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TRICIA NIESZ

Professor
School of Foundations, Leadership, and Administration
College of Education, Health, and Human Services
Kent State University
316 White Hall · Kent, OH 44242
330-672-0591 (office)
tniesz@kent.edu

EDUCATION

- Ph.D. Education, Culture, and Society
With Urban Studies Graduate Certificate
2003 University of Pennsylvania, Graduate School of Education
Dissertation: *Mixed messages: Critical educational discourses and the cultural production of school change*
- M.A. Educational Foundations, Policy, and Practice
1996 University of Colorado at Boulder, School of Education
- B.A. Elementary Teacher Education
1993 Michigan State University, College of Education

AREAS OF SPECIALIZATION

Anthropology of Education
Ethnography and Critical Ethnography
Qualitative Research Methodology
Cultural Perspectives on Educational Change
Movements, Networks, and Educational Change
Teacher Identity and Learning

ACADEMIC APPOINTMENTS

Professor, Cultural Foundations of Education and Research, Measurement, and Statistics
College of Education, Health, and Human Services (2021–present)
Kent State University, Kent, Ohio

Program Coordinator, Cultural Foundations of Education program (2020–present)
Program Coordinator, Interprofessional Leadership Education Doctorate (2020–present)
Program Co-coordinator, Qualitative Research Graduate Certificate (2017–present)

Associate Professor, Evaluation and Measurement and Cultural Foundations of Education
College of Education, Health, and Human Services (2010–2021)
Kent State University, Kent, Ohio

Program Coordinator, Evaluation and Measurement program (2010–2019)

Assistant Professor, Evaluation and Measurement and Cultural Foundations of Education
College of Education (2004–2010)
Kent State University, Kent, Ohio

Lecturer, Educational Leadership Division, Graduate School of Education (2003–2004)
University of Pennsylvania, Philadelphia, Pennsylvania

Adjunct Faculty Member, College of Education (2000–2004)
University of Delaware, Newark, Delaware

AWARDS, HONORS, AND FELLOWSHIPS

Nominee, EHHS Distinguished Researcher Award (2021)

Excellence Award, Kent State University Graduate Student Senate (2013)

Mothers, Mentors, and Muses Honoree, Kent State Women's Center (2013)

Presidential Special Recognition Award, Council on Anthropology and Education (2010)

Mentorship Excellence Award, Kent State University Graduate Student Senate (2009)

Honorable Mention: Council on Anthropology and Education Outstanding Dissertation Award
(2004)

Dissertation awarded Distinction, University of Pennsylvania (2003)

Spencer Foundation Research Training Grant Fellowship in Urban Education Research,
University of Pennsylvania (1997–2001)

RESEARCH GRANTS

External

*The Production, Circulation, and Impact of Teacher Activist Knowledge in the Struggle for State
Education Policy Change*

Principal Investigator

Spencer Foundation Small Research Grant (2020-2022)

\$50,000

The 'Silent Revolution' of the Activity Based Learning Movement in Tamil Nadu, India

Principal Investigator

Spencer Foundation Small Research Grant (2010–2012)

\$39,700

Internal

The Production, Circulation, and Influence of Teacher Activist Knowledge

Principal Investigator

College of Education, Health, and Human Services SEED Award (2018-2019)

\$5000

PUBLICATIONS

Peer-Reviewed Book Chapter

Niesz, T., & D'Amato, R. (in press). Social media connections between educators and advocacy communities: The Twitter activity of teacher activist groups. In M. Griffin & C. Zinskie (Eds.), *Social media: Influences on education*. Information Age Publishing.

Refereed Journal Articles

Niesz, T. (2021). Activist educators and the production, circulation and impact of social movement knowledge. *Critical Education*, 12(7), 5-22.

Zimmerman, B. S., Kruse, S. D., Niesz, T., Kist, W., Kidder-Brown, M. K., & Nikbakht, E. (2020). "Facebook me": The potential of student teachers' online communities of practice in learning to teach. *International Journal of Education & Literacy Studies*, 8(2), 62-70.

