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Beijing Normal University  
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## CURRENT POSITION

Associate Professor, Institute of International and Comparative Education, Faculty of Education, Beijing Normal University. September 2, 2013-present.

## RECENT KEY PROFESSIONAL LEADERSHIP POSITION (ELECTED)

Immediate Past Secretary General, World Council of Comparative Education Societies (WCCES), August 23, 2016-May 23, 2019.

## EDUCATION

Ph.D. Education (*Social Sciences and Comparative Education; Specialization: Comparative and International Education*)  
University of California, Los Angeles (UCLA), California (USA), July 7, 2009.

Dissertation: *Women's Theologies, Women's Pedagogies: Liberating Praxes of Latin American Women Educators in El Salvador, Nicaragua, Bolivia, and Argentina* (ProQuest # 3401751).

Committee: Carlos A. Torres, PhD. (chair), Douglas Kellner, PhD., Peter McLaren, PhD. (UCLA Graduate School of Education & Information Studies) and María Cristina Pons, PhD. (UCLA César E. Chávez Department of Chicana/o Studies)

M.A. Education (*Social Science and Comparative Education; Specialization: Comparative and International Education*)  
University of California, Los Angeles (UCLA), California (USA), May 2007.

B.A. Sociology; Hispanic Studies (degree conducted in Spanish language)  
The College of William and Mary, Williamsburg, Virginia (USA), May 2004. Graduated cum laude.

*University study abroad student, Universitat de València, Spain, Fall 2002.*

## FORTHCOMING PUBLICATIONS

Misiaszek, L.I. (forthcoming, 2020). *Transforming Aesthetics in Global Citizenship Education: Experimental Essays*. Book Series: Critical Global Citizenship Education: Globalization and the Politics of Equity and Inclusion (Carlos Alberto Torres, Ed.), New York: Routledge.

Misiaszek, L.I., Robert Arno, Carlos Alberto Torres (Eds.) (Forthcoming, early 2021). *Comparative Education: The Dialectic of the Global and the Local* (5<sup>th</sup> Edition, Volume 2). Lanham, Maryland, USA: Rowman & Littlefield.

Arnove, Robert, Carlos Alberto Torres, and **L.I. Misiaszek** (Eds.) (Forthcoming, early 2021). *Comparative Education: The Dialectic of the Global and the Local* (5<sup>th</sup> Edition, Volume 1). Lanham, Maryland, USA: Rowman & Littlefield.

*Invited Co-Editor* (with Greg Misiaszek) (forthcoming late 2020). Special Issue: Comparative Education and Theories. *Beijing International Review of Education*. ZHU Xudong and Michael Peters, Journal Editors-in-Chief. <https://brill.com/view/journals/bire/bire-overview.xml>

Misiaszek, L.I. (under review, November 2019). "In situ: using timescapes as a pedagogical methodology to explore long-term higher education teaching mentoring." *Teaching in Higher Education* (SSCI).

Kayombo, Joel Jonathan and **Misiaszek, L.I.** (in final revisions, April 2020). "A young dean in a Tanzanian university: transgressing imposterism through dialogical autoethnography." In Taylor, Yvette, Maddie Breeze, and Michelle Addison, *The Palgrave Handbook of 'Imposter Syndrome' in Higher Education*. London: Palgrave.

*Invited contributor*, Misiaszek, L.I. (in press, expected Spring 2020). "Together in the underbelly of widening international participation in the Middle Kingdom." 2019 Occasional Paper, Center of Excellence for Equity in Higher Education, University of Newcastle (Australia) (QS Top 1% of global universities): Reconceptualising Widening Participation through Praxis.

*Invited contributor*, Misiaszek, L.I. (In press, expected Spring 2020) 2019 Occasional Paper, Center of Excellence for Equity in Higher Education, University of Newcastle (Australia) (QS Top 1% of global universities): Stories from Praxis.

