

CYNTHIA C. REYES
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Burlington, VT 05405
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1. PERSONAL INFORMATION

A. EDUCATION

- 2001 Ph.D. in Literacy, Language, & Culture
University of Illinois at Chicago
- 1986 M.Ed. in Educational Studies/Instructional Leadership
Endorsement: Bilingual Education (Grades K-9)
University of Illinois at Chicago
- 1983 B.A. Spanish & Communications
Minor: Journalism
Purdue University, West Lafayette, IN

B. PROFESSIONAL CERTIFICATES

- 2025 Online Credential Certificate: Conflict Resolution
Cornell University
- Diagnosing Workplace Conflict
 - Applying a Problem-Solving Approach to Conflict
 - Leading Challenging Conversations
 - Mediation for Managers

C. FACULTY APPOINTMENTS

- 2023 Professor
College of Education & Social Services
University of Vermont
- 2022 - Present Associate Dean for Academic & Faculty Affairs
College of Education & Social Services
University of Vermont
- 2022- 2009 Associate Professor of Education for Cultural & Linguistic Diversity
Department of Education
University of Vermont
- 2009 – 2006 Assistant Professor of Middle Level Education
Department of Education
University of Vermont
- 2006 – 2003 Assistant Professor of Middle Level & Secondary Education

Department of Education
 University of Vermont
 2003 – 2002 Assistant Professor of Secondary Education
 School of Education
 DePaul University, Chicago
 2002 – 2001 Visiting Assistant Professor of Secondary Education
 School of Education
 DePaul University, Chicago
 2000 – 1998 Graduate Teaching Assistant for Elementary Literacy & Social Studies
 Education
 College of Education
 University of Illinois at Chicago
 1993 – 1991 Bilingual Instructor, Spanish/English (Grades 5-8)
 Geraldo Kanoon Magnet School
 Chicago, IL
 1990 – 1986 Spanish as a Second Language Instructor (Grades 6-12)
 The Latin School of Chicago
 Chicago, IL
 1986 – 1984 English as a Second Language Instructor
 Malcolm X Community College
 Chicago, IL

D. ADMINISTRATIVE APPOINTMENTS

2022-2023 Associate Dean of Academic & Faculty Affairs
 2022 – 2021 Faculty Associate
 Center for Teaching & Learning
 University of Vermont
 2017 - Program Coordinator for Education for Cultural & Linguistic Diversity
 Department of Education
 University of Vermont
 2012 – 2010 Program Coordinator for Middle Level Education
 Department of Education
 University of Vermont
 1997 – 1994 Literacy Coordinator for the Center for Literacy
 Project FLAME (Family Literacy: Aprendiendo [Learning], Mejorando
 [Improving], y Educando [Instructing])
 College of Education
 University of Illinois at Chicago
 1990 – 1989 Adult Education Supervisor
 Erie Neighborhood House
 Chicago, IL

2. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

A. HONORS

i. Professional

- 2019 – 2020 HERS Leadership Institute for Women in Higher in Education
University of Vermont
- 2016 Honorable Mention, The Society of Professors of Education Book Award,
Gerstl-Pepin, C. & **Reyes, C.**, *Reimagining the public Intellectual in Education*
American Educational Research Association (AERA)
- 2010 – 2007 Educational Alliance Fellow for Project Brite: Diversity & English Language
Learners
Brown University
- 1998 – 1997 AERA Spencer Doctoral Fellow
American Educational Research Association (AERA)

ii. Campus

- 2019 George V. Kidder Outstanding Faculty Award
University of Vermont
- 2019 Joseph A. Abruscato Award for Excellence in Research & Scholarship
University of Vermont
- 2015 John Dewey Educator’s Award for Excellence in Teaching
University of Vermont
- 2012 ALANA Faculty Teaching Award
University of Vermont

B. SPONSORED PROJECTS (FUNDED)

i. Fulbright Grants

- 2023-24 Fulbright Research Chair for Education, University of Alberta, Edmonton, CA,
\$25,000 (August – December: in progress)

- Fulbright Research Chair for Anti-Racism & BIPOC Communities, University of
Waterloo, Ontario, CA, \$25,000 (January – May: in progress)

Year	Amount	Project Title and Funder	Role
2018	\$34, 756	<i>Bridging the gaps: Improving partnerships between refugee families and their children’s teachers to increase student achievement.</i>	Haines, S.J., & Reyes, C.C.

		Braitmayor Foundation. Marion, MA	(Co-Principal Investigators)
2017	\$13,345	<i>Bridging the gaps: Improving partnerships between refugee families and their children's teachers to increase student achievement.</i> University of Vermont College of Education and Social Services Innovation Fund Boost Grant.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2017	\$950	<i>Taking on "Academic" Talk in a High School Biology Classroom with English learners.</i> University of Vermont College of Education and Social Services Innovation Fund Boost Grant.	Principal Investigator (with S. Netcoh)
2017	\$2,436	<i>Examining the complexity of literacy brokering within family school partnerships with Middle Eastern Families.</i> University of Vermont College of Education and Social Services International Seed Grant.	Principal Investigator
2017	\$29,138	<i>Bridging the gaps: Improving family school partnerships with refugee families.</i> University of Vermont REACH Grant.	Haines, S.J., & Reyes, C.C. (Co-Principal Investigators)
2017	\$6,340	<i>Family school partnerships: Navigating American school systems for New American families.</i> University of Vermont College of Arts and Sciences Humanities Summer Research Grant.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2016-2012	\$35,000	<i>Vermont Adolescent Literacy and Learning Institute.</i> Vermont Agency of Education	Grace, M., & Reyes, C.C. (Co-Principal Investigators)
2013	\$325	<i>Summer school leadership program for middle grades and high school New American learners.</i> Burlington City Partnership for Change Grant.	Principal Investigator (with J. Bunzigyiye)
2013	\$10,754	<i>Best practices delivery in PreK-12 teacher education program: Preparing pre-service teachers to work with English language learners.</i> University of Vermont College of Education and Social Services Innovation Fund Boost Grant.	Reyes, C.C., Halladay, J., Jung, Y., Tinkler, B., & Tinkler, A. (Co-Principal investigators)
2013	\$941.77	<i>Faculty service learning mini-grant: Engaged scholarship.</i> University of Vermont	Principal Investigator

