

# ROSSINA ZAMORA LIU

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## CONTACT INFORMATION

Minority and Urban Education  
Teaching and Learning, Policy and Leadership  
College of Education  
University of Maryland  
[rzliu@umd.edu](mailto:rzliu@umd.edu)

## EDUCATION

- Ph.D.** Language, Literacy, and Culture Program  
(May 2015) The University of Iowa, College of Education  
Chair: Dr. Bonnie Sunstein  
*Dissertation: The Possibilities of Public Literacy Spaces: Homeless Veterans Draft Nonfiction (and Selves) inside a Community Writing Workshop*
- M.F.A.** The University of Iowa, Nonfiction Writing Program  
(June 2007) Chair: John D'Agata  
Thesis: *Fortune* (re: "The Sorceress of Westminster" and Vietnamese American cultural literacy practices; processes of authenticating truths and meaning; community syncretic belief systems; hope)
- B.A.** University of Maryland, College Park  
(May 1998) Advisor: Dr. Shu-guang Zhang  
Major: U.S.-China Diplomatic History

## EMPLOYMENT

- Assistant Clinical Professor** Minority and Urban Education  
(August 2018 to Present) Teaching and Learning, Policy and Leadership  
University of Maryland, College of Education
- Affiliate Faculty** Asian American Studies Program  
(September 2018 to Present) University of Maryland, College of Arts and Humanities
- Associate Member Graduate Faculty** University of Maryland, Graduate College  
(November 2018 to Present)
- Clinical Assistant Professor** Teaching and Learning  
(August 2015 to July 2018) The University of Iowa, College of Education
- Director** College of Education Writing Resource  
(August 2015 to July 2018) The University of Iowa, College of Education
- Faculty Fellow** Provost Office, Office of Outreach and Engagement  
(August 2015 to May 2017) The University of Iowa

## AWARDS AND HONORS

- Distinguished Educator Award, The University of Iowa, Center for Diversity & Enrichment, 2017
- J. Michael Parker Award for Adult Literacy Research, Literacy Research Association, Dec 2016
- Ballard and Seashore Dissertation Year Fellowship, The University of Iowa, 2014-2015
- Graduate College Summer Fellowship, Graduate College, 2013
- Rhetoric Teaching Assistant Excellence Award, College of Liberal Arts, 2013
- Exceptional Graduate Student Recognition, College of Education, 2013
- Teaching and Learning Accomplishment Scholarship, College of Education, 2012
- Heart and Soul Public Service Award, Shelter House, 2011
- Hazel Prehm Summer Fellowship, College of Education, 2010
- Howard Jones Award, College of Education, 2010
- Top Finalist in Family Matters Contest. Fiction: “Good People,” *Glimmer Train*, April 2009
- Outstanding TA Teaching Award, The University of Iowa, 2007
- Outstanding Minority Student Award, College of Education, 2004

## CURRENT RESEARCH AND SCHOLARLY INTERESTS

*Research project descriptions in subsequent pages 17*

- Interrogating the onto-epistemologies of White supremacy and Whiteness
- Employing critical-racial qualitative methodologies and frameworks (ethnography, critical ethnography, narrative inquiry, counter-storytelling, critical (race) discourse analysis)
- Composing counter-narratives and counter-portraits via multimodal/-media composition
- Humanizing approaches to teaching writing
  - Anti-racist writing pedagogy
  - Writing and healing (from racial, social, historical, environmental trauma)
- Fostering cross-racial solidarity and coalitions among communities of color

## PUBLICATIONS

### Book

Liu, W.M. & Liu, R.Z. (Under contract). *The Psychology of White Supremacy and White Privilege*. Oxford University Press.

### Refereed Journals

**Liu, R.Z.** (2019). Humanizing the practice of witnessing trauma narratives. *Journal of Adolescent and Adult Literacy*, 63(3), 347-350.

Liu, W.M., **Liu, R.Z.**, et al. (2019). Racist trauma, microaggressions, and becoming racially innocuous: Acculturative distress and White supremacist ideology. *American Psychologist*.

**Liu, R.Z.**, & Sunstein, B.S. (2016). Writing as alchemy: Turning objects into stories, stories into objects. *Journal of Folklore and Education*. New York, NY: Local Learning, the National Network for Folk Arts in Education.

**Liu, R.Z.** (2013). “The Things They Carried”: Unpacking trauma scripts inside a community writing workshop. *Counseling Psychology Quarterly* special issue: “Through a Glass Darkly: Meaning-Making, Spiritual Transformation, and Posttraumatic Growth after Trauma.” 26:1

Sunstein, B.S., **Liu, R.Z.**, Hunsicker, A., & Baker, D. (2012). Math in the margins: Writing across curriculum into community heritage. *English Journal*. 102:2. (November).

Sunstein, B.S., **Liu, R.Z.**, Baker, D., & Hunsicker, A. (2012). “I Eat What You Grow”: High school partners write about geometry across a big backyard. *International Journal of the Humanities*. 9:9. 233-250.

Book Chapters

- Hines, D., Young, J.L., **Liu, R.Z.**, & Wandix-White, D. (2020). "Can We Talk?: Promoting Anti-Oppressive Futures for Girls of Color through a Social Justice Enrichment Program." In J. Dyches, B.L. Sams, A. Boyd (eds.) *Subversive teaching: Education as an act of resistance in the ELA classrooms*. Gorham, MN: Myers Education Press.
- Liu, W.M. & **Liu, R.Z.** (2020). *Asian Americans in Higher Education*. Sage.
- Liu, R.Z.** (2014). The Sorceress of Westminster: The nonfiction writer and ethnographic researcher positioning. In J.H.X. Lee (ed.) *Southeast Asian Diaspora in the United States: Memories and Visions – Yesterday, Today, Tomorrow*. Cambridge: Cambridge Scholars Press.
- Liu, R.Z.** (2014). Of flying brooms and sorcerers: Spell-castings, love potions, and supernatural plants. In J.H.X. Lee and K. Nadeau (eds.) *Asian American Identities and Practices: Folkloric Expressions in Everyday Life*. Lanham, MD: Lexington Books/Rowman and Littlefield.
- Liu, R.Z.** (2010). In J.H.X. Lee, & K. Nadeau (Eds.), *Encyclopedia of Asian Pacific American Folklore*. Santa Barbara, CA: Greenwood Press. Eleven essays on Vietnamese American cultural practices: Vietnamese American proverbs and maxims; Vietnamese American narrative folktale; Vietnamese American art and crafts; Vietnamese American social etiquette and customs; Vietnamese American festivals and holidays; Vietnamese American rites of passage; Vietnamese American Lunar New Year: Tet; Vietnamese American superstitions and taboos; Vietnamese American clothing and jewelry; Vietnamese American dying and death rituals; Vietnamese American home decorations.

