigator, *Advancing Higher Education Partnerships in Mexico*. International Seed Grant, CEHS, University of Nebraska-Lincoln. (\$6,000)

- 2009 Co-investigator, *Diagnóstico de alumnos transnacionales en el estado de Puebla*. Collaboratively funded by Mexico's Secretaría de Educación Pública Proyecto de Educación Básica sin Fronteras, by the Secretaría de Educación del Estado de Puebla, Subsecretaría de Educación Básica Programa Binacional de Educación Migrante (PROBEM), and limited matching funds from the Universidad de Monterrey. (\$97,000)
- 2008 Co-author, Faculty Leadership in Writing Initiative: Kelly II Grant. Office of the Senior Vice Chancellor of Academic Affairs, University of Nebraska-Lincoln. (\$22,000)
- 2008 PI (on subcontract), *Assessing High-Quality Instruction Strategies*, Report for California's Superintendent of Public Instruction, Jack O'Connell, requested by California's P-16 Council through the University of California-Davis' Center for Applied Policy in Education. (\$25,000)
- 2007 Lead author, *TLTE's Undergraduate Program Assessment and General Education Reform*. Initiative on Teaching and Learning Excellence, Office of the Senior Vice Chancellor of Academic Affairs, University of Nebraska-Lincoln. (\$8,000)
- 2006 Co-host at UNL of Dr. Paul Kellstedt (Dept. of Political Science on Texas A&M University) *Texas A&M Big 12 Faculty Fellowship: Race and Media Framing in the Omaha Redistricting Controversy*. (\$1,039)
- 2006 Author, Maude Hammond Fling Faculty Research Fellowship, for *Revisiting Brown v. Board of Education: The Negotiation of Race, Place, and Educational Opportunity in Metro Omaha*. University of Nebraska-Lincoln: Office of Research and Graduate Studies. (\$7,500)
- 2006 Co-Author, *Schooling In Nebraska's Demographically Transitioning Communities: One Campus Many Views Grant*. Initiative on Teaching and Learning Excellence, Office of the Senior Vice Chancellor of Academic Affairs, University of Nebraska-Lincoln. (\$15,000)
- 2005 Lead Author, *Big 12 Faculty Fellowship* from University of Nebraska-Lincoln to collaborate in Spring 2006 with Drs. Socorro Herrera and Kevin Murry at Kansas State University. (\$2,500)
- 2004 Second Author/Investigador Asociado, *MIGRACIÓN INTERNACIONAL, TRAYECTORIAS ESCOLARES Y POBREZA: inclusión/exclusión en las escuelas mexicanas y transnacionalismo de los menores migrantes mexicanos*. A research proposal from the Universidad de Monterrey to the Consejo Nacional de Ciencia y Tecnología (CONACYT), Fondo Sectorial de Investigación Científica Básica 2003 (972,000 Mexican pesos = \$85,000)
- 2003 Lead Author, *The Promise and Legacy: 50 Years After Brown v. Board of Education*. A seminar proposal to the Wayland Collegiums at Brown University on behalf of the Center for the Study of Race and Ethnicity in America. (\$12,500)
- 2003 Lead Author, *Improving Communication Between Brown University and Providence Public Schools*. A study group proposal to the Wayland Collegiums at Brown University on behalf of the Education Alliance. (\$4,000)
- 2000 Contributing Author, *Technical Proposal: Northeast and Islands Regional Educational Laboratory* to Office of Educational Research and Improvement (OERI), U.S. Dept. of Education (\$38 million over five years)
- 1997 Lead Author, Dalton (GA) Public Schools, *Title VII—Systemwide Bilingual Education* grant. (\$500,000 over five years)

- 1997 Lead Author, Center for Applied Research in Anthropology, Georgia State University Application to the Georgia Humanities Council for support of workshops on improving Georgia schools' responsiveness to Latino students and parents. (\$8,770)
- 1993 Grant Writer, Section 322 + Section 353 Adult Basic Education Grants, Kansas State Board of Ed., Topeka, KS, *Funding for Harvest America's Family Reading Program*. (\$14,100)
- 1992 Grant writer, Kansas Alliance for Literacy, *Supplementary Funding for Harvest America's Family Reading Program*. (\$5,820)

PRESENTATIONS (INCLUDES 'ACCEPTED' FORTHCOMING PRESENTATIONS)

* indicates [former] student coauthor

- Nov. 2017 [215] Flash Presenter/Panelist, *How Might We Put CAE Skills and Connections to Work in the Post-Election Environment? A Dialogue*. American Anthropological Association (AAA) annual meeting, Washington DC
- Nov. 2017 [214] Paper presenter, *Mixed Methods vs. Mixing Methods*. AAA annual meeting, Washington DC
- 2017 [213] Workshop presenter (with Guy Trainin, Lindsey Scheinhost, and Jenelle Reeves), *The Potency of Travel-Study as a Learning Vehicle for EdD Students Who Are Full-Time Practitioners*. Carnegie Program for the Educational Doctorate (CPED) Learning Exchange. Oakland, CA
- 2017 [212] Session Organizer, *Crossing Epistemological and Methodological Borders/Cruzar Fronteras Epistemológicas y Metodológicas*. 14th Inter-American Symposium on Ethnography and Education, El Paso, TX / Ciudad Juarez, CHIH, Mexico
- 2017 [211] Paper Presenter/Coauthor (with Víctor Zúñiga, Juan Sánchez García, and Amanda Morales), *What American Teachers Need to Know About Mexican Schools*. 14th Inter-American Symposium on Ethnography and Education, El Paso, TX / Ciudad Juarez, CHIH, Mexico
- 2017 [210] Paper presenter, *Problems of Practice as Stance*. Writing Fellows closed session, Carnegie Project on the Education Doctorate (CPED) semi-annual convening. University of Pittsburgh, Pittsburgh, PA
- 2017 [209] Paper presenter, *Mapping the Transnational Great Plains: When Place-Based Education Accounts for Plural Places*. 2017 Great Plains Symposium, Center for Great Plains Studies, University of Nebraska-Lincoln, Lincoln, NE
- 2017 [209] Keynote, *Si los alumnos son binacionales, Debemos pensar en una pedagogía binacional*. Foro Binacional de Educación Intercultural y formación docente. Tijuana, BC, México
- 2017 [208] Session organizer, *Equal Schooling and Transnational Lives*. "Childhoods in Motion: Children, Youth, Migration, and Education Conference," Anthropology of Children and Youth Interest Group (ACYIG), Los Angeles, CA
- 2017 [207] Paper coauthor (with Jennifer Stacy*), *Adults Deserve High Quality Education Too: Postnationalism as Means to Effective Practices in Family Literacy*. "Childhoods in Motion: Children, Youth, Migration, and Education Conference," ACYIG, Los Angeles, CA

- 2017 [206] Paper coauthor (with Jessica Mitchell-McCollough*), *Schools as Imperfect Sites of Welcome*. "Childhoods in Motion: Children, Youth, Migration, and Education Conference," ACYIG, Los Angeles, CA
- 2017 [203-5] Workshop presenter (3X by video) *Efectos de la Migración en la Educación Básica: Planteamientos de Maestros sobre los Alumnos Migrantes en Escuelas Mexicanas*. (Made three two-hour presentations variously to teachers and teacher educators in Mexicali, Ensenada, and Tijuana (all in Baja California) México
- 2016 [202] Paper presenter and coauthor (with Thiru Vandeyar), *What Does an Anthropologist of Educational Policy Do? Methodological Considerations*. AAA annual meeting, Minneapolis, MN
- 2016 [201] Panelist, *Engaging Small, Silenced, and Sacred Data in a Big Data World*. AAA Committee on Public Policy. AAA annual meeting, Minneapolis, MN
- 2016 [200] Non-presenting paper coauthor (with Jessica Sierk*), *The State as Exacerbating or Ameliorating Agent: Anthropologizing State Department of Education Efforts to Improve School Outcomes*. AAA annual meeting, Minneapolis, MN
- 2016 [199] Discussant, *Speaking Out Our Minds: Designing Dialogues with Youth for School and Community Transformation*. AAA annual meeting, Minneapolis, MN
- 2016 [198] Invited Panelist (in Spanish), *Platica: Intercambio de Experiencias*. Escuela Normal "Miguel F. Martínez. Monterrey, Mexico
- 2016 [197] Invited Panelist, *The Teachers We Have; The Teachers We Need*. 2016 Invitational Binational Symposium "The Students We Share/Los Estudiantes que Compartimos." University of California-Mexico Education Initiative. Mexico City, Mexico
- 2016 [196] Lecture, *Travel-Study as Liminal Experience: Or Why It's Powerful to Travel 10,000 Miles To Then Go To the Zoo*. University of Pretoria. Pretoria, South Africa
- 2015 [195] Invited presenter, *Education in the 'New-ish' Latino Diaspora*. Grow Grand Island: Cultural Engagement & Understanding Workshop. Grand Island, NE
- 2016 [194] Paper presenter and coauthor (with Jessica Mitchell-McCollough*), *Schools as Imperfect Sites of Welcome — Evidence from the United States and Mexico*. International Association for the Study of Forced Migration (IASFM) 16th IASFM Conference, Poznan, Poland
- 2016 [193] Plenary keynote presenter, *Education in the 'New-ish' Latino Diaspora: A Research and Praxis Agenda for the Next 10 Years*. Cambio de Colores: Latinos in the Heartland: Building Bridges, Dialogue, and Opportunity conference. University of Missouri, Columbia, MO
- 2016 [192] Invited Panelist, *Schooling and Indigenismo in Mexico: The Contrasting Visions of Moisés Sáenz, Rafael Ramírez, and Elena Torres*. Educación en las Américas: Saberes y Perspectivas/Education in the Americas: Knowledges and Perspectives. Teachers College, Columbia University, New York, NY
- 2016 [191] Paper presenter, *Competing Agendas: Moisés Sáenz as Indigenist, Nationalist, and/or Modernist*. Latin American Studies Association (LASA) 2016 Congress, New York, NY

