

Idalia Nuñez
University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249

EDUCATION

- Ph.D. 2018 The University of Texas at Austin, Austin, TX
Major: Curriculum and Instruction
Specialization: Bilingual-Bicultural Education
- M.A. 2013 University of Texas San Antonio
Education; Specialization: Reading and Literacy
- B.A. 2009 University of Texas Pan American
Interdisciplinary Studies; Specialization: Bilingual Education

ACADEMIC APPOINTMENTS

- Fall 2024 Associate Professor, Department of Interdisciplinary Learning and Teaching,
College of Education and Human Development, University of Texas at San
Antonio.
- Fall 2018 - Assistant Professor, Department of Curriculum and Instruction, College of
2024 Education, University of Illinois Urbana-Champaign.
May 2024, Distinguished Tenure Promotion, Associate Professor, UIUC
- Fall 2019 – Maternity Leave, UIUC*

GRANTS

- 2024-2025 Principal Investigator, [Awarded], *Hardie Faculty Fellows*, UIUC College of
Education
(\$20,000)
Project Title: Through Young Children’s Perspectives, Practices, and Approaches:
An Examination of Initial Ideology Formations and Investments in Biliteracy.
- 2022-2025 Principal Investigator, [Awarded], *Racial Equity Special Spencer Research*
Grant, Spencer Foundation
(\$75,000)
Project Title: Our Lives, Our Dreams, Our Voces: Leveraging Community-Based
Collaborations to Increase Representation of Latina/x Girls’ Narratives in Museums
- 2021-2024 Co-Principal Investigator, [Awarded], *Call to Action to Address Racism &*
Social Injustice, University of Illinois Urbana-Champaign, Champaign, IL
(\$25,000)

Project Title: Our Lives, Our Dreams, Our Voces: Leveraging Community-Based Collaborations to Increase Representation of Latina/x Girls' Narratives in Museums

2021-2022 Principal Investigator, [Awarded], *College of Education Seed Funding*, College of Education, University of Illinois Urbana-Champaign, Champaign, IL
(\$10,000)
Project Title: Latinx Transnational Family Contributions to Students' Academic Well-Being

2020-2022 Principal Investigator, [Awarded], *Campus Research Board Research Funding*, University of Illinois Urbana-Champaign, Champaign, IL
(\$18,000)
Project Title: Translanguaging as a shared community practice: Leading efforts for Latinx emergent bilinguals' bilingualism and biliteracy

HONORS, FELLOWSHIPS, AND AWARDS

- 2024 *Campus Distinguished Promotion Award*, University of Illinois Urbana-Champaign
- 2023 *Early Career Scholar Award*, American Educational Research Association (AERA), Division K, Teaching and Teacher Education
- 2023 *Early Career Scholar Award*, American Educational Research Association (AERA), Language and Social Processes Special Interest Group (SIG)
- 2022 *Cambio Center Faculty Fellow*, University of Missouri Cambio Center: Research and Outreach on Latinos and Changing Communities
- 2022 *New Leadership Academy Fellow*, The University of Utah
- 2021 *More Just World Award*, *Journal of Literacy Research: Theory, Method, and Practice*
- Literacy Futurism Collective & Nuñez, I. (2021). We believe in collective magic: Re-claiming the future of literacy research. *Literacy Research: Theory, Method, and Practice*.
- 2018, 2019, 2020, 2021, 2022, 2023 *List of Teachers Ranked as Excellent by Their Students*, University of Illinois at Urbana-Champaign
- 2020 *Best Paper Award*, Literacy Research Association (LRA) 70th Annual Conference

