

JENNIFER M. BONDY, Ph.D.

Arizona State University, School of Social Transformation,
Tempe, AZ, 85281

Email: jmbondy@asu.edu

AREAS OF SPECIALIZATION

Immigration and Education; Youth Citizenship; Race/Ethnicity; Gender

EDUCATION

- 2011 Ph.D. in Curriculum Theory and Cultural Studies, Department of Educational Leadership
Graduate Concentration in Women's Studies: College of Arts and Sciences
Miami University, Oxford, OH
- 2006 M.Ed. in Educational Leadership, Florida Atlantic University, Boca Raton, FL
- 1997 B.A. in Anthropology and Women's Studies, Tulane University, New Orleans, LA

PROFESSIONAL EXPERIENCE

- 2021-present Associate Professor, School of Social Transformation, Arizona State University, Tempe, AZ
- 2019-2020 Associate Professor, Department of Sociology/Women's and Gender Studies Program, Virginia Tech, Blacksburg, VA
- 2018-2019 Assistant Professor, Department of Sociology/Women's and Gender Studies Program, Virginia Tech, Blacksburg, VA
- 2013-2017 Fellow and Affiliate Faculty, Department of Sociology/Women's and Gender Studies Program, Virginia Tech, Blacksburg, VA
- 2013-2017 Assistant Professor, School of Education, Virginia Tech, Blacksburg, VA
- 2011-2013 Visiting Assistant Professor, School of Education, Virginia Tech, Blacksburg, VA
- 2002-2006 High School Teacher, Cypress Bay High, Broward County, FL

LEADERSHIP AND ADMINISTRATIVE POSITIONS

- 2024-2025 Associate Director, School of Social Transformation, Arizona State University, Tempe, AZ
- 2014-present Associate Co-Director, Laboratory for the Study of Youth Inequality and Justice
- Spring 2016 Interim Program Leader, History and Social Science Education/School of Education, Virginia Tech, Blacksburg, VA

RESEARCH PUBLICATIONS

(underline indicates former/current graduate student)

Journal Articles

- 2025 **Bondy, J.M.**, Varela, K.S., Peguero, A.A., Lindstrom-Johnson, S., & King, S. “Racialized control of Latinx immigrant students.” *Theory Into Practice*, 64(3), 300-312.
- 2025 **Bondy, J.M.** “Commodity, liability, and social responsibility: White women preservice teachers’ sensemaking of undocumented status. *Multicultural Education Review*, 17(2), 123-141.
- 2024 **Bondy, J.M.** “An exploratory qualitative study of *Plyler v. Doe* and practice dilemmas for white women preservice teachers.” *Multicultural Perspectives*, 26(3), 191-202.
- 2024 Iwama, J., Irizarry, Y., Ernstes, A., Ripepi, M., Peguero, A. A., **Bondy, J. M.**, & Hong, J. S.. “Segregation, securitization, and bullying: Investigating the connections between policing, surveillance, punishment, and violence.” *Race and Justice*, 14(3), 313-344.
- 2023 Peguero, A.A., Irizarry, Y., Iwama, J., King, S., Dunning-Lozano, J., Sun, J., **Bondy, J.M.** “Is there an immigration school crime link?” *Crime & Delinquency*, 69(8), 1139-1368.
- 2020 **Bondy, J.M.**, & Johnson, B.E. “Critical affect literacy: A call to action in a Trump administration.” *Action in Teacher Education*, 42(4), 354-367.
- 2020 Kim, J.W., Peguero, A.A., & **Bondy, J.M.** “The significance of social bonds for Asian Americans: Investigating the relationship between gender, ethnicity, and immigrant generation, and educational attainment.” *Sociation Today*, 19(2), 13-36.
- 2020 Peguero, A.A., & **Bondy, J.M.** “The importance of immigration with future research about school safety.” *Race and Justice*, 10(3), 247-268.
- 2019 **Bondy, J.M.**, & Braunstein, L.B. “Racial politics, Latin@ youth, and teacher education.” *Journal of Latinos and Education*, 18(2), 93-106.
*This article was recognized as the lead feature article.
- 2019 **Bondy, J.M.**, Peguero, A.A., & Johnson, B.E. “The children of immigrants’ bonding to school: Examining the roles of assimilation, gender, race, ethnicity, and social bonds.” *Urban Education*, 54(4), 592-622.
- 2017 **Bondy, J.M.** “‘Should we carry our passports with us?’: Resisting violence against Latin@s in light of political rhetoric.” *Multicultural Perspectives*, 19(3), 166-171.
*This article was included in a special issue focused on critically needed activism in the wake of the 2016 presidential campaign and election.

