

Dr. Tim Monreal, PhD

**Assistant Professor, Department of Learning and Instruction
University at Buffalo, The State University of New York**

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Education

- 2015-2020 PhD, Social Foundations of Education
University of South Carolina, Columbia, SC
- 2008-2010 M.A., Secondary Education
Loyola Marymount University, Los Angeles, CA
- 2004-2008 B.A., Political Science with Minor in History
University of California, Santa Barbara, Santa Barbara, CA

Other Programs Attended:

- 2013-2014 Loyola Marymount University, Los Angeles, CA
Professional 2042 Clear Teaching Credential
- 2007 UC Santa Barbara/Autonomous University of Queretaro, Queretaro, México
Chicano Studies Summer Program

Professional Experience

- August 2022- Assistant Professor, Department of Learning and Instruction
University at Buffalo, The State University of New York
- 2020-2022 Assistant Professor of Teacher Education
California State University, Bakersfield
- 2015-2019 Middle School Teacher, Social Studies
Lexington Middle School, Lexington, SC
- 2012-2015 Middle School Teacher, Social Studies, Literature, Science
Our Lady of Perpetual Help School, Downey, CA
- 2008-2012 Middle School Social Studies Teacher,
San Mateo, CA and Los Angeles, CA

Dissertation

Monreal, T. (2020). *Hecho in South Carolina: K-12 Latinx Educators Made in, and Remaking, El Sur Latinx.*

Peer-Reviewed Journal Articles

Monreal, T., Patiño-Longoria, F.*, & Herrera, M.* (In Press). Intergenerational Pláticas as Ethnic Studies Freedom Dreaming in Kern County. *Ethnic Studies Pedagogies Journal.*

Monreal, T., & Stutts, C. (2023). The ambiguity of (non)belonging: Latinx teachers negotiate critical Social Studies in the U.S. South. *Critical Questions in Education, 14*(1), 97–106.

Monreal, T., & Popielarz, K. E. (2022). Teaching for spatial justice: A framework for social studies educators. *Oregon Journal of the Social Studies, 10*(2), 34–43.

Monreal, T. (2022). “Here being in schools is worse”: How Latinx teachers navigate, recreate, and instigate hostile spaces in the U.S. South. *Educational Studies, 58*(1), 50–73.
<https://doi.org/10.1080/00131946.2021.1994972>

Tirado, J., & **Monreal, T.** (2022). Welcome to Zinctown: Bringing Salt of the Earth (1954) to Your Classroom. *Social Education, 86*(3).

Sinclair, K., Rodriguez, S. & **Monreal, T.** (2022). “We can be leaders”: Minoritized youths’ subjugated (civic) knowledges and social futures in two urban contexts. *International Journal of Qualitative Studies in Education.* <https://doi.org/10.1080/09518398.2022.2025488>

Monreal, T. & Floyd, R.* (2021) “Ain’t no white people have to be cultural ambassadors, right?” How a Latinx teacher in the US South resists ephemeral multiculturalism for political praxis. *Theory into Practice, 60*(4). 412-421. (*Practitioner Co-Author)
<https://doi.org/10.1080/00405841.2021.1987095>

Gamez, R. & **Monreal, T.** (2021). “We have that opportunity now”: Black And Latinx Geographies, (Latinx) racialization, and “New Latinx South”. *Journal of Leadership, Equity, and Research (Latinx Research Center Special Issue/Lead article), 7*(2). 1-24.

Monreal, T. (2021) Stitching Together More Expansive Latinx Teacher Self/ves: Movidas of Rasquache and Spaces of Counter-Conduct in El Sur Latinx. *Theory, Research, and Action in Urban Education, 6*(1). 37-51.

Monreal, T., & McCorkle, W. (2021). Social studies teachers’ attitudes and beliefs about immigration and the formal curriculum in the United States South: A multi-methods study. *The Urban Review, 53*(1), 1–42.

Varga, B. A., & **Monreal, T.** (2021). (Re)Opening closed/ness: Hauntological engagements with historical markers in the threshold of mastery. *Taboo: The Journal of Culture and*

Education, 20(3), 80–97.

Popielarz, K. & **Monreal, T.** (2019). Teaching (for) Spatial Justice is teaching (for) Social Justice. *Curriculum in Context*. 45(1). 7-11.

Monreal, T. (2019). (Re)learning to Teach: Rasquachismo in the South. *Latino Studies Journal*. 17(1). 118-126.

