

Carlos R. Casanova, Ph.D.

Arizona State University

Division of Education Policy, Practice, and Leadership

March, 2026

[ASU Profile Website](#)

Email: ccasano3@asu.edu

[Google Scholar Profile](#)

ORCID ID: 0000-0002-5030-0090

EDUCATION

- 2019 Iowa State University, Ames, IA.
Ph.D., Social and Cultural Studies in Education
- Dissertation: A Critical Ethnographic Study of Midwest Latinx Youth Resistance Towards Politics of Immigration and Education
- Dissertation Committee: Dr. Julio Cammarota (Co-Chair), Dr. Isaac Gottesman (Co-Chair), Dr. Sarah Rodriguez Jones, Dr. Doug Wieszorek, Dr. Lorenzo Baber, and Dr. Michael Bowman
- 2017 Iowa State University, Ames IA.
Certificate in Education for Social Justice
- 2013 The University of Texas at San Antonio, San Antonio, TX.
M.S. Sociology
- 2007 Western Michigan University, Kalamazoo, MI.
B.S. Family Studies and Sociology
- 2004 Jackson Community College, Adrian MI.
Education Major: History

PROFESSIONAL EXPERIENCE

- Fall 2020- Arizona State University, Tempe, AZ
Assistant Professor of Educational Studies
Division of Policy, Practice, and Leadership,
Mary Lou Fulton Teachers College for Teaching and Learning Innovation
- 2019- Arizona State University, Tempe, AZ
2020 Postdoctoral Research Associate

- Sustainability Teachers Academy
School of Sustainability
- 2018-
2019 Des Moines Area Community College, Ankeny, IA.
Adjunct Instructor
Sociology Department
- 2014-
2015 Alamo College – Palo Alto Campus, San Antonio, TX.
Data Analyst
Student Success Department
- 2014 Family Services Association, San Antonio, TX.
Parent Program Data and Evaluations Specialist
Eastside Promise Neighborhood Initiative
- 2012-
2013 University of Texas at San Antonio, San Antonio, TX.
Research Assistant
Child and Adolescent Policy Research Institute
- 2012 La Fe Policy Research and Education Center, San Antonio, TX.
Research Assistant
- 2010-
2011 Good Samaritan Community Services, San Antonio, TX.
College to Career Coordinator
- 2009-
2010 Boys and Girls Club of San Antonio – Calderon Branch, San Antonio, TX.
Social Recreation Director
- 2008-
2009 San Antonio Youth Centers, San Antonio, TX.
Physical Education Instructor
Saint Jude Center

PUBLICATIONS

-Co-authors who were graduate student and undergraduate students at the time of submission or writing are underlined.

- The metrics have been obtained from the journals' website unless otherwise noted.

Refereed Journal Articles

13. **Casanova, R. C.**, & Silver, J. (2026). Exploring Educational Injustice in Iowa Through Latina Youth Poetic Praxis. *Current Issues in Education*.
12. Carmichael, J., **Casanova, C. R.**, Parnell, J., King, J., Cashion, M., & McGehee, R. (2025). An Exploration of Teacher Sense-Making Around Whiteness During a Critical Professional Development Course. *AERA Open*, 11.

