

Carla A. McNelly, Ph.D.

Indianapolis, Indiana 46237

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June 2026

EDUCATION

Ph.D. Critical and Socio-cultural Studies in Education, Education Studies, University of Oregon,
June 2014 inaugural cohort. Dissertation: *Language Learning Experiences and Perspectives of
Stakeholders in the Community of Flowers Bay, Roatan, Honduras*. Chair: Dr. Edward M. Olivos.
M.A. International Studies, University of Oregon, June 2006. Final Project: *The Health Care System
of Honduras: A Personal Look* (Spanish and English version). Chair: Dr. Robert Proudfoot.
B.A. Romance Languages and Literatures (Spanish & Italian), University of Oregon, June 2001
B.A. Computer Science, Indiana State University, May 1985

PROFESSIONAL APPOINTMENTS

Conexiones Squared LLC, Director, January 2021 – present
Indianapolis Public Schools Dual Language Coach July 2025 - present
Indianapolis Public Schools, ENL and Heritage Spanish Teacher July 2021 – June 2025
Georgia State University, Instructor, August 2020 – present
University of North Texas, Instructor, August 2022 – December 2022
Indiana University Purdue University Indianapolis (IUPUI), Instructor, July 2021 – August 2022
Indianapolis Public Schools, Love of Reading Family & Community Educator, April 2020 – June 2021
Purdue University, Post-Doctoral Research Assistant, Leveraging and PUEDE, July 2019 - January 2020
Georgia State University, Post-Doctoral Research Associate, ESCUELA, July 2018 - June 2019
Iowa State University, Post-Doctoral Research Associate, ISU 4U Promise, July 2015 - June 2018

PUBLICATIONS

Aydarova, E., Newcomer, S., McNelly, C., Nuñez-Janes, M., & Villenas, S. A. (2022). The Imperative for
Social Foundations Revisited: A Technical Comment on Warren and Venzant Chambers
(2020). *Educational Researcher*. <https://doi.org/10.3102/0013189X211024152>.

McNelly, C.A. & Dolsa, G.M. (2021). Raising the Voices of Bilingual/Multilingual Educators.
Anthropology News website, September 17, 2021.

McNelly, C. (2020). We Are in This Together! Creating a Learning and Support System for Youth
Facilitators. Publication #3. In J. Rongerude, K.R. Bruna, K. Greder, & C. McNelly (Eds.), *Design
Dialogues How-to Series*, DDC 0001D, Iowa State University, Ames, Iowa.

McNelly, C. & Rongerude, J. (2020). Let's work together! Creating a learning partnership that works.
Publication #1. In J. Rongerude, K.R. Bruna, K. Greder, & C. McNelly (Eds.), *Design Dialogues How-
to Series*, DDC 0001B, Iowa State University, Ames, Iowa.

Rongerude, J., Richardson Bruna, K., Greder, K., and McNelly, C. (2020). *Design Dialogues How-to Series*,
DDC 0001A–0001K, Iowa State University, Ames, Iowa.

