

CURRICULUM VITAE

Jerry Rosiek, Ph.D.

Professor

Department of Education Studies

College of Education

University of Oregon

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PROFESSIONAL BACKGROUND

Educational Background

- 1997 Doctor of Philosophy, Curriculum and Teacher Education (Disciplinary Minor: Philosophy), Stanford University, Stanford, CA
Dissertation Title: Affective Scaffolding: An Exploration of the Emotional Dimension of Pedagogical Content Knowledge
Dissertation Committee: Lee Shulman, Chair; Nel Noddings, Myron Atkin, Denis Phillips, John Baugh
- 1988 Bachelor of Science, Physics, Texas A&M University, College Station, TX
- 1987 Bachelor of Arts, Philosophy, Texas A&M University, College Station, TX

Awards and Honors

10. 2018 American Association for Teaching and Curriculum Hunkins Distinguished Article on Teaching Award (with Alison Schmitke and Julie Heffernan).
9. 2016 American Association for Teaching and Curriculum O.C.L. Davis Award (with Kathy Kinslow) for the Outstanding Book of the Year
8. 2015-2016 University of Oregon Wayne Morse Center Resident Scholar
7. 2015 University of Oregon College of Education Award for promoting Diversity and Justice in the College.
6. 2013 Jane Adams UOTeachOut Award for promoting Gender Justice in Education.
5. 2009 University of Oregon College of Education Award for promoting Diversity and Justice in the College.
4. 2007 Early Career Award from the AERA Narrative and Research Special Interest Group.
3. 2006 Outstanding Narrative Article Award (with Paokong John Chang) from the AERA Narrative and Research Special Interest Group.
2. 2003 UA COE Graduate Student Association Excellence in Teaching Award
1. 2002 Spencer Post-Doctoral Fellowship Finalist

Academic Appointments

- 2006-present Department of Education Studies, College of Education, University of Oregon, Eugene, Oregon
- Professor 2017-present
 - Associate Professor, 2006-2017
 - Director of the Ph.D. Program in Critical and Sociocultural Studies in Education, 2009-2011
 - Associate Head of the Department of Education Studies, 2010-2011.
 - Head of the Department of Education Studies, 2007-2010
- 2011-present Affiliated Professor, Department of Philosophy, College of Arts & Sciences, University of Oregon
- 2013-present Affiliated Professor, Food Studies Program, University of Oregon,
- 2018-present Affiliated Professor, Department of Ethnic Studies, University of Oregon, College of Arts & Sciences,
- 2007-2012 Affiliated Professor, Department of Ethnic Studies, University of Oregon, College of Arts & Sciences,
- 1998-2005 Department of Educational Research, Psychology, and Counseling, Program in Educational Research, College of Education, University of Alabama,
- Associate Professor of Education (2004 - 2005)
 - Assistant Professor of Educational Research (1998 - 2004)
 - Program Coordinator, Program in Education Research (2004-2005)
 - Founder and Director, Tuscaloosa City Schools/University of Alabama Research Collaborative (2003 – 2005)
 - Designer and Manager, UA Qualitative Research Laboratory (1999 - 2005)
- 1995-1998 Department of Teacher Education, College of Education, Portland State University, Portland, Oregon
- Assistant Professor of Education (1997 - 1998)
 - Instructor of Education (1995 - 1997)
- 1991-1994 Stanford School of Education, Stanford University,
- Teaching Assistant (1993), "Foundations of Learning" Class
 - Instructor (1991 - 1994), Conducted intern teacher research groups in the Stanford Teacher Education Program
 - Intern Teacher Supervisor (1991 - 1992), Stanford Teacher Education Program, Stanford University, California

1987-1990 Pearsall Independent School District, Pearsall, Texas
High School Math and Physics Teacher

SCHOLARSHIP

Summary of Writing

Forty-nine publications.

Twenty-three articles and book reviews published or forthcoming in the following journals (Impact Factor, H-Index) (na = not available):

- *Educational Psychologist* (5.688, 88)
- *Educational Researcher* (3.049, 57)
- *The Journal of Teacher Education* (2.754, 56)
- *Harvard Educational Review* (2.634, 58)
- *Race, Ethnicity, and Education* (1,257)
- *Qualitative Inquiry* (1.207, 57) published 5 times in this journal
- *Curriculum Inquiry* (0.812, 22)
- *International Journal of Qualitative Studies in Education* (0.738, 23) published 2 times in this journal
- *Educational Theory* (.71, 28)
- *Qualitative Research in Education* (.512, na)
- *Equity and Excellence in Education* (.48, 14)
- *The Journal of Mind and Behavior* (.312,14)
- *Phi Delta Kappan* (na)
- *Teaching Education* (na, 15)
- *Review of Education, Pedagogy, and Cultural Studies* (na, 10)
- *Curriculum & Teaching Dialogue* (na, na)
- *International Journal of Educational and the Arts* (na, na)
- *Journal of Excellence in College Teaching* (na, na)
- *Journal of Personnel Evaluation in Education* (na,na)

One award-winning book published by a major academic press in a series edited by two preeminent critical race theory scholars:

- Series Editors: Richard Delgado & Jean Stefanic, *Routledge*
(Winner of the American Association for Teaching and Curriculum
Outstanding Book of the Year for 2016)

Five chapters in field defining handbooks of educational research:

- *Handbook of Narrative Inquiry*, Jean Clandinin, ed. Sage Publishing
- *The Sage Handbook of Curriculum, Pedagogy, and Assessment*, Wyse, Hayward, & Pandya, eds. Sage
- *International Handbook of Teacher Education*, Jean Clandinin & Jukka Husu, eds. Sage

- *The International Handbook of Arts-Based Research*, Patricia Leavy, ed. *Routledge*
- *The International Handbook of Ethnography and Education*, Dennis Beach, Carl Bagley, and Sofia Marques da Silva, ed. *Sage*

Twelve chapters in books edited by leading scholars and published by reputable presses, including:

- Jim Garrison, ed. *Teachers College Press*.
- Carl Grant and Donaldo Macedo, eds. *Paradigm Publishers*.
- William Pinar and James Sears, eds. *Peter Lang*.
- Senta Raizen, ed. *Kluwer Publishing*.
- George Spindler, ed. *Lawrence Erlbaum Associates*.
- Patricia Goldblatt and Diedre Smith, ed. *Sage Publishing*.
- Alecia Jackson & Lisa Mazzei, eds. *Sage Publishing*.
- Paul Schutz and Michael Zymbelas, eds. *Wiley*.
- Nelson Rodriguez ed. *Palgrave*
- Richard Seigsmund and Melissa Cahnmann-Taylor, ed. *Routledge*
- Nelson Rodriguez, ed. *Palgrave*

Eight other publications, including:

- Three encyclopedia entries.
- A white paper for an AACTE consensus panel.
- Two introductions to book sections.
- An introduction to a Handbook section

Over one hundred and thirty presentations at meetings of the following organizations:

- American Education Studies Association
- American Educational Research Association
- Conference of Interdisciplinary Qualitative Studies
- International Congress of Qualitative Inquiry
- National Science Teachers Association
- National Science Education Leaders Association
- Society for the Advancement of American Philosophy

Publications

All publications with * reflect joint authorship with a student (or someone who was my student when the project was undertaken). All publications with ** reflect joint authorship with a practicing teacher who is not a member of the academy.

A. Books

1. *Rosiek, J. & Kinslow, K. (2016). *“Resegregation as curriculum: the meaning of the new segregation in public schools.* New York: Routledge.
 - Winner of the 2016 Association for Curriculum and Teaching O.L. Davis Book of the Year Award (awarded in October 2017).
 - Reviewed in the journal *Educational Studies*:
Sara M. Childers (2017) Resegregation as Curriculum: The Meaning of the New Racial Segregation in U.S. Public Schools. Jerry Rosiek and Kathy Kinslow, 2016, New York, NY: Routledge, *Educational Studies*, 53:2, 194-198, DOI: 10.1080/00131946.2016.1269013

B. Refereed Journal Articles

21. *Rosiek, J., & Pratt, A. (in press). Melancholia for the individual, but not the public: a response. *Philosophy and Theory in Higher Education*.
20. *Rosiek, J., Snyder, J., & Pratt, S. (2019). The New Materialisms and Indigenous Theories of Non-Human Agency: making the Case for Respectful Anti-Colonial Engagement. *Qualitative Inquiry*. 1077800419830135.
19. *Rosiek, J. & Snyder, J. (2018). Narrative Inquiry and New Materialism: Stories as (Not Necessarily Benign) Agents. *Qualitative Inquiry*.
<https://doi.org/10.1177/1077800418784326>
18. Rosiek, J. (2018). Critical race theory meets posthumanism: lessons from a study of racial resegregation in public schools. *Race, ethnicity, and education*, 22 (1), 1-20. <https://doi.org/10.1080/13613324.2018.1468746>
17. Rosiek, J., Schmitke, A., & Heffernan, J. (2017). Queering teacher education curriculum: a case study of lessons learned in the transformation of a teacher education program,” *Curriculum and teaching dialogue*. 19(1), 3-17.
 - Winner of the 2018 Association for Curriculum and Teaching Hunkins Distinguished Article on Teaching Award.
16. *Rosiek J. & Heffernan, J. (2014). Can’t code what the community can’t see: a case of the erasure of gendered harassment. *Qualitative inquiry*. 20(7), 726-733.
15. Rosiek, J. (2013). Pragmatism and post-qualitative futures. *International journal of qualitative studies in education*. 26(6), 692-705.
14. Rosiek, J. & Pratt, S. (2013). Jane Addams as a resource for developing a reflexively realist social science practice. *Qualitative inquiry* 19(8), 578-588.
13. *Rosiek, J. & Atkinson, B. (2007). The inevitability and importance of genre in narrative research. *Qualitative inquiry*, 13(2), 499-521.