- Literacy Futurism Collective **Nuñez, I.** (2020, December). *We Believe in Magic: Re-claiming the future(s) of literacy research*. Research presented at the virtual conference of the Literacy Research Association.
- 2020 *Recognition, Women’s History Month, National Council of Teachers of English (NCTE), CCCC Latinx Caucus*
- 2019-2022 *STAR Fellow, Literacy Research Association*
- 2019-2021 *Selected Mentee, Bilingual Education Research Sig Mentorship Program, AERA.*
- 2019 *Selected Mentee, Language and Social Processes SIG Mentorship Program, AERA.*
- 2019 *Outstanding Dissertation Award (3rd place), AERA Bilingual Education Research SIG*
- 2019 *Outstanding Dissertation Award (2nd place), AERA Latina/o/x Research Issues SIG*
- 2019 *Outstanding Dissertation Award (2nd place), National Association of Bilingual Education*
- 2018 *Frederick Eby Research Award in Humanistic Studies in Education, University of Texas at Austin, Austin, TX*
- 2017-2018 *Graduate School Fellowship, University of Texas at Austin, Austin, TX*
- 2013-2018 *Gates Millennium Scholarship & Fellowship, Hispanic Scholarship Fund*
- 2016-2017 *Alexander Caswell Ellis Fellowship in Education, Department of Curriculum & Instruction, University of Texas at Austin, Austin, TX*
- 2016-2017 *E.D. Farmers International Fellowship, Mexican Center of the Teresa Lozano Long Institute of Latin American Studies (LLILAS), University of Texas at Austin, Austin, TX*
- 2015-2016 *Continuing Graduate University Fellowship, University of Texas at Austin, Austin, TX*
- 2014-2015 *Continuing Graduate University Grant, University of Texas at Austin, Austin, TX.*

2013-2014 *Curriculum & Instruction Recruitment Fellowship*, University of Texas at Austin, Austin, TX

PUBLICATIONS

- # Denotes any publication derived from the candidate's thesis.
- * Denotes publication that has undergone stringent editorial review by peers.
- + Denotes publication that was invited and carries special prestige and recognition.
- ^ Denotes equal contribution by all (co)authors.
- _ Underlining denotes students.

Refereed Journal Articles

21. **Nuñez, I.** (Forthcoming, 2025). Dreaming of un mejor futuro: Learning about critical multimodal practices for sobrevivencia. *Language Arts*.
20. **Nuñez, I., Xu, S., & Li, Q.** (Forthcoming, 2025). Transnational and Indigenous Latinx children's art-based bilingual writings: A placemaking-justice pedagogy. *Language Arts*.
19. **Zhang, J. & Nuñez, I.** (2024). Our Language, Our Story: Translanguaging for Critical Bilingualities in a Chinese American Children's Literature Classroom. *Bilingual Research Journal*.
18. ***Nuñez, I. & Garcia, S.** (Guest Editors of Special Issue, 2024). Rising from the Margins: Critical Research on the Language and Literacy Practices of Transnational and/or Indigenous Latine/x Families. *Journal of Language, Identity, and Education*.
17. **Nuñez, I.** (2023). Toward border-crossing bilingualities: Pláticas of midwest transnational Latinx families reading and (re) writing the world. *Reading Research Quarterly*.
16. ***Nuñez, I., Zhang, J., Hernandez, D., & Becerra, M.** (2023). "They are. Bilingual.": Manifestations of bilanguaging love in a dual language bilingual classroom. *Bilingual Research Journal*.
15. **Gonzalez Ybarra & Nuñez, I.** (2023). Zines from the Borderlands: Latinx Pre-service Teacher Multimodal Critical Reflections. *ImageText*.
14. ***Nuñez, I.** (2022). Collective (re)constructions of linguistic surveillance at home: Transfronterizx families as cultural and linguistic guardians. *Equity and Excellence in Education*, 54(3), 238-251.
13. ***Nuñez, I. & Garcia-Mateus, S.** (2021) Ruptures of Possibility: Mexican Origin Mothers as Critical Border Pedagogues. *Association of Mexican American Education Journal*, 15 (3), 107-125.

