

LOUKIA K. SARROUB

Work: University of Nebraska-Lincoln
College of Education and Human Sciences
Dept. of Teaching, Learning, & Teacher Education
230 Carolyn Pope Edwards Hall
Lincoln, NE 68588-0233

E-mail: lsarroub@unl.edu
402-937-1808

CURRENT POSITION

Marvin C. & Jane N. Nore Professor and Department Chairperson Department of Teaching, Learning & Teacher Education College of Education and Human Sciences University of Nebraska-Lincoln	July 1, 2021- Current
Fellow, Big Ten Academic Alliance Department Executive Officers	2022-2023
Graduate Programs Chair, Department of Teaching, Learning & Teacher Education, College of Education and Human Sciences University of Nebraska-Lincoln	July 1, 2018-2021
Professor, Department of Teaching, Learning & Teacher Education, College of Education and Human Sciences University of Nebraska-Lincoln	August 2016-Current
Courtesy Professor, School of Global Integrative Studies (formerly Department of Anthropology) University of Nebraska-Lincoln	2014-Current
Associate Professor (with tenure) Department of Teaching, Learning & Teacher Education College of Education and Human Sciences, UNL	2006-2016
Affiliated with the Center for Research on Children, Youth, Families, and Schools; the Quantitative, Qualitative, and Measurement in Education Program; Women and Gender Studies	2001-Current
Assistant Professor (tenure-track) University of Nebraska-Lincoln	Spring 2003

Assistant Professor (tenure-track), Department of Curriculum and Instruction, School of Education, University of Wisconsin-Madison
(On Leave 2001-2002)

2000-2001

EDUCATION

Michigan State University College of Education, Ph.D. August 2000
Areas of Specialty: Anthropology, Literacy Studies, Education Policy and Social Analysis, Ethnographic Research Methods

Dissertation Thesis

“Becoming American, Remaining Arab: How the ‘Hijabat’ Negotiate Life in Two Worlds”

University of Chicago 1994
B.A. with High Distinction in Linguistics and concentrations in sociolinguistics, cultural anthropology, Arabic, and French

SELECTED PUBLICATIONS

Book: *Doing Fieldwork in at Home: The Ethnography of Education in Familiar Contexts*, Rowman & Littlefield Publishers (hard cover, paperback, digital), edited with Claire Nicholas, April 2021. Lanham, MD & London, UK.

Book: *All American Yemeni Girls: Being Muslim in a Public School*. University of Pennsylvania Press (cloth and paper), 2005. Winner of the Edward B. Fry Book Award for Outstanding Contributions to Literacy Research and Practice.

Special Journal Issue: Co-editor of Special Issue (2022) of *English Teaching: Practice and Critique* (ETPC), “Religion, Literacies, and English Education in Global Dialogue,” with Mary Juzwik, Denise Davilla, Robert LeBlanc, Eric Rackley, **Loukia K. Sarroub**.

Refereed journal articles:

Garcia, O. and **L. K. Sarroub**. (2025). Beyond puntos y rayas: Translanguaging pedagogy for language minoritized students. *Literacy Research: Theory, Method, and Practice*, 74(1), 76-91.

<https://doi.org/10.1177/23813377251368430>

Juzwik, M. M., LeBlanc, R. J., Davila, D., Rackley, E. D. and Sarroub, L.K. (2022). Spiritual and religious meaning making in language and literacy studies: global perspectives on teaching, learning, curriculum and policy. *English Teaching: Practice & Critique*, 21 No. 3, pp. 225-237. <https://doi.org/10.1108/ETPC-03-2022-0051>

(2021) Invited Dialogue: Mapping the intersections of religion, literacy, and public schooling for displaced, immigrant, and refugee children: A conversation with Loukia K. Sarroub, interviewed by Jennifer Danridge Turner. *Language Arts* 98 (3): 149-155. DOI: <https://doi.org/10.58680/la202131030>

Sarroub, L. K. & England, W.R. (2020). Examining glocal scales and mapping literacy landscapes: What we can learn through geo-spatial analyses. *Journal of Ethnographic and Qualitative Research* 14 (3), 216-231.

Young, T. T., **Sarroub, L.K.**, & Babchuck, W. (2019). Literacy Access through Storytime: An Ethnographic Study of Public Library Storytellers in a Low-Income Neighborhood. *Journal of Ethnographic and Qualitative Research* 14 (1): 59-77.

Sarroub, L. K. (2018). What Is "new" in the study of religion and language teaching: An essay from a middle ground point of view. *Modern Language Journal* 102 (2): 455-458.

Quadros, S. & **Sarroub, L. K.** (2016). The case of three Karen families: Literacy practices in a family literacy classroom. *Diaspora, indigenous, & minority education* 10 (1), 1-13.

Sarroub, L. K. & Pernicek, T. (2016). Boys, boredom, and books: A case of three high school boys and their encounters with literacy. *Reading and writing quarterly* 32 (1), 27-55.

Protacio, S. & **Sarroub, L. K.** (2013). A case of reading instruction in a Philippine classroom. *Asia Pacific journal of education* 33 (3), 338-349. <http://DOI:10.1080/02188791.2013.788477>.

Sarroub, L. K. (2009). Glocalism in literacy and marriage in transnational lives. *Critical Inquiry in Language Studies* (Special Issue: Immigration, Language, and education) 6(1-2), 63-80.

Sarroub, L. K. (2008). Living 'glocally' with literacy success in the Midwest. *Theory into practice* 47 (1), 59-66.

Sarroub, L.K. (2007). Seeking refuge in literacy from a scorpion bite. *Ethnography and education* 2(3), 365-380.

Hostetler, K., Latta, M. M., & **Sarroub, L.K.** (May 2007). Retrieving meaning in teacher education: The question of being. *Journal of teacher education* 58 (3), 231-244.

Sarroub, L. K., Pernicek, T., & Sweeney, T. (May 2007). I was bitten by a scorpion: Reading in and out of school in a refugee's life. *Journal of adolescent and adult literacy* 50(8), 668-679.

Sarroub, L. K. (2002). From neologisms to social practice: An analysis of the wanding of America. *Anthropology and education quarterly* 33 (3), 297-307.

Sarroub, L. K. (May 2002). "In-betweenness": Religion and conflicting visions of literacy. *Reading research quarterly* 37 (2), 130-148. <https://doi.org/10.1598/RRQ.37.2.2>

Sarroub, L. K. (2001). The sojourner experience of Yemeni American high school students: An ethnographic portrait. *Harvard educational review* 71 (3), 390-415. <https://doi.org/10.17763/haer.71.3.m8190855254316p1>

Sarroub, L. K. and Pearson, P. D. (Nov./Dec.1998). Two steps forward, three steps back: The stormy history of reading comprehension assessment. *The Clearinghouse*, 72 (2), 97-105.

