**TEXAS STATE VITA**

**I. Academic/Professional Background**

A. Name: Luz A. Murillo Title: Associate Professor

B. Educational Background

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| *Degree* | *Year* | *University* | *Major* | *Dissertation* |
| Ph.D. | 2001 | University of Arizona | Language, Reading, and Culture.*Minor*Anthropology | Exploring the role of schooling in Arhuaco language and cultural maintenance. |
| M.A.  | 1994 | Universidad del Norte Barranquilla, Colombia | Master of Arts in Community Development | *Thesis*Women’s contributions to the sustainable development of the Ciénega Grande of Santa Marta |
| B. A.  | 1984 | Universidad de CaldasManizales, Colombia | Bachelors of Arts in Family Economies | *Thesis*Intra- and extra-familiar factors in the disintegration of the peasant settlement in Tebaida in the context of Colombian land reform |

C. University Experience

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| *Position* | *University* | *Dates* |
| Associate Professor of Bilingual/Bicultural Education | Texas State UniversitySan Marcos, Texas | 2017 -  |
| Associate Professor of Bilingual/Literacy/Reading Education | University of Illinois, Urbana-Champaign | 2014 – 2017 |
| Associate Professor of Reading | University of Texas Pan American, Texas | 2013 – 2014 |
| Assistant Professor of ReadingLecturer/ResearcherAdjunct Professor Department of Languages & Applied Linguistics and Department of Anthropology.Associate Professor of Education, Development, and Community | University of Texas Pan American, TexasUniversity of Texas at Brownsville.Universidad de las Américas, Puebla, MéxicoInstituto de Educación y Pedagogía, Universidad del Valle, Cali, Colombia | 2007 – 20132006-20072004-20062002-2003 |

1. Teaching Honors and Awards:

Honor. Distinguished Recognition of Scholar-Activism*.* Critical Educators for Social Justice (CESJ) Special Interest Group (SIG) within the American Educational Research Association (AERA), April 2016.

Award. National Council of Teachers of English Research Assembly. Diversity Scholar Award, Tuscaloosa, AL, February, 2012.

Honor. Outstanding Research Award. College of Education, The University of Texas Pan American, December 10, 2010.

Award. C. Bascom Slemp Endowed Faculty Fellow. The University of Texas Pan American. October 22, 2010. $25,000.

Award. Early Scholar of Color Award. Ethnicity, Race and Multilingualism Committee, National Reading Conference, Albuquerque, NM. December 4, 2009.

Award. Provost’s Award for International Studies. University of Texas Pan American, November 18, 2009.

Award. ASPIRE Award for Teaching Excellence. University of Texas at Brownsville, May 17, 2007.

Award. Distinguished Teaching Award, Universidad del Valle, Cali, Colombia, May 2003.

B. Courses Taught:

*Texas State University, San Marcos, Texas*

RDG 3321 *Developmental Reading for EC-6*

RDG 3315 *Assessing Reading & Writing*

RDG 3320 *Integrating Reading & Writing*

*University of Illinois at Urbana-Champaign*

Latin American Studies Educators Workshop, Center for Latin American and Caribbean Studies, June 2016

CI 582 Reading and Writing Across the Curriculum (Master and Doctoral Level)

CI 590 Border and Transnational Theories of Literacy Education (Doctoral level)

CI 595 Independent Study on Education of Immigrants from Latin America (Doctoral level)

CI 477 Methods and Materials of Bilingual/ESL Education (Masters level, online)

CI 471 Principles and Practices for Fostering Independence in Reading (Masters and undergraduate levels)

CI 446 Culture in the Classroom (Undergraduate)

CI 433 Foundations of Bilingual/ESL Education (Graduate. Blended face-to-face/online format)

*University of Texas Pan American, College of Education*

READ 6345 Transnational and Immigrant literacies (Masters Level)

READ 6308. 90L Theoretical Foundations of Reading and Literacy (Masters level on line)

READ 6307 Sociocultural Foundations of Literacy (Masters level)

EDBE 3316 Development of Biliteracy (taught in Spanish)

READ 3323 Reading Acquisition

READ 3325 Cognitive Development and Reading Comprehension

READ 3329 Language Arts Curriculum

READ 3325.90L Cognitive Development & Reading Comprehension (on-line)

READ 4351 Developmental Reading in Secondary Schools.

READ 6320 Writing in the Reading Classroom (Masters level)

READ 6305 Conducting Literacy Research (Masters level)

*University of Texas Brownsville, College of Education*

EDUC 1301 Introduction to the Teaching Profession

EDUC 2301 Introduction to Special Populations

*Universidad de las Américas, Puebla, Mexico*

*Department of Languages and Applied Linguistics*

<http://www.udlap.mx/ofertaacademica/Default.aspx?cvecarrera=LIO>

Introducción a la Cultura Mexicana/Introduction to Mexican Culture

Planificación Lingüística/Language Planning (Masters level)

*Department of Anthropology*

<http://www.udlap.mx/ofertaacademica/Default.aspx?cvecarrera=LAC>

Antropología en Educación/Anthropology and Education

Ethnología de Sur América/Ethnology of South América

*Universidad del Valle Colombia.*

*Instituto de Educación y Pedagogía.*

*Programa de Educación Popular y Educación en Desarrollo y Comunidad.*

<http://iep.univalle.edu.co/iep2007/>

<http://iep.univalle.edu.co/iep2007/>

Educación Popular/Popular Education

Cultura y Organización Comunitaria/Culture and Community Organization

Modelos de Desarrollo y Participación/Models of Development and participation. (Masters level)

Reeducación de Grupos de Alto Riesgo/ Education and Rehabilitation for At-Risk Groups

Investigación y Prácticas Sociopedagógicas/ Research and Social Practices in Education.

C. Graduate Theses/Dissertations, Honors Theses, or Exit Committees

*Texas State University, San Marcos, Texas*

*The University of Illinois at Urbana-Champaign.*

Jim Sosnowski (2016-to present). (Chair, dissertation committee). Language & Literacy

Program, UIUC.

Vivian Presiado (2016-to present). (Chair, dissertation committee). Language & Literacy

Program, UIUC.

Brittany Frieson (2016-to present). (Chair, dissertation committee). Language & Literacy

Program, UIUC.

Laura Valderrama (2015- to 2018) (Chair, dissertation committee). Language & Literacy

Program, UIUC.

