

# Molly Hamm-Rodríguez

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## RESEARCH INTERESTS

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Comparative & International Education; Latin America & Caribbean; Bi/Multilingual Education; Language, Literacy, Im/migration, and Schooling; Linguistic Anthropology; Discourse Analysis; Anthropology of Policy; Race and Ethnic Studies; Community-Based and Youth Participatory Action Research; Ethnographic Methods

## EDUCATION

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Ph.D. in Equity, Bilingualism, and Bilingualism, University of Colorado Boulder, expected May 2023  
Graduate Certificate in Culture, Language, and Social Practice (Department of Linguistics)  
Graduate Certificate in Comparative Ethnic Studies (Department of Ethnic Studies)  
*Dissertation:* Re-Storying “Paradise”: Language, Imperial Formations of Tourism, and Youth Futures in the Dominican Republic

- Latin American Studies Center, Graduate Student Affiliate
- Natural Hazards Center, Graduate Research Affiliate
- Culture, Language and Social Practice Program, Graduate Student Affiliate

M.A. in International Educational Development, Teachers College, Columbia University, 2012  
Specialization in Latin American and Latino Education  
*Thesis:* Enhancing Teacher Quality to Improve Student Outcomes: An Examination of Teacher Policies in the Dominican Republic

B.S. in Secondary Education, B.A. in English, Kansas State University, 2010  
Secondary Major in International Studies, Minor in Nonprofit Leadership  
*Thesis:* Revolutionary Reform: Literacy and Education in Cuba and Nicaragua

## ADDITIONAL EDUCATION AND TRAINING

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July 2022	Analyzing Race/ism in Interaction Workshop, International Society for Conversation Analysis. Competitively selected.
March – April 2021	Online Teaching Academy, University of Colorado Boulder. Competitively selected.
July 2020	Digital Pedagogy Lab (training for innovative online teaching focused on critical digital pedagogy).
September 2019-present	Specialization in Afro-Latin American and Caribbean Studies, Latin American Council of Social Sciences (CLACSO).
Sept. 2019-March 2020	Certificate in Afro-Latin American Studies, Afro-Latin American Research Institute (ALARI), Harvard University.
November 2019	Ethnographic Discourse Analysis of Race and Racism Workshop, Dr. Jennifer Roth-Gordon, American Anthropological Association.

## PUBLICATIONS

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### Peer Reviewed Articles

- Hamm-Rodríguez, M.** & Ortiz, L. (2022). Layering Caribbean texts and modalities: Relational pedagogies for secondary language arts classrooms. *archipelagos*, 6.  
<https://archipelagosjournal.org/fr/issue06/hamm-rodriguez-ortiz-layering.html>
- Hamman-Ortiz, L., Santiago Schwarz, V., **Hamm-Rodríguez, M.**, & Gort, M. (2022). Engaging teachers in a genre-based pedagogy for writing arguments: A case study of shifts in practice and understanding. *TESOL Quarterly*, early view. <https://doi.org/10.1002/tesq.3156>
- Gort, M. & **Hamm-Rodríguez, M.** (2022). Centering language and communicative purpose in writing instruction for bi/multilingual learners. *The Reading Teacher*, 75(6), 693-706.  
<https://doi.org/10.1002/trtr.2098>
- Snow Balderas, M., **Hamm-Rodríguez, M.**, Santiago Schwarz, V., & Gort, M. (2022). Resisting high stakes educational reform through genre writing in a multilingual classroom. *Language Arts*, 99(3), 179-191.
- Hamm-Rodríguez, M.** & Medina, C. (2021). Intra-Caribbean solidarities and the language of social protest. *Applied Linguistics*, 42(6), 1138-1143.  
<https://doi.org.colorado.idm.oclc.org/10.1093/applin/amab038>
- Hamm-Rodríguez, M.** & Sambolín Morales, A. (2021). (Re)producing insecurity for Puerto Rican students in Florida schools: A raciolinguistic perspective on English-only policies. *CENTRO: Journal of the Center for Puerto Rican Studies*, 33(1), 112-131.
- Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** (2021). Understanding children's funds of identity for learning through multimodal self-expressions in Mexico City. *Learning, Culture, and Social Action*, 29. DOI 10.1016/j.lcsi.2021.100513.
- Sambolín Morales, A. & **Hamm-Rodríguez, M.** (2021). Las historias que dejó María: Educators and researchers bearing witness to the coloniality of displacement. *The Assembly: A Journal for Public Scholarship on Education*, 3(3), 52-70.  
<https://www.colorado.edu/journal/assembly/2021/03/11/las-historias-que-dejo-maria-educators-and-researchers-bearing-witness-coloniality>

