
Sylvia Mendoza, Ph.D.

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EDUCATION

Ph.D. **2015, University of Utah**
Education, Culture and Society

Dissertation: Reimagining education with nepantlera/o elementary aged youth through Anzaldúa and critical youth studies

Chair: Dolores Delgado Bernal, Ph.D.

Committee: Enrique Alemán, Ph.D., Frank Margonis, Ph.D., Wanda Pillow, Ph.D. and Dolores Calderón, Ph.D.

M.A. **2009, University of Texas at San Antonio**
Bicultural-Bilingual Studies

B.J. **2004, University of Texas at Austin**
Print Journalism

RESEARCH INTERESTS

Chicanx/Latinx education, Chicanx/Ethnic Studies in K-12 schools, Anzaldúan/Border pedagogies, Chicanx/Latinx & Black feminisms & research methodologies, critical youth studies

RESEARCH EXPERIENCE

June 2018 – April 2019

Co-editor for Urban Education Special Issue, *(Re)Visiting and (Re)Imagining Youth Transformational Resistance*

Editors: Sharim Hannegan-Martinez (University of California, Los Angeles), **Sylvia Mendoza Aviña**, Dolores Delgado Bernal (California State University, Los Angeles), and Daniel Solórzano (University of California, Los Angeles)

This special issue seeks to outline and complicate theories of resistance of Students of Color, while also examining the processes of resistance – how resistance is not linear and can transform and shift over time and within a particular moment and/or context. Five manuscripts will be featured in the special issue, including one co-authored by the editors.

August 2018 – May 2019

Latina/o Studies Curriculum Guide Consultant/Researcher

Texas Christian University and Fort Worth ISD

Conducted focus group interviews through community forums to collect data on the community's responses to a new Latina/o Studies overlay curriculum guide for use in Latina/o studies high school courses in Fort Worth ISD. Participated in Fort Worth ISD

professional development trainings focused on multicultural education. Conducted a curriculum audit of K-3 curriculum to identify spaces to interject Latina/o studies content.

September 2015 – May 2016

Visiting Scholar/Center for Mexican American Studies

University of Houston

Developed manuscripts for publication on the importance of Mexican American/Chicanx studies in public schools in Texas. Researched and published on Chicanx/Latinx feminisms as an important theoretical and epistemological framework in developing Mexican American/Chicanx studies curriculum and praxis.

August 2010 – 2015

Research Assistant/Oral History Project Program Coordinator for Adelante: A College Awareness Partnership

University of Utah, Salt Lake City

Coordinated the Adelante Oral History Project, developing and implementing culturally sustaining curriculum for 2nd – 6th dual immersion (Spanish/English) classrooms. Lesson plans aligned with the Utah core curriculum standards, while also incorporating the cultural and familial knowledge of the predominantly Chicana/o and low-income student population. In addition to programmatic duties, collected qualitative data from the elementary students to include lesson plans, student work, field notes, participant observation and pláticas (informal interviews).

Advisor: Dr. Dolores Delgado Bernal and Dr. Enrique Alemán

July 2014

2014 Center for Mexican American Studies/Benson Latin American Collection Short-Term Research Fellowship, Gloria Anzaldúa Fellowship

University of Texas at Austin

Utilized the Anzaldúa archives to build upon the concept of Anzaldúan pedagogies used to inform my dissertation research. As an Anzaldúa fellow, accessing the archives allowed for me to connect Anzaldúa's borderlands with education, particularly with Chicanx/Latinx youth, contributing to the most recent publication of this work in the journal of *Equity & Excellence in Education*. Future publications will explore the implications of Anzaldúa's theories within children's and young adult literature, as well as Anzaldúan pedagogies as a foundation for Mexican American/Chicanx Studies praxis as it develops in Texas and across the U.S.

August 2010 – 2013

Research Assistant for Dr. Enrique Alemán, Education Culture & Society

University of Utah, Salt Lake City

Researched the history of schooling, segregation and desegregation in Texas; the development and role of LULAC and GI Forum in the history of Texas schooling; along with the educational experiences of Tejanas/os and Chicanas/os. Research was centered on the Hernandez v. Driscoll court case pertaining to the unlawful segregation of Mexican American students in South Texas based on perceived language barriers.

Research was used for the development of a documentary film titled *Stolen Education*, as well as a forthcoming book based on the court case.