11. **Alvarez, E. G., & Casanova, C. R.** (2025). “Can We Unborder?”: Nurturing Border Identity Development Through Student Powered Pedagogy. *Journal of Latinos and Education*, 1–14.
10. **Dominguez, D. A., & Casanova, R.C.** (2024). What is my truth and who decides?: Engaging Arts-based Youth Participatory Action Research to Explore Identity Scripts and Performance with Latina/x Activists. *International Journal of Qualitative Studies in Education*.
9. **Casanova, C. R.** (2024). Exploring Program Process at Movimiento La Libertad: Examining Nuances of Youth Programs That Develop Latinx Critical Consciousness Toward Educational Injustice and Anti-Immigrant Politics. *Journal of Latinos and Education*, 1–13.
8. **Casanova, R.C, Gomez, R., Dominguez, D.A., Cammarota, J.** (2024). Exploring the multidimensions of wellbeing that Latinx youth experienced when they engaged in critical action toward anti-immigrant politics. *Youth & Society*.
7. **Casanova, C. R.** (2023). The Development of Latinx Youth Critical Consciousness in an Afterschool Program: Insights from Latinx Youth Critical Reflection and Critical Action Toward Educational Injustice. *Youth & Society*, 56(2), 327-350.
6. **Casanova, Carlos R., and Ashley D. Domínguez.** 2023. “Countering Racist Nativism Through a Liberating Pedagogy of Praxis.” *Anthropology & Education Quarterly* 55(1): 43-64.
5. **Casanova, C.R., Silver, J., & Dominguez, A. D.** (2023). Social Protest as a Liberating Pedagogy of Praxis: Insights from Latina Youth Critical Action Toward Anti-Immigrant Politics. *Social Justice (San Francisco, Calif.)*, 49(1-2), 135–157.
4. **Casanova, C.R., King, A. J., & Fischer, D.** (2023). Exploring the role of intentions and expectations in continuing professional development in sustainability education, *Teaching and Teacher Education*, Volume 128, 104-115, ISSN 0742-051X,
3. **Domínguez, A. D., & Casanova, C. R.** (2023). School Leader Lotería: How School Educators Respond to Latinx Student Performances of (Their) Lived Experiences with Racism in School. *Journal of Research on Leadership Education*, 0(0).
2. **Ross, L., Chapman, K. P., Dorn, S., & Casanova, C. R.** (2023). Opting Out of Standardized Tests at the Secondary Level—A Geographic Analysis of Colorado. *AERA Open*, 9.

Before Arriving at ASU

1. **Casanova, R. C., & J. Cammarota.** (2019). You trying to make me feel stupid or something?": Countering dehumanization of Latin@ youth through a liberating pedagogy of praxis, *Journal of Latinos and Education*.

Peer Reviewed Book Chapters

3. **Casanova, R.C. & Alvarez, E. G.** (2024). A Collective Dreaming Process: Reimagining Youth Space to Facilitate Latinx Youth Critical Consciousness Towards Educational Injustice and Anti-Immigrant Politics. Chapter 12 in Special Issue "Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces." Edited by Miguel N Abad and Gilberto Q. Conchas.

2. Fisher, D., King, S., & **Casanova, R., C.** (2023). I Can't Get No Satisfaction. In *Teaching and Learning Sustainable Consumption, A Guidebook*. Routledge.

1. King, S., **Casanova, R., C.** (2021). Pedagogies for Cultivating Critical Consciousness: Principles for Teaching and Learning to Engage with Racial Equity, Social Justice, and Sustainability. In *No Sustainability Without Justice: An Anthology on Racial Equity and Social Justice*. Vol. 2., pp. 56-62. The Association for the Advancement of Sustainability in Higher Education.

Other Publications

1. Ross, L., Casanova, **C. R.** Chapman, K. P., & Dorn, S. (2023) 1 in 4 Colorado 11th-graders skipped their state's standardized test - geography and income help explain why. *The Conversation*.

Refereed Journals Articles: Under Review

3. **Casanova, C. R., & Carmichael, J.** (Revise and Resubmit). Countering Historical Trauma at *Movimiento La Libertad*: Nurturing Latinx Youth Wellbeing Through a Liberating Pedagogy of Praxis, Humanizing Curriculum, and Co-Conspirators. *International Journal of Qualitative Studies in Education*.

2. **Casanova, C. R., Yumas, B., Alvarez, E.G., Brown, K., German, C., Ayirah, F., Fathalizadeh, R., Parnell, J., Oster, N.,** "(2025). The process was transformative and a persistent challenge": Doctoral student reflections on transformative and challenging experiences from a youth participatory action research seminar and project. *Educational Action Research*.

1. Carmichael, J., Ross, L., & **Casanova, R.C.** (2025). Exploring the well-Being of educators navigating restrictive educational policies. *Teaching and Teacher Education*.

Peer Reviewed Book Chapters - Under Review

1. Alvarez, E., **Casanova, R.C.**, & Valenzuela, R. Pláticas as Catalysts for Reclaiming Chicano History, Culture, and Identity. In *The Handbook of Cultural Historical Research: Overcoming Injustices Through Education and Learning*.

