

**Sherry Marx, PhD**  
Professor  
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## **BACKGROUND INFORMATION**

### **Education**

- 2001            PhD in Curriculum & Instruction, University of Texas at Austin  
Area of Concentration: Applied Linguistics
- 1997            Masters of Arts in Teaching, University of Louisville, Kentucky  
Teaching Certificate: Secondary English/Language Arts & English as a Second Language (ESL)
- 1989            Bachelor of Arts, Hanover College, Indiana – Major in English

### **Honors**

- 2017            TEAL Researcher of the Year
- 2016            Invited Speaker, USU Faculty Author Exhibition
- 2015            TEAL Teacher of the Year
- 2015            USU Undergraduate Commencement Reader
- 2014            Commencement Escort to EEJCEHS Valedictorian, Sarah Hunt
- 2014            TEAL Nominee Carnegie Professor of the Year
- 2013            Winner, Paper with the Best Practical Implications Award, Emerald Group Publishing Ltd.
- 2012            Finalist, Sage Best Paper Award
- 2011-2012      Fulbright Scholar, Eötvös Loránd University, Budapest, Hungary
- 2008            Winner of the AERA Division K (Teaching & Teacher Education) Outstanding Contribution to Research Award
- 2007            Department of Secondary Education Researcher of the Year
- 2002            Winner of the AERA Division D Qualitative Methodology Outstanding Dissertation Award
- 2002            Winner of the AERA Division G Social Context of Education Outstanding Dissertation Award

### **University Professional Experience**

- 2018-Present    Professor, Utah State University
- 2010-2018      Associate Professor, Utah State University
- 2003-2010      Assistant Professor, Utah State University
- 2001-2003      Adjunct Instructor, University of California, Riverside & University of California, Riverside Extension
- 1997-2001      Assistant Instructor, University of Texas at Austin

### **Adolescent and Child Teaching Experiences**

- 2002-2003      Reading Teacher, Fontana Unified School District, CA
- 1996-1997      ESL Teacher, Nelson County Literacy Council, Bardstown, KY
- 1991-1993      ESL Teacher, English Language Service (ELS) Language Center, Philadelphia, PA
- 1990-1991      ESL Teacher, America Eigo Gakuin, Wakayama, Japan

## **RESEARCH AND SCHOLARLY EXPERIENCE**

### **Publications**

#### **Books**

- \*Marx, S. (Ed.). (2017). *Qualitative Research in STEM: Studies of Equity, Access and Innovation*. New York: Routledge.

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\* Connotes paper, book, presentation, etc. written/presented with USU student(s).

- **Marx, S.**, Housen, M. & Tapu, C. (2016). *Our International Education: Stories of Living, Teaching, and Parenting Abroad*. Rotterdam: The Netherlands: Sense Publishers.
- **Marx, S.** (2006). *Revealing the Invisible: Confronting Passive Racism in Teacher Education*. New York: Routledge Press.

### Journal Articles & Book Chapters

- Kim, Y., **Marx, S.** & Thoms, J. (2020). Using technology to facilitate second language learning. *Handbook of Research in Educational Communications and Technology (5<sup>th</sup> edition)*.
- \*Minichiello, A., **Marx, S.**, McNeil, L., & Hailey, C. (March, 2019). Contemporary learning practices: Exploring engineering undergraduates' textbook problem solving for online submission. *European Journal of Engineering Education*. DOI: 10.1080/03043797.2018.1474342
- **Marx, S.**, & Kim, Y. (2019). Technology for Equity and Social Justice in Education: Introduction to the *IJME* special issue. *International Journal of Multicultural Education*, 21(1), 1-4. (Guest Editor)
- **Marx, S.** (2018). Crafting a discipline-relevant pedagogy: A confessional tale of teaching qualitative research in the big tent. *International Review of Qualitative Research*, 11(3), 303-317. DOI: 10.1525/irqr.2018.11.3.303
- **Marx, S.** (2018). Regarding Whiteness: Exploring and intervening in the effects of white racism in teacher education. In A. D. Dixon, D. Gillborn, G. Ladson-Billings, L. J. Parker, N. Rollock, & P. Warmington. (Eds), *Critical Race Theory in Education: Major Themes in Education*. Routledge: New York. 4 vol. set.
- **Marx, S.** (2017). Intercultural manifestations of racial, language, and class privilege in schooling: An autoethnographic tale. *International Journal of Multicultural Education*, 19(1), 24-40.
- \*Meyer, M. & **Marx, S.** (2017). Engineering dropouts: A qualitative examination of why undergraduates leave engineering. In S. **Marx**, (Ed.). *Qualitative Research in STEM: Studies of Equity, Access and Innovation*. New York: Routledge.
- **Marx, S.**, Pennington, J., & Chang, H. (2017). Critical autoethnography in pursuit of educational equity: Introduction to the *IJME* special issue. *International Journal of Multicultural Education*, 19(1), 1-6. (Guest Editor)
- Saavedra, C. & **Marx, S.** (2016). Schooling as taming wild tongues and bodies. *Global Studies of Childhood*, 6(1), 42-52.
- \*Meyer, M. & **Marx, S.** (2015). How an excited student became a “washout”: What can we learn from engineering dropouts who succeed in other fields? *Prism: American Society of Engineering Educators*. <http://www.asee-prism.org/jee-selects-jan-2/>
- \*Meyer, M. & **Marx, S.** (October, 2014). Engineering dropouts: A qualitative examination of why undergraduates leave engineering. *Journal of Engineering Education*, 103(4), 525-548.
- **Marx, S.** & Saavedra, S. (June, 2014). Understanding the epistemological divide in ESL education: What we learned from a failed university-school district collaboration. *Urban Education*, 49(4), 419-440.
- **Marx, S.** & Byrnes, D. (December, 2012). Multicultural school climate instrument. *Current Issues in Education*, 15(3), 1-15.
- **Marx, S.** & Larson, L. (April, 2012). Taking off the colorblind glasses: Recognizing and supporting Latina/o students in a predominantly White school. *Education Administration Quarterly*, 48 (2), 259-303.