Advisor: Dr. Enrique Alemán

May 2009 – August 2009

Provost Summer Program Fellow, Bicultural-Bilingual Studies, College of Education & Human Development

University of Texas, San Antonio

Project: “Presence, process and persistence: Tejana graduate students voicing education.” Conducted oral histories with Tejana graduate students and examined their educational experiences, from grade school to graduate school, within the context of schooling in South Central Texas.

Advisor: Dr. Armando Trujillo

PUBLICATIONS

Mendoza Aviña, S. Border pedagogies as healing pedagogies. (2020). In M.G. Burke, K. Laves, J.D. Sauerheber, & A.W. Hughey (Eds.), *Faculty as helping professionals: Developing helping skills for working with students in distress*.

Delgado Bernal, D., Alemán, Jr., E., Morales, S., & **Mendoza Aviña, S.** (2019). Critical race feminist methodology: The challenges and promises of preparing graduate students in community engaged research. In N. Deeb-Sossa (Ed.). *From the Fields and the Trenches: Sustainability and Community-Based Participatory Research in Chicana/o Studies*. Tucson: The University of Arizona Press.

Mendoza Aviña, S. & Morales, S., (2018). “Ratchet of the Earth”: Using Black and Chicana feminisms to understand how brown youth resist in schools. *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social (MALCS)*.

Mendoza Aviña, S. (2016) “That's ratchet”: A Chicana Feminist Rasquache Pedagogy as Entryway to Understanding the Material Realities of Contemporary Latinx Elementary Aged Youth. *Equity & Excellence in Education*, 49(4), 468-479.

Morales, S., **Mendoza, S.**, & Delgado Bernal, D. (2016). Education in nepantla: A Chicana feminist approach to engaging Latina/o elementary youth in Ethnic Studies. In Buenavista, T.L., Marin, J.R., Ratcliff, A.J., & Sandoval, D.M. (Eds.). *White washing American Education: The new culture wars in Ethnic Studies*. Prager Publishers.

Mendoza, S. (2015). Reimagining K-12 education with/through Gloria E. Anzaldúa. In Saldívar Hull, S.; Mercado-López, L.; & Pérez, D. (Eds.). *El Mundo Zurdo 5*. Aunt Lute Press.

Mendoza, S., & Morales, S. (2015). EntreMundos: Extending Anzaldúa’s Borderlands to Latina/o elementary youth. In A.I. Fukushima, R. González, L. Maparyan, A. Revilla, & M. Richardson (Eds.). *Third Woman Press Anthology*.

Mendoza, S. (2014). The Adelante Oral History Project as a site of decolonial potential in transforming school curriculum. *Regeneración Tlacuilolli: UCLA Raza Studies Journal*, 1(1), 11-26.

Alemán, E., Jr., Delgado Bernal, D., & **Mendoza, S.** (2013). Critical Race Methodological Tensions: *Nepantla* in Our Community-Based Praxis. In M. Lynn & A. Dixon (Eds.). *Handbook for Critical Race Theory in Education*. New York: Routledge.

Mendoza, S. (2012). Bailando con el Diablo. In Herrera-Sobek, M. (Ed.). *Encyclopedia of Latino Folklore*. Santa Barbara, CA: Greenwood Press.

IN PROGRESS

Mendoza Aviña, S. & Morales, S. Music as Ethnic Studies Praxis. *Love, Knowledge, and Revolution: Decolonizing Directions in Comparative Ethnic Studies*.

Morales, S. & **Mendoza Aviña, S.** Towards a Rasquache Resistance in Schools: Understanding the Nuanced Experiences of Brown Youth. *Urban Education*.

Hannegan-Martinez, S., **Mendoza Aviña, S.**, Delgado Bernal, D., & Solorzano, D. (Re)imagining Transformational Resistance: Seeds of Resistance and Pedagogical Ruptures. *Urban Education*.

Mendoza Aviña, S., Morales, S., Delgado Bernal, D., & Alemán, E., Jr. Confronting our own Complicity: Complexities and Tensions of a Critical Race Feminista Praxis in Higher Education during the Movement for Black Lives. *Handbook for Critical Race Theory in Education*.

PEER-REVIEWED PRESENTATIONS

Mendoza, S. (2020). *This Bridge Called my Back* as Pedagogical Praxis. Presentation selected for the 2020 National Women Studies Association Annual Conference, “The Poetics, Politics, and Praxis of Transnational Feminisms.” Minneapolis, MN.