Creative Essays and Edited Chapbooks

- Liu, R.Z.** (in progress). Gardenias. *Glimmer Train*.
- Liu, R.Z.** (in progress). Watching. *Creative Nonfiction*.
- Liu, R.Z.** (2014). The woman and Buddha and Jesus. *Wag's Revue* (Issue 17) Online Literary Journal. <http://www.wagsrevue.com>
- Liu, R.Z.** (2004). Shrunk twisters (Radio Essay). *Iowa Public Radio/NPR*
- Liu, R.Z.** (Ed). (Spring, 2013) *Of the Folk: Ordinary Lines, Extraordinary Portraits*. Times Club Editions at Prairie Lights Books, Iowa City, IA. (independent press).
- Liu, R.Z.** (Ed). (Spring, 2012) *Of the Folk: Reflections*. Times Club Editions at Prairie Lights Books, Iowa City, IA. (independent press).

Scholarly Works in Progress

- Jones, S.P. & **Liu, R.Z.** (forthcoming). Guest co-editors special issue: Anti-Blackness in English Curriculum, Practice, and Culture. *English Teaching: Practice and Critique*.
- Turner, J.D., **Liu, R.Z.**, & Griffin, A.A. (forthcoming). Guest co-editors special issue: Race(ing) towards Futurity: Black and Latinx Youths' Multimodal Compositions of Future Selves and Literacies. *International Journal of Qualitative Studies in Education*.
- Liu, R.Z.**, Liu, W.M., Jones, S.P., Young, J.L., Shockley, E.T., & D'Cruz, G. (in progress for spring 2021). The onto-epistemologies of white supremacy and anti-Blackness in teacher inquiry: Lost in translation between theory and practice. Special issue in *English Teaching: Practice and Critique*.
- Liu, R.Z.**, Rushek, K., Garrison, Y.L., & Ali, S. (in progress for spring 2021). "I wrote this blurred American flag": The racial and socio-political realities in rural Latinx youth's counter-self-portraits. *International Journal of Qualitative Studies in Education*.
- Liu, R.Z.**, Liu, W.M., Wang, J., & Truong, C. (in progress). Breaking White Space in Rural America: Asian American Students as Cultural Disruptions.
- Liu, W.M., **Liu, R.Z.**, & Cheng, A. (in progress). Jumping out: The promise of meritocracy in the afterlife of Asian American former gang members.

**GRANTS AND FUNDING**

Funding for the Writing Resource from Private Donors

- Private donor – \$85,000
- Psychological & Quantitative Foundations; Iowa Testing – Quarter-time assistantship/year
- International Program – \$1000/year
- Rehabilitation Counseling Education - \$10,000/year
- Teaching and Learning - \$7,500/year

Funding for Art-based Writing Workshops (VAMC, Shelter House, College of Education, Libraries)

- Provost Office, Office of Outreach and Engagement, Arts Share
  - Facilitators
  - Supplies

Status of Grants:

- Computing Fee Award (Writing Resource; **awarded** 2018 for approx. \$5,000)
- Community Foundation of Johnson County Grant (**awarded** September 2016 for \$1100)
- American Legion of Iowa Foundation for our Veterans' Writing Programs (under review 2018)
- Carver Trust Foundation (withdrew due to relocation, 2018)
- Arts and Humanities Initiative Grant (resubmit 2018; not awarded, 2017)
- IES (resubmitted summer 2017, first submitted summer 2016)
- National Endowment for the Arts: Research Labs (accepted by the University of Iowa Sponsored Programs June 2017; withdrawn from national submission due to NEA grant stipulation)
- University of Iowa Crowdfunding Campaign (selected for campus pilot; withdrew)
- Walmart State Giving (submitted and approved by University of Iowa Sponsored Programs fall 2016; not awarded fall 2016)
- National Endowment for the Arts (submitted and approved by University of Iowa Sponsored Programs January 2016; not awarded fall 2016)

**NATIONAL PEER-REVIEWED CONFERENCE PRESENTATIONS**

- Liu, R.Z.** (Forthcoming: November 2020). Radical imagination in teacher inquiry: Necessitating white preservice teachers' epistemological traitor-ship. Presenter on panel: The Block Is Hot: Dismantling the School-to-Prison Nexus through Embracing the Radical Imagination. *National Council of Teachers of English Annual Conference*. Denver, CO.
- Liu, R.Z.** and D'Cruz, G. (April 2020). Unveiling the "White Gaze" in Community-engaged Inquiry: Preservice Teachers and Communities of Color as Stakeholders [Symposium: Decolonizing the "Critical": Working with Stakeholders to Dismantle Whiteness in Qualitative Education Research] at the *American Educational Research Association Conference*. San Francisco, CA. <https://www.aera.net/Events-Meetings/Annual-Meeting> (Conference cancelled)
- Liu, R.Z.** (December 2019). Disruption of the "White gaze" in critical research as conscious practice. Presenter on symposium: Just how critical is "critical"?: Dismantling the onto-epistemologies of White supremacy in literacy research at the *Literacy Research Association Conference*. Tampa, FL.
- Liu, R.Z.**, D'Cruz, G., Truong, C., and Wang, J. (December 2019). Breaking White space in rural America: Asian American students as cultural disruptions. Presenter on symposium: Unnatural invisibility: Asian American literate practices as resistance and disruption at the *Literacy Research Association Conference*. Tampa, FL.
- Liu, R.Z.** (December 2019). Laboring with vulnerability in White public spaces: The ethics of sharing and witnessing trauma narratives by writers at a homeless shelter. Presenter on panel: Illuminating the legacy of J. Michael Parker on adult literacy at the *Literacy Research Association Conference*. Tampa, FL.