		Community and University Partnerships Office.	
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C. Sponsored Projects (Unfunded)

2020	\$3,250	<i>The techno-literacy skills of New American families during COVID-19.</i> AERA Research Service Project (ERSP) Initiative.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2017	\$2,667,905	<i>Vermont English learner knowledge alliance (VELKA): A collaborative community to foster student center learning for English learners.</i> U.S. Department of Education, Office of English Language Acquisition.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2016	\$2,667,905	<i>Vermont English learner knowledge alliance (VELKA): A collaborative community to foster student center learning for English learners.</i> U.S. Department of Education, Office of English Language Acquisition.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2016	\$5,000	<i>Examining the complexity of literacy use and brokering within partnerships between refugee families and their children’s teachers.</i> Elva P. Knight Grant, International Literacy Association.	Reyes, C.C., & Haines, S.J. (Co-Principal Investigators)
2016	\$12,681	<i>Examining the complexity of literacy brokering within immigrant families and schools, community, and health partnerships.</i> University of Vermont REACH Grant.	Reyes, C.C, Haines, S.J., & Avila, M. (Co-Principal Investigators)

D. ARTICLES IN REFEREED JOURNALS

i. In Press/In Print

22. Aguek, A., **Reyes, C.C.**, & Haines, S.J. (2024) Resisting linguistic assimilation: A case study of South Sudanese families maintaining heritage language and literacy practices in the home. *Journal of Multilingual and Multicultural Development*. DOI:10.1080/01434632.2024.2302365.
21. Haines, S.J., **Reyes, C.C.**, *McGann, G. (2023). Fostering relationships among refugee families and their children’s teachers. *School Community Journal*, 33(2), 35-61.
20. Haines, S.J., **Reyes, C.C.** (2023). Teacher perspectives on fostering collaborating relationships with families with refugee backgrounds. *Teachers and Teaching*, 29(4),

497-512. DOI:10.1080/13540602.2023.221.2359.

19. **Reyes, C.** (2023). Through an AsianCrit mirror: Autoethnographic examination of the practice of comforting the discomfort of white students. *International Journal of Qualitative Studies in Education*. DOI:1080/09518398.2023.2181454.
18. **Reyes, C.C., Haines, S.J., & Ghemari, A.** (2023). Examining community cultural wealth of multicultural liaisons during Covid-19. *Voices in Urban Education*.
17. Haines, S.J., **Reyes, C.C., *Ghising, H., *Alamatouri, A., *Haji, M., & *Hurwitz, R.** (2021). Family-professional partnerships between resettled refugee families and their children's teachers: Exploring multiple perspectives. *Preventing School Failure: Alternative Education for Children and Youth*. DOI:10.1080/1045988X.2021.1934375.j
16. **Reyes, C.C., Haines, S.J., *Ghising, H., *Alamatouri, A., *Haji, M., & *Hurwitz, R.** (2021). Proposing a model for conducting ethical and humanizing education research with families with refugee experiences. *Journal of Family Diversity in Education, 4*(1), 1-19. DOI:10.53956/jfde.2021.157.
15. Kervick, C., Haines, S.J., Green, A., **Reyes, C.C., Shepherd, K., *Moore, M., *Healy, M., & *Gordon, M.** (2021). Engaging interdisciplinary service providers to enhance collaboration to support refugee families whose children have special health care needs. *Educational Action Research*. <https://doi.org/10.1080/09650792.1877165>.
14. **Reyes, C.** (2019). Practicing 'unsettled listening' to the migration narratives of young adolescent refugees. *Middle School Journal, 50*(4), 16-25. <https://doi.org/10.1080/00940771.2019.1650546>.
13. **Reyes, C., & Bishop, P.** (2019). What visualizing strategic reading means for young adolescents. *Journal of Visual Literacy, 39*(4), 262-284. <https://doi.org/10.1080/1051144X.2019.1611700>.
12. **Reyes, C.** (2019). An English learner as a cultural broker for youth interviews. *The Qualitative Report, 24*(3), 532-549. <https://doi.org/10.46743/2160-3715/2019.3671>
11. Tinkler, A., Tinkler, B., **Reyes, C., & *Elkin, S.** (2018). Critical service-learning: Learning Through experience to advance teacher education. *Journal of Experiential Education, 42*(1), 65-78. <https://doi.org/10.1177/1053825918820662>.
10. **Reyes, C., & Brinegar, K.** (2016). Lessons learned: Using the literacy histories of education students to equitize literacy instruction for young adolescents. *International Journal of Teaching and Teacher Education, 59*, 327-337.
9. **Reyes, C., & *Netcoh, S.** (2015). A nascent look at theoretical frameworks in middle level

Education research. *Middle Grades Review*, 1(1), Article 3.
<https://scholarworks.uvm.edu/mgreview/vol1/iss1/3>.

8. Yoon, M., Schaefer, K., **Reyes, C.**, & Brinegar, K. (2015). Comprehensive and critical review: Current middle grades research and practice: 2000-2013. *Middle Grades Research Journal*, 10(1), 1-16.
7. Brinegar, K., & **Reyes, C.** (2014). "Becoming a literate being": Pre-service teachers using digital stories to reflect on personal narratives. In K. Malu, & M.B. Schaefer. *Research on Teaching and Learning Literacy with Young Adolescents*. The Handbook of Research in the Middle Level Education. [pps. 97-118] Charlotte, NC: Information Age.
6. **Reyes, C.** (2010). Locating an authorial voice: engaging a school reform debate through the roles of a mother, teacher, community member, and university professor. In K. Malu (Ed.) *Voices from the Middle: Narrative Inquiry By, For, and About the Middle Level Community*. The Handbook of Research in Middle Level Education. [pps. 339-358]. Charlotte, NC: Information Age.
5. **Reyes, C.** (2009). El libro de recuerdos (book of memories): A Latina student's exploration of self and religion in public school. *Research in the Teaching of English*, 43(3), 263-285.
4. Johnson III, R., **Reyes, C.**, & Smith, S. (2009). Repositioning the culture of power: Advocating for systemic change within public affairs education. *Journal of Public Affairs Education*, 15(1), 33-46.
3. **Reyes, C.** (2008). 'Disturbing the waters:" Using relational knowledge to explore methodology. *Journal of Educational Foundations*, 22(2-4), 13-31.
2. Bishop, P., **Reyes, C.**, & Pflaum, S. (2006). Read smarter, not harder: Global reading comprehension. *The Reading Teacher*, 60(1), 66-69.
1. **Reyes, C.**, & Bishop, P. (2005). Meeting in the middle: Preparing teachers on predominantly White campuses for diverse classrooms. *The Journal of Teacher Education & Practice*, 18(2), 137-156.