Nuñez, Idalia (2016-to 2018). (Member, dissertation committee). Bilingual/Bicultural Education, University of Texas Austin.

*University of Texas Pan American*

Nuñez, Idalia (2012). (Co-chair). *A study of 4th grade students’ writing development through dialogue journaling*. Master in Education in Reading and Literacy, Department of Interdisciplinary Learning and Teaching. College of Education and Human Development, University of Texas at San Antonio.

Waggoner, Lorena (2012). (Committee member). *Negotiating literature discussions in multiple contexts: Talking about books with Latinas in elementary school*. Masters Program in Reading, Department of Curriculum and Instruction, College of Education, the University of Texas Pan American.

Strong, Ann (2012). (Committee member). *A qualitative study of reluctant readers through a book club*. Masters Program in Reading, Department of Curriculum and Instruction, College of Education, the University of Texas Pan American.

*Universidad de las Américas Puebla, Mexico*

María Eugenia de Luna. (2006) (Chair) *Prácticas de lectoescritura en familias inmigrantes mexicanas en Canadá: El papel de las familias como mediador en el ejercicio de prácticas de lectoescritura en casa*. [Family literacy among Mexican immigrants in Canada: The role of families as mediators in home literacy practices]. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla .

Teresa Sullivan (2006). (Co-chair). *A descriptive analysis of literacy practices in the households of three transnational Mexican Families in San Andrés Cholula*. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla.

Christopher Vance. (2005). (Co-chair). *Literacy practices of Mexican fathers and their influence on children’s literacy development*. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla.

Brad Teague. (2004). (Committee member). *A comparative study of attitudes toward literacy: Parents, students, and teachers in a Mexican elementary school*. Maestría en Lingüística Aplicada, Universidad de las Américas, Puebla.

D. Courses Prepared and Curriculum Development

*University of Illinois, Urbana-Champaign*

Sole author, course design

Latin American Studies Educators Workshop, Center for Latin American and Caribbean Studies, June 2016

CI 590 Border and Transnational Theories of Literacy Education (Doctoral level)

CI 446 Culture in the Classroom (Undergraduate/Revamped)

# *University of Texas Pan American*

Sole author, course design

READ 6307 Sociocultural Foundations of Literacy (Masters level)

READ 6345 Transnational and Immigrant literacies (Masters Level)

READ 6320 Writing in the Reading Classroom (Masters level)

READ 6305 Conducting Literacy Research (Masters level)

READ 3325 Cognitive Development and Reading Comprehension (Undergraduate/Revamped)

*Universidad de las Américas, Puebla*

Sole author, course design

Planificación Lingüística/Language Planning (Masters level)

Antropología en Educación/Anthropology and Education (Undergraduate)

Ethnología de Sur América/Ethnology of South América (Undergraduate)

E. Funded External Teaching Grants and Contracts.

2007-2011

*Curricular Assessment for Successful Student Outcomes* (CASSO). National Professional

Development Program (CFDA 84 195 N) invitational priority #2. Principal Investigators Michael

D. Guerrero & Martha Jeanne Yanes. ($1,300,000, 2007-2012). University of Texas

Pan American.

**III. SCHOLARLY/CREATIVE**

A. Works in Print

1. Articles

a. **Murillo, L.A**. Confronting Linguistic Contradictions in a Bilingual Teacher Preparation Program. *Journal of Latinos and Education*.

2. Chapters in Refereed Books:

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| --- |
| Smith, P. H., & **Murillo, L. A**. (2015). Biliteracy and human capital in Texas border colonias. In P. Smith, & A. Kumi-Yeboah (Eds.) *Handbook of research on cross-cultural approaches* *to language and literacy development* (pp. 29-56). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-8668-7.ch002Smith, P. H., **Murillo, L. A**., & Jiménez, R. T. (2009). The social construction of literacy in a Mexican community: Coming soon to your school? In J. Scott, D. Straker, & L. Katz (eds) *Affirming students’ rights to their own language: Bridging language policies to teaching* *practices*. Routledge, pp. 303-318.**Murillo, L. A**. & Smith, P. H. (2008). Cultural diversity: Why it matters in schools and what teachers need to know. In D. Freeman, & Y. Freeman (eds.). *Diverse learners in the mainstream* *classroom.* Portsmouth: Heinemann, pp. 3-30.**Murillo, L. A.** (2007). Zanarwin Awiri Colmena: La enseñanza de la lectura y laescritura en la escuela indígena de Simunurwa. In A. M. Truscott de Mejia & S. Colmenares(eds). *Bialfabetismo. Lectura y escritura en dos lenguas en Colombia.* Cali, Colombia: Universidad del Valle, pp. 39-58.**Murillo, L. A.** (2006). La planificación lingüística: herramienta de resistencia política y cultural de los Indígenas Arhuacos de Colombia. [Local language planning as instrument for political and cultural resistance in Colombia]. In R. Terborg (ed.) *Retos de la política del lenguaje en el siglo XXI*.México: Universidad Autónoma Nacional de México. |

2. Articles

a. Refereed Journal Articles:

**Murillo L. A***.*(2017*).* Aquí no hay pobrecitos:Decolonizing bilingual teacher education in the U.S.-Mexico borderlands. *Diaspora, Indigenous, and Minority Education: An International Journal.* DOI: 10.1080/15595692.2016.1258694

**Murillo, L.A.**,& Schall, J. (2016). “They didn’t teach us well”: Mexican-origin students speak out about their readiness for college literacy. *Journal of Adolescent & Adult Literacy*. doi: 10.1002/jaal.581

Smith, P. H., & **Murillo, L. A.** (2015) Theorizing translanguaging and multilingual literacies through human capital theory, *International Multilingual Research Journal, 9*:1, 59-73, DOI: 10.1080/19313152.2014.985149

Smith, P. H., & **Murillo, L. A.** (2015). Mediating deficit views of Mexican-origin learners with pre-service literacy teachers. *Teacher Education and Practice, 28*, (1), 27-44.

Smith, P. H., & **Murillo, L. A.** (2013). Repositioning biliteracy as capital for learning: Lessons from teacher preparation at the U.S.-Mexico Border. *International Journal of Qualitative Studies in Education, 26*(3), 301-323.

