

Miguel E. Casar, Ph.D.

Curriculum Vitae

Department of Educational Studies | College of Education | The University of Alabama
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EDUCATION

- 2022 Ph.D., Education – Urban Schooling, University of California, Los Angeles
- Dissertation: *Homies Theorizing Back; Reclaiming the right to the word and the world*
Committee: John Rogers and Pedro Noguera (co-chairs), Michelle Fine, Teresa McCarty
- 2009 B.S., Psychology, Concentration in Clinical Psychology
Indiana University - Purdue University

PROFESSIONAL EXPERIENCE

Academic Appointments

- Current **University of Alabama**
Assistant Professor of Qualitative Research Methodologies (tenure track)
Department of Educational Studies in Psychology, Research Methodology, and
Counseling
- 2023 **University of Southern California**
Deans Postdoctoral Research Associate

RELEVANT WORK EXPERIENCE

- 2022-2025 **LA County Youth Justice Reimagined Data and Research Workgroup**
Data and Research Taskforce Member
- 2023-2024 **Class Measures**
Education Consultant
- 2022-2024 **Ethnic Studies Together and Now**
Education Consultant
- 2018- 2024 **PAN Consulting**
Education Specialist
- 2017-2021 **Homeboy Industries Youth Re-entry Center**
Youth Community of Praxis Teacher, Facilitator
- 2015-2017 **Cambridge Education**

Member, Mott MacDonald
Senior Education Specialist

2012-2015 **Cambridge Education**
Educational Consultant

2009-2010 **Deng Feng English Academy**
Middle School English Teacher

2002-2006 **Unidos Somos Iguales Cuernavaca**
Co-founder, Volunteer and Programing Director

PUBLICATIONS

Special Issues:

Stacy, J., Casar, M., & Sierk, J. (accepted). *Panopticism, Post-Panopticism, and Beyond: Draconian Developments in Educational Surveillance*. The SOJO Journal: Social and Cultural Foundations of Education.

Refereed Journal Articles:

Casar, M., & Guyotte, K. (2026). Re)Orienting Ourselves Toward What Ought to Be: Democratizing Qualitative Inquiry as Hopeful World-Building. *Qualitative Inquiry*.
<https://doi.org/10.1177/10778004261425142>

Casar, M., & Sanchez, S. (accepted). “Come Visit With Us; Troubling Time, Violent Temporalities, and the Teaching of Qualitative Inquiry. *Departures in Critical Qualitative Inquiry*.

King, J., Wong, C., Al-dooan, H., Behizadeh, N., Behm, S., Burkhard, T., Lachaud, Q., Mason, E., Cowan, D., Lewis, T., Casar, M., Gallien, L., & Williams, B. (accepted). Practicing Academic Freedom in the American South: Voices of Courage and Resistance. *AAUP Journal of Academic Freedom*.

Marsh, J., Uka, A., Bridgeforth, J., Casar, M., Mulfinger, L., & Alonso, J. (accepted). Critical data use for just democratic governance: The case of school boards. *American Education Research Journal*.

Bridgeforth, J., Uka, A., Casar, M., & Marsh, J. (accepted). Democracy For What and For Whom?: The Possibilities and Challenges of K-12 School Boards. *AERA Open*.

Casar, M., & Lopez, E. (2025). “Who you are is critical to YPAR!”: Teacher histories, identities, and Youth Participatory Action Research in K–12 schools. *Journal of Curriculum and Pedagogy*, 1–24. <https://doi.org/10.1080/15505170.2024.2448958>

Casar, M., & Noguera, J. M. S. (2025). Who speaks for whom? The right to the word and why it matters. *Theory Into Practice*, 1–14. <https://doi.org/10.1080/00405841.2025.2503296>

Award: Article of the year award, Theory Into Practice, 2025.