- 2016 [190] Keynote, *It's Not the 'Best' College; It's the 'Best' College for You*. Duke Talent Identification Program, University of Nebraska-Lincoln, Lincoln NE
- 2016 [189] Discussion leader, *Education of Indigenous Groups in Mexico*. University of California's Binational Symposium on the Education of Mexican Indigenous Students. Oaxaca, OAX, México
- 2016 [188] Paper Co-author (with Emily Manning*), *FCS Teachers, English Learners, and a Neglected Democratic Corner of High School*. American Educational Research Association (AERA) annual meeting. Washington, DC
—Emily was an undergraduate pre-service Family and Consumer Science (FCS) Teacher and this paper was a product of her UCARE project.
- 2016 [187] Paper presenter, *Applied-ish Anthropology: How Anthropologists in Academia but Outside Anthropology Programs Could Revitalize Our Discipline*. Society for Applied Anthropology (SfAA) annual meeting, Vancouver, Canada.
- 2016 [186] Invited presenter, *Pondering a California Emigration Semester*. Occidental College, Los Angeles, CA
- 2016 [185] Invited presenter, *Contradictory Ends of American Education (And the Complexity of Promoting Civic Engagement)*. Study of the U.S. Institute on Civic Engagement (SUSI). Lecture to 20 African higher education students brought to campus with a U.S. State Department grant. University of Nebraska-Lincoln
- 2015 [184] Award recipient presentation, "Of Both or Neither? The School Challenges of Connecting U.S./Mexican Children to Their Binational World." Anthropology in Public Policy Award ceremony, American Anthropological Association (AAA) annual meeting, Denver CO
- 2015 [183] Presenter, *Making Anthropology Matter: Confronting Challenges and Creating Opportunities in Anthropology Education*, AAA annual meeting, Denver CO
- 2015 [182] Discussant, *Encountering Culture: Imaginaries of and by Global Youth*. AAA annual meeting, Denver CO
- 2015 [181] Invited presenter, *American Schooling and Diversity: An Awkward (and Sometimes Well-intended) History*. Visiting German Fulbright scholars group. University of Nebraska-Lincoln
- 2015 [180] Book talk (with Stanton Wortham and Regina Cortina), *Revisiting Education in the New Latino Diaspora*, Teachers College, Columbia University, New York, NY
- 2015 [179] Keynote address, *Epistemology: Really, That's a Word That You Should Know*. Opening Convening of UCARE [Undergraduate research] Program, University of Nebraska-Lincoln.
- 2015 [178] Paper presenter and coauthor (with Víctor Zúñiga), *With Common Neighbors (Education and Migration): Anthropological and Sociological Collaboration Across Fences*. World Council of Anthropological Associations (WCAA) Roundtable, International Union of Anthropological and Ethnological Sciences (IUAES) Inter-congress 2015. Bangkok, Thailand

- 2015 [177] Discussant, *The South is different: Preparing teachers to work with English learners in the Southeastern U.S.* AERA annual meeting. Chicago, IL
- 2015 [176] Panelist, *What Reviewers Want You to Know: The Dos and Don'ts of Writing Successful AERA Research Conference Proposals (organized by Division G Graduate Students)*. AERA annual meeting. Chicago, IL
- 2015 [175] Paper co-author (with William England*), *Making Difficult Conversations Easier: Engaging High Latino Enrollment Nebraska High Schools in Inter-School Communication About Successes*. AERA annual meeting. Chicago, IL
- 2015 [174] Invited presenter (in Spanish), *Moisés Sáenz. Vigencia de su legado* (book publication celebration). Escuela Normal Superior 'Moisés Sáenz', Monterrey, NL, México.
- 2015 [173] Presenter, *Contradictions and Discontinuities in American Schooling (And How They Pertain to Civic Engagement)*. Study of the U.S. Institute on Civic Engagement (SUSI). Lecture to 20 African higher education students brought to campus with a U.S. State Department grant. University of Nebraska-Lincoln.
- 2014 [172] Discussant, *Producing Diaspora: Language and Identity in Educational Settings Across Newer and Longstanding Latino Diasporic Communities*. AAA annual meeting. Washington, DC
- 2014 [171] Brown bag-lunch presentation, *Content Area Literacy as a Means to Bridge the ESL/'Mainstream' Teacher Divide*. Dept. of Curriculum & Instruction, University of Texas-Austin. Austin, TX
- 2014 [170] Paper co-author (with Juan Sánchez García) *Migración escolar México-Estados Unidos: Una visión desde los maestros mexicanos*. XXI Congreso Nacional de Geografía Monterrey 2014. Monterrey, NL, México.
- 2014 [169] Presentation (in Spanish), *La perspectiva intelectual de Moisés Sáenz: ¿está vigente su legado?* Escuela Normal Superior 'Moisés Sáenz', Monterrey, NL, México.
- 2014 [168] Paper co-author (with Aprille Phillips*) *How Helpful Is the Concept 'Third Culture Kids'? School Affinities and New Geographies with Four 'Sort-of' Dominicans*. EASA 2014 (European Association of Social Anthropologists' biennial meeting). Tallinn, Estonia
- 2014 [167] Paper co-author (with Víctor Zúñiga) *Going to a home you've never been to: The return migration of Mexican and American-Mexican children*. Part of invited session: Return Migration from the United States to Latin America. Population Association of America annual meeting. Boston MA
- 2014 [166] Paper co-author (with Víctor Zúñiga and Juan Sánchez García) *Comparing the American and Mexican (Non)Responses to the Large-Scale Presence of U.S. Citizen Children in Mexican Schools*. 10th Joint Area Centers Symposium: Children and Globalization: Issues, Policies and Initiatives - University of Illinois at Urbana-Champaign.
- 2014 [165] Paper co-author (with Juan Sánchez García) *Mexican Transnational Students' Thinking About Higher Education: Implications for Practice and Policy*. AERA annual meeting. Philadelphia, PA
- 2014 [164] Presenter, *Pre-Talk [in advance of] Yong Zhao's E.N. Thompson Forum Lecture "Catching Up or Leading the Way."* Lincoln, NE

- 2014 [163] Paper presenter and coauthor (with Theresa Catalano and Jenelle Reeves) *Designing International Travel-Study: Reflections on Experience*. Comparative and International Education Society (CIES) annual conference. Toronto, Canada.
- 2014 [162] Paper presenter and coauthor (with Theresa Catalano) *Comparative Education Through Travel Study: A Consideration of Student Expectations and Experiences*. CIES annual conference. Toronto, Canada.
- 2014 [161] Presenter, *Equity, Excellence, and Local Control: Three Not Fully Reconciled Impulses That Shape American Schooling*. Study of the U.S. Institute on Civic Engagement (SUSI). Lecture to 20 African higher education students brought to campus with a U.S. State Department grant. University of Nebraska-Lincoln.
- 2013 [160] Presenter (in Spanish), *Cuando México Se Encuentra Myanmar en Marshalltown*. Seminario Inter-institucional: Migración Internacional, Escuela, Familia, y Retorno. IIIIPE, Monterrey, NL, México
- 2013 [159] Event Organizer, *The Study and Practice of Education in Greater Chicago and Around the World*. Half-day, publically accessible, special event for teachers, the public, and scholars at Chicago's Field Museum. AAA annual meeting. Chicago, IL
- 2013 [158] Session Organizer (with Norma Gonzalez) and paper co-presenter (with Juan Sánchez García) *Identifying the Anthropological in the Mixed Methods Study of Transnational Students in Morelos Mexico*, as part of the invited session "Reconciling Transnational Publics and Transnational Subjects: The Anthropology of Students Who Attend School in Two Countries." AAA annual meeting. Chicago, IL
- 2013 [157] Paper coauthor (with Lauren Gatti) *Learning to Teach Within a Neoliberal Context*. AAA annual meeting. Chicago, IL
- 2013 [156] Paper coauthor (with Martina Barinova*) *Classroom in Rural Nicaragua: Improving Learning Conditions and Teaching Strategies Applied in a Developing Country Classroom*. AAA annual meeting. Chicago, IL
- 2013 [155] Peer Facilitator, The NEA Foundation 7th Annual Cross-Site Convening. Washington, DC
- 2013 [154] Paper coauthor (with Jenelle Reeves and Seungbok Lee). *Teacher Learning by Travel: Gauging the Effects of Study Abroad in South Korea on U.S. Teachers' Development*. International Conference on Educational Research, Seoul, South Korea.
- 2013 [153] Presentation, *In the Event of a Raid: Schooling Lessons Seven Years Later from Four School Districts Impacted by ICE Raids*. University of Colorado-Boulder
- 2013 [152] Presentation, *Expected and Unexpected Challenges of K-12 Students' US/Mexico Transnationalism*. Brigham Young University. Provo, UT
- 2013 [151] Presenter and coauthor (with Víctor Zúñiga and Juan Sánchez García), *Identifying the Ethnographic in a Mixed Methods Study of Transnational Students in Mexican Schools*. XIII Inter-American Symposium on Ethnographic Research in Education XIII. University of California-Los Angeles (UCLA). Los Angeles, CA
- 2013 [150] Presenter and coauthor (with Katherine Richardson Bruna and Jenelle Reeves), *Messying Cultural Models: Majority, Minority, and Migratory Meanings in ICE Raids Media*.