12. *^Literacy Futurism Collective & **Nuñez, I.** (2021). We believe in collective magic: Reclaiming the future of literacy research. *Literacy Research: Theory, Method, and Practice*. <https://doi-org.proxy2.library.illinois.edu/10.1177/23813377211036475>
11. *#**Nuñez, I.** (2021). “Because we have to speak English at school”: Transfronterizx children translanguaging identity to cross the academic border. *Research in the Teaching of English*, 56(1), 10-32.
10. ***Nuñez, I.** (2021). “Siento que el inglés está tumbando mi español”: A Latina transfronteriza child’s embodied critical language awareness. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2021.1942429>
9. +**Nuñez, I.** (2021). Testimonios of momentos: Reading and trusting my embodied epistemology. *Educational Studies*, 57(3), 310-321. <https://doi.org/10.1080/00131946.2021.1892685>
8. *Espinoza, K. **Nuñez, I.**, Degollado, D. (2021). “This is what my kids see every day”: Bilingual pre-service teachers embracing funds of knowledge through border thinking pedagogy. *Journal of Language, Identity and Education*, 20(1), 4-17. <https://doi.org/10.1080/15348458.2021.1864204>
7. *#**Nuñez, I.** & Urrieta, L. (2020). Transfronterizo children’s literacies of surveillance and the cultural production of border crossing identities on the U.S.-Mexico border. *Anthropology and Education Quarterly*, 52(1), 21-41.
6. ***Nuñez, I.**, Villarreal, D., DeJulio, S., Harvey, R.V. & Cardenas Curiel, L. (2020). Sustaining bilingual-biliterate identities: Latinx preservice teachers’ narrative representations of bilingualism and biliteracy across time and space. *Journal of Teacher Education*, 72(4), 419-430. <https://doi.org/10.1177/0022487120954360>
5. ***Nuñez, I.** (2019). “Le hacemos la lucha”: Learning from madres mexicanas multimodal approaches to raising bilingual, biliterate children. *Language Arts*, 97(1), 7-16.
4. ***Nuñez, I.** & Espinoza, K. (2019). Bilingual pre-service teachers’ initial experiences: Language ideologies in practice. *Journal of Latinos and Education*. 18(3), 228-242. <https://doi-org.proxy2.library.illinois.edu/10.1080/15348431.2017.1386105>
3. *Worthy, J., **Nuñez, I.** & Espinoza, K. (2016). Wow, I get to choose now! Bilingualism and biliteracy development from childhood to young adulthood. *Bilingual Research Journal*, 39(1), 20-34. <http://dx.doi.org/10.1080/15235882.2016.1139518>
2. ***Nuñez, I.** & Palmer, D. (2016). Who will be bilingual?: A critical discourse analysis of a Spanish-English bilingual pair. *Critical Inquiry of Language Studies*, 14(4), 294-319. <http://dx.doi.org/10.1080/15427587.2016.1266266>

1. *Espinoza, K. & **Nuñez, I.** (2016). Bridging identity and practice: Enseñando para hacer justicia. *Journal of Bilingual Education Research and Instruction*, 18(1), 93-105.

Books

Sailors, M., Nuñez, I., Watson, V. Alvermann, D., & Hoffman, J. (Book proposal, under contract). *Theories, Models, and Practices of Literacy*. (8th Eds.) Routledge.

Book Chapters

6. +**Nuñez, I.** (In press, 2024). Translanguaging to Transform Writing Afterschool Spaces: Exploring Indigenous Latine/x Children's Art-Based Writings. In Gort, M., Zapata, A., Seltzer, K., & Gomez, M., *Translanguaging Perspectives on Writing Development and Pedagogy: Learning from Findings Across Contexts*.

5. *García-Mateus, S., **Nuñez, I.**, & Urrieta, L. (2023). Dual language and identity constructions. In J.A. Freire, C. Alfaro, & E. de Jong, E. *The Handbook of Dual Language Bilingual Education*. Routledge.

4. ***Nuñez, I.** & García-Mateus, S. (2022). Interrogating our interpretations and positionalities: Latinx researchers as scholar activists in solidarity with and for communities of color. S. May & B. Caldas (Eds.), *Critical ethnography, Bi/Multilingualism, Race(ism) and Education*. Multilingual Matters.

3. +Degollado, D.E., **Nuñez, I.** & Araujo, M. (2021). Border literacies: A critical literacy framework from Nepantla. In J. Z. Pandya, R. A. Mora, J. Alford, N. A. Golden, & R. Santiago (Eds.), *Handbook of critical literacies*. (pp. 456-464). Routledge.

2. +Cervantes-Soon, C., Degollado, D.E. & **Nuñez, I.** (2020). Bilingual and Black: A Raciolinguistic Analysis of Black Children's Participation in a Two-Way Dual Language Program. In N. Flores, A.P.A. Tseng, A.P.N. Subtirelu (Eds.) *Bilingualism for All? Raciolinguistic Perspectives on Dual Language Education*. (pp. 199-219). Multilingual Matters.