Stacy, J., & Casar Rodriguez, M. (2023). A Reconfigured Panopticon: COVID-19, Virtual Schooling, and Regulation of Our Homes. *Teachers College Record*, 125(10), 31-55.
<https://doi.org/10.1177/01614681231217580>

Book Chapters:

Casar, M. (2026). Theorizing Back: (Re)Envisioning Schools as Sites for Democratizing World-Building. In Theoharis, G., & Rogers, J. (ed.) *Educating in "A Very Dangerous Time": A call to re-envision America's public schools*. Beacon Press.

Casar, M., Oyeniran, M., & Clarke, L. (accepted). Gifting Qualitative Becomings: Temporal sabotage and ontological departures in a qualitative methods classroom. In Flint, M., & Guyotte, K. *Qualitative Pedagogy as Gift: Creatively Exploring Teaching Commitments and Reciprocations*. Routledge.

Casar, M. (2025). "Never had a chance to imagine a future where I could be free"; Theorizing Back and the right to the word and the world. In Abad, M., & Conchas, G.Q. (Eds.). (2025). *Youth Resistance for Educational Justice: Pedagogical Dreaming from the Classroom to the Streets* (1st ed.). Routledge. <https://doi.org/10.4324/9781003471240>

Marsh, J., Uka, A., Bridgeforth, J., Casar, M., Mulfinger, L. & Alonso, J. (2025). Data and critical data literacy in democratic decision making: The case of school boards. In Schumacher, C. & Ifenthaler, D. (ed.) *International perspectives on educational data literacy: Frameworks, contexts, and practices*. London: Routledge

CSUDH Colectivo Plurilingüe. (2023). Critical professional development for bilingual educators. In, Freire, J.A., Alfaro, C., and de Jong, E., Eds. *The handbook of dual language bilingual education*. Routledge.

Peer Reviewed Case Studies and Policy Briefs

Marsh, J., Schueler, B., Bridgeforth, J.C., Alonso, J., Estrada, J., Pickett, A., Uka, A., De Franca Steil, M., Rodgers, V., Mulfinger, L., & Casar, M. (2026). *Local control in a time of change: The work of California school board members*. Getting Down to Facts III, SCALE Initiative, Stanford University.
<https://gettingdowntofacts.com/sites/default/files/Local%20Control%20in%20a%20Time%20of%20Change%20The%20Work%20of%20California%20School%20Board%20Members.pdf>

Marsh, J., Bridgeforth, J.C., Alonso, J., Uka, A., Mulfinger, L. & Casar, M. (2025). *California school boards: Navigating democracy in divided times*. Los Angeles, CA: EdPolicy Hub, USC Rossier School of Education. rossier.usc.edu/documents/policyhub-csb1

Casar Rodriguez, M., Sasner C, & Graham, F. (2022). Nothing about us without us; Youth Voice, Power, and Participation in East Side Union. Los Angeles, CA: *UCLA's Center for the*

Transformation of Schools. <https://transformschoools.ucla.edu/research/nothing-about-us-without-us-youth-voice-power-and-participation/>

Casar Rodriguez, M., Bishop, J., & Berry, B. (2019). Top-Down Support for Bottom-Up Change; Pomona's Path to Improving Outcomes for all Students. Los Angeles, CA: *UCLA's Center for the Transformation of Schools.* <http://transformschoools.ucla.edu/case-study-pomona-unified-school-district/>

Berry, B., Bishop, J., & Casar Rodriguez, M. (2019). Breaking Down Walls for Educator Learning; A Policy Report. Los Angeles, CA: *UCLA's Center for the Transformation of Schools.* <https://transformschoools.ucla.edu/research/breaking-down-walls-for-student-and-educator-learning/>

Public Scholarship

Educational Justice Coalition. (2025). Who Has the Power? Chronicling Los Angeles County's Systemic Failures to Educate Incarcerated Youth. https://www.educationjusticecoalitionla.org/_files/ugd/d4fba5_00c017cbf1c24147a73c3154c608f55e.pdf

Marsh, J. Casar Rodriguez, M., & Noguera, P. (2023). School Board Elections Could Make (or Break) Our Democracy. *The Progressive Magazine.* <https://progressive.org/op-eds/school-board-elections-marsh-casar-rodriguez-noguera-20231101/#:~:text=Attacks%20on%20school%20boards%20are,advance%20a%20broader%20political%20agenda.&text=School%20boards%20across%20America%20are%20under%20attack>