Mendoza, S. & Mendoza-Knecht, L. (2019). Using *theory in the flesh* to create a children’s book featuring a fat, brown protagonist. Presentation a part of the Society for Gloria Anzaldúa 2019 El Mundo Zurdo Conference, “Planetary Citizenship: Anzaldúan Thought across communities, histories, cultures.” San Antonio, TX.

Mendoza, S., & Morales, S. (2019). Towards a Rasquache Resistance in Schools: Understanding the Nuanced Experiences of Brown Youth. Presentation a part of the National Association of Chicana and Chicano Studies Conference, “Indigenous knowledge for resistance, love and land: Lecciones for our children, for our future.” Albuquerque, NM.

Mendoza, S., Gaxiola Serrano, T., & Solórzano, D.G. (2018). One million Latinx students: Pathways, barriers, and interest convergence in California community colleges. Panel

presentation selected for the American Association of Hispanics in Higher Education Conference, “Latina/o Students: Policy, Assessment & Academic Preparation for Success.” Irvine, CA.

Delgado Bernal, D., Alemán, E., Morales, S., **Mendoza, S.**, Castrellon, L., Perez-Torres, J., Oliva, N., & De Leon A. (2017). Critical Race Feminista Praxis: A Decade of Co Creating Educational Pathways in a Chicana/Latinx Community. Panel presentation a part of the National Association of Chicana and Chicano Studies Conference, “Chicana/o Studies in an Era of Globalization, War, and Mass Expulsions.” Irvine, CA.

Flores, A., Morales, S., Gaxiola, T., & **Mendoza, S.** (2016). Anzaldúa, DuBois, and Bell: Examining Oppression and Resistance Within and Beyond the Latina/o Pipeline. Panel presentation a part of the American Educational Research Association Conference, “Public Scholarship to Educate Diverse Democracies.” Washington, D.C.

Mendoza, S., Gonzalez, M., DeLeon, A., & Morales, S. (2016). Researching with Youth of Color in the Borderlands: Chicana feminisms in Practice. Panel presentation a part of the American Educational Research Association Conference, “Public Scholarship to Educate Diverse Democracies.” Washington, D.C.

Mendoza, S. (2015). Anzaldúan thought in the K-6 classroom: El Mundo Zurdo and New Tribalism as pedagogies of love. Panel presentation a part of the American Educational Studies Association Conference, “Where is the Love? Pondering Poetics, Passion, and Promise in Education and Social Justice.” San Antonio, TX.

Morales, S., Delgado Bernal, D., **Mendoza, S.**, Gaxiola, T., Flores, A., & Huante, N. (2015). Towards a praxis of love: Moving across and beyond the Chicana/o educational pipeline. Panel presentation a part of the Mujeres Activas en Letras y Cambio Social Summer Institute, “Honoring our intersectionality, our migration roots/routes.” Albuquerque, NM.

Mendoza, S., Garza, S.D., Mendoza Knecht, L., & Epstein, L. (2015). *Homework: Touching the wound and other meditations on Anzaldúan Pedagogies for learning, teaching, and healing.* Panel presentation a part of the Society for Gloria Anzaldúa 2015 El Mundo Zurdo Conference, *Memoria y Conocimiento – Interdisciplinary Anzaldúan Studies: Archive, Legacy, and Thought.* Austin, TX.

Alemán, E., Morales, S., & **Mendoza, S.** (2015). (Re)membering and (Re)writing Chicana/o Histories: Mexican American Studies as Community, Familial and School Knowledge. Panel presentation a part of the National Association of Chicana and Chicano Studies Tejas Foco Conference, “Putting more Community in Community College and Beyond: Scholars, Professors, Writers, Teachers, Students and Families Unite to open Higher Education to our Youth.” Houston, TX.

De Leon, A., **Mendoza, S.**, Morales, J., & Morales, S. (2014). Critically Engaging Youth: Activism, Community, and Education. Panel presentation a part of the American Educational Studies Association Conference, “Reconceptualizing Diversity: Engaging

with Histories, Theories, Practices and Discursive Strategies in Global Contexts.”
Toronto, Canada.