- XIII Inter-American Symposium on Ethnographic Research in Education. UCLA. Los Angeles, CA
- 2013 [149] Presenter, *Considering Transnational Students in Mexican Schools*. Brown Bag Lunch. School of Education. University of Arizona, Tucson AZ.
- 2013 [148] Guest presenter in Dr. Norma González' "Education and Anthropology" class, *Identifying the Ethnographic in a Mixed Methods Study of Transnational Students in Mexican Schools*. University of Arizona, Tucson AZ.
- 2013 [147] Co-presenter (with Jenelle Reeves), *Effective Uses of Blogging with Students*. TechEDGE symposium. University of Nebraska-Lincoln, Lincoln, NE
- 2013 [146] Presenter and coauthor (with Margaret Macintyre Latta and Susan Wunder), *The Ed.D. As Investment in Professional Development: Cultivating and Affirming Practitioner Knowledge, Sensibilities, and Capacities through Inquiry*. AERA annual meeting. San Francisco, CA
- 2013 [145] Session Organizer and chair, *The Other Side of the Stalled DREAM Act*. AERA annual meeting. San Francisco, CA
- 2013 [144] Paper presenter (second author with William England*), *GIS and Education Policy: Mapping "At Risk" Areas of a Metropolitan School District as a Means for School Improvement*. AERA annual meeting. San Francisco, CA
- 2013 [143] Presenter and coauthor (with Víctor Zúñiga), *Celebrating and Problematizing the Interdisciplinary Field of Immigration and Education: The Case of Transnational Students*. AERA annual meeting. San Francisco, CA
- 2013 [142] Paper presenter (second author with Estefania Larsen*), *Students' Perspectives on Math, Science, and Technology Education Between Mexico and the United States*. AERA annual meeting. San Francisco, CA
- 2013 [141] Invited presenter, *If We Want All Students to Reach High Standards: Thinking About ELLs and Content Area Literacy*. Project LEAD, University of Texas-El Paso, El Paso, TX
- 2013 [140] Invited presenter, *The ESL/'Mainstream' Teacher Divide: Why the History of Schooling ELLs Inhibits Practice*. Project LEAD, University of Texas-El Paso, El Paso, TX
- 2013 [139] Paper presenter, *Considering the 'New Latino Diaspora' and School District Consolidation*. School Consolidation in the Great Plains: Efficiencies, Change, and Community Identity, University of Nebraska Center for Great Plains Studies annual symposium. Kearney, NE
- 2013 [138] Presenter, *Blended Learning as Descriptor and Generative Metaphor*. Blended Learning Colloquium, Office of Online and Distance Education, UNL, Lincoln, NE
- 2013 [137] Presenter, *The Role of School and Media in Shaping Who Belongs*. At the Immigration in a Changing World: Identity, Citizenship, and Belonging Conference. Iowa State University and Facing History and Ourselves. Ames, IA
- 2012 [136] Paper presenter and Session Co-organizer, *Xenophobia, Disquiet, or Welcome? Community Sense-making and Related Educational Environments in the New Latino Diaspora* (with Janet Eckerson* and Tricia Gray*). Part of Invited Session: "Comparing

- Diverse and Emergent Responses to Newcomers Across the New Latino Diaspora." AAA annual meeting. San Francisco, CA
- 2012 [135] Discussant, *The Anthropology of Policy in Education: Advancing new Ethnographic Approaches for Studying Education Policy Worlds*. AAA annual meeting. San Francisco, CA
- 2012 [134] Keynote speaker (in Spanish), *Pensando en los alumnos transnacionales en las escuelas mexicanas*. Coloquio "Alumnos Transnacionales": Componente de Profesionalización docente del proyecto nacional educación básica sin fronteras. Tijuana, BC, México.
- 2012 [133] Invited Workshop Leader (in Spanish), *Taller: Rupturas*. Coloquio "Alumnos Transnacionales": Componente de Profesionalización docente del proyecto nacional educación básica sin fronteras. Tijuana, BC, México.
- 2012 [132] Invited Workshop Leader, *Constructing a Learner-Centered Syllabus*. Campus-wide Workshops for Graduate Teaching Assistants. UNL, Lincoln, NE
- 2012 [131] Paper presenter, *Viewing Newcomers as Parents, Children, and Students: Under-acknowledged Discourses of Latino Inclusion from Flyover Country*. LASA 2012 Congress. San Francisco, CA
- 2012 [130] Discussant, *Through the Looking Glass: Education and the Nation-State*. LASA 2012 Congress. San Francisco, CA
- 2012 [129] Paper presenter, *Transnational Migration and Schooling: Towards a Taxonomy Using Cases from North America and South Africa*. AERA annual meeting. Vancouver, BC, Canada
- 2012 [128] Paper presenter (with Saloshna Vandeyar and Janet Eckerson*), *Rural Latino high school students considering identity and belonging through comparative study of newcomer youth in South Africa*. AERA annual meeting. Vancouver, BC, Canada
- 2012 [127] Invited Panelist, "abUsed: The Postville Raid" Movie Talk, Friends of the Mary Reipsma Ross Media Arts Center, Lincoln, NE
- 2011 [126] Discussant, Invited Session: *Toward an Ethnography of (Un)Accountability: Race, High-Stakes Testing, and the Anthropology of Public Policy*. AAA annual meeting.
- 2011 [125] Invited address: *School and Community Responses to Demographic Change: Do American Experiences Have Implications for South Africa?* University of Pretoria. Pretoria, South Africa.
- 2011 [124] Keynote address (in Spanish): *Imaginando Que Los Dos Países Quisieran a Sus Alumnos Transnacionales*. 'III Encuentro Internacional: Migración y Niñez Migrante.' Hermosillo, Sonora, México.
- 2011 [123] Session organizer and chair, *Revisiting Education in the New Latino Diaspora* (Hispanic SIG). AERA annual meeting, New Orleans, LA
- 2011 [122] Paper presenter and Session organizer, *Transnational Academic Trajectory as National Critique: Three Cases*. Session: "The Insistence of Transnational Biography: Implications for Both Countries of Binational Movement of Students from the U.S. to Mexico" (International Relations Committee). AERA annual meeting, New Orleans, LA

- 2011 [121] UNL Convener and local panelist, Latino Education and Advocacy Days Summit. (Day-long broadcast originating from California State University-San Bernardino)
- 2011 [120] Invited Panelist, "Waiting for Superman" Movie Talk, Friends of the Mary Reipsma Ross Media Arts Center, Lincoln, NE
- 2011 [119] Invited Presenter, *Impact of Hispanic Migration to Nebraska*. Malaika [Foundation] Ambassadors for Global Education meeting. Lincoln, NE
- 2010 [118] Paper presenter, *Third Culture Kids or Marginalized Future Obreros: A Consideration of Transnational Students in Mexican Schools and What 'We' Might Want for Them*. (with Víctor Zúñiga and Juan Sánchez García). AAA annual meeting, New Orleans, LA
- 2010 [117] Presenter and coauthor (with Juan Sánchez García, Víctor Zúñiga, and Anabela Sánchez), *When Children Are Your Best Source: Reflections on Methodological Challenges in the Study of Transnational Students in Mexican Schools*. 'The Doors of Perception: Viewing Anthropology through the Eyes of Children' Conference. Amsterdam, Netherlands
- 2010 [116] Presenter and coauthor (with Juan Sánchez García, Víctor Zúñiga, and Anabela Sánchez), *What the Youngest Transnational Students Have to Say: An Analysis of What 6, 7, and 8 year-olds in Mexico Had to Say about Their Transition from U.S. Schools to Mexican Ones*. 'The Doors of Perception: Viewing Anthropology through the Eyes of Children' Conference. Amsterdam, Netherlands
- 2010 [115] Presenter, *What If My Student(s) Someday Go Back to Mexico?* 7th Annual Latino/Hispanic Education Summit. La Vista, NE
- 2010 [114] Invited Presenter (in Spanish), *La educación escolar Estados Unidos*. Reunión de balance, planeación y formación del Proyecto Educación Básica sin Fronteras de la Secretaría de Educación Pública. México City, DF
- 2010 [113] Invited presenter, *Schooling, National Affinity(ies), and Transnational Students in Mexico*. Hyphenated Selves: Construction, Negotiation and Mediation of Immigrant Identity within schools: Transnational Experiences Conference. University of Pretoria, Pretoria, South Africa (Paper presented by Saloshna Vandeyar)
- 2010 [112] Invited Presenter, *Binational Research and Collaborations: First Steps*. The Students We Share: New Research from the United States and Mexico Conference. Mexico City, DF
- 2009 [111] Paper co-presenter (with Katherine Richardson Bruna) *To the End(s) of the World and Back Again: Multiculturalism and Transnational Education*. AAA annual meeting, Philadelphia, PA
- 2009 [110] Panelist, *CAE CAN! Envisioning a Collaborative Analysis Network in CAE*. AAA annual meeting, Philadelphia, PA
- 2009 [109] Invited presenter, *The Limitations of Place and Belonging As the Rational for Educational Responsiveness to Newcomer Students in the New Latino/a Diaspora*. Considering the Missions of Latino/a Education in the New Latino Diaspora. The First Triennial Conference on Latino Education and Immigrant Integration. Athens, GA: University of Georgia.

- 2009 [108] Invited presenter (with 4 others), *Highlights from the (forthcoming) Handbook of Latinos and Education: profiling the scope and terrain of academic inquiry*. The First Triennial Conference on Latino Education and Immigrant Integration. Athens, GA: University of Georgia.
- 2009 [107] Invited presenter, Authors meet critics panel on the book (with Patricia Gándara, Michael Rendell, and Víctor Zúñiga), "Alumnos Transnacionales: Escuelas Mexicanas Frente a la Globalización." Lecture hosted by the Migration Study Group and the Center for Mexican Studies, University of California Los Angeles.
- 2009 [106] Meet-the-authors presentation (with Víctor Zúñiga), *Alumnos transnacionales: Las escuelas mexicanas frente a la globalización*. Charter College of Education, California State University-Los Angeles
- 2009 [105] Invited Presenter, *New Nebraskans and The Educational Response*. Going Global: A Symposium on Educational Strategies for International Learning in Nebraska Conference. (Sponsored by the Malaika Foundation) Kearney, NE.
- 2009 [104] Paper co-presenter (with Víctor Zúñiga and Juan Sánchez García), *Comparing Mexican Transnational Students' School Experiences in the U.S.* AERA Annual Meeting. San Diego, CA
- 2009 [103] Discussant, *Ambivalence and Flexibility in One Latino Diaspora Town*. AERA Annual Meeting. San Diego, CA
- 2009 [102] Invited presenter (with Víctor Zúñiga and Adam Sawyer), *Return Migration, Remittances, and Implications for Schooling in Mexico: Two Cases*. Center for Comparative Immigration Studies, University of California-San Diego.
- 2009 [101] Invited lecture, *Conceptualizing (Un)Documented Children and (Un)Documented Adults*. Immigration: Strategies for the 21st Century Conference. University of North Texas, Denton, TX
- 2009 [100] Book co-presenter (with Víctor Zúñiga and Juan Sánchez García), Recognition of Authors for "Alumnos Transnacionales: Escuelas Mexicanas Frente a la Globalización." *Taller de Formación de Docentes en Atención Educativa a Población Infantil Migrante Con Experiencia Escolar México-EUA*. Proyecto Educación Básica sin Fronteras, Subsecretaría de Educación Básica. Mexico City, DF, Mexico.
- 2009 [99] Workshop presenter (with Víctor Zúñiga and Juan Sánchez García) (in Spanish), *Taller de Formación de Docentes en Atención Educativa a Población Infantil Migrante Con Experiencia Escolar México-EUA*. Proyecto Educación Básica sin Fronteras, Subsecretaría de Educación Básica. Mexico City, DF, Mexico.
- 2009 [98] Invited lecture, *The Challenge of U.S./Mexico Transnationalism to the Linkage Between Schooling and Democracy*. Nebraska Colloquium Honors Forum. University of Nebraska-Lincoln. (Available at: <http://nebcolloquium.unl.edu/video.shtml>; scroll to bottom)
- 2008 [97] Coordinator and initiator of CAE Open Forum on Education Policy Implementation. AAA annual meeting, San Francisco, CA.
- 2008 [96] Presenter and coauthor (with Chandra Diaz-DeBose*), *Innocent Children, Illegal Adults, and the Disconnect as 'Innocent' Latino Youngsters Come of Age*. Part of invited

