Joshua M. Cruz

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Lubbock, TX 79413

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**Education**

***PhD in Education*, Learning, Literacies, and Technologies** August, 2014 – June 2018

Arizona State University: Phoenix, AZ

GPA: 4.0

Committee: David Carlson (Chair), Steve Graham, Maureen Goggin, Mark Hannah

***Master of Arts in Education*,Reading/Writing/Literacy**

***Master of Arts in Education*,Higher Education** June 2011 - December 2013

University of Pennsylvania: Philadelphia, PA

GPA: 3.85

***Master of the Arts*,English** August 2009 - May 2011

Rutgers State University: Camden, NJ.

GPA: 3.93

***Bachelor of Arts*,English,**

***Bachelor of Arts*,Philosophy** August 2005 -May 2009

Bloomsburg University: Bloomsburg, PA

GPA: 3.72

**Publications**

**Books**

**Cruz, J.** & Carlson, D. L. (In Press). *Putting Foucault to Work in Qualitative Inquiry: Genealogical Moves.*

Routledge.

**Book Chapters**

**Cruz, J**., Childers, G., Byers, J., Whitworth, C., Noble, S., Wagoner, J. Keane, J., & Kuper, O. Goldberg, E. (chapter in *How Games Play Us: Ludic inquiries into power, pedagogy, and change* **proposal accepted**). Ludic Reflections: Exploring human and posthuman strains of thought arising in a video games-based “STEMinar” course. *How Games Play Us: Ludic inquiries into power, pedagogy, and change*.

**Cruz, J.** (2020). Intellectual Undesirables: An Autoethnographic Reflection on Intellectual Contributions of the Neurologically Othered. In T. Wells & D. L. Carlson (Eds.), *Intra-public intellectualism: Critical qualitative inquiry in the academy*. Gorham, ME: Myers Education Press.

Carlson, D.L., & **Cruz, J.** (2017). English language arts curriculum, wide-awakeness: The aesthetic

purposes of literary theory and writerly texts. In D. Blumenfeld-Jones (Ed.), *Teacher education and the arts: A Guide to building an aesthetically informed teacher preparation program*. Charlotte, NC: Information Age Publishing.

Carlson, D.L., & **Cruz, J.** (2016). Queer ascesis: Foucauldian ethics, capoeiric openings and the

pedagogies of friendship. In N. M. Rodriguez, W. J. Martino, J .C. Ingrey, and E. Brockenbrough (Eds.), *Critical concepts in queer studies and education*. New York: Palgrave Macmillan

**Peer-Reviewed Journal Articles**

**Cruz, J.,** Hite, R. & Valesco, R. (2022). Assembling Bones, Becoming Dinosaur: Guests’ Relationships to Museum Objects via Deleuzian Assemblage within a Dinosaur Gallery. *Museum Management and Curatorship*.

Griffith, L., Clark, N., **Cruz, J.**, Clapp, M., Allen, S. & Lawal, I. (2022) Beyond *Nos Quilombos*: Compulsions & Complications in Sharing Capoeira. *IDO* *Movement for Culture: Journal of Martial Arts Anthropology.* Preprint.

**Cruz, J.**, & Anderson, K. (2021). Reconceptualizing online discussion posts as focus group: Illuminating educators’ language ideologies through a fabricated focus group discussion. *International Journal of Qualitative Studies in Education*. Preprint

**Cruz, J.**, Griffith, L. & Lawal, I. (2021)Freeplaying with narrative: A *jogando* method in/as capoeira research. *Qualitative Research.* Preprint.

Anderson, K., 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*, *36* (1).

**Cruz, J.**, Jayasuria, S., Bruhis, N. & Kellam, N. (2021) Exploring epistemologies and discourse of students working at the intersection of engineering and the arts. *International Journal of STEM Education*, *8* (29).

**Cruz, J.** (2020). An ethics of bullshit: The good, the bad, and the ugly. *Composition Studies*, *48* (3), 120-124.

**Cruz, J.** & Corkill, H. (2020) The Frankenpaper: One or many essays on writing and Frankenstein and Deleuze and… *Taboo: Journal of Culture and Education. 19* (5),133-162.