**Murillo, L. A.** (2012).Learning from bilingual family literacies. *Language Arts,* 90(1), 18-29.Selected for republication in the National Center for Literacy Education (NCLE), Literacy in Learning Exchange [http://www.literacyinlearningexchange.org/learning-bilingual-family-literacies](https://outlook.utpa.edu/owa/redir.aspx?C=9fWp9Q-ijUiqRP6M7xJkwSPjD0L4OdEI4sy6gwqnSAXvQRzK8FMiQaFAjmK9awvpcHr5hV78iRk.&URL=http%3a%2f%2fwww.literacyinlearningexchange.org%2flearning-bilingual-family-literacies), April 2, 2014.

Smith, P. H., & **Murillo, L. A.** (2012). Researching transfronterizo literacies in Texas border colonias. *International Journal of Bilingual Education and Bilingualism, 15*(6), 635-651.

http://dx.doi.org/10.1080/13670050.2012.699945 (Special themed issue on “Literacies Crossing Borders”)

**Murillo, L. A.** & Smith, P. H. (2011). “I will never forget that”: Lasting effects of language

discrimination on language minority children and families in Colombia and on the U.S.-Mexico

border. *Childhood Education*, 87(1), 2-9.

**Murillo, L. A.** (2010).Local literacies as counter-hegemonic practices: Deconstructing anti-Spanish ideologies in the Rio Grande Valle. R.T. Jiménez, V.J. Risko, D.W. Rowe, & M.K. Hundley (Eds). 59th *Annual Yearbook of the National Reading Conference,* pp. 276-287.

**Murillo, L. A.** (2009). “This great emptiness we are feeling”: Towards a decolonization of schooling in Simunurwa, Colombia. *Anthropology & Education Quarterly*, *40*(4), 421-437.

Sarmiento-Arribalzaga, M. A., & **Murillo, L.A .** (2009). Pre-service bilingual teachers and their invisible scars: Implications for teacher preparation programs. *Journal of the Southeastern Regional Association of Teacher Educators*, 19(1), 61-69.

Vance, C., Smith, P. H., & **Murillo, L. A.** (2007). Prácticas de lecto-escritura en padres de familia: Influencias en el desarrollo de la lecto-escritura de sus hijos. *Lectura y Vida: Revista*

*Latinoamericana de Lectura, 28*(3), 6-17.

**Murillo, L. A.** (2005). Zarnawin y las abejas. La enseñanza de la lectura en el centro

etnoeducativo de Simunurwa. [Teaching reading in the ethnoeducation center of Simunurwa].

*Lenguas en Contexto,2,*8-14.

**Murillo, L. A.** (2004). Educación de gestión local: La experiencia educativa en una comunidad

indígena Arhuaca. [Education for local action: The educational experience of an Arhuaco

community]. *Estudios de Lingüística Aplicada*, número 39, Universidad Nacional Autónoma de

México, 94-106.

**Murillo, L. A.**, & Smith, P. H. (2000). What you see is not necessarily what you get: English

language learning and the importance of listening to students. *Colombian Applied Linguistics, 2*

(1), 75-86.

b. Non-refereed Articles and Electronic Publications:

Schall, J., & **Murillo, L. A**. (2011 October). Understanding the literate lives of borderland

families: Revaluing our students and their families. Reading in the borderlands. *Reading,*

*literacy and 21st Century literacies in the Rio Grande Valley*.

<http://readingintheborderlands.wordpress.com/>

**Murillo, L. A**. & Schall, J. (2011 October). Understanding the literate lives of borderland

families: Bilingual parents stand up for Spanish-speaking children. Reading in the borderlands.

*Reading, literacy and 21st Century literacies in the Rio Grande Valley*.

<http://readingintheborderlands.wordpress.com/>

Schall, J., & **Murillo, L. A**. (2011 October). Understanding the literate lives of borderland

families: Vernacular literacies. Reading in the borderlands. *Reading, literacy and 21st Century*

*literacies in the Rio Grande Valley*. <http://readingintheborderlands.wordpress.com/>

Schall, J., & **Murillo, L. A**. (2011 September). Understanding the literate lives of borderlands

families: Digital literacies. Reading in the borderlands. *Reading, literacy and 21st Century*

*literacies in the Rio Grande Valley*. <http://readingintheborderlands.wordpress.com/>

Schall, J., & **Murillo, L. A**. (2011 September). Understanding the literate lives of borderlands

families: Religious literacies. Reading in the borderlands. *Reading, literacy and 21st Century*

*literacies in the Rio Grande Valley*. <http://readingintheborderlands.wordpress.com/>

Schall, J., & **Murillo, L. A**. (2011 September). Understanding the literate lives of borderlands

families: Rejecting the deficit perspective. Reading in the borderlands. *Reading, literacy and*

*21st Century literacies in the Rio Grande Valley*. <http://readingintheborderlands.wordpress.com/>

**Murillo, L. A**., & Schall, J. (2011 August). Understanding the literate lives of borderlands

families: An overview of the family literacies project. Reading in the borderlands. *Reading,*

*literacy and 21st Century literacies in the Rio Grande Valley*.

<http://readingintheborderlands.wordpress.com/>

Smith, P. H., & **Murillo, L. A.** (2011 July). Mapping multiliteracy on the U.S. –Mexico

border. *Mappling.com*, website for participatory applied linguistics.

[http://www.mappling.com/blog/month/july-2011]

Smith, P. H., & **Murillo, L. A.** (2007). Understanding (and challenging) overlapping effects of

NCLB and anti-bilingual, anti-immigrant ideologies: Responses from the Rio Grande Valley.

*Bilingual Education Interest Section Newsletter 9*(2), 12-17. Teachers of English to Speakers of

Other Languages.

6. Refereed Book Reviews

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| --- |
| **(**Cole, D., Meadows, B & **Murillo, L.A**. (2013). *Linguistics at School: Language Awareness in Primary and Secondary Education*. Kristin Denham and Anne Lobeck[eds.] Cambridge: Cambridge University Press, 2010. xv , 311 pp. *Journal of Linguistic Anthropology* <http://authorservices.wiley.com/bauthor/default.asp?j>  |

B. Works not in Print

1. Papers Presented at Professional Meetings:

International: Peer-Reviewed:

**Murillo, L. A.** *El Papel del Lenguaje y la Cultura en el Desarrollo de la Lectura: Los Retos de los Contextos Educativos en la Formación de Lectores*. Paper presented at the Coloquio Binacional de Fomento a la Lectura. Sabinas, Coahuila, Mexico, October 3-6, 2018.