- Bruna, K., **McNelly, C.A.**, Greder, K., & Rongerude, J. (2020, May 3). Youth Dialogue and Design for Educational Possibility: Eliciting Youth Voice in Community Development. *Journal of Community Practice*. 28.
- Bruna, K. R., **McNelly, C. A.**, & Rongerude, J. (2019, November 08). Who takes the cake in community and economic development? 'Going along' with metaphor to problematize the collective impact of a place-based promise programme. *Ethnography and Education*, 1-16.
- Valladares, O.A. & **McNelly, C.A.** (2019). Scrutinizing a case of Brujería in colonial Honduras and its present-day implications. Xavier, L.O., & Dominguez Avila, C.F. (Eds). *Politica, Cultura e Sociedade Na America Latina: estudos interdisciplinares e comparativos, Volumn 6*. Curitiba, Brazil: Editora CRV.
- McNelly, C.A. (2018). Language as a Problem, a Right, and a Resource: A Model of Assessing the Sociocultural Integration of Bilingual Education Programs. Xavier, L.O., & Dominguez Avila, C.F. (Eds). *Politica, Cultura e Sociedade Na America Latina: estudos interdisciplinares e comparativos, Volumn 5*. Curitiba, Brazil: Editora CRV.
- Richardson Bruna, K., Farley, J., **McNelly, C.A.**, Sellers, D., & Johnson, R. (2017, December). If we build it, will they come?: Fielding dreams of college access. *Journal of Higher Education Outreach and Engagement* 21(4).
- McNelly, C.A., Dawson, C.A., & Richardson Bruna, K. (2016). Lady Researchers: Mapping Urban Community and Learning Spaces. At *Building Bridges, Dialogue, and Opportunity*. Fifteenth Annual Cambio de Colores (Change of Colors) Conference Proceedings. Columbia, Missouri.
- McNelly, C.A. (2016). Review of Muñoz, K.L. (2014). Transcribing Silence Culture, Relationships, and Communication. For publication in *Anthropology and Education Quarterly*. 47(1).
- McNelly, C.A. (2016) Language Learning Perspectives and Experiences of Black English Speaking Stakeholders in the Community of Flowers Bay, Roatan, Honduras. Alvarez V, J.A., Amanti, C., Keyl, S., & Mackinney, E. (Eds). *Qualitative Research Approaches: Critical Views on Teaching and Learning Global Englishes*. (Chapter 5, pp. 69-84). Charlotte, NC: Information Age Publishing.
- McNelly, C.A. (2015). Language Learning Policy Through the Lens of Language as a Problem, a Right, and a Resource. *NABE Journal of Research and Practice* 6(1).
- McNelly, C.A. (2014). Language Learning Perspectives and Experiences of Stakeholders in the Community of Flowers Bay, Roatan, Honduras (Doctoral Dissertation). University of Oregon. Retrieved from ProQuest Dissertation and Thesis. (Accession Order No. AAT 3640210).
- McNelly, C.A. (2014). Language as a resource in Flowers Bay, Roatan, Honduras. *Anthropology News (AN)*. 55(3).
- McNelly, C.A. & Olivos E.M. (2013). Honduran Americans. In C.E. Cortés (Ed.), *Multicultural America: A multimedia encyclopedia* (pp. 1111-1113). Thousand Oaks, CA: SAGE Publications, Inc.

AWARDS

Spring 2026 May Teacher of the Month, Theodore Potter School #74, Indianapolis Public Schools
Fall 2019 Graduate School Post-Doctoral Travel Grant, Purdue University
Fall 2017 School of Education Travel Award, Iowa State University
Fall 2012 College of Education Travel Award, University of Oregon
Fall 2005 Thurber Scholarship, University of Oregon
Spring 2003 Thurber Scholarship, University of Oregon
Fall 2003, Thurber Scholarship, University of Oregon
1999-2000 Mary Chambers Brockelbank Student Scholarship, University of Oregon
1981-1985 Tuition Remission Academic Achievement High School Scholarship, Indiana State University

FELLOWSHIP

2017-2018 American Anthropological Association, Council on Anthropology and Education
Concha Delgado Gaitán Presidential Fellow. Mentor Dr. Norma González, Emeritus,
University of Arizona.

CONFERENCE ACTIVITY/PARTICIPATION

Panels Organized

Organizer, *Truth and Responsibility*, The Culture of Belonging: A CAE Conversation, 2021 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Live On-line. November 17-21, 2021.

Organizar, *Truth and Responsibility*, Verdad y Responsabilidad: Testimonios, acciones, y esperanzas de comunidades multilingües Parte I & II (double panel), 2021 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Live On-line. November 17-21, 2021.

Chair, *Raising Voices*. Raising the voices of intellectual subaltern bilingual/multilingual collaborators during the Covid19 pandemic and the Black Lives Matters movement. 2020 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Live On-line. November 4-14, 2020.

Chair, *At Change in the Anthropological Imagination: Resistance, Resilience, and Adaptation*. Peeling back the layers: Where is the resistance in our work as educational anthropologists? 2018 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). San Jose, California. November 14-18, 2018.

Amanti, C., **McNelly, C.A.** (2018, September). Want to Become a Dual Immersion Teacher? Here's How! At *Dual Language Immersion in a Day!* Georgia Department of Education. Kelly Mill Elementary School, Cumming, Georgia.

Amanti, C., **McNelly, C.A.** (2018, July). Want to Become a Dual Immersion Teacher? Here's How! At *5th Annual Georgia Dual Language Immersion Institute*. Douglas County High School. Douglasville, Georgia.

Chair, *At Anthropology Matters*. Language as Activism: Disrupting Systems of Oppressive Policies and Practices Beyond Schools. 2017 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Washington D.C. November 29-December 3, 2017.