- 2017 Peguero, A.A., **Bondy, J.M.**, & Hong, J.S. "Social bonds across immigrant generations: Bonding to school and examining the relevance of segmented assimilation." *Youth & Society*, 49(6), 733-754.
- 2017 **Bondy, J.M.**, Peguero, A.A., & Johnson, B.E. "The children of immigrants' academic self-efficacy: The significance of gender, race, ethnicity, and segmented assimilation." *Education & Urban Society*, 49(5), 486-517.
- 2017 Peguero, A.A., **Bondy, J.M.**, & Shekarkhar, Z. "Punishing Latina/o youth: School justice, fairness, order, dropping out, and gender disparities." *Hispanic Journal of Behavioral Sciences*, 33(1), 54-70.
- 2016 **Bondy, J.M.**, & Pennington, L.K. (2016). "'Criminals,' 'illegal aliens,' and 'hypersexual spitfires': Latin@ youth and pedagogies of citizenship in media texts." *The Social Studies*, 107(3), 1-13.
- 2016 **Bondy, J.M.** "Latina youth, education, and citizenship: A feminist transnational analysis." *Theory & Research in Social Education*, 44(2), 212-243.
- 2016 **Bondy, J.M.** "Negotiating domination and resistance: English language learners and Foucault's *Care of the Self* in the context of English-only education." *Race, Ethnicity and Education*, 19(4), 763-783.
- 2015 Peguero, A.A., & **Bondy, J.M.** "Schools, justice, and immigrant students: Gender, assimilation and perceptions of fairness and order." *Teachers College Record*, 117(7), 1-42.
- 2015 **Bondy, J.M.** "Hybrid citizenship: Latina youth and the politics of belonging." *The High School Journal*, 98(4), 353-373.
- 2014 **Bondy, J.M.** "'Why do I have to pledge the U.S. flag? It's not my country!': Latina youths rearticulating citizenship and national belonging." *Multicultural Perspectives*, 16(4), 193-202.
*This article was recognized as the lead feature article.
- 2012 **Bondy, J.M.** "Latinas, heterotopia, and home: Pedagogies of gender and sexuality in *Quinceañera*." *Journal of Curriculum and Pedagogy*, 9(1), 81-98.
- 2011 **Bondy, J.M.** "Normalizing English language learner students: A Foucauldian analysis of opposition to bilingual education." *Race, Ethnicity and Education*, 14(3), 387-398.
- 2011 Peguero, A.A., & **Bondy, J.M.** "Immigration and students' relationships with teachers." *Education and Urban Society*, 43(2), 165-183.

Co-Editing of Journal Special Issues

- In progress **Bondy, J.M.**, & Conrad, D.A., *Journal of Curriculum and Pedagogy*, Special Issue: "Educational equity: Disrupting white supremacy and colonialism in schools."
Status: Call open July 2024. Anticipated publication date: May 2026.

Books

- In press Hong, J., **Bondy, J.M.**, & Peguero, A.A. (Eds.). *Violence and trauma without borders*. Palgrave MacMillan.
- 2021 Peguero, A., & **Bondy, J.M.** *Immigration and school safety*. Routledge.

Book Chapters and Encyclopedia Chapters (underline indicates current/former graduate student)

- In press Varela, K.S., **Bondy, J.M.**, Iwama, J., King, S., Peguero, A.A., Hong, J.S., Lindstrom-Johnson, S., & Lopez, A. “Latina/o/x/e victimization and vulnerability within schools.” In K. Welch (ed.), *Research handbook on race, crime, and justice*. Edward Elgar Publishing.
- In press **Bondy, J.M.**, Varela, K.S., Iwama, J., Lindstrom-Johnson, S., Peguero, A.A., Lopez, A. “School violence and immigrant youth.” In Hong, J.S., Bondy, J.M., & Peguero, A.A. (Eds.), *Violence and trauma without borders: Perspectives of immigrants, migrants, and refugees post-migration*. Palgrave Macmillan.
- In press **Bondy, J.M.**, & Johnson, B.E. “Immigration and teacher education in the United States.” In J. Bennet & R. Milner (Eds.), *Bloomsbury encyclopedia of social justice in education*.
- 2024 **Bondy, J.M.** “Charting new directions in social studies research and practice for students affected by undocumented status.” In Jaffe, A.T., & Salinas, C. (Eds.), *Teaching culturally and linguistically relevant social studies: Examining research and practice with and for emergent bilingual and multilingual youth* (pp. 197-210). Teachers College Press.
- 2024 Varela, K.S., King, S., Caraballo, K., Irizarry, Y., Iwama, J., Lopez, A., Low, S., Jiang, X., **Bondy, J.M.**, & Peguero, A.A. “Immigration, race/ethnicity, and school bullying in the United States.” In Hong, J., Chan, H.C.O., Fung, A.L.C., & Lee, J. (Eds.), *Handbook of school violence, bullying, and safety* (pp. 269-285). Edward Elgar Publishing.
- 2018 **Bondy, J.M.**, & Johnson, A.P. “Race, national exclusion, and the implications for global citizenship and education.” In I. Davies, L.C. Ho, D. Kiwan, C. Peck, A. Peterson, E. Sant, & Y. Waghid (Eds.), *The Palgrave handbook of global citizenship and education* (pp. 393-407). Palgrave Macmillan.
- 2015 **Bondy, J.M.**, & Peguero, A.A. “Immigration and education: Complexities and intersecting factors with schooling the children of immigrants.” In C.M. Renzetti & R.K. Bergen (Eds.), *Understanding diversity: Celebrating difference, challenging inequality* (pp. 125-143). Pearson Education.