### Chapters in Edited Collections

- Hamm-Rodríguez, M.** & Veras, C. (2021). Education in the Dominican Republic. In S. Jornitz & M. Parreira do Amaral. *Global Education Systems. The Education Systems of the Americas*. New York: Springer Publishing.
- Hamm, M.** & Martinez, R. (2017). Dominican Republic: An overview. In C.M. Posner, C. Martin & A.P. Elvir (Eds.), *Education in Mexico, Central America and the Latin Caribbean*. London, England: Bloomsbury Academic.

### Book Reviews

- Hamm-Rodríguez, M.** (2019). Review of Jonathan Rosa, Looking like a language, sounding

like a race: Raciolinguistic ideologies and the learning of Latinidad. *Latino Studies*, 17(4).

**Hamm-Rodríguez, M.** (in progress). Review of Nicholas Q. Emlen, Language, coffee, and migration on an Andean-Amazonian frontier. *Language and Society*.

### **Public Scholarship**

**Hamm-Rodríguez, M.** & Sambolín Morales, A. (2018). *The effects of displacement on Puerto Rican K-12 students in Florida after Hurricane Maria*. Boulder, CO: Natural Hazards Center.  
<https://hazards.colorado.edu/quick-response-report/the-effects-of-displacement-on-puerto-rican-k-12-students-in-florida-after-hurricane-maria>

Sambolín Morales, A. & **Hamm-Rodríguez, M.** (2018). Unnatural disasters, displacement, and the second-class citizen. *The Assembly: A Journal for Public Scholarship on Education*, 1(1).  
<https://www.colorado.edu/journal/assembly/2018/12/12/unnatural-disasters-displacement-and-second-class-citizen>

### **RESEARCH EXPERIENCE**

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2018-2021      Improving Writing Instruction for Colorado English Learners

Principal Investigator: Dr. Mileidis Gort, University of Colorado Boulder

Served as member of research team on Spencer funded multi-year study to understand the nature of writing instruction for Spanish-speaking English Learners in bilingual education programs at two schools. Assisted in the design and implementation of a professional development series to support teacher instructional change through systemic functional linguistics and genre pedagogy for bilingual writing development.

2018-2019      U.S. Department of Education Office of English Language Acquisition (OELA), National Professional Development Grant

Principal Investigator: Dr. David Nieto, BUENO Center for Multicultural Education, University of Colorado Boulder

Serve as member of research team on federally-funded five-year grant for two cohorts of public school teachers to receive a master's degree and Culturally/Linguistically Diverse (CLD) teaching endorsement to better support emergent bilinguals. Assist with development of questionnaires, interview and focus group protocols as well as peer tutoring and family engagement project components.

2018-2019      Educational Effects of Displacement on Puerto Rican K-12 Students in Florida Post-Hurricane

Principal Investigators: Molly Hamm-Rodríguez & Astrid Sambolín Morales

Served as co-PI on 12-month qualitative research study seeking to understand

how Hurricane María has affected the educational trajectories of emergent bilingual Puerto Rican public school students and their families in Florida. Funded by NSF Quick Response Grant and internal university grants.

2019 La Vaca Independiente Research Study

Principal Investigator: Dr. Sona Dimidjan, Clinical Research for Evidence-Based Services and Training (CREST) Lab, University of Colorado Boulder

Support qualitative coding of student work booklets (in Spanish) to analyze themes of socio-emotional learning, identity expression and language development. The larger research study is intended to assess the outcomes of the organization's DIA (Desarrollo de la Inteligencia a través del Arte) methodology to advocate for its broader implementation with the Ministry of Education in Mexico.

2017 Literacy Squared

Principal Investigator: Dr. Sandra Butvilofsky, BUENO Center for Multicultural Education, University of Colorado Boulder

Served as graduate student researcher with the Literacy Squared team, a partnership between the BUENO Center's biliteracy program and a local district serving a high number of emergent bilinguals in Colorado. Administered Stanford English Language Proficiency (Spanish) assessments and reviewed student writing samples in English and Spanish using the biliteracy writing composition rubric.