Chair & Organizer, *At Evidence, Accident, Discovery*. "Speaking Out Our Minds;" Designing Dialogues with Youth and Community Transformation. 2016 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Minneapolis, Minnesota. November 16-20, 2016.

Chair, *At Evidence, Accident, Discovery*. Re-Discovering Evidence in Anthropological Research: An Examination of Methods. 2016 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Minneapolis, Minnesota. November 16-20, 2016.

Papers Presented

McNelly, C.A., (2021, November) *Estoy aquí a aprender de ustedes: Lenguaje como un derecho constitucional en Honduras*. At *Truth and Responsibility, Truth and Responsibility, Verdad y Responsabilidad: Testimonios, acciones, y esperanzas de comunidades multilingües Parte I & II* (double panel). 2021 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Live On-line. November 17-21, 2021.

Kasun, G. S., McNelly, C. A., & Kaneria, J. H. (2020, Apr 17 - 21) *Critical Reflections on Filling a Dual-Language Bilingual Education Teacher Pipeline in an English-Only Context* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u8lz3hd> (Accepted, conference canceled)

Li, H., Garcia, A., McNelly, C.A., Zhang, R., & King, A. (2019, November). Multiliteracy Practices of Emergent Bilingual Families. At *Teachers as Leaders for Change*. Indiana Teachers of English to Speakers of Other Languages (INTESOL) annual conference 2019. Indianapolis, Indiana.

McNelly, C.A., & Cammarota, J. (2019, November). Pushing Boundaries of Critical Participatory Outreach in University-Community Partnerships. At *Changing Climates: Struggle, Collaboration, and Justice*. 2019 American Anthropological Association (AAA), Council on Anthropology and Education. Vancouver, B.C., Canada.

McNelly, C.A., Perez, S., Richardson Bruna, K. (2018, October). Writing Ourselves: Reflexive autobiographical writing with pre-service teachers toward interrupting assumptions around Mexican-American youth. At *International Conference on Literacy, Culture, and Language Education*. Indiana University, Bloomington, Indiana.

McNelly, C.A., (2016, November). Language Learning Perspectives and Experiences of Black English Speaking Stakeholders in the Community of Flowers Bay, Roatan, Honduras. At *Evidence, Accident, Discovery*. 2016 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Minneapolis, Minnesota.

McNelly, C.A., Dawson, C.A., & Richardson Bruna, K. (2016, June). Lady Researchers: Mapping Urban Community and Learning Spaces. At *Building Bridges, Dialogue, and Opportunity*. Fifteenth Annual Cambio de Colores (Change of Colors) Conference – Latinos in the Heartland. Columbia, Missouri.

- Richardson Bruna, K., **McNelly, C.A.**, Rongerude, J., Greder, K., & Bivens, G. (2016, April). Designing Dialogues for School and Community Transformation: A Model of University-Community Planning for College Access. At *Public Scholarship to Educate Diverse Democracies*. 2016 American Educational Research Association, (AERA), Division J. Washington D.C.
- McNelly, C.A. (2016, March). Language Learning Perspectives and Experiences of Black English Speakers in Flowers Bay, Roatan, Honduras. At *Advancing Biliteracy through Global Leadership and Partnerships*. 2016 National Association of Bilingual Education (NABE) 45th annual conference. Chicago, Illinois.
- McNelly, C.A. & Richardson Bruna, K. (2016, February) Designing Dialogues for School and Community Transformation: A Multimodal Model of University-Community Planning for an Innovative Tuition Promise Program. At *Mobility, Multiplicity, and Multimodality: Theoretical Innovation in Educational Ethnography*. 2016 37th Ethnography in Education Research Forum. Philadelphia, Pennsylvania.
- McNelly, C.A. (2015, November). Dueling Languages: The Struggle of Black English Speakers for Dual Bilingual Education on the Bay Islands of Honduras. At *Familiar/Strange*. 2015 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Denver, Colorado.
- **Organizer (2): A Critical Look at the Role of Education Policies in Developing and Validating Cultural Identity & Rethinking the “Familiar” And Learning About the “Strange”: Tensions, Misunderstandings, and Possibilities Related to Language and Literacy Practices Across Diverse Contexts.
- McNelly, C.A. (2015, April). Language Learning Perspectives and Experiences of Stakeholders in the Community of Flowers Bay, Roatan, Honduras. At *Toward Justice: Culture, Language, and Heritage in Education Research and Praxis*. 2015 American Educational Research Association, (AERA), SIG-Bilingual Education Research. Chicago, Illinois.
- **Chair: Translanguaging Pedagogies and Practices
- McNelly, C.A. (2014, December). Perspectives and Experiences of Parent Engagement in Multicultural and Multilingual Education in the Community of Flowers Bay, Roatan, Honduras. At *Producing Anthropology*. 2014 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Washington D.C.
- **Chair: Layers, Voices, Conflicts, & Opportunities: Language and Culture as School and Community Resources.
- McNelly, C.A. (2014, August). Equal Access to Quality Bilingual Education. At *Emancipation: Roots, Rhythm, and Remembrance*. 2014 2nd Anual Dirección General de Educación Intercultural Multilingüe (DIGEIM) Conference, Roatan, Bay Islands, Honduras.
- McNelly, C.A. (2014, February). Language Learning Perspectives and Experiences of Stakeholder in the Community of Flowers Bay, Roatan. At *Language Acquisition and Bilingualism*. 2014 University of Oregon Annual Graduate Student Research Forum. Eugene, Oregon.