1. +McCarthy, S.J., **Nuñez, I.**, & Lee, C. (2020). Translanguaging across contexts. In M. Dressman & R. Sandler (Eds.), *The handbook of informal learning*. (pp. 349-367). Wiley Blackwell.

Peer Reviewed Conference Proceedings

1. #**Nuñez, I.** (2016). Transfronterizo Parents' Agency through Sacrificios. *Proceedings of the XXII Graduate Colloquium of Iberian and Latin American Languages and Cultures*. University of Texas at Austin, Austin, TX.

Online Public Entries

Nuñez, I. (2022, March 2). *Transnational Parents as Biliteracy Observers to Support Literacy Education*. NCTE Blog, Assessment. <https://ncte.org/blog/2022/03/transnational-parents-biliteracy-observers-support-literacy-education/>

PRESENTATIONS

Keynotes

Nuñez, I. (2022). *Undoing the school-home border: Lessons from transnational Latinx families*. Keynote address for the Cambio de Colores, University of Missouri, St. Louis, MO.

Nuñez, I. (2020). *Translanguaging for Bilingualism and Bilingual Education*. Keynote address for the Bilingual Teacher Conference (Virtual), Houston, TX.

Invited Presentations

Nuñez, I. (2022). *For Cultivating Care, Dignity, Love, and Respect in Education*. Invited Table/Panel Talk with the journal of *Excellence and Equity in Education*.

Nuñez, I. (2022). *Transnational familias critical border-crossings*. Panel presentation MIEL Center, California State University Monterey Bay (Virtual).

Peer Review Presentations

Nuñez, I., Gonzalez-Ybarra, M., Dornfeld, C. & **Acosta, B.** (2024, April). YO! Chisme is good!: Latina/x girls' literacies of confianza. Research paper presented at the American Education Research Association (AERA) annual conference, Philadelphia, PA.

Nuñez, I., **Xu, S.,** & **Li, Q.** (2024, April). Transnational and Indigenous Latinx children's art-based bilingual writings: A placemaking-justice pedagogy. Research paper presented at the American Education Research Association (AERA) annual conference, Philadelphia, PA.

Nuñez, I. & Templeton, T. (2023, April). Borderlands biliteracies: An exploration of transfronterizx children's fotografías. Research paper presented at the American Education Research Association (AERA) annual conference, Chicago, IL.

McKenna, L., Dornfeld, C.L., **Nuñez, I.** & Gonzalez-Ybarra, M., (2023, April). Youth-driven transformation of museums: Reactions to a multimodal exhibit designed by Latina/x middle school girls. Research paper presented at the American Education Research Association (AERA) annual conference, Chicago, IL.

Gonzalez-Ybarra, M., **Nuñez, I.**, Zhang, J., & Garcia, C. (2023, April). Naming and claiming space: Latina/x girls transforming museum curation and space. Research paper presented at the American Education Research Association (AERA) annual conference, Chicago, IL.

Nuñez, I., Degollado, D.E., & Cervantes-Soon, C.G. (2023, April). Borderlands biliteracies framework: A critical literacies framework for bilinguals of color. Research paper presented at the American Education Research Association (AERA) annual conference, Chicago, IL.

Gonzalez-Ybarra, M. & **Nuñez, I.**, (2023, April). Zines from the borderlands: Chicax/Latinx preservice teacher multimodal critical reflections. Research paper presented at the American Education Research Association (AERA) annual conference, Chicago, IL.

Nuñez, I., Degollado, D.E., & Cervantes-Soon, C.G. (2022, November). *Borderlands Biliteracies: A framework for the critical literacies of students of color*. Research presented at Literacy Research Association (LRA), Phoenix, AZ.

Nuñez, I., Degollado, D.E., & Cervantes-Soon, C.G. (2022, November). *Theorizing the Critical Borderlands Biliteracies of Students of Color*. Research presented at American Educational Studies Association (AESA), Pittsburg, PA.