Casar Rodriguez, M. (2020). If There Was Ever A Time To Transform Schools, This Is It. *InMotion Magazine.* <https://inmotionmagazine.com/er20/mc-rodriguez-20-transform-schools-now.html>

Casar Rodriguez, M., & Noguera, P. A. (2019). Stories of Displacement. *Re-Imagining Migration.* <https://reimaginingmigration.org/stories-of-displacement/>

Under Review

Casar, M., De Franca Steil, M., Uka, A., Marsh, J., Alonso, J. (Under Review). Governing from (No/Every)Where: Panopticism, School Boards, and the Future of Public Education. In Stacy, J., Casar, M., Sierk, J., (eds.) *Panopticism, Post-Panopticism, and Beyond: Draconian Developments in Educational Surveillance.* The SOJO Journal: Social and Cultural Foundations of Education.

Works in Progress

Casar, M. (In Preparation). And Still We Hold Our Tongues: The Ironies of Knowledge Production in a World Committed to Lies. *Target Journal: Critical Inquiry.*

Casar, M., Lin, J. (In Preparation). "What are they going to do, eat the carrots?": The case of a life-affirming garden in a South LA school. *Target Journal: Urban Education.*

- Casar, M., Bridgeforth, J., Marsh, J., Uka, A., (In Preparation). The Hidden Politics (and Costs) of the Norm: School Boards, Democracy, and Educational Justice. Target Journal: Urban Education.
- Casar, M., Ezugwu, I., Hinh, I., Flattery-Vickness, L., Boonyamarn, T., Guox, K., & Okererka, C. (In Preparation). (Non)belonging in the University; The Hidden Costs and Unequally Distributed Wounds of Diversity and Inclusion. Target Journal: Higher Education
- Casar, M., & Williams, A. (In Preparation). "We Need Our Own Shit," But How Can We Help?. Target Journal: Critical and Radical Social Work.
- Casar, M. (In Preparation). *Theorizing back and theorizing forward; Reclaiming the right to the word and the world*. Target Journal: Harvard Educational Review
- Casar, M., Wong, C. (In Preparation). *Multiply Entangled Youth*; “Innocent” institutions, architectures of entanglement, and criminal outcomes. Target Journal: Sociology of Education.
- Noguera, J., Casar Rodriguez, M. (In Preparation). Our Warriors Are on the Side of Justice: Building Convivial Futures Through Community Responsive Education. Target Journal: Critical Times.
- Uddin, M., Khatibi, B., Bailey, A., Casar, M. (Receiving Submissions). AI Governance in Education: Justice, Power, Accountability, Epistemic Equity, Institutional Responsibility, and Collective Well-Being. Target Journal: Frontiers in Education.

SCHOLARLY PRESENTATIONS

Peer Reviewed Paper Presentations and Symposia

Keynotes

- Casar, M. (2026). "Are we asking questions for real for real?" Deliberate worldbuilding in the downside-up. Keynote at 9th Annual Interdisciplinary Symposium on Qualitative Methodologies. Student Organization for Qualitative Methodologies.
- Casar Rodriguez, M. (2023). Homies Theorizing Back: Critical Qualitative Methodologies for Educational Justice and School Transformation. James P. Curtis Lecture Series Keynote. Southeastern Universities Graduate Research Symposium, AL.
- Casar, M. (2021). *Trenzando Futuros Para un Nuevo Sol*, Co-Keynote at El Pregonero teacher summer institute at California State University Dominguez Hills, CA.

International peer-reviewed refereed papers and presentations

- Casar, M., Guyotte, K. (2025). Democratizing Qualitative Inquiry as hopeful world-making [Paper Session]. European Congress of Qualitative Inquiry, Edinburgh, Scotland.

