

JESSICA ZACHER PANDYA, Ph.D.
CURRICULUM VITAE

Chair, Department of Liberal Studies
Professor, Departments of Teacher Education & Liberal Studies
College of Education
California State University, Long Beach
jessica.pandya@csulb.edu
<http://www.ced.csulb.edu/people/jessica-zacher-pandya>

EDUCATION

University of California, Berkeley

Ph.D. Education, Language, Literacy, and Culture, 2005
M.A. Education, Language, Literacy, and Culture, 2000

The New College of California, San Francisco

CLAD Multiple Subject Teaching Credential, 1996

The University of Chicago

B.A. Tutorial studies, independent and interdisciplinary humanities program, 1994
Honors for thesis and General Honors in the College

PROFESSIONAL POSITIONS

Chair, Department of Liberal Studies, CSU Long Beach, 8/14 – present

Provide leadership and direction for undergraduate teacher education; foster productive communication within the department and with our many partners, and facilitate the department's goals. Manage the department's human, fiscal, and physical resources.
Achievements: Liberal Studies approved as an Elementary Subject Matter Waiver Program (May 2017); Expansion of program learning outcomes to include intersectionality and inclusive pedagogies; New Bilingual Pathway with a Chicano/Latino Studies emphasis with 250K grant; CSULB Data Fellow engaging in analysis of student data to foster student success

Professor, Departments of Teacher Education & Liberal Studies, CSU Long Beach, 8/15 – present

Associate Professor, Departments of Teacher Education & Liberal Studies, CSU Long Beach, 8/10 – 7/15

Assistant Professor, Departments of Teacher Education & Liberal Studies, CSU Long Beach, 8/05 – 7/10

Graduate Student Instructor of Record, University of California, Berkeley, Graduate School of Education, Language, Literacy, & Culture, 8/04 – 6/05

Graduate Student Instructor, University of California, Berkeley, Graduate School of Education, Language, Literacy, & Culture, 8/02-6/03

Master Teacher, University of San Francisco Teacher Education Department, 8/98-12/98

Kindergarten Teacher, San Francisco Unified School District, 8/96-6/99

Mentee, Beginning Teacher Support Association, San Francisco Unified S.D., 8/96 –6/97

Language Arts Teacher, Pleasant Street Elementary School, Chicago, 8/94 – 12/94

HONORS AND DISTINCTIONS

Divergent Award for Excellence in 21st Century Literacies, 2018

Mills, K. A., Stornaiuolo, A., Smith, A. & Pandya, J.Z. (Eds.) (2018). *Handbook of Writing, Literacies and Education in Digital Cultures*. New York, NY: Routledge.

Leadership Fellow, CSULB President's and Provost's Leadership Fellows Program, 2014-16

Worked on the AASCU-supported CSULB "Reimagining the First Year" Project

Edward B. Fry Book Award, Literacy Research Association, 2014

Ávila, J. & Zacher Pandya, J. (Eds.) (2012). *Critical Digital Literacies as Social Praxis: Intersections and Challenges*. New York, NY: Peter Lang.

Undergraduate Research Opportunity Program Faculty Sponsor, CSULB

2013-14 (2 students); 2014-15 (2 students); 2015-16 (3 students); 2016-17 (4 students)

Foundation for Child Development New American Children Young Scholar, 2012-15

150K grant for "Multimodal Digital Composition with English Language Learners"

Scholarly and Creative Activities Committee, California State University, Long Beach

Course Releases (2016, 2015, 2014, 2010, 2008, 2007, 2006), 3.5K Grant (2011)

John Randolph Haynes and Dora Haynes Foundation Faculty Fellow, 2008

12K Research Stipend for Social Science Research in the Los Angeles Area

John Randolph Haynes and Dora Haynes Foundation Faculty Fellow, 2007

12K Research Stipend for Social Science Research in the Los Angeles Area

Promising Researcher Award

National Council of Teachers of English, 2006

Division G Outstanding Dissertation Award Honorable Mention, American Educational Research Association, 2006