## **TEACHING EXPERIENCE**

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### **University of Colorado Boulder**

*Instructor of Record:*

Graduate courses: Curriculum for Multicultural Education (Fall 2022), Introduction to Bilingual and Multicultural Education (Spring 2021)

Undergraduate courses: Foundations of Bilingual and Multicultural Education (Fall 2020; Spring 2021, Summer 2021); Language Acquisition for Bilingual Learners (Spring 2021); First Year Success Seminar (Fall 2019); School and Society (Fall 2017, Spring 2018)

*Teaching Assistant:*

Graduate courses: Seminar in Parent and Community Involvement (Summer 2018)

Undergraduate courses: Language Acquisition for Bilingual Learners (Fall 2019)

### **University of Colorado Denver**

*Instructor of Record:*

Graduate courses: Literacy for Bilingual Learners (Fall 2020); Language Development for Multilingual Learners (Summer 2020, Summer 2021, Summer 2022)

## **GRANTS, SCHOLARSHIPS, AWARDS**

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2022 NAEEd/Spencer Dissertation Fellowship, \$27,500  
Philanthropic Educational Organization (P.E.O.) Scholar Award (declined), \$20,000

- 2021 Wenner-Gren Dissertation Fieldwork Grant in Linguistics, \$10,725  
Council on Anthropology of Education Shirley Brice Heath Travel Award, \$250
- 2020 Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowship, \$38,517  
Foreign Language and Area Studies (FLAS) Fellowship for Haitian Creole, \$4,600  
Professor Janette Kettman Klingner Doctoral Fellowship, \$1,500
- 2019 Community-Based Research Fellowship, CU Engage, \$8,000  
Institute for Behavioral Science Small Research Grant, \$300
- 2018 URBAN Colorado Research Convening on Place and Displacement, \$3,300  
Natural Hazards Center Quick Response Grant Program, \$2,000  
Ceal Barry Education Scholarship, CU Boulder School of Education, \$1000  
Center to Advance Teaching and Research in the Social Sciences Grad Student Award, \$990  
Tinker Foundation and Latin American Studies Center Summer Research Travel Grant, \$920  
Institute for Behavioral Science Graduate Training Program Summer Research, \$750
- 2017 Open Society Foundation, Documentation and Human Rights Project in DR, \$155,000  
USAID Alerta Joven 2-year Extension for At-Risk Youth in Dominican Republic, \$100,600  
Banco Popular, Youth Workforce Development Grant in Dominican Republic, \$27,600
- 2016 U.S. Embassy in Santo Domingo English Teacher Training Grant, \$40,000  
U.S. Embassy in Santo Domingo Creative Arts for Social Change Grant, \$28,000
- 2015 U.S. Department of State English Language Fellow Grant, \$23,500  
USAID Baseball Cares (with Núcleo de Apoyo a la Mujer), \$571,800 (not funded)
- 2014 USAID Alerta Joven 3-year Grant for At-Risk Youth in Dominican Republic, \$328,000  
Distinguished Young Alumni, nominated by Kansas State University College of Education
- 2010 College of Education Outstanding Undergraduate Student, Kansas State University
- 2009 Truman Scholarship Finalist

## **RELATED PROFESSIONAL EXPERIENCE**

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June 2021/May 2021, Office of English Language Acquisition, National Professional Development Grant Reviewer

Served as peer reviewer for multi-year, multi-million-dollar proposals from institutions of higher education seeking to transform the educational experiences of bilingual learners through teacher professional development and research.

Sept. 2020-June 2021, Consultant, BUENO Center for Multicultural Education

Co-developed and led year-long professional development series with executive leadership team of school district in turnaround status with majority of student population designated as

EL. Programming focused on aligning action plans of all leaders with district vision for biliteracy and bilingualism as well as the establishment of dual language programs.

April 2020-January 2021, Consultant, Congress for Hispanic Educators

Prepared research report on comparability of curricular materials in English and Spanish as part of periodic compliance review for the modified consent decree from the Office of Civil Rights and Department of Justice for a local school district.