- Liu, R.Z.** (November 2019). The Onto-epistemologies of White supremacy in teacher inquiry. Chair and presenter on panel: Dismantling White supremacy in critical teacher inquiry: Humanizing Black and Brown youths in English education. *National Council of Teachers of English Annual Conference*. Baltimore, MD.
- Liu, R.Z.** (November 2019). “Maybe they’re just satirical portrayals of American adolescence”: Latinx youths counter the casualness of White gazing and “multiple” perspectives. Presenter on panel: The “White gaze” in multiple perspectives: Using counter-inquiry and counter-storytelling to center Black and Brown youths’ voices. *National Council of Teachers of English Annual Conference*. Baltimore, MD.
- Liu, R.Z.,** Bernfeld, T., Barrera, J.M., & Wood, R. (March 2019). Dismantling the “Racial Grammar” of White Supremacy in Academic Composition: Working toward an Anti-racist Performance Composition Pedagogy. Presenter on and coordinator of panel at the *CCCC*, Pittsburgh, PA.
- Liu, R.Z.,** & Rushek, K. (December 2018). “I wrote this blurred American flag”: The Racial and Socio-political Realities in Rural Latinx Youth’s Counter-Self-Portraits. Presenter on panel: Race(ing) towards Futurity: Black and Latinx youths’ Multimodal Representations of Future Selves and Literacies at the *Literacy Research Association Conference*. Indian Wells, CA.
- Colvin, C., **Liu, R.Z.,** and Kedley, K. (December 2018). Engaged Activist Teachers as Public Scholars. Presenter in Publicly Engaged Scholars and Literacy Research Study Group at the *Literacy Research Association Conference*. Indian Wells, CA.
- Saal, L., **Liu, R.Z.,** and Ellison, T.L. (December 2018). Centering Activism, Community, and Love with(in) Adult, Family, and Community Literacy Spaces. Presenter in Adult Literacy Research Study Group at the *Literacy Research Association Conference*. Indian Wells, CA.
- Liu, R.Z.** (November 2018). Critical Race English Education (CREE) and Methodologies in Literacy Research: Humanizing Black Male Youth in the Writing Classroom. Presenter on Panel: #BlackVoicesMatter: Using Critical Race English Education to Center the Stories of Black Youth. *National Council of Teachers of English Annual Conference*. Houston, TX.
- Liu, R.Z.,** Rushek, K., and Ali, S. (November 2018). Critical Multimodal, Nonfiction Writing across Contexts, Disciplines, and Communities: Youth of Color Compose “Counter-Self-Portraits” about their Socio-cultural-political Realities. Paper at the *National Council of Teachers of English Annual Conference*. Houston, TX.
- Liu, R.Z.** (March 2018). Laboring with Vulnerability and Public Literacy Spaces: The Languageing of Sharing and Witnessing Trauma Narratives by Writers at a Homeless Shelter. Paper at *CCCC*, Kansas City, MO.
- Liu, R.Z.,** Swanston, J., Esposito, B., Jacobs, M., & McNutt, S. (March 2018). The Creation of *Word Thug* and the Intricacies of Cross-community, Cross-disciplinary Collaboration. Presenter on and coordinator of panel at the *Association of Writers and Writing Programs*, Tampa, FL.
- Liu, R.Z.,** Swanston, J., Esposito, B., Rushek, K., & Truong, C. (March 2018). Teaching Essays of Resistance in Rural America: Disrupting White Spaces through Mixed-Media Interdisciplinary Forms. Presenter on and coordinator of panel at the *Association of Writers and Writing Programs*, Tampa, FL.
- Liu, R.Z.,** Aldrich, C., Bernfeld, T., & Wood, R. (March 2018). Critical Revisions: Voicing and Languageing toward a Racially, Culturally, and Socially Just Writing Center Pedagogy. Presenter on and coordinator of panel at the *Midwest Writing Center Association*, Omaha, NE.
- Liu, R.Z.,** & Rushek, K. (December, 2017). Between Meat-packing and Healthcare: Rural Youth Compose Multimodal Nonfiction about Career Prospects and *Everything Else*. Paper at the *Literacy Research Association Conference*. Tampa, FL.
- Colvin, C., **Liu, R.Z.,** and Kedley, K. (December 2017). Publicly Engaged Scholars and Literacy Research: Activist Scholarship. Convener and presenter in a study group at the *Literacy Research Association Conference*. Tampa, FL.
- Saal, L., **Liu, R.Z.,** and Ellison, T.L. (December 2017). Adult Literacy Research. Presenter in a study group at the *Literacy Research Association Conference*. Tampa, FL.

- Liu, R.Z.**, & Rushek, K. (November 2017). Creative Nonfiction across Contexts and Disciplines: Rural Middle School Students Challenge Language Boundaries and Literacy Practices through Art-Text Collage Essays. Presenter. *National Council of Teachers of English Annual Conference*. St. Louis, MO.
- Griff-Sleven, H., Belanus, B., **Liu, R.Z.**, & Sunstein, B.S. (October 2017). Artifacts and Stories of Protest. Presenter in a special “pop-up museum” session at the *American Folklore Society Annual Meeting*. Minneapolis, MN.
- Ali, S., & **Liu, R.Z.** (August 2017). Project Hope: Interdisciplinary Approach to Career Development Intervention with Adolescents. Presenter on panel, Vocational Psychologists Collaborating with Other Disciplines to Better Understand Work and Careers, at the *American Psychological Association*, Washington, DC.
- Liu, R.Z.**, Cowan, E., Esposito, B., & McNutt, S. (February 2017). Artists, Athletes, Immigrants and Teachers Revise Formulaic Templates for Voice and Originality. Presenter on and coordinator of panel at the *Association of Writers and Writing Programs*, Washington, DC.
- Liu, R.Z.** (December 2016). Ethical Tensions of Vulnerability and Public Literacy Spaces: Writers at a Homeless Shelter Negotiate Personal Narratives for Community. Roundtable at the *Literacy Research Association Conference*. Nashville, TN.
- Colvin, C., **Liu, R.Z.**, and Kedley, K (December 2016). Public Engagement and Literacy Research. Convener in a study group at the *Literacy Research Association Conference*. Nashville, TN.
- Liu, R.Z.**, Sunstein, B.S., & Santiago, B. (October 2016). Unfinished Drafts: Folk Narratives Revise Themselves as Town Meets Gown. Presenter in a panel at the *American Folklore Society Annual Meeting* and the *International Society for Folk Narrative Research*. Miami, FL.
- Colvin, C., and **Liu, R.Z.** (December 2015). Imagining Our Collaborative Futures: Adults and Literacies in Marginalized Spaces. Roundtable at the *Literacy Research Association Conference*. Carlsbad, CA.
- Colvin, C., **Liu, R.Z.**, and Kedley, K (December 2015). Public Engagement and Literacy Research. Presenter in a study group at the *Literacy Research Association Conference*. Carlsbad, CA.
- Liu, R.Z.**, Haynes-Moore, S., and Sulzer, M. (November 2015). Collaborative Composition as Dialogic Possibility: Of Meaning, Self, and Other inside a Homeless Shelter, a Virtual Community (Video Game), and a Standard Classroom at the *National Council of Teachers of English Annual Conference*. Minneapolis, MN.
- Sunstein, B.S. and **Liu, R.Z.** (October 2015). Encountering Artifacts: Writing for Analysis. Panel at the *American Folklore Society Annual Meeting*. Long Beach, CA.
- Liu, R.Z.** (April 2015). Homeless Adults Co-construct Literacy Identities inside a Community Writing Workshop at a Shelter. Paper at the *American Educational Research Association Conference*. Chicago, IL.
- Liu, R.Z.** (March 2015). Risky Writing in Public Places: Four Studies of Cultural Re-Presentation. Panel at the *Conference on College Composition and Communication*, Tampa, FL.
- Colvin, C., Kedley, K., **Liu, R.Z.** (December 2014). Public Engagement. Presenter in a Study Group at the *Literacy Research Association Conference*. Marco Island, FL.
- Liu, R.Z.** (December 2014). A Matter of Equity and Access: Homeless Veterans Co-construct Meaning inside a Community Writing Workshop at a Shelter House. Paper at the *Literacy Research Association Conference*. Marco Island, FL.
- Liu, R.Z.** (November 2014). Stories of Multiple Literacies inside a Homeless Shelter: Families and Veterans in Homeless Circumstances Resist Narratives of Deficits. Panel at the *National Council of Teachers of English Annual Conference*. Washington, DC.
- Liu, R.Z.** (April 2014). African American Male Student-Athletes Complicate Prescribed Identities as “Underprepared” Freshmen and Adopt Literacy Identities. Roundtable at the *American Educational Research Association Conference*. Philadelphia, PA.