FUNDED GRANTS

Researcher, Caminos Project, HIS Teacher Preparation Grant: CSU Long Beach

Funded by the U.S. Department of Education, **2.75M**, 9/17 – 6/22

Co-PI, Bilingual Urban Education for All Students (BUENAS): Building a Four-Year Integrated Bilingual Program with Chicano and Latino Studies and Education @ CSULB

Funded by the California Commission on Teacher Credentialing, **250K**, 1/17 – 6/ 18

Co-PI, Transformative Clinical Practice for Developmental Educator Preparation

Funded by the S.D. Bechtel, Jr. Foundation, **230K**, 1/15 – 6/16

PI, Multimodal Digital Composition with English Language Learners

Funded by the Foundation for Child Development New American Children Young Scholars Program, **150K**, 2/11 – 6/15

PI, English Language Learners & Structured Language Arts Curricula

Funded by John Randolph Haynes and Dora Haynes Foundation Faculty Fellowships, **12K**, 2007; **12K**, 2008

PUBLICATIONS

BOOKS

Pandya, J.Z. (under contract, December 2017). *Exploring Critical Digital Literacy Practices: Everyday Video in a Dual Language Context*. Routledge Expanding Literacies in Education Series.

Mills, K. A., Stornaiuolo, A., Smith, A. & **Pandya, J.Z.** (Eds.). (2018). *Handbook of Writing, Literacies and Education in Digital Cultures*. New York, NY: Routledge. Winner: 2018 Divergent Award for Excellence in 21st Century Literacies.

Wyse, D., Hayward, L. & **Pandya, J.Z.** (Eds.) (2016). *The SAGE Handbook of Curriculum, Pedagogy, and Assessment*. London, UK: Sage.

Pandya, J.Z. & Ávila, J. (Eds.) (2014). *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*. New York, NY: Routledge.

Ávila, J. & **Pandya, J.Z.** (Eds.) (2013). *Critical Digital Literacies as Social Praxis: Intersections and Challenges*. New York, NY: Peter Lang. In the *New Literacies and Digital Epistemologies* Series (M. Knobel & C. Lankshear, Eds.). Winner: 2014 Edward B. Fry Book Award, Literacy Research Association.

Pandya, J.Z. (2011). *Overtested: How High-Stakes Accountability Fails English Language Learners*. New York, NY: Teachers College Press.

PEER-REVIEWED JOURNAL ARTICLES

Pandya, J.Z. & Ávila, J. (2017). Inequitable Variations: A Review of Research in Technology, Literacy Studies, and Special Education. *Literacy*, 51, 12-130. 10.1111/lit.12099

Pandya, J.Z., Hansuvadha, N., & Pagdilao, K. (2016). Multimodal, Digital Composition for Children with Autism: Lessons on process, product, and assessment. *Language Arts*, 93, 415-428.

Pandya, J.Z., Pagdilao, K., Kim, A.E., & Marquez, E. (2015). Transnational Children Orchestrating Competing Voices in Multimodal, Digital Autobiographies. *Teachers College Record*, 117(7). <http://www.tcrecord.org/Content.asp?ContentId=17946>

Pandya, J.Z. & Pagdilao, K. (2015). “It’s complicated”: Children learning about other peoples’ lives through a critical digital literacies project. *Australian Journal of Language & Literacy*, 38(1), 38-45.

Pandya, J.Z. (2012). A Scale Analysis of the Effects of US Federal Policy. *Pedagogies: An International Journal*, 7(2), 115-131. doi.org/10.1080/1554480X.2012.655886

Pandya, J.Z. (2012). Mandating and standardizing the teaching of critical literacy skills: A cautionary tale. *Theory into Practice*, 51(1), 20-26. doi.org/10.1080/00405841.2012.636330

Ávila, J., **Pandya, J.Z.**, Benson, V.B. & Pearson, P.D. (2011). Conducting instructional intervention research in the midst of a state takeover. *Pedagogies: An International Journal*, 6(1), 30-45. DOI: 10.1080/1554480X.2011.532085.