Book Reviews and White Papers (underline indicates current/former graduate student)

- 2018 **Bondy, J.M.**, & Reed Marshall, T. “Book review: *Deconstructing race: Multicultural education beyond the color-bind* by Jabari Mahiri.” *Teachers College Record*.

- 2017 **Bondy, J.M.** “Resource review: *I learn America* by Jean-Michel Dissard & Gitte Peng.” *The New Educator*, 13(3), 305-309.
- 2016 Peguero, A.A., & **Bondy, J.M.** “School safety and the significance of immigration.” *National Institute of Justice*.
- 2013 **Bondy, J.M.** “Book review: *Respect yourself, protect yourself: Latina girls and sexual identity* by Lorena García.” *Gender and Education*, 25(7), 938-941.
- 2009 **Bondy, J.M.** “Book review: *An unexpected minority: White kids in an urban school* by Edward W. Morris.” *Journal of Thought*, 4(1&2), 113-118.

Manuscripts Under Review

- 4 manuscripts and 1 book chapter under review [details removed for the purposes of blind peer review]

Manuscripts In-Progress

- 4 manuscripts in progress [details removed for the purposes of blind peer review]

RESEARCH GRANTS AND AWARDS

External

- 2024 **Co-Principal Investigator.** (with Janice Iwama, Sarah Lindstrom-Johnson, & Anthony Peguero). “Research on school-based hate crimes.” National Institute of Justice. Proposed budget: \$1.2 million. Status: No proposals were funded under this request for proposals.
- 2018 **Principal Investigator.** “White women preservice teachers’ sensemaking about immigration and documentation status: A comparative case study in a new and traditional destination.” Spencer Foundation Small Research Grant Program. Budget: \$49,982. Status: Not funded.
- 2017 **Principal Investigator.** “Preparing pre-service teachers for documentation status differences: A multi-site case study.” Spencer Foundation Small Research Grant Program. Budget: \$50,000. Status: Not funded.
- 2012 **Principal Investigator.** “The Peter Rollins Grant for Early-Career Faculty.” Popular Culture Association/American Culture Association. Boston, MA. Budget: \$500. Status: Funded.

Internal

- 2023 **Co-Principal Investigator.** (with Greg Broberg). “Transforming futures: Empowering minoritized parent-student involvement in the STEM pipeline A collaborative project between ASU School of Social Transformation and Tempe Union High School District.” School of Social Transformation at Arizona State University. Budget: \$7401. Status: Funded.

- 2022 **Co-Principal Investigator.** (with Sujey Vega and Vera Lopez). Latinx Studies Research Cluster. School of Social Transformation at Arizona State University. Budget: \$1500. Status: Funded.
- 2019 **Co-Principal Investigator.** (with Anthony Peguero). “Immigration and school safety.” Peace Building and Violence Prevention Program Grant. Virginia Tech Center for Peace Studies and Violence Prevention. Budget: \$15,000. Status: Not funded.
- 2019 **Principal Investigator.** “International Supplement Travel Grant.” Virginia Tech College of Liberal Arts and Human Sciences. Budget: \$1,000. Status: Funded.
- 2017 **Principal Investigator.** “International Supplement Travel Grant.” Virginia Tech Office of the Vice President for Research, College of Liberal Arts and Human Sciences. Budget: \$1,000. Status: Funded.
- 2016 **Principal Investigator.** “Immigration and pre-service teachers’ values around documentation status.” Incentive Research Grant. Virginia Tech College of Liberal Arts and Human Sciences. Budget: \$5,940. Status: Funded.
- 2015 **Principal Investigator.** “Latina/o youth and teacher education: Rethinking the politics of educational equity.” Niles Research Grant. Virginia Tech College of Liberal Arts and Human Sciences. Budget: \$4,000. Status: Not funded.
- 2014 **Principal Investigator.** “Incentive Research Grant.” Faculties of Teaching and Learning, Virginia Tech. Budget: \$1,000. Status: Funded.
- 2014 **Principal Investigator.** “The making of Latina youth citizenship identities in transnational spaces.” Niles Research Grant. Virginia Tech College of Liberal Arts and Human Sciences. Budget: \$3,981. Status: Funded.
- 2014 **Co-Principal Investigator.** (with Kelly Parkes, David Hicks, & Trevor Stewart). “Humanities and Arts Teacher Education Outcomes (HATEO): Investigating, aligning, and assessing student learning outcomes in VT graduate students.” Faculty Study Group Grant. Virginia Tech Center for Instructional Development and Educational Research (CIDER). Budget: \$1200 (\$300 each). Status: Funded.
- 2014 **Principal Investigator.** “Global citizenship: Latina youth and politics of belonging.” Niles Research Grant. Virginia Tech College of Liberal Arts and Human Sciences. Budget: \$4000. Status: Funded.
- 2014 **Principal Investigator.** “Mentoring Project.” Virginia Tech Office of the Provost. Budget: \$1500. Status: Funded.
- 2013 **Principal Investigator.** “Latina girls, citizenship, and identity: The relevance of feminist transnationalism for education.” Niles Research Grant. Virginia Tech College of Liberal Arts and Human Sciences. Budget: \$3500. Status: Funded at \$1500.
- 2013 **Co-Principal Investigator.** (with Takumi Sato). “Interdisciplinary perspectives

to inform research and teaching in education.” Faculty Study Group Grant. Virginia Tech Center for Instructional Development and Educational Research (CIDER). Budget: \$1200 (\$300 each). Status: Funded.