ii. Revise/Resubmit or Under Review

Manga, A., & Reyes, C.C. (under review). "Racism is a normal thing in this country": A case study of a Congolese family and their perspectives on feeling segregated in the U.S.

iii. Accepted Book Chapter Proposal

- Veal, M. & **Reyes, C.** (2024). "Two hundred things to tell you": Aiming for thriving as Pinay Leaders in a predominant white state. In A. M. Bowen, J. Lane, & S. Robinson (Eds.)

Dimensions of Intersectionality and Leadership: An Application of Multiple Lenses.
(Targeted publication: April 1, 2025).

iv. Manuscripts in Preparation

4. Arbow, M., Ghemari, A., Ghising, H., & Reyes, C. (in preparation). Relational mentoring for language and social justice: Co-constructing knowledge as multilingual researchers in higher education.
3. *Manga, A., Reyes, C.C., Haines, S.J., & Bose, P. (in preparation). Examination of Families with refugee backgrounds who promote their CCW in transition to post-secondary education: A case study.
2. *Ghemari, A., Komabu-Pomeyie, S., & Reyes, C.C. (in preparation). "I'm just a guest in this country": Experiences of graduate transnationals in U.S. higher education.
1. Reyes, C.C., & Haines, S.J. (in preparation). "I don't want to be a dream squasher: Teacher agency and resisting deficit labels of the multilingual learner.

E. BOOKS

2. **Reyes, C. C., Haines, S.J., & Clark/Keefe, K. (2021).** *Humanizing methodologies in educational research: Centering nondominant communities.* Teachers College Press.
1. Gerstl-Pepin, C., & **Reyes, C. (Eds.) (2015).** *Reimagining the public Intellectual in education: Making scholarship matter.* Peter Lang.

i. Invited Chapters in Books

2. Gerstl-Pepin, C., & **Reyes, C. (2018).** Entering the political fray: The role of public education scholars in media debates. In A. Baroutsis, S., Riddle, & P. Thompson. (Eds.) *Making Education Research Public.* (pps. 99-118). Routledge.
1. **Reyes, C., & Bishop, P. (2014).** The hazards of engaging teacher identity in a pre-service middle level program. In P. Jenlink (Ed.) *Teaching Identity and the Struggle for Recognition: Meeting the Challenges of a Diverse Society.* (pps. 51-66). Rowman & Littlefield.

ii. Chapters in Books

4. Gerstl-Pepin, C., & **Reyes, C. (2015).** A case for emphasizing the "public" in public Intellectual. In C. Gerstl-Pepin, & C. Reyes (Eds.). *Reimagining the public Intellectual in education: Making scholarship Matter.* (pps. 1-12). Peter Lang.

3. **Reyes, C., & Gerstl-Pepin, C. (2015).** Reimagining the public intellectual. In C. Gerstl-Pepin, & C. Reyes (Eds.). *Reimagining the Public Intellectual in Education: Making Scholarship Matter* (pps. 131-143). Peter Lang.
2. **Reyes, C., & Clark, B. (2013).** Exploring writing through the digital story with English language learners: A collaborative approach. In J. Nagle (Ed.) *Creating Collaborative Learning Communities to Improve English Learner Instruction: College Faculty, School Teachers, and Pre-Service Teachers Learning Together in the 21st Century*. (pps. 43-60). Information Age.
1. **Reyes, C. (2012).** “This I believe”: Addressing cultural competency with the digital Narratives of middle grades English language learners. In F. Miller (Ed.) *Transforming Learning Environments: Strategies to Shape the Next Generation*. (pps. 171-191).

F. INVITED BOOK REVIEWS, ARTICLES IN NON-REFEREED JOURNALS, AND REPORTS

i. Book Reviews

Reyes, C. & Aguek, A. (2021). *Refugee high: Coming of age in America* by Elly Fishman. *Teachers College Press*.

ii. Encyclopedia Entries, Refereed

Reyes, C. (2016). Limited English Proficient. *The Encyclopedia of Middle Grades Education*. 2nd Edition. Information Age Publishing.

iii. Invited Blog Posts

3. **Reyes, C. (2016).** Student voice and immigrant experiences. *Northern New England Teaching English to Speakers of Other Languages (NNETESOL)*.
<http://www.nnetesol.org/2016/07/11/student-voice-and-immigrant-experiences/>
2. **Reyes, C. (2016).** Online reading comprehension – How difficult is it really? *Vermont Reads Institute Blog*. <http://www.vrium.org/online-reading-comprehension/>
1. **Reyes, C. (2010).** Using the digital story to foster student voice in an English learner classroom. *The Vermont Council on Reading Journal*, 17(2), 17-19.

iv. Reports

5. Garcés, A., Hage, M., Martin, M., & **Reyes, C. (2023).** *Vermont’s Iris Ethnic Studies Framework*. Ethnic Studies & Social Equity Standards Advisory Working Group.

Policy Framework.

4. **Reyes, C. & Rodriguez, J. (2021).** *Co-curricular DEI student activities.* Executive Memo. Provost Office.
3. **Reyes, C., Shepherd, K.G., & Yin, A. (2018).** *General Education Diversity Assessment Committee (GEDAC).* Final report of 2017-2018. Pilot Project Activities. Provost Office.
2. **Reyes, C., Shepherd, K.G., Flash, L., Kolan, M., McGowan, A., Paris, C., Veal, M., & Yin, A. (2017).** *Executive Summary of General Education Diversity Assessment Committee.* Provost Office.
1. **Reyes, C. (2017).** *Education for Cultural and Linguistic Diversity (ECLD) Minor Program.* Approved by the Board of Trustees in May, 2017.

v. Unpublished Doctoral Dissertation

Reyes, C. (2001). *"Zulmy, church girl:" An ethnographic case study of the literacy practices of a Latina high school student.* University of Illinois at Chicago.