**Murillo, L. A.** & Sosnowski, J**.** *The Unfulfilled Promises of Learning English: Language Ideologies in a Prison-based English as a Second Language Program*. Paper presented at the World Education Research Association conference, Cape Town, South Africa, August 3-5, 2018

Smith, P. H., & **Murillo, L. A.** *Biliteracy as human capital: Educators’ and parents’ views of Spanish/English literacy in border colonias*. Paper presented at the American Association of Applied Linguists/ Canadian Association of Applied Linguistics, Toronto, Canada, March 21-24, 2015.

**Murillo, L. A.** *Imagining a humanist education with bilingual teachers on the U.S.-Mexico border*. Paper presented at the 59th Conference of the Comparative and International Education Society, Washington, DC, March 8-13, 2015.

Torres, M.,& **Murillo, L. A.** *Education research for social justice: When corporations rule the world, knowledge is not enough*. Paper presented at the Inaugural International Conference: Education for Social Justice of the Reading for Life Association, Uppsala, Sweden, November 2013.

**Murillo, L. A.** *Educación bilingüe: Una pedagogía culturalmente responsable para los estudiantes inmigrantes Latinos en Estados Unidos***.** Paper presented at VII Congreso Internacional Catedra UNESCO Lectura y Escritura: Continuidades, rupturas y reconstrucciones Lectura, escritura e inmigración. Córdoba, Argentina, November 2013.

**Murillo, L. A.** *Community and Family Literacy/Math practices*. Paper presented at the International Research Forum of the National Association of African American Studies & Affiliates, Daemen College, NY, April 2013.

**Murillo, L. A.** *Creating pedagogies of hope in Texas border colonias.* Paper presented at the Annual Conference of the American Anthropological Association, Montreal, Canada, November 2011.

**Murillo, L. A.**  *Literacy, language and culture: Implications for indigenous schooling in Colombia*. Paper presented at the Primeras Jornadas de Lenguas en Contacto. Universidad Autónoma de Nayarit, Tepic. Mexico, May 2011.

**Murillo, L. A**., Smith, P. H., & Schall, J. *Leading and learning literacy in three countries: Colombia, Mexico and the United States***.** Paper presented at 23rd IRA World Congress on Reading. Leading and Learning in Literacy. Auckland, New Zealand, July 2010.

**Murillo, L. A.** *Actitudes de los futuros maestros bilingües del Valle del Rio Grande de Texas hacia el desarrollo de la lectura y la escritura en español.* Paper presented at the Quinto Congreso Internacional de la Cátedra UNESCO para el Mejoramiento de la Calidad y Equidad de la Educación en América Latina, con Base en la Lectura y la Escritura. Caracas, Venezuela, June 2009.

**Murillo, L. A.,** & Sarmiento, M. *Cuéntanos tu historia: Autobiografías como pedagogías de sanación para estudiantes Latinos en Estados Unidos*. Paper presented at the Jornadas, 30 Años de Lectura y Escritura en América Latina. Universidad Nacional de la Plata, Buenos Aires, Argentina, March 2009.

**Murillo, L. A.** *A comparison of literacy and language identity in indigenous communities in Colombia and Mexico*. Paper presented at the World Congress of the International Institute of Sociology, Stockholm, Sweden. July 2005.

Smith, P. H., **Murillo, L. A**., & Jimenez, R. T. *The social construction of literacy: México profundo, México transnacional*. Paper presented at the 14th World Congress of Applied Linguistics Madison, Wisconsin, July 2005.

**Murillo, L. A.** *Women, education and sustainable development*. Paper presented at the 4th World

Congress of Action Research, Action Learning and Process Management, and 8th Congress of

Participatory Action-Research. Cartagena, Colombia, June 1997.

## National Peer-Reviewed

**Murillo, L. A**. *Decolonizing language and literacy in a prison educational program*. Paper presented at the annual conference of the Literacy Research Association, Indian Wells, CA,

November 28th to December 1st, 2018.

**Murillo, L. A*.*** *(Not) challenging the “Language gap”: Official and unofficial practices in an early childhood program*. Paper presented at the annual conference of the Literacy Research Association, Tampa, FL, December 1-3, 2017.

**Murillo, L. A**. & Sowsnoski, J. *Incarcerated languages: Translanguaging as liberatory ESL pedagogy in a prison setting*. Paper presented at the annual conference of the American Association for Applied Linguistics, Portland, OR, March 18-20, 2017

**Murillo, L. A**. *Language differences and the construction of school failure for immigrant children in central Illinois*. Paper presented at the annual conference of the American Anthropological Association, Minneapolis, MN, November 16-20, 2016.

**Murillo, L. A.** *Common Sense or nonsense? The work of emergent bilingual children and teachers amidst contradictory language ideologies.* Paper presented at the conference of the American Educational Research Association, Washington D.C., April 8-12, 2016.

**Murillo, L. A**. *Fronterizo Anthropology: Ethnographic investigations along the US-Mexico borderlands*. Paper presented at the annual conference of the American Anthropological Association, Denver, CO, November 23-24, 2015.

**Murillo, L. A***. Literacy research as a struggle for equity: The use of ethnographic case studies in literacy education classes.* Paper presented at the annual conference of the Literacy Research Association, San Diego, CA, December 1-5, 2015.

**Murillo, L. A**. *Literacy teaching and learning practices across global communities*. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA, December 1-5, 2015.

Smith, P. H., & **Murillo, L. A**. *Págame/Pay Me: Simbolismo económico de las veladoras transnacionales*. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA, December 1-5, 2015.

**Murillo, L. A.** *Language, literacy, and justice in the education of Mexican-origin**university students.* Paper presented at the conference of the American Educational Research Association, Chicago, IL, April 16-20, 2015.

**Murillo, L. A.** *Choosing and using culturally-relevant Spanish/English bilingual books.* Paper presented at the 2015 Tucson Festival of Books. Tucson, Arizona, March 14, 2015.

**Murillo, L. A** Pre-service bilingual teachers’ linguistic homogenization on the U.S Mexico-Borderlands. Paper presented at the XVIII Congreso La Frontera: Una nueva concepción cultural. Tempe/Phoenix, Arizona, February 2014.

