Katherine (Kate T.) Anderson, PhD
Curriculum Vita
kate.t.anderson@asu.edu
ORCID ID: 0000-0002-6086-6848
1050 S. Forest Mall Tempe, AZ 85287 United States

Education

PhD, Sociolinguistics
The University of Georgia, Athens, GA (2006)
Dissertation: *Race, Speech, Identification, and Ideology: Methodological Innovation and Inquiry*

Graduate Certificate, Interdisciplinary Qualitative Studies
The University of Georgia, Athens, GA (2006)

Bachelor of Music, Music Technology
New York University, New York, NY (2000)

Academic Positions

Associate Professor
Arizona State University, Tempe AZ (2018-present), Division of Educational Leadership and Innovation

Assistant Professor
Arizona State University, Tempe AZ (2012-2018), Division of Educational Leadership and Innovation

Assistant Professor
The University of Houston, Houston, TX (2011-2012), English Department

Assistant Professor
National Institute of Education, Singapore (2007-2011), Learning Sciences and Technologies Group

Postdoctoral Researcher
Indiana University, Bloomington, IN (2006-2007), Center for Research on Learning and Technology.

Areas of Research Specialization
Qualitative methodologies, sociolinguistics, discourse analysis, language ideologies, ethnography

Publications

Journal Articles in Peer-Reviewed Journals

Anderson, K.T., Ambroso, E., Cruz, J., Zuiker, S., & Rodriguez-Martinez, S. (2021). Complicating methods for understanding educators' language ideologies: Transformative approaches for mixing methods, *Language and Education*, doi:10.1080/09500782.2021.1931296

Anderson, K.T., & Holloway, J. (2020). Discourse analysis as theory, method, and epistemology in studies of education policy. *Journal of Education Policy*, 35:2, 188-221. doi:10.1080/02680939.2018.1552992

Anderson, K.T., & *Kachorsky, D*. (2019). Assessing students' multimodal compositions: An analysis of the literature. *English Teaching: Practice and Critique,* 18(3), 312-334. https://doi.org/10.1108/ETPC-11-2018-0092

Zuiker, S.J., & **Anderson, K.T.** (2019). Fostering peer dialogic engagement in science classrooms with an educational videogame. *Research in Science Education*. doi: 10.1007/s11165-019-9842-z

Zuiker, S.J., *Piepgrass, N.*, Tefera, A., **Anderson**, **K.T.**, *Winn, K.*, & Fischman, G. (2019). Advancing knowledge mobilization in colleges of education. *International Journal of Education Policy & Leadership 15(1)*. http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/808 doi: 10.22230/ijepl.2018v15n1a808

Fischman, G.E., **Anderson, K.T.**, Tefera, A., & Zuiker, S.J. (2018). If mobilizing educational research is the answer, who can afford to ask the question? An analysis of knowledge mobilization for scholarship in education. *AERA Open*. doi:10.1177/2332858417750133

Anderson, K.T., *Stewart, O.G., & Kachorsky, D.* (2017). Seeing academically marginalized students' multimodal authoring from a position of strength. *Written Communication, 34(2)*, 104-134. doi:10.1177/0741088317699897

Anderson, K.T. (2017). Leveraging researcher reflexivity to consider a classroom event over time: Reflexive discourse analysis of 'what counts.' *Classroom Discourse*, *8(1),* 36-54. doi:10.1080/19463014.2016.1271742

Anderson, K.T., *Stewart, O.*, & *Aziz, M*. (2016). Writing ourselves in: Researcher reflexivity in ethnographic and multimodal methods for understanding what counts, to whom, and how we know. *Anthropology & Education Quarterly, 47(4)*, 385-401. doi:10.1111/aeq.12167

Zuiker, S.J., **Anderson, K.T.**, Jordan, M., & *Stewart, O.* (2016). Complementary lenses: Using theories of situativity and complexity to understand collaborative learning as systems-level social activity**.** *Learning, Culture, and Social Interaction, 9*, 80-94. doi:10.1016/j.lcsi.2016.02.003

Anderson, K.T. (2015). The discursive construction of lower-tracked students: Ideologies of meritocracy and the politics of education. *Education Policy Analysis Archives, 23*(110), doi:10.14507/epaa.v23.2141

Koro-Ljungberg, M., Carlson, D., Tesar, M., & **Anderson, K.T.** (2015). Methodology *brut*: Philosophy, ecstatic thinking, and some other (unfinished) things. *Qualitative Inquiry*, 21(7) 612-619. doi: 10.1177/1077800414555070