- \*O'Reilly, K., Paper, D., & **Marx, S.** (April, 2012). Demystifying grounded theory for business research. *Organizational Research Methods*, 15 (2), 247–262.
- **Marx, S.** & Pray, L. (2011). Living and learning in Mexico: Developing empathy for ELLs through study abroad. *Race Ethnicity and Education*, 14(4), 507-535.
- \*O'Reilly, K. & **Marx, S.** (2011). Electronic Word-of-Mouth (eWOM): Pathfinders: Young, savvy, and technical. *Qualitative Market Research: An International Journal*, 14(3).
- Pray, L. & **Marx, S.** (2010). ESL teacher education abroad and at home: A cautionary tale. *The Teacher Educator*, 45(3), 216-229.
- Johnson, C. & **Marx, S.** (2009). Transformative professional development: A model for urban science education reform, *Journal of Science Teacher Education*, 20(2), 113-134.
- **Marx, S.** (2009). “It’s not them; It’s not their fault”: Manifestations of racism in the schooling of Latina/os and ELLs. In R. Kubota & A. Lin (Eds.), *Race, Culture, and Identities in Second Language Education: Exploring Critically Engaged Practice*. New York: Routledge.
- **Marx, S.** (2008). Critical race theory in qualitative research. *Sage Encyclopedia of Qualitative Research Methods*.
- **Marx, S.** (2008). Not blending in: Latino students in a predominantly White school. *Hispanic Journal of Behavioral Sciences*, 30(1), 69-88.
- **Marx, S.** (2008). Popular White teachers of Latina/o kids: The strengths of personal experiences and the limitations of Whiteness. *Urban Education*, 43(1), 29-67.
- **Marx, S.** (2008). Rich data in qualitative research. *Sage Encyclopedia of Qualitative Research Methods*.
- \*Ko, Y., & **Marx, S.** (2008). An examination of technology use in the ESL classroom. *Texas Papers in Foreign Language Education*, 11(1), 159-181.
- **Marx, S.** (2004). Regarding Whiteness: Exploring and intervening in the effects of racism in teacher education. *Equity & Excellence in Education*, 37(1), 31-43.
- **Marx, S.** (2004). Exploring and challenging Whiteness and White racism with White pre-service teachers. In V. Lea & J. Helfand (Eds.). *Identifying Race and Transforming Whiteness in the Classroom*, pp. 132-152. New York: Peter Lang.
- **Marx, S.** & Pennington, J. (2003). Pedagogies of critical race theory: Experimentations with White pre-service teachers. *International Journal of Qualitative Studies in Education*, 16(1), 91-110.
- **Marx, S.** (2003). Entanglements of altruism, Whiteness, and deficit thinking: White preservice teachers working with urban Latinos. *Educators for Urban Minorities*, 2(2), 41-56.
- **Marx, S.** (2003). Reflections on the state of critical White studies. *International Journal of Qualitative Studies in Education*, 16(1), 3-5. (Guest Editor)
- **Marx, S.** (2000). An exploratory study of the attitudes of mainstream pre-service teachers towards English language learners, *Texas Papers in Foreign Language Education*, 5(1), 207-221.