Refereed Journals Articles: In-Progress

5. **Casanova, C. R.** Sampson, C., Fredricks, J. Latinx youth Critical Examination of Arizona Public Schools Standardized Testing through a youth participatory action research project. *Journal TBD*
4. **Casanova, C. R.** Sampson, C., Fredricks, J. “I feel more connected and confident”: Latinx youth and wellbeing in a youth participatory action research project. *Journal TBD*.
3. Casanova, C. R. Adrian Friends of the Farmworkers: Uncovering oral histories of Latinx youth activist in the 1960s-1970s in Michigan. *Journal TBD*.
2. Alvarez, E. G., & **Casanova, C. R.** “Longing for Social Justice”: The implications of student-powered pedagogy on critical civic education. *Journal TBD*.
1. **Casanova, C. R.**, Carmichael, J., & Ross, L. Exploring the nuances of wellbeing of youth of color when they engage in action towards social change. *Journal TBD*.

AWARDS & RECOGNITION

- 2026 Arizona State University Mary Lou Fulton Teachers College, Social Embeddedness Award.
- 2025 Top Cited Article for 2023 (Certificate). *Journal of Anthropology & Education Quarterly*. Countering Racist Nativism Through a Liberating Pedagogy of Praxis.
- 2024 Honorable Mention for the Emerging Scholar Award for the American Education Research Association (AERA) Grassroots Community and Youth Organizing special interests’ group (SIG)
- 2024 Adrian High School Outstanding Alumni Award. Class of 2021.

- 2023 Arizona State University Mary Lou Fulton Teachers College, Excellence in Community Engagement Award.
- 2023 Nominated for Arizona State University Faculty Women's Association Outstanding Faculty Mentor Award.
- 2021 Nominated for Arizona State University Faculty Women's Association Outstanding Faculty Mentor Award.

Before Arriving at ASU

- 2016 Award of Excellence for Outstanding Oral Presentation in Social Sciences and Humanities (October 2016). Iowa State University Graduate College 10th Annual GMAP Research Symposium. Ames, IA.
- 2016 Spotlight on Iowa's Latinos & Hispanics for National Latino & Hispanic Heritage Month.

CONFERENCE PRESENTATIONS

- 30. **Casanova, R.C., Carmichael, J., & Ross, L.** (Accepted 2026). Exploring Nuances of Youth Programs That Develop Latinx Youth Wellbeing. American Educational Research Association Annual Meeting. Los Angeles, CA.
- 29. **Carmichael, J., Ross, L., & Casanova, R.C.** (Accepted 2026). Exploring the Well-being of Educators Navigating Restrictive Educational Campaigns. American Educational Research Association Annual Meeting. Los Angeles, CA.
- 28. **Alvarez, E.G., & Casanova, R.C.** (2025). Unbordering Curriculum: Claiming Identity Through Cultural History with Latinx Youth. American Educational Research Association Annual Meeting, Denver, CO.
- 27. **Casanova, R.C., & Alvarez, E.G.** (2024). Critical Civic Praxis: Community-Based Organizational Processes That Elevate Latinx Critical Consciousness. American Educational Research Association Annual Meeting, Philadelphia, PA.
- 26. **Casanova, R.C., & Dominguez, D. A.** (2024). School Leader Loteria: How School Educators Respond to Latinx Students Performances of Racism. American Educational Research Association Annual Meeting, Philadelphia, PA.