**Murillo, L. A.**, & Schall, J. *“They didn’t teach us well” Helping Mexican-origin university students develop academic literacies.* Paper presented at the 63rd Annual Literacy Research Association Annual Conference. Dallas, December 2013.

Torres, M., Hernandez, A., Ruiz, M., **Murillo, L. A**., & Araujo, B. *To Latinas “advancement” requires systemic changes as well: Testimonios of Latina scholars*. Paper presented at the 39th Annual Fall Conference Research on women and education. American Educational Research Association SIG. Las Cruces, NM, October 2013.

Smith, P.H., & **Murillo, L.A**. *Poverty and financial literacies in Texas Border colonias.* Paper presented at the conference of the American Educational Research Association, San Francisco, CA, April-May 2013.

Smith, P. H., & **Murillo, L. A.** *Reading and writing the Borderlands: Biliteracy as human capital in a globalizing world.* Paper presented at the conference of the American Association for Applied Linguistics, Dallas, TX, March 2013.

**Murillo, L. A**., & Ortega, C. “They didn’t teach us well” Helping Mexican-origin university students develop academic literacies. Paper presented at the Annual National Council of Teachers of English Assembly for Research, The Ohio State University, February 2013.

**Murillo, L.A**. *Connecting families and schools through math literacy: A Funds of Knowledge project on the U.S.-Mexico border.* Paper presented at Annual National Council of Teachers of English Assembly for Research, Tuscaloosa, AL, February 2012.

**Murillo, L. A.** *Promoting biliteracy development with children and parents in border colonias: A case study approach to teacher preparation*. Paper presented at the 61st Annual Conference of the Literacy Research Association, Jacksonville, FL, December 2011.

**Murillo, L. A.** & Smith, P. H. *Seeking pedagogies of hope in a Texas border colonia.* Paper presented at the annual conference of the American Education Research Association, New Orleans, LA, April 2011.

Smith, P. H., & **Murillo, L. A.** *Mapping the linguistic landscape of Mexican transnational communities.* Paper presented at the annual conference of the Literacy Research Association, Fort Worth, TX, December 2010.

Smith, P. H., & **Murillo, L. A**. *The complex ecologies of transidiomatic advertisements in a globalizing community*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, Colorado, May 2010.

Daniels, M., Schwartzer D., Taylor S., Cohen S., Smith, P. H., & **Murillo L. A**. *Teacher self-development via investigative research based multilingual teaching and learning*. Institute Workshop at the Annual Conference of the International Reading Association. Chicago, IL, May 2010.

Smith, P. H., & **Murillo, L. A.,** & Sarmiento, M*. Rompiendo el ciclo del lingüicismo: Language and literacy autobiographies as counter-pedagogy*. Paper presented at the Annual Meeting of the National Association for Bilingual Education. Austin, Texas, February 2009.

Sarmiento, M., & **Murillo L. A***. Tell me your story: Language and literacy Autobiographies as healing pedagogies for Latino educators*. Paper presented at the National Association of African American Studies. Baton Rouge, Louisiana, February 2009.

**Murillo, L. A.**, & Smith, P. H. *Through other lenses, darkly: Understanding biliteracies across regional and disciplinary boundaries*. Presented at the American Education Research Association Annual Conference. San Diego, California, April 2009.

Schall, J., Ostorga, A., & **Murillo, L. A**. *“Spanish is good, but English is better”:The cultural and professional development of bilingual teachers*. Paper presented at the National Reading Conference Annual Meeting. Albuquerque, New Mexico, December 2009.

**Murillo, L. A***. “A language makes a person who they are”: Pre-service teachers’ attitudes towards Spanish and Spanish literacy in the Rio Grande Valley*. Paper presented at the 107th Annual Meeting, American Anthropological Association. San Francisco, California, November 2008.

**Murillo, L.A** with Cristina Rivera *“They see us as unworthy”: Future teachers (de)construct*

*identities as Mexican, women, and farm workers in the Rio Grande Valley*. Paper presented at the

106th Annual meeting of the American Anthropological Association. Washington, DC,

November 2007.

Smith, P. H., **Murillo, L. A**., &Jimenez, R. T.  *The social construction of literacy in a Mexican*

*community: Coming soon to your school?* With. Paper presented at the annual meeting of the

National Council for Teachers of English, Roundtable on Students’ Right to Their Own

Language: Multiple Voices Linking Theory, Research, Policy, and Practice, New York City,

November 2007.

Smith, P. H., & **Murillo, L. A**. *¡Los Mexicanos sí leen y escriben! El uso de textos comunitarios como recurso didáctico en la enseñanza de la lectoescritura.* [Mexicans do read and write! The use of community texts as tools for teaching writing]. Paper presented at the XIII Encuentro Binacional de Educación. Matamoros, Mexico, October 2006.

Smith, P. H., & **Murillo, L. A**. *Report to the Working Group, Transnational Literacy Researchers*. Paper presented at the Center of the Americas Meeting, Vanderbilt University. Benemérita Universidad Autónoma de Puebla, October 2005.

**Murillo, L. A**. *Políticas del lenguaje en familias de origen indígena.* [Language policies in families of indigenous origin. Paper presented at the Segundo Simposio sobre Política del Lenguaje. Universidad Nacional Autónoma de México. August 2005.

**Murillo, L. A**. *Conexiones entre la migración transnacional y la lectoescritura en México*. [Connections between international migration and literacy in Mexico]. Paper presented at the VIII Congreso Nacional de Lingüística, Asociación Mexicana de Lingüística Aplicada*.* Puebla, México. May 2005.

**Murillo, L. A**. *Contrasting family and school literacies in a case of México Profundo*. Paper presented at the 26th Ethnography in Education Forum, University of Pennsylvania, Philadelphia. February 2005.

**Murillo, L. A**. *Loss and resistance: Language, place, and identity among the Arhuaco Indians*. IX Foro de Lingüística Aplicada, Departamento de Lenguas, Universidad de las Américas, Puebla. May 2004.

**Murillo, L. A.** *Education for local action: The educational experiences of the Arhuaco community in Simunurwa, Sierra Nevada de Santa Marta*. Benemérita Universidad Autónoma de Puebla, Invited lecture to students in the Doctoral Program in Language Sciences, October 2003.