National peer-reviewed refereed papers and presentations

- Casar, M. (2026). Freedom-Making in the Now: A Fireside Chat on Critical Challenges to Carcerality in K–16 Education [AERA Presidential Session; Invited Speaker Session]. AERA Annual Meeting, Los Angeles, CA.
- Casar, M., Matthews, K. (2026). “All of ‘em Things I haven’t Felt, I haven’t Seen;” Mapping Geographies for Collective Liberation. [Symposium]. AERA Annual Meeting, Los Angeles, CA.
- Ezugwu, I., & Casar, M. (2026). Public lauding, private wounding; Contact zones, structures exclusion, and unequally distributed wounds in/through higher education [Roundtable session]. AERA Annual meetings, Los Angeles, CA.
- Bridgeforth, J., Marsh, J., Pickett, L., Uka, A., Casar, M., & Alonso, J. (2026). School Boards as sites of discourse, legitimation, and racialized institutional logics amid democratic unrest [Roundtable session]. AERA Annual Meeting, Los Angeles, CA.
- Casar, M., & Noguera, J. (2025). Emancipatory Roots, Troubling Entanglements: How Our Research Has and Hasn’t Worked to Support Communities to Build the Otherwise [Symposium]. AERA Annual Meeting, Denver, CO.
- Bridgeforth, J., Marsh, J., Uka, A., Mulfinger, L., Casar, M., & Alonso, J. (2025). Becoming a Board Member: Perceptions of K-12 School Board Member Training and Socialization [Symposium]. AERA Annual Meeting, Denver, CO.
- Marsh, J., Uka, A., Mulfinger, L., Bridgeforth, J., & Casar, M. (2025). Critical Data Use for Democratic Governance: The Case of School Boards [Paper Session]. AERA Annual Meeting, Denver, CO.
- Casar, M., Bridgeforth, J., Marsh, J., Uka, A. (2024). The Hidden Politics (and Costs) of the Norm: School Boards, Democracy, and Educational Justice [Paper Session]. UCEA Annual Conference, Los Angeles, CA.
- Marsh, J., Uka, A., Bridge, J., Casar, M. (2024). Data and data literacy in democratic decision making: The case of school boards. [Paper Session]. UCEA Annual Conference, Los Angeles, CA.
- Casar, M. (2024). And Yet We Bite Our Tongues: The Ironies of Knowledge Production in a World Committed to Lies [Symposium]. AERA Annual Meeting Philadelphia, PA.
- Casar Rodriguez, M. (2023). From Being a Problem to Homies Theorizing Back [Symposium]. AERA Annual Meeting Chicago, IL.
- Casar Rodriguez, M. (2023). “Multiple Entangled Youth”: “Innocent” Institutions, Architectures of Entanglement, and Criminal Outcomes [Symposium]. AERA Annual Meeting Chicago, IL.
- Casar Rodriguez, M. (2023). Sharp Crises vs Accumulated Silences and Injustices; The Urgency for Collective, Decentered, Critical Participatory Action Research. International Conference of Qualitative Inquiry, IL.
- Casar, M. (2022). The Power of the Word: Re-Imagining DLL Teacher Identity Within Ideological and Political Struggle [Symposium]. AERA Annual Meeting San Diego, CA.

- Brown, K., Casar, M. (2022). Care not Cops: Participatory Action Research on Youth Organizing for Racial Justice [Symposium]. AERA Annual Meeting San Diego, CA.
- Casar, M. (2020, Apr 17 - 21) Youth Voice, Power, and Educational Policy Making: The Case of East Side Union [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tr39b8v> (Conference Canceled)
- Casar, M., Bishop, J. (2019). "The Policymaker in Me: Civic Identity and Bottom-up Policy Making as a Practice of Power [Symposium]. AERA Annual Meeting Toronto, Canada.
- Casar, M., (February, 2016). "Transforming culture and building community through student-centered discourse." Annual Every Student Succeeds Act (ESSA) Conference, Chicago, IL.

Local/Regional peer-reviewed refereed papers and presentations

- Casar, M., et al. (February, 2015). "Building internal capacity for self-assessment and development." No Child Left Behind (NCLB) Annual Conference, Chicago, IL.