March 2019-July 2020, Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities Institute

Selected as one of 26 participants for the National Endowment for the Humanities funded institute hosted by the Digital Library of the Caribbean (dLOC) at the University of Florida. Learned digital humanities techniques to support collaborative research and teaching activities in the interdisciplinary field of Caribbean Studies.

May 2014 – July 2018, Teacher Motivation Working Group, Co-Chair

Led global team of NGO practitioners and education policymakers to collect and disseminate research on teacher well-being and motivation in low-income contexts, also serving as liaison with the UNESCO Teachers Task Force for Education for All.

May 2012-Aug. 2017, The DREAM Project, Associate Director, Cabarete, Dominican Republic

Designed monitoring and evaluation system to collect data on 14 diverse educational programs serving more than 7,000 children and youth ages 3-24. Managed 12 research and evaluation projects with external researchers in order to measure impact and strengthen implementation of educational programs. Managed large grants from USAID and U.S. Embassy to implement a five-year project preventing crime and violence among 1,600 youth; provided blended professional development program to 20 public school English teachers in collaboration with World Learning/SIT Graduate Institute; and implemented a creative arts for social change program with 100 elementary school youth.

Sept. 2011-April 2012, New York City Department of Education, New York, NY

Assisted in development of communications strategy for teachers involved in talent management and teacher evaluation pilot in 111 schools across six networks in the district. Created data collection strategy, analyzed data, and developed key findings for surveys administered to district teachers at the beginning, middle, and end of pilot program.

Sept. 2011-Dec. 2011, UNESCO, Graduate Intern to Education Advisor, New York, NY

Analyzed key policy issues related to education and child protection by tracking draft legislation, organizing side events, and creating detailed summary reports of policy sessions.

Aug. 2010-June 2011, Institute for Educational Leadership, Education Policy Fellow, New York, NY

Developed skills in education policy research, analysis, and implementation with a cohort of emerging and mid-level educational practitioners in the New York metropolitan area. Co-authored policy options brief to address low high school completion rates of ELs in NYC.

## CONFERENCE ACTIVITY

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### Under Review

2023 Aponte, G. Y., **Hamm-Rodríguez, M.**, Moreno Clemons, A., Smith, P. (Discussant). *Shifting raciolinguistic ideologies: Transnational intersections of language and racialization in global perspective*. Colloquium proposed to American Association of Applied Linguistics.

Accurso, K., Mizell, J., Gort, M., **Hamm-Rodríguez, M.**, Hedrick-Shaw, D., Santiago Schwarz, V., & Snow Balderas, M. *Critical self-reflections on disrupting racialized perceptions of bilingual student writing through SFL and translanguaging pedagogies*. Colloquium proposed to American Association of Applied Linguistics

Seltzer, K., Gomez, M., Abraham, S., Machado, E., Gort, M., **Hamm-Rodríguez, M.**, Hedrick-Shaw, D., & Snow Balderas, M. *Translanguaging perspectives on writing: Learning from findings across contexts*. Panel proposed to American Educational Research Association.

**Hamm-Rodríguez, M.** *Disrupting commodified language in tourism economies: PAR and social justice in the Dominican Republic*. Presentation submitted to symposium: Fostering participatory action research methods in applied linguistics. International Association of Applied Linguistics.

### Paper Presentations

2022 **Hamm-Rodríguez, M.** *Raciolinguistic formations of tourism economies and Black diasporic solidarities of youth languaging in the Dominican Republic*. Caribbean Studies Association, May 30-June 3.

**Hamm-Rodríguez, M.** *Regional integration, extraction, or contestation? Ideological formations of mono/multilingualism, tourism, and youth languaging in the Dominican Republic*. Department of Spanish and Portuguese Graduate Conference, University of Colorado Boulder. Virtual, March 18-19.

2021 **Hamm-Rodríguez, M.** *Imperial formations of tourism and youth futures in the Dominican Republic*. American Anthropological Association. Virtual, November 17-21.

Santiago Schwarz, V., Hamman-Ortiz, L., **Hamm-Rodríguez, M.**, & Gort, M. *Mapping the landscape of writing instruction in one elementary bilingual education program under the CCSS*. Paper accepted for the American Educational Research Association. Virtual, April 9-12.

2020 Hamman-Ortiz, L., Santiago Schwarz, V., Gort, M., & **Hamm-Rodríguez, M.** *Engaging elementary bilingual teachers in mediated SFL praxis: A case study*. Paper accepted for the Literacy Research Association. Virtual, December 2-5.

Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** *Children's understandings of social and environmental issues in Mexico City through creative multimodal expressions*. Paper accepted for the Comparative and International Education Society. Miami, FL, March 22-26. Conference cancelled due to covid-19.

Alvarez, A., Teeters, L., & **Hamm-Rodríguez, M.** *Mediated learning through narrative and art: Understanding children's multimodal self-expressions in Mexico City.* Paper accepted for the American Educational Research Association. San Francisco, CA, April 17-21. Conference cancelled due to covid-19.

- 2019 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Linguistic imperialism and "English Only" in Florida schools: The raciolinguistic structuring of precarity for Puerto Rican students.* Puerto Rican Studies Association. Austin, TX. October 26.

Sambolín Morales, A. & **Hamm-Rodríguez, M.** *"I was forced to come": Migration (counter)histories of Puerto Rican women in Florida after Hurricane María.* Joint Conference of Society for the Anthropology of North America (SANA) and Society for Urban, National, and Transnational/Global Anthropology (SUNTA). San Juan, Puerto Rico, May 2-4.

### Conference Presentations (Panels, Roundtables, Workshops)

- 2022 Anderson, T., Blanks-Jones, J., Crumdy, A., Figuera, R., Hamm-Rodríguez, M., Rahman, S., Warner, R., & Foster, K. (Discussant). *Re-constructions, restorations, and resistances: Dislocating Black global education landscapes.* Panel accepted to American Anthropological Association. Seattle, WA. November 9-13.

Arnold, L., **Hamm-Rodríguez, M.**, Belmar, G., Everhart, E., & Redd Kickham, E. *Teaching in times of crisis and hope: A roundtable discussion on language and social justice.* Society for Linguistic Anthropology. Virtual. April 7-9.

- 2020 Toribio, A.J. (Chair), Clemons, A., **Hamm-Rodríguez, M.**, Domingue, A.T., & Irizarry, Y. (Discussant). *Language and the construction of Dominicanidades across geographic space.* Panel accepted to Dominican Studies Association. Virtual. December 4-5.

- 2019 Sambolín Morales, A., **Hamm-Rodríguez, M.** & public school teachers from Florida. *Exploring "home" after displacement: Developing multimodal bilingual literacies post-Hurricane María.* Colorado Association for Bilingual Education. Boulder, CO. February 6-7.

Nieto, D., Sambolín Morales, A., & **Hamm-Rodríguez, M.** *Does language matter? Secondary teachers' interpretations of culturally and linguistically responsive instruction.* Roundtable. American Educational Research Association. Toronto, Canada, April 5-9.

- 2018 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Mobility, forced migration, and displacement: Exploring the educational futures of Puerto Ricans post-Hurricane María.* Roundtable. CU Boulder Department of Anthropology Graduate Student Conference. Boulder, CO. September 28-29.

**Hamm-Rodríguez, M.** & Sambolín Morales, A. *Educational effects of displacement on Puerto Rican K-12 students in Florida post-Hurricane María.* Works-in-Progress Forum. Puerto Rican Studies Association. New Brunswick, NJ. October 26-28.

Burns, M., **Hamm-Rodríguez, M.**, Richardson, E., Terwindt, R., & Lalancette, D. *Teacher learning, education, and professional development: A review of models and practices from the Global South.* Preconference workshop for the Comparative and International Education Society. Mexico City, Mexico, March 25-29.



DeLaura, C., **Hamm-Rodríguez, M.**, & O'Flaherty, N. *Fostering instructional change and student learning: Innovative approaches to English teacher training in the Dominican Republic*. Comparative and International Education Society. Mexico City, Mexico, March 25-29.

2017 **Hamm, M.** & Aponte-Martínez, G. *Quality for all: Trends in teacher preparation and practice in Latin America*. Comparative and International Education Society. Atlanta, GA, March 5-9.

Richardson, E. & **Hamm, M.** *Bridging the gap: Global conversations on teacher policy and teacher motivation*. Preconference workshop for the Comparative and International Education Society. Atlanta, GA, March 5-9.