25. Carmichael, J., & **Casanova, R.C.** (2024). A critical examination of a Youth Participatory Action Research professional development training. Association of Teacher Educators Conference. Anaheim, CA.
24. **Casanova, R.C.**, & Dominguez, D. A. (2023). Social protests as a liberating pedagogy of praxis: Insights from Latina youth critical action towards anti-immigrant politics. American Educational Research Association Annual Meeting, Chicago, IL.
23. **Casanova, R.C.**, Dominguez, D., A. Gomez, R., & Cammarota, J. (2023). Sanctuaries of Survivance: Healing Centered Engagement within Youth Participatory Action Research. American Educational Research Association Annual Meeting, Chicago, IL.
22. Karsgaard, C., & **Casanova, R., C.** (2023). Who is environmental justice education for?: Curriculum creation by/with/for marginalized youth. Learning Planet Festival. Virtual Presentation.
21. Casanova, R., C. (2022). *Using written poetry to critically examine the schooling conditions of Midwest Latina high school students.* American Educational Research Association Annual Meeting, San Diego, CA.
20. **Casanova, R., C.** & King, J. (2022). *Exploring the role of intentions and expectations in sustainability education professional development: A sociocultural contextualized program evaluation.* American Educational Research Association Annual Meeting, San Diego, CA.
19. King, J., & **Casanova, R. C.** (2021). *Pedagogies for cultivating critical consciousness: Principles for teaching and learning to engage with racial, equity, social justice, and sustainability. The Association for the Advancement of Sustainability in Higher Education.* Global Conference on Sustainability in Higher Education (GCSHE).
18. Casanova, R. C. (2021). *The complexities of Iowa Latinx youth resistance amidst rising xenophobia and nativism in the New Latino Diaspora.* American Educational Research Association Annual Conference.
17. Casanova, R., C. (2021). *Bearing Witness: Towards a politics of healing.* Bowling Green State University Annual Latino/a/x Issues Conference.
16. **Casanova, R.C.**, Fisher, D., (2020). *Sustainability Education for In-Service Teachers: Using Program Theory to Understand Intentions, Effects, and Theories of Change in Professional Development.* Comparative and International Education Society Annual Meeting, Online Meeting.

15. **Casanova, R.C.**, Fisher, D., (2020). *Social Justice Education – the Forgotten Heart of Sustainability Education: A Critical Analysis and Agenda for the Future*. Comparative and international Education Society Annual Meeting, Online Meeting.
14. Casanova, R.C., (Accepted for 2020 Conference). “*My Body Felt Uneasy*”: *Theory in The Flesh and (Un)documented Midwest Latinx Youth Brown Body*. American Educational Research Association Annual Meeting, San Francisco, CA.
13. Casanova, R.C., (Accepted for 2020 Conference). “*This style of Pedagogy Is Not Like a Lecture in A Classroom*”: *Humanizing Pedagogy of Knowledge*. American Educational Research Association Annual Meeting, San Francisco, CA.
12. Casanova, R.C., (2019). *(Un)documented Midwest Latinx Youth Ideology Construction, Transformation, and Social Action Towards Politics of Immigration*. University of Iowa Latinx Excellence in the Midwest Conference, Iowa City, IA.
11. Casanova, R.C., (2019). *(Un)documented Midwest Latinx Youth Ideology, Construction, Transformation, and Social Action Towards Politics of Immigration*. Arizona Postdoc Research Conference, Phoenix, AZ.

Before Arriving at ASU

10. **Casanova, R. C.**, Martinez, R., Head, C., Pamperin, S., Wickenkamp, G. (April 2018). *Discovering How Schools Perpetuate and Maintain Oppression and Injustice During Pre-Service Teacher Practicum*. American Educational Research Association Annual Meeting, New York City, NY.
9. Casanova, R. C., (May 2017). “*You Trying to Make Feel Stupid or Something?*”: *Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Sixth Biennial Siglo XXI Mapping of Latino Research. The University of Texas at San Antonio. San Antonio, TX.
8. Ames Middle School Students, Cammarota, J., Sailors, G., Mora, A., **Casanova, R. C.**, (April 2017). *Exploring Injustice at Ames Middle School*. Iowa Association of Alternative Education Spring Conference. Ames, IA.
7. Casanova, R.C., (April 2017). *Beyond Academic Achievement: Latin@ Youth Learning Transformational Resistance for School Change and Social Justice*. American Educational Research Association Annual Meeting. San Antonio, TX.

6. Casanova, R.C., (April 2017). *“You Trying to Make Feel Stupid or Something?”: Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Poster Presentation at Iowa Latina/o Education Initiative Conference. Ankeny, IA.
5. Al Éxito Youth, Casanova, R.C., (April 2017). *Latinx Youth Experience in Education*. Iowa Latina/o Education Initiative Conference. Ankeny, IA.
4. Casanova, R.C., (March 2017). *“You Trying to Make Feel Stupid or Something?”: Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Iowa State Conference on Race and Ethnicity. Ames, IA.
3. Casanova, R.C., (October 2016). *“You Trying to Make Feel Stupid or Something?”: Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Graduate Minority Assistantship Program Annual Research Symposium. Ames, IA.
2. Casanova, R.C., (October 2016). *Identifying Latin@ Assets Through Community Cultural Wealth Framework*. 18th Annual Latinx Conference: Strengthen and Valuing Latinx Communities in Iowa. University of Iowa. Iowa City, IA.
1. Casanova, R.C., Berry, C. (August 2013). *Housing and Access to Higher Education for Former Texas Foster Care Youth*. American Sociology Association Annual Meeting. New York, NY.