- session "Living and Learning in the New Latino Diaspora: Discourses of Differentiation in the New Borderlands." AAA annual meeting, San Francisco, CA.
- 2008 [95] Presenter, *The Prospects of University/School District Partnerships for Raising Latino Students Achievement*. Nebraska Hispanic/Latino Summit, Omaha NE
- 2008 [94] Presenter and coauthor (with Jenelle Reeves), *Accessing High-Quality Instruction. Connecting the Dots and Closing the Gap* conference, California P-16 Group, Davis, CA
- 2008 [93] Presenter and coauthor (with Víctor Zúñiga), *Transnational Children between Mexico and the U.S.: Diasporic families and school trajectories*. Children and Migration conference, University College Cork, Cork, Ireland
- 2008 [92] Discussant, *Cross-Cultural Teacher Perspectives in the Curriculum* (Division B). AERA Annual Meeting. New York, NY
- 2008 [91] Presenter and coauthor (with Víctor Zúñiga and Juan Sánchez García), *Civic Responsibility for Transnational Students: Considering the Schooling of U.S. Citizens in Mexican Schools*. (Hispanic SIG) AERA Annual Meeting. New York, NY
- 2008 [90] Presenter and coauthor (with Víctor Zúñiga and Juan Sánchez García), *Teacher Readiness for American-Mexican Students and Meeting Economic Development Goals in Northern Mexico: Depicting a Need and Under-realized Opportunity*. (Division G) AERA Annual Meeting. New York, NY
- 2008 [89] Paper presenter, *Schooling and Transnational Children: Accounting for the Acculturative Efforts of the State*. Wenner-Gren Foundation. Childhood & Migration Workshop. New York, NY
- 2007 [88] Paper presenter and session organizer, *Race, Media, Education, and the Public Sphere: Revisiting Brown v. Board in Omaha Nebraska* (paper); "Lessons from Flyover Country: Illustrations of the Anthropology of Educational Policy" (session). AAA annual meeting, Washington, DC
- 2007 [87] Symposium presenter (in Spanish), *Alumnos Transnacionales en un Mundo Globalizado: Una Mirada desde México*. Conferencia Internacional en Tecnología e Innovación Educativa. Monterrey, NL
- 2007 [86] Invited workshop leader, *Engaging Non-Native English Speakers with Literacy Across the Content Areas: The Task at the Secondary School Level*. "The Heart of Teaching, Learning, and Leading" Summer Conference. North East ISD, San Antonio, TX
- 2007 [85] Co-presenter (with Jenelle Reeves), *Transnational Newcomers: Implications and Opportunities Related to Demographic Change in Nebraska Communities*. Nebraska Career Education, Family and Consumer Science State Conference. Kearney, NE
- 2007 [84] Paper co-presenter (with Jenelle Reeves), *Demographic Changes as Opportunity: Reflections on Immigrant Integration and the Role of Government, Communities and Educational Institutions*. The 3rd Cumbre of the Great Plains: Understanding Immigration and Changing Communities of the Americas. Omaha, NE
- 2007 [83] Presenter and coauthor (with Víctor Zúñiga), *Students with U.S. School Experience in Mexican Schools: An Invisible Population*. AERA Annual Meeting. Chicago, IL

- 2007 [82] Presenter and coauthor (with Beth Doll), *Heartland Teachers' Personal and Professional Rationales for Summer Study in Mexico*. American Educational Research Association (AERA) Annual Meeting. Chicago, IL
- 2007 [81] Co-presenter (with Jenelle Reeves), *Demographic Changes as Opportunity: Reflections on Immigrant Integration and the Role of Government, Communities and Educational Institutions*. University of Nebraska-Lincoln, Ethnic Studies Week, Lincoln, NE
- 2007 [80] Paper presenter, *Advice, Cautions, and Opportunities for the Teachers of Binational Teachers: Learning from Teacher Training Experiences of Georgia and Nebraska Teachers in Mexico*, Second Binational Symposium: English in Mexico and Spanish in the U.S.: Sharing Visions, Challenges, and Knowledge. Universidad Autónoma de Nuevo León, Monterrey, Mexico. Audiocast available at: <http://simposio.asu.edu/docs/2007/audio/Colloquium1EnglishSpanish.mp3>
- 2006 [79] Panelist, author of response paper, *Labor and Migration in the Twenty-First Century: A Dialogue with Philip L. Martin*. AAA annual meeting, San José, CA
- 2006 [78] Paper presenter, *Reasserting a Human Rights Logic for Educational Responsiveness to Transnational Students*. AAA annual meeting, San José, CA
- 2006 [77] Invited presenter (with Chandra Díaz*), *Successful Strategies to Promote Literacy Skills in Adolescents*. Office of English Language Acquisition (OELA) 5th annual Celebrate Our Rising Stars Summit, Washington, DC
- 2006 [76] Invited presenter, *Ask the Experts: Adolescents*. Office of English Language Acquisition (OELA) 5th annual Celebrate Our Rising Stars Summit, Washington, DC
- 2006 [75] Non-presenting coauthor (with Víctor Zúñiga), *Transnational Students in Nuevo León and Zacatecas, Mexico*. XXI Binational Migrant Education Program Forum, Washington, DC
- 2006 [74] Facilitator, *Strategic Planning* discussion, 3rd Annual Hispanic/Latino Summit (co-sponsored by Nebraska Dept. of Education and Mexican American Commission), Kearney, NE
- 2006 [73] Presenter and coauthor (with Juan Sánchez Garcia), *Lessons about Poverty, Schooling, Vulnerability, Migration, and Resilience (Sometimes) from Mexican Students with Transnational School Experience*. "Educating for Migrant Integration - Integrating Migration into Education: European and North American Comparisons" (EU Transatlantic Security Roundtable 4), Toronto, Canada
- 2006 [72] Presenter and coauthor (with Socorro Herrera and Kevin Murry), *Teacher Perspectives on Mexican Heritage Students: Potential Influences on Transnationalism*. AERA Annual Meeting. San Francisco, CA
- 2006 [71] Discussant, *Efforts to Scale Up and Sustain School Reform: Outcomes and Implications*. AERA Annual Meeting. San Francisco, CA
- 2006 [70] Presenter, *School Reform and English Language Learners*. Nebraska Dept. of Education's Making Equity Work: Engaging All Students for High Achievement conference. Lincoln, NE

- 2006 [69] Workshop coordinator (in Spanish), *La investigación etnográfica: Políticas y programas dirigidos a niños y jóvenes*. 11th Simposio Interamericano de Investigación, Etnográfica en Educación, Buenos Aires, Argentina
- 2006 [68] Paper Presenter (in Spanish), *Escuelas nacionales y jóvenes transnacionales: Las experiencias de estudiantes transnacionales entre México y los Estados Unidos (y el papel de la etnografía)*. 11th Simposio Interamericano de Investigación, Etnográfica en Educación, Buenos Aires, Argentina
- 2006 [67] Presenter, *Reconciling School Reform and School Responsiveness to ELLs*. Kansas TESOL Conference, Manhattan, KS
- 2005 [66] Session organizer and paper presenter, *Why an Anthropology of Educational Policy Matters*. (Invited session). AAA annual meeting, Washington, DC
- 2005 [65] Discussant, *No Child Left Behind: Anthropologists Join the Debate on a Controversial National Policy*. AAA annual meeting, Washington, DC
- 2005 [64] Keynote Presenter, *Motivating and Engaging Non-Native English Speakers With Literacy: The Task at the High School Level*. GR-R-Reat Schools for English Language Learners convening sponsored by the Bill & Melinda Gates Foundation, San Antonio, TX
- 2005 [63] Paper Presenter, *The Transnational Student: Who We Were Looking For and Why Their Educational Circumstances Matter*. Translocality / Translocalidad / Translocalité 2005 Conference of the Canadian Anthropology Society (CASCA), with the Society for the Anthropology of North America of the American Anthropological Association (SANA) and the Universidad Autónoma de Yucatán (UADY), Mérida, Mexico
- 2005 [62] Paper Presenter, *El alumno transnacional en las escuelas mexicanas: Resultados preliminares en Nuevo León*. Translocality / Translocalidad / Translocalité 2005 Conference of the Canadian Anthropology Society (CASCA), with the Society for the Anthropology of North America of the American Anthropological Association (SANA) and the Universidad Autónoma de Yucatán (UADY), Mérida, Mexico
- 2005 [61] Paper Presenter, *Adolescent ELLs and Literacy Development Across the Content Areas: Teaching for Student Motivation and Engagement*. AERA Annual Meeting. Montreal, Canada
- 2005 [60] Paper Presenter, *Partnering for a County-wide Adolescent Literacy Initiative in the Rural Northeast*. AERA Annual Meeting, Montreal, Canada
- 2005 [59] Session Chair, *Evaluating the Outcomes of Comprehensive School Reform through Multiple Lenses*. AERA Annual Meeting, Montreal, Canada
- 2005 [58] Discussant, *The Latin Diaspora and Education: Linguistically Speaking*. (Division G) AERA Annual Meeting, Montreal, Canada
- 2005 [57] Keynote Presenter, *Meeting the Needs of Adolescent English Learners*. Hewlett Foundation and University of California Davis conference on Secondary English Language Learners and Academic Learning, Menlo Park, CA
- 2005 [56] Presenter, *Examining Treatment Definitions in Complex Environments*. Institute for Educational Sciences / Regional Educational Laboratories Meeting, Arlington, VA