Invited Presentations

- Casar, M. (2025). Un-domesticating YPAR. For the Participatory Action Research: Advantages, Pitfalls, and Perspectives" Graduate Student Qualitative Methods Network (GSQMN) Speaker Series.
- Casar, M. (2022). New metaphors for a revolutionary futurity: Reclaiming policy making and theorizing as practices of power. Reimagining Education Conference.
- Casar M. (2021). A reconfigured panopticon: COVID-19, virtual schooling, and regulation of our homes. The Critical Media Literacy Conference of the Americas Virtual Conference.
- Casar, M. (2020). El Poder de la Palabra, El Pregonero at California State University Dominguez Hills, CA.
- Casar, M. (2018). Challenging Assumptions and Re-Defining Possibilities; Supporting Gang Affiliated Youth. Regional System of District and School Support summit. Los Angeles County of Education, California.

Workshops and Training Modules

- Casar, M. (2025). Participatory Action Research; Perspectives, Advantages, and Considerations [Invited Speaker Series for Graduate Student Qualitative Methods Network].
- Casar, M. (2022). Doing Research with/for youth [Division G Preconference Mentor Sessions]. AERA Annual Meeting San Diego, CA.
- Casar, M., Noguera, J. (2017). Creating Emotionally Literate and Culturally Responsive Environments. Santa Ana HS, Santa Ana, Ca.

Invited Public Lectures and Talks

Casar, M. (2024). Ghost Hunting in Alabama: Encounters for Healing, Justice, and Transformation, Discourse BHAM, AL.

Casar, M., Mendoza, M. (2024). Reclaiming climbing as a collective muscle for social change. Cineteca Universidad de Guadalajara.

Casar, M. (2024). Reimagining Masculinity. Allies in Gender Equality Panel: The Shape of Things, No Man's Land Film Festival, CO.

Casar, M. (2018). Kindling New, Radical, and Transformative Futures into Being, Commencement Speech, Aspire Ollin Preparatory Academy, Los Angeles, CA.

Media Features

Liu, B., (Director). (2023). *What the Hands Do* [Film]. Patagonia Films.

FUNDING

The University of Alabama (Tuscaloosa, AL)

2024— **Principal Investigator** | Imagining Freedom and Re-membering Selves Project
Funded total: \$15,000 (per year)

2022— **Co-Principal Investigator** | School Boards Under Siege: Toward a Possibility of Democratic Governance in Divided Times
Funded total: \$50,000, Large Spencer Grant Finalist

2021— **Co-Principal Investigator** | Fertile Seeds, Transformative Dreams, and Contexts of (Im)Possibility; The Case of a Healing Garden in a South LA School

The University of California, Los Angeles (Los Angeles, CA)

2017—2022 **Doctoral Researcher** | Center for the Transformation of Schools
Principal Investigator: Tyrone Howard

2017—2018 **Doctoral Researcher** | Los Angeles School Improvement Network
Principal Investigator: Louis Gomez

2003—2004 **Research Assistant** | Riley Children's Hospital

AWARDS, FELLOWSHIPS, AND RECOGNITIONS

2026 Nomination, Outstanding Commitment to Advising Award
University of Alabama

- 2026 Awardee, UA College of Education Grant Writing Fellows Program (2026-2027 cohort)
- 2025 Article of the year 2025. Journal: Theory into practice.
Casar, M., & Noguera, J. M. S. (2025). Who speaks for whom? The right to the word and why it matters. *Theory Into Practice*, 1–14.
<https://doi.org/10.1080/00405841.2025.2503296>
- 2025 Awardee, Early Career Pre-Conference for Critical Educators of Social Justice
Critical Educators for Social Justice SIG
- 2024 Williams Award
Capstone International Center
- 2024 The University of Alabama Strategic Small Grant (Co-Pi)
Re-membering Historical (Dis)Continuities through Peace and Justice Dialogues
- 2024 California Community Foundation Grant (Co-PI)
Renewing the Promise of a Just, Participatory Democracy: A Collaborative Research to Action project to Support School Boards
- 2024 MS Grunbacher Foundation (PI)
Imagining Freedom and Remembering Selves Project
- 2018/19/20 UCLA Young Scholar Travel grant
- 2017 UCLA Wasserman Dean's Award