Niesz, T. (2019). Connect, cultivate, campaign: Toward a social movement approach to educational change. *Education in a Democracy*, 11, 54-71.

Niesz, T. (2019). Social movement knowledge and anthropology of education. *Anthropology & Education Quarterly*, 50(2), 223-234.

Niesz, T., & Ryan, K. (2018). Teacher ownership versus scaling up system-wide educational change: The case of Activity Based Learning in South India. *Educational Research for Policy and Practice*, 17(3), 209–222.

Niesz, T., Korora, A. M., Burke Walkuski, C., & Foot, R. E. (2018). Social movements and educational research: Toward a united field of scholarship. *Teachers College Record*, 120(3), 1–41.

Koch, L. C., Niesz, T., & McCarthy, H. (2014). Understanding and reporting qualitative research: An analytical review and recommendations for submitting authors. *Rehabilitation Counseling Bulletin*, 57(3), 131–143.

Niesz, T., & Krishnamurthy, R. (2014). Movement actors in the education bureaucracy: The figured world of Activity Based Learning in Tamil Nadu. *Anthropology & Education Quarterly*, 45(2), 148–166.

- Prior, M., & Niesz, T. (2013). Refugee children's adaptation to American early childhood classrooms: A narrative inquiry. *The Qualitative Report*, 18(Art. 39), 1–17.
- Arhar, J., Niesz, T., Brossmann, J., Koebley, S., O'Brien, K., Loe, D., & Black, F. (2013). Creating a 'third space' in the context of a university-school partnership: Supporting teacher action research and the research preparation of doctoral students. *Educational Action Research*, 21(2), 218–236.
- Niesz, T., & Krishnamurthy, R. (2013). Bureaucratic activism and radical school change in Tamil Nadu, India. *Journal of Educational Change*, 14(1), 29–50.
- Burns Thomas, A., & Niesz, T. (2012). Power, knowledge and positioning in teacher networks. *Professional Development in Education*, 38(4), 683–687.
- Niesz, T. (2010). Chasms and bridges: Generativity in the space between educators' communities of practice. *Teaching and Teacher Education*, 26(1), 37–44.
- Niesz, T. (2010). "That school had become all about show": Image-making and the ironies of constructing a 'good' urban school. *Urban Education*, 45(3), 371–393.
- Dees, D. M., Zavota, G., Emens, S., Harper, M., Kan, K. H., Niesz, T., Tu, T-H., Devine, M. A., & Hovhannisyan, G. (2009). Shifting professional identities: Reflections on a faculty learning community experience. *Learning Communities Journal*, 1(2), 49–73.
- Niesz, T. (2008). Professional movements, local appropriations, and the limits of educational critique: The cultural production of mixed messages at an urban middle school. *International Journal of Qualitative Studies in Education*, 21(4), 327–346.
- Niesz, T., Koch, L. C., & Rumrill, P. D. (2008). The empowerment of people with disabilities through qualitative research. *Work: A Journal of Prevention, Assessment, and Rehabilitation*, 31(1), 113–125.
- Tankersley, M., Niesz, T., Cook, B., & Woods, W. (2007). The unintended side effects of inclusion of students with learning disabilities: The perspectives of special education teachers. *Learning Disabilities: A Multidisciplinary Journal*, 14(3), 135–144.
- Niesz, T. (2006). Beneath the surface: Teacher subjectivities and the appropriation of critical pedagogies. *Equity & Excellence in Education*, 39(4), 335–344.
- Schultz, K., Buck, P., & Niesz, T. (2005). Authoring "race": Writing truth and fiction after school. *Urban Review: Issues and Ideas in Public Education*, 37(5), 469–489.
- Niesz, T. (2003). School reform on the inside: Teacher agency at one Philadelphia middle school. *Penn GSE Perspectives on Urban Education*, 2(2).
- Schultz, K., Buck, P., & Niesz, T. (2000). Democratizing conversations: Racialized talk in a post-desegregated middle school. *American Educational Research Journal*, 37(1), 33–65.