G. REFEREED CONFERENCE PRESENTATIONS, KEYNOTE, AND INVITED TALKS

i. Refereed Conference Presentations

35. **Reyes, C.C. (2024) (Accepted).** Stakeholder perspectives on equity-based practices and reciprocity with multilingual families and youth in Canada. Literacy Research Association Conference (December, 2024, Atlanta, GA). (Unable to attend)
34. ***Ghemari, A., Reyes, C., & Komabu, S. (2024).** "I'm not just a guest in this country: Challenging stereotypes and embracing linguistic diversity in U.S. higher education. Education & Health Research Hub Conference: College Students of Immigrant Origin: Research, practice, & community engagement. Institute for Immigration Research George Mason University.
33. **Reyes, C. (2022).** *Language ideologies and literacy theories.* Paper Session Chair at the Annual Meeting of the Literacy Research Association, Phoenix, AZ.
32. **Reyes, C. (2022).** *Challenging borders and boundaries in dual language programs: Voices and perspectives from students and parents.* Paper Discussant at the Annual Meeting of the Literacy Research Association, Phoenix, AZ.

31. Haines, S.J., **Reyes**, C.C., & *Ghemari, A. (2022). *Fostering relationships among refugee families and their children's teachers: A pilot study*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
30. **Reyes**, C.C., Haines, S.J., *Ghising, H., *Alamatouri, A., *Haji, M., *Hurwitz, R., & *Ghemari, A. (2021). *Decolonizing mentoring relationships between professors and students in a community-engaged research study*. Presented at the Annual Meeting of the Literacy Research Association, virtual.
29. **Reyes**, C.C., Haines, S.J., & *Ghemari, A. (2021). *Centering connections: Home school liaisons as institutional agents in a family school partnership*. Division G: Sociocultural Context of Education. Presented at the Annual Meeting of the *American Educational Research Association*, virtual.
28. **Reyes**, C.C., Haines, S.J., *Ghising, H., *Alamatouri, A., *Haji, M., *Hurwitz, R., & *Ghemari, A. (2021). *Family professional partnerships and centering refugee family experiences*. Presented at the Annual Meeting of the Ethnography in Education Research Forum, Graduate School of Education, University of Pennsylvania, virtual.
27. Haines, S.J., **Reyes**, C.C., *Ghising, H., & *Alamatouri, A. (2019). *Family-professional partnerships between refugee families and their children's teachers*. Presented at the Annual Meeting of the American Educational Research Association, virtual.
26. **Reyes**, C.C., & Haines, S.J. (2018). *Examining the ethics and humanizing approaches of conducting research with families with refugee experiences*. Presented at the Qualitative Research Special Interest Group of the Annual Meeting of the American Educational Research Association, NYC, NY.
25. **Reyes**, C.C., & Haines, S.J. (2017). *Examining the complexity of literacy use and brokering within partnerships between Middle Eastern families and U.S. schools*. Presented at the European Literacy Conference, Madrid, Spain.
24. Brinegar, K., Harrison, L., & **Reyes**, C.C. (2016). *Culturally responsive pedagogy in the middle grades*. Presented at the Annual Meeting of the Association of Middle Level Education, Austin, TX.
23. **Reyes**, C.C. (2016). *Intersection of child language brokering, self-efficacy, and student voice in the middle grades*. Presented at the Middle Level Education Research SIG of the Annual Meeting of the American Educational Research Association, Washington, D.C.
22. **Reyes**, C.C., & Gerstl-Pepin, C. (2016). *The role of public education scholars in media debates*. Presented at the Annual Division A: Critical Policy Perspectives and the Politics of Leadership of the American Educational Research Association, Washington, D.C.

21. **Reyes, C.C.,** Halladay, J., Moses, L., & Shapiro, S. (2014). *Identity, voice, and agency in English language learners' literacy development across grade levels*. Presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.
20. Brinegar, K., & **Reyes, C.C.** (2014). *Re-defining literate selves: Middle grades pre-service teachers using digital storytelling to reflect on personal stories*. Presented at the Annual Meeting of the Middle Level Education Research Special Interest Group of the American Educational Research Association, Philadelphia, PA.
19. Yoon, B., Schaefer, M.B., Brinegar, K., & **Reyes, C.C.,** & *Netcoh, S. (2013). *Comprehensive and critical review of current middle level research and practice*. Presented at the Annual Meeting of the Middle Level Education Research Special Interest Group of the American Educational Research Association, San Francisco, CA.
18. Malu, K., Schaefer, M.B., Yoon, B., & **Reyes, C.** (2013). *Teaching and literacy learning with middle grades students in the 21st century*. Presented at the Annual Meeting of the Middle Level Education Research Special Interest Group of the Annual Educational Research Association, San Francisco, CA.
17. **Reyes, C.C.** (2013). *"This I Believe": Addressing cultural competency with the digital narratives of middle grades English learners*. Presented at the Annual Meeting of the Narrative Research Special Interest Group of the American Educational Research Association, San Francisco, CA.
16. **Reyes, C.C.** (2011). *"This I Believe": Stories of middle grades English language learners*. Presented at the Annual Meeting of the Association of Middle Level Education, Louisville, KY.
15. **Reyes, C.C.** (2011). *Varying literacies in educating today's young adolescents*. Presented as Chair at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
14. **Reyes, C.C.** (2010). *Digital storytelling: Fostering student voice for emergent English language learners*. Presented at the Association of the Middle Level Education, Baltimore, MD.
13. **Reyes, C.C.** & *Lathem, S. (2008). *"Walking in the reading hall of shame": Using digital story to explore literacy autobiography in a pre-service teacher education classroom*. Presented at the Annual Meeting of the International Reading Association, Orlando, FL.
12. **Reyes, C.C.** (2007). *Understanding process writing in a multicultural and multilingual classroom*. Presented at the American Educational Research Association. Writing Literacies Special Interest Group. Chicago, IL.