**Murillo, L. A** *Educación de gestión local: El caso de la experiencia educativa en la*

*comunidad arhuaca de Simunurwa, Sierra Nevada de Santa Marta*. Paper presented at the Tercer

Congreso Universitariode Etnoeducación, Universidad Distrital Francisco José de Caldas,

Bogotá, June 2003.

**Murillo, L. A.** *La Planificación Lingüística: Herramienta de Resistencia Política y Cultural de*

*los Indígenas Arhuacos de la Sierra Nevada de Santa Marta, Colombia*. [Language Planning:

Tool for political and cultural resistance by the Arhuaco Indians]. Paper presented at the Primer

Simposio Sobre Política del Lenguaje. Política del Lenguaje en el Siglo XXI, Universidad

Nacional Autónoma de México, México, D.F., April 2003.

**Murillo, L. A.***. Zarnawin Awiri kolmena. La enseñanza de la lectura y la escritura en el grado*

*segundo de la escuela indígena de Simunurwa, Resguardo Arhuaco Sierra Nevada de Santa*

*Marta* [Zanarwin Awiri Kolmena: Teaching reading and writing in a second-grade classroom in

Simunurwa]. Paper presented at the Tercer Simposio Nacional sobre Bilingüismo y Educación

Bilingüe “Bialfabetismo: lectura y escritura en dos lenguas”. Cali, Colombia. September 2002.

**Murillo, L. A.** *Language and ethnography*. Paper presented at the Fifth Round Table on Issuesin

Applied Linguistics. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia.

November 2000.

**Murillo, L. A.** *Cross-cultural narratives, literacies and power: Border stories: The Arhuaco*

*Indian Vicencio Torres Márquez and the power of his narrative*. Paper presented at the National

Council of Teachers of English. Stories in the Classroom: Narration as Knowledge. Tucson,

Arizona, May 2000.

**Murillo, L. A.** *Colonial legacies and ideologies of schooling among the Arhuaco.* American

Anthropological Association Annual Meeting.Chicago, November 1999.

Regional: Peer Reviewed

**Murillo, L. A.**, & Schall, J. *“They didn’t teach us well” Helping Mexican-origin university students develop academic literacies.* Paper presented at the 7th Annual Research Conference

College of Social and Behavioral Sciences *Educating Our Communities: The Science, Politics, & Pedagogy of Education in a* *Changing World.* University of Texas Pan American, Edinburg, TX, April 2013.

Farruggio, P., Ostorga, A., Guerrero, M., & **Murillo, L. A.** *Responses of Chicana teachers to oppressive school policies*. Panel presentation at the National Association for Chicano and Chicana Studies, Tejas Conference, Community-Based Pedagogies, Scholarship, and Activism, University of Texas Pan American, Edinburg, TX, February 2013

**Murillo, L. A.** *Literacy research with transnational families as teaching against the tides*. Paper presented at the College of Social & Behavioral Science Sixth Annual Research Conference. The University of Texas Pan American. Edinburg, TX, April 2012.

**Murillo, L. A.** *Promoviendo el desarrollo de la biliteracidad en nuestros hogares: Lo que los padres pueden hacer.* Family literacy workshop presented at the Annual Conference of the Texas Assocation for Bilingual Education, McAllen, TX, October 2011.

Smith, P. H. & **Murillo, L. A.** *We’re all applied linguists now: Literacy educators mediating the academic development of emergent bilinguals*. Featured talk at the 18th Annual BEEMS Conference (Bilingual Educators Emphasizing and Mastering Standards), University of Texas at El Paso. March 2011.

Smith, P. H., & **Murillo, L. A.** Linguicism and counter-pedagogies for teaching Chican@ students. Paper presented at the NACCS-Tejas Regional Conference, South Texas College, February 2008.

Smith, P. H., & **Murillo, L. A.**  *Research report on transnational literacies in a Mexican community.* Paper presented at the *5th* Annual Border Literacy Conference. Sabal Palms Writing

Project/University of Texas at Brownsville, October 2007.

2. Invited Talks, Lectures, and Presentations:

International

National

**Murillo, L. A.** *Deconstructing the “Language Gap” for bilingual and multilingual learners in an early childhood program*. keynote at the Research SIG, Albuquerque, NM, March 2, 2018.

State

Murillo, Luz. A (February-2017). *Language Differences and The Construction of School Failure Success for Multilingual/Multicultural Learners.* Center for Latin American and Caribbean Studies,

Regional

3. Consultancies:

Member of the Advisory Board NSF project(2018 to present) *Enhancing Engineering Understanding in K-5 Bilingual Programs: Advocating for Latinx in Engineering Careers*

4. Workshops:

*Apoyando la lectura y la escritura en nuestros hogares* (Supporting children’s reading and writing at home). Family literacy workshop for Spanish-speaking parents. Champaign Unit 4 Schools, Champaign, IL, October 1, 2015.

*Teaching against linguicism.* Workshop for PK-12 educators. Champaign Unit 4 Schools,

Champaign, IL, September 17, 2015.

*Developing Language & Literacy with Young Migrant Children.* Workshop for early childhood educators*.*Rantoul Multicultural Community Center, Rantoul, IL,

June 15, 2015.

Spanish Literacy Tutor, Garden Hills Elementary School After-School Program,

Champaign Unit 4 Schools, Champaign, IL, 2014-2015.

*Apoyando la lectura y la escritura en nuestros hogares* (Supporting children’s reading and writing at home). Family literacy workshop for Spanish-speaking parents. Champaign Unit 4 Schools, Champaign, IL, October 1, 2015.

*Teaching against linguicism.* Workshop for PK-12 educators. Champaign Unit 4 Schools,

Champaign, IL, September 17, 2015.

Spanish Literacy Tutor, Garden Hills Elementary School After-School Program,

Champaign Unit 4 Schools, Champaign, IL, 2014-2015.

*Developing Language & Literacy with Young Migrant Children.* Pro-bono workshop for early childhood educators*.*Rantoul Multicultural Community Center, Rantoul, IL,

June 15, 2015.

Spanish literacy tutor (second grade) Garden Hills Elementary School. Champaign, IL. Fall

2014.

*La importancia del desarrollo de la lecto-escritura: Lo que los padres pueden hacer desde*

*que los hijos nacen*. Family workshop with 200 parents in Hidalgo ISD. Hidalgo, TX, December

2011.