- 2005 [55] Session Organizer and Presenter, *Leadership to Ensure All Students Continue to Develop Academic Literacy: Ideas from Urban and Rural Schools*. National Association of Secondary School Principals (NASSP) Annual Convention, San Francisco, CA
- 2004 [54] Presenter, *The Anglo Politics of Latino Education: The Role of Immigration Scripts*. Politics of Latino Education Conference, University of Texas, Austin, TX
- 2004 [53] Paper presenter, *Pensando en Cynthia y Su Hermana: The Educational Implications of U.S./Mexico Transnationalism Among Children*. Educación y Migración México-Estados Unidos: Retos y Perspectivas Seminar (co-sponsored by Harvard Graduate School of Education, Harvard David C. Rockefeller Center for Latin American Studies, and Universidad de Monterrey Centro de Estudios sobre Educación y Superación de la Pobreza), Monterrey, México.
- 2004 [52] Session Organizer and paper presenter, *Ogbu as Starting Point or Foil? Further Considerations of John Ogbu's Legacy in Educational Anthropology*, AAA annual meeting, San Francisco, CA
- 2004 [51] Presenter, *Lessons in Collaboration: Launching an Adolescent Literacy Initiative in Five Rural High Schools*. National Rural Education Association annual meeting, Indianapolis, IN
- 2004 [50] Presenter, *Schooling Mexicans in Georgia: The Actions and Rationales of Local Education Policymakers*. The Latino Studies Program and Educational Leadership and Policy Studies Department, Indiana University, Bloomington, IN.
- 2004 [49] Session Organizer and, *Changing Single Schools and/or Changing Systems: The Role of State Departments of Education in Comprehensive School Reform*, and Presenter, *Systemic High School Reform in Two States*. AERA Annual Meeting, San Diego, CA
- 2004 [48] Workshop Co-leader (with Odette Piñeiro) (in Spanish), *Taller de desarrollo profesional: La tecnología y la educación*. (Part of Microsoft Corporation's "Partners in Learning" program and the Honduras Secretary of Education's "Programa de Infopedagogía y Informática Educativa"). Workshops presented in Tegucigalpa, San Pedro Sula, and Choluteca, Honduras.
- 2004 [47] Session Organizer and Presenter, *Including/Excluding English Language Learners in the Effort to Restructure High Schools for Personalization*. NASSP Annual Convention, Orlando, FL
- 2004 [46] Presenter, *The Local Framing of Latino Educational Policy in the New South*. Sponsored by the Center for Mexican-American Studies and the Dept. of Curriculum and Instruction, University of Texas, Austin, TX.
- 2004 [45] Presenter, *The Local Framing of Latino Educational Policy*. Sponsored by the American Politics Program, Dept. of Political Science, Texas A&M University, College Station, TX
- 2004 [44] Expert Panelist, *High Achievement by All in Maine's Secondary Schools* (Title II Strategic Development Meeting). Maine Department of Education, Augusta, ME
- 2003 [43] Paper presenter, *High School Improvement through State/School Partnerships: The Promise of Heterogeneous Communities of Practice*. AAA Annual Meeting, Chicago, IL
- 2003 [42] Moderator (two sessions) (in Spanish), *Reconociendo Hechos: La Niñez Mexicana, La Migración Internacional, y El Sistema Escolar de Los Estados Unidos* and *Actuando para*

- Mejorar Nuestra Colaboración en Educación* at the México-Estados Unidos: Creando Puentes Educativos / U.S.A.-Mexico: Building Educational Bridges Meeting (Sponsored by the Sindicato Nacional de Trabajadores Educativos [SNTE]), Monterrey, Mexico.
- 2003 [41] Workshop Facilitator, *Reconciling the Needs of English Language Learners With the Conversion to Smaller Learning Communities*. Coalition of Essential Schools Fall Forum, Columbus, OH
- 2003 [40] Session Organizer and Presenter, *From Research to Practice, From SEAs to ELLs: An Intermediary Organization's Involvement with CSR*. National Clearinghouse on Comprehensive School Reform (NCCSR) Network of Researchers Meeting, Washington, DC
- 2003 [39] Symposium Panelist, *Policy As Practice: Examining Sociocultural Approaches to Education Policy Research*. AERA Annual Meeting, Chicago, IL
- 2003 [38] Presenter, *Constructing Policy: A Framework for Effective Policy Implementation*. AERA Annual Meeting, Chicago, IL
http://www.instill.com/resources/instill_constructingpolicy20.pdf
- 2003 [37] Panelist, *Evaluating and Being Evaluated: Dual Perspectives on the Bilingual/ESL Program Evaluation Process*. National Association for Bilingual Education (NABE) Annual Meeting, New Orleans, LA
- 2003 [36] Presenter, *K-12 Education: What are the Issues?* Brown at Brown 2003: The New England Latino Leadership Conference. Brown University, Providence RI
- 2002 [35] Session Organizer and Paper presenter, *Imagining the Future of the Anthropology of Education If We Take Laura Nader Seriously*, (Invited Session) AAA Annual Meeting, New Orleans, LA — Dr. Laura Nader was the discussant.
- 2002 [34] Session Organizer and Presenter, *Education of the Latino Diaspora in Georgia: Past, Present, Future*. Diversity in the 21st Century Conference, Dalton, GA
- 2002 [33] Invited Speaker, *Education Policy Forum: Comprehensive School Reform in Two States*. Co-sponsored by the AERA and the Institute for Educational Leadership (IES), Library of Congress, Washington, DC — Described Maine's rollout of the federal CSRD program.
- 2002 [32] Presenter, *State Policy Decisions: A Context for Reform*. AERA Annual Meeting. New Orleans, LA
- 2002 [31] Session Organizer, *Comprehensive School Reform and the Inclusion/Exclusion of English Language Learners* and Presenter, *English Language Learners, Comprehensive School Reform, and State Departments of Education: An Unbridged Dichotomy*. AERA Annual Meeting, New Orleans, LA
- 2002 [30] Paper presenter, "We're from the State and We're Here to Help" *State-level Innovations in Support of High School Improvement*. AERA Annual Meeting, New Orleans, LA
- 2002 [29] Paper presenter, *The Politics of Bilingual Education, Latino Student Accommodation, and School District Management in Southern Appalachia*. AERA Annual Meeting. New Orleans, LA
- 2002 [28] Presenter (Roundtable), *Education in the New Latino Diaspora*. First National Conference for Educators of Newcomer Students, Washington, DC

—(Hosted by the Center for Applied Linguistics [CAL])

- 2002 [27] Session Organizer and Presenter, *Making "Education in the New Latino Diaspora": Reflections on the Creation of a Book*. 23rd Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA
- 2002 [26] Session Organizer and Presenter, *An Ecology of Education in the New Latino Diaspora*. SfAA Annual Meeting, Atlanta, GA
- 2001 [25] Session Organizer, *AAA Public Policy Forum: How Anthropology Could/Should Influence Federal Education Policy Making* (Invited Session). AAA annual meeting, Washington, DC —This session included the U.S. Dept. of Education's Director of Compensatory Education Programs, the Director of NCCSR, and three current or former presidents of the Council on Anthropology and Education [CAE] (including a previous president of AAA).
- 2001 [24] Discussant, *Comprehensive School Reform 2001: Building a Research Base for the Future*. AERA Annual Meeting, Seattle, WA
- 2001 [23] Paper Co-presenter, *School Portfolios, Critical Collegiality, and Comprehensive School Reform*. AERA Annual Meeting, Seattle, WA
<http://digitalcommons.unl.edu/teachlearnfacpub/49/>
- 2000 [22] Organizer and Co-presenter, *Concentrating Resources to Magnify Gains: The Implications and Promise of Maine's CSRD Rollout, Multi-Regional Findings on Critical Factors for Successful Comprehensive School Reform Implementation: A Cross-Lab Report*. Comprehensive School Reform Demonstration (CSRD) Institute for U.S. Dept. of Education Staff, Washington, DC
- 2000 [21] Presenter and Facilitator (in Spanish), *Comprehensive School Reform Demonstration (CSRD) Taller de Evaluación*, Arecibo, Puerto Rico.
- 2000 [20] Invited Panelist, *Evaluating Progress [Discussion of Maine's Comprehensive School Reform Demonstration Project Formative Evaluation Strategy]*. The U.S. Dept. of Education's 2000 Improving America's Schools Summer Institute: Strategies for Turning Around Low Performing Schools. Washington, DC
- 2000 [19] Invited Panelist, *Second National Research Symposium on Research and Evaluation Related to Comprehensive School Reform*. Washington, DC. (Sponsors included U.S. Dept. of Education's Office of Educational Research and Improvement [OERI])
- 1999 [18] Co-presenter, *NCLR's Education and Job Readiness Initiatives: Positioning Hispanics for Economic Mobility*. 4th Annual Conference "In Search of a Border Pedagogy: Bilingualism and Professional Development in Schools, Adult Education and the Business Sector" by the Center for Research on the Education of Students Placed At Risk (CRESPAR), El Paso, TX and Ciudad Juarez, Chihuahua, México.
- 1999 [17] Panelist, *Migration in the South*. Institute for Behavioral Research, Environment & Society Group, University of Georgia, Athens, GA
- 1999 [16] Presenter, *Transnationalism from Below, The Transnational Student, and a Challenge to Local Cumulative Curricula*. (Invited session "Latinos Abarcando Dos Mundos") AAA Annual Meeting, Chicago, IL