11. **Reyes, C.C. & Bishop, P. (2007).** *Drawing what we know about reading: What middle grades students say about reading strategy awareness.* Presented at the American Educational Research Association. Qualitative Research Special Interest Group. Chicago, IL.
10. **Reyes, C.C. (2007).** *Literacy and Reading Policy.* Chair. Presented at the American Educational Research Association. Chicago, IL.
9. **Reyes, C.C. (2007).** *Writing Research.* Chair, Roundtable Session. Presented at the National Council of Teachers of English. New York, NY.
8. **Reyes, C.C. & Bishop, P. (2006).** *Drawing reading strategies: What middle grades students tell us about strategic reading.* Qualitative Research Special Interest Group. Presented at the American Educational Research Association.
7. Lathem, S., Qi, J., & **Reyes, C.C. (2006).** *Literacy autobiography: Digital storytelling to capture student voice and reflection.* Presented at the Association for the Advancement of Computing in Education. Orlando, FL.
6. **Reyes, C.C., & Brinegar, K. (2005).** *Understanding writing contexts for refugee and Immigrant middle grades learners.* Presented at the Association for Middle Level Education. Philadelphia, PA.
5. Bishop, P., **Reyes, C., & Allen-Malley, G. (2004).** *Voices of urban middle schoolers: New directions for successful school experiences.* Presented at the Association for Middle Level Education. Minneapolis, MN.
4. Worthman, C., Mogge, S., **Reyes, C., & Colomb, A. (2004).** *Reader response and language minority students.* Presented at the International Literacy Association. Phoenix, AZ.
3. Mogge, S., **Reyes, C., & Colomb, A. (2002).** *Engaging alternatives: Critical responses across institutional contexts among language minority learners.* Presented at the American Educational Research Association. New Orleans, LA.
2. **Reyes, C.C. (1998).** *Transferring religious literacy from home to school: A teenager's experience.* Presented at the Conference on College Composition and Communication. Chicago, IL.
1. **Reyes, C.C., Mogge, S., & Colomb, A. (1997).** *Everything that you want and need to know about adult education.* Presented at the American Educational Research Association. Chicago, IL.

ii. Invited National Presentations

4. Cipriano, C., **Reyes**, C.C., McKay, S., & Mendoza, M. (2022). *Forging Inclusive Paths in Social and Emotional Programming*. Presented at Teaching English to Speakers of Other Languages (TESOL) Conference. Virtual. Pittsburgh, PA.
3. **Reyes**, C.C., Haines, S.J., & Ghising, H. (2020). *New American refugees: A case study of how a community of Nepali-speaking Bhutanese families experience school and educational policy in the Northwest*. Presented at the American Educational Research Association. (Canceled because of COVID-19)
2. **Reyes**, C.C., & Bishop P. (2009). *Teacher symposium, shaping teacher lives and teacher identity*. Presented at American Educational Research Association. San Diego, CA.
1. **Reyes**, C.C., & Bishop, P. (2009). *The hazards of engaging teacher identity in a pre-service teacher education program*. Presented at the American Educational Research Association. San Diego, CA.

iii. Invited Keynote Speaker/Presenter

19. **Reyes**, C.C. (2022). *Tensions of multicultural liaisons who employ the community cultural wealth (CCW) of families with refugee experiences*. Keynote Speaker: Graduate Student Working Group for Foreign Language Research & Teaching (FLRT), Ohio State University. Virtual.
18. Garces, A., **Reyes**, C.C., Shultz, M., & *Swan-Bauman, C. (2011). *Vermont Act 1 Ethnic Studies Working Group*. Presented at the Vermont Rowland Conference, UVM.
17. Smith, L., **Reyes**, C.C., & Yoon, P. (2020). *Beyond brave spaces: Conversations to inform and move to action, Part 2 – Pandemic pods, hybrid schedules, and remote instruction: solutions or perpetuating inequities?* Webinar presented at UVM.
16. Okech, J., **Reyes**, C.C., Bose, P., & Montesano, R. (2020). *Teaching for tumultuous times*. Virtual. Webinar presented at the Center for Teaching and Learning, UVM.
15. **Reyes**, C.C. (2020). *Why is the history of bilingual education so controversial? The complexity of raciolinguistic ideology*. Webinar presented at CRES 11: Race and Racism: Across the Disciplines – 2 parts, UVM.
14. **Reyes**, C.C. (2019). *When caring isn't enough: Reaffirming pedagogy for culturally and linguistically diverse students*. George V. Kidder Award Keynote Speaker. Presented at the Alumni Association, UVM.
13. **Reyes**, C.C., & Haines, S. J. (2019). *Family and school professional partnerships with*

refugee families. Presented at the Honors College Faculty Summer Seminar: Immigration in the Contemporary Age. UVM.

12. Haines, S.J., & **Reyes**, C.C. (2018). Presentation for Community Service Providers for Families. Presented at the RISPnet: Refugee & Service Provider Network, Fletcher Free Library, Burlington, VT.
11. **Reyes**, C.C. (2018). Decolonizing methodologies, Fireside chat with first-year students. Presented for the *Higher Education Student Affairs Program*, UVM.
10. Green, A., **Reyes**, C., Haines, S. (2017). *Family-professional partnerships among newly arrived refugee families with adolescent children: Emerging research from an embedded multi-case analysis*. Presented at the Stepping Forward Together: Advancing Equity and Cultural Competency to Improve Population Health, Burlington, VT.
9. **Reyes**, C.C. (2016). Women's Award Banquet. Presented at the *Women & Gender Equity Center Annual Celebration*, Faculty Speaker, UVM.
8. Vea, M., & Reyes, C.C. (2014). *ALANA Sisterhood Circle, "Asianess."* Presented at the MOSAIC Center, UVM.
7. **Reyes**, C.C. (2014). *Reading against racism day with the middle grades*. Presented at Edmunds Middle School, Burlington, VT.
6. **Reyes**, C.C. (2014). *Getting real about race: Fireside chat with Burlington High School Students*, Presented at the Fletcher Free Library, Burlington, VT.
5. **Reyes**, C.C. (2008). Exploring subjectivity in an ethnographic case study. *Lesley College, Cambridge, MA*, October 2008, Seminar Presenter.
4. **Reyes**, C.C. (2007). "Emerging identities": Immigration and migration panel. Presented at a Panel Session, UVM.
3. **Reyes**, C.C. (2006). *Looking within and crossing boundaries*. Middle School Institute Keynote Speaker, Vermont Technical College, Randolph, VT.
2. Reyes, C.C. (2005). *Exploring subjectivity in an ethnographic case study about a Latina high school student*. Presented to doctoral students at Lesley College, Cambridge, MA.
1. **Reyes**, C.C. (2004). *"Shaping Hispanic identity": The U.S. Agenda*. Presented at a panel for the Brown v. Board Celebration, UVM.