- 2013 **Co-Principal Investigator.** (with Anthony Peguero). “The children of immigrants’ academic self-efficacy.” Faculty Study Group Grant. Virginia Tech Center for Instructional Development and Educational Research (CIDER). Budget: \$600 (\$300 each). Status: Funded.
- 2010 **Principal Investigator.** “Outstanding Dissertation Scholarship.” The Graduate School and Office for the Advancement of Research and Scholarship. Miami University, Oxford, OH. Budget: \$16,083. Status: Funded.

HONORS AND AWARDS

- 2021 Outstanding Reviewer Award.
American Educational Research Journal
- 2020 E. Gordon Erickson Award (Outstanding Graduate Instructor).
Department of Sociology at Virginia Tech.
- 2018 Favorite Faculty Nominee (Outstanding Undergraduate Instructor).
Housing and Residence Life at Virginia Tech.
- 2017 Thank a Teacher (received three notes in spring 2017)
Center for Instructional Design and Technology at Virginia Tech.
- 2016 Certificate of Teaching Excellence (\$500)
College of Liberal Arts and Human Sciences at Virginia Tech.
- 2016 Thank a Teacher.
Center for Instructional Development and Educational Research
at Virginia Tech.
- 2014 Scholar of the Week.
The Office of the Vice President for Research and Innovation at Virginia Tech.
- 2013 Thank a Teacher.
Center for Instructional Development and Educational Research at Virginia Tech.
- 2013 Teacher of the Week Awardee.
Center for Instructional Development and Educational Research at Virginia Tech.
- 2012 Thank a Teacher.
Center for Instructional Development and Educational Research at Virginia Tech.
- 2007 John W. Shreve Scholarship in School Administration (\$3,000).
Department of Educational Leadership at Miami University.

INVITED TALKS, PANELS, AND WORKSHOPS

- 2025 “Unlocking the power of ChatGPT in the classroom” (co-facilitated with Greg Broberg). Invited professional development at South Mountain High school. Phoenix, AZ.
- 2023 “Immigration, teachers, and school safety.” Invited presentation at the Multicultural Communities of Excellence, Arizona State University.
- 2022 “Immigration and school safety: Highlighting the roles of teachers and school resource officers.” Invited presentation at the Immigrant Student Success Conference. Sponsored by The Immigrant Learning Center.
- 2019 “Hybrid citizenship: Latina youth and the politics of belonging.” Invited talk sponsored by Through Feminist Eyes at Virginia Tech.
- 2019 “Latina youth, race, national exclusion, and the implications for global citizenship.” Invited talk at the Department of Psychology, University of Virginia.
- 2018 “ThinkTank Teacher Education: How to integrate anti-racism, gender, immigration, and school violence into music, art, and STEM teacher education skills and knowledge.” Invited panelist at Teachers College, Columbia University. Facilitated by Drs. Kelly Parkes, Mary Hafeli, and Felicia Mensah.
- 2018 “Politics, citizenship, and Latina youth.” Invited guest lecture at the University of South Florida. Gender and Education. Course taught by Dr. Lauren Braunstein.
- 2017 “Immigration and education in unsettling times.” Invited panelist at the National Association of Multicultural Education annual conference. Salt Lake City, UT.
- 2017 “Comprehensive school safety initiative conference.” Invited conference sponsored by the National Institute of Justice. Alexandria, VA.
- 2016 “Intersectional research agenda.” Invited workshop held at the American Educational Research Association annual conference in Washington, D.C. Facilitated by Dr. Melissa Harris Perry of the Anna Julia Cooper Center at Wake Forest University.
- 2014 “Navigating the academy: A seminar for early career scholars in Division G: Social Context of Education.” Invited workshop held at the American Educational Research Association annual conference in Philadelphia, PA.
- 2012 “Immigration and education.” Invited talk at The College of New Jersey Summer TESOL Program. Ewing, NJ. Facilitated by Dr. Lauren Isaac.
- 2009 “The missing discourse of social justice: Sexuality education, youth culture, and popular culture from 1970 to 1989.” Invited panelist at the

Ford Foundation grant summit Rethinking Sexuality Education in Unsettling Times. Oxford, OH.