### Sessions Organized

2022 **Hamm-Rodríguez, M.** & Kosse, M, (Co-organizers), Heller, M., McElhinny, B., Perley, B., Lo, A., Haque, E., & Andrews, T. *Critical conversations on language, capitalism, and colonialism*. Society of Linguistic Anthropology. Hybrid, April 7-9.

2020 Jayaram, K., Mayes, A., Hoffman, D., & **Hamm-Rodríguez, M.** (Conveners). *Education from an island-wide perspective*. Working Session accepted for the Haitian Studies Association. Washington D.C., October 8-10. Session cancelled due to covid-19.

2019 Sambolín Morales, A., & **Hamm-Rodríguez, M.** (Co-organizers), Rosario-Ramos, E., Martínez-Roldan, C., Medina, C., & Cardona Otero, J. *Agency, power, and the colonial subject: Educational experiences of Puerto Ricans post-Hurricane María*. American Educational Research Association. Toronto, Canada, April 5-9.

2018 Sambolín Morales, A., & **Hamm-Rodríguez, M.** (Co-organizers). *One year after Hurricane María: La lucha del pueblo puertorriqueño*. Boulder, CO. September 24.

### Sessions Chaired or Served as Discussant

2018 *Exploring approaches in teacher education* (Chair). Comparative and International Education Society. Mexico City, Mexico, March 25-29.

2017 *Highlighted session: Educational policy and practice in Latin America* (Discussant). Comparative and International Education Society. Atlanta, GA, March 5-9.

2015 *Teacher evaluation in Latin America and the Caribbean* (Invited Chair). Comparative and International Education Society. Washington DC, March 8-13.

### Poster Presentations

2018 **Hamm-Rodríguez, M.** *Teacher shortages and diversifying student populations: A comparative study of teacher policy in high immigrant-receiving countries*. American Educational Research Association. Division K Preconference Graduate Student Mentoring Poster Session. New York, NY, April 13-17.

### Invited Talks

2022 **Hamm-Rodríguez, M.** *Collaborative tools for the English classroom*. Open Learning Programs. U.S. Embassy in Santo Domingo and Instituto Cultural Dominicano Americano. October 13.

- Hamm-Rodríguez, M.** *Educational equity: Practices, programs, and policies that advance academic achievement.* Mandela Washington Fellowship, IREX and Department of State. June 23.
- Hamm-Rodríguez, M.,** Valdez Castro, P., & Guerrero, S.. *Mi acento está bien. Una discusión entre acento y la identidad.* ICDA Alumni Talks Podcast. February 7.
- 2021 **Hamm-Rodríguez, M.** *Combatiendo ideologías lingüísticas en el contexto sociocultural de la enseñanza y el aprendizaje.* Fulbright 75<sup>th</sup> Anniversary Conference in Dominican Republic, November 17.
- Hamm-Rodríguez, M.** *Educational governance in the U.S.: A cross-cultural discovery and reflection.* Mandela Washington Fellowship, IREX and Department of State. May 17.
- 2019 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *(Dis)continuities of disaster: Language politics and Puerto Rican students in Florida schools.* M3 Initiative on Migration, Multilingualism, and Multiculturalism, University of Nebraska-Lincoln. Virtual Webinar. November 11.
- Sambolín Morales, A. & **Hamm-Rodríguez, M.** *Supporting culturally and linguistically diverse students: Lessons from Central Florida in the aftermath of Hurricane María.* BUENO Center for Multicultural Education Summer Institute. Boulder, CO. August 1-2.
- 2018 **Hamm-Rodríguez, M.** & Sambolín Morales, A. *Beyond disaster relief: The role of public schools in supporting students displaced from Puerto Rico,* BUENO Center for Multicultural Education. Boulder, CO. October 9.
- 2017 **Hamm, M.** *Engaging families and communities to support youth.* Resistance and Prevention Project (RAPP) Regional Workshop hosted by the Pan-American Development Foundation. Paramaribo, Suriname, June 12-14.
- 2015 **Hamm, M.** *Ethical global partnerships, learning, and service.* Leading Change Institute. Kansas State University. August 10-14.
- Hamm, M.** *Demonstrating results in education retention and reinsertion.* USAID Alerta Joven Project Convention. Santo Domingo, Dominican Republic. July 29-31.