Kim, J-H., **Cruz, J.**, Hite, R. et al. (2020). Affective writing as a promise of “yet-to-become”: Unearthing the meaning of writing through the voices of tenure-track assistant professors. *Taboo: Journal of Culture and Education. 19* (5), 103-119.

Koro-Ljungberg, M., Lyotonen, T., & **Cruz, J.** (2020). Public performances and art-based interventions in liminal academic spaces. *Qualitative Inquiry*, *26* (8-9), 1060-1070.

**Cruz, J.** (2020). Overcoming Zeno’s Paradox: Using Long Exposure Technology to Capture a Deleuzo Bergsonian Perspective of Movement. *Qualitative Research*, *21*(1), 42-58.

**Cruz, J**, Goff, M. H., & Marsh, J. (2020). Building the mentoring relationship: Humanism and the importance of storytelling between mentor and mentee. *Mentoring and Tutoring: Partnerships in Learning*, *28*(2), 104-125.

Yue, S., Jimenez, L., **Cruz, J**., McTier, T., & Koro-Ljungberg, M. (2018). Critical incident analysis of labels of academic lives of undocumented students*.* *Qualitative Report*, *23* (11), 2602-2621.

Kellam, N., Gerow, K., Walther, J., & **Cruz, J.** (2018). Exploring Emotional Trajectories of Engineering Students: A Narrative Research Approach. *International Journal of Engineering Education*, *34* (6).

**Cruz, J.**, & Kellam, N. (2018). Beginning an engineer’s journey: A narrative examination of how, when, and why students choose the engineering major. *Journal of Engineering Education*, *107* (4), 556-582.

**Cruz, J.**, Kellam, N. (2017). Restructuring structural narrative analysis: Using Campbell’s monomyth to understand participant narratives. *Narrative Inquiry*, *27* (1), 172-189.

Löytönen, T., Koro-Ljungberg, M., Carlson, D.L., Orange, A., & **Cruz, J.** (2015). A pink writing experiment. Reconceptualizing Education Research Methodology, 6 (1), 23-42.

**Cruz, J.** (2011). Cogito ergo scribo: Applying self-schema theory to the composition classroom. *XChanges*. *7*(2).

**Manuscripts Submitted/finalizing**

**Cruz, J.** & Nunez, E., Carrell, J. (Submitted). Humanities-Driven Science, Technology, Engineering and Mathematics (HDSTEM): Developing Empathy within Engineering Students. *International Journal of Engineering Education.*

**Cruz, J**., Clark, N., Griffith, L., Allen, S., Clapp, M., & Lawal, I. (Submitted) (Re)Disciplining Bodies: Capoeira, embodiment, and Foucauldian *ascesis*/counter-conduct in the Boys and Girls Club. *International Journal of Qualitative Studies in Education*.

**Cruz, J*.***,Marsh, J. (Finalizing submission). An Actor-Network reading of the Role of School Mission in Developing a Culture of Success. Submitting to *Educational Administration Quarterly*.

**Cruz, J.** (Rejected, resubmitting to alternative journal). Student bullshitting as a function of subject position: A discourse-based case study of two self-proclaimed bullshitters. *English for Academic Purposes*.

**Other Research in progress**

Carrell, J., Cruz, J. & Rivero, I. Discourse analysis of student papers in an undergraduate, engineering-humanities hybrid course to determine learning outcomes. One paper submitted, grant secured, more analysis to follow

Cruz, J. Considering the ethics of qualitative data reuse through the lens of waste/use. Theoretical piece, Manuscript underway

Cruz, J. Video analysis of movement, thinking through the implications of thereness and movement as dialogue. Data collected, manuscript underway

**Grants Awarded**

Co-PI, NSF IUSE Grant: $300,000: Humanities-Driven Science, Technology, Engineering and

Mathematics (HDSTEM): Preparing Today’s Students to Address the Grand Challenges

Lead instructor, ELPN Grant: $2,400: East Lubbock College-Preparation Mentoring Program