Spencer Foundation RTG Fellows (Sarroub). (1998). Commentary. *Journal of literacy research* 30 (3), 435-438.

Sarroub, L. K., Pearson, P. D., Dykema, C., and Lloyd, R. (1997). When Portfolios become part of the grading process: A case study in a junior high setting. In K. Hinchman, D. Leu, and C. Kinzer (Eds.), *NRC Yearbook, 46th Edition*. Chicago: National Reading Conference.

Book Chapters:

Sarroub, L.K., Schroeder, Cassandra. (2023/2024). [Religious influences on the growth of literacy practice](#). In Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, 4th edition, vol. 10. Pp. 209-216. Elsevier: Amster, Netherlands. Also available at <https://digitalcommons.unl.edu/teachlearnfacpub/510/>.

Sarroub, L. K. (2021). "You pulled the chair from right under me!" How a Black young man disappears from a high school reading class. In Loukia Sarroub and Claire Nicholas (Eds), *Doing Fieldwork in at "Home": The Ethnography of Education in Familiar Contexts*, Rowman and Littlefield Publishers.

Mir, Shabana & **Sarroub, L. K.** (2019). Islamophobia in US education. In Irene Zempi and Imran Awan (Eds.), *The Routledge international handbook of Islamophobia*, pp. 298-309. Routledge Press.

Ryanti, Dwi & **Sarroub, L.K.** (2016). Indonesian pre-service teachers' identities in a micro teaching context: Learning to teach English in an Indonesian teacher education program. In Melissa Fellin and Tyler Barrett (Eds.), *Trancultural flows of English and education in Asian contexts*, pp. 49-68. Lanham, Maryland: Lexington Books, Rowan and Littlefield Publishing Group.

Sarroub, L. K. & Quadros, S. (2015). Critical pedagogy in classroom discourse. In Martha Bigelow and Johanna Ensser-Kananen (Eds.), *Handbook of educational linguistics*, pp. 252-260. Routledge/Taylor &

Francis Group.

Staples-Farmer, S. & **Sarroub, L. K.** (2014). Incorporating writing into the classroom to address social issues: Analysis and action. In S. Totten and J. E. Pedersen (Eds.), *Educating about social issues in the 20th and 21st centuries: A critical annotated bibliography, volume 3*. Information Age Publishing.

Sarroub, L. K. (2012). Are the challenges and opportunities in contemporary diverse classrooms being met? [The point position]. In A. J. Eakle (Ed.), *Curriculum and Instruction: Debating Issues in American Education: A SAGE Reference Set* (pp. 124-134). Thousand Oaks, CA: Sage Publications.

Sarroub, L. K. (2010). Discontinuities and differences among Muslim Arab-Americans: Making it at home and school. In Malu Dantes and Patrick Manyak (Eds.), *Learning from/with diverse families: Home-school connections in a multicultural society*. Mawah, NJ: Erlbaum.

Sarroub, L. K. (2009). Finding husbands, finding wives: How being literate creates crisis. In Laurie MacGillivray (Ed.), *Literacy practices in times of crisis*, Lawrence Erlbaum Press.

Sarroub, L. K. (2007). How Yemeni American women use literacy: North America. *Encyclopedia of women and Islamic cultures*, vol. 5. Leiden, The Netherlands: Brill Academic Publishers.

Sarroub, L. K. (2004). Reframing for decisions: Transforming talk about literacy assessment among teachers and researchers. In Rebecca Rogers (Ed.), *New directions in critical discourse analysis: The role of language and learning in social transformation* (pp.97-116). Mahwah, NJ: Erlbaum.

Sarroub, L. K. (Spring 2002). Arab American youth in perspective. *Newsletter of the society for research on adolescence*, 3-6.

Tatto, M.T., Lundstrom-Ndibongo, V., Neuman, B., Nogle, S.E., **Sarroub, L. K.**, Weiler, J.M., (November 2000). The education of migrant children in Michigan. JSRI Occasional Paper #72, The Julian Samora Research Institute, Michigan State University, East Lansing, Michigan.
<http://www.jsri.msu.edu/RandS/research/ops/oc72abs.html>.

Sarroub, L. K. (2000). Education. In Anan Ameri and Dawn Ramey (Eds.), *Arab American Encyclopedia*. Detroit: UXL/Gale Group.

Bisesi, T., Brenner, D., McVee, M., Pearson P. D., and **Sarroub, L. K.** (1998). Assessment in Literature-Based Reading Programs: Have We Kept Our Promises? In Kathy Au and Taffy Rafael (Eds.), *Literature-Based Instruction: Present Issues, Future Directions*. Boston: Christopher-Gordon.

Book reviews:

(2020). Book Review. *Teach for Arabia: American Universities, Liberalism, and Transnational Qatar* by Neha Vora, 2019. In *Anthropological Quarterly* 93 (2), pp. 261-265.

(2005). *Arab American Faces and Voices: The Origins of an Immigrant Community* by Elizabeth Boosahda. Austin: University of Texas Press, 2003. In *The American Journal of Islamic Social Sciences* 22(1), pp. 125-127.

Appearances the Public Media and National News:

Interviewed and cited in Gayman, Deann. (August 21, 2024). Huskers make big impact on state through teacher education. *Nebraska Today*: <https://news.unl.edu/article/huskers-make-big-impact-on-state-through-teacher-education>.

Interviewed and cited in Ebbers, Jenna. (August 22, 2024). Study Shows UNL produces highest number of teachers of all colleges in Nebraska. *Lincoln Journal Star*: https://journalstar.com/news/local/education/unl-teacher-nebraska-college/article_f5face7c-5fd2-11ef-a79d-37b7963c34d3.html (The same article was disseminated by the *Omaha World Herald*).

Guest Speaker and Panelist. The Big Arabic Community Day 2023: Teaching Arabic at Lincoln Public

Schools: Current Updates and Future Hopes, a panel discussion coordinated by Dr. Lory Dance & Dr. Abla Hasan and sponsored by the Institute of Ethnic Studies and Arabic Studies, UNL, Burnett Hall 115, Wednesday, March 1, 4:30-6p. <https://youtu.be/hX2iZcYThns>

Interviewed and cited in "Two of 21st Century's Most Toxic Words: Why Climate Change has Become Political by Lauren Dietrich, July 2020:

<https://climatechangenebraska.com/2020/07/03/two-of-the-21st-centurys-most-controversial-words>.

Interviewed and research cited for Washington, DC- based *Weekly Standard* news article, The Girls Who Go Away by Kaylee McGee, June 22, 2018: <https://www.weeklystandard.com/kaylee-mcghee/meet-the-yemeni-child-brides-of-dearborn-michigan>

Featured by the *Lincoln Journal Star*'s Cindy Lange-Kubick, In the Silence, the Suffering of Yemen, https://journalstar.com/news/local/cindy-lange-kubick-in-the-silence-the-suffering-of-yemen/article_bc0ca21e-2dda-5b08-a268-460c909c6535.html?utm_medium=social&utm_source=twitter&utm_campaign=user-share

Invited to be Panelist for public Film Screening and Post-Screening Discussion of "Between Allah and Me (And Everyone Else)" (2017) as part of a joint Women's and Gender Studies colloquia series on Gender, Fashion, and Media. Ross Theater, University of Nebraska-Lincoln.