Moses, M., Howe, K., & Niesz, T. (1999). The pipeline and student perceptions of schooling: Good news and bad news. *Educational Policy*, 13(4), 573–591.

Editor-Reviewed Journal Articles

Niesz, T. (2018). When teachers become activists. *Phi Delta Kappan*, 99(8), 25–29.

Niesz, T. (2007). Why teacher networks (can) work. *Phi Delta Kappan*, 88(8), 605–610.

Invited Chapters

Niesz, T. (forthcoming). Education as social movement tactic, target, context, and outcome: Research on the educational dimensions and implications of social movements. In R. Desjardins & S. Wiksten (Eds.), *Handbook of civic engagement and education*. Edward Elgar.

Niesz, T., Koch, L. C., Davenport, J., Rumrill, S., Jones Wilkins, M. (2020). Qualitative research designs. In P. Rumrill, B. Cook, & N. Stevenson (Eds.), *Research in special education: Designs, methods, and applications* (3rd ed., pp. 148-191). Charles C. Thomas.

Koch, L.C., Niesz, T., & Jones Wilkins, M. (2017). Qualitative research designs. In P. Rumrill & J. Bellini (Eds.), *Research in rehabilitation counseling: A guide to design, methodology, and utilization* (3rd ed., pp. 186-227). Charles C. Thomas.

Bates, D., Chase, N., Ignasiak, C., Johnson, Y., Zaza, T., Niesz, T., Buck, P., & Schultz, K. (2001). Reflections: A middle school play about race relations. In J. Shultz & A. Cook-Sather (Eds.), *In our own words: Students' perspectives on school* (pp. 127–148). Rowman Littlefield Press.

Featherstone, H., Gregorich, P., Niesz, T., & Jones Young, L. (1995). The scary part is that it happens without us knowing. In W. Ayers (Ed.), *To become a teacher: Making a difference in children's lives* (pp. 193–214). Teachers College Press.

Invited Book Reviews and Encyclopedia Entry

Niesz, T. (2012). Review of *Sociocultural theories of learning and motivation: Looking back, looking forward*. *Teachers College Record*. Retrieved from <https://www.tcrecord.org/content.asp?contentid=16767>.

Niesz, T. (2009). Review of *Learning from L.A.: Institutional change in American public education*. *Teachers College Record*. Retrieved from <https://www.tcrecord.org/content.asp?contentid=15628>.

Niesz, T. (2008). Willis, Paul. In E. F. Provenzo (Ed.), *Encyclopedia of the social and cultural foundations of education* (p. 961). Sage.

Reprints

- Niesz, T. (2010). Why teacher networks (can) work. In Evers, R. B. (Ed.). *Annual editions: Education 10/11* (pp. 99–103). McGraw-Hill.
- Niesz, T. (2010). Why teacher networks (can) work. In Sadker, D. M., & Zittleman, K. R. (Eds.). *The teachers, schools, and society reader* (Reading 34 in CD-ROM). McGraw-Hill.
- Niesz, T. (2009). Why teacher networks (can) work. In Evers, R. B. (Ed.). *Annual editions: Education 09/10* (pp. 105–109). McGraw-Hill/Dushkin.
- Niesz, T. (2008). Why teacher networks (can) work. In Schultz, F. (Ed.). *Annual editions: Education 08/09* (pp. 193–197). McGraw-Hill/Dushkin.

Technical Report

- Niesz, T., with Krishnamurthy, R., & Mahalingam, V. (2012). *A history of the Activity Based Learning Movement in Tamil Nadu*. Independent report submitted to Sarva Shiksha Abhiyan, Tamil Nadu, India.

PRESENTATIONS

Invited, International

- Niesz, T. (2018, April). Teacher organizing in the struggle for public education. Paper presented at the annual meetings of the American Educational Research Association, New York, NY.