## Book Reviews

- \***Marx, S.**, Gardner, J. Johnson, K., Landon-Hays, M., Sheridan, D., Thurgood, L., Westenskow, A. (2010). Review of *Theory and Educational Research: Toward Critical Social Explanation* by Jean Anyon. *International Journal of Qualitative Studies in Education*, 23(2), 251–255.

- **Marx, S.** (2005). Review of the book, *Racism without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States* by Eduardo Bonilla-Silva. *Contemporary Sociology*, 34(6), 640-641.

### Refereed Conference Proceedings

- Minichiello, A., Lawanto, O., & **Marx, S.** (2020). Departures from the “norm”: How nontraditional undergraduates defined their success in an alternative engineering transfer program. American Society of Engineering Education (ASEE). Montreal, Canada.
- **Marx, S.** (2018). Innovative Trends in Second Language Learning and Teaching. Palembang, South Sumatra Province, Indonesia. Proceedings of the 3<sup>rd</sup> Sriwijaya University Learning and Education International Conference. Invited.
- \*Kim, Y., **Marx, S.**, Ngoc, H. P., & Nguyen, T. (2018). Designing Technology as a Cultural Broker for Young Children: Challenges and Opportunities. In Kay, J. and Luckin, R. (Eds.) *Rethinking Learning in the Digital Age: Making the Learning Sciences Count*, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 1. London, UK: International Society of the Learning Sciences.
- \*Minichiello, A., Campbell, T., Dorward, J., & **Marx, S.** (2015). Perspectives of Pedagogical Change within a STEM Classroom. American Society of Engineering Education (ASEE). Seattle, WA.
- \*Minichiello, A., **Marx, S.** Hailey, C., McNeill, L. (2015). Learning practices of contemporary engineering undergraduates assigned online homework. Dublin, Ireland: Proceedings of the 6<sup>th</sup> Research in Engineering Education Symposium.

### Presentations

#### Invited Keynote Addresses

- **Marx, S.** How to Publish in the *International Journal of Multicultural Education*. Texas A&M University College of Education and Human Development STaR Mentoring Program, March 2021. Zoom.
- **Marx, S.** The State of Multicultural Education in the United States. Eötvös Loránd University Opening of Doctoral Education Program Celebration, September 2011. Budapest, Hungary.
- **Marx, S.** Revealing the Invisible and Transforming Teaching. Institute for Transformative Education. 2010. Tucson, Arizona.
- **Marx, S.** Transforming Teaching by Revealing the Invisible. Fifth Annual Multicultural Education Seminar, February 2010 University of Southern Indiana, Evansville, Indiana.
- **Marx, S.** Exploring Funds of Knowledge with Your Students. Presented at the College Reading and Learning Association (CRLA) 2005 Conference, Logan, Utah.

#### Invited Addresses

- **Marx, S.** Trends in Second Language Teaching and Learning. Invited Speaker to Universitas Pendidikan Ganesha, October 2018. Singarajah, Bali, Indonesia.
- **Marx, S.** Innovative Trends in Second Language Teaching and Learning. Invited Speaker to Sriwijaya University Learning and Education International Conference. October 2018. Palembang, South Sumatra Province, Indonesia.
- **Marx, S.** Keeping the Long Term and the Big Picture in Sight: Perspectives from a Full Professor. New Faculty Orientation Speaker. August, 2018.

- **Marx, S.** How to Weave an Interdisciplinary Research Tapestry. TEAL Cultural Studies Speaker Series. April, 2018. USU.
- **Marx, S.** Current Trends in Qualitative Research. Invited speaker to Yonsei University. April, 2017. Seoul, South Korea.
- **Marx, S.** Our International Education: Stories of Living, Teaching and Parenting Abroad. Invited speaker for USU Office of Research and Graduate Studies' Faculty Author Exhibition. April, 2016. Logan, Utah.
- **Marx, S.** Teaching Diversity in a Conservative Climate. Invited panelist for 1st Annual USU Inclusive Excellence Symposium. October, 2013. Logan, Utah.
- **Marx, S.** Confronting Passive Racism. Invited presentation given to Eötvös Loránd University, November, 2011. Budapest, Hungary.
- **Marx, S.** The Challenges of Conducting Critical Multicultural Research. Invited presentation given to Eötvös Loránd University, November, 2011. Budapest, Hungary.
- **Marx, S.** Addressing Passive Racism in American Schooling. A Megújuló pedagógusszerepek és pedagógusképzés a Kárpát-medencében Nemzetközi Neveléstudományi Konferencia (Renewable Roles for Teachers and Teacher Training in the Carpathian Basin International Education Conference). Invited presentation given to University of Pécs. December 2011. Pécs, Hungary.
- Lin, A., Kubota, R., **Marx, S.**, Haque, E., Morgan, B., & Lee, I. Engaging Teachers in Critical Reflection on Race: Practice and Research. Research Colloquium. Invited Discussant. Talk invited by TESOL. Annual Teachers of Speakers of Other Languages (TESOL) conference, March, 2010. Boston, MA.
- **Marx, S.** Popular White Teachers of Latina/o Kids: Strengths & Limitations. Invited presentation given to Fifth Annual Multicultural Education Seminar, February 2010 University of Southern Indiana, Evansville, Indiana.
- **Marx, S.** Understanding and Disempowering Passive Racism. Invited presentation given to Utah National Association of Multicultural Education (Utah NAME) 2008 Conference, Salt Lake City, Utah.
- **Marx, S.** Examining Attitudes and Beliefs of Teachers and Preservice Teachers Regarding English Language Learning Latina/os. Invited presentation given to Utah Association for Bilingual Education (UABE) 2007 Conference, Salt Lake City, Utah.
- **Marx, S.** Teaching and Defending Qualitative Research: Are We Still Pioneers in the Field? Invited paper presented at the American Education Research Association (AERA) 2005 General Meeting, Montréal, Canada.