CONFERENCE PRESENTATIONS (peer-refereed)

- 2026 **Bondy, J.M.** “I don’t want to get in trouble: Preservice teachers’ sensemaking of undocumented status under policy constraint.” Paper accepted to present at the American Educational Research Association annual conference. Los Angeles, CA.
- 2025 Peguero, A.A., **Bondy, J.M.**, Irizarry, Y. “School bullying, violence, and marginalization in the United States and the significance of immigration.” Paper presented at the World Anti-Bullying Forum international conference. Stavanger, Norway.
- 2025 **Bondy, J.M.** “I don’t want my students to get deported”: Preservice teachers’ sensemaking of undocumented status. Paper presented at the American Educational Research Association annual conference. Denver, CO.
- 2025 **Bondy, J.M.**, Varela, K., Peguero, A., Lindstrom-Johnson, S., & King, S. “Racialized control of Latinx immigrant students in school.” Paper presented at the American Educational Research Association annual conference. Denver, CO.
- 2024 Jaffe, A.T., Salinas, C., Berlanga, P., **Bondy, J.M.**, Deroo, M., Hemmler, V., Keegan, P., Kim, Y., Williams, M., and Yoder, P. “Teaching culturally and linguistically relevant social studies: (Re)Imagining research and practice with and for emergent bilingual and multilingual youth.” Presented at the College and University Faculty Assembly annual conference. Boston, MA.
**Please note: With exception of panel organizers, names are listed in alphabetical order.*
- 2024 **Bondy, J.M.** “Charting new directions in social studies research for youth impacted by undocumented status.” Presented at the American Educational Research Association annual conference. Philadelphia, PA.
- 2023 Iwama, J., Irizarry, Y., Ernestes, A., Ripeppi, M., Peguero, A.A., **Bondy, J.M.**, & Hong, J.S. “Segregation, securitization, and bullying: Investigating the connections between policing, surveillance, punishment, and violence.” Presented at the American Society of Criminology annual conference. Philadelphia, PA.
- 2023 **Bondy, J.M.**, & Braunstein, L.B. “‘Hidden problems’: Preservice teachers’ sensemaking of undocumented status.” Presented at the National Association for Multicultural Education annual conference. Montgomery, AL.
- 2022 Salinas, C., Jaffe, A., **Bondy, J.M.**, Blanco, Y., Deroo, M., Kim, Y., Montemayor, S., Tauzel, B., Tirado, J., Williams, M., and Yoder, P. “Culturally and linguistically relevant social studies for emergent bilingual and multilingual

youth.” Presented at the College and University Faculty Assembly annual conference. Philadelphia, PA.

**Please note: With exception of panel organizers, names are listed in alphabetical order.*

- 2020 **Bondy, J.M.**, Braunstein, L.B., and Johnson, B.J. “A qualitative study of documentation status practice dilemmas for White women preservice teachers.” Proposal accepted to present at the National Association for Multicultural Education annual conference. Montgomery, AL. (Proposal withdrawn after acceptance due to COVID-19. Declined online participation.)
- 2020 **Bondy, J.M.** “White women preservice teachers’ prospective sensemaking of teaching documented and undocumented immigrant students.” Proposal accepted to present at the American Educational Research Association annual conference. San Francisco, CA. (Conference canceled due to COVID-19.)
- 2019 Peguero, A.A., & **Bondy, J.M.** “Immigration and school safety.” Presented at the American Society of Criminology annual conference. San Francisco, CA.
- 2019 **Bondy, J.M.** “White women preservice teachers and sensemaking about immigration and documentation status.” Presented at the American Educational Research Association annual conference. Toronto, Canada.
- 2018 **Bondy, J.M.** “White women preservice teachers unlearning documentation status blind ideologies.” Presented at the National Association of Multicultural Education annual conference. Memphis, TN.
- 2018 Kim, J.W., Peguero, A.A., & **Bondy, J.M.** “The significance of social bonds for Asian Americans: Investigating the relationship between gender, ethnicity, and immigrant generation, and educational attainment.” Presented at the American Sociological Association annual conference. Philadelphia, PA.
- 2018 **Bondy, J.M.** “Teacher education and documentation status: A qualitative case study.” Presented at the American Educational Research Association annual conference. New York, NY.
- 2017 **Bondy, J.M.**, Johnson, B.J., & Caldera, A. “‘Such a sensitive topic that no one really talks about’: Teacher preparation for disparities in documentation status.” Presented at the National Association of Multicultural Education conference. Salt Lake City, UT.
- 2017 Peguero, A.A., **Bondy, J.M.**, & Shekarkhar, Z. “School victimization, immigration, dropping out, and gender disparities.” Presented at the American Society of Criminology annual conference. Philadelphia, PA.
- 2017 **Bondy, J.M.** “Successful girls: The classed politics of Latina youth success and aspiration in South Florida.” Presented at the Gender and Education Association international biennial conference. London, UK.