Publication featured as "scintillating study": <http://www.literacyworldwide.org/blog/literacy-daily/2015/11/12/boys-speak-out-on-reading>

AERA Division G. (October 2014), (Inter)National Social Justice Issues and the Academy Podcast featuring Dr. Loukia K. Sarroub (UNL) & Dr. Warren Chezare (MSU) <https://aeradivg.wordpress.com/divgpodcasts>

Sarroub, L.K. (Sunday, September 11, 2011). The wanding of America: Who we are now. *Lincoln Journal Star*, (p. B13). http://journalstar.com/news/opinion/editorial/columnists/article_6b4f87a8-8dbb-5767-bff5-6a30cdd85cc0.html

Interview with Loukia K. Sarroub. Yemeni culture in the US, #5. *Discovering Yemen*. <http://www.americaabroadmedia.org/resources/education>. Available on iTunes U, PRI Radio International, America Abroad.

Unpublished Papers and Book Manuscripts:

Book Manuscript (draft in progress and Under Advanced Contract with the University of Chicago Press): *An Anthropology of Literacy: Transnationalism and the American High School*.

Sarroub, L. K. & Gatti, Lauren. (2014). What is the Purpose of School Writing? Available on ResearchGate.com

(Sarroub, L. K., Lycke, K., and Pearson, P. D. (2003). Making Professional Judgments: A Case Study in a Junior High Setting.

Sarroub, L. K. (1997). Discontinuities and Differences: Traveling Uphill Both Ways Between Home and School (and Making It). Unpublished qualifying paper, Michigan State University.

Sarroub, L. K. (1994). The love letter: A study of Genre, Gender, and Power. Unpublished undergraduate Honors thesis, University of Chicago.

PRESENTATIONS

Refereed:

Staples-Farmer, S., Sarroub, L. K., Dounia Mansouri, Mary Zeleni, Alex Maso. (December 2025). From Linguistic Suppression to Expression: Juvenile Learners' Journey to Literacy and School Well-Being. Literacy Research Association, Las Vegas.

Sarroub, L. K. (December 3, 2020). Live-streamed Session Discussant: Literacy Learning of Adolescent Newcomers. Literacy Research Association 70th Annual Conference, 2:30-3:15pm.

Sarroub, L. K. (November 13, 2020). Doing Home (Field) Work: The Ethnography of Education in Familiar Contexts, Session Chair and Co-organizer. Live-streamed session at the American Anthropology Association Conference: Raising Our Voices, 4-5pm CTZ.

Sarroub, L. K. (February 25, 2020). The telling case of middle and high school readers as spatial. Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Sarroub, L.K. (December 6, 2019). Identity diversity or identity crisis? A constructive dialogue about our identities as literacy researchers. Alternative format session with David Reinking, Robert Jimenez, Sharon Walpole, Fenice Boyd, Colin Harrison, and George Hruby. Literacy Research Association, Tampa, FL.

Sarroub, L.K., Yu, Aiqing, & Malone, Stephanie. (February 22, 2019). Who are "legitimate" readers in middle and high school reading classes? Hot Topics Presentation: Nebraska State Literacy Association.

Sarroub, L. K. (September 17-21, 2018). Legitimizing "You can't read!" in high school reading classes. Published Conference Proceedings Web Site. Oxford University, UK.

Sarroub, L. K. (September 10-13, 2017). The "telling case" of reading as spatial. Oxford Ethnography and Education Conference. Published Conference Proceedings Web Site. Oxford University, UK.

Sarroub, L.K. (November 19, 2016). Telling a different story through spatial analyses of reading scores and telling cases. In Council of Anthropology Session: Education Ethnography for Cultural and Institutional change. American Anthropology Association, Minneapolis, MN.

England, W.R. & **Sarroub, L.K.** (April 2016). Reading Neighborhoods: A Geo-Spatial Analysis of Low-SES Student Reading Achievement in High vs. Low Poverty Areas. Paper to be presented at the American Research Association meeting, Washington, DC.

Sarroub, L. K. & England, W. R. (December 4, 2015). What makes reading spatial? Telling a different story through spatial analyses of reading scores and ethnographic vignettes. Paper presented at the Literacy Association meeting, San Diego, CA.

Sarroub, L. K. & England, W. R. (December 4, 2014). Combining GIS and ethnography to map migration, literacy, and access to resources: An analysis of geospatial patterns at two scales. Paper presented at the Literacy Research Association meeting, Marco Island, FL.

Sarroub, L. K. and Gatti, L. (Feb. 19-22, 2014). What is the purpose of school writing? Paper presented at the Congress of Writing Research Across Borders, l'Université Paris-Ouest – Nanterre La Défense.

Sarroub, L. K. and Pernicek, Todd. (December 10, 2011). Boys, boredom, and books: A case of three high school boys and their encounters with literacy. Paper to be presented at the Literacy Research Association meeting (Symposium session: Youth and teachers on the margins: Institutional literacy and language practices at odds with our perceptions. Jacksonville, FL.

Sarroub, L. K. (November 19, 2010). Legitimate selves, legitimate texts in a high school literacy classroom. Paper presented at American Anthropology Association meeting (Symposium Session: Beginning ethnographers: Circulating in compelling dilemmas and sites. New Orleans.

Sarroub, L. K. (April/May 2010). Conceptualizing transnational literacies among Iraqi youth in the United States. Paper presented at AERA (Symposium Session: Being Muslim: Education and identities in late

modern multicultural societies), Denver, CO.

Sarroub, L. K. (Dec. 4, 2009). "You can't read!": Legitimate selves, legitimate texts in a high school literacy classroom. Paper presented at the Literacy Research Association meeting (Symposium Session), Albuquerque, NM.

Sarroub, L. K. (Nov. 19, 2008). Reading between the walls: Literacies and socioeconomic status in a high school classroom. Paper presented at the American Anthropological Association, San Francisco, CA.

Protacio, S. M. & **Sarroub, L. K.** (March 25, 2008). 'I don't want to get laughed at': Reading as performance and teaching as telling in an elementary Philippines Classroom. Paper presented at AERA, NY.

Sarroub, L.K. (November 28, 2007). Finding husbands, finding wives: How being literate creates crisis. Paper presented in symposium "Literacy in Times of Crisis: Four Perspectives." National Reading Conference, Austin, TX.

Sarroub, L. K. (April 2007). Doing literacy and gender 'glocally': Transnationalism in the middle." Paper presented at the American Education Research Association meeting in symposium "Making it as Muslims in the West: The geopolitics of gender, race, and education," Chicago.