## **SERVICE TO DEPARTMENT AND UNIVERSITY**

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- 2019-2021 Latin American Studies Center, Graduate Student Association
- 2018-2021 Founding Editorial Board Member, Co-Editor of Special Issue, *The Assembly* Journal on Public Scholarship in Education, University of Colorado Boulder
- 2020 Doctoral Mentorship Pathways, Mentor to Ph.D. Applicant
- Organizing Committee, Talking Politics Series: Linguists and Anthropologists Analyze the U.S. Presidential Election
- Transnationalism and Migration in Education Speaker Series Coordinating Committee

- Rhodes, Truman, Marshall Scholarship Finalist Interview Panelist, CU Boulder
- 2018 Volunteer, Natural Hazards Annual Research and Applications Workshop
- Volunteer, Urban Research-Based Action Network (URBAN) Conference
- 2017 Co-Coordinator, Culture, Language and Social Practice (CLASP) Speaker Series, Department of Linguistics
- 2011-2012 President, Society for International Education, Teachers College, Columbia University
- 2010-2011 Editorial Board, *Current Issues in Comparative Education (CICE)* Journal, Teachers College, Columbia University

## **SERVICE TO PROFESSION**

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### **Leadership**

- 2021-present Literacy Research Association, Multilingual and Transnational ICG Working Group
- 2020-present Council on Anthropology of Education (AAA), Co-Chair, Committee on African Americans, African Diaspora, and Education
- Facilitator; Rights, Rules, and Rhetoric: Exploring Language for and About Migrants Online Event; Language, Culture, and Justice Hub
- 2019-present Transnational Hispaniola Working Group Co-Coordinator, Caribbean Studies Association
- Conference Planning Committee (Guyana 2020), Caribbean Studies Association
- Conference Local Planning Committee (2020), Society for Linguistic Anthropology
- 2018-2021 Advocacy Working Group, Bilingual Education Research SIG, American Educational Research Association (AERA)
- Bilingual Task Force, Language Issues SIG, Comparative and International Education Society (CIES)
- Committee for Translinguistic Exchange and Translation, Caribbean Studies Association (CSA)
- 2014-2019 Leadership Board, Comparative and International Education Society, Teacher Education and the Teaching Profession Special Interest Group
- 2015-2017 Leadership Board (Program Co-Chair), American Evaluation Association, Nonprofit and Foundations Topical Interest Group
- Cultural Competence in Evaluation Working Group Member, American Evaluation

Association

- 2014-2017 Founding Advisory Board Member, Caribbean Evaluators International
- 2013 Invited participant, Caribbean Regional Workshop for Brookings Institution Learning Metrics Task Force, at Inter-American Development Bank in Kingston, Jamaica.

### **Reviewer**

- Book Awards Gordon K. & Sybil Farrell Lewis Award, Caribbean Studies Association  
Council on Anthropology of Education Outstanding Book Award

### **Journals**

*Anthropology & Education Quarterly*  
*Journal of Language and Literacy Education*  
*Journal of Language, Identity, and Education*  
*Language Arts*  
*Literacy Research: Theory, Method, and Practice (LRTMP)*  
*NEOS: A publication of the anthropology of children and youth interest group*  
*Reading Research Quarterly*  
*The Reading Teacher*

### **Conferences**

*American Evaluation Association (AEA)*  
International and Cross-Cultural Evaluation TIG  
*American Educational Research Association (AERA)*  
Review Panel (Caribbean and African Studies in Education SIG)  
Graduate Student Reviewer (Bilingual Education, Language and Social Processes, Division G: Social Contexts of Multiple Languages and Literacies)  
*Comparative and International Education Society (CIES)*  
Proposal Reviewer (African Diaspora; Language Issues; Latin America SIGS)  
Emerging Scholar and Outstanding Scholar Award Review Committees (Latin America SIG)  
*Literacy Research Association (LRA)*  
Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

## **LANGUAGES**

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English (native)  
Spanish (fluent, DELE Diploma of Spanish as a Foreign Language: Level C2)  
Portuguese (reading proficiency)  
French (lower intermediate, DELF Diploma of French Language Studies: Level B1)  
Haitian Creole (beginner)

## **PROFESSIONAL MEMBERSHIPS**

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American Anthropological Association  
American Association for Applied Linguistics  
American Educational Research Association  
Caribbean Studies Association  
Comparative and International Education Society  
Literacy Research Association