Refereed, National and International

- Niesz, T. (forthcoming, 2022, January). How do educators become education activists? Paper to be presented at the Hawaii International Conference on Education, Waikoloa, HI.
- Niesz, T. (forthcoming, 2021, November). Activist educators and the production, circulation, and impact of social movement knowledge. Paper to be presented at the annual meeting of the American Educational Studies Association, Portland, OR.
- Rincón-Gallardo, S., & Niesz, T. (2020, April). Changing the grammar of schooling through social movement in the Global South. Paper prepared for the annual meetings of the American Educational Research Association, San Francisco, CA. (Conference Canceled)
- Niesz, T. (2020, January). Social media use in social movement organizations: Categorizing and connecting analyses in an exploratory qualitative study. Paper presented at The Qualitative Report's Annual Conference, Fort Lauderdale, FL.
- Niesz, T. (2019, November). Social media connections among teacher activists, social movements, and political candidates: Critical community building through Twitter. Paper

- presented at the annual meeting of the American Educational Studies Association, Baltimore, MD.
- Niesz, T., & Myer, R. (2019, January). A qualitative analysis of Twitter activity among teacher activist groups: Questions, challenges, opportunities, and findings. Paper presented at The Qualitative Report's Annual Conference, Fort Lauderdale, FL.
- Niesz, T., & Myer, R. (2018, November). #dumpdevos: The circulation of teacher activist knowledge through social media. Paper presented at the annual meeting of the American Anthropological Association, San Jose, CA.
- Niesz, T. (2017, December). Teacher activism, social movement knowledge, and the cultural production of resistance. Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.
- Niesz, T. (2017, November). Educators as social movement actors. Paper presented at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.
- Niesz, T., & Ryan, K., (2017, February). Reforming teachers or teacher reformers? Teachers as authentic partners in a South Indian school reform movement. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T., Korora, A., Burke Walkuski, C., & Foot, R. E. (2016, November). Social movements and educational research: Toward a united field of scholarship. Paper presented at the annual meeting of the American Educational Studies Association, Seattle, WA.
- Niesz, T., Foot, R. E., Burke Walkuski, C., & Korora, A. (2015, April). Social movements and educational change: An integrative review of the literature. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Niesz, T., Seher, C. L., Caplin, M., Dwinnells, M. K., Vah Seliskar, H., Senita, J., & Bragg, A. (2013, June). How is critical qualitative research portrayed in introductory qualitative research textbooks? Paper presented at the Ethnographic and Qualitative Research Conference, Cedarville, OH.
- Niesz, T., Srsen, K., Bishop, B., Klonowski, K., Mooney, E., Levicky, M., & Scullin, B. (2013, June). "Other aliens just like me": Experiences of isolation and marginalization among critical educators. Poster presented at the Ethnographic and Qualitative Research Conference, Cedarville, OH.
- Zimmerman, B. S., Kruse, S. D., Kist, W., Niesz, T., Kidder-Brown, M. K., & Kindervater, T. (2012, November). "Facebook me": Student teachers' on-line communities of practice and learning to teach writing. Paper presented at the Literacy Research Association Conference, San Diego, CA.

- Niesz, T., & Krishnamurthy, R. (2012, April). Fomenting a silent revolution. Bureaucratic activism and radical school change in Tamil Nadu, India. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Niesz, T., & Krishnamurthy, R. (2011, November). The figured world of Tamil Nadu's Activity Based Learning movement. Paper presented at the annual meeting of the American Anthropological Association, Montreal, Canada.
- Arhar, J., Niesz, T., Black, F., Brossmann, J., Koebley, S., Loe, D., & O'Brien, K., (2011, April). Supporting teacher action research and the research preparation of doctoral students in the context of a university-school partnership. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Niesz, T., Black, F., Brossmann, J., Koebley, S., Loe, D., O'Brien, K., Spivey, S., & Arhar, J. (2011, February). Turning points in developing a practitioner inquiry network: Lessons in communication, voice, trust, and partnership. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T., & Krishnamurthy, R. (2010, November). Movement actors in the education bureaucracy: The case of the Activity Based Learning movement in Tamil Nadu. Paper presented at the annual meeting of the American Anthropological Association, New Orleans, LA.
- Niesz, T. (2009, April). Making change through, with, and without contested discourse: Strategic use of language in a change-seeking educator network. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Niesz, T. (2008, November). Beyond network utopias: Exploring the relationships among collectivity, identity, and action in educator networks. Paper presented at the annual meeting of the American Anthropological Association, San Francisco, CA.
- Niesz, T. (2008, March). Situative conceptual frameworks without situative research? Toward rigorously interpretive studies of teacher professional networks. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Niesz, T. (2007, November). Social networks as sites of teacher learning and teacher resistance. Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.
- Niesz, T. (2007, October). "That school had become all about show": Image-making and communicative action at a reforming urban school. Paper presented at the annual meeting of the American Educational Studies Association, Cleveland, OH.
- Niesz, T. (2007, February). The multiple fronts of one teacher's activism: Viewing critical practice in the context of professional networks and everyday school practice. Paper presented at Abriendo Brecha IV: An Activist Scholarship Conference, Austin, TX.