- Liu, R.Z.** (October 2012). Cultural Knowledge inside the Shelter House: From Trauma Scripts to Personal and Cultural Narratives. Panel at the *American Folklore Society Annual Meeting*. New Orleans, LA.
- Sunstein, B.S. and **Liu, R.Z.** (October 2012). Folk Writers on Creative Writing. Panel at the *American Folklore Society Annual Meeting*. New Orleans, LA.
- Sunstein, B.S., Ohlmann, A., **Liu, R.Z.**, et al. (November 2011). Like Falling off a Blog: Pre-service Teachers Ride the Current Between Past and Future. Panel at the *National Council of Teachers of English Annual Conference*. Chicago, IL.
- Liu, R.Z.** (October 2011). Of Flying Brooms and Sorcerers: Spell-castings, Love Potions, and Supernatural Plants. Panel at the *American Folklore Society Annual Meeting*. Bloomington, IN.
- Liu, R.Z.** (October 2009). The Sorceress of Westminster: A Writer finds Ethnographic Lenses. Panel presented at the *American Folklore Society Annual Meeting*. Boise, ID.
- Liu, R.Z.** (November 2009). Understanding students who get by: Reading as a writer. Panel presented at the *National Council of Teachers of English*. Philadelphia, PA.
- Liu, R.Z.** (December 2008). Extending readers' interests: Reading for writing style and techniques. Symposium presented at the *National Reading Conference*. Orlando, FL.

#### PEER-REVIEWED REGIONAL CONFERENCES

- Liu, R.Z.**, Bernfeld, T., Raquel Wood, & Aldrich, C. (March 2018). Critical Revisions: Voicing and Languaging toward a Racially, Culturally, and Socially Just Writing Center Pedagogy. Presenter on and coordinator of panel at the *Midwest Writing Center Association*, Omaha, NE.
- Liu, R.Z.** (May 2016). The Community Stories Writing Workshop at Shelter House. Issue-Focused Breakout Session at the *Upper Midwest Civic Engagement Summit (UMCES)* in Iowa City, IA.

#### INVITED PRESENTATIONS

- Liu, R.Z.** (October 2018). Panel on Media and Representation Critique: *Crazy Rich Asians*. Asian American Studies Program. University of Maryland, College Park, MD.
- Liu, R.Z.** (January 2018). Panel of Equity and Race. "Stand Up, Speak Out" Anti-bullying Workshop Series. Iowa Youth Writing Project. Iowa City, IA.
- Liu, R.Z.** (January 2018). Critical Reflections on Race and Privilege in the Classroom: A Writing Workshop. *Symposium Day on Privilege*, Augustana College. Rock Island, IL.
- Liu, R.Z.**, Swanston, J., & McNutt, S. (October 2017). Rhapsody in Black: Dirty Dancing. Sneak preview/screening at *Witching Hour*, Iowa City, IA.
- Liu, R.Z.** (September 2013; February 2014). Negotiating College Literacy Practices and Identities: U.S. Veterans Write, Read, and Respond to Self and Community. Presented at the *Life after Service Seminar*.
- Liu, R.Z.** (September 2013). Nonfiction Writing inside a Homeless Shelter: U.S. Veterans Write and Revise Self into the Literary Identity of a Town. Presented at the Veterans Affairs, Iowa City.
- Liu, R.Z.** (July 2013; July, 2012). Facilitating a writing workshop at a shelter house. Presented at the School of Social Work Creative Writing Workshop.
- Liu, R.Z.** (March 2013). Creative Writing Workshop. MONSOON. Iowa City, IA: WRAC.
- Liu, R.Z.** (October 2012). Community Stories Writing Workshop. *Challenge Your Assumptions/We Are Shelter House*. Iowa City, IA: Englert Theatre.
- Liu, R.Z.** (May 2013, 2012, 2011). *Community Stories Writing Workshop Public Reading*. Iowa City, IA: Prairie Lights.
- Sunstein, B.S., Baker, D., **Liu, R.Z.** (April 2012). Math in the Margins: Expanding the Five-Minute Universe with Geometry and Writing. Robert Yager Educational Accomplishment Award Annual Lecture, Teaching and Learning Center, University of Iowa.

**Liu, R.Z.** (March 2004). Asian Americans as the perpetual foreigner. Presented in the Human Relations course, College of Education.