Lead Instructor, ELPN Grant: $1,150: For teaching capoeira to the Boys and Girls Club

**Other grand work**

Unless otherwise noted, these grants were not funded

Lead-PI, NEH technologies grant: $300,000 (in process): Integrating video games into college-level coursework to increase empathy and relationality

Co-PI, Promise Neighborhood grant: $55,892,150 (submitted): Large-scale grant designed to integrate various experts (22 total) at Texas Tech into the surrounding Lubbock area, ultimately offering programming and improving the infrastructure in the local area over five years.

Lead-PI, Spencer research practice partnership grant: $391,420: Increasing self-efficacy of parents, students, and soon-to-be students through family and academic literacies

Co-PI, NSF AISL Grant: $887,827: Science in Fiction: Science Fiction Conventions as Avenues for Broadening Participation in STEM (SciFiC)

Lead PI, AERA Division G mini grant: $4,674: The Secret life of Books: A post-human examination of the influence of children’s books on the elementary community

CH Foundation: $42,887: College Preparation through Storytelling: A Mentoring Project.

Co-PI, NSF AISL Grant: $887,827: Science in Fiction: Science Fiction Conventions as Avenues for Broadening Participation in STEM (SciFiC)

Co-PI, NSF IUSE Grant: $300,000: Humanities-Driven Science, Technology, Engineering and

Mathematics (HDSTEM): Preparing Today’s Students to Address the Grand Challenges

**Academic positions**

**Assistant Professor: College of Education, Curriculum and Instruction (Texas Tech University)** September 2018 – Present

Responsibilities:

* Developing and teaching qualitative methods courses and theory courses at the doctoral level
* Maintaining open lines of research and inquiry
* Advising doctoral students and chairing dissertations
* Collaborating with peers on and off committees for the betterment of the College of Education

**Instructor of Record: Mary Fulton Teacher’s College (Arizona State University)** Spring Semester, 2017

Responsibilities:

* Developing syllabus for social and political foundations of education (SPF 301)
* Overseeing students’ development of a cohesive teaching philosophy
* Assessing student papers, presentations, and classroom presence
* Facilitating discussion among classmates with diverse and assorted interests

**Writing Specialist: Daytona State College** January 2013 – August 2014

Responsibilities:

* Tutoring students individually and explaining concepts in various genres of writing
* Developing, presenting, and implementing a course to support the college’s quality enhancement plan
* Presenting workshops on grammatical issues/Powerpoint/and Prezi
* Collaborating with college faculty to integrate writing into traditionally “non-writing” courses
* Researching and tying research into a grant proposal

**Adjunct English Faculty: Rutgers University** Fall Semester, 2012

Responsibilities:

* Teaching students rhetorical terminology and critical reading skills
* Introducing students to modes and styles of argumentation
* Familiarizing students with writing for various genres, both textual and multi-media
* Maintaining office hours and meeting students on a semi-regular basis
* Keeping grades and informing students of their progress

**Tutor Training Coordinator: University of Pennsylvania** August 2011 – December 2012

Responsibilities:

* Presenting workshops to prepare tutors for interaction with tutees
* Familiarizing tutors with basic principles and theories in education
* Contacting individuals to put together professional development workshops for tutors
* Maintaining and updating an Excel spreadsheet to track tutors hours, pay, and training progress
* Corresponding with tutors in person and through email to manage assorted questions and issues

**Reading/Writing Adjunct Professor: Camden County College** August 2009 – May 2011

Responsibilities

* Teaching students fundamental reading and writing skills
* Creating accessible and relevant lesson plans
* Grading exams and student written papers
* Preparing students for basic college composition classes

**Peer Writing Consultant: Bloomsburg University** January 2008 - May 2009

Responsibilities:

* Understanding basic conventions of writing
* Explaining these conventions to other students
* Revising and “editing” of students’ papers
* Interviewing candidates for new director position

**other Teaching/paid consultation**

Llano Estacado Writers Retreat: Presenter on academic writing and writing consultation

Hubei Province of China: Presenter on integrating humanities into engineering education

McNair Scholars Program: Undergraduate instruction in methodology

**Teaching interests**

Qualitative Inquiry

Theory (Foundations, Critical, and Post-structural)

Academic Writing

Critical/Cultural Studies in Education

English Education

Teacher preparation

**Conference Presentations**

(Invited) Carrell, J., Cruz, J. & Nunez, E. (2022). Empathy in Interdisciplinary Honors Teaching. Paper presented at the National Collegiate Honors Council, Dallas TX.