Nuñez, I. & Garcia-Mateus, S. (2022, April). *Challenging Our Positionalities as Chicax Researchers and Activists: Working with and for Communities of Color*. Round table at the annual conference of the American Education Research Association (AERA), San Diego, CA.

Garcia-Mateus, S. & **Nuñez, I.** (2021, April). *Ruptures of Possibilities: Mexican-origin Mothers as critical pedagogues*. Research paper presented at the virtual conference of the American Education Research Association (AERA).

Nuñez, I., Hernandez, D., & Becerra, M. (2021, April) *Making visible the monolingual entrapments*. Poster presented at the virtual conference of the American Education Research Association (AERA).

Abril-Gonzalez, P., Aguilera, E., Linares, R., **Nuñez, I.**, Nightengale-Lee, B., Nyachae, T., Rusoja, Al., & Templeton, T. (2020, December). *We Believe in Magic: Re-claiming the future(s) of literacy research*. Research presented at the virtual conference of the Literacy Research Association.

Nuñez, I. & Garcia-Mateus, S. (2020, Cancelled). *Challenging Our Positionalities as Chicax Researchers and Activists: Working with and for Communities of Color*. Research poster for the American Education Research Association (AERA) virtual archive.

Nuñez, I., Espinoza, K., & Degollado, E.D. (2020, Cancelled). "Esto es lo que mis niños ven todos los días": Futur@s maestr@s bilingües cultivando riquezas culturales comunitarias.

Paper prepared for the annual conference of the American Education Research Association (AERA), San Francisco, CA.

Cervantes-Soon, C.G., Degollado, E.D., & **Nuñez, I.** (2020, Cancelled). The Black and Brown Plight to Bilingualism and Agency in a Dual-Language Program. Paper prepared for the annual conference of the American Education Research Association (AERA), San Francisco, CA.

Mora, R.A. and **Nuñez, I.** (2019, October). *Translanguaging in Colombia and Latin America? Questions and Considerations for an Equitable Implementation*. Paper presented at ASOCOPI 54th Colombian Association of Teachers of English Annual Conference, Bogotá, Colombia.

Nuñez, I., Degollado, D., Espinoza, K. (2019, October). “*This is what my kids see every day*”: *Bilingual Pre-Service Teachers Building on Community Cultural Wealth*. Paper presented at The American Educational Studies Association (AESA), Baltimore, MD.

Nuñez, I. (2019, April). *Literacies of Surveillance at Home: Transfronterizo Children Translanguaging Identity for Respeto*. Research presented at the annual conference of the American Education Research Association (AERA), Toronto, Canada.

Nuñez, I. (2019, March). *Madres mexicanas multimodal approaches to biliteracy at home*. Research presented at the annual conference of the National Association for Bilingual Education (NABE), Orlando, FL.

DeJulio, S. & **Nuñez, I.** (2018, December). “Aquí Nadie Lee”: Literacy practices in Casanare, Colombia. Research presented at Literacy Research Association (LRA), Indian Wells, CA.

Nuñez, I. (2018, November). *Translanguaging Identity across the Academic Border*. Research presented at National Council of Teachers of English (NCTE), Houston, Texas.

Cardenas, L., **Nuñez, I.** & Becker, L. (2018, February). *Bridging home and school literacies: Creating multimodal texts for bilingual/biliterate development and science learning*. Research presented at the annual conference of the National Association for Bilingual Education (NABE), Albuquerque, New Mexico.

Nuñez, I., Cardenas, L., Villarreal, D.A., & De Julio, S. (2017, December). *The Struggle of Emerging (Bi)literate Identities: Narrative Representations of Pre-Service Bilingual Teachers’ (Bi)literate/Bicultural Experiences Across Time and Space*. Research presented at the annual conference of the Literacy Research Association (LRA), Tampa, Florida.

Nuñez, I. (2017, November). *Developing Dynamic Language Repertoires: What Transfronterizo Children are Doing*. Research presented at the annual conference of the National Council of Teachers of English (NCTE), St. Louis, Missouri.