Sarroub, L. K. (November 30, 2005). Midwestern Identities: Negotiating Culture and Literacies in a Red State." Organized and chaired symposium at the National Reading Conference, Miami.

Sarroub, L. K. (December 3, 2005). Discussant for symposium "Fostering institutional critique and change in readers' stances through responding to multicultural literature, NRC, Miami.

Sarroub, L. K. (April 15, 2005). Rapping High School Reading: Playing with Literacy and Masculinity. Paper presented at the American Education Research Association meeting, Montreal, Canada.

Sarroub, L. K., Pernicek, T., & Sweeny, T. (December 2004). "Learning to Read: A Portrait of an Iraqi Boy's Literacy in and out of School." Paper presented at the National Reading Conference, San Antonio, TX.

Sarroub, L.K. (November 2001). Appropriating Raï: The political texts of a youth culture in and out of school. Paper presented at American Anthropological Association meeting, Washington, DC.

Sarroub, L. K. (April 2001). Center in Early Reading Achievement: Teachers' perceptions of school level characteristics: Similarities and differences across schools. Paper presented at AERA, Seattle, WA.

Sarroub, L. K. (Nov. 29-Dec. 2, 2000). Problematizing gender and ethnicity: Representation in ethnography. Paper presented at the National Reading Conference, Scottsdale, AZ.

Sarroub, L. K. and Peterson, D. S. (Nov. 29-Dec. 2, 2000). Center in Early Reading Achievement: "School Level Factors: Participant Perceptions of the School Change Process." Paper presented at the National Reading Conference, Scottsdale, AZ.

Sarroub, L. K. (Nov. 15-19, 2000). From aspiration to desperation: Yemeni American girls living in ambiguity. Paper presented at American Anthropological Association meeting, San Francisco, CA.

Sarroub, L. K. (April 24-28, 2000). Creating a Muslim Space: How a public high school accommodates a Yemeni Community. Paper to be presented at AERA, New Orleans, Louisiana.

Sarroub, L. K. (December 1-4, 1999). "In-betweeness" and unexpected symbolic texts: Religion and conflicting visions of literacy. Paper presented at the National Reading Conference, Orlando, FL.

Sarroub, L. K. (April 19-24, 1999). Between honor and shame: The sojourner experience of Yemeni Arab high school students. Paper presented at AERA, Montreal, Canada.

Sarroub, L. K. (December 2-5, 1998). Classroom as Oasis: Discourse Practices among 'Yemeni' Students in an American Public High School. Paper presented at the National Reading Conference, Austin, TX.

Pearson, P. D., Sarroub, L. K., Lycke, K., Dykema, C., and Lloyd, R. (December 2-5, 1998). Who Stands to Learn? A reflective conversation about the learning of the research participants in a long-term portfolio assessment collaboration. Portfolio presented at the National Reading Conference, Austin, TX.

Lycke, K., Sarroub, L. K., and Pearson, P. D. (March 6-7, 1998). Integrating Portfolios in the Curriculum: Student Compliance and Resistance to Portfolio Culture in a Junior High Setting (Year 2). Paper presented at the Penn Annual Ethnography in Education Research Forum, Philadelphia.

Sarroub, L. K., and Pearson, P. D. (December 3-6, 1997). How New Assessments Impact Student Learning,

Curriculum, and Professional Development: A Case Study in a Junior High Setting. Paper presented at the National Reading Conference, Scottsdale, AZ.

Sarroub, L. K. (March 7-8, 1997). Reframing for Decisions: Talk about Assessment Among Teachers and Researchers. Paper presented at the: Penn Annual Ethnography in Education Research Forum, Philadelphia.

Sarroub, Loukia K. and Lloyd, Randy (February 28, 1997). Teacher and Student Responses to New Assessments: A Case Study in a Junior High Setting. Presentation at the Michigan Education Research Association, Ann Arbor, MI.

Sarroub, L. K., Pearson, P. D., Dykema, C., and Lloyd, R. (December 4-7, 1996). When Portfolios Become Part of the Grading Process: A Case Study in a Junior High Setting. Paper presented at the National Reading Conference, Charleston, SC.

Invited:

Sarroub, L.K. (December 2025). Presentation and Address for the Literacy Research Association Distinguished Scholar Lifetime Achievement Award. Las Vegas, NV.

Sarroub, L. K. (January 29, 2025). Insights about promotion to full professor with Department of Educational Administration ten faculty members, 12-1:30p, UNL.

Sarroub, L.K. (December 5, 2024). Presentation and Address for the Literacy Research Association Distinguished Scholar Lifetime Achievement Award. Atlanta, GA.

Sarroub, L. K. (April 3, 2023) Guest Speaker and Panelist. Journeys of Resilience: A Panel Discussion with Immigrants and Refugees. Sponsored by UNL Human Rights and Humanitarian Affairs and Middle Eastern and North African Student Association. Monday, April 3, 2023, Louise Pound Hall 137, 5:30-7:30pm.

Sarroub, L. K. (March 1, 2023). **Guest Speaker and Discussion Panelist.** The Big Arabic Community Day 2023: Teaching Arabic at Lincoln Public Schools: Current Updates and Future Hopes, a panel discussion coordinated by Dr. Lory Dance & Dr. Abla Hasan and sponsored by the Institute of Ethnic Studies and Arabic Studies, UNL, Burnett Hall 115, Wednesday, March 1, 4:30-6p. <https://youtu.be/hX2iZcYThns>

Sarroub, L.K. (March 4, 2022). **Invited Speaker.** Education as a public good: Teaching to advance knowledge and improve the human condition. Educators Rising Conference, Nebraska City Union (session attended by 20 high school students and two teachers).

Sarroub, L. K. (October 27, 2020). **Invited Speaker.** Understanding the intersections of literacies, religion, and public schooling for displaced, immigrant, and refugee youth and their families: A conversation with Loukia K. Sarroub. Sponsored by The UNL Arabic Studies Program Eish & Malh (Bread & Salt) Series, the UNL Honors Program and the Department of Modern Languages and Literatures, 3:30-4:30pm, UNL City Campus.

Sarroub, L.K. (September 30, 2019). **Invited Speaker.** Reconciling multiple versions of the 'telling case' in the context of ethnographically informed geo-spatial analyses. Innovations in Qualitative and Mixed Methods Research Methods Group, University of Nebraska-Lincoln, 11:30-AM-12:50 PM Regency B&C City Campus Union.

Sarroub, L. K. (October 27, 2018). **Keynote Speaker.** Understanding the 'Youth' in youth literacies across home and school contexts. International Conference on Teaching and Education. Universitas Tanjungpura, Pontianak, West Kalimantan, Indonesia.

Sarroub, L.K. (April 18, 2018). Research Methodology Panel Discussion with T. Catalano, E. Chan, and A. Morales. (Sarroub: 20-minute presentation of current research on ethnographic research methods). Graduate Student Association, Department of Teaching, Learning, and Teacher Education, UNL.