Monreal, T. (2018). *No Me Puede Arrestar Por Nada* (You can not arrest me for nothing): Using film to investigate Westward “Expansion” and the Borderlands at the turn of the nineteenth century. *History Matters!* 31(October).

Rodriguez, S. **Monreal, T.**, & Howard, J. (2018) “It’s about hearing and understanding their Stories”: Teacher empathy and socio-political awareness toward newcomer undocumented students in the New Latino South. *Journal of Latinos and Education*

Monreal, T. (2017). More than Human Sacrifice: Teaching about the Aztecs in the New Latino South. *Middle Grades Review*. (3)3, 1-9.

Rodriguez, S. & **Monreal, T.** (2017) “This state is racist.”: Policy problematization and undocumented youth experiences in the New Latino South. *Educational Policy (Special Issue) Fall 2017*.

Monreal, T. (2016). Is There ‘Space’ for the International Baccalaureate? *Current Issues in Comparative Education*, (19)1, 26-42.

Monreal, T. (2016, August). Beyond Surface Level Digital Pedagogy. *Hybrid Pedagogy*.

Peer-Reviewed Book Chapters

Monreal, T., & Tirado, J. (2023). “The (Self/Re)generating Sacred Energy Called Teotl”: Using Nahua Philosophy to Introduce Posthumanist Thinking. In B. Varga, T. Monreal, & R. Christ (Eds.), *Toward a Stranger and More Posthuman Social Studies* (pp. 139-148). Teachers College Press.

Tirado, J. & **Monreal, T.** (2022). Soñando en/del Sur Latinx: Letting the Youth disrupt narratives of division. In A. Vickery & N. Rodriguez (Eds.), *Critical Race Theory and Social Studies Futures From the nightmare of racial realism to dreaming out loud* (pp. 140-147). Teachers College Press.

Rodriguez, S., Gamez, R., & **Monreal, T.** (2022). Latinx (im)migrant racialization, anti-Blackness, and the social and educational landscape of the U.S. South. In J. Scott & M. Bajaj (Eds.), *World Yearbook of Education 2023* (139-157). Routledge.

Monreal, T. (2022). “I feel like I am in-between. I am not from here or there. I don’t belong”: Using ecomaps to investigate the relational spaces of Latinx im/migrant teachers in South Carolina. In C. Magno, J. Lew, & S. Rodriguez (Eds.), *(Re)Mapping migration and education: Methods, theory, and practice* (pp. 13-37). Brill.

- Monreal, T., & Tirado, J. (2022).** Don't call it The New (Latinx) South, estábamos aquí por años. In Y. Medina & M. Machado-Casas (Eds.), *Critical Understandings of Latinx in Global Education* (pp. 100–125). Brill.
- Monreal, T. & McCorkle, W. (2022).** Why are teachers walking out in South Carolina? In H. Tran & D. Smith (Eds.), *How Did We Get Here? The Decay of the Teaching Profession* (pp. 311-330). Information Age.
- Monreal, T., & Tirado, J. (2022).** “Then I knew we had won something they could never take away”: Investigating Salt of the Earth. In S. J. Kaka (Ed.), *Hollywood or History?: An inquiry-based strategy for using film to teach about inequality and inequity throughout history* (pp. 301–317). Information Age Publishing.
- Monreal, T., & Varga, B. A. (2021).** Non/Human (Un/En)Tanglements: Practitioner-based engagements with post-humanism, multiculturalism, and visual materials. In C. Clark, K. J. Fasching-Varner, I. Jackson, N. A. Marrun, & K. J. Tobin (Eds.), *Multicultural curriculum transformation in Social Studies and Civic Education* (pp. 265–284). Lexington Books.
- Monreal, T. & Tirado, J. (2021).** Seeing the Mayans/Issues of Representation in Media. In Elfer, C. & Roberts, S. (Eds). *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History* (pp. 271-284). Charlotte, NC: Information Age Publishing
- Monreal, T. & Varga, B. (2021).** Representing Ancient Egypt(ians)/Visual Mediums and Public Perception. In Elfer, C. & Roberts, S. (Eds). *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History* (pp. 67-79). Charlotte, NC: Information Age Publishing
- Monreal, T., (2019)** The Middle Grades Social Studies Curriculum as a Site of Struggle for Social Justice in Education. In Papa, R. (Ed). *Springer Handbook on Promoting Social Justice in Education*. Springer, 890-917.
- Monreal, T., & Weiser, G. (2019).** Integrating Civil Liberties into Middle Grades World History: Bringing Colin Kaepernick into Ancient Mesopotamia. In Hubbard, J. (Ed). *Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies* (pp. 123-138). Charlotte, NC: Information Age Publishing.
- Monreal, T. (2018).** Chicano Power and Youth Resistance: Walking Out for Civil Rights. In Roberts, S. & Elfer, C. (Eds). *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach United States History* (pp. 222-230). Charlotte, NC: Information Age Publishing.