Palmer, D. & **Nuñez, I.** (2016, February). *Viewing Dual Language Critically: The Continuous Uphill Battle for Spanish*. Research presented at the annual conference of the Texas Language Education Research Conference (TEXLER), San Antonio, TX

Nuñez, I. & Espinoza, K. (2015, April). *El derecho humano a nuestros lenguajes: Supportive Language Ideologies and Practices*. Research presented at the annual conference of the American Education Research Association (AERA), Chicago, Illinois.

Espinoza, K. & **Nuñez, I.** (2015, April). *Bridging Identity and Practice: Enseñando para hacer justicia*. Research presented at the annual conference of the American Education Research Association (AERA), Chicago, Illinois.

Worthy, J., Lopez, M., **Nuñez, I.**, Espinoza, K. (2015, December). *Wow, I get to choose now bilingualism and biliteracy development from childhood to adulthood*. Research presented at the annual conference of Literacy Research Association (LRA), Marco Island, Florida.

Invited Talks

Nuñez, I. (2024, April). *Research on Latina/x mothers and their bilingual and biliteracy home pedagogies*. California State University, Monterey Bay.

Nuñez, I. (2024, April). *Researcher Implications in Ethnographic Work Across Borders*. Invited virtual talk at University of Texas El Paso.

Nuñez, I. (2024, March). *Transfronterizx History and Research*. Invited virtual talk at the University of California, Berkley.

Nuñez, I. (2023, April). *Researcher Implications in Ethnographic Work Across Borders*. Invited virtual talk at University of Texas El Paso.

Nuñez, I. (2022, October). *Researcher Implications in Ethnographic Work Across Borders*. Invited virtual talk at Michigan State University.

Nuñez, I. (2022, September). *Collective (Re)constructions of Surveillance at Home: Parents and Children as Linguistic Guardians*. Invited virtual talk at the University of Texas Rio Grande Valley.

Nuñez, I. (2021, November). *Transfronterizx History and Research*. Invited virtual talk at the University of California, Berkley.

#Nuñez, I. (2021, March). *Who will be bilingual? A Critical Discourse Analysis of a Spanish-English Bilingual Pair*. Invited virtual talk at the University of Texas Rio Grande Valley.

Nuñez, I. (2020, October). *Researcher Implications in Ethnographic Work Across Borders*. Invited virtual talk at Michigan State University.

Nuñez, I. (2020, May). *Research and Theory of Translanguaging*. Invited virtual talk at the Universidad Pontificia Bolivariana.

Nuñez, I. (2019, March). *Teaching and learning with bilinguals*. Invited talk for seminar at the University of Illinois Urbana-Champaign.

Nuñez, I. (2019, February). *Transfronterizos translanguaging identity across contexts*. Invited talk at Illinois State University.

Nuñez, I. (2017, November). *Transfronterizo language and literacy practices*. Invited Talk at University of Colorado-Boulder.

GRADUATE COURSES

University of Illinois at Urbana-Champaign

CI 509- *Curriculum Theory*

CI 446- *Culture in the Classroom* (online course)

CI 578- *Bilingual and Biliteracy Development for Young Learners*

CI 477- *Bilingual & ESL Methods and Materials* (online course)

UNDERGRADUATE COURSES

University of Illinois at Urbana-Champaign

CI 477- *Bilingual & ESL Methods and Materials*

CI 446- *Culture in the Classroom*

University of Texas at Austin

EDC 339D- *Reading Assessment & Development (Bilingual)*

ALD 329- *Acquisition of Language & Literacies*

EDC 370E- *Reading Methods (Bilingual)*

Central New Mexico Community College

EDUC 2222- *Language & Literacy Instruction for ESL Learners*

BECME 2212- *Curriculum II (Spanish)*

BECME 2204- *Assessment & Evaluation (Spanish)*

BECME 1109- *Curriculum I (Spanish)*

ADVISING

University of Illinois Urbana-Champaign

Current Doctoral Students

Jiadi Zhang, Ph.D. (Completed Dissertation Proposal, 2021 – present)

Veronica Moermond (Completed Qualifying Exams, 2020 – present)

Shuai Xu (2022 – present)

Qinchun Li (Completed Early Research Project, 2022 – present)

Ngan Bich Vu (2023 – present)

Masters Students with Thesis

Dalia Hernandez Farias, M.A. (2019- 2021).