- 1998 [15] Presenter (in Spanish), *La experiencia escolar de los hispanos en las escuelas norteamericanas: dificultades, éxitos, y asuntos de identidad*. Universidad de Monterrey, Monterrey, México.
- 1998 [14] Presenter and Session Organizer, *We've Got to Educate "Them": School and Business Leaders Defining a Mexican Other in Georgia*. (as part of *Spanish-Speaking Populations in the Anthropological Imagination: Languages, Ideologies, and Narratives of Identity*) AAA Annual Meeting. Philadelphia, PA
- 1998 [13] Organizer and Panel Moderator, *Integrating Mexican Students into Georgia Schools and Communities: Dalton's Georgia Project*, sponsored by the Office of Int'l Development and the Taskforce on Multicultural Education. University of Georgia, Athens, GA
- 1997 [12] Presenter and Session Co-organizer, *The Future Is Now: Latino Education in Georgia*. (as part of *The Schooling Implications of the New Latino Diaspora: Is It the Same Old Story?*) AAA Annual Meeting, Washington, DC
- 1997 [11] Presenter, *Teachers' Creation of Site-Specific Accountability Systems*. SfAA Annual Meeting, Seattle, WA
- 1997 [10] Presenter, *Are There Any Universal Truths? Nine Principles for Teaching Adult ESOL and Bilingual Education*. Georgia TESOL Adult ESL Education Mini-Conference, Dunwoody, GA
- 1997 [9] Presenter, *Changing Demographics and Latino Education Issues*. Inservice Professional Development for Gwinnett County Public Schools, GA
- 1997 [8] Presenter, *Schooling in Mexico: Its Relevance for Gwinnett County Public Schools*. Inservice Professional Development for Gwinnett County Public Schools, GA
- 1996 [7] Presenter, *Schooling in Mexico: How it Affects Georgia Schools*. Title I Area III Teachers Conference. College Park, GA
- 1996 [6] Presenter, *The Accountability Gap: The Big Goals and Small Success of Federal School-to-Career/ School Reform Grant*. Report to the School District of Philadelphia and the Center for Community Partnerships at the University of Pennsylvania, Philadelphia, PA
- 1996 [5] Presenter, *Between Advantage and Disadvantage, Between Spanish and English: Situating Bilingual Paras*. Ethnography in Education Research Forum, Philadelphia, PA
- 1996 [4] Presenter, *When Does Change Occur? An Analysis of Three Urban Middle Schools' Response to a School-to-Work Community Partnership Grant*, Ethnography in Education Research Forum, Philadelphia, PA
- 1994 [3] Presenter, *What Kind of Priority? A Survey of Family Educational Aspirations of Immigrant LEP Parents in a Small Midwestern Town*. AAA Annual Meeting, Atlanta, GA
- 1993 [2] Presenter, *Recruiting and Retaining Language Minority Adults in a Bilingual Family Literacy Program*. National Center for Family Literacy Annual Conference, Louisville, KY
- 1993 [1] Presenter, *An Ethnography of the Deployment of ESL Paraprofessionals in USD 500 Elementary Schools*. SfAA Annual Meeting, San Antonio, TX

OTHER PROFESSIONAL COMMUNICATION

- 2011 Advisor, for documentary "Aprendiendo Aquí y Allá" produced by the Proyecto Educación Básica sin Fronteras, Secretaría de Educación Pública, Mexico
<https://www.youtube.com/watch?v=S3pKFbGRksA>
- 2010 Expert Commentator, for documentary "When We Stop Counting" produced by Brent Meier and Elisabeth Reinkordt and broadcast on Nebraska Educational Television (PBS)
<http://netnebraska.org/media/media.php?vidgroup=00012864S&bin=NET>

POSTSECONDARY TEACHING/MENTORING/ TEACHING SELF-STUDY

University of Nebraska-Lincoln

School and Society / Cultural Foundations of Education (TEAC 331)

Teaching ELLs in the Content Areas (TEAC 413M/813M)

History of American Education (TEAC 431/831)

Anthropology of Education (TEAC 431A/831A)

Comparative Education (TEAC 433/833)

Special Topic: South Korea Travel Study

Special Topic: South Africa Travel Study

Doctoral Seminar: Challenges and Opportunities for the Carnegie Program on the Education

Doctorate Cohort (TEAC 995)

Introductory Doctoral Seminar in Education Research (TEAC 995A)

Education Policy and Practice (TEAC 902)

Education Policy and Practice Special Topic: Language Planning and Language Policy (TEAC 902A)

Effecting High School Improvement (TEAC 496/887)

Culture and Schooling Special Topic: Schooling in Demographically Transitioning Communities (TEAC 840D)

Introduction to Curriculum Inquiry (TEAC 801)

Practicum in Postsecondary Teaching (TEAC 905)

Special Topics in Qualitative and Quantitative Analysis: Mixed Methods Research (TEAC 930B)

Peer Review of Teaching Participant (2011-12); Studied transition of TEAC 331 from an individually led, regular classroom-size course (i.e., 25-35 students) to a lecture-recitation model with two graduate teaching assistants and prepared an on-line portfolio:

<http://www.courseportfolio.org/peer/pages/index.jsp?what=portfolioObjectD&portfolioObjectId=433>

Advanced Peer Review of Teaching Participant (2013-14); Studying mentorship of Graduate Teaching Assistants (in a lecture-recitation class) to use expository writing as a tool for undergraduate learning.

University of Pretoria (South Africa)

1-week graduate sessions in *Mixed Methods Research and Language Planning/Language Policy*

Universidad de Monterrey (Mexico)

Antropología y sociología de la educación (ED 2851)

El sistema escolar de Estados Unidos (ED 2946)

Brown University

Theory into Practice: Service Learning at a Dual Language Charter School (ET 192.6)

Contemporary Latino/Latina Education in the United States (ET 190.3)

University of Georgia
Qualitative Research in Education (ERSH 7400)
Qualitative Data Collection in Education (ERSH 8410)

Georgia State University
Intercultural Communication (TSLP 833)
Introduction to Cultural Anthropology (ANTH 202)
Regents Test Preparation (RTP 025 A)

University of Kansas (as Graduate Teaching Assistant)
Alternative Language Assessment for LEP Students in Kansas Public Schools (LING 791)
Varieties of Human Experience (AN 160/360)

STUDENT MENTORING

- Chair [17] Scott Blum, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *A Revitalized Educational Conception of Growth in the 21st Century For Contemporary Education Praxis in Nebraska*. (graduated Fall 2017)
- Chair [16] Aprille Phillips, Ph.D. Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *When Policy Is Practice: SDE Efforts to Help/Transform/Label Low-Performing Schools*. (graduated Summer 2017)
- Chair [15] Jami Holbein Swanson, Ed.D. Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Leveraging a Teacher Mentorship Program in a Complex System*. (graduated Fall 2016)
- Chair [14] Carolyn Albracht, Ph.D. Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Wilderness Restoration: A Case Study of Two Place-Based Education Programs*. (graduated Summer 2016)
- Chair [13] Kimberly K. Snyder, Ed.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *How is Professional Development in Formative Assessment related to Perspective Transformation?* (graduated Summer 2016)
- Chair [12] Andrea Flanagan, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Extending the Literature on First-generation University Students: A Phenomenological Study of Chilean Experiences* (graduated Summer 2016)—From Chile, supported by Fulbright Scholarship
- Chair [11] Amy Struthers, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Experiential Education in a Student-Run Start-up: A Case Study of a University Student-Led Communications Agency*. (graduated Spring 2016)
- Chair [10] Jessica Sierk, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Coming of Age in the New Latino Diaspora: An Ethnographic Study of High School Seniors in Nebraska*. (graduated Spring 2016) —Recipient Warren and Edith Day Dissertation Travel Award (2015)
- Chair [9] Carolynn Goodwin, Ed.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *"The Beauty of the World [Experience]" Exploring inclusivity in the International Baccalaureate Program at Lincoln High School*. (graduated Fall 2015)

- Chair [8] Janet Eckerson, Ed.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Teacher Perspectives on Professional Development Needs for Better Serving Nebraska's Spanish Heritage Language Learners*. (graduated Fall 2015)
—Honorable Mention, Carnegie Program on the Educational Doctorate (CPED) Dissertation in Practice Award
<http://www.cpedinitiative.org/news/news.asp?id=335794&hhSearchTerms=%22Eckerson%22>)
- Chair [7] Dorothy Bossman, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *The Disabled Teacher: A Memoir of an Interrupted Pedagogical Career, a Life With a Chronic Illness, and an Encounter With Real Barriers to Inclusive Education*. (graduated Spring 2015)
—Winner, AERA Disability Studies in Education SIG 2016 Outstanding Dissertation Award
—Selected as 2015 CAE Concha Delgado-Gaitan Presidential Fellow by the Council on Anthropology and Education
- Chair [6] Chandra Díaz, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *One Foot In, One Foot Out: A Qualitative Study of Frequently Truant Latino High School Graduates Who Nearly Dropped Out*. (graduated Spring 2015)
- Chair [5] Jennifer Stacy, Ph.D. Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Partnerships Through Adult Education: Re-conceptualizing Family Literacy in the New Latino Diaspora* (graduated Spring 2015)
—Winner 2014 CEHS Outstanding GTA Award
—Winner 2013-14 TLTE Graduate Student Teaching Award.
—Named Center for Great Plains Studies, Graduate Fellow for 2014-15 school year
- Chair [4] William England, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Can Analyzing Spatial Relationships through Geographically Weighted Regression Improve our Understanding of Low School Attainment? A GIS-Based Analysis of Census and ACS Data*. (graduated Fall 2014)
—Winner 2014 Dr. Ron Joekel Phi Delta Kappan Educational Research Award;
—Named Center for Great Plains Studies, Graduate Fellow for 2013-14 school year;
—Winner 2013-14 TLTE Graduate Student Research Award.
- Chair [3] Shari Koch, Ph.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *A Portrait of a Unique Alternative Education High School Program*. (graduated Summer 2014)
- Chair [2] Brenda Jensen McNiff, Ed.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *If the Goal is Collaboration: Towards More Satisfactory Inclusion of Parents in the Individual Education Plan Meetings*. (graduated Summer 2012)
- Chair [1] Jamalee Stone, Ed.D., Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. Dissertation: *Teachers' Inquiry-Based Mathematics Implementation in Rapid City Area Schools: Effects on Attitude and Achievement Within American Indian Elementary Students*. (graduated Spring 2009)
—Named Equity Fellow (for S. Dakota) Midwest and Plains Equity Assistance Center (2016)