Zacher, J. (2009). Christina's Worlds: Negotiating childhood in the city. *Educational Studies*, 45, 1-18. doi.org/10.1080/00131940902910966

Hull, G., **Zacher, J.** & Hibbert, L. (2009). Youth, Risk, and Equity in a Global World. *Review of Research in Education*, 33(1), 117-159. doi.org/10.3102/0091732X08327746

Zacher, J. (2008). Analyzing Children's Social Positioning and Struggles for Recognition in a Classroom Literacy Event. *Research in the Teaching of English*, 43, 12-41.

Zacher, J. (2007). Talking About Difference and Defining Social Relations With Labels. *Language Arts*, 85(2), 115-124.

Hull, G. & **Zacher, J.** (2007). Enacting Identities: An ethnography of a job training program. *Identity: An International Journal of Theory and Research*, 7(1), 71-102. doi.org/10.1080/15283480701319708

Zacher, J. (2006). White girls constructing abstract and embodied racial identities in an urban elementary school. *Urban Learning, Teaching, and Research Journal*, 2, 19-30.

Zacher, J. (2006). "I know about the holocaust!": Reading and identity work in a diverse urban classroom. *The California Reader*, 40(1), 26-32.

Zacher, J. (2003). "So is it a noun or a verb?": Examining discourses of classroom language teaching and development. *Educational Practice and Theory*, 25(2), 35-52. doi.org/10.7459/ept/25.2.03

EDITOR-REVIEWED & INVITED JOURNAL ARTICLES

Pandya, J.Z. & Aukerman, M. (2014). Research and Policy: A Four Resources Analysis of Technology in the CCSS. *Language Arts*, 91(6), 429-435.

Aukerman, M. & **Pandya, J.Z.** (2013). Research and Policy: Rethinking Common Answers to Critical Questions about Classroom Discourse. *Language Arts* 91(1), 41-47.

Wyse, D., **Pandya, J.Z.** & Doecke, B. (2012). Editorial: English teachers' work in an era of standardisation. *English Teaching: Practice and Critique*, 11(3), 1-13. <http://edlinked.soe.waikato.ac.nz/research/journal/view.php?view=true&id=67&p=1>

Pandya, J.Z. (2012). Unpacking Pandora's Box: Issues in the assessment of English language learners' literacy skill development in multimodal classrooms. Invited Commentary. *Journal of Adolescent & Adult Literacy*, 56(3), 181-85. doi.org/10.1002/JAAL.00124

Ávila, J. & **Pandya, J.Z.** (2012). This Issue (The Future of Critical Literacies in US Schools: An Introduction). *Theory Into Practice*, 51(1), 1-3.

Zacher, J. (2009). The over-testing of English language learners and their teachers. *Teachers College Record*, Date Published: April 02, 2009. <http://www.tcrecord.org> ID Number: 15605.

Hull, G., & **Zacher, J.** (2004). What is After-School Worth? Developing literacies and identities out-of-school. *Voices in Urban Education*, 3 (Winter/Spring), 36-44.

BOOK CHAPTERS

Pandya, J.Z. & Golden, N. (2018). Fostering impossible possibles through critical media literacies. In Mills, K. A., Stornaiuolo, A., Smith, A. & Pandya, J.Z. (Eds.). *Handbook of Writing, Literacies and Education in Digital Cultures*, pp. 50-60. New York, NY: Routledge.

Wyse, D., Hayward, L. & **Pandya, J.Z.** (2016). Introduction. In Wyse, D., Hayward, L. & **Pandya, J.Z.** (Eds.), *The SAGE Handbook of Curriculum, Pedagogy, and Assessment*, pp. 1-26. London, UK: Sage.

Pandya, J.Z. (2014). Towards critical participatory literacies through digital video composition in an elementary teacher education literacy course. In Brass, J. & Webb, A. (Eds.) *Reclaiming English Language Arts Methods Courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times* (pp. 40-53). New York, NY: Routledge.

Pandya, J.Z. (2014). Standardizing, and erasing, critical literacy in high-stakes settings. In Zacher Pandya, J. & Ávila, J. (Eds.) *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*. New York, NY: Routledge.