- De Leon, A., **Mendoza, S.**, Huante-Tzintzun, N., Fierros, C., & Oliva, N. (2014). Chicana feminist methodologies and methods: Negotiations, tensions, and possibilities. Panel presentation a part of the Mujeres Activas en Letras y Cambio Social Summer Institute, “Mapping Geographies of Self: Woman as First Environment.” El Rito, NM.
- Garza, S., **Mendoza, S.**, Epstein, L., Llanas, A. & Perez, A. (2014). Body talk: Hunger, health, skin color – What our bodies teach us about the world and our place in it. Panel presentation a part of the Mujeres Activas en Letras y Cambio Social Summer Institute, “Mapping Geographies of Self: Woman as First Environment.” El Rito, NM.
- Morales, S., **Mendoza, S.**, & Jackson Elementary Students (2014). ‘EntreMundos’: A Borderlands and CRT approach to engaging Latina/o elementary youth. Presented at the National Association of Chicana and Chicano Studies Annual Conference, “Fragmented landscapes in Chicana and Chicano Studies: Deliberation, innovation, or extinction?” Salt Lake City, UT.
- Garza, S., Saldaña, L., Cervantes, M., & **Mendoza, S.** (2014). Decolonizing the classroom: Hip hop and nueva canción as pedagogies of transformation. Paper presented as part of the National Association of Chicana and Chicano Studies Tejas Foco Regional Conference, “Chicana/o Studies in Tejas: Transforming our Communities.” San Antonio, TX.
- Gonzalez, M., Morales, S., & **Mendoza, S.** (2013). Relationship building in *Nepantla*: Our path towards conociendo *nos/otras*. Paper presented as part of the NACCS 2013 Conference, “Advancing from Sea to Shining Si!: Learning from our Past, Defending our Rights in the 21st Century.” San Antonio, TX.
- Fierros, C.O., Gonzalez, M., Gutierrez-Maldonado, R., Huante- Tzintzun, N., **Mendoza, S.**, & Morales, S. (2012). Navigating with/in Borderlands: Narratives, Spaces of Contention and Possibilities of Hope. Paper presented as part of the American Educational Studies Association Annual Meeting, “Connections With/In Differences: Valuing Traditional and New Diversities for Educational Reform.” Seattle, WA.
- Mendoza, S.** (2012). Critical race methodological tensions: *Nepantla* in our community-based praxis. Paper presented as part of the Critical Race Studies in Education Conference, “Race, Citizenship, Activism, and the Meaning of Social Justice for the 21st Century: The Legacy of Professor Derrick Bell.” New York, NY.
- Mendoza, S.** and Zavala, L. (2011). Putting postcolonial theory in conversation with CRT: Using Oral Histories in k-6 as a response to Colonial Schooling. Paper presented as part of the Critical Race Studies in Education Conference, “With Liberty & Justice for All?” San Antonio, TX.

Delgado Bernal, D., Perez, J., Oliva, N., Zavala, L., & **Mendoza, S.** (2011). "The Adelante Partnership as a Site of Social Justice for Chican@ Students and Parents." Paper presented as part of the National Association of Chicana and Chicano Studies Conference, "Sites of Education for Social Justice," Pasadena, CA.

INVITED PRESENTATIONS

Mendoza, S. (2019). University of Texas at San Antonio *Mujeres Activas en Letras y Cambio Social* Chapter Meeting.

Mendoza, S. (2019). Mexican American Studies Heritage at Northwest Vista College Event. *Building the Pipeline Series: Mexican American Studies & Hispanic Serving Institutions*. San Antonio, Texas.

Mendoza, S. (2019). Department of Comparative Race and Ethnic Studies, *Building Power, Building Coalitions* workshop presenter. Texas Christian University, Fort Worth, Texas.

Mendoza, S. (2018). Fort Worth ISD Super Saturday Professional Learning Series Keynote Speaker. *Hispanic Heritage Month*. FWISD Professional Development Center, Fort Worth, Texas.

Mendoza, S. (2018). MAS for the Masses. History of Mexican American Studies. *Dime quien eres: Discovering the past, understanding the present, & determining the future*. Institute of Texan Cultures, San Antonio, Texas.

Mendoza, S. (2015). Center for Mexican American Studies-Benson Latin American Studies and Collections Research Fellows presentation. Society for Gloria Anzaldúa 2015 El Mundo Zurdo Conference, *Memoria y Conocimiento – Interdisciplinary Anzaldúan Studies: Archive, Legacy, and Thought*. Austin, Texas.