McNelly, C.A. (2013, November). Language Ideologies As Represented in Parental Discourse in a Bilingual Public School in Flowers Bay, Roatan. At *Future Publics, Current Engagements*. 2013 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Chicago, Illinois.

****Chair: School Engagements for a Better Future: Drawing on Languages, Cultures, and Family Heritages as Resources in Public Schools.**

Dwoskin, S.E. & McNelly, C.A. (2012, November). Women with an Attitude: The Teacher and the Secretary Gett'n a PhD, American Anthropological Association. At *Borders & Crossings*. 2012 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). San Francisco, California.

McNelly, C.A. (2012, February). Language, Culture, and History Matters. At *Research Matters*. 2012 University of Oregon Annual Graduate Student Research Forum. Eugene, Oregon.

McNelly, C.A. (2011). Mapping Honduras. At *Traces, Tidemarks, and Legacies*. 2010 American Anthropological Association (AAA), Council on Anthropology and Education (CAE). Montréal, Quebec, Canada.

McNelly, C.A. (2011). The Use of Narrative Research in Education to Illustrate Problematic Teachable Moments. At *Inciting the Social Imagination: Education Research for the Public Good*. 2011 American Educational Research Association, (AERA). New Orleans, Louisiana.

McNelly, C.A. (2011). The Use of Narrative Research in Education to Illustrate Problematic Teachable Moments. At *Narrative, Arts-based and Post Approaches to Social Research*. 2011 Arizona State University. Tempe, AZ.

McNelly, C.A. (2010). Democracy of Education: A Case Study. At *Crossing Borders*. 2010 University of Oregon Inaugural Graduate Student Research Forum. Eugene, Oregon.

TEACHING EXPERIENCE

Indianapolis Public Schools (IPS)

Indiana Department of Education License #10307732 ENL Teacher PreK-12

Theodore Potter School #74

Dual Language Coach – Grades K-5, (Fall 2025 – present)

Crispus Attucks High School

ENL Teacher, WIDA Level 2 all grades, (Fall 2021 – May 2025)

Heritage Spanish Teacher, all grades (Fall 2022 – present)

AP Spanish Teacher, all grades (Fall 2022 – Spring 2023)

IPS Dual Language Taskforce (February 2023 – May 2023)

IPS ENL Apprenticeship (September 2023 – May 2024)

IPS ELA 9-12 Textbook Adoption Committee (January - May 2025)

University of North Texas

Department of Anthropology

Anthropology of Education (Fall 2022)

Indiana University Purdue University Indianapolis (IUPUI)

School of Education

Philosophy of Education (Summer 2021, Summer 2022)

Georgia State University

College of Education and Human Development

Department of Early Childhood and Elementary Education

Elementary Mathematics in Dual Immersion Setting (Fall 2018)

Co-Teacher with Dr. Julie McFaddin

ESOL Curriculum and Instruction (Spring 2019)

Co-Teacher with Katherine Stocking

Feld Placement Supervisor Dual Language Immersion Practicum, Student Teaching Experiences, and edTPA assessment for undergraduates and graduates in the BSE (Bachelor of Science in Education) and UCAM (Urban Accelerated Certification & Master's Program) in the Atlanta metro area (Fall 2018 – June 2019).