#### **Peer-Reviewed Addresses Since 2016**

- \*Minichiello, A., Lawanto, O., & **Marx, S.** Departures from the “norm”: How nontraditional undergraduates defined their success in an alternative engineering transfer program. American Society of Engineering Education (ASEE). Montreal, Canada. June, 2020.
- \***Marx, S.**, Braden, S., Hawkman, A., Lavigne, Jones, I., A., Andersen, J., Gailey, S., Geddes, G., Si, S., & Washburn, K. Examining Why Teachers of Color Leave the Teaching Profession. The Annual Conference of American Educational Research Association (AERA). April, 2020. Online symposium due to coronavirus.
- \*Hawkman, A., **Marx, S.**, Braden, S., Lavigne, A., Andersen, J., Gailey, S., Geddes, G., Jones, I., Si, S., & Washburn, K. Race Reflections in Qualitative Research: Positionality and Race/ism in a Collaborative Research Group. The Annual Conference of American Educational Research Association (AERA): New York. April, 2020. Online symposium due to coronavirus.

- \*Washburn, K., Braden, S., **Marx**, S., Hawkman, A., Lavigne, A., Andersen, J., Gailey, S., Geddes, G., Jones, I. & Si, S. (November, 2019). “Examining why teachers of color leave the teaching professions.” Workshop conducted at the annual meeting of the National Association for Multicultural Education (NAME), Tucson, AZ.
- \***Marx**, S., Braden, S., Hawkman, A., Lavigne, A., Andersen, J., Gailey, S., Geddes, G., Jones, I., Si, S., & Washburn, K. Why Teachers of Color Leave the Teaching Profession: An Exploration through Journey Maps. 15<sup>th</sup> Annual International Congress of Qualitative Inquiry (ICQI). Urbana-Champaign, IL. May, 2019.
- \*Geddes, G., Si, S., Andersen, J., Gailey, S., Jones, I., & Washburn, K. (students). **Marx**, S., Braden, S., Hawkman, A., & Lavigne, A. (faculty mentors). Exploring why teachers of color leave the profession. USU Student Research Symposium. April, 2019.
- \*Kim, Y., **Marx**, S., Pham, H., & Nguyen, T. (2018). Designing technology as a cultural broker for young children: Challenges and opportunities. The 13<sup>th</sup> International Conference of the Learning Sciences (ICLS): London, UK. June, 2018.
- Kim, Y. & **Marx**, S. (2018). Designing a Robot to Act as a Cultural Broker in Diverse Classrooms: Observations and Findings. Fourteenth Annual International Congress of Qualitative Inquiry (ICQI). Urbana-Champaign, IL. May, 2018.
- \*Kim, Y., Bingham, E., **Marx**, S., Nguyen, T., & Pham, H. (2018). Exploring robot-child interaction with linguistically and culturally diverse school children. The Annual Conference of American Educational Research Association (AERA): New York. April, 2018.
- **Marx**, S. & Kim, Y. (2017). Re-Imagining Multicultural Education with the Help of an Embodied Robot. National Association of Multicultural Education. Salt Lake City. November, 2017.
- Kim, Y., **Marx**, S., & Nguyen, T. (2017). Brokering Collaborations among Children for Equity. 12<sup>th</sup> International Conference on Computer Supported Collaborative Learning. Philadelphia. June, 2017.
- **Marx**, S., Pennington, J., & Chang, H. (2017). Critical Autoethnography in Pursuit of Educational Equity. Introduction to Panel Discussion organized by Sherry Marx. Thirteenth Annual International Congress of Qualitative Inquiry (ICQI). Urbana-Champaign, IL. May, 2017.
- **Marx**, S. & Kim, Y. (2017). Designing a Robot To Act as a Cultural Broker in Diverse Classrooms. International Congress of Qualitative Inquiry (ICQI). Urbana-Champaign, IL. May, 2017.
- \***Marx**, S. Chair and Organizer of Panel Presentation on Qualitative Research in STEM: Introduction to the Possibilities of Qualitative Research in STEM. Twelfth International Congress of Qualitative Inquiry (ICQI). Urbana-Champaign, IL. May, 2016.
- **Marx**, S. Collective Autoethnography as a Possibility for Post-qualitative Research: The Challenges and Rewards of Our International Education – Stories of Living, Teaching and Parenting Abroad. Twelfth International Congress of Qualitative Inquiry (ICQI). Urbana-Champaign, IL. May, 2016.