- Niesz, T., & Sveth, P. (2006, November). Spaces for teachers' communicative action: An analysis of professional communication in two urban school settings. Paper presented at the annual meeting of the American Educational Studies Association, Spokane, WA.
- Niesz, T. (2006, March). Mirrors of practice: An exploration of self-reflective techniques in teaching. Panelist, presentation at the Lilly Conference on College & University Teaching – West, Pomona, CA.
- Niesz, T. (2005, December). At the intersections: Mapping contested visions of schooling and social justice. Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.
- Niesz, T. (2005, April). Teacher networks and counter discourses in an era of accountability. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Niesz, T. (2005, February). Teacher networks, social movements, and multi-sited ethnography. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2004, November). Resisting standardization at an urban public middle school. Paper presented at the sectional meeting of the Council on Anthropology and Education of the American Anthropological Association, San Francisco, CA.
- Niesz, T. (2004, February). Competing visions of the “good school”: Social justice educators take on high-stakes school reform. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2003, November). Producing identity in contexts of contested institutional change. Paper presented at the annual meeting of the American Anthropological Association, Chicago, IL.
- Niesz, T. (2002, November). Standardized testing and the mixed messages of school reform. Paper presented at the annual meeting of the American Anthropological Association, New Orleans, LA.
- Niesz, T. (2002, February). Recontextualizing standardized testing. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2001, February). The cultural production of school writing. Data analysis session presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2001, January). Contestation, possibility, and mixed messages: Critical ethnography of critical practices. Panel discussion presented at the annual conference on Interdisciplinary Qualitative Studies, Athens, GA.

- Niesz, T. (2000, November). Toward critical ethnography of “critical” practice in the anthropology of education. Paper presented at the annual meeting of the American Anthropological Association, San Francisco, CA.
- Niesz, T. (2000, April). Where does “agency” end and “the system” begin? Questions from a qualitative study of district administrators in an urban school system. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Schultz, K., Niesz, T., & Buck, P. (2000, April). Reach me with more than words from textbooks: Middle and high school students’ perspectives on school and schooling. Panel discussion presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Niesz, T. (2000, February). Voices of critique: Challenging silences and conformity at a post-desegregated middle school. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Schultz, K., Buck, P., & Niesz, T. (1999, November). Gendered perspectives on power and privilege in schooling. Paper presented at the annual meeting of the American Anthropological Association, Chicago, IL.
- Schultz, K., Niesz, T., & Buck, P. (1999, April). How to say what they have to say: The challenges of eliciting and recording middle and high school students’ perspectives on school and schooling. Panel discussion presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Buck, P., & Niesz, T., with Skyline Middle School Students. (1999, February). Middle school students write about “race” and schooling: Reflections from a post-desegregated school. Presentation/performance at the Ethnography in Education Research Forum, Philadelphia, PA.
- Schultz, K., Buck, P., & Niesz, T. (1998, November). Seeing the other, seeing ourselves: Views of Whiteness from “Black” and “White” students in a post-desegregated school. Paper presented at the annual meeting of the American Educational Studies Association, Philadelphia, PA.
- Moses, M., & Niesz, T. (1997, April). The pipeline and student perceptions of schooling: Good news and bad news. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Refereed, Regional

- Niesz, T. (2010, April). A partnership approach to personalizing the learning environment in high school classrooms. Panelist, presentation at the Ohio Confederation of Teacher Education Organizations spring conference, Dublin, OH.