Mendoza, S. (2014). Oral histories to sustain and reclaim our communities. La Conferencia: Coalition and leadership for community empowerment and racial/ethnic equity, University of Utah, Salt Lake City.

TEACHING EXPERIENCE

August 2020 – Present

Assistant Professor, Mexican American Studies Program/Department of Race, Ethnicity, Gender & Sexuality Studies
University of Texas at San Antonio

January 2020 – May 2020

Lecturer/Bicultural-Bilingual Studies & Mexican American Studies
University of Texas at San Antonio

Instructed *Mexican American and Latinx Issues in Education*, a doctoral course offering a critical analysis of the social, political, economic, and cultural factors that have

historically impacted the K–16 education of Latinos in the United States. Examination of theoretical frames used to interpret their schooling experiences.

January 2020 – May 2020

Lecturer/Race, Ethnicity, Gender & Sexuality Studies

University of Texas at San Antonio

Instructed *Feminist Research Methodologies*, an undergraduate course that offers rigorous examination of the theory, application, and ethical and epistemological concerns of feminist research. Investigating women’s issues within and across a range of traditional disciplines—history, arts, humanities, sciences, education, health, economics, law, etc. and discussing issues of researcher-subject relationships, representation, and value-driven research, to respond to dominant theories of knowledge production.

January 2020 – May 2020

Lecturer/ Bicultural-Bilingual Studies and Mexican American Studies

University of Texas at San Antonio

Instructed *Latinx Cultural Expressions*, an introductory overview of Latinx visual, performing, folk and popular arts from their origins in the Iberian Peninsula, through the later blending of cultures and their parallelism during colonial and revolutionary periods, to contemporary Latinx expressions in the United States.

August 2019 – December 2019

Lecturer/Culture, Literacy and Language

University of Texas at San Antonio

Instructed doctoral seminar titled *Ethnological Theory*, examining the relations of theory and ethnography in sociocultural anthropology. Examines cultural theory, ethnography, comparison, history, and the current controversies that illustrate various theoretical perspectives. Particular emphasis on multicultural and multilingual contexts.

August 2019 – December 2019

Lecturer/Bicultural-Bilingual Studies

University of Texas at San Antonio

Instructed master’s level course titled *Foundations of Bicultural Studies*, which engages the study of basic concepts, principles, and approaches regarding theories of biculturalism and multiculturalism, and theoretical frameworks for the interdisciplinary study of culture and society.

August 2019 – December 2019

Lecturer/Bicultural-Bilingual Studies and Mexican American Studies

University of Texas at San Antonio

Instructed *Latinx Cultural Expressions*, an introductory overview of Latinx visual, performing, folk and popular arts from their origins in the Iberian Peninsula, through the later blending of cultures and their parallelism during colonial and revolutionary periods, to contemporary Latinx expressions in the United States.

October 2019 – December 2019

Adjunct Instructor/Mexican American Studies Program

Palo Alto Community College, San Antonio, TX

Instructed a flex course (8 weeks) titled *Mexican American Fine Arts Appreciation* focusing on the cultural production of Chicax communities and their contributions to social justice movements, fine arts, film, and music.

July 2019 – August 2019

Adjunct Instructor/Bicultural-Bilingual Studies and Mexican American Studies

University of Texas at San Antonio

Instructed *Latinx Cultural Expressions*, an introductory overview of Latinx visual, performing, folk and popular arts from their origins in the Iberian Peninsula, through the later blending of cultures and their parallelism during colonial and revolutionary periods, to contemporary Latinx expressions in the United States.

June 2019 – July 2019

Adjunct Instructor/Mexican American Studies

Northwest Vista College, San Antonio, TX

Instructed *Mexican American Fine Arts Appreciation* focusing on the cultural production of Chicax communities and their contributions to social justice movements, fine arts, film, and music.

January 2019 – May 2019

Visiting Lecturer/Comparative Race & Ethnic Studies

Texas Christian University, Fort Worth, TX

Instructed *Interdisciplinary Inquiry* which fulfills the inquiry/research associated requirement for the Comparative Race & Ethnic Studies major. The course introduces students to basic concepts, methods, and issues of interdisciplinary research methods pertinent to the study of race and ethnicity. The course focuses on the broader issues surrounding the production of knowledge, and students acquire a variety of data or information collection and analytic skills. Students develop a thesis proposal of their own design in the field of race and ethnic studies.