**Liu, R.Z.** (March 2003). I don't speak ching-chong. Human Relations course, College of Education.

**DOCTORAL AND MASTER STUDENT ADVISING AND COMMITTEES*****University of Maryland***Doctoral Advisees

- Genevieve D’Cruz in Minority and Urban Education (fall 2019-present). Primary advisor
- Shaneequa Castle in Minority and Urban Education (incoming, fall 2020). Primary advisor
- Amber Johnson in Minority and Urban Education (incoming, fall 2020). Primary advisor

Master’s Student Advisees

- Uchenna Offor in Minority and Urban Education (fall 2019-present). Primary advisor
- Kaitlin Walker in Minority and Urban Education (fall 2019-present). Primary advisor
- Amina Lively in Minority and Urban Education (incoming, fall 2020). Primary advisor
- Connor Reilly in Minority and Urban Education (summer 2019-spring 2020). Primary advisor

Dissertation

- Doctoral Dissertation Committee: Cierra Caler-Jones in Minority and Urban Education (spring 2020-present). Committee member. (Dissertation: *Black Girls' Arts-based Practices as Mechanisms for Identity Development and Resistance*)
- Doctoral Dissertation Committee: Jennifer Burriss in Minority and Urban Education (summer 2020-present). Committee member. (Dissertation: *Social Justice Leadership Preparation*)

Comprehensive Examination

- Doctoral Comprehensive Exam Committee: Nardos Ghebream in Minority and Urban Education (spring 2020). Committee member
- Doctoral Comprehensive Exam Committee: Jennifer Burriss in Minority and Urban Education (spring 2020). Committee member
- Doctoral Comprehensive Exam Committee: Kristyn Lue in Math Education (spring 2020). Committee member
- Doctoral Comprehensive Exam Committee: Cierra Caler-Jones in Minority and Urban Education (fall 2019). Committee member
- Doctoral Comprehensive Exam Committee: Justine Lee in Minority and Urban Education (fall 2018). Committee member
- Master Comprehensive Exam Committee: Connor Reilly in Minority and Urban Education (spring 2020). Chair

***The University of Iowa***

- Served as advisor to doctoral students and master’s students between fall 2016-summer 2018
  - Language, Literacy, and Culture Program
  - English Education Program
- Served on doctoral dissertations committees and comprehensive examination committees between fall 2015-spring 2018
  - Language, Literacy, and Culture Program
  - School, Society, and Culture
  - Math Education
  - Counseling Psychology
- Served on master’s comprehensive examination committees between fall 2015-spring 2018
  - English Education

## PROFESSIONAL SERVICES

### Professional Community – National, Regional, and Local

- American Folklore Society and National Endowment for the Humanities Working Group: Summer Institute for Antiracist Teaching and Folklore (summer 2020-current). Member.
- *Review of Education, Pedagogy and Cultural Studies* (spring 2020). Peer reviewer
- Critical Race Education Studies Association (spring 2018-present). Reviewer
- *Journal of Folklore and Education* Theme for Vol. 7. “Teaching for Equity.” (spring 2019-current). Advisory board member
- Local Learning: The National Network for Folk Arts in Education (Taskforce of National Endowment for the Arts) (fall 2018-current). Board of Directors
- Smithsonian Institute: Folklife, consultant (2019-present)
- *Journal of Folklore and Education* Theme for Vol. 6. “Voila, it's The Art of the Interview” (spring 2018-fall 2019). Advisory board member
- American Folklore Society, Review Committee (spring 2017). Member/Reviewer
- *English Teaching: Practice and Critique* (spring 2017-2018). Peer reviewer
- *Research in the Teaching of English* (February/March 2014-2018). Peer reviewer
- Monsoon United Asian Women of Iowa (spring 2017-summer 2018). Board of Directors
  - Circles of Experts. Member
- National Poetry Contest for Social Workers (spring 2017-summer 2018). Judge
- The National Council of Teachers of English, Norman Mailer Student Awards. National writing contest for high school and college students (spring 2016). Judge
- UNESCO City of Literature, Iowa City Poetry in Public Review Committee (spring 2016-spring 2018). Committee member
- *Words of Justice: A Critical, Creative Writing Workshop* for youth writers to inspire and inform, explore and enact social justice through the language arts (summer 2018). Co-founder, facilitator, coordinator
- *Bankstreet Occasional Papers Special Issue: After-school Time* (January 2013). Peer reviewer

### University of Maryland

- Mentor Teacher Academy Working Group (summer 2020-current). Participant.
- Project RISE (summer 2019-present). Faculty research mentor.
- Embracing Diversity Course Sequence Development Committee (fall 2018-summer 2019). Member and Instructor
- API@UMD: the Asian & Pacific Islander Graduate Student, Staff, & Faculty Association (fall 2018-current). Member; Steering Committee Member (2018-2019)
- College of Education Faculty of Color Committee (fall 2018-current). Member
- Social Justice Day Planning Committee (fall 2018-spring 2019). Member and Panelist

### South Africa Partnership (Spring 2018)

- The University of KwaZulu-Natal Project: University Staff Doctoral Programme
  - Durban University of Technology; University of Zululand; The University of Iowa
- Teach and mentor qualitative research methods and academic writing

### The University of Iowa

- 2019 Theme Semester Planning Committee (summer 2018). Member
- Obermann Graduate Institute Advisory Board (August 2017-July 2018). Board member
- 2018 Asian Pacific American Student Graduation, (spring 2018). Faculty speaker.

- “Writing Our Minds” – Mental health writing workshops for high school students (spring 2018). Advisor/Consultant
- Martin Luther King, Jr. Research Symposium, (spring 2018). Poster judge
- Collegiate Teaching Award Committee (spring 2017). Member
- Blended Program (tentatively: Global Language, Literacy, and Culture), College of Education; First-year Experience Subcommittee (spring 2017-spring 2018)
- Provost Office, Office of Outreach and Engagement Focus Group (February 2017). Member
- DEO Search Committee, Teaching and Learning Department, College of Education (2016-2017). Member
- The College of Education Writing Resource (August 2015-July 2018). Director
- Academic Writing Workshop for Graduate Students (spring 2017). Course/Curriculum developer
- Language, Literacy, and Culture Program, College of Education (August 2015-July 2018). Committee member
- English Education Program, College of Education (August 2015-July 2018). Committee member
- Iowa Youth Writing Project (September 2015-July 2018). Council/Board member
  - Steering Committee. Member
- The University of Iowa Veterans and Military Affiliates Writing Workshop at the College of Education (August 2016-July 2018). Coordinator
- The University of Iowa and Veterans Affairs, Veterans’ Writing Workshop at the Psychosocial Rehabilitation and Recovery Center (PRRC) (October 2013-July 2018) (Founder and facilitator in October 2013-January 2014; Workshop Facilitator and Coordinator in January 2014-July 2018)
- The University of Iowa and Shelter House, Community Stories Writing Workshop at Shelter House, Iowa City (September 2010-July 2018). Founder, workshop facilitator, and coordinator
- Provost’s Office of Outreach and Engagement Directors Committee (August 2015-December 2015). Faculty fellow
- Richard Lloyd Jones’ Versatile Writer Award (August 2015-May 2016). Board member
- The University of Iowa, *The Iowa Review* (spring 2006 to summer 2007) Editorial staff

#### Newspaper Column

**Liu, R.Z.** (April, 2004). My name is not Suzie Wong. *The Press Citizen*. Iowa City, IA.

**Liu, R.Z.** (March, 2004). Eight boxes of Americana: Multicultural education. *The Press Citizen*. Iowa City, IA.

**Liu, R.Z.** (February, 2004). Three pigs make a monkey: Racial slurs on the ped mall. *The Press Citizen*. Iowa City, IA.