Pandya, J.Z. & J. Ávila. (2014). Introduction: Making the road by talking: Moving Critical Literacies Forward. In Zacher Pandya, J. & Ávila, J. (Eds.) *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*. New York, NY: Routledge.

Ávila, J. & **Pandya, J.Z.** (2012). Traveling, textual authority, and transformation: An introduction to critical digital literacies. In J. Ávila & J. Zacher Pandya, (Eds.). *Critical Digital Literacies as Social Praxis: Intersections and Challenges* (pp. 1-12). New York, NY: Peter Lang.

Zacher, J. (2008). Social Hierarchies and Identity Politics: What a Bourdieuan analysis adds to our understanding of literacy practices and multicultural curricula. In A. Luke & J. Albright (Eds.), *Bourdieu and Literacy Education*, (pp. 477-528). Mahwah, NJ: Lawrence Erlbaum.

Leander, K. & **Zacher, J.** (2007). Literacy, identity, and the changing social spaces of learning. In A. Berger, L. Rush, & J. Eakle (Eds.) *Secondary School Reading and Writing: What Research Reveals for Classroom Practices* (pp. 138-164). Urbana, IL: National Council of Teachers of English.

Hull, G., & **Zacher, J.** (2007). Identity formation and literacy development within vocational education and work. In L. Farrell & T. Fenwick (Eds.), *Educating the global workforce: Knowledge, knowledge work, and knowledge workers. World Yearbook of Education 2007* (pp. 212-222). London: Kogan Page.

Hull, G., Jury, M. & **Zacher, J.** (2007). Possible Selves: Literacy, identity, and development in work, school, and community. In A. Belzer (Ed.), *Toward Defining and Improving Quality in Adult Basic Education* (pp. 299-318). Mahwah, NJ: Lawrence Erlbaum.

Zacher, J. (2005). Effects of a Multicultural Curriculum in a Racially and Socioeconomically Diverse 5th-Grade Classroom. In D. McInerney & S. Van Etten (Eds.), Council on Anthropology & Education's *Research on Sociocultural Influences on Motivation and Learning: Focus on Curriculum* (Vol. 5). Charlotte, NC: Information Age Publishing.

BOOK REVIEWS

Pandya, J.Z. (2012). Review of *Preparing Every Teacher to Reach English Learners: A practical guide for teacher educators*, Joyce W. Nutta, Kouider Mokhtari, & Carine Strebler, Eds. *Teachers College Record* <http://www.tcrecord.org> ID Number: 16833.

Pandya, J.Z. & J. Ávila. (2012). Review of *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Second Edition. By Patrick Finn. In *Urban Education*, 47(6), 1209-1213. DOI: 10.1177/0042085912463859

Zacher, J. (2008). From Theory to Practice: Vygotsky, sociocultural research, and classroom assessment. *Language Arts*, 86(1), 66-69.

Zacher, J. (2007). Professional Resources for Expanding Spaces of Learning. *Language Arts*, 85(1), 78-83.

Zacher, J. (2006). Review of *Travel Notes from the New Literacy Studies*, K. Pahl & J. Rowsell, Eds. *Teachers College Record*, 2006, Date Published: June 07, 2006. <http://www.tcrecord.org> ID Number: 12534.

MANUSCRIPTS UNDER REVIEW and IN PREPARATION

Golden, N. A. & **Pandya, J.Z.** (under review, August 2017). A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth.

Pandya, J.Z., Hansuvadha, N., & Pagdilao, K. (under review, November, 2017). Digital Video, Children with Disabilities, and Social Justice.

Low, D. & **Pandya, J.Z.** (under review, February, 2018). Moving beyond Mashup: Issues of Validity, Complexity, and Reflexivity in Multimodal Literacy Research and Analysis.

Pandya, J.Z. (in preparation, 2018). Conceptualizing developmental trajectories in digital video production: Questions for teachers and researchers. In K. Kumpulainen & J. Sefton-Green, (Eds.), *Monilukutaitoa Opitaan Ilolla (The Multiliteracies Project)*.

Low, D. & **Pandya, J.Z.** (in preparation, 2018). Children as Multimodal Theorists.