January 2019 – May 2019

Visiting Lecturer/Comparative Race & Ethnic Studies

Texas Christian University, Fort Worth, TX

Instructed the department of Comparative Race and Ethnic Studies' *Internship and Field Research Experience Course* where students attain professional experience in an organization that addresses issues related to race/ethnicity and social justice; apply the theories and concepts learned in CRES courses to analyze their work-related experience; describe, analyze, and evaluate (through medium such as journals, field notes, memos, meetings with the faculty supervisor, samples of internship work, a final paper, and/or a presentation to the TCU CRES community) tasks performed and knowledge and skills utilized, enhanced, or learned.

August 2018 – May 2019

Visiting Lecturer/Comparative Race & Ethnic Studies

Texas Christian University, Fort Worth, TX

Instructed three sections of *Engaging Difference and Diversity in America*, the departments' introductory course focusing on social justice, race and racism, social constructions of race and gender, and inequity in society.

August 2018 – May 2019

Visiting Lecturer/Comparative Race & Ethnic Studies

Texas Christian University, Fort Worth, TX

Created and instructed two sections of *Black and Brown Youth Resistance* focusing on the history of resistance movements initiated by various communities such as Black Lives Matter, BYP100, Dreamers, Radical Monarchs, etc. Explored resistance theories centered on Black and Brown communities. Students' final projects created children's books focusing on themes related to our class discussions.

January 2017 – May 2018

Adjunct Instructor/Mexican American Studies

Northwest Vista College, San Antonio, TX

Instructed three sections of *Mexican American Fine Arts Appreciation* focusing on the cultural production of Chicana communities and their contributions to social justice movements, fine arts, film, and music.

August 2016 – December 2017

Assistant Professor/Chicano Studies

Palomar College, San Marcos, CA

Instructed the following courses: *Introduction to Chicano Studies, U.S. History from a Chicano Perspective I & II*. Collaborated with library and other campus departments to organize Latinx Heritage Month and Dia de Los Muertos exhibits. Served on institutional committees to include scholarship committee and hiring committee for the dean of social and behavioral sciences. Served as co-advisor to MEChA student organization.

January 2016 – May 2016

Visiting Scholar/Center for Mexican American Studies

University of Houston, Houston, TX

Instructed *Social Education* investigating the development of schools in the United States, Americanization programs, academic tracking, and social justice movements in response to educational inequity.

May 2012 – June 2012

Adjunct Instructor/Education, Culture and Society

University of Utah, Salt Lake City, UT

Instructed *Multicultural Education* using Anzaldúa's concept of spiritual activism to understand a social justice approach to education. Explored models and strategies for teaching a diverse community of students.

July 2011 – August 2011

Adjunct Instructor/Bicultural-Bilingual Studies, College of Education & Human Development

University of Texas at San Antonio

Instructed *Cultural and Linguistic Diversity in a Pluralistic Society*, examining sociolinguistic and sociocultural principles central to culturally diverse settings.

Examined the impact of hegemony and social dominance theory on marginalized groups. Highlighted activism and resistance within communities of color. Examined the role of education and educators in addressing social justice issues.

May 2011 – July 2011

Adjunct Instructor/Mexican American Studies, College of Education & Human Development

University of Texas at San Antonio

Instructed *Mexican Americans in the Southwest* focusing on the historical foundations of the United States–Mexico border and resulting biculturalism prevalent in the Southwest. Explored the impact of colonization on Mexicans and Mexican Americans historically and contemporarily and the role of schools in this history.

STUDENT COMMITTEES & ADVISING

Current

University of Texas at San Antonio

Doctoral

Member

1. Samuel Gutierrez, Ph.D. in Applied Demography (coursework)
2. Adele Rodriguez, Ph.D. in Culture, Literacy, & Language (coursework)

K-12 TEACHING/CURRICULUM DEVELOPMENT

September 2018 – April 2019

Youth participatory action research contributor – LeaderKids Fort Worth

Worked collaboratively with LeaderKids, a youth development program for middle school students in Fort Worth ISD, in modeling the City of Fort Worth’s Task Force on Race and Culture to produce creative projects that identified and addressed issues relevant to youth in the Fort Worth community.