### Grants

#### Funded

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| 2020      | <b>Co-Investigator</b> Cosmic Rays to Establish STEM-Positive with Refugees (CRESPR). Sarah Braden is USU PI. <b>\$1,179,959.</b>  |
| 2017-2018 | <b>Co-PI</b> <i>Inclusive Design for Engaging All Learners (IDEAL)</i> : A robot mediates culturally and linguistically diverse kindergarteners’ collaboration for identity and academic development. Yanghee Kim, PI; Tung Nguyen, Co-PI. National Science Foundation (NSF) Cyberlearning EXP #1623561 - <b>\$550,000</b> |

- 2011-2012 **Fulbright Scholar, Budapest, Hungary.** Funded by the Fulbright Scholar Program, a program of the US Department of State Bureau of Educational and Cultural Affairs – Approximately **\$25,000.**
- 2005-2008 **Expert Collaborator** *Utah's Improving Teacher Quality Initiative* conducted in Ogden, Utah school district – federal Institute for Education Sciences (IES). Co-institutional, with University of Toledo/University of Cincinnati, research and teacher development project # R305M050005 - **\$913,620.**
- 2004-2005 New Faculty Research Grant – Utah State University - **\$11,270.**

### **UTAH STATE UNIVERSITY TEACHING EXPERIENCE** **Courses Taught at Utah State University**

- Teach and Created “TEAL 7820 Thinking with Theory in Qualitative Research,” an advanced doctoral research class focusing on how theory and research methods work together. Fall, 2020.
- Teach “EDUC 6770 Qualitative Research Methods I,” a doctoral class focused on introducing students to qualitative research. Spring & Fall, 2006; Fall, 2007, 2008, 2009 (two sections, one via distance broadcast), 2010, 2012, 2013, 2014, 2016, 2018, 2020.
- Teach “EDUC 6780 Qualitative Research Methods II,” a doctoral class focused on examining and practicing qualitative research. Students conduct IRB-approved research projects. Spring, 2007, 2008, 2009, 2010, 2013, 2014, 2015 (broadcast and in person setting).
- Teach “EDUC 6550 Research for Teachers,” a masters class focused on action research for practicing teachers. Summer, 2007; Fall, 2015, 2016; Spring, Fall, 2017; Fall, 2018 (online), Spring, 2019; Summer 2019 (online); Fall 2019 (online); Fall, 2020 (online).
- Teach “TEAL 6710 Diversity in Education,” a master’s class focused on diversity for teachers. Fall, 2018, Spring, 2019, Fall, 2019, Spring, 2020.
- Teach "TEAL 4710 Diversity/Language & Cultural Diversity in Schooling," an undergraduate teacher education course that examines multicultural issues in a hands-on way with focus on racial identity, funds of knowledge, and culturally relevant teaching. Summer, 2004; Spring, 2005, 2006; Fall, 2008, 2010, 2012, 2013, 2014, 2015, 2016, 2017, 2018 (broadcast & in person setting).
- Teach “TEAL 6730 Educational Linguistics,” a master’s class focused on applying linguistic knowledge to teaching language learners. Spring, 2016, 2017.
- Teach “EDUC 7300 Historical, Social, and Cultural Foundations of Education,” a doctoral class focused on the foundations of education. Fall, 2006.
- Teach "SCED/ELED 6190 Theories of Teaching and Learning," a masters level curriculum and instruction course focusing on theories of human development and learning, how they have changed over time, how they influence and differ from one another, and how these different theories affect teaching. Summer, 2005.
- Teach “SCED/ELED 4740/6740 Second Language Acquisition,” a cross-listed undergraduate and graduate course focusing on the processes of second language acquisition. Required for those seeking the ESL endorsement or credential. Fall, 2007.
- Teach “SCED/ELED 4780/6780 Assessment of Language Learners,” a cross-listed undergraduate and masters level teacher education class required for those in the ESL masters, endorsement, and minor programs. This class centers on formal and informal methods of assessment, strengths and limitations of assessment. Fall, 2003.