Pandya, J.Z., & Low, D. (in preparation, 2018). “My grandma thought I did a good job”: Theorizing Children’s Conceptions of Audience in Digital Video Production.

Pandya, J.Z. (in preparation, 2018). The complexities of writing for digital video composition.

Pandya, J.Z. & Mills, K. (in preparation, 2018). Humor and laughter in students’ digital blooper reels.

Pandya, J.Z. & Aukerman, M. (in preparation, 2018). Ethical literacy practices. Invited essay for *Oxford Research Encyclopedia of Education*.

SELECTED PRESENTATIONS (2015-PRESENT)

Pandya, J.Z. (2018). Children’s perceptions of writing for digital video composition: A humanizing approach. Paper proposed to the Literacy Research Association Annual Meeting. Indian Wells, CA.

Pandya, J.Z. (2018). Conceptualizing developmental trajectories in digital video production: Questions for teachers and researchers. Paper proposed to the Literacy Research Association Annual Meeting. Indian Wells, CA.

Pandya, J.Z., & Low, D. (2018). Theorizing the addressive audience: Children’s conceptions of viewers in digital video production. Paper proposed as part of a symposium on audience to the Literacy Research Association Annual Meeting. Indian Wells, CA.

Pandya, J.Z. (2018). Conceptualizing child and teacher developmental trajectories in digital video production: Questions for teachers and researchers. Paper proposed to the Literacy Research Association Annual Meeting. Indian Wells, CA.

Pandya, J.Z. (2018). “I guess it helped”: The complexities of writing for digital video composition. Paper accepted as part of a symposium on “How Writing Works: Multidisciplinary perspectives on the processes of composition” at the American Educational Research Association. New York, NY.

Pandya, J.Z. (2017). Conceptualizing developmental trajectories in digital video production: Questions for teachers and researchers. Invitational seminar supported by the Finnish National Ministry of Education and Culture and the Playful Learning Centre at the University of Helsinki. December 12-15, Rovaniemi, Lapland.

Pandya, J.Z., Cardenas, N., Lopez, P., Merlos, O. & Santos, A. (2017). Activism and Audience in School Video Projects. Paper presented at the 47th Annual meeting of the Jean Piaget Society. San Francisco, CA.

Pandya, J.Z. (2017). Tracing the functions of the blooper reel in children's digital videos. Paper presented at the American Educational Research Association Annual Meeting. San Antonio, TX.

Pandya, J.Z. (2017). "Save Our School": Children's critical digital literacy work in an embattled school. Paper presented as part of a symposium on "Digital Literacy" at the American Educational Research Association Annual Meeting. San Antonio, TX.

Golden, N. A. & **Pandya, J.Z.** (2016). A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth. Paper presented in the symposium "Revisiting Literacies and Identities: Mobilities of Positioning, Embodiment, and Agency" at the Literacy Research Association Conference. Nashville, TN.

Low, D. & **Pandya, J.Z.** (2016). Seeking More Productive Approaches to Multimodal Analysis. Paper presented at the Literacy Research Association Conference. Nashville, TN.

Pandya, J.Z., Carlos, L., Salguero, Y., & Castellanos, M. (2016). The Transformative Power of Choice in Multimodal, Digital Composition. Paper presented at the Literacy Research Association Conference. Nashville, TN.

Golden, N. A. & **Pandya, J.Z.** (2016). A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth. Paper in the symposium "Revisiting Literacies and Identities: Agency, Intertextuality and Positioning in Learning Spaces" at the American Educational Research Association Annual Meeting. Washington, D.C.

Pandya, J.Z. (2016). Digital video composition with children with special needs as restorative social justice. Invited talk, Disability Studies Program and Literacy Program, Ohio State University.

Golden, N. A. & **Pandya, J.Z.** (2015). Improvisation and Equity: Roles of Literacy in the Identity Enactments of Marginalized Youth. Literacy Research Association Conference. San Diego, CA.

Bennett, L., Nelson, F., Yun, C. & **Pandya, J.Z.** (2015). Reform, Reflection, and Transformation: Cross-Campus Collaborations. California Council of Teachers of English. San Diego, CA.