Book Reviews

- Monreal, T., Cervantes-González, A., & Torres, L.* (2021)** Book Review: Latina Teachers. *Journal of Leadership, Equity, and Research*. 7(1). 1-5. (*Student Co-Author)

Monreal, T. (2020) Book Review: Mistakes we have made: Implications for Social Justice Educators. *Journal of Leadership, Equity, and Research*. 6(2). 1-5.

Monreal, T. (2018) The viejo “New Latino South”: A review of Corazón de Dixie for teacher educators and practitioners. *Teacher Education Journal of South Carolina*. 12(1). 51-60.

In Press/Accepted

Christ, R., Varga, B. A., & **Monreal, T.** Un/Masking mascar(a/illa)s: Dreadful engagements with media, identity, and (sous/sur)veillance. In *The Art of Decolonizing Practice*

Under Review

Monreal, T. “No me dejen ir porque they needed me here”: Latinx Teachers in El Sur Latinx and Spatializing Corrective Representatives. (*Journal of Race, Ethnicity, and Education*).

Gamez, R. & **Monreal, T.** (Equal Authorship). Unruly Latinidad(es), Space, and the Palimpsest *Equity, and Research (Latino Studies)*.

Marks, S., **Monreal, T.** & Hayes, A. Criticality through Race Radicalism and Material Politics. *NCTE Voices from the Middle*.

Monreal, T. Research for Spatial Justice in Social Studies Education. *Bloomsbury Encyclopedia of Social Justice in Education*.

Ligocki D. & **Monreal, T.** (2022). Freedom Dreaming Through Waking Nightmares: A Duoethnography of Education Scholars Navigating Public Schooling as Parents. (*Journal of Leadership, Equity, and Research*)

Monreal, T., Tirado, J. & Barrera, S*. Rasquache Movidas Toward Critical, Intersectional Latinx Futures in the Social Studies. In *Teaching Culturally and Linguistically Relevant Social Studies with and for Emergent Bilingual and Multilingual Youth: Examining the Past, Present, and Future*

Monreal, T. Defiant, Playful, and Inventive: Rasquache Social Studies Theorizing. *Always-Already On the Lookout: Searching for, Enacting, and Storying Theory in Social Studies Education*.

Chapter Proposals Accepted and In Progress

Tirado, J., Rodriguez, G., **Monreal, T.**, & Ender, T. “Civics and Latinidad: Letters to the past with hopes for the future.”

Monreal, T. & Medrano, J*. McFarland, U.S.A. In Tirado, J and Monreal T (Eds). Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom.

Monreal, T. & Herrera, M.*. Mexico’s Indigenous Languages. In Tirado, J and Monreal T (Eds). Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom.

Monreal, T. Zoot Suit. Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom.

Monreal, T. Ixcanul. Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom.

Books

Varga, B., **Monreal, T.**, & Christ, R. (2023, May). *Be(com)ing Strange(r): Towards a Posthuman Social Studies*. Teachers College Press.

Accepted Book Proposals

Tirado, J. & **Monreal, T.** *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach Latinx History*. Information Age Publishing.

In Progress

Monreal, T. Teaching as an Act of Spatial Illegality: Latinx teachers, the public school, and El Sur Latinx. (Target Journal: *Research in Education*)

Monreal, T. Is the New Latinx South New?: A primary source (spatial) investigation. (Target Journal: *Social Education*).

Professional Presentations, Proceedings, and Papers (Peer-Reviewed)

Monreal, T. (2023). *Why are Teachers Marching?* Paper presented at the American Education Research Association (AERA) annual meeting.

Monreal, T. & Tirado, J. (2022). *Bringing Latinx Histories to Your Classroom with Media*. Paper presented at the National Council for the Social Studies (NCSS) annual meeting.

Monreal, T., Sinclair, K., & Popielarz, K. (2022). *Advancing a Spatial Justice Vision and Framework for Social Studies Education Research*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting.

Monreal, T. & Tirado, J. (2022). *The (self/re)-generating sacred energy called Teotl*. Paper presented at the American Education Studies Association (AESA) Annual Meeting.