## PUBLICATIONS

Misiaszek, L.I. (Ed.) (published August 2019, copyright date 2020). *Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics*. Book Series: Critical Global Citizenship Education: Globalization and the Politics of Equity and Inclusion (Carlos Alberto Torres, Ed.), New York: Routledge.

eBook ISBN 9781315180397

<https://doi.org/10.4324/9781315180397>

<https://www.routledge.com/Exploring-the-Complexities-in-Global-Citizenship-Education-Hard-Spaces/Misiaszek/p/book/9781138746954>

Misiaszek, L.I. (published August 2019, copyright date 2020). "An Introduction Label: *Blending New Colors – Enriching the Canvases of Global Citizenship Education*." In Lauren I. Misiaszek (Ed.), *Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics*. Book Series: Critical Global Citizenship Education: Globalization and the Politics of Equity and Inclusion (Carlos Alberto Torres, Ed.), New York: Routledge.

Misiaszek, L. I. (2019). "Engaging gender and Freire: from discursual vigilance to concrete possibilities for inclusion." In Torres, Carlos Alberto (Ed.) *Wiley Handbook of Paulo Freire*. Boston: Wiley Blackwell Publishing.

Kahn, Peter E. Kahn & **Misiaszek, L.I.** (June 2019), "Editorial: Educational mobilities and internationalised higher education: critical perspectives," *Teaching in Higher Education* (SSCI), 24(5), 587-598, DOI: 10.1080/13562517.2019.1625120.

- (Invited to collaborate with one of journal's editors as) Co-Editor, *Teaching in Higher Education* (SSCI) bi-annual special issue.

Misiaszek, L.I. (January 2018). "China with 'Foreign Talent' Characteristics: A 'Guerrilla' Autoethnography of Performing 'Foreign Talentness' in a Chinese University." In Taylor, Yvette and Kinneret Lahad, *Feeling Academic in the Neoliberal University: Feminist Flights, Fights and Failures*. London: Palgrave. <https://www.palgrave.com/de/book/9783319642239>

Misiaszek, L. I. (November 2017). "Online education as 'vanguard' education: an expert critical educator navigates 'less traditional' higher education spaces in the US." *Gender and Education* (SSCI), 29(6), 691-708. <https://www.tandfonline.com/doi/citedby/10.1080/09540253.2016.1225015?scroll=top&needAccess=true>

In (August 2018), *Routledge Focus volume: Gender and Distance Education: Indian and International Contexts*, Routledge, Taylor & Francis, New Delhi. <https://www.routledge.com/Gender-and-Distance-Education-Indian-and-International-Contexts/Aneja/p/book/9781138615427>

Misiaszek, L.I. (October 2017). "Reflections on book-writing in progress: *Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics*," Occasional Papers, Center of Excellence for Equity in Higher Education, University of Newcastle (Australia), Issue 02, pp. 70-83. [https://www.newcastle.edu.au/\\_\\_data/assets/pdf\\_file/0006/428496/UN005\\_Occasional\\_Paper\\_Online\\_AW.pdf](https://www.newcastle.edu.au/__data/assets/pdf_file/0006/428496/UN005_Occasional_Paper_Online_AW.pdf)

Burke, Penny Jane and **Misiaszek, L.I.** (October 2017). "Introduction to the International Network on Gender, Social Justice and Praxis," Occasional Papers, Center of Excellence for Equity in Higher Education, University of Newcastle (Australia), Issue 02, pp. 2-6. [https://www.newcastle.edu.au/\\_\\_data/assets/pdf\\_file/0006/428496/UN005\\_Occasional\\_Paper\\_Online\\_AW.pdf](https://www.newcastle.edu.au/__data/assets/pdf_file/0006/428496/UN005_Occasional_Paper_Online_AW.pdf)

Burke, P.J., Crozier, G., & **Misiaszek, L. I.** (November 2016/copyright 2017). *Changing Pedagogical Spaces in Higher Education: Diversities, Inequalities and Misrecognition*. London: Society for Research Into Higher Education Book Series/Routledge. *Nominated for the 2018 Society for Educational Studies Book Prize*. <https://www.routledge.com/Changing-Pedagogical-Spaces-in-Higher-Education-Diversity-inequalities/Burke-Crozier-Misiaszek/p/book/9781138917224>

Misiaszek, G. W. & **Misiaszek, L. I.** (May 2016). "Global Citizenship Education and Ecopedagogy at the Intersections: Asian Perspectives in Comparison." *Asian Journal of Education* (journal of Seoul National University School of Education), 17(Special Issue), 11-37. <http://space.snu.ac.kr/bitstream/10371/110046/1/1.%20Misiaszek%28%20장%2C%20철%20수정%29.pdf>

Misiaszek, L. I. (April 2015). "The synergistic relationship of the humanities and social theory in Carlos Alberto Torres' *First Freire*." Invited book review symposium of Carlos Alberto Torres' *First Freire: Early Writings in Social Justice Education* (2014, New York: Teachers College Press). *International Studies in Sociology of Education*, 25(2), 5-9. DOI: 10.1080/09620214.2015.1024403.