Sarroub, L. K., Nicholas, Claire (Organizer and Chair), Hasan, Abla. (September 18, 2017). Joint Women and Gender Studies/TMFD Colloquium on Gender, Fashion, and the Media for film screening of "Between Allah and Me". Ross Riepma Theater, UNL.

Sarroub, L.K. (April 5, 2017). **Guest Speaker:** Ethnography. Invited by Professors Laurie Katz and Mollie Blackburn, The Ohio State University College of Education and Human Ecology.

Sarroub, L. K. (December 10, 2015). **Presenter/Keynote/Discussion.** Workshop on Religion and Education. Graduate School of Education and Jewish Studies Program, Stanford University.

Sarroub, L.K. (July 20-25, 2013). Presenter. Symposium for the Study of Writing and Teaching of Writing: Transnational Literacies. University of Massachusetts-Amherst.

Sarroub, L. K. (November 13, 2012). **Featured Speaker:** In-between Ethnographic, Discourse Analytic, and Quasi-Experimental Studies: Making Sense of Data and Old Problems in New Ways. University of California, Berkeley, Graduate School of Education.

Sarroub, L. K. (April 11, 2011). Population uprising in the Arab world: A panel discussion. University of Nebraska-Lincoln sponsored event by Classics & Religious Studies, Bessey Hall 117.

Sarroub, L. K. (May 10, 2011). **Featured Research Presentation:** Literacy Learning among low SES US and Iraqi Youth. Featured Research Presentation at International Reading Association meeting. Orlando.

Sarroub, L. K. (February 21, 2010). **Keynote Talk:** Resilience in Ethnographic Research Methodology. NCTE Research Assembly. University of Pittsburgh.

Sarroub, L.K. (March 14, 2009). **Keynote Talk:** Transnational literacy practices in and out of school among Yemeni American and Iraqi Youth. Conference on Arab-American women. Kansas State University.

Sarroub, L. K. (Dec. 3, 2008). Cultural Approaches to Understanding Literacy. Area 6 Invited Session Speaker, National Reading Conference, Orlando, FL.

Sarroub, L. K. (Nov. 6, 2008). **Keynote:** Literacy and Democracy. Nebraska Honors Forum Lecture. Lincoln, NE.

Sarroub, L. K. (April 3, 2008). Seeking refuge in Education: Transnational Iraqi Youth Dilemmas. Conference: The Undefended Childhood in Global Context: Structural Challenges to Schooling, Health, and Well Being Among the World's Children. Michigan State University, East Lansing Michigan, Kellogg Center.

Sarroub, L.K. (March 21, 2006). Religion and conflicting visions of literacy. Sponsored by the Department of Anthropology, Reed College, Portland, OR.

Sarroub, L. K. (December 2005). **Keynote:** NRC Educator Conference theme "Leveling the playing field for English language learners," Miami.

Sarroub, L. K. (November 6, 2004). "Imagined Communities: Culture, Talk, and Education." Nebraska International Multicultural Exchange Conference: "Open Minds: Moving Beyond the Stereotypes." Lincoln, NE.

Sarroub, L. K. (April 4-5, 2003). "The Literacy Practices of Yemeni and Iraqi Youth: Life In and Out of School in Dearborn, MI & Lincoln, NE. Paper presented at UC Berkeley's Language and Identity in the Modern Arab World conference.

Sarroub, L.K. (November 12, 2002). Paul A. Olson Seminars in Great Plains Studies panelist on November 12, 2002. The topic was "Refugees on the Great Plains: Policies, Practices, and Potentials," UNL.

Sarroub, L. K. (November 6, 2002). Sigma Lambda Gamma National Sorority Inc., panelist on immigration in the US, UNL.

Sarroub, L. K. (November 7, 2002). Guest lecturer in Professor Marcela Raffaelli's (Department of Psychology) Psychology of Immigration course, cross-listed in Ethnic Studies. The topic of the class is "Language, identity, and family relationships," UNL.

Sarroub, L. K. (April 30, 2002). Guest lecturer in Professor Robert Hitchcock's Conflict and Conflict Resolution Studies course (Anthro, Pol Sci, Soc 261). The topic was "Islam in a Yemeni community," UNL.

Sarroub, L. K. (October 10-12, 2001). Identity and musical texts In and out of school. Paper presented at the CIC Music Education Research Symposium, Madison, WI.

Sarroub, L. K. (September 22 & 29, 1998). The Americans We Don't Know: How Arab American Students Negotiate the Boundaries between Home and School. Guest presenter, Professor Patricia Edward's TE 851 course, Literacy of the Young Child at Home and School, Michigan State University.

Sarroub, L. K. (March 25, 1998). Ethnographic methods and fieldwork: A Preliminary study of a Yemeni community. Data analysis session, Spencer Fellows Seminar, Michigan State University.

Sarroub, Loukia K. (December 1996). Making Connections Between Migrant Families and Public Schools. Paper and presentation to State Migrant Education Program researchers, State Board of Education, Lansing, MI.

RESEARCH PRESENTATIONS AS UNDERGRADUATE UNL UCARE MENTOR

Krebbs, Kathryn & Sarroub, L. K. (April 2026). Reimagining Pedagogical Practices to Prevent Student Recidivism. Research Poster Presentation at the UNL Spring Research Fair, City Union.

Bauer, Carlie & Sarroub, L.K. (April 4, 2017). A curiosity for words: Vocabulary acquisition in the middle school. Research Poster Presentation at the UNL Spring Research Fair, City Union. **Winner of the CEHS Best Research Poster Award.**

Gutierrez, Allycia, Strasheim, Donald, & Sarroub, L.K. (April 4, 2017). I think, therefore I am: The case of defining good reading. Research Poster Presentation at the UNL Spring Research Fair, City Union.

Schuman, Brandon & Sarroub, L.K. (April 4, 2017). "I'm slow at it...but eventually get better": The case of a 10th grader's struggle with reading. Research Poster Presentation at the UNL Spring Research Fair, City Union.

Fritz, Chelsea & Sarroub, L.K. (April 4, 2017). Taking control: A student's influence on their comprehension and fluency. Research Poster Presentation at the UNL Spring Research Fair, City Union.

Gentry, Kristalyn & Sarroub, L.K. (April 4, 2017). The slow and steady: The case of two struggling middle school readers. Research Poster Presentation at the UNL Spring Research Fair, City Union.