Cruz. J. (2022). Paper presented at the International Congress of Qualitative Inquiry, Urbana Champaign, Illinois

Cruz, J. (2022). Reduce, Reuse, Recycle: Repurposing ‘Spent’ Data in Qualitative Research. Paper presented at the International Congress of Qualitative Inquiry, Urbana Champaign, Illinois.

Lahr, E. & Cruz, J. (2022). Foucauldian Analysis of the Teaching Profession: The Anti-intellectual Endeavor of Teaching. Paper presented at the International Congress of Qualitative Inquiry, Urbana Champaign, Illinois.

Cruz, J., Carrell, J., & Nunez, E. (2022). Using Humanities-Driven STEM to Develop Empathetic Positions in Engineering Undergraduate Students: A Discourse Analysis. Paper presented at The American Educational Research Association, San Diego, California.

Barger, C. & Cruz, J. (2022) Scenario Planning as Curriculum: An Imaginative Rhizomatic Learning Curriculum. Paper presented at The American Educational Research Association, San Diego, California.

Kamas, B., Childers, G., Cruz, J., & Hoffman, J. (2021). K-12 STEM teachers and communities of practice [Paper presentation]. Southeast Association for Science Teacher Education, Safety Harbor, Florida.

Cruz, J. (2021). Rethinking Education with Deleuze: An Introduction. Paper presented at The International Congress of Qualitative Inquiry (online format)

Cruz, J. (2021). (Re)Disciplining Bodies: Capoeira, embodiment, and Foucauldian *ascesis*/counter-conduct in the Boys and Girls Club. Paper presented at The American Educational Research Association (online format)

Peters, K. & Cruz, J. (2020). “OK Boomer:” How is the Internet Influencing Generational Perceptions?, Paper presented at The International Congress of Qualitative Inquiry (Not presented due to COVID-19 cancellation)

Cruz, J. (2020). You May Say I’m a Dreamer, but I’m Not the Only One: Finding Productivity in (Mal)adaptive Daydreaming. Paper presented at The International Congress of Qualitative Inquiry (Not presented due to COVID-19 cancellation)

Carrell, J. (2020). Using Humanities as Context for STEM Empathy Development: A Discourse Analysis. Paper presented at the Association for Engineering Education, Gulf-Southwest Division (Online format)

Cisneroz, A. & Cruz, J. (2020). Developing Connectedness in the Online Classroom Through the Use of Instructional Videos. Roundtable at The American Educational Research Association (Not presented due to COVID-19 cancellation)

Cruz, J. & Anderson, K. (2019). Enlivening Discussion Posts via Dialogic Smoothing: The Fabricated Focus Group as Novel Method for Literacy Research. Paper presented at the Literacy Research Association, Tampa, FL

Cruz, J., Marsh, J. & Gonzalez, D. (2019). School Mission as Enacted Text: An Actor-Network Reading of the Institutional Mission Statement. Paper presented at the Literacy Research Association, Tampa, FL

Cruz, J. & Corkill, H. (2019). The Frankenpaper: A Deleuzian Reflection on the Writing Process as Monstrous Generation. Paper Presented at The International Congress of Qualitative Inquiry, Champaign, IL.

Cruz, J., Griffith, L. & Luwal, I. (2019). Capoeiric encounters: Movement and the (Re)Crafting of a Social Self. Paper Presented at The International Congress of Qualitative Inquiry, Champaign, IL.