Anderson, K.T. (2013). Contrasting systemic functional linguistic and situated literacies approaches to multimodality in literacy and writing studies. *Written Communication, 30*, 276-299. doi:10.1177/0741088313488073

Anderson, K.T., & Weninger, C. (2012). Tracing ideologies of learning in group talk and their impediments to collaboration. *Linguistics and Education, 23,* 350-360. doi:10.1016/j.linged.2012.06.005

Anderson, K.T., & Wales, P. (2012). Can you design for agency?: Exploring the ideological mediation of an out-of-school digital storytelling workshop. *Critical Inquiry in Language Studies, 9,* 165-190. doi:10.1080/15427587.2012.627021

Anderson, K.T., & Zuiker, S. (2010). Performative identity as a resource for "being scientific": Scientific Shane vs. Jimmy Neutron. *Journal of Language, Identity, and Education, 9(5)*, 1-19. doi: 10.1080/15348458.2010.517708

Anderson, K.T. (2009). Applying positioning theory to analysis of classroom interactions: Mediating micro-identities, macro-kinds, and ideologies of knowing. *Linguistics and Education, 20,* 291-310. doi:10.1016/j.linged.2009.08.001

Lee, J.S., & **Anderson, K.T.** (2009). Negotiating linguistic and cultural identities: Theorizing and constructing opportunities and risks in education. *Review of Research in Education*, *33*, 181-211. doi:10.3102/0091732X08327090

Anderson, K.T. (2008). Justifying race talk: Indexicality and the social construction of race and linguistic value. *Journal of Linguistic Anthropology*, *18(1)*, 108-129. doi: 10.1111/j.1548-1395.2008.00017.x.

Anderson, K.T., Zuiker, S., Taasoobshirazi, G., & Hickey, D. (2007). Classroom discourse as a tool to enhance formative assessment and practice in science. *International Journal of Science Education*, *29*, 1721–1744. doi:10.1080/09500690701217295

Anderson, K.T. (2007). Constructing "otherness": Ideologies and differentiating speech style. *International Journal of Applied Linguistics*, *17*, 178-197. doi:10.1111/j.1473-4192.2007.00145.x

Anderson, K.T. (2007). Discourses of difference: Applied methodologies for evaluating race and speech style. *Journal of Applied Linguistics and Professional Practice*, *2*, 129-151. doi:10.1558/japl.2005.2.2.129

Hickey, D., & **Anderson, K.T.** (2007). Situative approaches to student assessment: Contextualizing evidence to support practice. *Yearbook of the National Society for the Study of Education*: *Evidence and decision making*, *106(1),* 264-287. doi:10.1111/j.1744-7984.2007.00105.x

Taasoobshirazi, G., Zuiker, S., **Anderson, K.T.**, & Hickey, D. (2006). Enhancing inquiry, understanding, and achievement in an astronomy multimedia learning environment. *Journal of Science Education and Technology, 15,* 383-395. doi:10.1007/s10956-006-9028-0

Rymes, B., & **Anderson, K.T.** (2004). Second language acquisition for all: Toward an alignment of second language acquisition and African American English educational research and practice. *Research in the Teaching of English*, *39*, 107-135.

Journal Articles in Editor-Reviewed Journals

Anderson, K.T., & *Chua, P.H.* (2010). Digital Storytelling as an interactive digital media context: Technology in transparent support of creative media production. *Educational Technology Magazine, 50(5),* 32-36.

Edited Books

Ho, M.L.C., **Anderson, K.T.,** & Leong, A.P. (Eds.) (2011). *Transforming literacies and language: Multimodality and literacy in the new media age*. London: Continuum.

Book Chapters

Warriner, D., & **Anderson, K.T.** (2017). Discourse analysis in educational research. In K. King, J-Y. Lai, & S. May (eds.), *Research methods in language and education* (3rd ed.) (pp. 1-13) (part of series *Encyclopedia of Language and Education: Volume 10)*. New York: Springer. DOI: 10.1007/978-3-319-02249-9_22

Anderson, K.T. (2015). Racializing language: Unpacking linguistic approaches to attitudes about race and speech. In S. Lanehart (ed.), *The Oxford handbook of African American Language* (pp. 773-785). New York: Oxford.