- Teach “SCED 3210 Foundations of Multicultural Education,” an undergraduate teacher education course that introduces diversity issues as they relate to education and equity in the United States. Fall, 2003; Spring & Fall, 2004 (two sections in Fall); Fall, 2005 (two sections).
- Supervise student teachers in ESL, English, Social Studies, and History. Fall, 2005; Fall, 2007; Spring, 2008; Fall, 2008; Spring, 2009.
- Supervise a group of student teachers in Hamilton, New Zealand. Spring, 2011. (PE, ESL & Elementary Education)
- Supervise Independent Studies in Qualitative Research (2012, 2013), Action Research (2013), Linguistic & Cultural Diversity in Schooling (2013, 2014), and in learning to teach a multicultural education course (2014).
- Supervise an undergraduate student in a General Studies independent research project (ITDS 4900) creating culturally relevant, SIOP-organized teaching units for diverse children in California. (2016)

### **Research Supervision**

#### **DISSERTATION CHAIR/MAJOR PROFESSOR**

- Samantha Yoder (2020-Present). TEAL. Completing Coursework.
- Thomas Mgonja (2019-Present). TEAL. An Exploratory Study Examining the Use of Culturally Responsive Teaching in Undergraduate Mathematics with Ethnic Minority Students. Co-Chair with Patricia Moyer-Packenham.
- Gordon Geddes (2018-Present). TEAL. Completing Coursework.
- Isaiah Jones (2017-Present). TEAL. Completing Coursework.
- Angie Minichiello (PhD, 2016). *Towards Alternative Pathways: Nontraditional Student Success in a Distance-delivered, Undergraduate Engineering Transfer Program*. Co-Chair with Oenardi Lawanto, Engineering Education (Doctoral Dissertation, ENGED. Utah State University, 2016).
- Patty Norman (PhD, 2016). *Teacher Attitudes and Perceptions of Low and High Socioeconomic Status Students*. (Doctoral Dissertation, TEAL. Utah State University, 2016)
- Glori Hodge Smith (PhD, 2015). *Learning from the teaching practices of successful teachers of Latina and Latino students*. (Doctoral Dissertation, TEAL. Utah State University, 2015)
- Stacie Gregory (PhD, 2015). *African American Female Engineering Students ' Persistence in Stereotype-threatening Environments: A Critical Race Theory Perspective*. Co-Chair with Dean Adams in Engineering Education (Doctoral Dissertation, ENGEDUtah State University, 2015).
- Ronda Bickmore (PhD, 2013). *Spanish-speaking Parents' Negotiation of Language and Culture with their Children's Schools*. (Doctoral Dissertation, TEAL. Utah State University, 2013)
- Dennis Heaton (EdD, 2013). *Resilience and Resistance in Academically Successful Latino/a Students*. (Doctoral Dissertation, TEAL. Utah State University, 2013)
- Zanj Avery (PhD, 2009). *Effects of Professional Development on Infusing Engineering Design into High School Science, Technology, Engineering, and Math (STEM) Curricula*. Co-Chair with Edward Reeve in Engineering Technology Education. (Doctoral Dissertation, ETE. Utah State University, 2010)

#### **DISSERTATION RESEARCH METHODOLOGY SPECIALIST**

- Sara Boghosian (PhD, 2011). *Counseling and psychotherapy with clients of Middle Eastern descent: A qualitative inquiry*.



- Kelley O'Reilly (PhD, 2010). *Service undone: A grounded theory of strategically constructed silos and their impact on customer-company interactions from the perspective of retail employees.* (Doctoral Dissertation, Utah State University, 2010).
- Young-Ah Ko (PhD, 2010). *The effects of pedagogical agents on listening anxiety and listening comprehension in an English as a foreign language context.* (Doctoral Dissertation, ITLS. Utah State University, 2013)
- Juyun Joey Cho (PhD, 2009). *An exploratory study on issues and challenges of agile software development with Scrum.* (Doctoral Dissertation, MIS. Utah State University, 2009)
- Vessela Ilieva (PhD, 2008). *Transforming teachers' knowledge and skills: Lesson study in mathematics instruction sensitive for diverse learners at middle level.* (Doctoral Dissertation, TEAL. Utah State University, 2008)
- Eric Johnson (PhD, 2008). *A qualitative study of seminary principals for The Church of Jesus Christ of Latter-day Saints.* (Doctoral Dissertation, TEAL. Utah State University, 2008)
- Eric Hawley (PhD, 2008). *Understanding unfolding change and the value of strategic unification in recent USU information technology functional realignment.* (Doctoral Dissertation, MIS. Utah State University, 2008)