Monreal, T. & Gamez, R. (2022). *Palimpsests, Rupture, Racialization, Relationality, and Elsewheres: Mapping Geographies of Encounter using The "New" Latinx South*. Paper presented at the American Education Studies Association (AESA) Annual Meeting.

Ligocki D. & **Monreal, T.** (2022). *Freedom Dreaming Through Waking Nightmares: A Duoethnography of Education Scholars Navigating Public Schooling as Parents*. Paper presented at the American Education Studies Association (AESA) Annual Meeting.

Sinclair, K., Rodriguez, S. & **Monreal, T.** (2022). *"We can be leaders": Minoritized youths' subjugated (civic) knowledges*. Paper presented at the American Educational Research

Association (AERA) Annual Meeting.

Tirado, J. & **Monreal, T.** (2022). *Soñando en/del Sur Latinx: Dreaming in the South*. Paper presented at the American Educational Research Association (AERA) Annual Meeting.

Monreal, T. & Floyd, R.* (2022) “*Ain’t no white people have to be cultural ambassadors, Right?*” Paper presented at the American Educational Research Association (AERA) Annual Meeting. (*Practitioner Co-Author)

Monreal, T., Popeilarz, K. & Sinclair, K (2022). *Advancing a spatial justice vision and framework for social studies education*. Paper presented at the American Educational Research Association (AERA) Annual Meeting.

Monreal, T., & Herrera, M.*, (2022, April). *Latinx Teachers and Overlapping Pandemics in South Carolina*. Paper presented at the Southeastern Immigration Studies Association. (*Student Co-Author)

Monreal, T., *Herrera, M., & McCorkle, W. (2022, February). “*It’s like they don’t care at all*”: *Latinx Teachers and Overlapping Pandemics in South Carolina*. Paper presented at the Critical Questions in Education Conference. (*Student Co-Author)

Monreal, T. (2021, November). *The Panopticism and (self)Surveillance of Neoliberal Multiculturalism for Latinx Teachers (in the U.S. South)*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting

Monreal, T. & Stutts, C. (2021, November). *The Ambiguity of (non)Belonging: Latinx Teachers Negotiate Critical Social Studies in the U.S. South*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting

Ender, T. & **Monreal, T.** (2021, November). *Challenging Latinidad: Learning from Baseball in Teaching History*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting

Monreal, T. (2021, April) “*Here being in school is worse*”: *How Latinx teachers navigate hostile spaces in the U.S. South*. Paper presented at the American Educational Research Association (AERA) Annual Meeting.

Monreal, T. (2021, April) *Teaching as an Act of Spatial Illegality: Latinx teachers, the public school, and El Sur Latinx*. Paper presented at the American Educational Research Association (AERA) Annual Meeting

Christ, R., Varga, B. & **Monreal, T.** (2021, April). *Un/Masking Mascar(a/illa)s: Dreadful Engagements with Media, Identity, and (Sous/Sur)veillance*. Paper presented at the American Educational Research Association (AERA) Annual Meeting

Monreal, T. (2021, February). *How Latinx teachers understand their experiences in South Carolina schools*. Paper presented at AACTE Annual Meeting.

- Monreal, T.** (2020, December 5) *Is the New Latinx South New?: A primary source (spatial) investigation*. Paper presented at the National Council of Geography Education (NCGE) annual meeting.
- Popielarz, K. & Monreal, T.** (2020, December 5) *Towards Spatial Justice in the Social Studies Classroom*. Paper presented at the National Council for the Social Studies (NCSS) annual meeting
- Monreal, T.** (2020, December 3) *How New is the New Latinx South?: The limitations and injustice of temporal frames*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting
- Popielarz, K. & Monreal, T.** (2020, December 2) *Towards a Spatial Justice Agenda in Social Studies*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting
- Monreal, T.** (2020, Nov). *“No me dejen ir porque they needed me here”: Latinx Teachers in El Sur Latinx and Spatializing Corrective Representatives* [Individual Paper/Symposium]. AESA Annual Conference San Antonio, TX (Conference Canceled)
- Gamez, R. & Monreal, T.** (2020, Nov). *A Call for Nuance: The “New” Latinx South, Education Discourse and the Need to (Un/Re)Knot Assumptions about (Latinx) Racialization* [Individual Paper/Symposium]. AESA Annual Conference San Antonio, TX (Conference Canceled)
- Monreal, T.** (2020, Apr 17 - 21) *Becoming Latinx Educators With/in Spaces of Inclusion and Exclusion in El Sur Latinx* [Invited Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vjjdfuf> (Conference Canceled)
- Varga, B. A. & Monreal, T.** (2020, Apr 17 - 21) *(Remem)be(r)ing Future Institutional Narratives: Mapping Historical Ghosts in the Threshold of Mastery* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/svl5w3u> (Conference Canceled)
- Monreal, T.** (2020, Apr 17 - 21) *Hecho en South Carolina: Latinx Teachers Made in and (Re)Making the NuevoSouth* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ra74guo> (Conference Canceled)
- Monreal, T.** (2020, February). *“I am more than a glorified translator”: Latinx (immigrant) educators in South Carolina*. Paper presented at the Southeastern Immigration Studies Association annual meeting, Charleston, SC.
- Monreal, T.** (2019, April). *More than Role Models: Problematizing rationales for teacher representation in the New Latinx South*. Paper presented at the American Education Research Association (AERA) annual meeting, Toronto, Canada.
- McCorkle, W., & Monreal, T.** (2019, February). *Teachers’ attitudes toward immigrant students and the treatment of immigration in the curriculum: A mixed-methods study*. Paper presented at the Eastern Educational Studies Association annual meeting, Myrtle Beach,