Ho, M.L.C., **Anderson, K.T.,** & Leong, A.P. (2011). Introduction. In M.L.C. Ho, K.T. Anderson, & A.P. Leong (Eds.), *Transforming literacies and language: Multimodality and literacy in the new media age* (p. 1-6). London: Continuum.

Zuiker, S., & **Anderson, K.T.** (2010). Immersive environments. In Q. Wang & C.S. Chai (eds.), *ICT for self-directed and collaborative learning* (pp. 349-365)*.* Singapore: Pearson Education.

Peer-Reviewed Conference Proceedings

Anderson, K.T., & Gresalfi, M. (2010). Talking with your mouth full: The role of a mediating tool in shaping collective positioning. In K. Gomez, L. Lyons, & J. Radinsky (eds.), *Proceedings of the 9th International Conference of the Learning Sciences: Learning in the Disciplines* (pp. 1079-1086, vol. 1). Chicago, IL: International Society for the Learning Sciences.

Zuiker, S., **Anderson, K.T.**, *Lee, J.*, Chee, Y. (2008). Designing for the epistemological entailments of physics through game-centered dialogical activity cycles. In P. Kirschner, F. Prins, V. Jonker, & G. Kanselaar (eds.), *Proceedings of the 8th International Conference of the Learning Sciences: International Perspectives in the Learning Sciences: Cre8ing a Learning World* (pp. 516-523, vol. 2). Utrecht: International Society of the Learning Sciences.

Encyclopedia Entries

Anderson, K.T. (2008). Indexicality. In L. Givens (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (Vol. 1, pp. 423-424). London: Sage.

Anderson, K.T. (2008). Intersubjectivity. In L. Givens (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (Vol. 1, pp. 467-468). London: Sage.

Anderson, K.T. (2008). Transana. In L. Givens (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (Vol. 2, pp. 881-882). London: Sage.

Book Reviews

Anderson, K.T., & *Holloway-Libell, J.* (2014). Review of "Interviewing as qualitative research." *Journal of Educational Research, 107*, 428.

Anderson, K.T. (2010). Review of "Digital Literacies: Social learning and classroom practices". *Language and Education, 24,* 535-538.

Anderson, K.T. (2005). Three perspectives of African American English as a linguistic and cultural resource in education. *Linguistics and Education, 15*, 431-434. (Review article of three books).

Other Publications

Anderson, K.T. (2013, May 25). Why stories-as-evidence makes sense for educational research concerned with equity [Equity Alliance Blog post]. Retrieved from http://www.niusileadscape.org/bl/?p=1340

Grant Activity

Nationally (External) Competitive Funded Grants

Fischman, G., Zuiker, S.J., Tefera, A., & **Anderson, K.T.** (2014). *For Whom and to What Ends is Educational Research Ultimately Directed?: An Analysis of Knowledge Mobilization Strategies Developed by Schools of Education.* Spencer Foundation ($46,856).

Anderson, K.T., & Wales, P. (2008). *Youth Tell: Bridging Formal and Informal Learning through Digital Storytelling with Singapore Youth.* National Research Foundation, Singapore Interactive Digital Media in Education Grant, Singapore (SGD $920,000 (~USD $800,000)).

Internally Competitive Funded Grants

Bernstein, K., **& Anderson, K.T.** (2018-19). *Teacher Beliefs about Multilingual Learners: Understanding Language Ideologies to Inform How We Teach about Language Learning*. Mary Lou Fulton Teachers College, Office of Scholarship and Innovation Research grant, Arizona State University, Tempe, AZ ($7,297).

Anderson, K.T. (2016). *Educators' Attitudes About Linguistically Diverse Students.*

Institute for Social Sciences Research, Seed Grant, Arizona State University, Tempe, AZ ($4,000).

Anderson, K.T. (2013). *Discourses of Evidence: Unpacking Talk, Text, and Practice to Inform Analyses of Opportunities to Learn.* Mary Lou Fulton Teachers College Research Support grant, Arizona State University, Tempe, AZ ($8,000).

Anderson, K.T. (2008). *Youth Tell: Digital Storytelling Workshops for Marginalized Singapore Youth.* Learning Sciences Lab grant, National Institute of Education, Singapore (SGD $36,000).

Zuiker, S.J., & **Anderson, K.T.** (2008). *Designing Classroom Ecologies for Game-Based Learning.* Learning Sciences Lab grant, National Institute of Education, Singapore (SGD $47,405).