*Apoyando el desarrollo de la matemática en el hogar a través de la lectura y la escritura.* Family Literacy Workshops at the Festival of International Books and Arts (FESTIBA), University of Texas Pan American. With Zulmaris Díaz, April 2011.

*Apasionados por la lectura.* Family Literacy Program. <http://www.aplprogram.org/> I advised the

program directors and developed and delivered pro-bono workshops for participating parents.

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| 5. Other Works not in Print: |

C. Grants and Contracts

1. Funded External Grants and Contracts:

2011-2013

*College Literacy Academic Success Initiative* (CLASI) awarded by the Texas Grants Public Benefit Grant Program for two years of funding at $246,378. In collaboration with the UTPA Office of Student Support Services. University of Texas at Pan American.

 **IRB# 2012-007-01** Principal Investigator Luz A. Murillo

*Reading is Fundamental Family Literacy Grant*. ($8,000). In collaboration with the Progeso, Colonias Community Center, Progreso, TX.

2. Submitted, but not Funded, External Grants and Contracts:

2009

*A study of people involved in transnationalizing literacy practices*. (National Science Foundation, ($450,000). In collaboration with the Transnational Literacy Researchers Work Group, Vanderbilt University.

2008

*Reading and writing in Spanish in an indigenous bilingual school in Colombia.* Grant application

to the Faculty Research Grant Program. ($4,320). Faculty Research Council, University of Texas

Pan American

3. Funded Internal Grants and Contracts:

*University of Illinois, Urbana-Champaign*

2016-2017

Illinois International Programs IIP International Research Travel Grant *Understanding cultural and linguistic practices in the schooling of indigenous immigrants from Guatemala,* $2000. University of Illinois at Urbana-Champaign.

2015-2016

Center for Latin American and Caribbean Studies. *Understanding cultural and linguistic practices in the schooling of indigenous immigrants from Guatemala,* $1,800. University of Illinois at Urbana-Champaign.

Chancellor’s Public Engagement Student Fellow Grant with an undergraduate student *Latino High School Students’ Self-Cultural Awareness,* $1,000. University of Illinois at Urbana-Champaign.

*University of Texas Pan American*

2012-2013

Undergraduate Research Initiative (URI) awarded by the University of Texas Pan American,

$2,000

2010-2011

*Connecting families and schools through reading and math.* University of Texas Pan American Summer Research Initiative, $8,000. Principal Investigator Luz A. Murillo. **IRB #2010-061-06**.

*University of Texas, Brownsville*

2006

*Documenting diversity in local schools: Transforming field experience into professional*

*knowledge*. Faculty Mini-grant, Center for Civic Engagement, University of Texas at

Brownsville/Texas Southmost College ($650). Principal Investigator Luz A. Murillo.

*Universidad de las Américas, Puebla*

2004-2006

*Construcción social de lectores y escritores en México: Estudio etnográfico de escuelas primarias y su entorno comunitario* [The social construction of readers and writers in Mexico: An ethnographic study of primary schooling and community]. Consejo Nacional de Ciencia y Tecnología (CONACyT), Mexico. Principal Investigator, Patrick H. Smith Grant #41140. (US$ 65,000).

D. Fellowships, Awards, Honors:

**IV. SERVICE**

A. Institutional *University of Illinois, Urbana-Champaign*

Chair, Diversity, Equity, and Multicultural Education Committee, College of Education, 2016- to

present.

Member, Equal Opportunity and Inclusion Committee, University Faculty Senate, 2016 to present

Member, Executive Committee Center for Latin American and Caribbean Studies, 2015 to present

Affiliate Faculty, Department of Latina/o Studies

Member, Diversity, Equity, and Multicultural Education Committee, College of Education, 2014- 2016

Reviewer for UIUC College of Education Graduate Student Conference, Spring, 2015

Mentor for a James Scholar student, Spring, 2015 to present

*Service at the University of Texas Pan American*

University Writing Center Hiring Committee, June, 2013

FESTIVA faculty escort for writers Winfred Conklin and Gwendolyn Zepeda to Diaz Villareal

Elementary School, March 20, 2013.

Chair of the Roundtable “Latinas in the fight for the inclusion of the Mexican American history

and culture in education in South Texas, at the National Association for Chicana and Chicano

Studies NACCS Tejas Conference, Edinburg, 2013.

Mexican American Studies Faculty Affiliate, 2012-2013.

The University of Texas Pan- American. Undergraduate Research Initiative Advisory Board

Member, 2013.

Chair, Student Code Of Conduct Committee, 2013-14.

Grand Marshall, College of Education and College of Health Sciences and Human Services, Fall 2012.

College of Education Representative, Faculty Research Council. 2012-2014.

Member, Executive Committee, Academic Senate. 2012-2014.

Member, Ad-Hoc Committee on Proportional Representation in the Senate. 2012-2013.

Attended**.** *El Retorno. Gloria Anzaldua’s geographies of the soul***.** Mexican American Studies. The University of Texas Pan American. Edinburg, TX, May 2012.

Attended**.** Festival of International Books and Arts. Librarians and Educators day. The University of Texas Pan American. Edinburg, TX, March 2012

Tutor Training Program 2011-2012, College Reading and Learning Association/University

Writing Center, University of Texas Pan American.

Senator, Academic Senate*.* Elected in Spring 2010 to serve a three-year term as College of Education representative.

Member, Regent’s Teaching Award Nomination Committee. Spring 2009.

3. Department/School

*University of Illinois, Urbana-Champaign*

*Service to the College of Education*

*University of Texas Pan American*

Diversity, respect, and open-mindedness. Session presented at the *Fitness to Teach Academy, a professional induction for pre-service teachers*, May 31, 2013.

Helping recruit new students at the UTPA Expo, March 29, 2013.

Member of the Committee on Clinical Faculty Criteria, Spring 2013.

Co-Master of Ceremony College Graduate Hooding Ceremony Spring 2012

Member, Scholarship Committee.January 2009- January 2013.

Admissions Committee, Doctoral Program in Educational Leadership College of Education, Spring 2009.

*Service to the Department of Curriculum and Instruction*

Graduate Reception/Recruitment Social Planning for the Reading and Literacy M.Ed. Program,

with Dr. Janine Schall, May 2, 2013.