Misiaszek, L. I. (January 2015). "'You're Not Able to Breathe': Conceptualizing the intersectionality of early career, gender, and crisis." *Teaching in Higher Education* (SSCI), 20(1), 64-77, DOI: 10.1080/13562517.2014.957267.

Misiaszek, L. I. (May 2013). "Torres profesor, Torres consejero, Torres pedagogo: una reflexión sobre los componentes epistemológicos de la sociología política de la educación de Carlos Alberto Torres." In César Geronimo Tello (Ed.), *Las epistemologías de la política educativa: enfoques y perspectivas para el análisis de*

*políticas educativas*. Campinas, São Paulo, Brazil: Mercado de Letras. <http://www.mercado-de-lettras.com.br/resumos/pdf-10-06-13-21-58-02.pdf>

Jones, L. I. (December 2012). "Women's Theologies, Women's Pedagogies: Globalization, Education, and Liberation in Nicaragua in a comparative perspective." In Davies, Diab, Gross (Eds.), *Gender, Religion and Education in a Chaotic Postmodern World* (pp. 41-53). London: Springer.

<http://www.springer.com/gp/book/9789400752696>

(First collection to put together gender, religion and education and to give this a specific synthesis)

Jones, L. I. (June 2012). "Liberating Praxes of Latin American Women Educators in El Salvador, Nicaragua, Bolivia, and Argentina." *Journal of Feminist Studies of Religion (SSCI)*, 28(1), 197-214.

<https://www.jstor.org/stable/10.2979/jfemistudreli.28.issue-1>

Tumosa, Nina, Horvath, K., Huh, T., Livote, E., Howe, J., **Jones, L. I.**, and Kramer, J. (April 2012). "Healthcare Workforce Development in Rural America: When Geriatrics Expertise is 100 Miles Away." *Gerontology & Geriatrics Education*, 33(2), 133-151. <https://doi.org/10.1080/02701960.2012.661812>

Jones, L. I. (October 2011). "Community development through grassroots education in Argentina: a female social movement with Catholic origins." University of London, Institute of Education's *International Studies in Catholic Education*, 3(2), 198-213. <https://doi.org/10.1080/19422539.2011.611690>

Misiaszek, G. W., **Jones, L. I.**, & Torres, C. A. (August 2011). "Selling Out Academia? Higher Education, Economic Crises, and Freire's Generative Themes." In K. Kempner, S. Marginson, I. Ordorika & B. Pusser (Eds.), *Universities Beyond the Market: Knowledge creation and state building in the era of globalization* (pp. 179-196). New York: Routledge. <https://www.routledge.com/Universities-and-the-Public-Sphere-Knowledge-Creation-and-State-Building/Pusser-Kempner-Marginson-Ordorika/p/book/9780415878470>

Portuguese translation:

Misiaszek, G. W., Jones, L. I., & Torres, C. A. (January 2012). "Vendendo a academia? Educação superior, crise econômica e uma resposta baseada nos temas geradores de Paulo Freire." In Adriana Moreira da Rocha Maciel (Ed.), *Universidade hoje: o que precisa ser dito?* (pp. 69-98). Santa Maria, Rio Grande do Sul, Brazil: Editora da Universidade Federal de Santa Maria. <https://www.amazon.com.br/Universidade-Hoje-Ainda-Precisa-Dito/dp/8573911654>

Weldon, P., **Jones, L. I.**, Layton, L., Liu, A., Misiaszek, G. W., Quon, A., Rexhepi, J., & Torres, C.A. (January 2011). "Globalization and Higher Education in Southern California: Views from the Professoriate." *Compare: A Journal of Comparative and International Education (SSCI)*, 41(1), 5-24. <https://doi.org/10.1080/03057925.2010.532360>