- 2017 **Bondy, J.M.** “Latina youth in the United States: Racial exclusion and the implications for citizenship education.” Presented at the American Educational Research Association annual conference. San Antonio, TX.
- 2016 Peguero, A.A., **Bondy, J.M.**, and Shekarhar, S. “Punishing Latina/o youth: School justice, fairness, order, dropping out, and gender disparities.” Presented at the Academy of Criminal Justice Sciences annual conference. Denver, CO.
- 2016 **Bondy, J.M.**, Peguero, A.A., and Johnson, B. “The children of immigrants’ academic self-efficacy: The significance of gender, race, ethnicity, and segmented assimilation.” Presented at the American Educational Research Association annual conference. Washington, D.C.
- 2015 **Bondy, J.M.** “Latina/o youth and social studies education: Rethinking the politics of educational equity.” Presented at the College and University Faculty Assembly annual conference. New Orleans, LA.
- 2015 **Bondy, J.M.** “Latina/o youth and critical multicultural social studies education.” Presented at the National Association of Multicultural Education annual conference. New Orleans, LA.
- 2015 **Bondy, J.M.** “Latina youth, citizenship, and the politics of belonging in a globalized world.” Presented at the American Educational Research Association annual conference. Chicago, IL.
- 2014 **Bondy, J.M.** “Hybrid citizenship: Latina youths and the politics of belonging.” Presented at College and University Faculty Assembly annual conference. Boston, MA.
- 2014 Johnson, A., Hicks, D., **Bondy, J.M.**, Pennington, L., Lee, J., VanHover, S., and Stoddard, J. “Making global connections practical within the Virginia social studies classroom.” Presented at Virginia Social Studies Educators’ Conference annual conference. Richmond, VA.
- 2013 **Bondy, J.M.** “Feminist transnationalism, education, and Latina youth: Shifting frameworks for conceptualizing educational equity.” Presented at Curriculum and Pedagogy annual conference. New Orleans, LA.
- 2013 **Bondy, J.M.** “Seduced by popular culture: Teacher education and the schooling of Latina youth.” Presented at Popular Culture Association/American Culture Association annual conference. Washington, D.C.
- 2012 **Bondy, J.M.** “Education, cultural citizenship, and dissent: Latina youths and the war on Latina/o immigration.” Presented at National Association of Multicultural Education annual conference. Philadelphia, PA.
- 2012 **Bondy, J.M.** “Latina youth on being chonga girls and ‘illegal immigrants’: A

- feminist transnational analysis.” Presented at Popular Culture Association/American Culture Association annual conference. Boston, MA.
- 2011 **Bondy, J.M.** “Feminist transnationalism, Latina/o youth and teacher education: Shifting frameworks for conceptualizing foundations of socially just education.” Present at National Association of Multicultural Education annual conference. Chicago, IL.
- 2011 **Bondy, J.M.** “Latina youth talk back on being ‘Latina’: Contesting and complying with racialized, gendered and sexualized imageries.” Presented at Curriculum and Pedagogy annual conference. Akron, OH.
- 2011 **Bondy, J.M.** “Negotiating domination and resistance: English language learners and Foucault’s *Care of the Self* in the context of English-only curriculum and pedagogy.” Presented at the American Educational Research Association annual conference. New Orleans, LA.
- 2011 Peguero, A., and **Bondy, J.M.** “Schools, justice, and immigrant students: Gender, assimilation, and perceptions of fairness.” Presented at the American Educational Research Association annual conference. New Orleans, LA.
- 2010 **Bondy, J.M.**, and Isaac, L. “Who’s really ‘limited’: Challenging the assumptions behind immigrant education policy and teacher education.” Panel presentation at the Leadership, Culture, and Schooling annual conference. Oxford, OH.
- 2010 **Bondy, J.M.** “Normalizing English language learner students.” Presented at Louisiana State University’s annual Curriculum Camp.
- 2009 **Bondy, J.M.** “The racial politics of English-only educational initiatives.” Presented at the Latino Education and Immigration Integration triennial conference. Athens, GA.
- 2009 **Bondy, J.M.** “Reimagining girlhood and nationalism in film.” Presented at the Journal of Curriculum Theorizing (JCT) Conference on Curriculum Theory and Classroom Practice annual conference. Dayton, OH.
- 2009 Peguero, A., & **Bondy, J.M.** “Immigration and students’ relationships with teachers.” Presented at the Society for the Study of Social Problems annual conference. San Francisco, CA.
- 2009 **Bondy, J.M.** “Latinas, heterotopia, and home in *Quinceañera*.” Presented at the Latina/o Studies biennial conference. Urbana-Champaign, IL.
- 2008 **Bondy, J.M.** “Welcome to American public schools, now speak English!” Presented at the Journal of Curriculum Theorizing (JCT) Conference on Curriculum Theory and Classroom Practice annual conference. Dayton, OH.

- 2008 **Bondy, J.M.** “Habermas’ theory of knowledge constitutive interests and its application in education.” Presented at the Leadership, Culture, and Schooling annual conference. Oxford, OH.

COURSES TAUGHT

Courses taught across undergraduate and graduate levels in immigration, education, race/ethnicity, and social inequality at two RI institutions.

