Joshua M. Cruz

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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**

**Book Chapters**

**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.**, Jayasuria, S., Bruhis, N\*. & Kellam, N. (In press). Exploring epistemologies and discourse of students working at the intersection of engineering and the arts. *International Journal of STEM Education.*

**Cruz, J.** (2021). Overcoming Zeno’s Paradox: Using Long Exposure Technology to Capture a Deleuzo-Bergsonian Perspective of Movement. *Qualitative Research*, *21* (1). 42-58.

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

**Cruz, J.** & Corkill, H\*[[1]](#endnote-1). (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.**, 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**

Griffith, L., Clark, N.\*, **Cruz, J.**, Clapp, M.\*, Allen, S\*. & Lawal, I\*. Beyond *Nos Quilombos*: Compulsions & Complications in Sharing Capoeira. Submitted to *Qualitative Research in Sport, Exercise, and Health.*

**Cruz, J**., Clark, N.\*, Griffith, L., Allen, S.\*, Clapp, M.\*, & Lawal, I\*. **(Reject and Resubmit)** (Re)Disciplining Bodies: Capoeira, embodiment, and Foucauldian *ascesis*/counter-conduct in the Boys and Girls Club. (Manuscript in final preparation) Submitting to *Critical Studies in Education*.

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

Anderson, K., Ambroso, E.\*, **Cruz, J.**, & Rodriguez, S\*. **(Revise and resubmit)** Tracing Educators’ Language Ideologies across Discursive Contexts: Complementary Methods for Unpacking Messy Realities. Submitted to *Language and Education*.

**Cruz, J.**, Griffith, L. & Lawal, I\*. **(Revise and Resubmit)** Freeplaying with narrative: A *jogando* method in/as capoeira research. Submitted to *Qualitative Research.*

**Grants work completed**

CH Foundation: $42,887 (**Rejected**). College Preparation through Storytelling: A Mentoring Project.

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

Lead instructor, ELPN Grant: $2,400 (**Awarded**). East Lubbock College-Preparation Mentoring Program.

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

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

Co-PI, NSF IUSE Grant: $300,000 (**Rejected**): Humanities-Driven Science, Technology, Engineering and Mathematics (HDSTEM): Preparing Today’s Students to Address the Grand Challenges

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

Lead Instructor, ELPN Grand: $1,150 (**Awarded**) For teaching capoeira to the Boys and Girls Club

**Academic positions**

**Assistant Professor: College of Education (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: Mary Fulton Teacher’s College (Arizona State University)** Spring Semester, 2017

Responsibilities:

* Developing a 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

**Teaching interests**

Academic Writing

Qualitative Methods

Critical/Cultural Studies in Education

English Education

Teacher preparation

Theory (Foundations, Critical, and Post-structural)

**Conference Presentations**

Cruz, J. (2020). Discussant role for panel “Writing for Research: Perspectives on Mentoring Doctoral Students into Academic Writing and Research in the Field of Literacy.” Literacy Research Association annual meeting, online format.

Anderson, K., Cruz, J., Rodriguez, S. & Yoon, S. (2020). Discursively Constructing ‘Standardized English:’ Enduring Tensions Surrounding Linguistic Diversity in Literacy Education. Paper presented at the Literacy Research Association annual meeting, 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., Cruz, J. & Kuzmac, S\*. (2020). Using Humanities as Context for STEM Empathy Development: A Discourse Analysis. Paper presented at the Association for Engineering Education, Gulf-Southwest Division, Online meeting format **(Awarded best paper recognition)**

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 Narratiology: 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

**Research in progress**

Carrell, J., Cruz, J. & Kuzmack, S. Discourse analysis of student papers in an undergraduate, engineering-humanities hybrid course to determine learning outcomes. Data collected, analysis in progress

Hite, R. & Cruz, J. Exploring museum patrons’ responses to a dinosaur exhibit at the Museum of Texas Tech with the intent of redesigning the exhibit. Data analysis in progress

Cruz, J. & Marsh, J. Actor-network analysis of the role of mission statement in developing a culture of academic success. Data collected, analysis completed, paper forthcoming. Submitting to *Educational Administration Quarterly*

Cisneroz, A. & Cruz, J. Examining how instructor-made videos in an online course fosters feelings of interconnectedness and belonging for students. Data collection and analysis in progress

**DOCTORAL COMMITTEES**

*Chairing*

Kimberly Peters (dissertation)

Jacqueline Ekeoba (proposal)

Tanishia Pride (dissertation)

Christy Williamson (proposal)

Sara Hajek (dissertation)

Anica Cisneros (proposal)

Holly Corkill (proposal)

Holli Gonzales (proposal)

Katherine Mcrae (Still completing coursework)

Lindsay Green (Still completing coursework)

*Committee Member*

Alexandra Magill

Sunny Styles-Foster

Vanessa Stuart

Jessica Spott

Patty Costa (Graduated, PhD)

Sana Yaqobi

Crystal Rose (Graduated, PhD)

Danielle Stewart

Blair O’Connor

Stephanie Millet

Aletha Williams

Ni Wang

Katie Kapp

Carolyn Baum

Chau Nguyen

Paula Szymanski

Paula Richard

**Non-grant Awards and Recognitions**

(2020) Best Paper Award, ASEE Gulf Southwest division

**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**

(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

(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**

(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

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

(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

1. \*Asterisk indicates student author on scholarly work [↑](#endnote-ref-1)