Invited Professional and Academic Presentations

22. Global Innovation and Futures in Teaching (GIFT) Learning Futures Collaborative (2026). Arizona State University, Mary Lou Fulton Teachers College for Learning and Innovation. Community-Engaged Research. Zoom Facilitation.
21. Universidad Andrés Bello. (May, 2025). Culturally Responsive Pedagogy and Inclusive Classroom Practices. Zoom Facilitation.
20. Universidad Andrés Bello. (April, 2025). Cultural Diversity and Impact on Learning. Zoom Facilitation.
19. Urban Collaborative Conference. (October 2023). Using Youth Participatory Action Research in Public School: Key Principles and Ideas. Tempe, AZ.

18. Phoenix Central High School. (2024). Teacher Professional Development Workshop. *Pedagogy of the Oppressed: Foundational Ideas, Practices, and Impact on Students*. Phoenix Central Library. Phoenix, AZ.
 17. Arizona State University. Doctoral Seminar EPA 701: Proseminar in Education Policy I (2023). *Community Focused Research with Latinx Youth: Liberating Pedagogy of Praxis to Facilitate Critical Consciousness Development in Youth Programs*. Tempe, AZ.
 16. Arizona State University Upward Bound Conference (2019). *Fight The Power: Leveraging Youth Assets to Foster Critical Civic Engagement*. Arizona State University, Tempe, AZ.
 15. Iowa State University School of Education. Curriculum and Instruction 601: Foundations of Educational Inquiry. (Fall 2019). *Guest Lecture: Navigating the Ph.D. program*. Ames, IA.
- Before Arriving at ASU
14. Al Éxito University Summer Camp with Grand View University and Gear Up. (June 2018). *The Importance of Attending and Completing College*. Grand View University. Des Moines, IA.
 13. Annual Youth Symposium on Social Justice and Ethnic Studies. (March 2018). *Police Brutality*. University of Arizona. Tucson, AZ.
 12. Iowa State University Leaders in Education and Diversity (Undergraduate Pre-Service Teachers. (April 2017). *Practices for Developing Critical Conscious Pre-Service Teachers*. Iowa State University. Ames, IA.
 11. Introduction to Sociology Course. (April 2017). *Sociology of Education: "Lets discuss the complex relationship between institutions."* Grand View University. Des Moines, IA.
 10. Iowa State University Leaders in Education and Diversity (Undergraduate Pre-Service Teachers. (February 2017). *Guiding Principles for Working with Latinx Youth to Achieve Academic Success and Beyond*. Iowa State University. Ames, IA.
 9. Undergraduate Teaching of Social Studies Course. (November 2016). *Latinx Critical Reflection on 2016 Presidential Election Results: East High School Walkouts*. Iowa State University. Ames, IA.
 8. Al Éxito University Summer Camp. (June 2018) *Latinx Students on College Campus*. Grand View University. Des Moines, IA.

7. Latinx Students of Public Education Symposium: Ethnic Studies and Academic Success. (October 2016). *Social Justice Education Project: An Example of Youth Participatory Action Research in Ethnic Studies*. UT – Rio Grande Valley Brownsville Campus. Brownsville, TX.
6. Youth Participatory Action Research Seminar. (May 2016). *Identifying Assets and Challenging Deficit Notions in Communities of Color*. Centro Tyrone Guzman Center. Minneapolis, MN.
5. Family Service Associations Parent Engagement Department Summer Home Visits Training. (May 2016). *Identifying Assets in Communities of Color During Home Visits*. Lanier High School. San Antonio, TX.
4. Sam Houston High School Senior Class Recognition. (May 2016). *First Generation College Students Navigating Institutions of Higher Education*. San Antonio, TX.
3. Financial Information Workshop for Texas Foster Care Youth. (March 2013). *Community College/University Economic and Social Returns Compared to Vocational Program Returns*. The University of Texas at San Antonio. San Antonio, TX.
2. Graduate Level Course. (July 2013). *Social Factors to Consider when Developing Community Level Programs*. The University of Texas at San Antonio. San Antonio, TX.
1. Financial Information Workshop for Texas Foster Care Youth. (May 2013). *Comparing College Programs to Vocational Programs: Long-term Economic and Social Returns*. The University of Texas at San Antonio. San Antonio, TX.