Niesz, T. (2007, April). Considering “Operation Physics”: A look at 20 years of projects.
Panelist, presentation at the Symposium on Mathematics and Science Teaching and Learning, Columbus, OH.

COURSES TAUGHT

Kent State University

CULT 6/79575	Anthropology and Education
CULT 6/80030	Social Contexts of Education
CULT 6/89595	Special Topics: Social Movements and Education
CULT 89581	Proseminar in Cultural Foundations
EVAL 6/85516	Qualitative Research Design
EVAL 85518	Advanced Qualitative Research
EVAL 85540	Grounded Theory and Phenomenological Research
EVAL 88795	Special Topics: Ethnographic and Case Study Research
EVAL 85560	Critical Social Research
HIED 80080	Dissertation Preparation Seminar

University of Pennsylvania

Introduction to Ethnographic and Qualitative Methods
Anthropology and Education
Master’s Paper Seminar

University of Delaware

Teacher as Researcher
Cultural Diversity, Schooling, and the Teacher

LEADERSHIP AND PROFESSIONAL SERVICE

Leadership in Professional Organizations

Chair, Spindler Award Committee, Council on Anthropology and Education, American Anthropological Association (2021)

Program Co-Chair, Executive Committee, Division K, American Educational Research Association (appointed, 2016-2019)

Developer, Organizer, Presenter, and Chair, Division K Mentoring Pre-Conference Seminar on Proposal Writing, American Educational Research Association (2017, 2018)

Secretary, Executive Committee, Board of Directors, Council on Anthropology and Education, American Anthropological Association (appointed, 2012–2015)

Member-at-Large, Board of Directors, Council on Anthropology and Education, American Anthropological Association (elected, 2006–2009; appointed 2009–2010)

Graduate Student Representative, Board of Directors, Council on Anthropology and Education, American Anthropological Association (appointed 2000–2002)

Service in Professional Organizations

American Educational Research Association

Affiliations: Division G, Division K, Qualitative Research SIG, Educational Change SIG
Member, Division K Graduate Student Representative Selection Committee (2016, 2017, 2018)

Annual meeting proposal reviewer

Council on Anthropology and Education, American Anthropological Association

Member, Nominations Committee (2018)

Member, Presidential Fellowship Selection Committee (2017)

Work-in-progress mentor for graduate students (2014)

Member, Outstanding Dissertation Award Committee (2011)

Annual meeting proposal reviewer

American Educational Studies Association

Annual meeting proposal reviewer

Editorial Board Membership

Anthropology & Education Quarterly (2020-present)

Educational Studies (2017-present)

Rehabilitation Counseling Bulletin (reviewer for qualitative methodology) (2013–2019)

The Qualitative Report (2007–2010)

Penn GSE Perspectives on Urban Education (2000–2001)

Ad-hoc Manuscript Reviewing

Social Movement Studies (2021)

Teaching and Teacher Education (2009–2011, 2014, 2018, 2020–2021)

American Educational Research Journal (2015, 2020)

Critical Education (2020)

Sociology Compass (2020)

Asia Pacific Journal of Education (2019)

Journal of Educational Change (2013–2016, 2018)

Education Policy Analysis Archives (2017)

Anthropology & Education Quarterly (2002, 2009, 2011–2012, 2014–2016)

Educational Policy (2015)

The International Journal of Critical Pedagogy (2009–2010, 2013–2014)

Diaspora, Indigenous, and Minority Education (2013)

Ethnography (2011)

Grant Reviewing

Swiss National Science Foundation grant reviewer (PRIMA program) in the area of anthropology of education (2019)

UNIVERSITY SERVICE

University

Member, Citation and Recognition Committee, Kent State University (2014-present)

Member, University Teaching Council, Kent State University (2018-2021)

Member, Center for Teaching and Learning Advisory Council, Kent State University (2018-2021)