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- Chair Tarina Cox, Ph.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2018)
- Chair Holli Duggan, Ed.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2017)
- Chair Marlene Grayer, Ph.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2018)
- Chair Angela Kramer, Ed.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2019)
- Chair Trina Laufenberg, Ed.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2019)
- Chair Jessica Mitchell-McCollough, Ph.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Spring 2019)
- Chair Cara Morgenson, Ph.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2019)
- Chair Sheree Moser, Ed.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2019)
- Chair David Nebel, Ed.D. Candidate, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln (expected defense Fall 2018)

Reader, for **twenty-five** accepted dissertations: Juan Sánchez García, Ph.D. in Ciencias Sociales, Instituto de Investigaciones Sociales, Universidad Autónoma de Nuevo León, Doctoral dissertation: *El retorno de menores migrantes transnacionales a escuelas de Nuevo León: Trayectorias escolares, identidades transnacionales, dinámicas de inclusión/exclusión y trabajo docente* (Accepted "summa cum lauro" June 22, 2007). Michael Kelly, Ph.D. in English, University of Nebraska-Lincoln (UNL). Doctoral dissertation: *Pragmatism, Disciplinary, and Making the Work of Writing Visible in the 21st Century* (Accepted April 5, 2010). Scott Butler, Ph.D. in Educational Administration, University of Nebraska-Lincoln, Doctoral dissertation: *Analysis of a Conceptual Framework to Evaluate Teacher Job Satisfaction* (Accepted September 2, 2010). Chris Schaben, Ph.D in Teaching, Learning, & Teacher Education, UNL Doctoral Dissertation: *Effective science teachers' professional development: A multiple-case study of district-level science supervisors' perspectives* (Accepted November 30, 2011). Erika Bruening, Ed.D. in Teaching, Learning, & Teacher Education, UNL, Doctoral Dissertation: *Latino English language learners' experiences at a low-incidence high school* (Accepted February 17, 2012). Pam Rademacher Ph.D. in Teaching, Learning, & Teacher Education, UNL, Doctoral Dissertation: *The Nurse in the School Health Office: Exploring Health Care in a Public School* (Accepted April 10, 2012). Kathryn Havlicek-Cook, Ed. D. in Teaching, Learning, & Teacher Education, UNL, Doctoral Dissertation: *What Matters in Childcare Centers to Retain High Quality Early Childhood Educators?* (Accepted July 25, 2012). Rob McEntarffer, Ph.D. in Teaching, Learning, and Teacher Education, UNL, Doctoral Dissertation: *Making Room for Formative Assessment Processes: A Multiple Case Study* (Accepted December 12, 2012). Sevda Budak, Ph.D. in Teaching, Learning, and Teacher Education, UNL, Doctoral Dissertation: *A Collective Case Study of the Nature of Form-Focused Instruction Among Secondary English as a Second Language Teachers* (Accepted December 4, 2013). Philip Ross, Ed.D. in Teaching, Learning, and Teacher Education, UNL, Doctoral Dissertation: *Community College Pathways: A Narrative Inquiry with One Student* (Accepted December 5, 2013). Rosemary Edzie, Ph.D. in Education Administration, UNL, Doctoral

Dissertation: *Exploring the Factors that Influence and Motivate Female Students to Enroll and Persist in Collegiate STEM Degree Programs: A Mixed Methods Study* (Accepted March 10, 2014). Sarah Staples-Farmer, Ph.D. in Teaching, Learning, & Teacher Education, UNL, doctoral dissertation: *Racking Up Cultural Capital and Eliminating Labels: The Culture of Teaching and Learning in the Juvenile Justice System* (Accepted March 20, 2014). Janet Kirchner, Ed.D. in Teaching, Learning, & Teacher Education, UNL, doctoral dissertation: *Student Experiences of the Community College Developmental Writing Classroom* (Accepted April 21, 2014). Yuliana E. Gallegos Rodriguez, Ph.D. in Psychology, UNL, doctoral dissertation: *Client Characteristics in Cognitive Behavioral Social Skills Training (CBSST): The Impact of Race/Ethnicity and Culture on Psychosocial Treatment Outcomes for Individuals Diagnosed with Schizophrenia Spectrum Disorders* (Accepted May 15, 2014). Connie Gibb, Ph.D. in Teaching, Learning, & Teacher Education, UNL, doctoral dissertation: *The Coveted Souls of Oppressed Persons* (Accepted Nov. 3, 2014). Deena Curtis, Ed.D. in Education Administration, UNL, doctoral dissertation: *Saying No to College: First Generation, Low-Income Students and the Decision to Not Attend College* (Accepted March 16, 2015). Darla Berks, Ph.D. in Teaching, Learning, & Teacher Education, UNL, *Examining Factors of Success in Math: A Case Study of African American Males' Math Achievement*. (Accepted July 13, 2015). Shuhong Luo, Ph.D. in Teaching, Learning, & Teacher Education, UNL, *Understanding Meaningful Learning in a Technology Training Program: A Qualitative Instrumental Multiple-Case Study*. (Accepted July 20, 2015). Lois Todd-Meyer, Ed.D. in Teaching, Learning, & Teacher Education, *Lest I Forget: Case Studies in Listening to High School Students Struggling with Academic Literacy*. (Accepted Sept. 24, 2015). Kristine Sudbeck, Ph.D. in Teaching, Learning, & Teacher Education, *Learning through the Language: A Critical Autoethnography of a Non-Native Among Two Indigenous Language Communities*. (Accepted April 15, 2016). Jennifer Nelson, Ph.D. in Teaching, Learning, & Teacher Education, *Teacher Stories, Parent Stories, Stories of School: Educator/Parents Navigating School Landscapes*. (Accepted May 5, 2016). Marissa A. Jorgenson, Ed. D. in Teaching, Learning, and Teacher Education, *Instructionally Dense Literacy Practice in the Middle Grades: A Qualitative Study*. (Accepted July 18, 2016). Shirley Davenport, Ph.D. in Education Administration, *Implementation of State Developmental Education Policy: A Multiple Case Study of Community College Faculty Perceptions of Involvement*. (Accepted July 22, 2016). Tyler E. Smith, Ph.D. in Educational Psychology, *The Effects of Teacher Training on Teachers' Family Engagement Practices, Attitudes, and Knowledge: A Meta-Analysis*. (Accepted May 23, 2017). Ana M. Rivero Arias, Ph.D. in Teaching, Learning, & Teacher Education, *Bonding Ideas about Inquiry: Exploring Knowledge and Practices of Metacognition in Beginning Secondary Science Teachers*. (Accepted Sept. 1, 2017).

Reader, for **twenty-five** current Ph.D. and Ed.D. candidates (Shannon Carl-O'Donnell, Debi Caskey, Magaly Castillo, Jennifer Davidson, Dania Freudenburg, Tony Fucci, Tricia Gray, Allison Kinney-Walker, Eric Kyle, Kari Mackiewicz, Stephanie Malone, Tracy Mitchell, Montessa Muñoz, Aaron Musson, Mark Otte, Matt Palmer, Trish Pisman, Phuong Pham, Brandi Redburn, Madhur Shende, Mark Shepard, Kristin Sorensen Hanihani Traore, Angela Wassenmiller, and Panyoua Yang) Departments of Teaching, Learning, & Teacher Education and Education Administration, University of Nebraska-Lincoln.

Advisor, **fourteen** completed M.A. degrees from the Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln Brianna Bergholz, (graduated Summer 2008; Thesis: *Demystifying the Great Debate About the Literacy Instructional Strategies of Master Teachers Within a Balanced Literacy Program*); Stacey Brown (graduated Spring 2008; no thesis); William England (graduated summer 2008; no thesis); Amy Williams (graduated Summer 2009; no thesis); Elisabeth Peters (graduated Summer 2010; no thesis); Aprille Phillips (graduated Spring 2011; Thesis: *Transnationalism and the Dominican Republic: The Effect on Student Identity and Achievement*); Paula McClung (Spring 2011; no thesis); Cass Griffin (Spring 2011; Thesis: *The Need to Create Culturally Responsive Teachers: Implications for Teacher Education Programs*), Estefania Larsen (Spring 2013; Thesis: *Between Worlds: Students' Lived Experiences and*

Perspectives on Math, Science, and Technology Education Between Mexico and the United States); Elisabeth Reinkordt (Spring 2014; Thesis: *What Did You Learn in School Today? The Recursive Relationship Between Media Coverage of Public Education and the Crafting of Education Policy*); Andrew Edwards (graduated summer 2014; no thesis); Ingrid Naumann (Spring 2015; Thesis: *Addressing the Literacy Needs of Marshallese Adolescents*); Kari Loecker (Summer 2016; Thesis: *The Impact of Implementing a Culturally Responsive Latino Poetry Unit to Examine Language, Identity, and Culture in a Middle School Language Arts Classroom*); Jennifer Bath (Summer 2016; no thesis).

—Aprille Phillips' thesis won UNL's (university-wide) 2012 Folsom Distinguished Master's Thesis Award

Advisor to **three** current M.A. or M.Ed. candidates (Doris Galarza, Eric Pabst, Hector Palala) Dept. of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln.

Advisor to **thirteen** Undergraduate Creative Activity and Research Experience (UCARE) students in **ten** projects at the University of Nebraska-Lincoln: David Henning, *Teaching High School Reform to Undergraduate Future Teachers* (funded April 2006, approved for second year April 2007, completed July 2008); Kristin Nauta, *Social Studies Education and ELLs* (funded April 2007, approved for second year April 2008, completed June 2009); Anna Spare, *Music Education and ELLs* (funded April 2007, approved for second year April 2008, completed June 2009); Jessica Sierk, *Demographic Change in South Sioux City (Neb.) Schools As a Topic for TEAC 330 and TEAC 331*, (funded April 2008, completed June 2009); Nathan Booth, Calleen Hanigan, and Nicole Saum, *The Omaha Learning Community As a Vehicle For Exploring Multiculturalism and the Foundations of American Education* (all funded April 2008; Nathan Booth funded for second year in April 2009, completed June 2010); Julie Feldman, *Student Recollections About Busing for Integration in Omaha* (funded April 2010, second year of funding approved April 2011); Lovena Glantz and Darby Davidson, *What Has Been, What Should Be: A Consideration of the Role of Religion in American Public Education* (funded April 2011); Martina Barinova, *Classroom in rural Nicaragua: Improving learning conditions and teaching strategies applied in a developing country classroom* (funded Summer 2013); Emily Manning, *STEM Education From High School, To College, To Community* (funded April 2014, 2nd year funded April 2015); Jesse Rood, "Examine and Compare the Methods of Education between Firefighters and Teachers in the state of Nebraska" (funded April 2017).