Cruz, J, Jayasuria, S. & Kellam, N. (2019). Epistemologies and Discourse Analysis for Transdisciplinary Capstone Projects in a Digital Media Program. Paper Presented at The American Society of Engineering Educators, Tampa, FL.

Cruz, J. (2019). Previously Engaged: A Foucauldian Genealogy of Student Engagement in Composition Studies. Paper presented at The American Educational Research Association, Toronto, Canada.

Cruz, J. (2019). The Intellectual Exile. Paper Presented at American Educational Research Association, Toronto, Canada.

Anderson, K., Cruz, J. & Ambroso, E. (2018). Discursively Constructing Linguistic Diversity: Enduring Tensions Surrounding the Role of Standardized English in Literacy Education. Roundtable Presented at the Literacy Research Association annual meeting, Palm Springs, CA.

Cruz, J. (2018). Doing Genealogy: Reflections on using Foucauldian Genealogical Method. Paper presented at the International Congress of Qualitative Inquiry, Champaign, IL

Cruz, J. & Sandoval, J. (2018). Public Intellectual in Exile: Methodological Implications. Paper presented at the International Congress of Qualitative Inquiry, Champaign, IL

Anderson, K., Ambroso, E., & Cruz, J. (2017). Teachers’ reflexivity around linguistic diversity: The mediating role of language ideologies on practice. Paper presented at the Literacy Research Association, Tampa, FL.

Cruz, J. (2017). A discourse of liberatory control: Writing class as an exercise in subjectification

and biopower. Paper presented at the International Congress of Qualitative Inquiry, Champaign, IL.

Koro-Ljungberg, M., Lyotonen, T., & Cruz, J. (2017). Theorizing Twisted Normativity in Critical Qualitative

Inquiry. Paper presentation at the American Educational Researchers Association conference, San Antonio,

TX.

Carlson, D., L., Cirell, A. M., Cruz, J., Sweet, J., & Clark, A. (2017). From Desks to Desktops: A Genealogical

History of the Evolving Functions of Pedagogical Power. Paper presentation at the American Educational Researchers Association conference, San Antonio, TX.

Cruz, J., & Carlson, D. L. (2017). To Sketch a Queer Portraiture: Questioning the Subject in Qualitative

Inquiry. Roundtable presentation at the American Educational Researchers Association conference, San Antonio, TX.

Cruz, J., Goff, M., & Marsh, J. (2017). Bolstering the Mentoring Relationship: Applying Humanism and Storytelling in a College Preparatory Mentoring Environment. Paper presentation at the American Educational Researchers Association conference, San Antonio, TX.

Cruz, J. (2017). Wading into the Bull: Discourse-Based Interviewing and Phenomenological Analysis of Undergraduate Bullshit Practices in Writing. Paper presentation at the Conference for College Composition and Communication, Portland, OR.

Cruz, J. (2017). Theory and Practice in Stretch Practicum. Panel Presentation at Arizona State University’s Composition Conference, Tempe, AZ.

Cruz, J. & Kellam, N. (2016). *Doing Narratology: Using Joseph Campbell’s Monomyth to Restructure Participant Narratives*. Paper presentation at the American Educational Researchers Association, Washington, D.C.

Yue, S., Jimenez, L., Cruz, J., McTier, T., Koro-Ljungberg, M. (2016). *Case Studies of Labels and Narratives in the Lvies of Undocumented Students.* Powerpoint presented at the Ethnography and Qualitative Research Conference, Las Vegas, NV

Cruz, J. (2016). *Fire, Movement, Data Collection*. Paper presentation as part of *Data Dimensions* symposium at the Ethnography and Qualitative Research Conference, Las Vegas, NV

Cruz, J. (2016). *Participant Narrative as Heroic Epic: Using Campbell’s Monomyth to Structure Narrative Interviews*. Paper presentation as part of *Experimental Writing and Qualitative Inquiry* symposium at the Ethnography and Qualitative Research Conference, Las Vegas, NV

Cruz, J. (2015). *1000 Phenomenologies: A Deleuzian Complication of Phenomenological Research Method.*