#### **DISSERTATION COMMITTEE MEMBER**

- Amand Hardiman (2020-Present). DPFCHD.
- Megan Hamilton (2020-Present). Psychology.
- Sara Gailey (2019-Present). TEAL.
- Tamara Bennet (2019-Present). Psychology.
- Ana de la Cruz (2015-Present). TEAL.
- Tom Allen (PhD 2020). TEAL. Early Adolescent Gifted and Talented Students and Their Experience with Bullying. (Doctoral Dissertation, Psychology. Utah State University, 2020)
- Katerina Pantic (PhD 2020). ITLS. Retention of Women in Computer Science (CS): Why Women Persist in Their Computer Science Majors. (Doctoral Dissertation, Psychology. Utah State University, 2020)
- Amie Smith (PhD, 2018). Personal growth following the challenge of becoming a new parent while working as a mental health clinician: A narrative study. (Doctoral Dissertation, Psychology. Utah State University, 2018)
- Debi Sheridan (PhD, 2015). *"It is not in the stars to hold our destiny but in ourselves": Tales of Saudi Muslim women maintaining their identities in U.S. higher education.* (Doctoral Dissertation, TEAL. Utah State University, 2015)
- Elisaida Mendez (PhD, 2012). *Perceptions of interethnic dating among college students.* (Doctoral Dissertation, Psychology. Utah State University, 2012)
- Raquel Cook (PhD, 2009). *The effects of a short-term teacher abroad program on teachers' perceptions of themselves and their responsibilities as global educators.* (Doctoral Dissertation, Utah State University, 2009)
- Bekir Gur (PhD, 2007). *Toward a critical instructional technology: Instrumental rationality, objectification, and psychologism.* (Doctoral Dissertation, ITLS. Utah State University, 2007).

#### **MASTER'S COMMITTEE MEMBER**

- Taylor Dexter (MS, 2020). Negotiating Identities in Middle School Science: Impacts on Students' Perceived Expertise and Small Group Participation (Master's Thesis, Utah State University). TEAL.
- Erica Ficklin (MS, 2019). Perceptions of Disabilities Among Native Americans within the State of Utah. (Master's Thesis, Utah State University). Department of Psychology.
- Jill Ferrel (MS, 2018). Narrative identities of early return missionaries from the Church of Jesus Christ of Latter-day Saints. (Master's Thesis, Utah State University). Department of Psychology.

## SIGNIFICANT SCHOLARLY SERVICE

### Editorial

- 2021-Present Editor in Chief, *International Journal of Multicultural Education (IJME)*  
 2020-2021 Executive Editor, *International Journal of Multicultural Education (IJME)*  
 2017-2020 Co-Editor, *International Journal of Multicultural Education (IJME)*  
 2018-2019 Guest Editor (with Yanghee Kim), *International Journal of Multicultural Education (IJME)*, Special Issue: Technology for Equity and Social Justice in Education  
 2016-2017 Guest Editor (with Julie Pennington and Heewon Chang), *International Journal of Multicultural Education (IJME)*, Special Issue: Critical Autoethnography in Pursuit of Educational Equity  
 2005-2008 Editorial Review Board Member *Advancing Women in Leadership (AWL)*  
 2003 Guest Editor *International Journal of Qualitative Studies in Education (QSE)*, Special Issue: Whiteness Issues in Teacher Education  
 1999-2000 Internal Editorial Review Board Member, *International Journal of Qualitative Studies in Education (QSE)*  
 1999 Internal Editorial Review Board Member, *Educational Researcher (ER)*  
 1999-2000 Managing Editor, *Texas Papers in Foreign Language Education (TPFLE)*

### Utah State University

- 2019-2020 Member, USU Gender Discrimination Committee  
 2017-2019 Mentor, Women's Leadership Initiative Mentoring Program  
 2014 Interim USU IRB member  
 2012-Present Ombudsperson  
 2011 Represented USU at *Fulbright International Study Abroad Fair*, Budapest, Hungary  
 2010-2011 Diversity Council Member (FDDE Representative)  
 2010 Connections Incoming Freshman Faculty Speaker  
 2008-2009 Interim Faculty Senate Representative  
 2008-2011 Faculty Diversity, Development, and Equity (FDDE) Committee Representative for EEJ College of Education and Human Services  
 2008 Judge for Tenth Annual Graduate Student Research Symposium  
 2003-2006 Women and Gender Research Institute (WGRI) Governing Board Member and Spring Luncheon Committee Planner