RESEARCH EXPERIENCES/PROJECTS

Consultant/Mentor, Adolescent reading/literacies, public school teachers	2012- Current
"Who is a Reader? Assessing Reading and Literacy Practices of Middle and High School Students with Teachers' Data-Driven Decision Making" (University of Nebraska-Lincoln IRB Approved; supported with internal funding and graduate assistantship); Engaged in quantitative analysis of data with RA Aiqing Yu.	2016-2020
Consultant and expert witness (discourse analyst of video, audio, and print data) Nebraska State Courts (legal defense of Iraqi immigrant)	March-July 2010
Literate Success: American and Refugee Youth in and out of School University of Nebraska-Lincoln,	2002-2009
Research Consultant with Barbara Taylor, University of Minnesota and P. David Pearson, Michigan State University, Center in Early Reading Achievement project "Variations of Choice: Implementing research-based reading program reform in high poverty elementary schools" Los Angeles Unified School District, CA	1999-2001
Spencer/MSU Research Fellow with mentors David Labaree and P. David Pearson Michigan State University College of Education Research: fieldwork, analysis, presenting, reviewing, publishing, dissertating	1997-1999

Research Assistant to P. David Pearson Michigan State University College of Education Collaborated on a study on standards-based portfolio assessments in two teachers' junior high school English and Language Arts classrooms and documented the process with participating teachers	1995-1998
Consulting Grand Rapids, MI Assisted P. David Pearson with evaluation of language arts program in school district	Summer 1997
Research Associate to P. David Pearson Center for the Improvement of Early Reading Achievement Engage in ongoing projects in reading research	1997-present
Research Practicum directed by Susan Florio-Ruane "Reframing for Decisions: Talk about Assessment Among Teachers and Researchers." Paper presented at Penn Ethnography Forum, 1997	Spring/ Summer 1996

GRANTS

Ethical and Equitable Reintegration: Transitioning Youth from Out-of-Home Placement to the Mainstream Classroom, University of Nebraska-Lincoln, Office of Research and Innovation Grand Challenges Planning Grant, 8/2024 - 5/2026, Co-PI (with Dr. Mason), Amount funded: \$75,000, partners with LPS, EDPS, English, CYFS, CYAF, BreakFree in Washington DC; Advisory board members: Alfred Tatum, David Domenici, Chanelle Gordon.

REVISED submission Spencer Foundation Vision Grant (PI), Ethical and Equitable Reintegration: Transitioning Youth from Out-of-Home Placement to the Mainstream Classroom, with co-PIs Alex Mason, Sarah Staples-Farmer, Debbie Minter, Eric Buhs, Mary Zeleny and schools/community senior personnel/consultants Dwight Brown, Randy Farmer, Eric Witt, and Lori Hammett. Submitted September 9, 2024, Amount requested: \$75,000.

Nebraska Department of Education "From Diversity Strength: The New Nebraska Teaching Project," TLTE team Ted Hamann (PI) and co-PIs Lauren Gatti, Lydiah Kiramba, Amanda Morales, Loukia K. Sarroub, and Sara Skretta. "The grant will help attend to both Nebraska's overall shortage of teachers and to the under-representation of the cultural and linguistic diversity candidates within the pool of those entering teaching," 2022-2023, Funded Amount: \$250,000

Displaced Syrian Children and Youth in the US, Co-PI with Kate Allman (Johns Hopkins University) and Sarah Dryden-Peterson (Harvard University)
William T. Grant Foundation LOI Submitted, August 1, 2018

Spencer Foundation Small Grant, Rejected (November 26, 2018)

Global Perspectives in Curriculum Competition
Sarroub, L. K. & Hamann, Ted, "Migration, Glocality, and Education in Transnational Times"
University of Nebraska, Lincoln, Amount Awarded: \$5000, 2018-2019

Undergraduate Creative Activities & Research Experiences Grants
University of Nebraska, Lincoln, 2016-2018
Amount: \$19,000 (to support 7 research assistants)

CEHS International Seed Grant, Attended MaxQDA professional development conference in Berlin, Germany and presented research paper at the Oxford Education, 2017
Research Conference Amount: \$2700,

A Mixed Methods Study of Expert Teachers: Developing Neural and Discourse Analyses for Understanding Mediating Factors of Teacher Expertise
Spender Foundation, 2012

A Study of Teacher Expertise: Discourse and GIS Analyses of Expert Teacher Talk, UNL Research Council Faculty Seed Grant, 2012

A Mixed Methods Study of Expert Teachers: Developing Neural and Discourse Analyses for Understanding Mediating Factors of Exceptional English Teachers (with Dr. Tony Wilson, UNMC), UNL Research Council Interdisciplinary Grant, 2012

Undergraduate Creative Activities & Research Experiences (UCARE) Grants
University of Nebraska, Lincoln, Amount: \$12,000, 2026-2007

William T. Grant Foundation Scholars Program
"Connecting Literacy and American and Refugee Youth In and Out of School"
Amount: \$300,000, 2006 Finalist

Layman Grant, University of Nebraska-Lincoln, 2005-2006
"Iraqi Refugee Youth Becoming Literate and American," Amount: \$10,000

Scholarly Enhancement Program, 2003-2005
College of Education and Human Sciences, UNL
Course reduction and \$1000 and Travel expenses for one conference

US Department of Education, "Exploring Religious Communities in the Modern Middle East," with Sidnie Crawford (Principal Investigator, Religious Studies), Jeff Spinner-Halev (Political Science), Miles Bryant (Educational Administration), University of Nebraska-Lincoln, 2004
Amount: \$211,481

Research Council Grant, 2002
University of Nebraska, Lincoln
Amount: \$6200

Dissertation Completion Fellowship, Spring 2000
The Graduate School, Michigan State University, Amount: \$5000

Research Training Grant, 1997-1999
The Spencer Foundation
Amount: tuition, research assistantship, and \$12,000 per year for two years

Research Support Award, 1998
Spencer/MST Research Training Grant
Amount: \$1500

Teacher Education Arthur R. & Pearl Buttler
Scholarship, Michigan State University,
1997-1998, Amount: \$1000

Teacher Education Good academic progress grants
Michigan State University, 1995-1997
Amount: \$800 per semester for two years

Recruiting Fellowship, 1995-1996
Michigan State University College of Education
Amount: \$6000

Center for Middle Eastern Studies Intensive Arabic
University of Chicago, Summer 1992
Amount: Tuition and \$700 stipend

Academic Grant for Undergraduate Study, 1990-1994
University of Chicago, Amount: \$13,000 per year for four years

TEACHING

University:

Ethnographic Research Methods (TEAC/EDPS/NUTR/CYAF/ANTH 930A)
Linguistics in Language and Learning Contexts (TEAC 438/838)
Discourse Analysis (TEAC 930D)
Language and Learning (TEAC 952)
Language and Power (TEAC/ANTH 840M)
Language, Culture, and Literacies (TEAC 921D)
Literacy Processes and Practices (TEAC 411/811)
The School and Society (TEAC 331)
Literacy, Gender, & Ethnicity in Schools (TEAC 840D)
Literature for Adolescents (TEAC 439/839)

Advising at UNL

Ph.D. Advisees: Dounia Mansouri, (co-advisor with Dr. Jenelle Reeves, 2024-Current)