Anderson, K.T. (2005). University-Wide Dissertation Completion Grant. The University of Georgia, Athens, GA ($15,000).

<u>Select</u> <u>Conference Presentations</u>

Anderson, K.T., Cruz, J., *Rodriguez, S., & Yoon, S.S.* (December, 2020). Discursively constructing "Standardized English": Enduring tensions surrounding linguistic diversity in literacy education. Paper presented at the virtual annual meeting of the Literacy Research Association, Houston, TX (held virtually).

Anderson, K.T., *Ambroso, E.,* & *Rodriguez, S.* (April, 2020). Tracing educators' language ideologies across discursive contexts: Complementary methods for unpacking messy realities. Paper accepted for annual meeting of the American Educational Research Association, San Francisco, CA.

Cruz, J.,& **Anderson, K.T.** (December, 2019). Enlivening discussion posts via dialogic smoothing: The fabricated focus group as novel method for literacy research. Paper presented at annual meeting of the Literacy Research Association, Tampa, FL.

Cruz, J., **Anderson, K.T.,** & *Ambroso, E.* (November, 2018). Subjects at odds: Unpacking educators' positionality around linguistic diversity and Standardized English. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Ambroso, E., & **Anderson, K. T.** (April, 2018). Educators' Understandings of Linguistic Diversity and its Role in Teaching and Learning. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Anderson, K. T., *Ambroso, E., Cruz, J., & Geiger, T.* (November, 2017). Discursively Constructing Linguistic Diversity: Enduring Tensions Surrounding the Role of Standardized English in Literacy Education*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Anderson, K.T., *Kachorsky, D., & Hoelting, M.* (April, 2017). *Assessing students' multimodal compositions: A systematic review of the literature.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Anderson, K.T., *Hoelting, M., Ambroso, E*, & *Cruz, J.* (November, 2016). *Educators' articulated perspectives on linguistically diverse students, teaching, and learning: New methodological possibilities for exploring attitudes-in-context.* Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Anderson, K.T., Jordan, M., Zuiker, S., & *Stewart, O.* (April, 2016). *More than the sum of its parts: Understanding peer group interactional dynamics through complementarity between situativity and complexity theories*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Zuiker, S., & **Anderson, K.T**. (April, 2016). *The warp and woof of game-centered dialogic activity cycles in a science inquiry unit.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Anderson, K.T., *Stewart, O., & Kachorsky, D.* (December, 2015). *Seeing academically marginalized*

students' multimodal authoring from a position of strength. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Anderson, K.T. (November, 2015). *What counts as participation and authoring: Resolving a frame clash in a Language Arts unit.* Paper presented at the annual meeting of the American Anthropological Association, Denver, CO.

Anderson, K.T. (April, 2015). *The Discursive construction of lower-tracked students: Ideologies of ability, meritocracy, and the politics of education in Singapore.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Anderson, K.T., *Holloway-Libell, J., & Rice, S.* (April, 2015). *What counts in discourse and policy?: Mapping ways of knowing across qualitative discursive studies of educational policy*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Anderson, K.T. (April, 2014). *Practices, resources, ideologies: The emic construction of what counts here and tracing what makes it possible*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Anderson, K.T., *Stewart, O., & Aziz, M.* (November, 2013). *Multimodal positioning: How artifacts and processes illuminate the critical design ethnography of an out-of-school digital storytelling workshop*. Paper presented at the annual meeting of the American Anthropological Association, Chicago.

Anderson, K.T. (May, 2013). *Stymied creative authoring and ideologies of text, discourses of literacies learning, and curricular design*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Anderson, K.T. (November, 2012). *Community complicity and schooled regimes: Finding the wiggle room to define success through linguistic diversity in Singapore.* Paper presented at the annual meeting of the American Anthropological Association, San Francisco.

Anderson, K.T., & Weninger, C. (November, 2011). *Unpacking "uncollaborative" group talk in youths' joint multimodal authoring.* Paper presented at the annual meeting of the American Anthropological Association, Montreal, Canada.

Doctoral Students- Advised and Mentored

PhD Dissertation Chair

Completed

Olivia Stewart. *What Counts as Writing? An Examination of Students' Use of Social Media Platforms to Represent Themselves as Writers*. Arizona State University, Learning, Literacies, and Technologies PhD. Graduated 2017. Tenure-track Assistant Professor at St. John's College, Queens, NY (2018-present).