12. *Mitchell, R. & Rosiek, J. (2006). Professor as embodied racial signifier: a case study of the significance of race in a university classroom. *Review of education, pedagogy, and cultural studies*, 28(3-4). 395-379.
11. *Mitchell, R., & Rosiek, J., (2005). Searching for the knowledge that enables culturally responsive academic advising. *Journal of excellence in college education*, (16), 2. <http://celt.muohio.edu/ject/issue.php?v=16&n=2>.
10. *Rosiek J., & Atkinson, B. (2005). Bridging the divides: the need for a pragmatic semiotics of teacher knowledge research. *Educational theory*, (55)4, 231-266.
9. Rosiek J. (2003). A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism. *Educational psychologist*, 38 (3), 165-175.
8. **Chang, P., & Rosiek J. (2003). Anti-colonial antinomies: a case of cultural conflict in the high school biology curriculum. *Curriculum inquiry*, 33(3), 251-290.
 - Winner of the 2006 Outstanding Narrative Article Award from the AERA Narrative and Research Special Interest Group.
7. Petrovic, J. & Rosiek, J. (2003). Disrupting the heteronormative subjectivities of pre-service teachers: A Deweyan prolegomenon. *Equity and excellence in education*, 36(2), 161-169.
6. Rosiek, J. (2003). Emotional scaffolding: An exploration of teacher knowledge at the intersection of student emotion and subject matter content. *The Journal of Teacher Education*, 54(5) 399-412.
5. **Dibble, N. & Rosiek, J. (2002). White-out: A connection between a teacher's white identity and her science teaching. *International Journal of Educational and the Arts*, 5(3). <http://ijea.asu.edu/index.html>.
4. **Sconiers, Z., & Rosiek, J. (2000). Historical perspective as an important element of teacher knowledge: A sonata-form case study of equity issues in a chemistry classroom. *Harvard Educational Review*, (70)3, 370-404.
3. Young, M., & Rosiek, J. (2000). *Interrogating whiteness*. *Educational Researcher*, (29)1, 29-34.
2. Rosiek, J., & Iran-Nejad, A. (2000). Heeding Prawat and Hruby: Toward an articulation between biofunctional and postmodern theories of human experience. *The Journal of Mind and Behavior*, (21)1-2, 221-234.

1. Rosiek, J. (1994). Caring, classroom management, and teacher education: The need for case study and narrative methods. *Teaching Education*, Fall/Winter 1994.

C. Publications in Non-Refereed Journals

1. Rosiek, J. (2019). School Segregation: A Realist View. *Phi Delta Kappan*, 100(5). <https://www.kappanonline.org/school-segregation-realists-view-rosiek/>

D. Chapters in Handbooks of Educational Research

5. Rosiek, J. (2018). Agential realism and educational ethnography: guidance for application from Karen Barad's new materialism and Charles Sanders Peirce's material semiotics. In D. Beach, S. Marques da Silva, C. Bagley (Eds.) *The Wiley Handbook of Ethnography and Education*, (403-422). London: Wiley.
4. Rosiek, J. (2018). Art, agency, and ethics in research: how the new materialisms will require and transform arts-based research. In P. Leavy (Ed.), *The handbook of arts-based research, I* (632-648). New York: The Guilford Press.
3. *Rosiek, J. & Gleason, T. (2017). The philosophy of teacher education research: an onto-ethical turn. In J. Clandinin and J. Husu (Eds.), *The Sage Handbook of Research on Teacher Education* (29-48). Thousand Oaks: Sage Publishing.
2. Rosiek, J. & Jean Clandinin (2016). Teachers as curriculum makers. In Wyse, D., Hayward, L., & Pandya, J. (Eds.), *The Sage Handbook of Curriculum, Pedagogy, and Assessment*, (293-308). Thousand Oaks: Sage Publishing.
1. Clandinin, D. J. & Rosiek, J. (2006). Mapping a landscape of narrative inquiry: borderland spaces and tensions. In D.J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology*, (35-76). Thousand Oaks: Sage Publishing.

E. Other Book Chapters

12. *Rosiek, J. & Snyder, J. (in press). Sapsik'wała Means Teacher: How an Indigenous Fellowship Program Transformed a Research University Teacher Education Program. In M. Jacobs (Ed.), *Stories of Northwest Indigenous Education*. Charlotte, NC: Information Age Publishing
11. Rosiek, J. (2018). Afterward: The Ethics and Politics of Narrative Inquiry. In J. Clandinin, V. Caine, & S. Lessard (Eds.) *The Relational Ethics of Narrative Inquiry*, 204-209. New York: Routledge.

10. Rosiek, J. (2018). Art, Agency, and Inquiry: Making connections Between New Materialism and Pragmatism in Arts-Based Research. In R. Siegesmund & M. Cahnmann-Taylor (eds.), *Arts-Based Research in Education*, 32-47. New York: Routledge.
9. Rosiek J. (2016). Visibility. In Rodriguez, N. (ed.), *Critical Concepts in Queer Studies and Education: An International Guide for the Twenty-First Century*, (pp. 453-462). York: Palgrave. Came out in November.
8. Rosiek, J. (2013). Beyond the autoethnography vs. ironist debates: using Charles Sanders Peirce and Cornel West to envision an alternative inquiry practice. In Norman Denzin and Michael Giardino (eds.), *Global Dimensions of Qualitative Inquiry*. (pp. 157-180.) Walnut Coast Press: Left Coast Press.
7. Rosiek, J. & Beghetto, R. (2009). Emotional scaffolding: the emotional and imaginative dimensions of teaching and learning. In P. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives*, (pp. 195-213). New York: Wiley Publishing.
6. *Atkinson, B. & Rosiek, J. (2008). Researching and representing teacher voice: a reader response approach. In Jackson, A. & Mazzei, L. (Eds.), *Voices in qualitative inquiry: Challenging conventional, interpretive, and critical conceptions in qualitative research*, (pp. 175-196). Thousand Oaks: Sage Publishing.
5. Petrovic, J. & Rosiek, J. (2007). From teacher knowledge to queered teacher knowledge research: escaping the epistemic straight jacket. In N. Rodriguez & B. Pinar (Eds.), *Queering straight teachers: Discourse and identity in education*. (pp. 201-232). New York: Peter Lang.
4. Rosiek, J. (2006). Teacher knowledge about HIV/AIDS in the classroom: Meeting the discursive challenge. In Carl Grant and Donaldo Macedo (Eds.), *Humanizing pedagogy through HIV/AIDS prevention: Transforming teacher education knowledge*. Boulder: Paradigm Publishers.
3. Rosiek J., (2005). Toward teacher education that takes the study of culture as foundational: Building bridges between teacher knowledge research and educational ethnography. In G. Spindler (Ed.), *New horizons in the ethnography of education*. (pp. 259-286). Mahwah, NJ: Lawrence Erlbaum Associates.
2. Rosiek, J. (2002). Pragmatism's unfinished project: What William James has to offer teacher knowledge researchers. In J. Garrison (Ed.), *William James and education*. New York: Teachers College Press.
1. Atkin, M., Helms, J., Rosiek, J., & Siner, S. (1997). Building on strengths: changing science teaching in California schools. In S. Raizen and E. Britton (Eds.), *Bold*

Ventures: US Innovations in Science and Mathematics Education. Kluwer Academic Publishers.

F. Book Reviews

2. Rosiek J. (2014). Thinking with Theory by Alecia Youngblood Jackson and Lisa Mazzei, a book review. *International Journal of Qualitative Studies in Education*. (27)7, 946-949.
1. Rosiek, J. (2001). Teacher evaluation: A comprehensive guide to new directions and practices by Kenneth Peterson, a book review. *Journal of Personnel Evaluation in Education*, 15 (1), 85-87.

G. Other Publications (not peer reviewed)

8. Rosiek, J. (2017). Mapping the Landscape of Teacher Education Research: Introduction to Section I. In J. Clandinin and J. Husu (Eds.), *The International Handbook of Research on Teacher Education*. (pp. 26-28). Thousand Oaks: Sage Publishing.
7. Rosiek, J. (2007). "The future of narrative research." *Qualitative Inquiry*, 13 (4), 447-449.
6. Rosiek, J. (2006). Humanizing pedagogy: A book section introduction. I was a section editor for a book entitled *Humanizing pedagogy through HIV/AIDS prevention: Transforming teacher education knowledge*, Carl Grant and Donaldo Macedo (Eds.). (pp. 1-2). Boulder: Paradigm Publishers.
5. *Rosiek J. & Atkinson, B. (2005). Gender identity and elementary teaching: A commentary. In P. Goldblatt & D. Smith (Eds.), *Cases for teacher development: Preparing for the classroom*. (pp. 47-48). Thousand Oaks: Sage Publishing.
4. Petrovic, J. E., & Rosiek, J. (2005). Identity politics. In J. T. Sears (Ed.), *Youth, Education, and Sexualities: An International Encyclopedia*. Westport, CT: Greenwood Publishing Group.
3. Rosiek, J., & Petrovic, J. E. (2005). Pink triangle. In J. T. Sears (Ed.), *Youth, Education, and Sexualities: An International Encyclopedia*. Westport, CT: Greenwood Publishing Group.
2. Rosiek, J. (2005). The rainbow flag. In J. T. Sears (Ed.), *Youth, Education, and Sexualities: An International Encyclopedia*. Westport, CT: Greenwood Publishing Group.
1. Rosiek, J. (2001). Educating teachers about A.I.D.S. A white paper produced for a consensus panel on the A.I.D.S. epidemic and teacher education convened by the American Association of Colleges of Teacher Education.

H. Work in Progress

Journal Articles

1. Rosiek, J. (solicited due June 2019). Postqualitative Research in the Struggle against Institutionalized Racism. In *Qualitative Inquiry*.
2. Pratt, A. & Rosiek, J. (to be submitted March 2019). Narrative Inquiry and Critical Race Theory: An Overdue Exploration of Their Intersection with Teacher Knowledge Research. *Teaching and Teacher Education*.
3. *Rosiek J. & Fitch, K. Classical and Quantum Diffractive Methodologies: A Critical Review. Intended for *Cultural Studies ↔ Critical Methodologies*.
4. Rosiek, J. (in progress). Is Racism a Posthuman Agent? Intended for *Sociological Theory*.
5. Pratt, S. & Rosiek, J. (book under contract, Spring 2020). *Posthuman Empiricism: Agency, Ethics, and Politics in Social Inquiry*. Taylor & Francis/Routledge.

I. Public Media Publications, Interviews, and Appearances

National

6. Rosiek, J. (May, 2018). Why America needs a new approach to school desegregation. Appeared in: Salon, The Conversation, Crooks and Liars, San Francisco Chronicle, Feedly, Flipboard, Newsify, Houston Chronicle, News Republic, Idaho Press-Tribune, and other outlets.
5. Interviewed on MSNBC News by Alexandra Pelosi (May, 16, 2014). In segment entitled “The resegregation of American schools.”
4. Quoted in New York Times article by Sam Dillon (September 17, 2007). In article entitled “Alabama Plan Brings Out Cry of Resegregation.”
3. Interviewed on NBC News by Ron Mott (December 25, 2007). In segment entitled “Race and Schools: Tuscaloosa, Alabama.”
2. Rosiek, J. & Lopez-Freeman, M. (August 8, 1998). Vilifying Teachers Hurts Students; Same Old Arguments. Letter to Editor. New York Times, New York.
1. Rosiek, J. (May, 4, 1990). Training subversives as teachers. Editorial Column. New York Times, New York.

Regional

- Rosiek, J. (Feb 7, 2017). “Prepare to defend our public schools.” Editorial Column. *Register Guard*, Eugene, Oregon.

- Rosiek, J. & Schmitke, A. (May 1, 2016). “Parents can force end to unnecessary testing: Kids can easily ‘opt out’ of Smarter Balanced assessments.” Editorial Column. *Register Guard*, Eugene, Oregon.
- Rosiek, J. (September 7, 2015). Failing the validity test: High opt-out rate renders standardized results meaningless. Editorial Column. *Register Guard*, Eugene, Oregon.
- Eugene City Club public presentation broadcast on KLCC radio (February 20, 2015). Presentation entitled “Why Tests are a Poor Lever for School Improvement.”
- Quoted in the Eugene Weekly by Amy Schneider (February 26, 2015). In an article entitled “Too much testing: Eugene parents plan to opt kids out of excessive state testing.”
- Quoted in Register Guard article by Josephine Woolington (October 26, 2014). In article entitled “Core meltdown: Parents object to Common Core standard testing by opting out.”
- Quoted in the Eugene Weekly by Missy Corr (August 13, 2014). In an article entitled “Teachers represent: The importance of diverse role models in a school community.”
- Quoted in Tuscaloosa News article by staff reporter (April 12, 2013). In article entitled “Educator to speak on racial segregation at Tuscaloosa schools.”
- Quoted in Register Guard article by Anne Williams (August 15, 2010). In article entitled “Tribal teachers: As part of a UO program, new graduates will instruct Indian people.”
- Rosiek, J. (October 13, 2010). Teachers face a ‘don’t tell’ rule in class. Editorial Column. *Register Guard*, Eugene, Oregon.
- Quoted in Tuscaloosa News article by staff reporter (October 16, 2007). In article entitled “Rezoning debate continues.”
- Public Presentation covered in Tuscaloosa News article by Dan Lopez (October 16, 2007). In article entitled “Speaker denounces restructuring trend: Former University of Alabama professor Jerry Rosiek says generations will be damaged.”
- Rosiek, J. (May 2, 2007). Take a stand against school segregation. Editorial Column. *Tuscaloosa News*, Tuscaloosa Alabama.
- McWhirter, B., McWhirter, E., & Rosiek, J. (May 24, 2006). Critic missed the point on diversity debate. Editorial column in the Register Guard: Eugene, Oregon.

Quoted in Tuscaloosa News article by staff reporter (March 18, 2004). In article entitled "UA professor sets up shop at Central High School."

Rosiek, J. & Schmitke, A. (February 24, 2002). Roy Moore must be stopped. Editorial Column. *Tuscaloosa News*, Tuscaloosa Alabama.

Rosiek, J. (March 4, 2004). Citizens must insist on more robust conception of fairness. Editorial Column. *Tuscaloosa News*, Tuscaloosa Alabama.

Quoted in Tuscaloosa News article by staff reporter. (May 2, 2001). Inspired by slain professor, many continue her efforts. *Tuscaloosa News*, Tuscaloosa Alabama.

Quoted in the Oregonian, Eugene Weekly, Register Guard, and on KEZI News and KVAL News regarding standardized testing policy multiple times in 2014-2015.

EDITORIAL ACTIVITIES

A. Journal Editorships

1. 2007 Guest Editor, *Qualitative Inquiry*, 13 (4). Special Issue: The Future of Narrative Inquiry.

B. Editorial Boards

4. 2017- *Equity & Excellence in Education*
3. 2017-2018 *Taboo: The Journal of Culture and Education*
2. 2015-2017 *International Handbook of Research on Teacher Education*, Sage.
1. 2005-2009 *Journal of Teacher Education*, Board of Reviewers

C. Ad Hoc Reviewer

10. *Education Studies*
9. *Educational Researcher*
8. *Qualitative Inquiry*
7. *Journal of Teacher Education*
6. *Curriculum Inquiry*
5. *American Educational Research Journal*
4. *Sociology of Education*
3. *International Journal of Qualitative Studies in Education*
2. *Anthropology and Education Quarterly*
1. *International Journal of Education and the Arts*

D. Conference Proposal Reviewer

1. American Education Research Association

EXTERNAL FUNDING

7. 2016-2020 Received a Grant from the USDE for “The Sapsik’wala Education Project: An Indigenous Professional Teacher Preparation Program,” grant number 224750.
Principal Investigator.
Total amount: \$1,199,837.00
6. 2013-2014 Received a grant from the American Educational Research Association to host a conference on research methodology innovations entitled *Beyond Reflexivity and Advocacy: Exploring the Ontological Turn in Education Research*.
Principal Investigator. (Co-PI: Lisa Mazzei—50%/50% division of labor.)
Total amount: \$35,000.00
5. 2011-2012 Received an internal grant from the University of Oregon office of Research, Innovation, and Graduate Education to support travel and transcription services on an on-going ethnography project (Resegregation as Curriculum).
Total amount: \$5000
4. 2009-2010 Received an internal grant from the University of Oregon Office of Institutional Equity and Diversity to host a conference on indigenous education entitled *Decolonizing Our Schools and Universities*.
Total amount: \$10,000
3. 2001 - 2002 Received a contract from the American Association of Colleges of Teachers Education to evaluate a CD ROM based teacher education curriculum.
Total amount: \$3000.00.
2. 1999 - 2000 Received a grant from the American Association of Colleges of Teachers Education and MetLife corporation to support the establishment of a University of Alabama Institute for Culturally Responsive Teaching.
Total amount: \$10,000.00.
1. 1997 - 1999 Received a grant from the California Science Project for \$46,000 and a Contract from the Fresno Unified School District for \$20,000 for a two year teacher education curriculum development project. Eight case studies of multicultural science education practice were developed.

PROFESSIONAL PRESENTATIONS

A. Invited Keynote Presentations

5. Rosiek, J. (October, 2017). Racism as Agent: Lessons for Curriculum Theory Learned in a Study of School Segregation. Keynote: 37TH Annual Bergamo Conference on Curriculum Theorizing and Classroom Practice. Dayton, Ohio.
4. Rosiek, J. (July, 2017). Is Racism an Agent? Putting Posthumanism to Work in the Struggle Against Institutionalized Racism. Keynote Address at the Manchester Metropolitan University Summer Institute on Qualitative Research. Manchester, UK.
3. Rosiek, J. (2016). Art, Agency, and Ethics in Research: How the New Materialisms Will Require and Transform Arts-Based Research. Keynote Address at the business meeting of the AERA Arts Based Research SIG. Presented at the annual meeting of the American Educational Research Association, Washington DC.
2. Rosiek, J., & Lopez-Freeman, M. (1997). *Beyond equity or excellence: New approaches to science education equity*. Keynote address presented at the "Weaving Equity into Science Education" Conference, Denver, CO.
1. Rosiek, J. (1996). *Science education equity and teacher professional development: Listening to and learning from teachers*. Keynote address presented at the annual meeting of the National Science Education Leadership Association in Santa Barbara, CA.

B. National Invited Presentations

8. Rosiek, J. (2017). Resegregation as Curriculum. Invited Address at Texas A&M University, College Station Texas.
7. Rosiek, J. (2016). Resegregation as Curriculum. Invited Address at the University of Georgia. Athens, GA.
6. Rosiek, J. (2016). Resegregation as Curriculum. Invited Address for the Julie Laible Memorial Lecture Series at the University of Alabama, Tuscaloosa Alabama.
5. Rosiek, J. (2016). Racism as Agent: New Materialism, Pragmatism, and the Analysis of Institutional Racism. Summer Institute on American Philosophy. Eugene, OR.
4. Rosiek, J. (2015). Resegregation as Curriculum. Invited Address at the Louisiana State University College of Education. Baton Rouge, LA.
3. Rosiek J. (2014). Resegregation as Curriculum: Examining the Relationship between Activism and Scholarship on the New Segregation. Invited Spotlight Speaker at the Race & Pedagogy Conference, University of Puget Sound, Tacoma Washington.

2. Rosiek, J. (2013). Research on School Segregation: Methodological Challenges and Challenging methodologies. Invited address presented at the Research Issues Speaker Series at the University of Alabama.
1. Rosiek, J. (2007). The Knowledge that Enables Science Teaching Across Cultural Differences: Science Teacher Education for Equality. Address presented at the annual meeting of the National Science Education Leadership Association in Monterey CA.

C. Refereed National Conference Presentations (*co-authored with a graduate student)

- 126 Rosiek, J. (2018). Critical Race Theory and Peirce's Agent Ontology: Resources for Responding to Resurgent Racism. Presented at the 2018 annual meeting of the Society for the Advancement of American Philosophy.
- 125 Rosiek, J. (2018). Racism as an Agent: Applications of a Peircean Agent Ontology to a Pressing Social Problem. Presented at the 2018 annual meeting of the Society for the Advancement of American Philosophy.
- 124 Rosiek, J. (2018): The Politics of Performativity: Ambitious Art-Based Research That Will Not Settle. Pre-Conference dialogue session at the 2108 International Congress of Qualitative Inquiry.
- 123 Rosiek, J. (2018). Racism as Agent: Posthumanism and the Struggle Against White Supremacist Subjection. Paper presented at the 2108 International Congress of Qualitative Inquiry.
- 122 Pratt, A. & Rosiek, J. (2018). Narrative Inquiry and Critical Race Theory: An Overdue Exploration of Their Intersection in Teacher Knowledge Research. Paper presented at the 2018 International Congress of Qualitative Inquiry.
- 121 Rosiek, J. (2018). Agency, and Inquiry: Making Connections between New Materialism and Contemporary Pragmatism in Arts-Based Research. Paper presented at the 2108 International Congress of Qualitative Inquiry.
- 120 Rosiek, J. (2018). Whiteness and New Materialist Methodologies: Listening to the Critiques and Finding Opportunities for Antiracist Applications. Paper presented at the 2108 International Congress of Qualitative Inquiry.
- 119 Pratt, S. & Rosiek, J. (2018). Plenary: Revisionist Pragmatist Philosophy and the Ontological Turn in Qualitative Research: Conversation with Philosopher Scott Pratt. Plenary session presented at the 2108 International Congress of Qualitative Inquiry.

- *118 Rosiek, J. & Snyder, J. (2018). Indigenous Studies and the New Materialisms: Exploring the Similarities and Differences in Their Application of Agential Realism to Methodological Practices. Workshop Presented at the 2108 International Congress of Qualitative Inquiry.
- *117. Rosiek, J. & Snyder, J. (2017). Indigenous Studies and the New Materialisms: Exploring the Similarities and Differences in Their Application of Agential Realism to Methodological Practices. Workshop Presented at the 2107 International Congress of Qualitative Inquiry.
- *116. Rosiek, J., Snyder, J. & Pratt, S. (2017). Posthumanism, Indigenous Philosophy, and Agentially Realist Approaches to Educational Research. Paper presented in a dedicated session at the annual meeting of the American Educational Research Association, San Antonio, TX.
- *115. Rosiek, J., Snyder, J. & Pratt, S. (2017). Narrative Uses and Narrative Agents in Indigenous Studies Literature: Implications for Narrative Inquiry. Paper presented in a dedicated session at the annual meeting of the American Educational Research Association, San Antonio, TX.
- 114. Rosiek, J. (2016). Critical Race Theory, New Materialism, and Agential Realism: Studying Racism (Whiteness) as a Protean Ontological Agent. Reviewer's Choice Paper presented in a dedicated session at the annual meeting of the American Educational Studies Association, Seattle, WA.
- *113. Rosiek, J. & Snyder, J. (2016). Posthumanism, Indigenous Philosophy, and the Analysis of Oppression in Schools. Paper presented at the annual meeting of the American Educational Studies Association, Washington DC.
- 112. Rosiek, J. (2016). Arts Based Methods and the New Materialisms: Why They Need One Another. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL
- 111. Rosiek, J. (2016). Critical Race Theory, Agential Realism, and Curriculum Studies: Lessons from Studying Resegregation as Hidden Curriculum. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL
- 110. Rosiek, J. (2016). Admitting that Racism Exceeds Descriptive Methods: Studying Racism as an Ontological Agent. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL
- 109. Rosiek, J. (2016). Narrative Representations in Qualitative Research: Beyond Authenticity to Transformative Cultural Action. Workshop presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL

108. Rosiek, J. (2016). Narrative Inquiry in the Ontological Turn. Paper presented at the annual meeting of the American Educational Research Association, Washington DC.
107. Rosiek, J. (2016). Critical Race Theory, Agential Realism, and Curriculum Studies: Lessons From Studying Resegregation as Hidden Curriculum. Paper presented at the annual meeting of the American Educational Research Association, Washington DC.
106. Rosiek, J. (2016). The Philosophy of Teacher Education Research: The Coming Ontological Turn. Paper Presented at the American Association of Colleges of Teacher Education, Las Vegas, NV.
105. Rosiek, J. (2015). Hidden Curriculum of Race as Non-Human Agent: An Illustrative Application of Karen Barad's Agent Ontology. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
104. Rosiek, J. & Mazzei, L. (2015). Beyond Reflexivity and Advocacy: Exploring the Ontological Turn in Social Inquiry. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
103. Rosiek, J. (2015). Narrative Representations in Qualitative Research: Beyond Authenticity to Transformative Cultural Action. Workshop presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
102. Rosiek, J. (2015). Resegregation as Curriculum. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
101. Rosiek, J. (2015). Art, Imagination, and the Future in the New Empiricism. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
100. Rosiek, J. (2014). Participant on panel entitled "Stories We Must Now Pass On: The Undersides of Transformation as the Messiness of Getting Ready." Race & Pedagogy Conference, University of Puget Sound, Tacoma Washington.
99. Rosiek, J. (2014). Participant on panel entitled "Teaching and Social Justice: What (Kind of) Knowledge Enables the Work?" Race & Pedagogy Conference, University of Puget Sound, Tacoma Washington.
98. Rosiek, J. (2014). Semiotics Beyond Language: Exploring Alternatives to the Ill-Advised Rejection of Semiotics in the New Materialisms. Paper presented at the

- annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
97. *Rosiek, J. & Akande, I. O. (2014). Indigenous Methodologies, New Materialisms, Arts Based Research and the Ontological Turn: Exploring the Intersections, Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
 96. Rosiek, J. (2014). Narrative Representations in Qualitative Research: Beyond Authenticity to Transformative Cultural Action. Workshop presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
 95. Rosiek, J. (2014). Semiotics and the Future in/of Qualitative Research. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
 94. Rosiek, J. (2013). Temporality, Ontology, and Action in Qualitative Research: In Search of a Hermeneutics of Inquiry Effects. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
 93. Rosiek, J. (2013). An Ontology of Possibility and the Need for a Methodological Practice of Mourning. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
 92. Rosiek, J. (2013). Narrative Representations in Qualitative Research: Beyond Authenticity to Transformative Cultural Action. Workshop presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champagne, IL.
 91. Rosiek, J. (2013). Theoretical and Methodological "Speed Dating": Social Theory Meets Methodology Meets Analysis in Qualitative Research. Workshop presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
 90. *Heffernan, J., Gutierrez-Schmich, T. & Rosiek, J. (2013). Queering the World: A Feminist Poststructuralist Approach to Public Pedagogy. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
 89. Rosiek, J. (2013). Methodological Emancipation: Fireside Chat for Graduate Students. Session hosted by the Qualitative Methodology SIG at the annual meeting of the American Educational Research Association, San Francisco, CA.

88. Rosiek, J., Schmitke, A., & Heffernan, J. (2013). Queering Teacher Education Programs: A Case Study of One Program's Efforts at Transforming the Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
87. *Pratt, S., Sabzalian, L. & Rosiek, J. (2013). Poverty, Indigeneity, and Education for Agency: Beyond Multiculturalism to a Respect for Ontological Difference. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
86. Rosiek, J. (2012). Promise, Possibility,& Prophecy: Looking for Methodological Resources in Charles S. Peirce's Pragmatic Semiotics and Cornel West's Prophetic Pragmatism. Paper presented at the annual meeting of the American Educational Studies Association, Seattle, WA.
85. Rosiek, J. & Kinslow (2012). "Why Are They Doing This to Us?" The Meaning of the New Racial Segregation in Schools. Paper presented at the annual meeting of the American Educational Studies Association, Seattle, WA.
84. Rosiek, J., Schmitke, A., Heffernan, J. & Gutierrez-Schmich, T. (2012). We Recruit: Sexuality and Gender Queer Positive Curriculum and Teacher Knowledge and Identity. Paper presented at the annual meeting of the American Educational Studies Association, Seattle, WA.
83. Rosiek, J. (2012). Promise, Possibility,& Prophecy: Looking for Methodological Resources in Charles S. Peirce's Pragmatic Semiotics and Cornel West's Prophetic Pragmatism. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
82. Rosiek, J. & Pratt, S. (2012). Jane Addams as a Resource for Developing a Reflexively Realist Social Science Practice. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
81. Rosiek, J., Pratt, S., & Sabzalian, L.(2012). Neither Knowledge nor Irony Is Enough: Agent Ontology, Indigenous Philosophy, and a New Realism in Qualitative Research. Roundtable presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
80. Rosiek, J. & Kinslow (2012). "Why Are They Doing This to Us?" The Meaning of the New Racial Segregation in Schools. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
79. Schmitke, A & Rosiek, J. (2012). Queering Conceptions of Diversity: Centering LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues Within a Social Justice Education Curriculum. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

78. Rosiek, J. (2012). Beyond Irony vs. Authenticity Debates. Paper presented in Presidential Session entitled To Know Is Not Enough: Putting Theory to Work in Qualitative Research at the annual meeting of the American Educational Research Association, Vancouver, BC.
77. Rosiek, J. (2011). A Search for an Ontologically Generative Practice of Social Inquiry. Presentation at the Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.
76. Rosiek, J. & Pratt, S. (2011). Jane Addams as a Resource to Developing a Reflexively Realist Social Science Practice. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
75. Rosiek (2011). Workshop on Getting Narrative Research Published. Presented at the Narrative, Arts-based, and “Post” Approaches to Social Research, Tempe, AZ.
74. Rosiek, J. (2010). Troubling Pedagogical and Curricular Foundations of Teaching and Learning in Our ‘Post Racial’ Moment. Invited paper presentation at the 2010 Race and Pedagogy conference at the University of Puget Sound, Puget Sound, WA.
73. Rosiek, J. (2010). Organized and facilitated a Pre-Institute Seminar entitled "A Social Science Methodology Pragmatism Can Call its Own". Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.
72. Rosiek, J. (2009). Why Applied Social Scientists Need Pragmatist Philosophers and Visa Versa. Presentation at the Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.
71. Rosiek, J. (2009). Invited participant in a session on “Happiness and Growth in Ethics and Education.” Paper entitled “The Standards Movement and the Need for Philosophical Intervention in Public Education Debates.” Paper presented at the annual meeting of the Society for the Advancement of American Philosophy, College Station Texas.
70. Atkinson, B. & Rosiek, J. (2009). To Norm or Not to Norm: Examining an Irony at the Heart of the Reflective Practitioner Ideal in Teacher Education Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
69. Atkinson, B. & Rosiek, J. (2008). Reading Teacher Knowledge Research: A Reader Response Approach. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

68. Rosiek, J. (2008). Invited participant in a symposium on the Politics and Ethics of Narrative Research. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
67. Rosiek, J. (2007). Varieties of Evidence and Inference: Illustrating the Multiple Uses of Evidence in Educational Research. Paper presented as part of a Division B symposium entitled "Standards of Evidence in Qualitative Inquiry" at the annual meeting of the American Educational Research Association, Chicago, IL.
66. Lather, P., Feuer, M. St. Pierre, E., Rosiek, J. (2006 January). Preparing Qualitative Researchers after NCLB and SRE. A workshop presented at the 2nd annual International Congress of Qualitative Researchers, Urbana, IL.
65. Clandinin, D. J., Murphy, S., Rosiek, J., Lyons, N., Pinnegar, S. (2006, April.) Looking Back, Imagining Forward: The Future of Narrative Inquiry. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
64. St. Pierre, E., Rosiek, J., Mazzei, L., Atkinson, B. (2006, April). Analysis and Representation: Poststructural Practices. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
63. Clandinin, D. J., Rosiek, J., Huber, J., Mitchell, R., Young, M. Oyler, C., Benham, M. (2006, April). Narrative Inquiry and Social Justice. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
62. *Kinslow, K. M., & Rosiek, J. (2006, April). Rhetoric and Reality in a Unitary Status Inspired Restructuring. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
61. Lather, P. Moss, P. Pillow, W., St. Pierre, E., Rosiek, J., Roulston, K., Talburt, S. (2006, April). Preparing Educational Researchers After Scientifically Based Research. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
60. Lather, P., Feuer, M. St. Pierre, E., Rosiek, J., Roulston, K., Talburt, S. (2006 January). Preparing Educational Researchers. A symposium presented at the annual QUIG conference, Athens, Georgia.
59. *Kinslow, K. M., & Rosiek, J. (2006, January). *Desegregation, unitary status, and curriculum: A case study of unitary status and the IB curriculum*. A paper presented at the annual QUIG conference, Athens, Georgia.
58. *Kinslow, K. M., & Rosiek, J. (2005, April). *(Re)segregation and Curriculum: A Case Study of Unitary Status and the IB Curriculum*. Paper presented at the

- annual meeting of the American Educational Research Association, Montreal, CA.
57. *Kinslow, K. M., & Rosiek, J. (2005, April). Desegregation and the Small School Movement: Rhetoric and Reality. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA.
 56. *Rosiek, J. & Kinslow, K. M. (2004, November). *Documenting the meaning of desegregation: A different kind of argument for school desegregation*. Paper presented at the annual meeting of the American Education Studies Association, Kansas City, Missouri.
 55. Rosiek, J. & Petrovic, J. E. (2004, November). *Can teacher practical knowledge research be queered? Philosophical and practical challenges*. Paper presented at the annual meeting of the American Education Studies Association, Kansas City, Missouri.
 54. Rosiek, J. (2004, April). *The sonata-form: A case study format for looking at cultural difference in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
 53. Rosiek, J. (2004, April). *A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
 52. Rosiek, J. (2004, April). *Narratives of teachers' experience as research product and/or as teacher education curriculum: A discussion*. A panel discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.
 51. Rosiek, J. (2004, April). *Self-study, narratives, biography, and lives of teachers: Research commonalities and differences*. A panel discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.
 50. Rosiek, J., & Husman, J. (2004, April). *Emotional scaffolding: Bringing together teachers' and students' hearts and minds*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
 49. *Lee, T. C., & Rosiek, J. (2004, April). *Religious themes in breast cancer survivor narratives of African American women: Lessons for the public health educators*. A poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

48. *Givens, I., & Rosiek, J. (2004, April). *'But now I see' women, race, and school counseling in a Southern state*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
47. *Dillard, K., & Rosiek, J. (2004, April). *Schoolgirls at face value: The not-so-hidden curriculum of school beauty pageants*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
46. *Mitchell, R., & Rosiek, J. (2004, April). *8-miles of separation: A case of cultural difference in a predominately African-American classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
45. *Mitchell, R., & Rosiek, J. (2004, April). *Applying James Banks insider/outsider research distinctions to teacher*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
44. *Givens, I., & Rosiek, J. (2004, January). *Putting parody into practice: Envisioning a critical pedagogy of White identity for educators*. A paper presented at the annual QUIG conference, Athens, Georgia.
43. *Mitchell, R., & Rosiek, J. (2004, January). *Past lives in the present: An inquiry into the historical dimensions of teachers' practical knowledge*. A paper presented at the annual QUIG conference, Athens, Georgia.
42. *Ballard, R. M., & Rosiek, J. (2004, January). *'Judith Butler is full of crap. I was born a lesbian': Ethical dilemmas in applying queer theory to respondents who essentialize their own identity*. Paper presented at the annual QUIG conference, Athens, Georgia.
41. *Atkinson, B. M., & Rosiek, J. (2003, April). *Underlying conceptions of teacher identity in contemporary teacher practical knowledge research*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
40. *Strickland, C., & Rosiek, J. (2003, April). *Science as a gendered signifier: the gendered meaning of science education in a high school context*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
39. *Givens, I., & Rosiek, J. (2003, April). *Putting parody into practice: envisioning a Butleresque treatment of white identity for educators*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
38. *Mitchell, R., & Rosiek, J. (2003, April). *Past lives in the present: An inquiry into the historical dimensions of teachers practical knowledge*. Paper presented at

- the annual meeting of the American Educational Research Association, Chicago, IL.
37. *Mitchell, R., & Rosiek, J. (2003, April). *Where do you stand?: A narrative approach for a study of providing developmental advisement to African American students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
 36. *Ballard, R. M., & Rosiek, J. (2003, April). *'Judith Butler is full of crap. I was born a lesbian': Ethical dilemmas in applying queer theory to respondents who essentialize their own identity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
 35. *Dillard, K., & Rosiek, J. (2003, April). *Missing the girls: An ethnography of a school beauty pageant*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
 34. *Atkinson, B. M., & Rosiek, J. (2003, April). *Gender and identity in teachers' practical knowledge: Addressing the silence*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
 33. *Atkinson, B. M., & Rosiek, J. (2003, January). *The promise of C. S. Peirce's semiotics for teacher knowledge research*. Paper presented at the annual meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
 32. *Mitchell, R., & Rosiek, J. (2003, January). *The struggle to be real: An auto-ethnographic study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
 31. *Atkinson, B. M., & Rosiek, J. (2002, April). *Beyond modernism and post-modernism: Drawing a theoretical framework for the scholarship of teaching from Charles Sanders Peirce's pragmatic semiotics*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
 30. *Mitchell, R., & Rosiek, J. (2002, April). *The struggle to be real: An auto-ethnographic study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
 29. *Atkinson, B. M., & Rosiek, J. (2002, April). *The promise of C.S. Peirce's semiotics for teacher knowledge research*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

28. Rosiek, J. (2001, April). *Narrative and the future: A pragmatic rhetoric of justification in narrative approaches to research*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
27. Rosiek, J. (2001, April). *The sonata form case study: Fiction and fact in representations of teacher knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
26. Rosiek, J. (2000, April). *Hearts and minds: An exploration of the emotional dimension of teachers' practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
25. Rosiek, J. (2000, April). *Equity, emotion, and teacher knowledge: Bringing the margins to the center of teacher education theory*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
24. Rosiek, J. (2000, April). *In search of genre: The sonata form as a format for narrative research representations of teachers' practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
23. Paokong, J. C., & Rosiek, J. (1998, April). *Anti-colonial antinomies in science education: The case of a teaching a lesson about oncology to Hmong immigrants*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
22. Rosiek, J. (1998, April). *Border conflicts: Teaching of Latino students and different world views*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
21. Rosiek, J. (1998, April). *Science case studies, ways to approach issues of equity in the teaching of science*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
20. Rosiek, J. (1998, April). *Going back home: Issues of hopelessness as confronted in the science inquiry lesson*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
19. Rosiek, J. (1998, April). *Southeast Asian students and cultural beliefs: Unanticipated dilemmas in science for ALL students*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
18. Rosiek, J. (1997, April). *Equity and science teacher professional development: A case study approach*. Paper presented at the annual meeting of the National Science Education Leaders Association, Las Vegas, Nevada.

17. Lopez-Freeman, M., & Rosiek, J. (1996, April). *Culture, constructivism, and science teacher professional development: A new conception of teacher knowledge in Compton, California*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
16. Rosiek, J. (1996, April). *Equity, epistemology, and science education: Lessons learned from the California systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
15. Sachse, T., & Rosiek, J. (1996, April). *The California approach to systemic science education reform: Lessons about the necessity of time, trust, and teacher professional development*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
14. Rosiek, J. (1996, April). *Epistemological alignment in systemic reform: The case of the California approach to systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
13. Rosiek, J. (1996, April). *Subject matter specificity in systemic reform: The case of the California approach to systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
12. Rosiek, J. (1995, April). *Staff development: An essential element of the California framework*. Organized and participated as a discussant on panel presentation with Tom Sachse, Kathy DiRanna, Helen Kota, Sharon Janulaw, Suzanne Siner, and Jenifer Helms at the annual meeting of the American Educational Research Association, San Francisco, CA.
11. Rosiek, J. (1995, April). *Interlocking perspectives on teacher research in the classroom, school reform, and teacher education: A kiva exploration*. Participated in a panel/Kiva discussion (organized by OERI) at the annual meeting of the American Educational Research Association, San Francisco, CA.
10. Rosiek, J., & Cruz, J. (1995, April). *Cultural advantage theory: Further explorations in the pedagogical content knowledge of multicultural education*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
9. Rosiek, J. (1995, April). *Affective scaffolding: Studies in the pedagogical content knowledge about student motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

8. Rosiek, J., Frezzo, D., & Yu-Yang, P. (1995, April). *Affective Scaffolding: A pedagogical approach to the affective aspect of constructivist, conceptual change, and inquiry based methods of teaching science*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
7. Rosiek, J. (1994, April). *Educational ethnography: From interdisciplinary application to theoretical forefront*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
6. Rosiek, J., & Gutierrez, R. (1994, April). *The need for subject specificity in multicultural education research: The case of mathematics education*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
5. Rosiek, J., & Cruz, J. (1994, April). *Cultural advantage theory: Explorations in multicultural pedagogical content knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
4. Rosiek, J. (1993, April). *Post-modernism, pragmatism, and the art of research: William James' and John Dewey's still timely message to qualitative researchers*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
3. Rosiek, J. (1993, April). *Investigating representations as pedagogical content knowledge: The value of pedagogical research for novice teachers*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
2. Rosiek, J. (1993, April). *Analogical and narrative representations: Explorations in the pedagogical content knowledge of mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
1. Rosiek, J. (1993, March). *Pragmatism, post-modernism, and the promise of the particular: How post-modern thinkers have cleared the way for pragmatism to come into its own*. Paper presented at the annual meeting of the Society for the Advancement of American Philosophy, Nashville, TN.

D. Refereed State & Regional Conference Presentations

10. Rosiek, (2007). NCLB and Resegregation. Presentation made to the Tuscaloosa Education Network, in Tuscaloosa Alabama.
9. *Atkinson, B. M., & Rosiek, J. (2002, February). *C.S. Peirce's semiotics and teacher education research*. Paper presented at the annual meeting of the South East Philosophy of Education Society, Atlanta, GA.
8. *Mitchell, R., & Rosiek, J. (2002, February). *Identity and academic advising: A case study of providing developmental advisement to African-American students*.

- Paper presented at the annual meeting of the South East Philosophy of Education Society, Atlanta, GA.
7. Rosiek, J. (1997, March). *Case approaches to science education equity*. Paper presented at the Eastern Regional meeting of the National Science Education Leaders Association, Santa Barbara, CA.
 6. Rosiek, J. (1997, March). *Case approaches to science education equity*. Paper presented at the Western Regional meeting of the National Science Education Leaders Association, Santa Barbara, CA.
 5. Rosiek, J. (1997, October). News lens, new conceptualizations of science education equity. Paper presented at the western regional meeting of the National Science Teachers Association, Palm Springs, CA
 4. Rosiek, J., & Cruz, J. (1993). *Cultural advantage theory: Latino teachers drawing on the understandings they share with their Latino students to enhance their pedagogy: the case of high school mathematics education*. Paper presented at the annual meeting of the California Association of Bilingual Educators, San Jose, CA.
 3. Rosiek, J., Cruz, J., & Salas, M. (1993). *Where's the math? Culturally tailoring mathematics pedagogy*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.
 2. Rosiek, J., Cruz, J., Salas, M., & Zapata, T. (1993). *Recent research on multicultural instructional practices*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.
 1. Rosiek, J., & Zapata, T. (1993). *Teacher knowledge and transforming the social studies curriculum: a case study*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.

TEACHING

Teaching Experience

(Total UO course Enrollments: 1864. Avg. Course enrollment: 26)

A. Graduate Courses

University of Oregon, Eugene, Oregon

EDLD 646 Action Research, (Sp, 05) Credits 4. Enrollment: 21

EDST 605 Readings in Arts Based Education. (W, 18). Credits 4. Enrollment: 8

EDST 605 Readings in Indigenous Studies in Education. (W, 18). Credits 4.

Enrollment: 8

EDST 610 Seminar on Scholarly Development (F, W, Sp, Su, 09,; F, W, 10,) Credits

1. Avg Enrollment: 12

EDST 610 Contemporary Curriculum Theory (F, 10). Credits: 4. Enrollment: 13

EDST 611 Scholarship of Teaching. (Su, 09; Su, 10; Su 11, 11; Su, 12; Su, 13, 13; Su, 14, 14; Su, 15, 15; Su 16, 16) Credits: 4. Avg Enrollment: 59
 EDST 614: Cultural Context of Teaching. (Su, 08, 08; Su, 09; Sp, 10; Su 10). Credits 4. Avg Enrollment: 37
 EDST 630: Humanities Curriculum (Su 18). Credits: 4. Enrollment: 37.
 EDST 666 Thesis Writing. (Su, 10). Credits: 4. Enrollment: 11.
 EDST 670 Philosophy of Research (W, 08; W, 09; W, 10; W, 11; W, 12; W, 14; F, 17) Credits: 4. Avg. Enrollment: 22
 EDST 671 Qual Methodology I (Sp, 08; F, 09; F, 10). Credits: 4. Avg. Enrollment: 14
 EDST 672 Qual Methodology II (F, 08; Su, 09). Credits: 4. Avg Enrollment: 9.
 EDST 673 Adv Qual Methods-Arts (F, 14). Credits: 4. Enrollment: 7.
 EDST 673 Qualitative Methodology 3 (W, 11; W, 12). Credits: 4. Avg. Enrollment: 12
 EDUC 630 Qualitative Methods I: Interpretive Inquiry (F, 11; F, 12; F, 13; F, 14; F, 15). Credits: 4. Avg. Enrollment: 17
 EDUC 632: Qualitative Methods II: PostCritical Theories (W, 13; W, 14; W, 15; W, 16; Sp 18). Credits: 4. Avg. Enrollment: 12
 EDUC 634 Qualitative Methodology II: Reflexive Inquiry (F, 11; F, 12; F, 13). Credits: 4. Avg. Enrollment: 8
 MSEC 619 Adolescent Studies (Su, 07; Su, 08; Su, 09). Credits: 3. Avg. Enrollment: 50
 MSEC Mid Sec Capstone Project (Su, 07) Credits 3: Enrollment: 19.
 PHIL 607 Seminar: Philosophy of Social Science (Sp, 10). Credits: 4. Enrollment: 5
 TED 610 Scholarship of Teaching (Su, 07; Su, 08). Credits: 4. Avg. Enrollment: 20
 Several other TED 610 courses in 2006-2007. Avg. Enrollment: 15.

The University of Alabama, Tuscaloosa, AL

BER 630 Case Study Research Methods
 BER 631: Inquiry as Interpretation: Qualitative Methods I.
 BER 632 Reflexiveness and Resistance in Research Representation: Qualitative Methods II
 BER 633 Ethics and Aesthetics of Meaning Making: Qualitative Methods III
 BER 673 Race, Racism, and Education
 BEF 534 Multicultural Education.
 BEF 639 Educational Theory and Policy: Focus on Teacher Education
 BEF 641 Studies in the Social Foundations of Education:

B. Undergraduate Courses

University of Oregon, Eugene, Oregon

EDST 420 Living in a Stratified Society (W, 15) Credits: 4. Enrollment: 92.
 EDST 453. Equal Opportunity: Racism (Sp, 15; Fall 17) Credits: 4. Enrollment: 18.
 EDST 111 Educational Issues and Problems (Sp, 05) Credits: 4. Enrollment: 67.
 EDST 312 Introduction to Educational Research (W, 05) Credits: 4. Enrollment: 60.
 HC 431H Topic: Examining Education. (SP, 15) Credits: 4. Enrollment: 20.

STUDENT ADVISING

A. Notable Achievements of Doctoral Mentees

- Spring 2017 Leilani Sabzalian (Chair), Recipient of the American Education Research Association (AERA) Outstanding Narrative Inquiry Dissertation Award.
- Spring 2017 Tristan Gleason (Chair), Recipient of the American Education Research Association (AERA) Outstanding Qualitative Dissertation Award.
- Spring 2016 Jimmy Snyder (Chair), Accepted to the University of Washington 2016 Global Indigenous Studies Seminar.
- Spring 2016 Leilani Sabzalian (Chair), Recipient of the American Education Research Association (AERA) Division B Curriculum Studies Dissertation Award.
- Spring 2016 Leilani Sabzalian (Chair), Runner up for the American Education Research Association (AERA) Outstanding Qualitative Dissertation Award.
- Spring 2015 Nadia Raza (Chair), Recipient of the Gary E. Smith Summer Professional Development Award. (juried competition).
- Spring 2014 Leilani Sabzalian (Chair), Recipient of a Spencer Foundation Doctoral Fellowship Award.
- Spring 2014 Leilani Sabzalian (Chair), Recipient of a Wayne Morse Center Doctoral Fellowship Award.
- Spring 2011 Julie Heffernan (Chair), Recipient of the American Education Research Association (AERA) Outstanding Qualitative Dissertation Award.

B. Doctoral Dissertations--Committee Chair

University of Oregon

Current—Jimmy Snyder

- 2016 Tristan Gleason (Critical and Sociocultural Studies in Education). Dissertation: Scientific Literacy and the Ontology of Science Education: A Case Study of Learning in the Outdoors. (AERA Qualitative Methodology SIG Dissertation of the Year Award-2017.)
- 2016 Tina Gutierrez-Schmich (Critical and Sociocultural Studies in Education). Dissertation: Public Pedagogy and Conflict Pedagogy: Sites of Possibility for Anti-Oppressive Teacher Education
- 2016 Marko Mwipopo (Critical and Sociocultural Studies in Education). Secondary school graduates' personal experiences in the context of English-only language of instruction within and outside school setting in Tanzania.
- 2016 Daniel Ramirez (Critical and Sociocultural Studies in Education). Stories of Growth and Stasis: Broadening Theory and Practice From the Narratives of Secondary Mathematics Teachers.
- 2016 Leilani Sabzalian (Critical and Sociocultural Studies in Education). Dissertation: Survivance Stories: The Knowledge that Enables Educators to Support Indigenous Students in Title VII Schools. 2015 (AERA Division B Dissertation

- of the Year Award-2016. AERA Qualitative Methodology SIG Runner Up for Dissertation of the Year Award-2016. AERA Narrative Research SIG Dissertation of the Year Award—2017. Spencer Foundation Dissertation Fellowship. Wayne Morse Center Dissertation Fellowship).
- 2010 Julia Heffernan, (Critical and Sociocultural Studies in Education). Dissertation: The sound of silence: Educators managing and reproducing heteronormativity in middle schools. 2011 (AERA Queer Studies in Education SIG Dissertation of the Year Award-2012.)

University of Alabama

- 2005 Becky M. Atkinson (Educational Research). Dissertation: Responses to Teacher Knowledge Research: A Semiotic Analysis.
- 2005 Roland Mitchell (Educational Research). Dissertation: The Scholarship of Culturally Responsive Teaching.
- 2005 Daniel Blair (Educational Research). Dissertation: *Seminary Education and Disabilities: A Curricular Analysis*.
- 2005 Cay Strickland (Foundations). Dissertation: *The Practical work of Feminist Teachers: An analysis of Teachers' Practical Knowledge About Promoting Gender Equity*.
- 2000 Catherine R. Strickland (Educational Research). Dissertation: Gendered enactments :Identity in southern college women.

B. Doctoral Dissertations—Committee Member

University of Oregon

- 2018 Chance White Eyes (Critical and Sociocultural Studies in Education)
- In process Matthew Graham (Critical and Sociocultural Studies in Education)
- 2016 Zelda Haro (Critical and Sociocultural Studies in Education).
Dissertation: *Narratives of Successful Navigation: A Sociocultural Study of Self-identified Latin@ Undergraduate Students*
- 2015 Nina Hidalgo (Counseling Psychology). Dissertation: *A phenomenological exploration of parents' psychological experiences obtaining a diagnosis and access to services for their children with autism spectrum disorder*
- 2015 Courtney Rath (Critical and Sociocultural Studies in Education).
Dissertation: *Not a Thing but a Doing": Reconsidering Teacher Knowledge through Diffractive Storytelling*
- 2015 Justin Pack (Philosophy), Dissertation: *Academics No Longer Think: How the Neoliberalization of Academia Leads to Thoughtlessness*
- 2011 Johnny Lake. (Educational Leadership.) Dissertation: *Constructing Success for Black Students In a Suburban High School*
- 2011 Elizabeth Caldwell (Philosophy). Dissertation: *Embodiment and Agency:*

*The Concept of Growth in John Dewey's Philosophy of Education***University of Alabama**

- 2006 Kathy Kinslow (Foundations). Dissertation: *Documenting the Meaning of Restructuring: A Different Kind of Argument for School Desegregation.*
- 2005 Rebecca M. Ballard. (Instructional Leadership). Dissertation: *Life Histories of Queer Women in Higher Education: Student Tales from Out of the Closet.*
- 2005 Susan Hargett (Educational Leadership). Dissertation: *The Impact of High Stakes Mandatory Testing on Rural At-Risk Students: A Critique.*
- 2005 Timothy M. Cook (Communication). Dissertation: *Disciplining television: ideology as read through high school distance learning videos.*
- 2003 Seidu Sofo (Physical Education). Dissertation: *Development of preservice teachers' value orientations and beliefs during a secondary methods course and early field experience*
- 2002 Samuel E. Jones (Educational Psychology). Dissertation: *Evaluation of an electronic mentoring program involving community college students and sixth-grade students in a rural school.*
- 2001 Nathan Andrew McCaughtry (Physical Education). Dissertation: *An inquiry into two secondary physical education teacher's pedagogical content knowledge of students' experiences.*
- 2000 Verdell L. Dawson (Educational Leadership). Dissertation: *A contextual examination of quality teachers of African American students: perceptions, beliefs, attitudes, and practice in the Black Belt.*

C. Comprehensive Exams (University of Oregon)

- 2016 Matthew Graham
- 2015 Laura Smithers
Emily Mathis
Chance White-Eyes
- 2013 Courtney Rath
Tristan Gleason (Chair)
Casey Tiemann (Chair)
Marko Mwipopo (Chair-second time)
- 2012 Danny Ramirez (Chair)
Tina Gutierrez-Schmich (Chair)
Marko Mwipopo (Chair)
Jonathan Henderson
Leilani Sabzalian (Chair)
- 2009 Julie Heffernan (Chair)

SERVICE**A. National**

- 2008 Chair of Lifetime Achievement Award Committee, American Educational Research Association, Division B.
- 2007 Section Chair, American Educational Research Association, Division B.
- 2003-2008 Program Chair, American Educational Research Association, Narrative

- Research SIG.
- 2000-2003 Co-founder and Chair, American Educational Research Association Narrative Research SIG.
- 2001-2003 Member of an eight person national consensus panel on ways to include A.I.D.S. education in teacher education curriculum. Convened by the American Association of Colleges of Teacher Education (AACTE).
- 1999 Member of the editorial committee for the National Research Council publication "Science for All." A document that elaborates on the relation between the NRC's National Science Education Standards and Issues of Educational Equity 1997-1999.

B. University Service

The University of Oregon

- 2014 - Wayne Morse Center Advisory Board
- 2014 - Steering Committee for Wayne Morse Center Programming for 2015-2017. Theme: The Future of Public Education
- 2013 - Faculty Union Steward and General Assembly Representative
- 2014 UO TEDX Master of Ceremonies
- 2014 OEI Faculty Diversity Event Committee
- 2013-2014 UO Faculty Senator
- 2011 PI and co-host for a regional conference entitled "Decolonizing Our Schools and Universities, sponsored by the Office of Institutional Equity and Diversity
- 2010-2012 Review Panel for Office of Institutional Equity and Diversity Grants.
- 2007-2009 Provost's Advisory Council on Academic Excellence
- 2007-2009 Participant in Center for Race, Ethnicity, and Sexuality Studies activities.
- 2007 Affirmative Action Office Compliance Officer Search Committee
- 2007 Center for Indigenous and Cultural Survival Director Search Committee
- 2006 Convened University-wide meeting of qualitative research methods instructors to discuss the possibility of creating a cross-college graduate level certificate of specialization in qualitative research methodology

The University of Alabama

- 2004-2005 Graduate Council
- 2000-2003 Faculty Senator
- 2000-2001 Member Faculty Senate Research Committee
- 2001-2003 Member Faculty Senate Faculty Life Committee
- 2002-2003 Chair Faculty Senate Faculty Life Committee
- 2002-2003 Member Faculty Senate Steering Committee
- 2000-2001 Member Vice-President of Student Affairs' Diversity Think-Tank

C. College of Education Service

The University of Oregon

- 2014-present Sapsik'wala Project Director
- 2015-2016 Chair search committee for Education Psychology Faculty Position
- 2015-2016 Co-Chair search committee for Indigenous Studies in Education Faculty Position
- 2014-2015 Dean's Faculty Advisory Committee
- 2014-2015 Member search committee for Education Psychology Faculty Position
- 2013-2014 Member search committee for Science Education Faculty Position
- 2011-2012 Member of search committee for Curriculum Studies and Qualitative Methodology Faculty Position
- 2011-2015 COE Scholarship Committee
- 2010-2014 COE Personnel Committee
- 2010-2011 Associate Department Head, Education Studies
- 2009-2011 Director of the Doctoral Program in Critical and Sociocultural Studies in Education
- 2007-2010 Education Studies Department Head
- 2006-2010 Provided leadership in developing proposals for four new degree programs and 75 new courses for the teacher Education Department and shepherding those proposals through the appropriate review and approval processes.
- 2009-2011 Member search committee for Literacy in Linguistically Diverse Classrooms position (2 years)
- 2007-2009 Chair Search Committee for Indigenous Studies Position
- 2006-2009 Chair of the Qualitative Research methods Course Committee
- 2007 Chair Search Committee for Adolescent Literacy Faculty Position
- 2006-2007 Chair Search Committee for Bilingual Education Faculty Position
- 2006 Chair Search Committee for Elementary Education Coordinator
- 2006-2007 COE Doctoral Curriculum Committee

The University of Alabama

- 2005-2005 Dean's Core Curriculum Advisory Committee
- 2004-2005 Qualitative Research Coordination Committee
- 2000-2005 Member of 5 search committees
- 2003-2005 Chair of 2 search committees
- 2002-2004 Dean's Committee on Promotion and Tenure Standards
- 2001-2005 Faculty Advisor and Organizer of the Post-Qualitative Graduate Student Research Group
- 2000-2005 Primary organizer and fund-raiser for the Julie Laible Memorial Lecture Series on Anti-Racist Scholarship, Education, and Social Activism (Endowed 2004)
- 2000-2005 Member Coalition for Diversity and Inclusiveness
- 2000-2001 Curriculum Committee
- 1999-2005 Chair and Organizer of the Interdisciplinary and Interpretive Research Writing Group (I&I Group, serves 30+ faculty)
- 1998-2005 Founder and primary facilitator of the UA Committee for the Retention of Assistant Professors in the System (serves 150+ faculty)

1998-2000 Research Action Committee

F. Curriculum Development

Syllabi Developed for University of Oregon Courses

EDST 610	Contemporary Curriculum Theory
EDST 611	Scholarship of Teaching.
EDST 614	Cultural Context of Teaching.
EDST 630	Humanities Curriculum
EDST 635	Social Studies Concepts
EDST 636	Social Studies Inquiry and Analysis
EDST 666	Thesis Writing.
EDST 670	Philosophy of Research
EDST 671	Qual Methodology I
EDST 672	Qual Methodology II
EDST 673	Adv Qual Methods-Arts
EDST 673	Qualitative Methodology 3
EDUC 630	Qualitative Methods I: Interpretive Inquiry
EDUC 632	Qualitative Methods II: Post-Critical Theories
EDUC 634	Qualitative Methodology II: Reflexive Inquiry
EDST 420	Living in a Stratified Society
EDST 453	Equal Opportunity: Racism
EDST 454	Equal Opportunity: Patriarchy
EDST 455	Equal Opportunity: Homophobia
HC 431H	Topic: Examining Education.

In addition developed four degree program proposals for the EDST Department's four degrees and got those through College, University, and State of Oregon review processes. Also got our teaching licensure program curriculum through the Oregon Teaching Standards and Practices Commission.

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Division B: Curriculum and Instruction

Division D: Research Methodology

Division G: Social Context of Education

SIG: Qualitative Research

SIG: Postcolonial Studies in Education

SIG: Narrative Research

American Educational Studies Association (AESAs)

International Association of Qualitative Inquiry (IAQI)

Society for the Advancement of American Philosophy (SAAP)