Ph.D. students graduated:

- Cassandra Schroeder (US, 2025), "Carrying light in the shadows: Four portraits of critical literacy in unlikely contexts"
- Sarah Staples-Farmer (US, 2012), **Finalist, UNL Folsom Distinguished Doctoral Dissertation Award**, "Racking up cultural capital and eliminating labels: The culture of teaching and learning in the

juvenile justice system"

- Dwi Riyanti (Indonesia, 2017), **Dissertation research recipient of the UNL Presidential Fellowship (\$24,000)**, "Teaching identity development: A collective case study of EFL pre-service teachers learning to teach in an Indonesian university teacher education program"
- Bonodji Nako (Chad & US, 2017), "Exploring adolescents' literacy practices in a 'safe-haven' after-school program: A multi-methods study"
- Rita Herman (co-advised with Dr. Karl Hostetler), ABD
- Reed Underwood (advised F2018-F2019)

Recent and Current MA advisees: Jeremy Williams, 2021-2025; Shelby Brown, 2019-2022; Sarah Thomas, 2019-2022; Tara Dissmeyer 2019-2022; Alia Emara, F2018-S2020 (MA Thesis); Current; Sarah Thomas, 2019-Current; Sadie Rahn, F2009-2019; Heidi Simmons, 2010-2020; Matthew Schrad, 2019-Current; Emily May Parsons 2019-2021;; Eddie Brown, 2019; Claire Dressman, 2020; Scott Wallker, 2021

UCARE advisee, Summer 2025, and AY2025-26: Kathryn Krebbs (TLTE)

UCARE advisee, Summer 2017 and 2017-2018 (Carlie Bauer, **Winner of UNL Spring 2017 Student Research Fair Best Poster Award in CEHS**)

7 UCARE advisees (2016-2017): Carlie Bauer (TLTE), Brandon Schuman (TLTE), Kristy Gentry (TLTE), Allycia Gutierrez (TLTE), Donald Strasheim (TLTE), Chelsea Fritz (TLTE), Nicole Timm (anthropology)

12 doctoral supervisory committees (TLTE, EDPS, Poli Sci, Sociology, Public Health, History)

30 Master student advisees graduated: 4 MA Theses

5 Undergraduate Honors Thesis students graduated

5 UCARE advisees/research assistants, 2001-2009

Public School

Instructor

Taught English literature and language at Mather High School in Chicago as part of the NEH national project "Texts and Teachers" developed by the Comparative Lit. Dept. at Brown University and cosponsored by the Coalition of Essential Schools, 1993-1994

Reading Tutor and Teacher, Grades 1-3
Blue Gargoyle, University of Chicago, 1992-1994

SELECTED SERVICE and ACADEMIC PROFESSIONAL ACTIVITIES

Service to the Department and College

Chair of Graduate Programs, TLTE, 2018-2021

Chair, Search Committee Elementary Literacy Education (K-6) Associate Professor, Fall 2019

Peer Review Committee Member, (Drs. Amanda Morales and Lydiah Kiramba), TLTE, 2018

Chair & Peer Review Mentor, (Drs. Lauren Gatti (2012-2018) and Kara Viesca (2016-2018)

Extended Personnel Committee Member, 2016-2019

TLTE Advisory Committee, 2016-2017

Chair, TLTE Scholarship Committee, Fall 2014-May 2017

Convener/Organizer of TLTE Language, Literacy, & Culture emphasis area faculty, 2002-2017

Edit and Revise TLTE Cognitive Map, Appointed by TLTE Chair, January 2016

ESL & Immigrant Education Search Committee, 2015-2016

Coordinator, Ad Hoc Committee to revise Comprehensive Exams 2012-2014

Ad Hoc Committee to revise Graduate Emphasis Areas 2013-2014

English Education Search Committee 2011-2012

Chair, Personnel Committee, 2010-December 2011

Elected Personnel Committee Member, 2009-2012

Facilitator of English Education group, 2010-2011

Second Language Acquisition/Applied Linguistics Search Committee Member, Fall 2008, 2010-2011

Annual Review Committee Member (3 Reviews of Assistant Professor files), Spring 2008

English Education Search Committee Member, 2007-2008

Co-facilitator, Elementary Education Working Group, Fall 2007

Policy and Practice Search Committee Member, 2004-2005

Chair of Graduate Admissions Committee, 2004-2007

Service to the College

CEHS Graduate Executive Committee, 2018-2021

Chair, CEHS Promotion and Tenure Committee, 2018-2019

CEHS Promotion and Tenure Committee Member, 2016-2019

Schmoker Reading Center Advisory Committee Member, 2014-2017

External Search Committee Member for Phonology and Language Position Search, Department of Special Education and Communication Disorders, 2013-2014

CEHS Research Committee (with office of CEHS Office of Associate Dean of Research), 2011-2014

Steering Committee Member (with John Creswell and Elaine Chan), Qualitative Interest Research Group

Elected to Dean's Advisory Committee, 2007-2010

Co-Chair, 2008-2009

Service to the University

Member of the Advisory Board for the DEO Leadership Series, UNL Academic Vice Chancellor Office, 2024-2027

Selection Committee Member, the NU system-wide Departmental Teaching Award, University of Nebraska President's Excellence Awards Committee, 2021-2024

Elected member, UNL Academic Rights and Responsibilities Panel, 2020-2023
-Academic Freedom and Tenure-B Committee, 2020-2021

Evaluator, International Teaching Institute (Graduate TA mini-lessons), Summers 2018 & 2019

Attendee, Council of Graduate Schools Conference, San Diego, CA, July 13-17, 2019

Appointed UNL Faculty Representative, Faculty Compensation Advisory Committee, University of Nebraska-Lincoln, 2017-2020

Appointed Member, Textiles, Merchandising and Fashion Design Academic Program Review, Fall 2018

Judge, UNL Graduate Research Fair (Posters), Spring 2019

Judge, UNL Undergraduate Research Fair (Posters), April 2018

Undergraduate Research Advisory Board, University of Nebraska-Lincoln, 2017-2020

Invited Speaker, Qualitative and Mixed Methods Interest Group at UNL, Social & Behavioral Sciences Research Consortium, November 9, 2015

Chair, University of Nebraska-Lincoln Research Council, 2013-2014

Vice-Chair, UNL Research Council, 2012-2013

University Research Council (Review and allocate funds for faculty seed grants), 2011-2014

Elected to Committee of Committees, 2010-2013

Elected to Faculty Senate Member, 2007-2013

Graduate Fellowship Committee, 2007-2017

Layman Grant Review Committee, 2007

Selected Service to the Profession

Chair, Literacy Research Association Distinguished Lifetime Award Committee, Fall 2024-Fall 2026
Presentation and Address in December 2024, 2025, 26

Invited Member, Literacy Research Association Distinguished Lifetime Award Committee, Fall 2022-Current