Jessica Holloway. *Teacher Evaluation Systems: How Teachers and Teacher Quality are (re)Defined by a Market-Based Discourse.* Arizona State University, Educational Policy and Evaluation PhD, co-chaired with Audrey Beardsley. Graduated 2014. Tenure-track Assistant Professor at Kansas State University (2015-2017). Post-Doctoral Researcher at Deakin University, Melbourne Australia (2017-present).

Susan Bee Yen GWEE. *Teacher Code-Switching in the Multilingual Classroom.* National Institute of Education, Singapore, English Education PhD. Graduated 2011.

In progress

Eric Ambroso. *Teaching Students from Refugee Backgrounds: Examining the Appropriation of Structured English Immersion in Arizona.* Arizona State University, Educational Policy and Evaluation PhD Program. (2015-present; defended dissertation proposal 2018).

Sara Martinez-Rodriguez. *The Role of English in Puerto Rico*. Arizona State University, Educational Policy and Evaluation PhD Program. (2017-present; defended comprehensive exam April 2021).

PhD Dissertation Committee Member

Completed

Luis Pérez Cortés. *Literacies at Play: Digital-age Literacies in High School Esports.* Arizona State University, Learning, Literacies and Technologies PhD Program. Graduated 2021.

April Holton. *Seeing Through the Noise: A Mixed Methods Study of the Development of Teachers' Argumentation Professional Vision.* Arizona State University, Learning, Literacies and Technologies PhD Program. Graduated 2021.

Melissa Warr. *Teachers as Designers: Epistemic Diversity and Sensemaking Amidst Indeterminacy.* Arizona State University, Learning, Literacies and Technologies PhD Program. Graduated 2021.

Tray Geiger. *The Land of Disenchantment: Bias in New Mexico Teacher Evaluation Measures.* Arizona State University, Educational Policy and Evaluation PhD Program. Senior Planning Analyst, Provost's Office, ASU. Graduated 2020.

Angelique Aitken. *May the Choice Be with You? The Effects and Perceptions of Choice on Writing for College Students.* Arizona State University, Learning, Literacies and Technologies PhD Program. Postdoctoral Researcher, University of Nebraska, Lincoln. Graduated 2018.

Constantin Schreiber. *Discursive Constructions of "Community" in High School Guiding Statements: A Comparative Study of Traditional Public Schools and Charter Schools in Arizona.* Arizona State University, Educational Policy and Evaluation Program. Graduated 2018.

Fernando Hurtado. *Participation and Experiences of reclassified ELLs: Integration of a Learning Management System in a Secondary English Classroom.* Arizona State University, Curriculum and Instruction Program. District Literacy Coach at Tolleson Union High School District, AZ. Graduated 2017.

Felipe Baez. *Making Meaning Out of Canonical Texts in Freshman English.* Arizona State University, Curriculum and Instruction PhD in English Education. District Reading Coordinator/Director Tolleson Union High School District, AZ. Graduated 2016.

Erica Susser. *Foucault and Education: The Punitive and Disciplinary Societies.* Arizona State University, Curriculum and Instruction PhD in English Education. Graduated 2016.

Jesus Cisneros. *Undocuqueer: Interacting and Working within the Intersection of Sexuality and Immigration Status*. Arizona State University, Educational Policy and Evaluation PhD. Tenure-track Assistant Professor at University of Texas, El Paso. Graduated 2015.

Masters Students- Advised and Mentored

Jenna Nilsson. *Exploring Critical Intercultural Language Pedagogy Through Process Drama.* Arizona State University, Masters in Fine Arts in Theatre for Youth and Communities. Committee member. Graduated 2021.

Gilbert Jew. *Contextual Factors and their Effects on White Bystanders' Liking for Targets of Racism*, Arizona State University, Masters in Counseling Psychology. Committee member. Graduated 2016.