**Liu, R.Z.** (January, 2004). I don’t speak ching-chong. *The Press Citizen*. Iowa City, IA.

#### **PROFESSIONAL MEMBERSHIPS**

- National Council of Teachers of English—NCTE and CCCC (2009-current)
- American Educational Research Association (AERA) (2009-current)
- Literacy Research Association (2014-current); National Reading Association (2008-2009)
- Association of Writing Programs (2016-2019)
- American Folklore Society (2009-2019)

#### **PROFESSIONAL TEACHING EXPERIENCE**

(fall 2018-present)	Assistant Clinical Professor University of Maryland Language, Literacy, and Social Inquiry; Minority and Urban Education
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(fall 2015 to summer 2018)	Clinical Assistant Professor The University of Iowa, Language, Literacy, and Culture Program
(fall 2010 to spring 2014)	Instructor Academic Seminar The University of Iowa, Rhetoric Department/Link Program
(fall 2007 to fall 2011)	Adjunct Instructor Elements of Writing (Pre-Freshman Composition) Kirkwood Community College
(fall 2009 to spring 2010)	Instructor (Spring 2010) Approaches to Teaching Writing The University of Iowa, College of Education
(fall 2004 to spring 2010)	Teaching Assistant Writing Center, Rhetoric Department The University of Iowa
(fall 2007 to fall 2008)	Adjunct Instructor Foundations of Business; Business Writing The University of Iowa, Tippie College of Business
(spring 2004 to spring 2007)	Teaching Assistant Nonfiction Writing The University of Iowa, College of Liberal Arts

#### COURSES TAUGHT

- iSeries Course: Race, Whiteness, and Counterstorytelling (Created, forthcoming fall 2020); *Undergraduate level*
- Critical Race Theory (Redesigned); *Graduate level*
- Race, Whiteness, and Identity (Redesigned); *Graduate level*
- Critical Perspectives in Ethnographic Research Methods (Created); *Graduate level*
- Social, Historical, and Cultural Competence: Critical Foundations of Schooling and Education (Co-created); *Graduate level*
- Asian American Studies Creative Writing Workshop (Created); *Undergraduate level*
- Action Research Methods/Conducting Research on Teaching; *Graduate level*
- Embracing Diversity in the Classroom Communities (Redesigned); *Undergraduate level*
- Ethnographic Research Methods, Theories, and Texts (Redesigned); *Graduate level*
- Academic Writing Workshop (Created); *Graduate level*
- Doctoral Seminar on Research in Writing (Redesigned); *Graduate level*
- Introduction to Qualitative Methods in Literacy Research; *Graduate level*
- Advanced Qualitative Data Analysis; *Graduate level*
- Critical Race Multiculturalism (Co-teach); *Graduate level*
- Approaches to Teaching Writing; *Undergraduate and graduate level; required for English Education students and/or elective course*
- Language and Learning (Redesigned); *Undergraduate and graduate level; required for English Education students and/or elective course*
- Academic Seminar I and II; *Undergraduate level; required course for students in LINK Program (e.g., student athletes; musicians, first-generation college students on scholarship)*
- Foundations of Business; *Undergraduate level; required writing course for business students*
- Introduction to Nonfiction Writing; *Graduate Instructor; Undergraduate level*

- Nonfiction Writing (Advanced English Composition); *Undergraduate level; general elective and/or English major course*
- Elements of Writing (Primary instructor at Kirkwood Community College); *Undergraduate level; pre-freshman comp*

## DESCRIPTION OF COURSES TAUGHT

### iSeries Course: Race, Whiteness, and Counterstorytelling (Created, forthcoming fall 2020)

*Faculty Instructor; Undergraduate level*

In this course, we explore storytelling and counter-storytelling within a white dominant culture and society. We interrogate the white gaze and white imagination (hooks, 2003) in nonfiction *essays* as they present themselves in popular media (e.g., social media, blogs, news), literary works (e.g., memoir, collage, lyric, travel, graphics), and academic writing (e.g., autoethnography, research texts), particularly those about communities of color. We discuss creative works by writers and artists of color, examining how they employ the oppositional gaze (hooks, 2003) to name what they see, feel, taste, smell, hear and importantly, to challenge dominant narratives about who they are as members within and outside of the white dominant community.

### Critical Race Theory (Redesigned)

*Faculty Instructor; Graduate level*

In this course, we forefront the prominence of race, power, and privilege in the praxis of (in)equity and social (in)justice. By centralizing race within formal and informal contexts, we understand intersectionality as multiple identities of oppression, and we interrogate the functions and purposes of everyday racism within white supremacy. Each week, we read, reflect, and engage in critical discourse centered on Critical Race Theory (CRT) and a variety of critical theoretical frameworks born of and/or inspired by CRT, including BlackCrit, AsianCrit, LatCrit, TribalCrit, and critical whiteness studies. Using these lenses to counter white dominant narratives about communities of color, we consider how and where we might locate ourselves and our advocacy efforts in wider struggles for racial justice.

### Race, Whiteness, and Identity (Redesigned)

*Faculty Instructor; Graduate level*

In this course, we recognize the urgent need to talk back to the “racial grammar” (Bonilla-Silva, 2012, p. 174) of White supremacy in education. Whiteness is not only normalized and deemed mundane, it is often rendered invisible as a result, meaning that we do not readily “see” it, let alone willingly *critique* it. Yet, as school demographics continue to pluralize, we, as educators, must actively question commonly accepted “neutral” practices, interrogate our own biases and privileges (actual and perceived), inquire about multiple oppressions, and work with communities of multiple intersectionalities from whom we seek to learn (Haddix, 2015). Framed by Critical Race and emancipatory perspectives (Delgado & Stefaniec, 2017; Paris, & Winn, 2014), our course discussions center on three primary questions: What is race? What is Whiteness? And what do race and Whiteness have anything to do with you, with us, *with educators*?