External Reviewer for Promotion and Tenure

2014 University of Wyoming (1)

2017 University of Central Florida (1), Louisiana State University (1), Arizona State University (1)

2018 Iowa State University (1)

2020 University of Idaho (1)

2024 UAE (1)

2025 Michigan State University (1)

2021 Invited Reviewer for special issue theme, Teaching Bi/Multilingual Learners, *The Reading Teacher*
2021 Invited Reviewer for *Social Sciences*
2021 Reviewer, *Anthropological Quarterly*
2021 Reviewer, *Educational Studies*, a journal of the American Educational Studies Association
2020 Reviewer, *Reading Research Quarterly*, *Journal of Contemporary Islam*, *Journal of Literacy Research*
2020 Reviewer, *British Education Research Journal*
2018 Reviewer, *Journal of Language, Identity and Education*

2017 Reviewer, *Oxford Research Encyclopedia of Education*
2017 Reviewer, *American Education Research Journal*

2016 Reviewer, *American Anthropologist*
2016 Reviewer, *Diaspora, indigenous, & minority education*

2016 Chair, Diverse Democracies, Democratic Diversities: International Studies on Identities, Multilingualism, and Language Rights & Ideologies, AERA Roundtable Session, Washington, D.C.

2014 *Research in the Teaching of English* (Volume 48) Alan C. Purves Award for Best Article Committee

2013 Council on Anthropology and Education Louise and George Spindler for Significant Achievement in Educational Anthropology Award Committee

Reviewer, *Australasian Review of African Studies*, 2015- Current

Reviewer & Editorial Board, *Journal of Adolescent & Adult Research*, 2015-Current

Reviewer, *Reading and Writing Quarterly*, 2014-Current

Reviewer, *Teaching and Teacher Education*, Current

Reviewer, *Journal of Religions*, Section on Religions and Social Sciences, 2015-Current

Conference Proposal Reviewer (6 Reviews), Literacy Research Association Area 6, Summer 2014

Literacy Research Association Ad-Hoc Strategic Plan Committee Member, 2012

- Foster and encourage international scholarship and representation within LRA;
- Create a more diverse membership and leadership within LRA;
- Better understand as well as have an influence on issues of policy and advocacy involving literacy research and instruction.

Reviewer, *Journal of British Sociology*, 2011- Current

Reviewer, *Journal of Diaspora, Indigenous, and Minority Education*, 2011-Current

Reviewer and Editorial Board, *Reading Research Quarterly*, 2002-Current

Reviewer, *Council of Anthropology and Education*, 2002-Current

Member, International Reading Association Publications Committee, 2010-2012

(2010). Chair and Discussant for CEHS Student Research Conference (6 graduate student presentations).

(2010). Organizer and Chair, Meeting of the American Anthropology Association, New Orleans. Symposium: Beginning ethnographers: Circulating in compelling dilemmas and sites.

(2009). Organizer and Chair, Meeting of the Literacy Research Association, Albuquerque, NM. Symposium Session: The New Youth and Their Literacies: National and International Perspectives Across School and Community Settings, with co-presenters Glynda Hull (UC-Berkeley & NYU) and Rob Petrone (UNebraska-Lincoln) and Discussants Donna Alverman (UGeorgia) and Colin Harrison (UNottingham).

Edward Fry Book Award Committee, National Reading Conference, 2005-2008

Reviewer, National Science Foundation Cultural Anthropology Program, 2006-Current

Reviewer, *Ethos*, 2006-Current

Editorial Board Member, *Journal of Literacy Research*, 2001-Current

Editorial Board Member, *Research in the Teaching of English*, 2007-Current

Reviewer, *Sociology of Education*, 2002-Current

Co-Chair of Area 7 (Social, Cultural, and Political Issues of Literacy Practices In and Out of School), National Reading Conference, 2006

Reviewer, Office of Educational Research and Improvement (OERI), Spring 2001

Field Initiated Studies Education Research Grant Program, Washington, DC

Organizer and Chair of symposium at the National Reading Conference, December 2000

"Problematizing Qualitative Inquiry in Literacy Studies: The Boundaries of Textual and Symbolic Representation"

Organizer and Chair of symposium at the National Reading Conference, December 1999

"The Ethnography of Literacy: Signs, Symbols, and Texts (Parts I & II)"

Participant, Spencer Foundation forum "In Pursuit of Education: Research Training in Recognition of Racial, Gender, and Ethnic Diversity," University of California-Berkeley, October 1998

Participant, American Institute of Maghreb Studies Conference on "The Maghreb in World History," Co-sponsored by AIMS and the Department of State, May 1998
University of Tunis, Manouba, Tunis, Tunisia

SELECTED ACADEMIC HONORS/AWARDS

2025 African Immigrant Family Services Educational Partnership Award with the Department of Teaching, Learning and Teacher Education, 2025 Success Celebration, Omaha NE

2024 Women of Courage, Character, and Commitment Award for the betterment of the University of Nebraska-Lincoln campus community

[2022-23 Big Ten Academic Alliance Department Executive Officers \(DEO\) Fellow](#)

2018 Parents' Recognition Award for Contributions to Students, University of Nebraska Parents Association

The Parents' Recognition Awards provide positive feedback to Nebraska faculty and staff about the work they do with and for students. The awards began in 1988 as a means of providing recognition in an area often overlooked in the formal rewards system. Today the award continues to encourage relationships and communication between students and faculty/staff at the university. All awardees

have been nominated by the parents, family members of a Nebraska student. The UNL Parents Association annually solicits nominations by mail during the fall semester. Nominators include a short explanation of why this person "has made a significant difference" in a student's life.

2012 University College Distinguished Teaching Award, College of Education and Human Sciences, University of Nebraska-Lincoln

Edward B. Fry Book Award for Outstanding Contributions to Literacy Research and Practice, National Reading Conference (now Literacy Research Association), December 2006

Teaching Award: Recipient of the National Society of Collegiate Scholars Distinguished Membership for contributions to the classroom, the campus, and the community, University of Nebraska-Lincoln, Fall 2003

American Education Research Association Division G Best Dissertation Award Finalist, 2001
Dissertation Completion Fellowship, Michigan State University Graduate School

Phi Kappa Phi Honor Society, Michigan State University

College of Education Arthur R. and Pearl Buttler Scholarship, Michigan State University

B. A. with General Honors, University of Chicago

Honors in the College for B. A. Thesis in Linguistics, University of Chicago

Dean's List (1991-1994), University of Chicago

LANGUAGES

French: Fluent

Arabic: fair reading and writing (with more immersion)

Modern Greek: fair reading and speaking ability (with more immersion)

Spanish: first-year study

PROFESSIONAL AFFILIATIONS

Literacy Research Association (formerly the National Reading Conference)

Council on Anthropology and Education

American Anthropology Association

National Council for Teachers of English

American Educational Research Association