Thesis Title: “La escuela es para estudiar”: Representations of Chicana schooling experiences in Young Adult Literature

Masters Students

Jessica Berringer, M.Ed. (May 2019)
Joycelyn Davila, M.Ed. (May 2019)
Rachel E. Gray, M.Ed. (May 2021)
Faviola Noriega, M.Ed. (May 2021)
Jessica Huirache, M.Ed. (Dec. 2021)
Lucas A. Sheahan, M.Ed. (May 2022)
Jennifer L. Gonzalez, M.Ed. (May 2022)
Brenna L. Hickcox, M.Ed. (May 2022)
Amanda Kaus, M.Ed. (May 2022)
Asiya Fatima, M.Ed. (May 2022)
Grace L. Townsend, M.Ed. (May 2022)
Ofelia Campuzano, M.Ed. (May 2023)
Briana Landeros, M.Ed. (in progress)
Katherine Pavur, M.Ed. (May 2023)
Megan March, M.Ed. (May 2023)
Brian Acosta, M.A. (in progress)

INVOLVEMENT IN GRADUATE AND UNDERGRADUATE PROGRAMS

University of Illinois Urbana-Champaign

Doctoral Students (Committees)

Yoon Jin Nam, EPOL (Completed Dissertation, 2022)
Jiye Kim, EPOL (Completed Dissertation, 2023)
Ika Noerhayati Putri, EPOL (Completed Dissertation, 2023)
Purity Wawire, C&I (Completed early research project, 2022)
Mackenzie Kie Gillispie, EPOL (Completed Dissertation, 2023)
Isaac Felix, UC Berkeley, (Completed Dissertation Proposal, 2024)

Masters Students (Thesis Committees)

Maria Z. Battor, M.A. (Completed Thesis, 2019)
Citlalli Garcia (Completed Thesis, 2024)
Hye-in Yang (Completed Thesis, 2024)

Undergraduate Students, (Honors Research Projects)

Jailine Guzman, McNair Student (2021-2022)
Leah Dernis, James Scholar (2022)
Cecilia Ramos, James Scholar (2022)
Lesli Vargas, Undergraduate Research Project (2023-2024)

PROFESSIONAL EXPERIENCE

2013-2017 **Graduate Student Instructor**, Department of Curriculum and Instruction,

University of Texas at Austin,
Austin, TX.

- 2012-2013 **Lecturer**, School of Communication, Humanities & Social Sciences, Early Childhood Multicultural Education, Central New Mexico Community College, Albuquerque, NM.
- 2010-2012 **4th Grade Bilingual Teacher**, Rodriguez Elementary, San Antonio Independent School District, San Antonio, TX
- 2009-2010 **Kindergarten Bilingual Teacher**, Rodriguez Elementary, San Antonio Independent School District, San Antonio, TX

SERVICE TO THE PROFESSION

Committees

Mentoring Committee, Committee Member, AERA Bilingual Education Research SIG, 2023-Present.

Nominating Committee, Committee Chair, NCTE, 2023-Present

Editorial Review Board Member, Bilingual Review/ Revista Bilingüe, 2022-Present.

Committee Member, Lifetime Achievement Award Committee, AERA Bilingual Education Research SIG, 2022-2023.

Committee Member, NCTE Standing Committee on Literacy Assessment, National Council of Teachers of English, 2021-2023

Committee Member, Research Committee, Literacy Research Association, 2020-2023

Editorial Advisory Board Member, Literacy Research: Theory, Method, and Practice, 2020-2021

Committee Member, Council on Anthropology and Education (CAE) Spindler Award Committee, American Anthropology Association, 2019-2020

Invited Talks

Nuñez, I. & Templeton, T. (2023). Art as a mode to meaningfully ground the experiences of racialized multilingual children. Invited talk to AERA 2023, Bilingual Education Research SIG Mentoring Session.

Nuñez, I. (2022). *From conference paper to manuscript*. Invited talk to NCTEAR 2022 annual conference.

Nuñez, I. (2022). *Navigating academia as a parent*. Invited talk to LRA Doctoral Student Innovative Community Group (ICG), Plática series 2022.