Reader of **three** UNL undergraduate Honors theses: 'For the Community or By the Community: Perspectives of Community Learning Centers in a Public School District' by Micah Wullschleger (2014); 'The Struggle for African American History at Central High School, 1969-1991' by Jessica Hare (2012); 'Music Education and English Language Learners: What Is and What Could Be' by Anna Spare (2010); and **three** Senior Undergraduate Theses, Brown University's Center for Latin American Studies: 'Apolitical' Politics: *Education Reform in Neoliberal Nicaragua*, by Katharine Dean (2005); *Four Community-School Based Management (SBM) Programs in Central America*, by Jessica Malkin (2005); *El Loco Que Ama: The Unlikely Presidency of Ecuador's Abdala Bucaram*, by Alexandra Alper (2004).

SERVICE

ACADEMIC SERVICE

Information Age Publishing (IAP)

Series Co-Editor (with Rodney Hopson), 'Education Policy in Practice: Critical Cultural Studies' Book Series (2009-present)

University of Nebraska-Lincoln (UNL)

Member, Ad hoc Task Force on Faculty Professional Conduct, Office of Vice Chancellor of Faculty Affairs. (2017-18)

Member, Academic Rights and Responsibilities Committee (ARRC) (2015-2018)
 Member, E.N. Thompson Forum on World Issues Program Committee (2015-2018)
 Representative (from Professional Education), UNL Graduate Council (2014-2018).
 Member, Selection Committee "2016 Dean's Award for Excellence in Graduate Education" (2016)
 Member and Chair, University of Nebraska (Systemwide) University Department Teaching Award (UDTA) Selection Committee (2013-2016); Chair (2015)
 Member and Chair, ACE 5-Year Review Committee (ACE #8, ethics, stewardship, civics) (2015)
 —The Achievement Centered Education (ACE) system is UNL's mandatory undergraduate curriculum distribution requirement; this committee is to assure that 'ACE 8' courses, irrespective of subject area, all advance and measure learning of key ACE 8 concepts
 Interim Program Chair, Secondary Education, Dept. of Teaching, Learning, & Teacher Education (2014)
 Program Coordinator, Social and multicultural foundations of education program area, Dept. of Teaching, Learning, & Teacher Education (2011-2013; interim chair Fall 2015)
 Member, Planning Committee, 2013 University of Nebraska-Lincoln Center for Great Plains Symposium "Consolidated Schools", Center for Great Plains Studies (2012-13)
 Member, Undergraduate Research Advisory Board (2012-2014; two-year term)
 Member, CEHS Professional Education Committee (2011-present)
 Member, CEHS International Advisory Committee (2014-present)
 Co-chair, College of Education and Human Sciences Student Research Conference (2009)
 Member, Carnegie Program in the Educational Doctorate (CPED) planning and implementation committee (2007-present; coordinator 2015-present)
 Member, Faculty Leadership in Writing Steering Committee (2007-2011)
 Member, Project RESPONSE/RESPONSE Network Planning Team. Project RESPONSE (Reaching Every Student and Parent, Optimizing Nebraska Schools for Excellence), later the RESPONSE Network, was a three-phase collaboration between the Nebraska Department of Education (NDE) and UNL to conduct statewide focus group meetings and a two-day summit recommending how Nebraska educational institutions most effectively respond to demographic change and the needs of the 21st Century political economy (2006-2008)
 Member, Dept. of Teaching, Learning, and Teacher Ed., Curriculum Cmte. (2006-07; 2009-10)
 Member, Dept. of Teaching, Learning, and Teacher Ed., program review study group (2006)

American Anthropological Association (AAA)

Treasurer (2012-2018) (Selected by AAA President, reappointed for second term in 2015)
 Ex officio member of Executive Board (EB)
 Member of Anthropological Communication Committee (ACC) of EB
 Member of the Committee on the Future of Print and Electronic Publishing (CFPEP)
 Member of ad hoc AAA/CASCA (Canadian Anthropology Society/Société canadienne d'anthropologie) Task Force (2013-14) to plan a joint 2019 annual meeting in Vancouver, BC, Canada.
 Member of ad hoc Advisory Group (2015-) (overseeing crafting of request for proposals for AAA publishing contract and then review of bids)
 EB Liaison to the Task Force on Anthropology Education
 —Member (2013) of the Ad Hoc K-12 Anthropology C3 Guidelines Committee of the American Anthropological Association (AAA), which was part of the National Council of the Social Studies' larger *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* initiative.

Member, Finance Committee (2007-2012, reappointed 2010) (Selected by AAA President)
 Member, Audit Committee (2007-2011) (Selected by AAA President)
 Mentor, AAA Leadership Fellow: Aaron Thornburg, Eastern Oregon University (2015-16);

Council on Anthropology and Education (CAE)

Mentor to Presidential Fellow (2012-)
Nominations Committee (2009)
Mentor, New Scholars of Color forum (2007-2008)
Chair, Ad hoc committee on educational policy (2007)
Treasurer (2001-2006)
Executive Committee (2001-2006)
Co-chair, Committee on Spanish-Speaking Concerns (1997-2000)

Society for Urban National and Transnational Anthropology (SUNTA)
Chair, Committee on Refugees and Immigrants (CORI) (2005-2006)

Editorial Advisory Board Member,
Anthropology & Education Quarterly (1998-99, 2001-2005)
Handbook on Latinos and Education (2005-2010)
Journal of Education of Students Placed at Risk (JESPAR) (2005-present)
Journal of Latinos and Education (2001-2005)
la Revista EN (ESCUELA NORMAL "MIGUEL F. MARTÍNEZ") (2012-present)

Hispanic Research Special Interest Group (SIG), AERA
Member, Hispanic Research SIG's Research in Elementary, Secondary or Postsecondary
Education Award committee (2005)

Book Series Proposal Reviewer for Palgrave Macmillan

Journal Reviewer for:

Anthropology and Education Quarterly
Appalachian Journal
Asia Pacific Journal of Education
Comparative Education Review
Current Anthropology
Curriculum Inquiry
Democracy and Education
Diaspora, Indigenous, and Minority Education
Educational Policy
Estudios Sociológicos (de El Colegio de Mexico).
Food and Foodways
Great Plains Research
Handbook of Spanish as a Heritage/Minority Language
High School Journal
Human Organization
Inter-American Journal of Education for Democracy
International Journal of Inclusive Education
International Journal of Qualitative Studies in Education
International Migration
JESPAR
Journal of Ethnic and Migration Studies
Journal of Latinos and Education
Journal of Pragmatics
Latino Studies
Law & Society
Mexican Studies/Estudios Mexicanos
Migration Studies
Multicultural Education Review
Multicultural Perspectives Journal

National Society for the Study of Education Yearbook
Social Science Quarterly
Teachers College Record

Proposal Reviewer

Competitive Programme for Rated Researchers, National Research Foundation, South Africa

Tenure/Promotion External Reviewer

Barnard College, Columbia University (2016)
Boston College (2017)
Lewis & Clark College (2010)
Ohio State University (2017)
Rutgers University (2016)
University of Georgia (2015)
University of Missouri (2017)
University of North Carolina-Charlotte (2017)
University of Oregon (2016)
University of Pretoria (South Africa) (2016)
University of Utah (2011)
University of Washington (2016)
Washington State University (2013)
York University (Canada) (2011)

External Mentor

Thiru Vandeyar, Lecturer, University of Pretoria (South Africa)

Nebraska P-16 Steering Committee

University representative at "A Sense of Urgency: Forging Links Between Education and Economic Competitiveness" roundtable, Lincoln, NE (May 23, 2006)

OTHER SERVICE

Member, Nebraska Advisory Committee of the United States Commission on Civil Rights (2009-2013, 2015-2021)

—Nominated by the Office of UNL Chancellor, Harvey Perlman.

—Appointed 2009, Reappointed 2011 (two-year), 2015 (two-year), 2017 (four year)

—Selected Chair 2012

Member, Omaha Public Schools *Rethinking High Schools* study group (2006-2007)

Paul Cuffee Charter School, Providence, RI (2003-05)

Member, Board of Trustees and School Improvement Team (SIT)

Member, Nominating Commission for the Providence RI School Board (2004-05)

Latin American Association, Atlanta, GA (1997-98)

Adult ESL instructor

Migrant Farmworker Project, Kansas City, MO (1992-94)

Volunteer, interpreter

Amigos de las Americas (1985-94)

Co-Training Director and Board Member (Kansas City)

Project Director (Mexico); Asst. Project Director (Ecuador); Field Supervisor (Mexico);

Volunteer (Mexico and Panama)

PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA) (1997-pres.)
Social Context of Education (Division G)
Educational Policy and Politics (Division L)
Hispanic Education Special Interest Group

American Anthropological Association (AAA) (1994-pres.)
Anthropology of Children and Youth Interest Group (ACYIG)
Association for the Anthropology of Policy (ASAP)
Council on Anthropology and Education (CAE)
Society for Urban, National, and Transnational Anthropology (SUNTA)

Comparative and International Education Society (1997-pres.)

Latin American Studies Association (2015-pres.)

National Clearinghouse for Comprehensive School Reform Network of Researchers (2000-2004)

Society for Applied Anthropology (SfAA) (1993-pres.)

PERSONAL

Languages:

English (native speaker)
Spanish (near fluent)

I enjoy traveling, reading, hiking, biking, snowshoeing, and otherwise exploring with my family.