Select Courses Taught

Arizona State University, Tempe, AZ, Assistant Professor
DCI 691   Discourse Analysis, Graduate Seminar (2018-2021)
COE 503   Introduction to Qualitative Research, Graduate seminar (2012-2021)

BLE 537   Linguistics for Educators, Online Masters course (2014-21)
BLE 535   Sociolinguistic Issues in Bilingual Education, Online Masters course (2013-21)
BLE 529   Language Assessment and Evaluation in ESL/Bilingual Education, Online Masters course
           (2020-21)
BLE 597   Capstone Project (Online Master's Program Culminating Project) (2018-2019)
EPA 691   Advanced Research Methods, Graduate seminar, co taught (2015-16)
DCI 691   Qualitative Data Analysis, Graduate seminar (2013-15)

Select Program Development

Program Coordinator, Online Master's (MA) in Education: Educating Multilingual Learners, Mary Lou
         Fulton Teachers College, Arizona State University (2018-present)

Program Redesign, Online MA in Education: Educating Multilingual Learners, Mary Lou Fulton
         Teachers College, Arizona State University (2018-present)

Course redesign, Linguistics for Educators, Mary Lou Fulton Teachers College, Arizona State University
         (2020-21)

Course redesign, Sociolinguistics and Bilingual Education, Master's (MA) in English as a Second
         Language/Bilingual Education, Mary Lou Fulton Teachers College, Arizona State University
         (2021, 2013)

Course development, Linguistically and Culturally Sustaining Pedagogies, Mary Lou Fulton Teachers
         College, Arizona State University (2020-22)

Select Guest Lectures/Professional Development Workshops

2021   *Systematic Literature Reviews*. Guest lecture in Academic Writing, doctoral course, Dr. Dani
        Kachorksy, Texas A&M, Corpus Christi.

2018   *From Conference to Manuscript: Demystifying the Publication Process.* Panelist in Webinar
        for Language and Social Processes SIG and Second Language Research SIG, American
        Educational Research Association.

2018   *On the Market: Campus Interviews*. Panelist in workshop for Teachers College Doctoral
        Council, Mary Lou Fulton Teachers College, Arizona State University.

2016   Mixed Methods Workshop. Panelist in workshop for Teachers College Doctoral Council,
        Mary Lou Fulton Teachers College, Arizona State University.

2016   *On the Market: Post Docs*. Panelist in workshop for local chapter of International Literacy
        Association's Alpha Upsilon Alpha doctoral student group. Mary Lou Fulton Teachers
        College, Arizona State University.

2016   *The Literature Review: Planning, Organizing, Reading and Writing*. Panelist in workshop for
        Teachers College Doctoral Council, Mary Lou Fulton Teachers College, Arizona State
        University.

Select Service

Editorial Board Memberships

2019-2022 Editor-in-Chief, *Linguistics and Education*
2018   Co-Lead Editor, *Linguistics and Education*
2015-2017 Associate Editor, *Linguistics and Education*
2009-14   Book Review Editor, *Linguistics and Education*
2005-06   Student Advisory Board Member, *Educational Researcher: Research News and Comment*

Institutional

2019-21 Mentor, Writing Group for pre-3rd year review faculty, Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College, Arizona State University

2021-22 Member, Doctoral Executive Council,), Mary Lou Fulton Teachers College, Arizona State University

2019-pres. Member, Personnel Evaluation Committee (Tenure/Tenure Track Faculty), Mary Lou Fulton Teachers College, Arizona State University

2018-pres. Member, Interdisciplinary Committee on Linguistics, Office of the University Provost, Arizona State University

2021 Completed ASU Master Class for Online Teaching

2019-20 Associate Division Director, Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College, Arizona State University

2017-20 Member, Admissions Committee, Educational Policy and Evaluation Program, Mary Lou Fulton Teachers College, Arizona State University

2017-18 Search Chair, Bilingual Education Faculty Search (dual position search), Mary Lou Fulton Teachers College, Arizona State University

2017 Member, Curriculum Review Committee, Mary Lou Fulton Teachers College, Arizona State University

2017 Member, Doctoral Course Rotation Committee, Mary Lou Fulton Teachers College, Arizona State University

2015-17 Member, Faculty Governance Committee, Mary Lou Fulton Teachers College, Arizona State University

Professional

2019-2021 Chair, Language and Social Processes Special Interest Group (SIG), *American Educational Research Association*

2016-2021 Mentor, AERA Language and Social Process SIG annual mentorship session

2018-19 Program Chair, Language and Social Processes Special Interest Group (SIG), *American Educational Research Association*

2005-pres. Reviewer, *American Educational Research Association,* Conference Proposals: Language and Social Processes SIG, Writing and Literacies SIG

2015-pres Reviewer, *Literacy Research Association*, proposals for annual meeting

Professional Societies Membership

American Educational Research Association; Language and Social Processes SIG, Writing Literacies SIG.

Literacy Research Association