Reviewing

Conference Proposals

American Educational Research Association (AERA)

De/colonization & Transformative Curriculum Studies, 2021, 2022

Division G: Social Context of Education, 2018, 2019, 2020, 2022

Bilingual Research Sig, 2018, 2019, 2020, 2021, 2022
Writing and Literacies Sig, 2020, 2021, 2022
Latina/o/x Research Issues Sig, 2019, 2020
International Language Teacher Education Conference, 2019
National Council of Teachers of English Conference, 2022, 2023

Journal Articles

Multicultural Perspectives, 2023
American Educational Research Journal, 2023
Research in the Teaching of English, 2023
Association of Mexican American Educators Journal, 2021, 2022
Educational Studies, American Educational Studies Association, 2021
Literacy Research: Theory, Method, and Practice, 2021, 2022
Urban Review, 2020, 2021
Journal of Literacy Research, 2022
Journal of Language, Identity, and Education, 2019, 2020, 2021, 2022, 2023
Bilingual Research Journal, 2019, 2021, 2022
Teaching and Teacher Education, 2021
Anthropology & Education Quarterly, 2019
Journal of Latinos and Education, 2018, 2019, 2020

Book Proposals

Routledge Behavioral Sciences and Education, 2020

Book Chapters

Handbook of Critical Literacies, 2021

UNIVERSITY SERVICE

University of Illinois

Campus Research Board, Reviewer (2020, 2022, 2023)

College of Education, University of Illinois

Youth Literature Festival Committee, Committee Member (2023-2024)
Undergraduate Student Awards Committee, Committee member (2021-2022)
First Generation Latinx Graduate Student Group, Committee member (2021-2022)
Faculty and Staff Awards Committee, Committee member (2018-2019; 2019-2020)

Curriculum and Instruction Department, University of Illinois

Early Childhood Literacy Search Committee, Committee member (2023-2024)
Secondary English Search Committee, Chair (2022-2023)
Graduate Student TA Orientation (2022)
Graduate Student Awards Committee (2022-2023)
Faculty Advisory Committee (2020-2022)
Faculty and Staff Awards Committee (2020-2021)

Job search panel for graduate students (Spring 2019)
Bilingual/ESL Search Committee, Committee member (2018-2019)

Latina/Latino Studies Department, University of Illinois
Inaugural Symposium on Local Immigration Activism (2018-2019).

PUBLIC SERVICE

Presenter, Parent Academy, Urbana Unit 16 School District (2022)
Committee Member, Urbana Unit 16 School District BPAC Committee, (2022-2023)
Committee Member, Urbana Unit 16 School District Dual Language Committee, (2022-2023)
Professional Development, Translanguaging as Humanizing Pedagogy, Urbana Unit 16 School District Bilingual Education Winter Institute (2022)
Mentor, AERA Bilingual Sig Mentoring Session (2022)
Committee Member, Urbana's School District Dual Language Committee, (2022)
Professional Development & Committee Member, Midwestern Dual Language Conference Committee, Spencer Conference Grant (2021- 2022)
Podcast Interview, The Evolving Education Project (Summer 2021)
Professional Development, Dual Language Teachers Professional Development, University of Iowa, Iowa City, IA (Summer 2021)
Professional Development, Translanguaging in the Bilingual Classroom, Urbana Unit 16 School District Bilingual Education Spring Institute (Spring 2021)
Professional Development, Learning from the language and literacy practices of Latinx mothers, Urbana School District Bilingual Education Summer Institute (Summer 2020)

PROFESSIONAL MEMBERSHIPS

American Anthropological Association (AAA)
Literacy Research Association (LRA)
National Council of Teachers of English (NCTE)
National Association for Bilingual Education (NABE)
American Educational Research Association (AERA)

- Bilingual Special Interest Group
- Latina/o/x Research Issues Special Interest Group
- Division G: Social Context of Education
- Language and Social Processes
- Division K: Teaching and Teacher Education
- Writing and Literacies Sig

TEACHING CERTIFICATION

Early Childhood – 4th Teacher Certification
Texas Education Agency (2009 – 2020)
Bilingual Education Certificate (Spanish)
Texas Education Agency (2009 – Present, Renewed)

LANGUAGES

Fluent in English and Spanish.