Paper presentation at the International Congress of Qualitative Inquiry. Champaign, IL

Cruz, J. (2015). *More than Pure Sophistry: Bullshit as Pedagogical Framework for Teaching Writing*. Paper

Presentation at the Conference for College Composition and Communication, Tampa, FL

Cruz, J. (2015). *Spontaneous Ethnography: Research and experience as happenstance*. Poster presentation at the

Ethnography and Qualitative Research Conference, Las Vegas, NV

Cruz, J., and Sands, S. (2013). *Searching the Self: Social Psychology and the Writerly Identity*. Roundtable

Discussion facilitation at the National Council of Peer Tutors of Writing conference, Tampa, FL

Cruz, J. (2012). *Prevalence of the community college writing center*. Paper presentation at the International Writing

Centers Association conference, San Diego, CA

Osteen, E. and Cruz, J. (2012). *Assessing language and learning differences*. Poster presentation at the University

of Pennsylvania Summit for ABCS courses, University of Pennsylvania, Philadelphia, PA

Cruz, J. (2010) *Why Nietzsche won’t friend you: Facebook and philosophy of self*. Paper presentation at the

Annual Stonybrook Graduate Conference for the Humanities, Manhattan, NY

**CURRENT DOCTORAL COMMITTEES**

*Chairing*

Christy Williamson (ABD)

Holli Gonzales (proposal)

Lindsay Green (ABD)

Katherine Mcrae (Qualifying Exams)

Nick Casparak (Proposal)

Brian Horstman (Proposal)

*Committee Member*

Leann Rains

Erika Nunez

Alan Prather

Melissa Galica

Cassandra Rose

Therese Shields

Jamie Belinne

Robert Hobbs

Sunny Styles-Foster

Vanessa Stuart

Stephanie Millet

Aletha Williams

Chau Nguyen

Paula Szymanski

**Graduated Doctoral Students**

*Chairing*

* Kimberly Peters (Spring 2021), Dissertation title: *A Foucauldian Genealogy of Digital Literacies in High School English Language Arts Classrooms*
* Tanishia Pride (Spring 2021), Dissertation title: *Under the Influence: Followers' Experiences of Servant Leadership*
* Anica Cisneroz (Fall 2021), Dissertation Title: *Examining the Impact of Instructor-Generated Video in Online Graduate Courses*
* Sara Hajek (Fall 2021), Dissertation Title: *A queer approach to critical pedagogy: Orientations in the classroom*
* Holly Corkill (Spring 2022) Dissertation Title: *Participant Perceptions of the Effect of the Implementation of a Cross-Aged Mentoring Program Utilizing the Pedagogical Ideas of Janusz Korczak*
* Jacqueline Ekeoba (Fall 2022), Dissertation Title: *Teaching for Inclusion in Racialized America: A Multiple Case Study Using Culturally Responsive Pedagogy to Reach Antiracism in Secondary STEM Classrooms*

*Committee Member of graduated students*

Sana Yaqobi

Zach Urquhart

Becky Kamas

Blaire O’Connor

Katie Capp

Carolyn Baum

Patricia Costa

Crystal Rose

Ni Wang

Alexandra Magill

Danielle Stewart

Katie Capp

Jessica Spott

Janice Mak

**Non-grant Awards and Recognitions**

(2022) Texas Tech Spencer A. Wells Award for Creativity in Teaching

(2021) Texas Tech Alumni New Faculty Award

(2020) Best Paper Award, ASEE Gulf Southwest division of ASEE

(2017) Teaching Excellence Award, Graduate and Professional Association of Arizona State University

(2017) Outstanding Service Award, Graduate and Professional Association of Arizona State University

**Professional memberships**

**STEMCORE** Affiliate member of TTU’s STEM Center for Outreach, Research & Education

**LRA** Literacy Research Association

**AERA** American Educational Research Association

**NCTE** National Council of Teachers of English

**ILA** International Literacy Association

**STD** Sigma Tau Delta English Honors Society

**SERVICE**

**Academic**

(2022) Faculty and Student Wellness Committee

(2022) Program admissions committee

(2022): Chair: Texas Tech Faculty Search Committee, College of Education, Bilingual Education