SC.

McCorkle, W., Rodriguez, S. & **Monreal, T.** (2018, November). *The relationship between Teachers' beliefs about migration and their attitudes towards immigrant students*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting, Chicago, IL.

Monreal, T. (2018, November). *More than Human Sacrifice*. Poster presentation for the National Council for the Social Studies (NCSS) annual meeting, Chicago, IL.

Monreal, T. (2018, November). *No me puede arrestar: Teaching Gregorio Cortez*. Poster presentation for the National Council for the Social Studies (NCSS) annual meeting, Chicago, IL.

Monreal, T. (2018, November). *Cómo están, y'all?: The experiences of Latinx K-12 teachers in the Southeast*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Greenville, SC.

Monreal, T. (2018, November). *(Re)Discovering a Rasquache Epistemology Through Research*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Greenville, SC.

Rodriguez, S., McCorkle, W., & **Monreal, T.** (2018, November). *A mixed-methods study of teachers' awareness and attitudes toward undocumented immigrant students*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Greenville, SC.

Monreal, T. & Wagner, T. (October, 2018). *What's wrong with "exploring"?: Freire, 21st century skills, and online resources*. Paper presented at Conference on Critical Pedagogy and Paulo Freire, University of South Carolina.

Monreal, T. & Rodriguez, S. (2017, November). *Qué estás haciendo en South Carolina? The Relationship between Immigration and Education Policy in a Restrictive State Context*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Pittsburgh, PA.

Monreal, T. (2017, November). *Maestro y Estudiante: Making it work with rasquachismo*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Pittsburgh, PA.

Rodriguez, S. & **Monreal, T.** (2017, April) *"This state is racist.": Policy problematization and undocumented youth experiences in the New Latino South*. Paper presented at the American Education Research Association (AERA) annual meeting, San Antonio, TX.

Rodriguez, S. & **Monreal, T.** (non-presenting author). (2017, Mar). *Seeking Rights of Citizenship and Equality of Educational Opportunity: Issues Facing Immigrant Students in the U.S. South*. Symposium and Paper accepted for the Comparative and International Education Society Annual Conference, Atlanta, GA.

- Received the designation of "Highlighted Presidential Session"

Rodriguez, S. & **Monreal, T.** (2016, October). *Racialized Policy Discourse and Undocumented Youth in South Carolina*. Paper accepted for the 6th Conference on Immigration to the US South.

Other Writing

Monreal, T., Varga, B., & Christ, R. (2023, April 13). Why Posthumanism? Why Social Studies? Why Strange? *Teachers College Press Blog*.
<https://www.tcpress.com/blog/posthumanism-social-studies-strange/>

Monreal, T. (2021, August). Community Voices, Publicly support our teachers. *The Bakersfield Californian*

Monreal, T. (2020, December). Community Voices. Finding a sense of community in a pandemic. *The Bakersfield Californian*

Monreal, T. & Trinh, E. (2019). Editors' introduction. *Bridges. (1)1*. 1-4.

Estes, W. & **Monreal, T.** (2019). Are we missing the moment? Reflections from practitioner-scholars about teacher activism, Foundations, and punk meanderings. *Bridges. (1)1*. 11-17.

Monreal, T. (2018, December). SC lawmakers need to support teachers, pay raises before there is a walkout. *The State Newspaper*.

Monreal, T. (2018, December). Commentary: South Carolina teachers are already walking out over tough conditions. *Post and Courier*.