### Tenure and Promotion Committees

- 2020-Present Member, Joshua Thoms (Linguistics)
- 2019-2020 Member, Suzie Jones (TEAL)
- 2019-2020 Member, Kortney Sherbine (TEAL)
- 2019-Present Chair, Marilyn Cuch (TEAL)
- 2019-Present Chair, Mario Suarez (TEAL)
- 2019-Present Member, Kimberly Lott (TEAL)
- 2019-2019 Member, Victor Lee (ITLS)
- 2018-Present Member, Kristin Searle (ITLS)
- 2018-Present Member, Jessica Shumway (TEAL)

- 2017-Present Member, Sarah Braden (TEAL)
- 2017-Present Member, Alyson Lavigne (TEAL)
- 2016-Present Member, Shireen Keyl (TEAL)
- 2016-Present Member, Ryan Knowles (TEAL)
- 2013-2019 Member, Ekaterina Arshavskaya (IELI)
- 2013-2016 Member, Spencer Clark (TEAL)
- 2013-2015 Chair, Sue Kasun (TEAL)
- 2013-2014 Member, Kim Lott (TEAL)
- 2013-2014 Member, Cinthya Saavedra (TEAL)
- 2012-2014 Member, Debbie Fields (ITLS)

### **School of Teacher Education and Leadership/Department of Secondary Education**

- 2020-2021 Chair, Higher Education Search Committee
- 2019-Present Director of Research
- 2019-2021 Member, TEAL Executive Committee
- 2019-Present Chair, Qualitative Research Task Force
- 2019 Committee Member, Higher Education Search Committee
- 2019 Chair, Ad Hoc Cultural Studies Search Committee
- 2018-Present Developer and PI, Qualitative Research Virtual Laboratory (QRVL), Weekly Research Workshop for Cultural Studies Doctoral Students
- 2018 WWS Speaker, How to Get Published *or* Revising, Revising, Revising
- 2017-2018 Developer, Writing Workshop Series (WWS) for Doctoral Students
- 2016-2018 Member, Department Head Search Committee
- 2016-Present Director, Cultural Studies Doctoral Concentration
- 2016-2017 Member, Cultural Studies Committee
- 2016-2018 Member, Secondary Education Committee
- 2015 Member, ESL Task Force
- 2014-2015 Member, Graduate Program Advisory Committee
- 2013-2014 Chair, Education Foundations Search Committee
- 2013-2014 Doctoral Admissions committee member
- 2013 Presented on working with ESL students to Literacy faculty
- 2013 Presented on mentoring to C&I doctoral students
- 2013 Presented on “What to Expect” to TEAL student teachers traveling to New Zealand for student teaching
- 2012-2013 Chair, ESL Education Search Committee
- 2011 Worked with TEAL and RCDE to offer ESL endorsement to Logan City School District
- 2010- 2011 C&I Management Committee Member
- 2010 Member, RCDE ESL and Early Childhood Education Search Committee
- 2008-2015 ESL Program Coordinator/Director – Led and oversaw TEAL ESL endorsement program (undergraduate, distance, masters)
- 2008-2009 Originator and first contributor to TEAL Second Friday Film Series
- 2007-2008 Social Studies Search Committee Member, Tooele Campus
- 2007-2008 ESL & Multicultural Education Search Committee Member
- 2005-2006 Member, Science Education Search Committee
- 2005-2006 Member, Social Studies Education Search Committee
- 2004-2005 Co-chair, Instructional Leadership Search Committee
- 2004-2005 Member, English Education Search Committee
- 2004 Temporary Co-chair, English Education Search Committee
- 2003-2004 Member, Undergraduate Education Search Committee

### **Community**

- 2019 Volunteer, Mount Logan Middle School 6<sup>th</sup> grade reading program 45 minutes per week
- 2016 Volunteer, Wilson Elementary 4<sup>th</sup> grade class 1 hour per week
- 2014-2015 Volunteer, Wilson Elementary 3<sup>rd</sup> grade class 2 hours per month and intensive tutoring of a student behind in school due to high mobility.

2014 Community participant in Logan City School District's effort to hire a new superintendent  
2014 Volunteer, Wilson Elementary 2<sup>nd</sup> grade class 2 hours per month  
2013-2015 Chairperson, Wilson Elementary School Community Council  
2013 Volunteer, Edith Bowen Lab School 3<sup>rd</sup> grade class 1 hour a week  
2013 Volunteer, Wilson Elementary 1<sup>st</sup> grade class 1.5 hours a week  
2012-2013 Member, Wilson Elementary School Community Council  
2010 Volunteer, Logan City School District ESL program redesign effort  
2010-2011 Volunteer, Edith Bowen Lab School 1<sup>st</sup> grade class 1 hour a week  
2009-2010 Volunteer, Edith Bowen Lab School kindergarten class 1.5 hours a week  
2009-2010 Volunteer, Logan High School improving school cultures for Latina/o and ELL students effort