Pandya, J.Z. (2015). Theory and Policy Clashes in the US Language Arts Classroom since 1980. Paper accepted for presentation in the symposium "Curriculum scholarship in the USA and the UK: Definitions, knowledge, and Language Arts/English" at the British Educational Research Association. Belfast, Ireland.

Pandya, J.Z. (2015). Where are the children and youth with special needs in DML? Ignite Presentation at the Digital Media & Learning (DML) Conference. Los Angeles, CA.

Pandya, J.Z. (2015). Towards Critical Participatory Literacies through Digital Video Composition in an Elementary Literacy Capstone Course. In the symposium “Toward Justice in Literacy Teacher Education: Critical Literacies in Elementary and Secondary Methods Courses” at the American Educational Research Association Annual Meeting. Chicago, IL.

Pandya, J.Z. & Pagdilao, K. (2015). “It’s complicated”: Fourth Grade Students Representing Other Peoples’ Lives in a Critical Digital Literacies Project. American Educational Research Association Annual Meeting. Chicago, IL.

Pandya, J.Z., Hansuvadha, N., Pagdilao, K., & Ortiz, M. (2015). Digital Video Composition with Children with Special Needs as Redistributive Social Justice: Javier’s Case. American Educational Research Association Annual Meeting. Chicago, IL.

COURSES REGULARLY TAUGHT

Liberal Studies 400, Language Arts Capstone: Language Arts Content and Standards for Elementary Classrooms

Elementary Education 300, Equity & Justice in Diverse Schools

Liberal Studies 111, Critical Thinking & Public Education

STUDENT SUPERVISION

Undergraduate Research Opportunity Program Sponsor

Nancy Cardenas, Phillip Lopez, Odaimis Merlos, Aminah Santos (2016-17)

Anais Chatmajian, Katelyn Ngo, Alondra Vivas (2015-16)

Mariana Castellanos, Yesenia Salguero (2014-2015)

Liliana Hernandez, Yoanna Rodriguez (2013-14)

Student Research Team

Kathleah Pagdilao (2011-present)

Elizabeth Marquez (2012-15)

Eric Enok Kim (2012-15)

Octavio Gutierrez (2012-14)

MA Thesis Committee

Rachel Baker, M.A. in Social and Cultural Analysis of Education, 2015

CURRICULUM AWARDS

Long Beach College Promise/Governor’s Innovation Award, Education pathway member, with CSULB, LBCC and LBUSD faculty & staff (2015 – present)

Curriculum Innovation Award, CSULB Liberal Studies Department, 2016-18

Stipends for all faculty to revise learning outcomes for program and all courses to include social justice & critical thinking

Professors Around the World Travel Grant, International Education Committee, 2016-17

2.5K for travel to Ireland & England to support research and study abroad, to create
MOU with Mary Immaculate University in Limerick, Ireland
Ethics Across the Curriculum Stipend, Ukleja Center for Ethical Leadership, 2013-14
1.5K stipend to support ethics in the elementary classroom, CSULB

PROFESSIONAL SERVICE

Literacy Research Association Publications Committee Member
December 2017-2020

Past Chair, Writing and Literacies Special Interest Group, American Educational Research
Association
April 2017-2019

Chair, Writing and Literacies Special Interest Group, American Educational Research
Association
April 2015-2017

Program Chair, Writing and Literacies Special Interest Group, American Educational Research
Association
April 2013-2015

Research and Policy Column Editor (with Maren Aukerman), *Language Arts*
2013-16, vols. 91, 92, 93

Secretary/Treasurer, Writing and Literacies Special Interest Group, American Educational
Research Association
April 2011-2013

Newsletter Editor, Writing and Literacies Special Interest Group, American Educational
Research Association
April 2009-2011

Guest Co-Editor, *English Teaching: Practice & Critique*, 11(3), 2012
Topic: How the content knowledge of English/literacy teachers is being constructed by
standards and standardized tests. With Dominic Wyse and Brenton Doecke.

Guest Co-Editor, *Theory Into Practice*, 51(1), 2012
Topic: The Future of Critical Literacies in US Schools. With JuliAnna Ávila.