GRANTS, FELLOWSHIPS & SCHOLARSHIPS

Funded

- Summer 2025 Adrian Kiwanis Club:
Project title: *Adrian Eastside Youth Empowerment Youth Participatory Action Research Project*. Award Amount: \$25,000.
My Role: Plan, organize, and facilitate the collaboration between two agencies and a public school to implement a YPAR project with 13 historically marginalized high school students. I facilitate and study the implementation and impact of a YPAR project implemented at the Boys and Girls Club of Lenawee.
- Fall 2024 Safir & Associates:
Project title: *Youth Participatory Action Research at Carl Hayden Community High School*. Award Amount: \$1,000.00

My Role: Partner with a High School teacher and ASU faculty to facilitate and study the implementation and impact of YPAR project related to students' well-being and standardized testing.

- Fall 2024 Central Arizona Project (CAP) and Arizona State University Sustainability Teachers Academy.
Project Title: *Water Education Experts*. Award Amount: \$188,968.62.
My Role: Partner with the ASU Sustainability Teachers Academy to facilitate and study the implementation and impact of the pedagogical approach used to facilitate group meetings with the aim to redesign CAP educational materials and curricula.
- Summer 2024 William T. Grant Fellow for the 10th Annual Intersectional Qualitative Research Institute for Early Career Faculty. University of Maryland, College Park. Award Amount: \$5,000
- Fall 2024 SEED Grant Arizona State University, Mary Lou Fulton Teachers College.
Project Title: *Exploring Nuances of Well-being That Youth of Color Experience When They Engage in direct action towards social issues*.
Award Amount: \$500
- Fall 2017 San Antonio Community College
Project Title: *Good Samaritan Youth Center Participatory Action Research Project*
Award Amount: \$5,000
- Before Arriving at ASU
- Fall 2019 College of Human Sciences Graduate Scholarship \$500
- Fall 2017 Larry and Barbara Ebberts Graduate School Scholarship \$1000
- Fall 2017 School of Education Graduation Tuition Scholarship \$500
- Spring 2016 Elizabeth Valder Foyt \$500
- Spring 2016 Iowa State University Professional Development Grants \$180
- Unfunded**
- Fall 2025 Spencer Foundation (Large)
Project Title: *Exploring How Educators and Youth Navigate Restrictive Educational Policies & Effects on Well-Being*. Amount. \$475,992.
- Spring 2025 National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship

Project Title: *Liberating Pedagogy of Praxis: Pedagogy to Facilitate the Development of Latinx Critical Consciousness and Promote Wellbeing.*
Amount. \$75,000

Spring 2024 National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship
Project Title: *Liberating Pedagogy of Praxis: Pedagogy to Facilitate the Development of Latinx Critical Consciousness and Promote Wellbeing*
Amount: \$75,000

Spring 2023 National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship
Project Title: *Liberating Pedagogy of Praxis: Pedagogy to Facilitate the Development of Latinx Critical Consciousness and Promote Wellbeing*
Amount: \$75,000

Fall 2022 Arizona State University, Institute for Social Science Research.
Project Title: *Critical Examining Excessive Heat and Heat Exposure Through a Youth Participatory Action Research Project.* Amount: \$7,724

Spring 2022 National Research Center on Hispanic Children and Families Amount. \$2,428

Fall 2019 Arizona State University, Women and Philanthropy Grant.
Project Title: *It Takes a Valley: Leveraging Sustainability Education in the Phoenix Metro Area.* Finalist/Award Amount. \$75,000

UNIVERSITY TEACHING EXPERIENCE

Spring 2026 DCI 691: Seminar on Participatory Action Research: Within Youth Spaces and Schools (Graduate)

Spring 2026 LSE 303: Human Development: Addressing Learner Capabilities

Fall 2025 EDU 301: Why Education?

Spring 2025 LSE 303: Human Development: Addressing Learner Capabilities

Spring 2025 EDU 301: Why Education?