Georgia State University Mentor Training and Educational Setting Certification (Spring 2019)

Georgia State University Mastering Online Teaching Certification (Spring 2019)

Scholar with the Center for Transnational and Multilingual Education (CTME) at Georgia State University in the College of Education and Human Development.

Dual Language Bilingual Education Capstone Project Supervisor (Fall 2020, Spring 2021, Fall 2021, Spring 2023, Spring 2025, Fall 2025, Spring 2026, Fall 2026)

Dual Language Bilingual Education Internship Supervisor (Spring 2021, Spring 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, Spring 2025, Fall 2025, Spring 2026, Fall 2026)

Critical Literacy Internship Supervisor (Fall 2024, Spring 2025, Fall 2025, Spring 2026, Fall 2026)

Critical Literacy Capstone Project Supervisor (Fall 2024, Spring 2025, Fall 2025, Spring 2026, Fall 2026)

Mathematics Internship Supervisor (Fall 2025)

DLI Classroom Science/Social Studies (Summer 2026)

Purdue University

College of Education

Department of Curriculum and Instruction

Foundations of Bilingual Education (Fall 2019)

Teaching Methods of Bilingual Education (Fall 2019)

Iowa State University

School of Education

Department of Curriculum and Instruction

Bilingualism, Bilingual Education, and U.S. Mexican Youth (Fall 2017, Fall 2016, & Fall 2015)

Co-Teacher with Dr. Katherine Richardson Bruna.

Design Dialogues Research Team Undergraduate Facilitation (Fall 2016 & 2015).

University of Oregon

College of Education

Department of Education Studies

Learning, Teaching and Assessment II (Spring 2013) Discussion Group Leader for Dr. Baxter.
Department of Human and Family Services
Advanced Concepts in Diversity (Spring 2011) Co-Teacher with Dr. Surendra Subramani.
College of Arts and Sciences
Department of International Studies
Global and Cross-cultural Communications (Fall 2003) Discussion Group Leader for Dr. Proudfoot.

Head Start of Indianapolis, Indiana

Spanish Teacher October 1994 - April 1996

RESEARCH EXPERIENCE

Reviewer, Center for Applied Linguistics (CAL), May 2024 – present

Building an Effective Heritage Language Program training program with 6 modules.

Focus Group, Center for Applied Linguistics (CAL), March 2024

Discussion about high school heritage/native language programs success and implementation.

Level 1 Participant, IU Digital Education Hub, April - June 2021

Attend planning meetings, assess materials, co-facilitate caucus meetings, contribute to guidebook and materials for the project at the College of Education at IUPUI.

Post-Doctoral Research Assistant, Leveraging and PUEDE, July 2019 – January 2020

Research Assistant responsible for data collection of undergraduate/graduate coursework in bilingual education and analysis SIOP (Sheltered Instruction Observation Protocol) project. Under the direction of Dr. Wayne E. Wright.

Post-Doctoral Research Associate, ESCUELA, July 2018 – June 2019

Research Associate responsible for technology and video data collection and research administrative documents for national US Department of Education Office of English Language Acquisition grant, Equipping Schools, Communities, and Universities for Excellence in Language Acquisition (ESCUELA). Responsible for video data collection by participant pre-service and in-service teachers during their practicum experience in dual language immersion partner schools in the Atlanta metro area under the direction of Drs. Laura May and Cathy Amanti.

Consultant, Georgia State University, ESCUELA, May 2018

Consultant for ESCUELA project supporting website navigational support and engagement concentration for In-service Teacher MA program in the US Department of Education Office of English Language Acquisition grant.

Post-Doctoral Research Associate, ISU 4U Promise Program, July 2015-June 2018

Lead Coordinator and Research Associate for the ethnographic research project titled: *Design Dialogues: Planning with African-American and Latino Youth and Parents for Educational and Environmental Development* under the direction of Drs. Katherine Richardson Bruna, Jane Rongerude, Kimberly Greder, Julio Cammarota, and Glennda M. Bivens.

Research Associate for the ethnographic research project titled: *Understanding the Latino Schooling Experience in a Demographically – Transitioning Urban Community: Ensuring inclusive Pathways to College* under the direction of Dr. Katherine Richardson Bruna.

Community-Based Teacher Preparation Supervisor for the *Mosquitoes and Me Urban Ecosystem* project where I provide support for after school programming at two elementary schools under the direction of Dr. Katherine Richardson Bruna and funded by the National

Institute of Health.