Co-chair, Steering Committee, Qualitative Research Graduate Certificate, Kent State University (2016-2020)

Co-developer, Qualitative Research Graduate Certificate program, Kent State University (2015-2017)

Judge, Three Minute Thesis Competition, Kent State University (2015, 2016, 2017)

Member, University Climate Study Steering Committee, Kent State University (2012-2017)

Faculty Panelist, Graduate Student Orientation, Kent State University (Fall 2013, Spring 2014, Spring 2016, Spring 2017)

Member, Search Committee for the Assistant Provost of Accreditation, Assessment, and Learning, Kent State University (Fall 2016)

Member, Academic Affairs Strategic Planning Committee, Kent State University (2012–2013)

Judge, Graduate Research Symposium, Kent State University Graduate Student Senate (2012 & 2013)

Member, University Commencement Committee, Kent State University (2008–2013)

Reviewer, Screening Committee for Research Awards, Kent State University (Fall 2012)

Member/alternate, University Diversity Advisory Council, Kent State University (2008–2009)

College

Kent State University Delegate, The Carnegie Project on the Education Doctorate (2020-present)

Member, Online Programs Committee, EHHS, KSU (2020-present)

Member, Associate Dean Review Committee, College of Education, Health, and Human Services (EHHS), Kent State University (KSU) (2021)

Member, “Team Kent” collaboration between Kent City Schools and EHHS, (KSU) (2017-2018)

Member, College Advisory Council, EHHS, KSU (2010–2011; 2012–2014; 2016-2018)

Member, New Faculty Orientation Committee, EHHS, KSU (2010–2016)

Member, School Director Search Committee, EHHS, KSU (2014–2015)

Member, Doctoral Program Review Committee, EHHS, KSU (2010–2014)

Member, Faculty Advisory Committee, Center for International and Intercultural Education, EHHS, KSU (2007–2008; 2013–2014)

Developer and Facilitator, Qualitative Research Bootcamp, EHHS, KSU (Spring 2012 & Spring 2013)

Member, College Diversity Committee, College of Education, KSU (2008–2010)

Member, Outstanding Dissertation Award Committee, College of Education, KSU (2004–2005)

Member, Ethnography in Education Forum Advisory Committee, Graduate School of Education (GSE), University of Pennsylvania (UPENN) (1999–2002)

Co-organizer, Spencer Student Research Symposium, GSE, UPENN (1998–2000)

Member, Spencer Research Training Grant Steering Committee, GSE, UPENN (1998–1999)

Member, Graduate School of Education Programming Committee, GSE, UPENN (1998–1999)

Planner and Facilitator, Ethnography in Education Forum, GSE, UPENN (1998–1999)

School/Department

Member, Ad-hoc Reappointment, Tenure, and Promotion Committee, School of Foundations, Leadership, and Administration (FLA), KSU (2021-present).

Member, FLA Curriculum Committee, FLA, KSU (2020-present).

Chair, search committee, Cultural Foundations of Education, FLA, KSU (2021)

Member, Faculty Advisory Committee, FLA, KSU (2009–2018, 2020)

Member, School Director Review Committee, FLA, KSU (2018)

Chair, search committee, Evaluation and Measurement, FLA, KSU (2016)

Member, Student Academic Complaint Committee, FLA, KSU (2012–2013)

Chair, search committee, Evaluation and Measurement, FLA, KSU (2012)

Chair, search committee, Evaluation and Measurement, FLA, KSU (2009–2010)

Member, Faculty Advisory Committee, Department of Educational Foundations and Special Services (EFSS), KSU (2006–2009)

Member, search committee, Evaluation and Measurement, EFSS, KSU (2008)

Member, search committee, Special Education, EFSS, KSU (2008)

Member, Curriculum Committee, EFSS, KSU (2005–2006)

Member, search committee, Sociology of Education, Education, Culture, and Society Program (ECS), University of Pennsylvania (UPENN) (1999–2000)

Resource group leader, ECS, UPENN (1999–2000)

Student representative, Graduate Survey Committee, School of Education, University of Colorado (1996)