### Critical Perspectives in Ethnographic Research Methods (Created)

*Faculty Instructor; Graduate level*

This course offers practical and critical theoretical background for conducting ethnographic field studies in education. In our discussion of ethnographic methods, methodologies, and perspectives, we consider what it means to be a reflexive researcher. We explicitly investigate our research sites, methods, motives, biases, choices, and privileges. We explicitly question access—especially our own—to cultures and subcultures in education wherein we may be both insider and outsider. We explicitly interrogate representation—whose cultural practices, values, beliefs, languages, identities, and narratives are we

representing? How are we representing them? And why and for what purpose? At the heart of our work, we are, at all times, asking: how do our explorations and representations resist and/or speak to dominant cultural narratives about our studied cultures and their members

Social, Historical, and Cultural Competence: Critical Foundations of Schooling and Education (Co-created) *Faculty Instructor; Graduate level*

In this introductory course (of a three-part course sequence), we will examine our roles and responsibilities as anti-racist, social justice educators in fostering students' literacies—in and outside of school settings. As a crucial step toward racial and social justice pedagogies, we will work to unpack the colonial contexts in which our current educational system is rooted. What is the purpose and function of education? What does it mean to be educated? On what, and whose assumptions and values are we basing curricular standards? What and whose literacy practices and identities do we privilege--and why? Who determines what is acceptable or “appropriate” behavior? From where and from whom did these values derive? And for what purposes?

Asian American Studies Creative Writing Workshop (Created)

*Faculty Instructor, Undergraduate level*

In this nonfiction writing workshop, we focus on the power of counter-storytelling and how we, ourselves (within communities of color), might author our own narratives—for self, for family, for community. For this particular rendering of the course taught in the Asian American Studies Program, we focus on the lived narratives of Asian American and Pacific Islanders.

Action Research Methods

*Faculty Instructor; Graduate level*

Similar to *Introduction to Qualitative Methods in Literacy Research* with focus on teacher inquiry and classroom sites.

Embracing Diversity in the Classroom

*Faculty Instructor; Undergraduate level*

This course introduces education students to multicultural issues in the classroom setting. Grounded in a critical race perspective this course explores and investigates the assumptions and practices of educators in education. This course is relevant to professions working with diverse communities in U.S. contexts.

Academic Writing Workshop (Created)

*Faculty Instructor; Graduate level*

This is a writing course for graduate students interested in drafting and “workshopping” academic papers: dissertations, proposals, manuscripts, conferences, courses, etc. Discussions center on cross-disciplinary perspectives about academic writing processes and discourses; rhetorical considerations in academic writing; audience and readership within and across disciplines; clear, effective communication of data; and writing choices, styles, tones. At the core, this course is designed to invite a cross-disciplinary perspectives on academic writing and to accommodate students' selected disciplinary writing models. It is intended to support graduate students who are interested in, and who could benefit from, writing and drafting with a community of scholarly thinkers, readers, and writers. It is intended to nurture graduate students' writing talents/skills, confidence as writers, and healthy writing practices. It is intended to help students think about how they might participate in and contribute to relevant scholarly conversations in important and critical ways.

Doctoral Seminar on Research in Writing (Redesigned)

*Faculty Instructor; Graduate level*

How do research trends and methodologies shape what we value *as* and *in* “writing?” In this doctoral seminar, we examine the ways in which language and culture factor into our evaluation of what qualifies

as writing, and thus, our pursuit of *research* in writing. We start with a brief historical overview of writing research—what was studied, who was studied, why they were studied, how they were studied, and where they were studied—followed by a more concentrated examination of contemporary trends and narratives in the research of writing. As with most doctoral seminars, we engage in epistemological and ontological discussions, consider various theoretical frameworks, participate in research activities, identify our own projects, and prepare preliminary drafts of manuscripts and/or conference presentations.

### Ethnographic Research Methods, Theories, and Texts (Redesigned)

*Faculty Instructor; Graduate level*

This course offers practical and theoretical background for conducting ethnographic field studies in literacy, schooling, language, or a field of student's choice. We discuss ethnographic methods, methodologies, and perspectives from anthropology, sociology, folklore, journalism, literary criticism, cultural, critical, and composition theory. We read historical and contemporary ethnography, consider ethnographic forms of expression (films, graphics, fiction, poems); roles, responsibilities, and ethics of writer, reader, viewer, and informant; tools, methods, and writer's techniques to develop an ethnographic portfolio. Students in this course engage in ethnographic research methods; consider intersections between theory, methods, practice (explore complementary frameworks; synthesize/connect theories); consider tensions in researching *Other* (e.g., social justice and critical practices; sustainability of research and relationships; power dynamics; access to cultural spaces, time, practices, identities, stories: who gets to study, write, share, discuss, and revise whose stories?); connect our writing with our research methods; and critically read, discuss, and consider ethnographic essays and articles—for content, style, rhetorical function, implications, readability, etc. As necessary, we discuss the function of oral histories and critical narrative inquiry methods in exploring members' cultural values, practices, beliefs, identities, etc.

### Introduction to Qualitative Methods in Literacy Research

*Faculty Instructor; Graduate level*

This course is an overview of qualitative research traditions, methodologies, designs, and data collection and analysis methods in the field of language and literacy research (and/or related disciplines) in educational settings. Each course session, students explore methodological issues, talk about their current and future research projects, build a collective vocabulary and set of understandings, and discuss the perspectives of a variety of qualitative researchers. Students consider their roles as researchers, and they help each other identify how qualitative research methods can illuminate language and literacy learning and teaching theory and practice. Necessarily related, students are invited to grow toward a position of knowing what they want to accomplish methodologically in their research: 1) understand that research, no matter what kind, is subjective and that what they select as a method is based on the questions they pose; and 2) what questions they pose is often related to their epistemological perspective.

### Advanced Qualitative Data Analysis

*Faculty Instructor; Graduate level*

This course focuses on traditional and contemporary qualitative data analysis methods and varied forms of reporting to understand, critique, and conduct research about literacy learning and teaching (and/or other educational disciplines). Students arrive to class with data that they have collected from their own studies and engage in various data analysis methods. As a necessary part of this course, students also critically examine self as research instrument and discuss epistemological and ontological issues related to data analysis and data presentations.

### Introduction to Multicultural Counseling (Co-teach)

*Faculty Co-instructor; Graduate level*

This course serves as an introduction to multicultural issues in counseling theory, practice, and research and uses a critical race perspective to explore and investigate the assumptions and practices of counseling, psychology, and education. This course also provides an overview of the foundational assumptions and

practices of Critical Race in educational and psychological theories and practices. Participants in the course are exposed to various multicultural theories and paradigms relevant to working with diverse communities in the United States. The course is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences. As the co-instructor for this course, my responsibilities included leading lectures on the tenets of Critical Race Theory and facilitating critical discussions about the intricacies of praxis. I invited students to compose reflexively via mixed media composition as a way to critically examine self as researchers, practitioners, educators, and community members.

