**Narrative Summary-Scholarly/Creative Activities at the Lecturer/Assistant Professor Level**

Charise Pimentel, PhD

|  |
| --- |
|  |

At the heart of my research and scholarly work, I am a race scholar, deconstructionist, and ethnographic researcher. My research, in sharp contrast to the national rhetoric of a post-racial and colorblind society, is firmly grounded in critical theories of race that conceptualize race as an elusive, ubiquitous, and insidious social construct. My research is unique in that it does not center on conventional, individual performances of racism, but rather on racism that is produced institutionally and discursively in schools, technical documents, and media. Within this research, I examine the construct of race across three different subfields in Education: Bilingual Education, Teacher Education, and Critical Media Literacy. In these different areas, I have found success in deconstructing and making evident the everyday functions of race in an effort to transform racial inequities in schools and society. My scholarly work has been used by educators from the elementary school level through the university level to guide innovative and critical discussions on race and has served as foundational work for grant writing and scholarship amongst educators and scholars across the nation. Each of my scholarly works involve either a qualitative research method or textual analysis; both methodologies involve an intricate and time-consuming endeavor for each of the unique research projects. My research activities are summarized in the following sections, as outlined in PPS 6.11.

**Sustained Commitment/Activity**

* I have sustained a rigorous research and scholarship agenda by creating a continuous pipeline of publications. At any one point, I am working on 3-4 publications simultaneously, all of which are at different stages of the publication process.
* I have written 19 scholarly, peer-reviewed manuscripts (13 are in print, 4 are under review, and 2 are in process), presented at 17 peer-reviewed international, national, and regional conferences, and delivered 27 invited talks, lectures, and presentations.
* I am an Editor of a book, *When White Writes Black: Critical Perspectives on White-Authored Narratives of Black Life from Uncle Tom’s Cabin to Django Unchained*. This book contains a collection of scholarly essays on modern racial narratives in cinema and literature and is now under review with Palgrave Macmillan.

**Internal/External Recognition/of Activity**

* My article, “The Color of Language: The Racialized Educational Trajectory of an Emerging Bilingual Student” (2011) is currently a “Featured Article” on the Taylor & Francis website for the *Journal of* *Latinos and Education*. On this website alone, this article has received 458 views: <http://www.tandfonline.com/toc/hjle20/10/4>.
* In 2009, my article, “Writing New Mexico White: A Critical Analysis of Early Representations of New Mexico in technical writing” was nominated for the National Council of Teachers of English (NCTE) award for Best Article Reporting Historical Research or Textual Studies in Technical and Scientific Communication.
* My scholarly expertise is recognized and sought out by editors of several academic journals who frequently ask me to review and evaluate manuscript submissions. I am a journal reviewer for the following academic journals: *Urban Education, Journal of Latinos and Education, The Urban Review*, and *Across the Disciplines.*
* My expertise in the areas of race and bilingual education are sought out by nationally renowned scholars. For example, Endowed Chair Dr. Lourdes Diaz Soto invited me to contribute a chapter in her edited book, *Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning.*
* My research has been strongly recognized in international venues. I have published in 2 peer-reviewed international journals based out of Great Britain and Australia. I have also presented my scholarly work in Canada, Mexico, Puerto Rico, Great Britain, and Guatemala.

**Impact or Significance of Activity**

* My scholarly activities have a profound impact on my pedagogical practices at the undergraduate and graduate levels. I incorporate my research into my classes by having students think critically about how race is produced institutionally and discursively in our society. As a result of their critical racial analyses, my students’ work is now featured in an academic article, “Critical race talk in teacher education through movie analysis: From *Stand and Deliver* to *Freedom Writers”* in the journal, *Multicultural Education.* As a teacher-scholar, I also mentor and collaborate with Texas State students in the area of scholarly/creative work. I have published four peer-reviewed, scholarly journal articles in collaboration with Texas State Students.
* The significance of my scholarly work impacts Teacher Education Programs at other universities. I often receive unsolicited messages that speak to the strong utility of my publications from college professors. Dr. Gloria Boutte, Department Chair and Distinguished Professor at the University of South Carolina writes, “Kudos on your outstanding article that appeared in the last issue of *Multicultural Perspectives*. It was excellently conceptualized and written. Amazing! I will definitely use it in my courses at the University of South Carolina”. Similarly, Dr. Sofia Villenas at Cornell University comments, “Your work in “The Color of Language: The Racialized Educational Trajectory of an Emerging Bilingual Student” in *Latinos and Education* is a central piece in my Multicultural Education courses. It sets pre-service teachers on a path of investigating the power relations that both work through and emanate from the bilingual programs in our elementary schools”.
* My research has significance across disciplines. My work appears in 8 different Education journals, as well as *The Journal of Business and Technical Communication,* and in a journal that specializes in cross-discipline studies, appropriately titled: *Across the Disciplines.* The two scholarly articles in *The Journal of Business and Technical Communication* contribute to what is considered to be almost a complete void in scholarship on the racial implications of technical documents. Addressing the urgent need for scholarship in this area, Dr. Cynthia Selfe, Humanities Distinguished Professor at Ohio State University states, “Our inattention to issues of race has persisted for so long that it has constrained our thinking and intellectual imaginations in invisible and insidious ways. A search of Google Scholar in February 2013, using “race and technical communication” as a specific query, yields exactly two entries”. My research in this area has a profound effect on how we use and interpret documents as significant as the U.S. Census questionnaire— a document that goes out to every U.S. household, costs 15 billion dollars to administer, and influences major federal and local funding decisions.
* My scholarly work impacts the teaching practices and program development of educators at the elementary education level. I received an unsolicited letter from Angelina Sáenz, a Lead Teacher in the Dual Language Program at Aldama Elementary in the Los Angeles Unified School District. She explains how she used the research I presented in the publication, “Dual Language: ¿Quiénes Ganan?” to write a UCLA TIIP Grant, which was funded. She is now using my research to “look at language acquisition, early childhood issues, transformative reading and writing opportunities, and dual language considerations”. She ends her letter by stating, “ Your paper is incredibly helpful to me and I am going to share it with my colleagues in the program. Thank you so much!”
* My scholarly work impacts the multicultural professional development of college professors across the campus at Texas State University-San Marcos. Dr. Sandra Mayo has invited me to present on multicultural learning styles and assessment practices at the Multicultural Curriculum Transformation and Research Institute for the last five consecutive years.
* The influence of my scholarly work is evidenced in the graduate students who seek my collaboration and mentorship on their graduate projects. I have been a part of 2 dissertation committees, 4 thesis committees, 15 exit committees, and I was the faculty mentor to University of New Mexico doctoral student, Sarah Santillanes, for Texas State’s Summer Predoctoral Fellowship. My collaboration with Sarah Santillanes has impacted her own research and scholarly agenda as she prepares to become a professor herself. Since the Predoctoral Fellowship at Texas State, we have collaborated on a number of projects and have coauthored two peer-reviewed manuscripts.
* There is a strong practical significance of my scholarly work in the areas of multicultural education and bilingual education in elementary schools. Last year, I was invited as the Keynote Speaker on Language Acquisition and Two-Way Dual Language Bilingual Programs at the Noche de Familia at Blanco Vista Elementary School in the Hays Independent School District. Additionally, I have been invited as a guest presenter in dual language classrooms on 16 occasions by 11 different teachers.