**Jones, Lauren** & Torres, C. A. (June 2010). The Struggle for Memory and Social Justice Education: Popular Education and Social Movements Reclaiming Latin American Civil Society." In Pauline Rose (Ed.), *Achieving Education for All through public-private partnerships?: Non-state provision of education in developing countries* (pp. 95-106). London: Routledge. <https://www.crcpress.com/Achieving-Education-for-All-through-PublicPrivate-Partnerships-Non-State/Rose/p/book/9780415845823>

Reprint: **Jones, L. I.** & Torres, C. A. "The Struggle for Memory and Social Justice Education: Popular Education and Social Movements Reclaiming Latin American Civil Society" (June 2010). In *Development in Practice* Special Issue: Achieving Education For All through public-private partnerships?, v. 20, issue 4-5, pp. 567-576. <https://doi.org/10.1080/09614521003763087>

Portuguese translation: **Jones, L.**, & Torres, C. A. (2009). The Struggle for Memory and Social Justice Education: Popular Education and Social Movements Reclaiming Latin American Civil Society. In J. Mafra,

J. E. Romão, A. C. Scocuglia & M. Gadotti (Eds.), *Globalização, Educação e Movimentos Sociais 40 anos da Pedagogia do Oprimido* (pp. 37-60). São Paulo: Editora e Livraria Instituto Paulo Freire.

<http://www.acervo.paulofreire.org:8080/jspui/handle/7891/3083>

**Jones, L. I.** & Arries, J. (February 2009). "Searching for Conscientização: Mentoring Field Work in International Service Learning. In Special issue of *Reconstruction: Fieldwork and Interdisciplinary Research*, 9(1), no pages (website). [http://www.academia.edu/5930010/9.1\\_Fieldwork\\_and\\_Interdisciplinary\\_Modes\\_of\\_Knowing](http://www.academia.edu/5930010/9.1_Fieldwork_and_Interdisciplinary_Modes_of_Knowing)

Jones, L. I. "Verbete-Libertação" (2008). In Streck, D., Redin, Euclides, and Zitkoski, Jaime José (Eds.), *Dicionário Paulo Freire* (pp. 243-244). Belo Horizonte: Autêntica.

<https://grupoautentica.com.br/autentica/livros/dicionario-paulo-freire/1343>

Portuguese: 2<sup>nd</sup> edition (2010), 3<sup>rd</sup> edition (2016), 4<sup>th</sup> edition (2018)

English translation: Jones (Misiaszek), L. (October 2012). Liberation. *Paulo Freire Encyclopedia*. D. R. Streck, E. Redin and J. J. Zitkoski. Lanham, Rowman & Littlefield Publishers: 214-216.

<https://www.amazon.com/Paulo-Freire-Encyclopedia-Danilo-Streck/dp/1442216565>

Spanish translation: Jones (Misiaszek), L. I. (2015). Liberación. *Diccionario Paulo Freire*. D. Streck, E. Redin, J. J. Zitkoski and O. J. Holliday, (editor of Spanish language edition). Lima, Consejo de Educación Popular de América Latina y el Caribe (CEAAL): 306-308. <http://www.ts.ucr.ac.cr/binarios/libros/libros-000055.pdf>

## OTHER PUBLICATIONS

Misiaszek, L.I. (October 2017), poem: "Just three meditations on time." In "Constructing a Radical World of Imagination Through Feminist (Writing) Methodologies and Praxis," Occasional Paper, Center of Excellence for Equity in Higher Education, University of Newcastle (Australia), Issue 2, 19-21.

[https://www.newcastle.edu.au/\\_\\_data/assets/pdf\\_file/0006/428496/UN005\\_Occasional\\_Paper\\_Online\\_AW.pdf](https://www.newcastle.edu.au/__data/assets/pdf_file/0006/428496/UN005_Occasional_Paper_Online_AW.pdf)

Misiaszek, G. W. and **Misiaszek, L.I.** (October 2016). "Critical Pedagogies and research: transformative role of education in poverty eradication in China." Invited monograph, International Symposium on China Path toward Poverty Eradication and Comprehensive Well-off Society (消除贫困与实现全面小康的中国道路"国际学术研讨会), School of Marxism, Peking University, Beijing.