iv. Regional Presentations

13. *Haslam, R., *Richter, E., **Reyes, C.**, *Netcoh, S., & *Looby, W. (2018). *The lifegraph journal: How students engage self-reflection in a diversity-required undergraduate course*. Presented at the New England Educational Research Organization (NEERO), Portsmouth, NH.
11. *Ghising, H., *Alamatouri, A., *Hurwitz, R., **Reyes, C.**, & Haines, S. (2018). *Examining the complexity of family professional partnerships between refugee families and their children's teachers*. Presented at the New England Educational Research Organization (NEERO), Portsmouth, NH.
11. Reyes, C.C. (2012). *Cultural and literacy competency in the K-12 global classroom*. Presented at the Blackboard Jungle 5, UVM.
10. Backman, A., & **Reyes, C.C.** (2012). *Getting the conversation started: Deconstructing and discussing text through a social justice lens*. Presented at the Vermont Reads Institute, Stowe, VT.
9. Clark, B., & **Reyes, C.C.** (2012). *Working with Nepali-Bhutanese children and their families: A teacher's perspective*. Presented at the Northeastern Family Institute (NFI), Shelburne, VT.
8. Clark, B., & **Reyes, C.C.** (2011). *Sharing research work from English language learner students and digital storytelling*. Presented at the Northern New England Teachers of Speakers of Other Languages (NNETESOL) Conference, St. Michael's College, Colchester, VT.
7. **Reyes, C.C.** (2011). *Learning from the digital stories of multilingual students with refugee experiences*. Presented at the MOSAIC Center, UVM.
6. **Reyes, C.**, & Lathem, S. (2008). *Walking the reading hall of shame through digital storytelling: Exploring literacy identity in a pre-service literacy education classroom*. Presented at CESS Research Day, UVM.
5. Mekkelsen, J., & **Reyes, C.C.** (2006). *Multicultural literature and adolescent literacy*. Presented at the Vermont Strategic Reading (VSR) Initiative, Montpelier, VT.
4. **Reyes, C.C.** (2003). *Homo sapiens win out again mute fate: Practices in a traditional English class*. Presented at the Illinois Reading Council (IRC) Conference, Springfield, IL.
3. **Reyes, C.C.** (1996). *How religion informs literacy in a narrative of one adult learner*. Presented at the Chicago Language and Literacy Conference, University of Illinois at Chicago, IL.

2. **Reyes, C.C. (1996).** *The “Funds of Knowledge” of Project FLAME: Family Literacy Aprendiendo [Learning], Mejorando [Improving], & Educando [Teaching].* Presented at the Luis Moll Symposium. University of Illinois at Chicago, IL.
1. **Reyes, C.C. (1996).** *Narratives of Mothers who are Project FLAME Literacy Coordinators: Family Literacy Aprendiendo [Learning], Mejorando [Improving], & Educando [Teaching].* Presented at the Illinois State Family Literacy Conference, Springfield, IL.

3. TEACHING

H. Graduate and Undergraduate Course Instruction

On-Load Courses

The following are courses I have taught over the last three years as part of my on-load responsibilities. The asterisk denotes all courses that I created for the Education for Cultural & Linguistic Diversity Minor program.

Course Number	Abbreviated Title	Graduate/Undergraduate	Average Enrollment	Programs Served
EDFS 3090 3 cr.	Intro to Research Methods	Undergraduate	15	Required for the Patrick Leahy Honors College majors in CESS or across the university
*ECLD 056 3 cr.	Language Policy Issues, Race, & School (D1)	Undergraduate	130	Diversity-Required course for Education majors, & open to all undergraduate majors
*ECLD 102/202 3 cr.	Bilingual Education Policy	Undergraduate & Graduate	20	Required for the ECLD Minor & #40 ELL transcript review
* 189/190 3 cr.	Teaching Reading & Writing to English Learners	Undergraduate	12	Required for the ECLD Minor & #40 ELL transcript review
*ECLD 201 3 cr.	Developing Curriculum for English Learners	Undergraduate & Graduate	20	Required for the ECLD Minor & #40 ELL transcript review
*ECLD 295/296 3 cr.	English Language Learner (ELL) Practicum	Undergraduate & Graduate	10	Required for the ECLD Minor & #40 ELL transcript review
*ECLD 303 3 cr.	Language Policy, Race, & School	Graduate	12	Graduate elective seminar for the Educational

				Leadership & Policy M.Ed., Ed.D., & Ph.D. programs, and open to all Masters programs across the University.
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Additional On-Load Courses

The following are on-load courses that I have taught over three years ago.