Department Editor, Professional Book Reviews Department, *Language Arts*
2008-09, vol. 86

Editorial Review Board Memberships
The Curriculum Journal, 2013 – present
Critical Practice in P-12 Education: Transformative Teaching and Learning (IGI Global,
2013). Salika Lawrence, Ed.

Journal of Adolescent & Adult Literacy, 2011 – present
Language Arts, 2006 – present
National Reading Conference 56th and 57th Annual Yearbooks, 2007-08, 2008-09
Urban Learning, Teaching, and Research Journal, 2005 – 2008, 2012

Reviewer

Pedagogies: An International Journal; Research in the Teaching of English; Teaching Education; The Modern Language Journal; Canadian Journal of Education/Revue Canadienne de L'Education

External Evaluator, Promotion and tenure cases, 2012- present

University of Pennsylvania; Queensland University of Technology; Bard College;
Portland State University

CAMPUS SERVICE & GOVERNANCE ACTIVITIES

UNIVERSITY SERVICE

Academic Senate, CSULB, 8/10 – present

Interim Chair, 10/17 – 12/17

Vice Chair, 6/16 – present

Executive Committee Member at Large, 8/14 – present

Highly Valued Degree Initiative Communications Task Force, CSULB, 1/17 – present

Co-Chair, 1/17 – present

Curriculum and Educational Policies Council, 9/16 – present

Accessible Technology Initiative Steering Committee, 8/16 – present

Accessible Instructional Materials Subcommittee, 8/16 – present

Student Fee Advisory Committee, 8/16 – present

Campus Academic Calendar Committee, CSULB, Spring 2017

Center for Evaluation and Educational Excellence Advisory Board member, 2016 - present

Faculty Advisory Committee on Technology, CSULB, 8/12 – 6/17

Chair, 9/14 – 6/16, Secretary, 9/16—6/17

Provost's Task Force on Chair Roles and Responsibilities, CSULB, 2015-16

Leadership Fellow, CSULB President's and Provost's Leadership Fellows Program, 2014-16
AASCU-supported CSULB "Reimagining the First Year" Project 2015-16

University Honors Advisory Committee, CSULB, 2015 – present

Teacher Preparation Committee, CSULB, 9/09 – 6/11, 9/14 – 6/15

Panel on Professional Responsibility, CSULB, 8/11 – 6/13

Faculty Center for Professional Development, Advisory Board Member, CSULB, 9/09 – present

Faculty Hearing Panel, CSULB, 9/07 – present

University Resources Council, CSULB, 9/06 – 6/09; alternate, 9/09 – 6/10

COLLEGE SERVICE

Curriculum Committee, College of Education, CSULB, 1/14 – present

VMJ Endowment Committee, College of Education, CSULB, 9/13 – 6/15

Professional Review Committee, College of Education, CSULB, 9/13 – 6/15, 9/17 – present

Faculty Council, College of Education, CSULB

11/05 – 6/09, 8/14, representative for Teacher Education

8/06 – 6/08, 9/10 – 8/11, Chair of Faculty Council

9/13 – 8/14, Chair, Policy & Planning subcommittee

Budget Subcommittee of Faculty Council, College of Education, CSULB, 4/07 – 8/14

New Faculty Support Group, College of Education, CSULB

1/08 – 6/11, in conjunction with Dr. Anna Ortiz, coordinated and held biweekly meetings with untenured faculty about teaching, scholarship, and service

Student Affairs Committee, College of Education, CSULB, 9/09 – 6/11, 9/13 – 6/14

Nominations and Elections Committee, College of Education, CSULB, 9/05 – 6/07

EXTERNAL REVIEWS

San Francisco State University Liberal Studies Program, Spring 2018

St. Mary's College Justice, Community, and Leadership Program Review, Fall 2017

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

National Council of Teachers of English

National Council of Teachers of English Assembly for Research

Literacy Research Association

California Council on Teacher Education

LANGUAGES

Spanish: Fair speaking, writing and reading abilities

French: Fair speaking, writing and reading abilities