Teaching Areas

Immigration, Race, and Justice

- Immigration and Justice (ASU, 1 section)
- Race and Justice (ASU, scheduled Fall 2026)

Education, Inequality, and Social Contexts

- Inequality and Diversity in Education (ASU, 1 section)
- Schooling in American Society (Virginia Tech, 4 sections)

Pedagogy and Teacher Education (Graduate)

- Introduction to Social and Cultural Pedagogy (ASU, 2 sections)
- Teaching for Social Transformation (ASU, 1 section)
- Curriculum Theory (Virginia Tech, 1 section; ASU, 1 section)

Research and Methods (Graduate)

- Research Methods (ASU, 2 sections)
- Feminist Research Methods (Virginia Tech, 2 sections)

Additional Teaching Contributions

Undergraduate Courses

- Women and Gender in Contemporary Society (ASU, 8 sections)
- Introduction to Women’s and Gender Studies (Virginia Tech, 8 sections)
- Girlhood Studies (Virginia Tech, 1 section)
- Domestic Violence (ASU, 1 section)

Teacher Education Methods and Field-Based Courses

- Early Field Experience in Social Science Education (Virginia Tech, 4 sections)
- Teaching Social Sciences in Middle & Secondary Schools II (Virginia Tech, 3 sections)
- Internship in Social Science Education (Virginia Tech, 1 section)
- Teaching ESL in Middle & Secondary Schools I (Virginia Tech, 1 section)
- Early Field Experience in ESL Education (Virginia Tech, 2 sections)
- Teaching ESL in Middle & Secondary Schools II (Virginia Tech, 1 section)
- Internship in ESL Education (Virginia Tech, 2 sections)
- Teaching Foreign Languages in Middle & Secondary Schools (Virginia Tech, 1 section)
- Early Field Experience in Foreign Language Education (Virginia Tech, 1 section)
- Teaching Foreign Language in Middle & Secondary Schools II (Virginia Tech, 1 section)
- Internship in Foreign Language Education (Virginia Tech, 1 section)

STUDENT ADVISING

Ph.D. Dissertation

In-progress

- Casey Tokita (Justice Studies, Arizona State University)
- Nicole Johnson (Higher Education, Virginia Tech)

Completed (*co-chair indicated*)

- Sarah M. Harendt (Higher Education, Virginia Tech, 2023)
- Leslie C. Robertson Foncette (Sociology, Virginia Tech, 2022)
- Kendall Pete (Higher Education, Virginia Tech, 2022)
- Kasey Richardson (Educational Psychology, Virginia Tech, 2020)
- Karen Gilbert (Higher Education, Virginia Tech, 2020)
- Ayesha Yousafzai (Higher Education, Virginia Tech, 2019)
- Hapreet Panesar (Curriculum & Instruction, Virginia Tech, 2018)
- Keith Bestermen (Curriculum & Instruction, Virginia Tech, 2017)
- *Lisa K. Pennington (Co-chair, Curriculum & Instruction, Virginia Tech, 2016)*
- Toni Marie Kauai (Curriculum & Instruction, Virginia Tech, 2016)
- Melissa Lisanti (Curriculum & Instruction, Virginia Tech, 2015)
- Courtney Smith (Engineering Education, Virginia Tech, 2015)
- Dorothy Strater (Curriculum & Instruction, Virginia Tech, 2015)
- Tatyana Cottle (Counselor Education, Virginia Tech, 2014)

Master's Thesis, Applied Project, and ePortfolio

In progress (chair)

- Reese Behrens (Justice Studies, Arizona State University)
- Jaanki Thakur (Justice Studies, Arizona State University)

Selected completed

- Sloane Dunn (Justice Studies, Arizona State University, 2023)
- Gerlyn Murrell (Sociology, Virginia Tech, 2020)

Additional Mentorship

- Served on **80+ master's committees** across Virginia Tech and Arizona State University, including roles as chair, co-chair, and committee member
- Committees span programs in Curriculum and Instruction, Student Affairs, Sociology, and Justice Studies

Undergraduate Honors Thesis

In progress

- Shekesha Shelton (Justice Studies, Arizona State University)

Completed (*chair indicated*)

- *Ellie Bonnette (Chair, Justice Studies, Arizona State University, 2025)*
- Valeria Reyes (Family & Human Development, Arizona State University, 2023)

SERVICE

Professional

Editorial Roles

2015-present Editorial Board Member:
American Educational Research Journal (since 2020)
Race, Ethnicity and Education (since 2016)
Journal of Curriculum and Pedagogy (since 2015)

Grant Reviews

2021 Grant Proposal Reviewer, Austrian Science Fund

Book Proposal Reviews

2018-present Book Proposal Reviewer – Palgrave Macmillan; Routledge

Conference Proposal Reviews

2012-present Proposal Reviewer:
National Association of Multicultural Education (since 2012); *American Educational Research Association* (since 2013); *College and University Faculty Assembly of NCSS* (2015-2016); and, *Association for the Study of Higher Education* (2018)

Ad-Hoc Journal Reviews

2010-present Reviewer for journals including:
Urban Education (since 2010); *The High School Journal* (since 2012); *Race, Ethnicity and Education* (2012-2016); *Association of Mexican American Educators* (invited 2013); *Multicultural Perspectives* (since 2015); *Youth & Society* (since 2015); *Theory & Research in Social Education* (since 2016); *International Journal of Multicultural Education* (since 2016); *Research in Sociology of Education* (since 2017); *Teacher Education Quarterly* (since 2018); *Critical Inquiry in Language Studies* (since 2018); *Sociological Forum* (since 2018); *Qualitative Sociology* (since 2018); *Journal of Latinos and Education* (since 2018); *Journal of Ethnic and Migration Studies* (since 2018); *Anthropology & Education Quarterly* (since 2018); *Education, Citizenship, and Social Justice* (since 2019); *Race & Justice* (since 2019); *Research Papers in Education* (since 2020); *Theory, Research, and Action in Urban Education* (since 2020); *Sociology of Race & Ethnicity* (since 2021); *Diaspora, Indigenous, and Minority Education* (since 2021); *Education Sciences* (since 2023); *Review of Educational Research* (since 2022); *Sociology of Education* (since 2022); *Journal of Immigration and Refugee Studies* (since 2023);