January 2017 – May 2017

Assistant Professor of Chicana/o Studies – Concurrent Enrollment High School Courses

Valley High School and Escondido High School, Escondido, CA

Instructed *U.S. History from a Chicano Perspective I* at two local high schools in Escondido, California. Students were concurrently enrolled at their high school and in Palomar College. In this course, students learned about the history of Mesoamerican tribes prior to Spanish colonization and researched the impact of Spanish colonization on Mexicans and Chicanos. Students completed a family oral history project researching the

impact of colonization, immigration and loss of land within their family and larger community's history.

October 2013 – May 2015

Co-instructor for Introduction to Chicana/o Studies Course

Jackson Elementary School, Salt Lake City, UT

Developed curriculum for fifth and sixth grade students for an after-school *Introduction to Chicana/o Studies* course that centered on ontology and self-expression. Developed culturally sustaining lesson plans and introduced elementary students to foundational concepts within Chicana/o Studies such as power, structural oppression, racism, sexism, activism/resistance, and feminisms. Facilitated in class discussions with students. Developed fifth and sixth grade students' writing and editing skills through in-class journaling. Developed students' technological skills through final multimedia presentations shared at the 2014 National Association of Chicana and Chicano Studies Annual Conference held in Salt Lake City, Utah.

May (Summers) 2011 - 2013

Assistant Teacher for Adelante: A College Awareness Partnership Summer Camps

University of Utah, Salt Lake City, UT

Assisted lead teacher in developing and implementing culturally sustaining curriculum and activities that align to Utah State Board of Education standards and that also promote studies within the sciences, technology, engineering, art and math. Responsible for co-instructing, working with, and caring for approximately 20 elementary school students, traveling from their elementary school to attend camp classes and activities at the University.

September 2010 – May 2015

Co-coordinator for Adelante: A College Awareness Partnership Oral History Project

Responsible for co-coordinating oral history projects in 2nd-6th grade dual immersion (Spanish/English) classrooms at Jackson Elementary. Developed culturally sustaining oral history projects that aligned with Utah State Core Curriculum that prepared students academically as well as incorporated their cultures and languages into the projects. Students completed multimedia storytelling and digital presentations that focused on music of the home, cultural traditions and folk tales, migration stories, and the story of their names.

UNIVERSITY/COLLEGE SERVICE

Aug.-Dec. 2020

AIR UTSA Pipeline Partnership Fall Series

University of Texas at San Antonio

Jan.-May 2020

Gender and Racial Justice Institute Advisory Council

University of Texas at San Antonio

- Jan.-July 2018 **Somos MAS Intercollegiate Committee for Establishing Mexican American Studies in Texas Schools Faculty Committee**
Northwest Vista College, San Antonio, TX
- Jan.-July 2018 **NACCS Tejas Foco Higher Education Committee Co-Chair**
Northwest Vista College, San Antonio, TX
- Jan.-July 2018 **Reclaiming our Name Advisory Committee**
Northwest Vista College, San Antonio, TX
- Spring 2018 **Prison Education Project Student Selection Committee**
University of Utah, Salt Lake City, UT
- Fall 2017 **Hiring Committee** – Dean of Social and Behavioral Sciences
Palomar College, San Marcos, CA
- Fall 2017 **Latinx Heritage Month Event Organizer**
Palomar College, San Marcos, CA
- F/S 2016-2017 **MEChA de Palomar Co-Advisor**
Palomar College, San Marcos, CA
- F/S 2016-2017 **Ethnic Studies Now Coalition**
Palomar College, San Marcos, CA
- F/S 2015-2016 **Latino Faculty Advisory Committee**
University of Houston, Houston, TX

REVIEWER

Manuscript

Mujeres Activas en Letras y Cambio Social (2009)
Children's Geographies
The Urban Review
Equity & Excellence in Education
Peabody Journal of Education: Special Issue on the Politics of Education (2011)
Urban Education: Special Issue on *(Re)Visiting and (Re)Imagining* Transformational Resistance (2019-2020)
Urban Education: Special Issue on Literacies of Girls of Color (2020)
SAGE Publishing (2020)