### Approaches to Teaching Writing

*Faculty Instructor; Undergraduate and graduate level; required for English Education students and/or elective course*

This praxis course prepares English Education pre-service teachers for the writing classroom. Just as writers must write and teachers must teach, so too must writing teachers write *and* teach. In this course, students are invited to engage in rigorous writing processes, synthesize socio-cultural and composition theories, and construct/design culturally responsive teaching practices for K-college contexts where they may be working with writers of multicultural backgrounds and identities, writers designated as “low-achieving” via tests, writers with multilingual literacies (ELL), as well as standards-achieving writers. Students in this class also engage in a variety of collaborative “workshop” configurations where they compose, read, and share drafts in conferences and response groups; they “publish” the pieces they write in formal “read-arounds” and/or at public readings.

### Language and Learning (Redesigned)

*Faculty Instructor; Undergraduate and graduate level; required for English Education students and/or elective course*

This course explores the nature of language from a critical, social, and cultural standpoint, and examines how language works in and through schools and, in particular, how language works in classroom discourse. Students taking this class will understand how a variety of academic fields have approached the study of language and learning; read, study, and discuss scholarship on classroom discourse patterns; understand the relationship between language and power, and to identify how this relationship presents itself in schools; practice designing activities that encourage language awareness; understand language and learning in the context of the digital age; and synthesize how theories apply to classroom teaching.

### Academic Seminar I and II

*Graduate Instructor; Undergraduate level; required course for students in LINK Program (e.g., student athletes; musicians, first-generation college students on scholarship)*

Academic Seminar is a yearlong course designed to help students in the Iowa Link Program further develop reading and writing knowledge essential for academic success at the college level. For fall semester, students write about what they know in forms such as narrative, poetry, and picture/postcard snapshots. For spring semester, students write about what they don't know about what they know or would like to know. They rely on ethnographic research methods and explore cultures and subcultures of their own interests. Students then compile findings in experimental forms such as graphic novel, collage essay, lyric essay, and newspaper blackout.

### Foundations of Business

*Adjunct Instructor; Undergraduate level; required course for business students*

The course considers concepts associated with the competitive environment business students will face and skills necessary for success in attaining professional employment, developing a successful career within an organization and expanding a career within a chosen industry. Competencies emphasized will include career search, persuasive communications (oral and written) and team building.

Introduction to Nonfiction Writing*Graduate Instructor; Undergraduate level; general elective course*

In this introductory course to creative nonfiction writing, students read published collections of essays as well as their own texts and discuss the components that bring each piece together. Specifically, students are introduced to concepts of beginnings, endings, time, setting, character, structure, and other details.

Nonfiction Writing (Advanced English Composition)*Graduate Instructor, Undergraduate level; general elective and/or English major course*

This course explores various forms of nonfiction (e.g., memoir, lyric, travel, etc.), with a special focus on the narrative. Students learn how to turn what Vivian Gornick calls, "the situation" into "the story." Goals for this course include producing essays about the personal and topics outside the self; conducting and negotiating research for topical writing assignments; reading published collections of essays; analyzing essays as a writer; and discussing components that bring each piece together, including structure, form, language, pacing, voice, etc.

Elements of Writing (at Kirkwood Community College)*Primary Instructor; Undergraduate level; pre-freshman composition.*

This is a reading and writing course that prepares nontraditional and/or returning college freshmen for composition I and composition II. Students are introduced to various modes of writing, including narrative, descriptive, informative, and persuasive.

**DESCRIPTION OF RESEARCH PROJECTS**Racial Discourse in Education Courses; Principal investigator

This is a retrospective critical-racial qualitative study that examines how students talk and compose about race in education courses. We examine how they negotiate their racial identities and positionalities as anti-racist educators. We ask: In what ways do students reinforce the "racial grammar" (Bonilla-Silva, 2012) of Whiteness in their pedagogical and theoretical considerations? For example, what are the functions of proxy terminology and passive-voice constructions for students in racial discourses? How do students use non-descript language to construct their identities and practices as educators?

Words of Justice: Essays of Resistance and Emancipation; Principal investigator (seeking IRB review)

This critical-racial qualitative study explores the intricacies of cross-racial collaboration and asks such questions as: how might communities of color work together to support/teach emancipatory thought and action via mixed-media interdisciplinary forms? From collage essays about health care to b-boying about climate change, research participants are artists, writers, and educators who use mixed media in their work and in their teaching to disrupt racially White spaces. What stories of resistance and emancipation do they and their students tell via graphic arts, breaking, and collage forms? How do mixed media facilitate and/or disrupt socio-political voices/discourse in classrooms and communities? Similarly, how do they facilitate and/or disrupt audience/reader responses/discourse in classrooms and communities? Within formal school contexts, we examine ways that creative writing workshops can function as critical, creative spaces for young writers to share their socio-emotional experiences, and inspire, inform, and enact social empathy and social justice through the language arts. Writers reflect on and compose about what it means to enact cross-racial solidarity and collaboration. They consider multiple perspectives on what constitutes "diversity," and negotiate for, and among, themselves how they—individually and collectively, personally and socially—might participate in, and contribute to, conversations in their community about access and equity.

Project HOPE: The Impact of Creative Writing in a Career Intervention on Underserved Rural Students'*Self-efficacy; Co-principal investigator*

This cross-disciplinary, mixed methods pilot study is a modification of Project HOPE (Healthcare,

Occupations, Preparation and Exploration), a STEM-based curricular intervention, now on its eighth year, that connects low-socioeconomic middle school students (and students of color) to the health, engineering, and science careers early in their education. For our pilot study, we introduced a creative writing intervention to help students (i.e., Latinx, middle school students in two rural Midwestern towns) explore how their own identities, interests, and values operate in conjunction with labor market demands and socio-political realities. Our preliminary observations suggest that students in the creative writing intervention are more likely to articulate their career interests in relation to family and community influences than students in the standard writing intervention, or control group. As the co-PI, I lead the qualitative piece of our study and am interested in the following queries: what socio-cultural and/or -political identities and narratives emerge in students' multimodal drafts? How do students position themselves in the stories—in relation to their families and communities? And how are they “read” by peers/audience (i.e., how do peers/audience read and respond to these narratives)? Here, I am interested in the interplay between the students' “writing of stories” and their “reading and responding to stories” and how that exchange might inform their revision processes. I employ critical discourse analysis and narrative inquiry methods to inform my understanding of students' counternarratives.