Undergraduate Research Mentor Design Dialogues research project: transcription, data analysis, memo writing, theorizing pre-service teacher framework, academic poster presentation at the 12th Annual Research in the State Capitol, in Des Moines, titled: *Engaging Pre-Service Teacher in Community-based Research Projects*.

SERVICE TO PROFESSION REVIEWER

American Educational Research Association (AERA) annual conference reviewer

Division K, 2019

SIG-Bilingual Education, 2016, 2019

SIG-Multicultural/Multiethnic Education, 2016

SIG-School Community, Climate, and Culture, 2015

Anthropology & Education Quarterly, peer reviewer, 2017-2021

Brock Educational Journal, peer reviewer, 2012

Council on Anthropology and Education (CAE) annual conference reviewer 2012 - 2017

Council on Anthropology and Education Frederick Erickson Outstanding Dissertation Committee 2018.

Journal of Community Practice, peer reviewer, 2023

Multicultural Perspectivas, peer reviewer, 2019

Secretaría de Educación, Gobierno de Honduras, Sub Dirección General de Educación para los Pueblos Indígenas y Afro Hondureños (SDGEPIAH). Editing and proofing English Standardized Test 2nd Grade, Bay Islands, Honduras, 2016.

Teacher Education Quarterly, peer reviewer, 2014 - present

The Journal of Educational Research peer reviewer 2016 - present. Editor 2021 – present.

The Journal of Teaching and Learning, Special issue on Equity, Engagement, Teaching & Learning peer reviewer, 2012.

UNIVERSITY and PUBLIC SCHOOL SERVICE

Indianapolis Public Schools

Bilingual Education Planning Group – led by Jessica Dunn, Spring 2023

ENL Apprentice – led by Jessica Dunn, Fall 2023 and Spring 2024

Georgia State University

Decolonizing Curriculum Work Group, Spring 2019

Iowa State University

Inclusion Workshop Facilitator, Graduate School, Fall 2017-Spring 2018

Co-Chair, School of Education Climate, Culture and Community Committee (CCCC), Fall 2017-Spring 2018

University of Oregon

University Presidential Search Committee, Fall 2014-Summer 2015

Chair and Co-founder, UO Senate Committee on Respectful Workplace, Summer 2011-Summer 2015

Senator, University of Oregon Senate, Fall 2002-Spring 2006, Fall 2008-Spring 2012

University Senate Executive Committee Fall 2002-Spring 2005, and Winter 2009-Spring 2012

University Presidential Search Committee, Fall 2008

Diversity Advisory Council, Fall 2004-Spring 2006

Senior Vice President and Provost Search Committee, Fall 2005

Associate Vice Provost Office of Institutional Equity and Diversity Search Committee (OIED), May 2005-July 2006
Office of Institutional Equity and Diversity Committee (OIED), Fall 2005-Spring 2007
Vice Provost for Institutional Equity and Diversity Search Committee, Spring 2002-Fall 2003

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Anthropological Association (AAA)

Council on Anthropology and Education (CAE)

**Secretary of CAE Executive Board, February 2019-2024

**Co-Chair CAE Committee #2 Multilingualism, (Multi)Literacies and Language in Schools and Communities, 2015-2018

National Association of Bilingual Education (NABE)

REFERENCES

Dr. Cathy Amanti
Clinical Assistant Professor - Retired
Early Childhood and Elementary Education
College of Education & Human Development
Georgia State University
Atlanta, Georgia 30303
520-260-2274
cbamanti@gmail.com camanti@gsu.edu

Dr. Julio Cammarota
Professor
Teaching, Learning & Sociocultural Studies
College of Education
University of Arizona
Tucson, Arizona 85721
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Dr. Laura May
Associate Professor & Department Head
Early Childhood and Elementary Education
College of Education & Human Development
Georgia State University
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Dr. Edward M. Olivos
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Dissertation Chair
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Dr. Deborah Olson
Instructor, Retired
Dissertation Committee Member
Special Education and Clinical Sciences
University of Oregon
dolson@uoregon.edu

Carla A. McNelly, PhD

Dr. Katherine Richardson Bruna
Associate Professor
Director, ISU 4U Promise Program
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MA Committee Member
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Dr. Wayne E. Wright
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Professor Literacy & Language
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