Course Number	Abbreviated Title	Graduate/Undergraduate	Average Enrollment	Programs Served
EDTE 055 3 cr.	Current Trends in Teaching English Learners	Undergraduate	15	An elective for all undergraduate Education majors.
EDML 171 3 cr.	Teaching Practicum for English Learners	Undergraduate	10	Required for the Middle Level Education Program B.Ed. and M.Ed. licensure programs.
EDML 177 3 cr.	Young Adolescent Literature & Literacy	Undergraduate & Graduate	15	Required for the Middle Level Education B.Ed. and M.Ed. licensure programs.
EDML 260 6 cr.	Curriculum for Young Adolescents	Undergraduate & Graduate	15	Required for the Middle Level Education B. Ed. & M. Ed. licensure programs.
EDML 261 3 cr.	Practicum in Middle Level Education	Undergraduate/Graduate	10	Required for the Middle Level Education B. Ed. & M. Ed. licensure programs.
EDML 287 3 cr.	Content Literacy for the Middle Grades	Undergraduate & Graduate	15	Required for the Middle Level Education B. Ed. & M. Ed. licensure programs.
EDSC 215 3 cr.	Secondary Reading	Undergraduate/Graduate	20	Required for the Secondary Education B. Ed. & M. Ed. licensure programs.
EDSC 209 3 cr.	Practicum in Secondary Education	Undergraduate	15	Required for the Secondary

				Education B. Ed. licensure program.
EDSC 230 3 cr.	Secondary Education Capstone Course	Undergraduate	15	Required for the Secondary Education B. Ed. licensure program.
EDFS 322 3 cr.	Challenges in Multicultural Education/Educational & Social Institutions	Graduate	15	Required for the Masters in Curriculum & Instruction program.
EDFS 455 3 cr.	Social Processes & Organization	Graduate	9	Required for the Educational Leadership & Policy Doctoral Program.

I. Program Accreditation

2022 Vermont Result’s Oriented Program Approval (ROPA) for UVM’s Education for Cultural & Linguistic Diversity (ECLD) Program. (Approved for Grades K-5, 6-12, & Post-Bac Secondary Endorsement in April, 2022)

4. SERVICE

J. National & Regional Service to the Profession

i. Editorial Advisory Boards

2023-2025 *Journal of Adolescent & Adult Literacy* (Volumes 67-68)
 2022-2023 *Journal of Adolescent & Adult Literacy* (Special Vol. 66)
 2019-2022 *Middle School Journal*
 2012-2017 *Research in the Teaching of English (RTE)*

ii. Leadership

2021-2024 Ethnicity, Race, & Multilingualism Committee (ERM), Literacy Research Association
 2016-2017 President, Northern New England Teachers to Speakers of Other Languages (NNETESOL)
 2015-2016 Interim President, Northern New England Teachers to Speakers of Other Languages (NNETESOL)
 2014-2016 Higher Education Representative, IDEAS Group, World-Class Instruction & Design Assessment (WIDA), University of Wisconsin at Madison
 2011-2013 State Representative, Northern New England Teachers to Speakers of Other

- 2007-2010 Languages (NNETESOL)
Standing Committee of Research, National Council of Teachers of English (NCTE)
- 2007 Conference Chair, Research Roundtable, National Council of Teachers of English (NCTE)
- 2007 Conference Chair, Literacy Research Special Interest Group (SIG), American Educational Research Association

iii. Reviewing Activities

- 2025 *Cogent Education*
- 2025 *Social Identities: Journal for the Study of Race, Nation, and Culture*
- 2024 *Research in the Teaching of English*
- 2024 *Middle School Journal*
- 2023 *Multicultural Perspectives*
- 2023 *Multicultural Perspectives*
- 2022 *Journal of Adolescent & Adult Literacy*
- 2022 *International Journal of Qualitative Studies in Education*
- 2021 *International Journal of Qualitative Studies in Education*
- 2021 *School Community Development Network Journal*
- 2020 *Research in the Teaching of English*
- 2016 *Teachers College Record*
- 2015 *Literacy Research: Theory, Method, and Practice Yearbook*
- 2009-2011 *Teacher Education & Practice*
- 2006 *Teacher Education & Practice, Special Issue on Teacher Identity*
- 2003 *Research in the Teaching of English*

iv. Conference Proposal Reviewer

- 2023 Literacy Research Association
- 2017-2020 American Educational Research Association, Family, School & Community
- 2021 Special Interest Group (SIG) and Qualitative Research SIG
- 2013-2015 American Educational Research Association, Middle Level Research SIG
- 2015 American Educational Research Association, Writing & Literacies SIG
- 2015 Literacy Research Association
- 2009 National Council of Teachers of English (NCTE), Research Roundtables
- 2007 American Educational Research Association, Division K, Literacy and Language Arts

K. State & Community Service to the Profession

i. Leadership

- 2020-2023 Elected Member, Act 1. Working Group, Vermont Coalition of Social Justice

	& Equity, VT Agency of Education.
2022	English Learner (EL) Review Standards, VT Agency of Education
2016	Every Student Succeeds Act Committee, VT Agency of Education
2015	English Learner (EL) Review Standards, VT Agency of Education
2006	Adolescent Literacy Design Team, Position Paper, VT Agency of Education
2006	Program Reviewer, Results-Oriented Program Approval (ROPA), Middle Level & Secondary Literacy Education, Champlain College, Burlington, VT

L. Service to the University of Vermont

i. Leadership

2020-2021	Co-Chair, Diversity, Equity, & Inclusion Co-Curricular Committee
2017-2019	Co-Chair, Diversity Assessment Outcome Group
2017-2018	Education for Cultural & Linguistic Diversity (ECLD) Minor Program

ii. Committees

2024-2025	Kroepsch-Maurice Teaching Award
2024-2025	George Kidder Faculty Award
2023-2022	HERS
2019-2022	Diversity Curriculum Review Committee (DCRC)
2015-2018	General Education Diversity Outcome Committee
2014	Search Committee, Global Gateway Program
2011-2015	Writing Across the Disciplines Committee
2011	Mentor, McNair Scholar Program
2005-2008	Senator, Faculty Senate
2005	Search Committee, Writing Across the Disciplines Program

M. Service to the College of Education & Social Services (CESS)

i. Leadership

2021-2022	Chair, Search Committee, Counseling Program (3 Tenure-Track Positions)
2018-Present	Coordinator, Education for Cultural & Linguistic Diversity (ECLD) Program
2009-2017	Chair, Committee on Diversity Initiatives (CDI)
	Collaborative CESS & Community Annual Conference
	<i>Confronting Bias and Discrimination at the Intersection of Identities</i> 2017
	<i>Challenging Poverty: Conversations to Promote Advocacy & Change</i> 2016
	<i>Poverty & Education</i> 2015
	<i>Teaching & Practice in Times of War</i> 2014
	<i>Fulfilling Dreams for the First-Generation College Student</i> 2013
	<i>Human Rights in Our Everyday Lives</i> 2012
	<i>Serving and Learning from Our New American Neighbors</i> 2011
	<i>Identity & Intercultural Awareness: Stories of English Learners</i> 2010