Oral language interviews for applicants to the Reading Specialist Option of the Reading and

Literacy M.Ed. program, Spring 2013

Certificate of appreciation, Bilingual Education Student Organization (BESO), University of

Texas Pan American. “Documenting Family Literacy/Biliteracy Practices in the RGV.” May

2012.

Member, Continuing Education Committee, 2010-2013.

Member, Search Committee for Faculty Position in Early Childhood, Fall 2011.

1. Professional:

Proposal reviewer

American Educational Research Association AERA

Proposal reviewer

Council of Anthropology & Education and Association of Latina & Latino Anthropology

Proposal Reviewer

World Education Research Association

1. Community:

*Reading Enrichment Program* at Centro Cultural Hispano de San Marcos. September 2018 to present.

Spanish Literacy Tutor, Plum Creek Elementary School Lockhart ISD, TX, 2018 to present

*Apoyando la lectura y la escritura en nuestros hogares* (Supporting children’s reading and writing at home). Family literacy workshop for Spanish-speaking parents. Champaign Unit 4 Schools, Champaign, IL, October 1, 2015.

*Teaching against linguicism.* Workshop for PK-12 educators. Champaign Unit 4 Schools,

Champaign, IL, September 17, 2015.

*Developing Language & Literacy with Young Migrant Children.* Workshop for early childhood educators*.*Rantoul Multicultural Community Center, Rantoul, IL,

June 15, 2015.

Spanish Literacy Tutor, Garden Hills Elementary School After-School Program,

Champaign Unit 4 Schools, Champaign, IL, 2014-2015.

*Apoyando la lectura y la escritura en nuestros hogares* (Supporting children’s reading and writing at home). Family literacy workshop for Spanish-speaking parents. Champaign Unit 4 Schools, Champaign, IL, October 1, 2015.

*Teaching against linguicism.* Workshop for PK-12 educators. Champaign Unit 4 Schools,

Champaign, IL, September 17, 2015.

Spanish Literacy Tutor, Garden Hills Elementary School After-School Program,

Champaign Unit 4 Schools, Champaign, IL, 2014-2015.

*Developing Language & Literacy with Young Migrant Children.* Pro-bono workshop for early childhood educators*.*Rantoul Multicultural Community Center, Rantoul, IL,

June 15, 2015.

Spanish literacy tutor (second grade) Garden Hills Elementary School. Champaign, IL. Fall

2014.

*La importancia del desarrollo de la lecto-escritura: Lo que los padres pueden hacer desde*

*que los hijos nacen*. Family workshop with 200 parents in Hidalgo ISD. Hidalgo, TX, December

2011.

*Apoyando el desarrollo de la matemática en el hogar a través de la lectura y la escritura.* Family Literacy Workshops at the Festival of International Books and Arts (FESTIBA), University of Texas Pan American. With Zulmaris Díaz, April 2011.

*Apasionados por la lectura.* Family Literacy Program. <http://www.aplprogram.org/> I advised the

program directors and developed and delivered pro-bono workshops for participating parents.

**Service at Universidad del Valle, Cali, Colombia**

Member, Colombian National Commission for the Design of a Doctoral Program in Education and Cultural Diversity.

Research Project Evaluator, Colombian Institute for the Development of Science and Technology (COLCIENCIAS).

Conference service

Member

Member of the Oscar Causey Award Committee, Literacy Research Association, 2015 to 2018

Member of the J. Michael Parker Award Committee, Literacy Research Association, 2016-2019

Council of Anthropology & Education

World Education Research Association.

**Murillo, L.A**. Symposium Chair. *Latinas in the fight for the inclusion of Mexican American history and culture in education in South Texas*. National Association for Chicano and Chicana Studies, Tejas Conference, Community-Based Pedagogies, Scholarship, and Activism, University of Texas Pan American, Edinburg, TX, February 2013.

**Murillo, L.A.**, Garza, S & Landeros, C. *Documenting family literacy and biliteracy practices in the Rio Grande Valley*. 5th Annual New Teacher Conference, University of Texas-Pan American. February 2011.

**Murillo, L.A.** Invited Discussant for panel presentation *"Que luchen bastante”: Developing transgenerational participatory research with immigrant communities.* First Triennial Conference on Latino Education and Immigrant Integration. University of Georgia, October 2009.

**Murillo, L.A.** *Educating: Developing with our undergraduates*. With Teresa Garcia, Michelle Alvarado, Ernesto Ramirez, Mariana Campos Montoya, Amanda Flores, Susie Griffin, Jessica Lavariega-Monforti & Juan Bustamante. Social Justice & Peace Conference, Conceptualizing In/Justice: Images/Voices of Resistance. UTPA Criminal Justice Department and the College of Social and Behavioral Sciences and the College of Education. University of Texas Pan American, May 2009.

**Murillo, L.A***. From theory to practice. Using reading aloud and environmental print to promote*

*reading in the classroom*. With Johanna González, Brenda de León, Idalia Núñez &

Alyssa Treviño. Paper Presented at the Kappa Delta Pi Third Annual New Teacher

Conference, University of Texas-Pan American. January 2009.

Smith, P.H., & **Murillo, L.A.** *Teaching against linguicism: Developing culturally responsible*

*pedagogies in the Rio Grande Valley*. Paper presented at “Conversations with Authors” series,

Sabal Palms Writing Project, University of Texas at Brownsville, March 2008.

**Murillo, L.A.**, & Smith, P.H. *El uso de textos comunitarios como recurso en la enseñanza de la*

*lectoescritura.* Paper Presented at the Kappa Delta Pi Second Annual New Teacher Conference,

University of Texas-Pan American, March 2008.

**Murillo, L.A.** *Tlamachiliztli*, *Roundtable presentation on indigenous education in Latin America* Universidad de las Américas, Puebla. Department of Anthropology, Third Festival of Indigenous Cultures. January 2005.

**Murillo, L.A**.*Research methods in language planning*. Paper presented at the Colloquia en Lingüística Aplicada. Universidad de las Américas, Puebla, Departamento de Lenguas, November 2004.

**Murillo, L.A.** *Language planning as a tool for political and cultural resistance*. Paper

presented at the Coloquio en Lingüística Aplicada, Universidad de las Américas, Puebla,

Departamento de Lenguas, October 2003.

**Murillo, L.A.** Language, Reading, and Culture Annual Colloquy. *The Arhuaco Community and*

*Processes of Ethno-education*, Tucson, Arizona. February 1998.

D. Service Honors and Awards: