

Shireen Keyl

Associate Professor
School of Teacher Education and Leadership
Utah State University
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EDUCATION

- Ph.D. Department of Language, Reading and Culture, University of Arizona, 2014
Dissertation: Subaltern Pedagogy: Education, Empowerment and Activism among African Domestic Workers in Beirut, Lebanon
Committee: Norma González (chair), Luis C. Moll, Anne Betteridge
- M.A. Department of Near Eastern Studies, University of Arizona, 2009
- M.Ed. Department of Education, University of Montana, 2000
- B.A. Department of Communication, University of Illinois at Chicago, 1997

EMPLOYMENT HISTORY

UTAH STATE UNIVERSITY

Associate Professor, Social Foundations of Education and Diversity in Education (2023-present)

Assistant Professor, Social Foundations of Education and Diversity in Education (2016-present)

Clinical Assistant Professor, Social Foundations of Education (2015-2016)

The School of Teacher Education and Leadership

College of Education and Human Services

Responsibilities include teaching Foundations of Education at the graduate and undergraduate level, Diversity and Education at the graduate level, mentorship of students, pursuing a professional agenda of research and service in the field of Cultural Studies and Education, Foundations of Education, and Multicultural Education.

UNIVERSITY OF ARIZONA

Assistant Staff Scientist, Teaching Teams Program (2015-2016)

Postdoctoral Fellow, Teaching Teams Program (2014-2015)

Lunar and Planetary Laboratory

Department of Planetary Science

Responsibilities included teaching preceptor courses, contributing to program development and new curriculum, and pursuing research supported by internal and external funding.

UNIVERSITY TEACHING EXPERIENCE

Graduate and Undergraduate Courses Taught at Utah State University

- **TEAL 5560/6560: Special Topics, Education in Refugee Populations – Jordan.** A study abroad undergraduate and graduate level class focused on introducing students to community education in a global context at the University of Jordan in Amman, Jordan. Summer 2023. Blended format (face-to-face/IVC/online).
- **TEAL 7300: Historical, Social, and Cultural Foundations of Education.** A Ph.D. level class examining the social, anthropological, philosophical, theoretical, and historical foundations of education. Fall 2022 and 2023. Blended format (IVC/online).
- **TEAL 7548: Qualitative Research Apprenticeship.** A Ph.D. level class. Spring 2022. (Zoom web broadcast).
- **TEAL 6710: Diversity in Education.** A master's level class focused on introducing students to the diversity, epistemology and schooling of education in a global context. Spring & Fall 2020, 2021, Spring 2022, Summer 2022, Summer 2023. Online & Blended format (IVC/Zoom/online).
- **TEAL 6410: Social Foundations of Education.** A master's level class focused on introducing students to the social, anthropological, philosophical, theoretical, and historical foundations of education. Spring & Fall 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023. Online & Blended format (IVC/Zoom/online).
- **TEAL 6100: Motivation and Management in Inclusive Settings.** A master's level class that focuses on learning about classroom management techniques. Fall 2016. Online.
- **TEAL 5630: Study Abroad Student Teaching.** Co-Supervisor. This course constitutes six semester credit hours of student teaching in an international setting. Student teachers demonstrate competency and professionalism in teaching and begin their transition from university student to professional teacher. Milan, Italy. Spring 2018.
- **ELED 4050: Teaching Social Studies and Practicum Level III.** An undergraduate class focused on students learning about Social Studies curriculum and pedagogical practice. Students create an inquiry-based lesson plan and a Social Studies Content Integration Unit. Spring & Fall 2017, 2018, 2019 and 2020. Blended format (IVC/online).
- **ELED 4032: Teaching Language Arts practicum.** Served as Statewide ELED Supervisor. Blended format (IVC/online).
- **ELED 4056: Elementary Content Practicum.** Served as Statewide ELED Supervisor. Blended format (IVC/online).
- **TEAL 3000: Foundations of Education.** An undergraduate class focused on introducing students to the social, anthropological, philosophical, theoretical, and historical foundations of education. Spring & Fall 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023. Blended format (IVC/Zoom/online).
- **TEAL 3002: Foundations Practicum.** An undergraduate class focused on students putting into practice what they learn in TEAL 3000 during a 13-week period in a classroom with a mentor teacher. Spring & Fall 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023. Blended format (IVC/Zoom/online).

Courses Taught at University of Jordan

2018-2019

- Co-taught “Sociology of Education,” a master’s level class focused on introducing students to the complex relationships between school and society. (face-to-face).
- Co-taught “Administrative Leadership in Education,” a master’s level class focused on introducing students to issues in administrative leadership in education. (face-to-face).

Guest Lecturing

- Guest lecturer at Utah State University’s TEAL 7820 class, Thinking with Theory in Qualitative Research. Title of my lecture: Foucault’s Theory of Disciplinary Power. Digitally recorded for Dr. Marx’s class in Fall 2020. Synchronous Zoom lecture for Spring 2022 & 2023. I lectured on my utilization of Foucauldian frameworks regarding the use of the maid’s uniform among migrant domestic workers in Beirut, Lebanon.
- Guest lecturer at University of Science and Technology in Mazandaran, Iran, December 2017. I lectured on higher education in the United States, with a focus on my own professional experiences as an assistant professor at Utah State University.
- Guest lecturer in Richard Squire’s EDUC 2851, Global Perspectives on Education Class at Snow College in Ephraim, Utah. I lectured on global perspectives and my experiences conducting fieldwork in the Middle East. Spring, 2017, 2018.
- Guest lecturer in José Aldemar Álvarez Valencia’s master’s Education, Language and Democracy Class at the Universidad del Valle in Cali, Colombia. I lectured on my positionality as a researcher and teacher with heritage ties to the Middle East. Fall, 2016.
- Guest lecturer in Susan Talley’s undergraduate Cultural Diversity Class at Utah State University, Ephraim Center. I lectured on Iranian youth culture. Fall, 2015.

AWARDS

Fulbright Teaching and Research Fellowship. (2018-2019). Council for the International Exchange of Scholars, U.S. Department of State. Competitive. \$49,560.00

Commission on the Status of Women Emerging Visionary Award (2016). EEJ University of Arizona. Competitive college-level award.

Mary F & Maude Miller Scholarship (2013). University of Arizona. \$4000.00

College of Education Graduate Scholarship (2012 & 2013). University of Arizona. \$4500.00

Graduate Teaching Fellowship (2011). Teaching Teams Program, University of Arizona. \$10,000

American Institute For Iranian Studies Fellowship (2010). \$3600.00

Foreign Language and Area Studies Fellowship (2007 – 2010). International and Foreign Language Education, U.S. Department of Education. \$20,000.00

Roshan Cultural Heritage Institute Graduate Fellowship for Iranian Studies (2006 – 2009). \$3000.00

Near Eastern Studies Teaching Assistantship (2006-2007), University of Arizona. \$16,000.00

RESEARCH AND SCHOLARLY ACTIVITY

Funding

- 2020-2021 The Crisis of Racialized Bullying: Freirean and Anti-Racist Education in an EFL Children's Classroom in Amman, Jordan. Spencer Foundation Research Grants on Education: Small. \$50,000. Principal Investigator. Not funded.
- 2017-2018 A Global Approach to Foundations of Education through Utah State University Distance Education. Utah State University Excellence in Teaching and Learning Grant, June 2017. \$4,640.00
- 2015-2016 Designing and Developing an Experiential STEM Course for Latinx Undergraduates Using a Culturally Responsive Curriculum. University of Arizona, Principal Investigator. \$13,940.

Publications

Books

1. Aldemar Álvarez V, J., Amanti, C., Keyl, S. & Mackinney, E. (2016). *Critical views on teaching and learning English around the globe: Qualitative research approaches*. Information Age Publishing.
2. Keyl, S. (2022). *Development, Education, and Participatory Action Research to Empower Marginalized Groups: Critical Subaltern Ways of Knowing among Migrant Domestic Workers*. Routledge.

Journal Articles (Refereed)

1. Keyl, S. (2017). Subaltern Pedagogy: A Critical Theorizing of Pedagogical Practices for Marginalized Border-Crossers. *The International Journal of Critical Pedagogy*, 8(1), 173-194. <http://libjournal.uncg.edu/ijcp/article/view/1095>
2. Keyl, S. (2017). Freirean Pedagogy in Beirut's Migrant Worker Classroom. *Pedagogy & (Im)Possibilities across Education Research (PIPER)*, 1(1). <https://doi.org/10.4148/2576-5795.1001>
3. Keyl, S. (2021). Subaltern Praxis: A Vygotskian and Freirean Framework in NGO Education. *International Journal of Multicultural Education*, 23(2), 173-188. <http://dx.doi.org/10.18251/ijme.v23i2.2711>

Book Chapters

1. Keyl, S. (2016). Learning English in the margins: Migrant worker knowledge production in Beirut's NGO spaces. In J. Aldemar Álvarez V, C. Amanti, S. Keyl, & E. Mackinney (Eds.), *Critical views on teaching and learning English around the globe: Qualitative research approaches*. (pp. 157-176). Information Age Publishing.
2. Keyl, S. (Accepted, 2023). Subaltern ways of knowing: A critical spatial analysis of migrant

domestic worker knowledge production in Beirut, Lebanon. In A. I. Fukushima and K. Melchor Hall (Eds.), *Decolonial Feminist Genealogies & Futures*. Guest contributions from Chandra Talpade Mohanty and Linda Carty. University of Illinois Press.

Handbook Chapters (Peer Reviewed)

1. Keyl, S. (2020). Privilege & White Fragility. In Branchaw, J. L., Butz, A. R., & Smith A. (Eds.), *Entering Research: A Curriculum to Support Undergraduate & Graduate Research Trainees* (2nd ed.). Macmillan.
2. Keyl, S. (2020). Diversity in STEM. In Branchaw, J. L., Butz, A. R., & Smith A. (Eds.), *Entering Research: A Curriculum to Support Undergraduate & Graduate Research Trainees* (2nd ed.). Macmillan.

Book Reviews

1. Keyl, S. (2019). Review: How Girls Achieve, by Sally A. Nuamah, Teachers College Record, Teachers College, Columbia University.

Invited Colloquia, Symposiums, Addresses and Talks

1. **Keyl, S.** Invited Speaker to Utah State University's Southwest Commencement Ceremony, Beaver, UT, April 20, 2023.
2. **Keyl, S.** Invited Speaker to Center for Social Impact's Speaker Series, Utah Valley University, Orem, UT, February 9, 2023
3. **Keyl, S.** NGO Education, Technology Literacy, and Critical Discourse Analysis: Teaching Computers and Social Media Use in an Arab NGO. Scientific Research in the Arab World: Turning Ambition into Reality Conference. Kuwait University, Kuwait City, Kuwait, March 23-24, 2022 (teleconference).
4. **Keyl, S.** Working with Refugees: Decolonizing Community Engagement Efforts. Michigan Engaging Community through the Classroom (MECC). University of Michigan, Ann Arbor, Michigan, February 15, 2022 (teleworkshop).
5. **Keyl, S.** Sudanese refugee community mobilization and anti-racist, decolonizing education in Amman, Jordan: A Freirean approach. Cultural Studies Brown Bag Series, Utah State University, Logan Utah, November 2019.
6. **Keyl, S.** Making the Global, Local: Creating a Global Curriculum. University of Jordan, Amman, Jordan, July 2019.
7. **Keyl, S.** Critical Pedagogy and Education. Queen Rania Teacher Academy, Amman, Jordan, June 2019.
8. **Keyl, S.** Anti-Racism and Discrimination in the United States. Rotary Club, Amman, Jordan, October 2018.
9. Badareen, N. & **Keyl, S.** Domestic Servitude, Slavery, and ISIS: Examining Legalities through the Lens of Islamic Law. University of Arizona Center for Middle East Studies, MENAS Colloquium Series, Tucson, Arizona, February 2017.

10. **Keyl, S.** Teaching and Learning English around the globe: Critical perspectives, with Cathy Amanti, José Aldemar Álvarez, and Erin Mackinney, 51st Annual Conference of the Asociación Colombiana de Profesores de Ingles, Bogotá, Colombia, October 2016.
11. **Keyl, S.** Subaltern Pedagogy: A Critical Theorizing of Pedagogical Practices for Marginalized Border-Crossers. 1st Global Education Research Conference, Lucknow, India, September 2016.
12. **Keyl, S.** Critical Pedagogy in the College Classroom. Herat University, Afghanistan, Summer 2016. (Did not attend).
13. **Keyl, S.** Education, Empowerment, and Activism: A Study of Women's Educational Experiences in the NGOs of Iran and Lebanon. Brown Bag Series, Center for Women and Gender, Utah State University, Logan, Utah, January 2016.
14. **Keyl, S.** Subaltern Pedagogy: Education, Empowerment, and Activism Among Afghan Refugees in Iran and Female Migrant Workers in Beirut, Lebanon. Department of Language, Reading, and Culture, University of Arizona, Tucson, Arizona, February 2014.
15. **Keyl, S.** Education in the Middle East. Center for Middle Eastern Studies, University of Arizona, Tucson, Arizona, March 2012.
16. **Keyl, S.** Teaching for Empowerment: Strategies for Migrant Worker Task Force Teachers. Migrant Workers Task Force, Beirut, Lebanon, September 2012.
17. **Keyl, S.** New Media, the Middle East, and President Obama. Middle East Studies Association Round Table Discussions, Boston, Massachusetts, November 2009.
18. **Keyl, S.** Perspectives of the Iranian Presidential Elections: Feminist, Societal, and Media. Near Eastern Studies & Center for Middle Eastern Studies Colloquium Series, University of Arizona, Tucson, Arizona, September 2009.
19. **Keyl, S.** The Blogosphere in Iran. New Horizons: Obama and the Global Media Conference, Tucson, Arizona, Jan. 2009.

Peer Reviewed Addresses

- Keyl, S.** Development, Education, and Participatory Action Research to Empower Marginalized Groups: Subaltern Ways of Knowing among Migrant Domestic Workers. American Educational Research Association, Chicago, IL, April 13-16, 2023.
- Keyl, S.** Culturally Relevant and Black-centered Pedagogy in Community Education in Amman, Jordan. American Educational Research Association, San Diego, CA, April 22-25, 2022.
- Keyl, S.** Transformative Peace Education Through Building Blocks of Peace. Discussant. American Educational Research Association, San Diego, CA, April 22-25, 2022.
- Keyl, S.** Amplifying African Refugees in Amman, Jordan: An Anti-Racist and Culturally Relevant Approach in Community Education. Annual Conference for the American Educational Research Association, April 8-12, 2021. Virtual Conference.
- Keyl, S.** Epistemologies of Resistance: Education, Empowerment, and Activism among Sudanese Refugees. 30th Annual Conference for the National Association for Multicultural Education, October 8-10, 2020. Virtual Conference.
- Keyl, S.** Epistemologies of Resistance: Education, Empowerment, and Activism among Sudanese

Refugees. Utah State University Statewide Campuses Faculty Workshop Annual Meeting, Price, Utah, March 2020 (Cancelled due to Covid-19).

Keyl, S. Sudanese refugee community mobilization and anti-racist, decolonizing education in Amman, Jordan: A Freirean approach. The American Anthropological Association (AAA) and The Canadian Anthropology Society (CASCA) Annual Meeting, Vancouver, British Columbia, November 2019.

Keyl, S. Decolonizing the Research Process at a Grassroots NGO in Amman, Jordan. 29th Annual Conference for the National Association for Multicultural Education, Tucson, AZ, November 2019.

Keyl, S. Making the Global, Local: Bring Global Perspectives to USU in a Foundations of Education Course. Regional Campus Faculty Workshop, Price, UT, April 2018.

Keyl, S. STEM Social Justice 101: A Critical Latina/o STEM Course at a Southwest R1 Institution. Washington State University, 14th Annual International Globalization, Diversity, and Education Conference, Spokane, WA, February 2018.

Keyl, S. African Migrant Worker Diaspora in Lebanon: Education and Activism in a Grassroots NGO. University of Edinburgh, British Society for Middle Eastern Studies, Edinburgh, Scotland, July 2017 (did not attend).

Keyl, S. Entering Research for Social Justice 101: A Critical and Experiential STEM Course for Latina/Latino Undergraduates. Utah Valley University, The Annual Conference of the Utah Academy of Sciences, Arts, and Letters, Orem, Utah, April 2017.

Keyl, S. Learning English in the Margins: Migrant Worker Knowledge Production in Beirut's NGO Spaces. American Anthropological Association's 115th Annual Meeting, Minneapolis, Minnesota, November 2016.

Keyl, S. An Experiential and Critical STEM Course for Latina/Latino Undergraduates. The 26th Annual Conference for the National Association for Multicultural Education, Cleveland, Ohio, November 2016.

Keyl, S. Learning English in the Margins: Migrant Worker Knowledge Production in Beirut's NGO Spaces. TESOL International Convention, Baltimore, Maryland, April 2016.

Keyl, S. An Experiential STEM Course for Latina/Latino Undergraduates at the University of Arizona. 9th Annual Conference on Equity and Social Justice, State College, Pennsylvania, March 2016 (did not attend).

Keyl, S. What Is This "Local Knowledge" That Development Organizations Fetishize? The NGOs and Nonprofits Interest Group of the American Anthropological Association, Denver, Colorado, November 2015.

Keyl, S. Funds of Knowledge as an Invitation of Love. American Educational Studies Association, San Antonio, Texas, November 2015.

Keyl, S. Theorizing Love & Resistance of a Migrant Worker NGO System in Beirut, Lebanon. American Educational Studies Association, San Antonio, Texas, November 2015.

Keyl, S. Female Domestic Workers and Empowerment in Beirut, Lebanon. Centre for Advanced Studies of the Arab World (CASAW), Mostaganem, Algeria, November 2015.

Keyl, S. Subaltern Pedagogy: Education, Empowerment, and Activism Among Female Migrant

Workers in Beirut, Lebanon. American Educational Research Association, Chicago, Illinois, April 2015.

Keyl, S. Toward a Female Pedagogy: A New Paradigm for Empowerment In Girls and Women's Education In Iran. American Anthropological Association, San Francisco, California, November 2012.

Keyl, S. The Iranian Green Movement: Youth, Resistance, and Popular Media. Rethinking Youth Cultures in The Age of Global Media Conference, London, England, June 2011.

Keyl, S. Shifting Religiosity among Young Adults in Iran. Middle East Studies Association Conference, San Diego, California, November 2010.

Keyl, S. Applying the Funds of Knowledge concept in an Iranian Classroom. Teaching, Learning and Sociocultural Studies Graduate Student Colloquy, Tucson, Arizona, February 2010.

Keyl, S. A Comparison of Biblical and Qur'anic Hadith. Southwest Graduate Conference in Middle Eastern and North African Studies, Tucson, AZ, March 2009.

Keyl, S. Poststructuralism and Persian Literature: Reading, Understanding, and Learning a Foreign Culture. New Directions in Critical Theory Conference, Tucson, Arizona, April 2008.

Keyl, S. The Iranian Mosque and Space: Politicized, Commercialized, and Sexualized. Southwest Graduate Conference in Middle Eastern and North African Studies, Tucson, Arizona, April 2008.

Keyl, S. Current Societal, Political, and Religious Circumstances for Young Iranian Adults. National Middle East and Central Asia Politics, Economics and Society Annual Conference, Salt Lake City, Utah, September 2007.

Keyl, S. From Muslim to Atheist: The Trend Toward Secularism in Young Iranian Adults. Southwest Graduate Conference in Middle Eastern and North African Studies, Tucson, Arizona, March 2007.

Research Supervision

Committee Member of Defended Dissertation:

Allen Smithee, Diana West, David Joy

Doctoral Committee Member:

Ofa Fotu, Samantha Yoder, Blake Heaton, Isaiah Jones, Marc Ellis, Jill Dee, Kason Kendall, Shari Taylor

Doctoral Advisory Chair:

Camila Castro Veloz

Samantha Jessup – deferred.

Master Committee Member:

Lori Hart

Research Interests

- Critical Pedagogy and Critical Race Theory
- Anti-Black Racism in the South West Asian/North African (SWANA) region

- Multicultural Education in the United States and Abroad
- Refugee Education in the United States and Abroad
- Feminist Education in the Muslim World
- Education of Vulnerable Populations in the South West Asian/North African (SWANA) region
- Anthropological Research Methods
- Participatory Action Research

SERVICE
COLLEGE AND UNIVERSITY

Utah State University

- 2023 – Tenure and Promotion Committee Member, Rachel Turner, Ph.D.
- 2022 – 2024 Program Chair, Committee on the School of Teacher Education and Leadership’s Annual Awards
- 2022 Member, Ad-hoc Committee on the School of Teacher Education and Leadership’s Recommendation Regarding Increasing Master’s Program Enrollment
- 2022 Promotion Committee Member, Maryann Schneider, M.Ed.
- 2022 Creator of Memorandum of Understanding between the University of Jordan and The Office of Global Engagement, Utah State University
- 2021 – Recruiter for the School of Teacher Education and Leadership, EMPOWER Program, Early Master’s Program
- 2021 Member, CARES 2.0 Point Team for COVID Relief Funding for Statewide Campuses
- 2021 Member, Ad-hoc Committee on School of Teacher Education and Leadership’s Recommendation Regarding Graduate Assessment for Completed Dissertations
- 2021 Member, Ad-hoc Committee on School of Teacher Education and Leadership’s Recommendation Regarding Professional Licensure for Master’s Program
- 2021 – Reviewer, *Journal of Empowering Teaching Excellence*
- 2021 – Mentor, Statewide Faculty-to-Student Mentoring Program
- 2017 – Recruiter for USU Southwest Center at Snow College
- 2016 – Member, Cultural Studies Concentration
- 2016 – 2017 Member, Foundations of Education Clinical Assistant Professor Search

University of Arizona

- 2015 Comprehensive Academic Program Reviewer, School of Middle East and North

African Studies

- 2009 – 2013 Travel Grant Review Board, Graduate and Professional Student Council
2013 Curriculum Judge for Center for Middle Eastern Studies
2012 – 2013 Mentor for AZ Assurance Scholarship Recipients
2006 – 2009 Member of University of Arizona’s Center for Middle East Studies Speaker’s Bureau

STATE

- 2022 – Volunteer Teacher for Girls Lobby, Utah Department of Workforce Services, Refugee Services Office, UT
2020 – 2021 Homework Volunteer, Utah Department of Workforce Services, Refugee Services Office, UT
2014 – 2015 English Teacher Volunteer, Iskashitaa Refugee Network, AZ
2014 Empowerment Workshop Volunteer, La Palma Correctional Facility, AZ
2010 Volunteer Grant Writer, IranDokht.com, Washington, D.C.
2009 Invited Speaker, Tucson Social Services, “Iranian Culture”, AZ
2008 Volunteer Reader, Tucson Unified School District, AZ
2008 Invited Speaker, Drinking Liberally, “Q & A: Contemporary Iran”, AZ
2008 Invited Speaker, St. Philips Episcopal Church, “Q & A: Contemporary Iran”, AZ
2007 Invited Speaker, New Testament Baptist Church, “Sunni and Shi’i Islam” AZ
2007 Invited Speaker, Elderhostel, “Iran’s Youth”, AZ

NATIONAL & INTERNATIONAL

- 2023 – Reviewer, *Frontiers: A Journal of Women Studies*
2023 – Reviewer, *Frontiers in Education*
2022 – Reviewer, *Asia Pacific Education Review*
2022 – Co-editor & board member, *International Journal of Multicultural Education*
2023 – 2024 Chair, American Educational Research Association Critical Peace Ed SIG
2022 – 2023 Program Chair, American Educational Research Association Critical Peace Ed SIG
2021 – 2022 Secretary, American Educational Research Association Critical Peace Education SIG
2021 Reviewer, Fulbright National Screening Committee for the 2022-2023 award cycle
2020 – 2021 Tutor coordinator, Sawiyan, Amman, Jordan
2019 – Board Member, Sawiyan, Amman, Jordan
2019 Cultural Consultant, Sawiyan, Amman, Jordan
2018 Invited Educational Consultant, UNESCO, Tehran, Iran
2018 Reviewer, *International Journal of Multicultural Education*

- 2017 Invited Consultant, Gender Analysis in Lebanon, Services & Solutions International
- 2017 Invited speaker on Cultural Diversity in United States, BBC Persian
- 2016 – 2017 President, Civil Vision International, Kabul, Afghanistan and Tucson, Arizona
- 2016 Reviewer, *Journal of Multicultural Affairs*
- 2014 Reviewer, *International Journal of Critical Pedagogy*
- 2013 Curriculum Consultant, Bella Health, Dehradun, India
- 2013 Student Research Advisor, Lebanese American University, Beirut, Lebanon
- 2012 Teaching Consultant, Migrant Workers Task Force, Beirut, Lebanon

CURRENT PROFESSIONAL AFFILIATIONS

American Educational Research Association
 National Association for Multicultural Education
 American Educational Studies Association
 Paris Institute for Critical Thinking
 Middle East Studies Association
 American Anthropological Association

MEDIA MENTIONS

- Mention on Utah State University-Southwest website, “USU Southwest’s Shireen Keyl Promoted to Associate Professor”: <https://statewide.usu.edu/news/2023/southwest/2023-06-06-shireen-keyl>
 - Mention on Northwestern University’s Program in Critical Theory, Critical Pedagogy Resources website: <https://criticaltheory.northwestern.edu/mellon-project/critical-theory-in-the-global-south/linked-inter-university-teaching-cooperations/critical-pedagogy-resources.html>
 - Mention in Medium article, “The Authentic Educator”: <https://medium.com/@dinabaslan/the-authentic-educator-7280765ba893>
- Mention in Deseret News, “USU professor awarded Fulbright grant”:
<https://www.deseret.com/2018/6/12/20646829/usu-professor-awarded-fulbright-grant>
- Mention in USU Press Release, “TEAL Professor a Student Favorite in First Year at USU”:
<https://statewide.usu.edu/news/2017/teal-professor-a-student-favorite-in-first-year-at-usu>
 - Mention in “Banban”, an animated film about a refugee child’s experience with racism. Amman, Jordan. Served as an anti-racism and cultural consultant.
https://usu.instructure.com/users/1549937/external_tools/24299 (mention at 4:49 mark).

LANGUAGES

- Persian
 Speaking: functional

Reading/writing: intermediate

- French

Speaking: functional

Reading/writing: intermediate

- Arabic

Speaking: beginner

Reading/writing: beginner

- Turkish

Speaking: beginner

Reading/writing: beginner

- Spanish

Speaking: beginner

Reading/writing: beginner