McCorkle, W., Rodriguez, S., & **Monreal, T.** (2018). Teaching about DACA. *Social Education. 82(6)*. 353-354.

Monreal, T. (2018, November). Rasquachismo, My Dad, and Metalachi. *Medium*.

Rodriguez, S. & **Monreal, T.** (2017, November). Why the "bad hombre" Trump is the least of our worries: How state policies criminalize immigrant and undocumented youth. *Youth Circulations*.

Monreal, T. (2015, July). Working (and learning) with a teacher people gave up on. *Education Post*.

Monreal, T. (2015, June). Immigration (Book Spine Poetry). *Medium*.

Other Presentations/Invited Talks

Monreal, T. (2023, May). *Reveling with/in Rasquachismx: Centering student and teacher movidas to*

- survive and thrive in educational spaces*. Seattle Pacific University.
- Monreal, T. (2023, May). *Understanding teacher retention: Challenges and solutions*. Panel Discussion. University of South Carolina.
- Monreal, T. (2023, March). *Navigating the Academic Job Market*. Panel Discussion for the Graduate Student Forum of the University Faculty Assembly (CUFA) annual meeting.
- Monreal, T. (2023, March). *My Journey In/Through/Out of Social Studies*. Guest class lecture at California State University, Chico.
- Monreal, T. (2023, March). *Fellowships. My experience*. Guest class lecture at University at Buffalo.
- Monreal, T. (2022, September). *"I feel like I am in-between. I am not from here or there. I don't belong": Using ecomaps to investigate the relational spaces of Latinx im/migrant teachers in South Carolina*. International Policy Education Program. University of Maryland.
- Monreal, T. (2022, September). *Stitching together more expansive Latinx teacher(researcher) self/ves: Rasquache and my journey to/through the academy*. Virtual Roundtable in Urban Education. University of North Carolina-Charlotte.
- Monreal, T. (2021, November). *Using what we have: Conceptualizing Rasquachismo/a/x as a (set of) movida(s) to survive and thrive in racialized school and curricular spaces*. University at Buffalo.
- Monreal, T. (2021, September 15). *Conceptualizing Rasquachismo/a/x as a way to survive and thrive in racialized spaces*. Latinx Heritage Month Brown Bag Speaker Series, California State University Bakersfield. Bakersfield, CA.
- Monreal, T. (2020, November 30). *Academia in an Age of COVID: What to think about jobs and first years as faculty members?*. Interactive Graduate Session/Forum at the College and University Faculty Assembly (CUFA) annual meeting.
- Monreal, T. (2020, October). *Spatial Justice*. Guest class lecture at California State University, Chico.
- Monreal, T. (2020, May). *Supporting Immigrant Students*. Guest class lecture at Seattle Pacific University, Seattle, WA.
- Homer, I. & **Monreal, T.** (2019, November). *Breaking the Silence*. Presentation at the Annual Conference of Middle Level Education (AMLE), Nashville, TN.
- Monreal, T. (2018, September). *Safe and Supportive Schools for Immigrant Students*. Safe Schools Summit, Columbia, SC.
- Monreal, T. (2018, September). *"I wanted to make a difference, but it is just so hard": Reflecting on the experiences of Latinx K-12 teachers in the Southeast*. Latinx Interdisciplinary Studies Talks on Civic Leadership, USC Upstate, Spartanburg, SC.

- Monreal, T. (2018, April). *Como estas ya'all?* Presented at the University of South Carolina Discover Day.
- Monreal, T. (2017, April). *Mapping The Terrain: A Rasquache Inspired Literature Review about K-12 Latinx Teachers in the Southeast.* Presented at the University of South Carolina Discover Day.
- Monreal, T. (2017, January). *Structured PBL (for the beginner).* Presentation at Project Based Learning Institute by TransformSC, Columbia, SC.
- Monreal, T. (2017, January). *Project Based Learning Panel: Success or otherwise.* Presentation at Project Based Learning Institute by TransformSC, Columbia, SC.
- Monreal, T. (2014, September). *Wow! Re-Imagine Your Classroom with Project Based Learning.* Presentation at C3 Conference, Loyola Marymount University, Los Angeles, CA.
- Monreal, T. (2013, September). *Hack a Banana, Make a Keyboard.* Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.
- Monreal, T. (2013, September). *Flipping the Classroom: Bad Pedagogy in New Clothes?* Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.
- Monreal, T. (2013, April). *Closing Keynote: Crowdsourcing Questions About Technology.* Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.
- Monreal, T. (2013, April). *School Structure as Impediment.* Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.
- Monreal, T. (2013, April). *Innovation Day and Lifelong Kindergarten.* Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.