Fall 2024 DCI 691: Seminar on Participatory Action Research: Within Youth Spaces and Schools (Graduate)

Fall 2024 EDU 301: Why Education?

Spring 2024 EDU 301: Why Education?

Spring 2024 EDU 301: Why Education?

Fall 2023 LSE 303: Human Development: Addressing Learner Capabilities

Fall 2023	EDU 301: Why Education?
Summer 2023	LSE 303: Human Development: Addressing Learner Capabilities
Spring 2023	EDU 301: Why Education?
Spring 2023	LSE 303: Human Development: Addressing Learner Capabilities
Fall 2022	EDU 301: Why Education?
Fall 2022	LSE 303: Human Development: Addressing Learner Capabilities
Spring 2022	LSE 303: Human Development: Addressing Learner Capabilities
Spring 2022	LSE 303: Human Development: Addressing Learner Capabilities
Fall 2021	EDU 301: Why Education?
Fall 2021	LSE 303: Human Development: Addressing Learner Capabilities
Spring 2021	EDU 301: Why Education?

Before Arriving at ASU

Spring 2019	SOC 115: Social Problems (Des Moines Community College, Undergraduate)
Fall 2018	CI 405: Social Justice Education and Teaching (Iowa State University, Undergraduate)
Fall 2018	SOC 110: Introduction to Sociology (Des Moines Community College, Undergraduate)
Spring 2018	CI 405: Social Justice Education and Teaching (Iowa State University, Undergraduate)
Fall 2017	CI 405: Social Justice Education and Teaching (Iowa State University, Undergraduate)
Spring 2017	CI 405: Social Justice Education and Teaching (Iowa State University, Undergraduate)
Fall 2016	CI 405: Social Justice Education and Teaching (Iowa State University, Undergraduate)

STUDENT MENTORSHIP & ADVISING

PhD Student Advising (Academic Advisor or Chair)

In Progress	Eric Alvarez, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division of
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Educational Policy, Practice, and Leadership, Primary advisor (Fall 2023-present).

Fall 2024 Celina German, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division of Educational Policy, Practice, and Leadership, Primary advisor.

Ph.D. Student Research Mentoring

Spring 2025 John M. Fredricks, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D. Division of Educational Policy, Practice, and Leadership. *Carl Hayden Community High School YPAR Project.*

Spring 2024 Eric Alvarez, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D. Division of Educational Policy, Practice, and Leadership, Primary Advisor. *Tempe High School YPAR Project.*

Roya Rose Fathalizadeh, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division of Educational Policy, Practice, and Leadership. *Tempe High School YPAR Project.*

Fall 2023 Eric Alvarez, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D. Division of Educational Policy, Practice, and Leadership, Primary Advisor. *Tempe High School YPAR Project.*

Ronnie Chavez, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D. Division of Educational Policy, Practice, and Leadership, Primary Advisor. *Tempe High School YPAR Project.*

Ashley Batchelor, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D. Division of Educational Policy, Practice, and Leadership, Primary Advisor. *Tempe High School YPAR Project.*

Ph.D. Student Committee Member

In Progress Eric Alvarez, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division

of Educational Policy, Practice, and Leadership.
Committee Chair (Fall 2023-present)

Kevin Brown, ASU Mary Lou Fulton Teachers College
for Teaching and Learning Innovation. Ph.D., Division
of Learning, Literacies, and Technology. Dissertation
Committee Member (Fall 2024-Present)

Sepide Pazhouhi, ASU Mary Lou Fulton Teachers
College for Teaching and Learning Innovation. Ph.D.,
Division of Learning, Literacies, and Technology.
Dissertation Committee Member (Summer 2025-
Present)

Justine Parnell, ASU Mary Lou Fulton Teachers College
for Teaching and Learning Innovation. Ph.D., Division
of Learning, Literacies, and Technology. Dissertation
Committee Member (Fall 2024-Present)

Nasir Kaihan, ASU Mary Lou Fulton Teachers College
for Teaching and Learning Innovation. Ph.D., Division
of Research and Evaluation. Dissertation Committee
Member (Fall 2025-Present)

Spring 2024 Molly Cashion, [Graduated], ASU Mary Lou Fulton
Teachers College for Teaching and Learning Innovation.
Ed.D., Leadership & Innovation. Dissertation Title:
*Critical Sustainability: Critical Professional
Development of Sustainability Education.*

PhD. Students: Independent Study Advising

Spring 2026 Eric Alvarez, ASU Mary Lou Fulton Teachers College
for Teaching and Learning Innovation. Ph.D., Division
of Educational Policy, Practice, and Leadership, Primary
Advisor.

Fall 2025 Eric Alvarez, ASU Mary Lou Fulton Teachers College
for Teaching and Learning Innovation. Ph.D., Division
of Educational Policy, Practice, and Leadership, Primary
Advisor.

Spring 2025 Roya Rose Fathalizadeh, ASU Mary Lou Fulton
Teachers College for Teaching and Learning Innovation.
Ph.D., Division of Educational Policy, Practice, and
Leadership.

Eric Alvarez, ASU Mary Lou Fulton Teachers College

for Teaching and Learning Innovation. Ph.D., Division of Educational Policy, Practice, and Leadership, Primary Advisor.

Jami Carmichael, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division of Educational Policy, Practice, and Leadership.

Fall 2024 Eric Alvarez, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division of Educational Policy, Practice, and Leadership, Primary Advisor.

Spring 2024 Eric Alvarez, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division of Educational Policy, Practice, and Leadership, Primary Advisor.

Justine Parnell, ASU Mary Lou Fulton Teachers College for Teaching and Learning Innovation. Ph.D., Division of Learning, Literacies, and Technology.

Undergraduate Thesis Director

Fall 2023 Daniel Kyle Lawrence, [Graduated], ASU Barrett Honors College, Thesis Title: *The Problems Rooted in Our Education System and Dialectical Methods as A Response.*

PROFESSIONAL SERVICE

Institutional

Fall 2026- Board Member for MLFTC Youth-Serving Workforce Advisory Committee

Spring 2022- Spring 2025 MLFTC Education, Policy, and Evaluation, PhD. Program Admission Committee

Spring 2024 MLFTC Faculty Recognition Selection Committee

Spring 2024 Interview Finalist for the Coordinator Position in MLFTC Ed. Studies Program

Spring 2023 Professional Development for Sustainability Teachers Academy in the College of Global Futures

Spring 2023 Equity Panel Member for MLFTC Prospective PhD Students

Fall 2020-
Fall 2021 Committee Member for MLFTC Ed. Studies Program Assessment Team

Spring 2020-
Fall 2021 Founding Member of the Organizational Committee for the Greater Phoenix
Regional Center of Expertise on Education for Sustainable Development (RCE
Greater Phoenix)

Community-Based

Summer
2025 Founder and Facilitator of the Adrian Eastside
Empowerment Summer Youth Participatory Action
Research Program. Adrian, MI.

Spring 2023 Keynote Speaker for Street Naming Ceremony to Cesar Chavez Drive.
Adrian, MI.

Fall 2021-
Spring 2024 Expert and Advisor on Youth Development and
Youth Programs for the City of Tempe Sustainability
and Resilience Department. Specific Focus on Cool
Kids/Neighborhood Justice Project.

Before Arriving at ASU

Summer
2018 Organizer and Facilitator for the Screening of the
Movie WALKOUT and Presentation on Michigan
Department of Education Data for Latinx Student
College Readiness Indicators. Adrian, MI.

Summer
2018-
Fall 2019 Board Member for Sunny Side Peace and Justice
Center. Adrian, MI.

National & International

2026-
2027 Co-Chair for the 2027 American Education Research
Association Annual Conference, Division G: Social
Context of Education. *Community Partnerships and
Outside Programs of Support*. (Accepted invite on
March 2, 2026).

2022 Conference session reviewer for American Education
Research Association (AERA): Division B -
Curriculum Studies Section #5: The Places and Praxis

of Curriculum

2021- Peer-reviewed Journal Invited Reviewer
Teachers College Record
Journal of Youth Development
Journal of Latinos and Education
The Urban Review
Journal of Youth and Society
Anthropology and Education Quarterly
Review of Education Research

Professional Memberships

2019-Current Chicano/Latino Faculty & Staff Association
2019-Current Chispa – Arizona State University
2016-Current American Education Research Association