Misiaszek, L.I. & WAN Xinke (2016), "开展性教育的常用方法：倾听圈" ("Developing sexual health education methods: listening circles"), chapter and related PPT, adaptation of Joe Proviser's *An introduction to council for educators: Training* manual, in consultation with Joe Proviser, for forthcoming ZiGen-funded ZiGen/BNU Center for Multicultural Education/UNESCO girls sexual health and security rural teachers training manual. All translation by WAN Xinke. First adaption of council circle methodology/pedagogy for Chinese context/in Mandarin.

*Contributor*, Continuing Professional Development (CPD) resource pack: Burke, Penny Jane and Gill Crozier (2013) *Teaching Inclusively: Changing Pedagogical Spaces*. London: The Society for Research in Higher Education.

Misiaszek, L. I. (Fall 2013). "Professor Hale to speak at WCCES." *Comparative and International Education Society's Gender and Education Committee newsletter*.

"Alumni Profile: Lauren Ila Misiaszek" (Written interview) (May 2013). *UCLA GSEIS SSCE Newsletter*, 4(3), 14-15.

Jones, L. I. (Fall 2009). "Featured Article: Teaching at the Intersections: Community, Liberation Theology, and Feminism." *UCLA GSEIS SSCE Newsletter*, 2(1).

### **ACKNOWLEDGEMENTS IN OTHER PUBLICATIONS (2019-)**

Assié-Lumumba, N'Dri (2020). "Preface and Acknowledgments." In Gross, Zehavit (Ed.), *Immigrants and Comparative Education: Call to Re/Engagement*. New York: Brill.

Bosio, E., & Torres, C. A. (2019). "Global citizenship education: An educational theory of the common good? A conversation with Carlos Alberto Torres." *Policy Futures in Education*, 1478210319825517.

### **KEYNOTE SPEECHES**

*Keynote Speaker*, "Interweaving Critical Pedagogy and Comparative Education in Curriculum: Reflections on Praxis." New Education Association's International Summit on New Education, Zhengzhou, Henan, China, November 14, 2015.

*Keynote speaker*, "Desde el aula: El género y las pedagogías de la educación superior en perspectiva comparada." Inaugural Café Científico, Centro de Investigaciones (Research Center), Universidad Provincial de Córdoba, Córdoba, Argentina, June 18, 2013.

*Plenary speaker*, "Engaging with Reflexive Circles in Community Participatory Research: A Pedagogical Workshop." A workshop on the practice of council circles. 2013 Cardiff University Centre for Critical and Cultural Theory Summer Symposium: "'Engaged': Promoting Collaborative Skills Development by Engaging Local Communities: An Interdisciplinary Symposium in collaboration with the Fulbright Commission and Butetown History & Arts Centre," Butetown History & Arts Centre, Cardiff, Wales, UK, June 6, 2013.

### **CONFERENCE PRESENTATIONS**

*Presenter*, "Transforming Aesthetics in Global Citizenship Education: Experimental Reflections to Expand the Field," in Democratic Citizenship in Education SIG session, "Philosophical, Historical and Global Understandings of Citizenship Education," AERA Annual Meeting, San Francisco, accepted/could not participate – COVID-19.

*Presenter and Session Organizer*, "Grounding Theory around Socio-Environmentally Focused Global Citizenship Education Work in Hard Spaces in the Global South," in International Studies SIG symposium, "Systemic Socio-Environmental Change from the Local to the Planetary: Comparatively Analyzing Needs and Leveraging Possibilities," AERA Annual Meeting, San Francisco, accepted/could not participate – COVID-19.

*Presenter*, "'I am only a student of poetry, not a poet': on being in long-term relationships with Nicaragua and China." Performance Art Session (1<sup>st</sup> year of this format), CIES Annual Meeting, Miami, accepted/could not participate – COVID-19.

*Presenter*, "Struggling to change form: on taking emotional-intellectual risks in writing around aesthetics of Global Citizenship Education," in Post-foundational Approaches to Comparative and International Education SIG Highlighted Paper Session, CIES Annual Meeting, Miami, accepted/could not participate – COVID-19.

*Presenter and Organizer*, Book Launch Session for my edited book, *Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics* (Routledge, 2020), CIES Annual Meeting, Miami, accepted/could not participate – COVID-19.