Conference Proposals

Critical Race Studies in Education Association

Scholarships

Adelante U.S. Education Leadership

PROFESSIONAL DEVELOPMENT/INSTITUTES

- June 2020 **VOCES Oral History Research Summer Institute**
The University of Texas at Austin
This workshop was designed for faculty and graduate students wishing to use oral history in research and teaching. This weeklong institute covered theories and methodologies within oral history research, project development and management, publishing, teaching oral history methodologies, archiving, and technology.
- March 2019 **Refiguring Academia**
University of North Texas, Denton, Texas
Organized by the department of Philosophy and Religion at the department of English at the University of North Texas, this workshop re-envisions, refocuses and reclaims marginalized aspects of thought, scholarship, and action in and beyond the academy. This inaugural refiguring collective proposes a focus on intersectional feminism in the academy. A central question is how intersectional feminist academics might work to resist rather than merely contribute to a neoliberal system.
- July 2018 **XITO Summer Institute**
Tucson, AZ
This three-day institute, located in Tucson, Arizona, is an opportunity to engage in and learn about the decolonizing and rehumanizing theories and methodologies behind the successes of the former Tucson Mexican American Studies Program.
- June 2018 **3rd Annual Statewide Summit on Mexican American Studies for Texas Schools**
Northwest Vista College, San Antonio, TX
The goals of the Texas Summit on Implementing MAS in Texas Schools is to identify institutional barriers, establish priorities, and develop a plan of action for the implementation of Mexican American Studies in Texas schools from Pre-K to 12th grade as well as higher education and for increasing access to MAS courses and content within the broader community.
- Nov. 2017 **National Women Studies Association Women of Color Leadership Project**
The Women of Color Leadership Project (WoCLP) was founded as a mentoring and support system to train and prepare women of color for leadership roles within the National Women's Studies Association (NWSA). Since the first program, the WoCLP has trained approximately 380 women of color from across the United States, Canada, Asia, and Europe.
- July 2017 **Association of Raza Educators Praxis Professional Development**
Los Angeles, CA
Led and developed for social justice educators by social justice educators who teach culturally relevant curriculum and are actively involved in organizing

campaigns outside their classrooms and in their communities. Provides a critical pedagogy lens to teacher training and combines it with strategic campaign organizing.

- June 2016 **Democratizing Knowledge Summer Institute**
Syracuse University, Syracuse, NY
The Democratizing Knowledge/Mellon 2018 Summer Institute brings together faculty, advanced doctoral students, and activist-scholars from the humanities and social sciences across North America and the Global South to examine the current state of US higher education; explore productive dialogues between community organizations, activists, and scholar-activists; and work on collaborative strategies to create a more just academy.
- June 2014 **Institute for Teachers of Color Committed to Racial Justice**
San José State University, San José, CA
ITOC is an annual three-day professional development to facilitate the growth, success and retention of teachers of Color who work in public schools serving students of Color, with on-going structures of networking and continued site-based support.
- June 2012 **Decolonizing Knowledge and Power Summer School**
Center of Study and Investigation for Decolonial Dialogues, Barcelona, Spain
The international Summer School, “Decolonizing Knowledge and Power,” aims at enlarging the analysis and investigation of the hidden agenda of modernity (that is, coloniality) in the sphere of knowledge, power and being. Decolonizing knowledge and power as well as de-colonial thinking is the priority of this summer school.

HONORS & AWARDS

- 2017 National Women’s Studies Association Women of Color Leadership Project
2017 Association of Raza Educators Summer Institute Fellow
2016 Decolonizing Knowledge Summer Institute Fellow, Syracuse University
2015 University of Houston, Center for Mexican American Studies, Visiting Scholar Program
2015 Ford Dissertation Fellowship, Alternate and Honorable Mention
2014 University of Texas at Austin, Center for Mexican American Studies - Benson Latin American Collection, Gloria Anzaldúa Fellow
2014 Ford Dissertation Fellowship, Alternate and Honorable Mention
2014 University of Utah, Steffensen Cannon Scholarship
2013 University of Utah, Steffensen Cannon Scholarship
2011 Hispanic Association of Colleges and Universities (HACU), Annual Conference Student Scholarship
2011 HACU, "Dándole Alas a Tú Éxito/Giving Flight to Your Success" Travel Award
2011 HACEMOS Scholarship Foundation
2009 University of Texas at San Antonio, Provost Summer Fellowship

2008 HACU, "Dándole Alas a Tú Éxito/Giving Flight to Your Success" Travel Award

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
Texas Association of Chicanos in Higher Education
National Women Studies Association
National Association for Chicana and Chicano Studies