Social Problems (since 2024); *Education Policy Analysis Archives* (since 2024); *AERA Open* (since 2024); *Criminology* (since 2025)

Professional Organizations and Leadership

- 2020-present External Reviewer for Promotion and Tenure: University of California at Santa Barbara; Randolph Macon College
- 2019-2022 Co-Chair, Section 4: The Racial and Socio-cultural Foundations of Teaching and Teacher Education, Division K: Teaching and Teacher Education, American Educational Research Association
- 2017 Textbook Review Committee – Virginia Department of Education
- 2013 Invited Panel Chair. *Popular Culture Association/American Culture Association*, Subject area: Education, Teaching, History, and Popular Culture

University

- 2025-2026 Member. Committee on Committees. Arizona State University.
- 2023-2026 Senator. University Senate at Arizona State University.
- 2019 Invited workshop facilitator. “Intersectionality and the Pay Gap.” Women’s Leadership Summit. Sponsored by the Panhellenic Council at Virginia Tech.
- 2016 Committee Member. Planning for Transformation: Diversity in the Pathways Education General Curriculum at Virginia Tech.

College

- 2022-2025 Member. Academic Standards Committee. College of Liberal Arts and Sciences at Arizona State University.
- 2021-2023 Senator. College Faculty Senate. College of Liberal Arts and Sciences at Arizona State University.
- 2019 Invited Panelist. Advice and Strategies for the Tenure Clock. College of Liberal Arts and Human Sciences Pre-Tenure Faculty Mentoring Sessions at Virginia Tech.
- 2019 Member. Faculty Grant Review Committee. College of Liberal Arts and Human Sciences at Virginia Tech.
- 2018 Member. Higher Education Program Search Committee. School of Education at Virginia Tech.

- 2017-2020 Member. College Library Committee. College of Liberal Arts and Human Sciences at Virginia Tech.
- 2016 Member. Department of Political Science Search Committee at Virginia Tech.
- 2015 Youth Series Panel Discussant. “Latino Americans: 500 Years of History. Perils and Promises (1980-2000).” Sponsored by National Endowment for the Humanities and the American Library Association at Virginia Tech.
- 2013 Member. Scholarship Committee. College of Liberal Arts and Human Sciences at Virginia Tech.

Department/School

Leadership and High-Impact Roles

- 2025-2026 Pre-tenure Faculty Mentor. School of Social Transformation at Arizona State University.
- 2024 Chair. Policies and Procedures Subcommittee. School of Social Transformation at Arizona State University.
- 2023-2025 Member. Leadership Team. School of Social Transformation at Arizona State University.
- 2022-2024 Member. Personnel Committee. School of Social Transformation at Arizona State University.
- 2021-2022 Member. Seven-Year External Review Committee. School of Social Transformation at Arizona State University.

Workshops, Panels, and Faculty Development

- 2024 Co-facilitator (with Dr. Crystal Jackson). APR Workshop. School of Social Transformation at Arizona State University.
- 2024 Panelist. Promotion and Tenure Workshop. School of Social Transformation at Arizona State University.
- 2021 Panelist. Graduate Orientation Faculty Panel. School of Social Transformation at Arizona State University.

Additional Departmental/School Service

- 2023-2025 Member. Justice and Social Inquiry Undergraduate Curriculum Committee. School of Social Transformation at Arizona State University.
- 2019-2020 Member. Committee for Department Restructuring. Department of

Sociology at Virginia Tech.

- 2019-2020 Member. Community Conversations Committee. Department of Sociology at Virginia Tech.
- 2018-2020 Member. Preliminary Exam in Women's and Gender Studies.
- 2018 Member. Review Committee for WGS Director. Women's and Gender Studies/Department of Sociology at Virginia Tech.
- 2017-2019 Moderator and Reader for Women's and Gender Studies Undergraduate and Graduate Student Conference. Department of Sociology at Virginia Tech.
- 2017-2019 Member. Planning Committee for Gender, Bodies, and Technology Conference. Department of Sociology at Virginia Tech.
- 2015-2016 Chair. Elections Committee. School of Education at Virginia Tech.
- 2013-2016 Member. Scholarship Committee. School of Education at Virginia Tech.
- 2014 Search Committee Member for an Administrative Assistant. Faculty of Teaching and Learning/School of Education at Virginia Tech.

Earlier Service

- 2008-2011 Committee Member & Panel Chair, Department of Educational Leadership Annual Faculty and Graduate Student Conference at Miami University.

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
National Association of Multicultural Education
College and University Faculty Assembly