University Teaching Experience

- University at Buffalo, LAI 523: Social Studies Curriculum
- University at Buffalo, LAI 520: Introduction to Social Studies
- California State University, Bakersfield EDTE 5800/10: Candidate Supervision
- California State University, Bakersfield EDTE 5500: Assessment for the Single Subject Classroom, Fall, 2020; Spring, 2020
- California State University, Bakersfield EDTE 5400: Educational Psychology
- University of South Carolina EDFI 300: Schools in Communities, Spring 2018; Spring 2019
- University of South Carolina: Summer Seminar for visiting faculty from Guilin Medical University, China, Summer 2017

Honors, Awards, Grants

- Buffalo Public Schools, VIP Parent Award
- (Submitted): 2023-2028 Clinically Rich Intensive Teacher Institute in Bilingual Education and English to Speakers of Other Languages, ~\$700,000
- (Submitted): Education for Democracy by weaving inquiry-based history and civics with math and bilingual education, ~\$47,000
- University at Buffalo, Graduate School of Education EDJI Fellowship, \$4,000
- (Applied, not granted) Buffalo Renaissance Foundation Grant, \$5,000
- (Semi-Finalist) Spencer/National Academy of Education, Post-Doctoral Fellowship, \$70,000
- Research Fellow, Latinx Research Hub, Santa Clara University
- American Educational Research Association, Latinx/a/o Research SIG, Outstanding Dissertation Award 2021, \$500
- Outstanding Equity/Justice Dissertation Award, University of South Carolina College of Education, \$1000
- Research Council of the University, CSU-Bakersfield, Internal Research Grant, \$5000
- Spencer/National Academy of Education, Dissertation Fellowship, 2019-2020, \$27,500
- Southern Region Education Board State Doctoral Scholars Fellowship, 2019-2020, \$32,000
- University of South Carolina 2019 Stand Up Carolina Hero Award
- Outstanding Doctoral Student in Educational Studies, University of South Carolina, 2018
- Terry and Scott Peterson Fellowship, University of South Carolina, 2017-2018, \$1,000
- Graduate Civic Scholars Program, University of South Carolina, 2017-2018 Cohort, \$500
- AERA Division G, Preconference Mentoring Session, 2017, 2018
- Michelin Golden Apple Teacher Grants, Fall 2016
- Project WeH.O.P.E Teacher Recognition in Urban Leadership, East Palo Alto, 2011
- Saint Sebastian Inner-City Coaching Grant, 2010
- AmeriCorps Member, 2009, 2010
- Partner in Los Angeles Catholic Education (PLACE) Cohort 8, Specialized Programs in Urban Education (Loyola Marymount University School of Education) 2008-2010

Professional Organizations

- American Educational Research Association (AERA)
- American Educational Studies Association (AESA)
- National Council for Social Studies (NCSS)
- College and University Faculty Assembly (CUFA)
- Southeastern Immigration Studies Association (SEISA), *Founding Organizer*
- National Council for History Education (NCHE)
- Center for Leadership Equity and Research (CLEAR)

Service/Teaching

- Volunteer Coach, I9 Sports (3-6 year old baseball and soccer), Bakersfield, CA 2021, 2022
- Curriculum Coach Social Studies, Loyola Marymount University PLACE Corps, Los Angeles, CA, 2014-2015

- Hour of Code Instructor, St. Agnes School, Los Angeles, CA 2014
- Volunteer Teaching, United to Benefit Ecuadorian Children (UBECEI), Quito, Ecuador, Summer 2011
- Volunteer Technology Teacher, Franciscan Common Venture Volunteer Okolona, Mississippi, Summer 2011
- Volunteer, Raisin City Elementary Winter Sessions, Raisin City, Winter Break 2007, 2008