TEACHING AND ADVISING

University of Alabama (Tuscaloosa, AL)

Courses:

1. Research and Social Justice | FA26
2. World-building from the Global South; Special Readings in Qualitative Inquiry | SP26
3. Ghost Hunting in Alabama; Historical Methods, Public Memory, and Transformation | FA24
4. New and Old Materialisms, Materialist Theories in Educational Research | SP24
5. Inquiry as Interpretation: Qualitative Research I | SU24, SU25
6. Reflectivity and Resistance in Research (Re)Presentation: Qualitative Research II | FA23, SP24, FA24. SP25

California State University, Dominguez Hills (Carson, CA)

Courses:

1. Academic Discourse and Socio Emotional Learning | FA20, FA21
2. Multicultural Studies | SP22
3. Schooling in a Multicultural Society | SP21, SP20

University of California, Los Angeles (Los Angeles, CA)

Courses:

1. Education, Inequality, and the Future of American Society |FA19

ACADEMIC ADVISING & RESEARCH SUPERVISION

Matt Trieber, Counseling, *successfully defended dissertation, 2026*
 Ashley Heinrich, Nutrition, *successfully defended dissertation, 2024*
 April Jones, Qualitative Research Methodologies, *successfully defended dissertation, 2025*
 Venus Watson, Qualitative Research Methodologies, *successfully defended dissertation, 2025*
 Boden Robertson, Qualitative Research Methodologies, *successfully defended dissertation 2024*
 Brittney Pruitt, Curriculum and Instruction, *advanced to candidacy, 2024*
 Lauren Whatley, Qualitative Research Methodologies *advanced to candidacy, 2025*
 Shelby Morris, Social and Cultural Studies in Education, *advanced to candidacy, 2026*
 Ifesinachi Ezugwu, Qualitative Research Methodologies, *advanced to candidacy, 2026*
 James Thompson, Exercise Science, *advanced to candidacy, 2026*
 Mohi Uddin, Curriculum and Instruction, *advanced to candidacy, 2026*
 Benjamin Ray, Social and Cultural Foundations of Education, *in progress*
 Amanda Loiola de Carvalho, *in progress*

SERVICE**Service to the College and University**

COE Vision and Mission Framework Committee 2025—
 UA College of Education

SOUL Council 2023—
 Department of Educational Studies, University of Alabama

Service to the Profession

The Southern Behavioral Health and Law Initiative (SBHLI) 2026—
 Executive Board Member

AERA Abolition and Carceral Studies in Education Special Interest Group 2025—
 Founding member and movement building coordinator

TERM (Teaching Educational Research Methods Journal) 2026—
 Member of the editorial board

AERA Qual SIG 2023—
 Reviewer of Conference Proposals

Dialogue/En Diálogo 2022—
 Reviewer of Manuscripts

Los Angeles Higher Education/ School Transformation Summit 2022

Planning Committee Member, University of Southern California

Doing Research with/for youth (Division G Preconference) 2022
Mentor

Graduate Student Association, UCLA 2020– 2022
Student Representative, College of Education

El Pregonero, California State University Dominguez Hills 2021–2022
Conference Planning Team

Service to the Community

Education Justice Coalition 2023—
Member, Research Collaborator

LA County Department of Youth Development 2022 —
Research and Data Taskforce Member

LA County Youth Justice Reimagined 2021–2022
Data and Research Workgroup Member

Homeboy Industries 2021–2022
Volunteer, Youth Mentor

LA Youth Uprising Coalition 2021–2022
Coalition Member, Close and Create Planning Committee

Ujima Garden Project 2021–2022
Co-op Member

Unidos Somos Iguales Cuernavaca 2021–2022
Co-founder, Volunteer Director

Advancement Project California 2020
Bold Vision LA 2028 – Education Roundtable Member