2014-2015 Chair, Faculty Standards Committee (FSC)

ii. Committees

2018-2019 Committee for Equity Action & Diversity (CEAD)
2018-2020 CESS Research Council
2017-2018 Search Committee, Department of Education
2016-2017 Search Committee, Social Work
2012-2014 Faculty Standards Committee (FSC)
2016-2018 Research Committee (RIC)
2014-Present Doctoral Advisory Steering Committee
2011 Invited Speaker, Advanced Qualitative Research Course
2011 Participant, Self-Study Diversity Group
2008 Participant, Self-Study Diversity Group

N. Dissertation and Thesis Committees

i. Dissertation Advisor

Current Paul Suk-Hyon Yoon
Pat LaClair
Jessica Murray (Co-Advisor with Maureen Neumann)

2024 **Abijah Manga**, *Understanding how families with refugee families' backgrounds Promote their community cultural wealth in the transition to a U.S. college Education: Case study of a Congolese family.*

Akol Aguek, *Educational aspiration and post-college reality: A mixed method study of the Lost Boys and Girls of Sudan's post-college career, socioeconomic, And social status outcomes.*

Arby Ghemari, *Asset-based frameworks for highlighting the brokering experiences of an Arabic-speaking multicultural liaison in refugee education.*

2023 **Elsa Richter**, *Discourse analysis of knowledge construction in an online teacher education course.*

2022 **Audrey Richardson**, *Envisioning equitable access to secondary literacy: Learning through sociocultural approaches to implementation of multitiered systems of supports.*

2019 **Rebecca Haslam**, *Equity pedagogies, hidden curricula: Social-emotional*

wellbeing among students of color in elementary school.

Hemant Ghising, *Bhutanese refugee students: Their perceptions of high school and challenges of accessing a four-year college degree in the U.S.*

2015 **Nancy Disenhaus**, *Boys, writing, and the literacy gender gap: What we know, what we think we know.*

2014 **Ellen Montgomery**, *The experience of adolescent refugee students in a visual arts classroom: Matters of the heart and mind.*

Jeff Bukowski, *The grammar of social identity: Perceptions of self through Higher education from students who have a refugee story at one community college.*

2009 **Kathleen Brinegar**, *"I feel like I'm safe again": The middle school experience of Immigrants in a multilingual/multicultural setting.*

Kristy Gallup-Ellis, *Developing a commitment to change through collaborative inquiry: What teachers need to know about reading comprehension to engage in formative assessment.*

2005 **Robin Hood**, *Finding hope and meaning in poverty and tragedy: An educational leader's story.*

ii. Dissertation Committee Member

Current	Payne Hiraldo
2025	Jerome Budomo
2024	Susan Masjedloo Ataei (External Chair, Ohio State University)
2023	Gabriel McGann
2023	Rhiannon Kim
2023	Ashraf Alamatouri
2020	Marie Veal
2019	Jennifer Jang
2018	Sarah Child
2017	Bill Clark
	Julie Longchamp
2016	Kelly Becker
	Megan Munsonwarken
2012	Monica McInerney
2011	Bethany Rice
	Jacqueline Gale

2010	Lisa Driver Linda Wasleban Preston Randall
2009	Stacy Miller Sandra Lathem Marion Anastasia Martha Dubuque
2008	Edorah Frazer
2005	Andrea McManus

iii. Honors College Thesis Supervisor

2024	Sarah Sarrouf, "Teaching for equity": Examining how Northeastern educators integrate and affirm the cultural assets of their students.
2022	Erin Adams, <i>The decolonization of education: Vermont's implementation of Ethnic Studies in Grades PreK-12.</i>
2021	Sarah Lincoln, <i>Examining the role of arts integration in the classroom for students with refugee experiences from the perspective of teachers.</i>
2020	Maeve Poleman, <i>Relationships among families and teachers (RAFT).</i>
2019	Jordan Kerr, <i>Understanding family-professional partnerships: Bridging the gap between refugee families and educators with Project RAFT.</i>

iv. Honors College Committee Member

2023	Taylor Krupp
2021	Emma Staff
2018	Rachel Hurwitz (External Chair, Sociology)

v. Masters of Arts

2010	Marie-Claire Smith (External Chair, Nursing) Gretchenrae Callanta Lorri Alvarado
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vi. Masters of Curriculum and Instruction

2016	Hilary Watson Lorelei Westbrook
2013	Sydney Viray

vii. Masters Oral Comprehensive Advisor

2016	Kate Hillyard Mac Sullivan David Dabney Elizabeth Percy Ethan Cody Andrea Boone
2015	Katherine Cooper Nicole Crocco Marji Schlitt
2014	Liz Clements Kimberly Jones
2012	Erin Jackman Sean Murphey
2011	Keeli Counos Garceau Katie Wyndorf
2010	Rebecca Katz Jay Meadows Jenna Bisset Gina Kroll
2009	Brian Kelly
2008	Jared Bailey Stephanie Pliskin
2007	Alex Chirelstein
2005	Kathryn Hughes Ryan Becker Kerri Brien

viii. Masters Oral Comprehensive Committee Member

2014	Kelsey Higgins Elizabeth Cool Matt Hayes
2012	Katelyn Gates
2010	Chris Magistrale Sarah Bowering Hannah Kast Joye Mudgett
2009	Gretchen Miller Kelsey Moore-Quinn Devon Morrill Susan McEwing
2008	J. Cori Chandler

2007	Eric Fries Leah Toffolon Betsy Dickinson Benjamin Zimmerman Darcie Jensvold Sydney Copp Lara White
2006	Rachel Ezell Eric Gross Elizabeth Jameson Sarah Brodbeck Erin McGraw
2005	Timony Nicholson Eliza Pirie Kristine Barnes Kirkaldy
2004	Justin Norris

O. Professional Memberships

American Educational Research Association
 Social Context of Education Division
 Critical Educators Social Justice Special Interest Group
 Qualitative Research Special Interest Group
 Middle Level Education Research Special Interest Group
 Literacy Research Association
 Ethnicity, Race, and Multilingualism Committee