Service/Activity

- Editorial Board, *Educational Studies*
- Editorial Board, *Journal of Leadership, Equity, and Research*
- Leadership Team (Past), South Carolina United with Immigrants
- Creator/Founder, AESA Graduate Student Podcast and peer-reviewed blog, *Bridges*
- Proposal Reviewer, American Educational Studies Association (AESA) annual meeting
- Proposal Reviewer, American Educational Research Association (AERA) annual meeting
- Proposal Reviewer, National Council for the Social Studies (NCSS) annual meeting
- Proposal Reviewer, College and University Faculty Assembly (CUFA) annual meeting
- Invited Manuscript Reviewer (Special Issue), *Critical Questions in Education*
- Invited Manuscript Reviewer, *Theory and Research in Social Education*
- Invited Manuscript Reviewer (Special Issue), *International Journal of Qualitative Studies*
- Invited Manuscript Reviewer (Special Issue), *Planning and Changing*
- Invited Manuscript Reviewer, *Educational Researcher*
- Invited Manuscript Reviewer, *Peabody Journal of Education*
- Manuscript Reviewer, *The Urban Review*
- Manuscript Reviewer, *Middle Grades Review*
- Book Chapter Reviewer:
 - *Hollywood or History Series*
 - *Race Frames*
 - *Critical Understandings of Latinx and Global Education*
- AESA Graduate Student Committee 2017-2020
- AERA Division G Campus Liaison, 2016-2018
- Creator/Founder, L.A. Teachers' Lounge, a professional educator meetup, 2014-2015
- Middle School Boys Basketball Coach, St. Athanasius School, 2012-2014
- Assistant Varsity Baseball Coach, Sequoia High School, 2011
- Coach, Middle School Boys Volleyball Team, St. Agnes School, 2010
- Coach, Middle School Boys Basketball Team, St. Agnes Team, 2008-2010
- Coach, Middle School Girls Basketball, St. Agnes 2009-2010
- Co-Founder/Vice-President/Assistant Head Coach/Player University of California, Santa Barbara Club Baseball Team, 2006-2008
- Peer Health Monitor for Santa Cruz Hall, University of Santa Barbara, CA, 2004-2005

Certifications

- South Carolina Social Studies Teaching Credential, 2015-2020, Highly Qualified Status
- California Single Subject Social Studies Teaching Credential, 2010-2025
- California Basic Educational Skills Test, Passed 2008

- California Secondary Skills Test (Social Studies), Passed 2008

Committees

- CUFA, Social Justice Committee 2023
- University at Buffalo, GSE Community Advisory Board, 2022-2023
- Planning Committee, University at Buffalo Community Engagement Event 2023
- AESA Nominations Committee, 2019-2020
- State of South Carolina Special Task Force on ESOL/Special Education, 2019
- Lexington Middle School, Data Team
- State of South Carolina Social Studies Standards Committee, Writing Committee, 2018
- Instructional Plan Writers, South Carolina African American History Month Calendar 2017
- Visiting Committee Member for Western Association of Schools and College (WASC/WCEA), 2010
- Executive Hall Council for Santa Cruz Hall, University of Santa Barbara, CA, 2004-2005

Language

- Spanish, Conversation
- Education Technology, Fluent (HTML, CSS, Javascript, Ruby on Rails, Beginning)

Miscellaneous

- Personal website www.timothymonreal.com
- Professional Twitter account www.twitter.com/Tim_Monreal
- Project Citizen Participant
- Proficient in Microsoft Office, PowerPoint, and many emergent Web 2.0 technologies
- Proficient in Social Media
- Professional Development and Tech Integration Experience
- Start-up Experience, Winner of April 2015 TechSparks #FastPitch Competition
- Earned Camino de Santiago Compestela, Summer 2013

Research Interests

- Latinx/Chicanx K-12 Education and Teacher Preparation
- Latinx Education and Immigration in the U.S. South
- Teacher Identity and Subjectivity
- Social Studies Education
- Critical Spatial Analysis and Geography
- (post)Qualitative Methods
- Poststructural and Posthumanist Theory

Doctoral Students

- Melissa Meola Shanahan. (Graduation, Summer 2023). Dissertation Title: *A Case Study in World-Centered Education: Transnational Youth and the Agents of Change Project*. University at Buffalo, SUNY.
- William Henshaw. (ABD, Graduation, 2024). Dissertation Title: *Influences that assist or obstruct Latinos to pursue higher education: A Narrative of Latino Voices*. Concordia University-Chicago.
- Hector Díaz. (ABD, Graduation, 2024). Dissertation Title: *How LatinX Undergraduates Decide to Pursue a STEM Major at a Predominantly White Institution*. University of South Carolina.
- Felisa Patiño-Longoria (Graduation, 2024). Dissertation Title: *Dancing Folklórico and What it Means to Elementary Afro-Latinx Children*. California State University, Bakersfield.
- Holly Marcolina (ABD, Graduation, 2025). Dissertation Title: *For the kids and the community: Extracurricular leadership of rural teachers in Northern Appalachia*. University at Buffalo, SUNY.