(2022) Chair: CoE Research Committee

(2022) Reviewer: SERA proposals (4 individual)

(2022) Reviewer: AERA presentation Proposals (30 individual, 2 panel submission)

(2022) Reviewer: *International Journal of STEM Education*

(2022) Reviewer: *Journal of Engineering Education*

(2022) Research core committee: sub-committee chair for qualitative research

(2021) Student philosophy reading group (Waste and use in the world)

(2021) Department admissions committee

(2021) Chair: TTU CoE Research committee

(2021) Chair: Department curriculum committee

(2021) Reviewer: AERA presentation proposals (13 individual, 1 panel submission)

(2021) Guest speaker (2x) for Gina Childers (TTU) on qualitative research in the sciences

(2021) Guest speaker for Dani Kachorsky (TAMU) on the use of theory in research methods

(2021) Reviewer: *Language and Education*

(2021) Reviewer: *Toboo: The Journal of Culture and Education*

(2020) Chair: Department curriculum committee

(2020) Ad hoc member: Department collegiality committee

(2020) Ad hoc member: Department naming committee

(2020) TTU CoE CSTE Admissions committee

(2020) Chair: TTU CoE Research committee

(2020) Guest speaker for Gina Childers

(2020) Reviewer: AERA proposals (4 individual submissions)

(2020) Reviewer: *Qualitative Research*

(2020) Reviewer: *International Journal of STEM Education*

(2019-current) PhD admissions committee

(2019-2020) Overseer: High school mentoring program at Estacado High School

(2019-current) Faculty advisor and lead instructor: Texas Tech Capoeira Club (student organization)

(2019) Research committee, College of Education (designed to build research opportunities in the college)

(2019) Speaker for Carpe Diem, College of education (research community)

(2019) Learning Community for doctoral assessment: College of Education

(2019) PhD Admissions Committee: College of Education

(2018) Reviewer: *Taboo: The Journal of Culture and Education*

(2018) Reviewer: *Journal of Engineering Education*

(2017) Post-acceptance editor: *Taboo: The Journal of Culture and Education*

(2017) Reviewer: *Narrative Inquiry*

(2016, 2017) Monthly volunteer reviewer of student organization applications for funding from Graduate and Professional Student Association

(2015, 2017) Mentor for ASU Preparatory Academy, focusing on students transitioning into post-secondary education

(2017, 2016, 2015) Poster presenter and guide at welcoming event for prospective Arizona State University PhD students

(2015) Data analyst for COMEXUS report: analyzing the effectiveness of a professional development program for Mexican high school teachers held at Arizona State University

(2015) Invited guest speaker on the topic of “Bullshit” in a PhD level research ethics class

(2015) Reviewer: Sage publications manuscripts

**Community**

(2018-current) Lead martial arts instructor of capoeira club, TTU student organization

(2021) TTU Culturefest: Presenter/educator on capoeira

(2019) Booth operator: Estacado High School welcome back event

(2019) Lead capoeira instructor at Lubbock Boys and Girls Club summer day school program

(2019) Volunteer poetry judge for elementary school poetry reading

(2019) Lead capoeira instructor: after school martial arts program at Estacado High School

(2018-2019) Children’s book reader at several elementary schools in Lubbock area

(2017) Grader, Immigrant Scholarship Hustle: Reviewing and consulting with (former) DACA students to help them prepare application and scholarship essays for college

(2015-2017) Volunteer tutor for YMCA: teaching, tutoring, and facilitating workshops for GED classes

(2015) Winter Wonderland Chaperone: YMCA based Christmas youth event

(2013-2014) Contributor to the development of an arts based charter school application and presenter for the Volusia County School Board

(2010-2012) Martial arts instructor to “at risk” Camden County, NJ youth through Lazarus Ministries

(2008-2009) Tutor and advocate for children housed in a women’s shelter