*Presenter*, “Perspectivas posfundacionales y feministas para transformar discursos hegemónicos de Educación para la Ciudadanía Global: diálogos experimentales,” XXX Congreso de la Asociación de Estudios de Género y Sexualidades (AEGS), Santo Domingo, Dominican Republic, March 17-19, 2020, accepted/postponed – COVID-19.

*Invited Panelist*, International Forum on Youth Generation and Social Movements in Asia, Chinese Taipei Comparative Education Society (CTCES), NTNU College of Education, Taipei, November 9, 2019.

*Invited Presenter*, “Engaging gender and Freire: from discursal vigilance to concrete possibilities for inclusion.” Paulo Freire Institute – Taiwan Center Forum on Reinventing Freire in the World, Department of Education Conference: Education Prospects: Talent Cultivation for Sustainable Development, NTNU, Taipei, November 9, 2019.

*Presenter*, “From Global Citizenship Education, into the world: towards more aesthetically-rich belonging work,” in Post-foundational Approaches to Comparative and International Education SIG panel, “The Future that I See: Aspiration, Education, and Visions for ‘The Good Life,’” CIES Annual Meeting, San Francisco, April 18, 2019.

*Presenter*, “Engaging gender and Freire: from discursal vigilance to concrete possibilities for inclusion,” in panel, “New transdisciplinary readings of Freire,” CIES Annual Meeting, San Francisco, April 18, 2019.

*Presenter*, “Global Citizenship Education work in hard spaces in the Global South,” in panel, “Global Citizenship Education for the Global Commons,” CIES Annual Meeting, San Francisco, April 16, 2019.

*Presenter*, Book Series Launch, “Critical GCE: Globalization and the Politics of Equity & Inclusion,” CIES Annual Meeting, San Francisco, April 16, 2019.

*Presenter*, “Grounding theory around Global Citizenship Education work in hard spaces in the Global South.” In Democratic Citizenship in Education SIG symposium, “Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics,” AERA Annual Meeting, Toronto, April 7, 2019.

*Presenter*, “Council circles on sensitive topics as a feminist praxis of resistance in “post-truth” times. In Foucault and Contemporary Theory in Education SIG symposium, “Viral modernity in education: Deconstructing post-truth,” AERA Annual Meeting, Toronto, April 6, 2019.

*Invited presenter*, “Blending New Colors – Enriching the Canvases of Global Citizenship Education.” IV Annual Conference, UCLA UNESCO Chair of Global Learning and Global Citizenship Education, UCLA, February 8, 2019.

*Invited presenter*, “Navigating the Field of Comparative Education Post-PhD,” Global Education Collaborative at UCLA, UCLA, February 7, 2019.

*Presenter*, “Symposium: Activist Scholarship: Transnational Conversations - The International Network on Gender, Social Justice and Praxis,” Gender and Education Association Conference 2018, Newcastle, Australia, December 12, 2018.

*Invited participant*, Tianjin Technology and Economy Development Area (TEDA)-Mingyuan International Understanding Education Conference, Tianjin, China, November 2, 2018.

*Invited presenter*, “Expanding the cultural imagination” around GCE in hard spaces in the Global South.” Conference: “East Meets West: Civic Culture, Civic Education and Global Citizenship for the Twenty-First Century” and Workshop: “Sharing Teaching Experience: Teachers & NGOs in Global Citizenship Education,” Global Citizenship Education Center, NCTU, Hsinchu, September 21, 2018.

*Invited participant*, "Neoliberalism, Gender and Higher Education: Developing leadership capacity for women in higher education," University of KwaZulu-Natal (UKZN), Durban, South Africa, June 28, 2018.

*Invited presenter (Sheree Wilson, co-author)*, University of Newcastle (Australia) Centre of Excellence for Equity in Higher Education, in collaboration with the International Gender, Social Justice and Praxis Network, Colloquium, "Gender, post-truth populism and pedagogies: challenges and strategies in a shifting political landscape," Durban, South Africa, June 27, 2018.

*Presenter (Sheree Wilson, co-author)*, "Gender-Health-Education Council (GHEC): global pedagogies for practitioners." 1st WCCES Symposium, *Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu* & 5th Indian Ocean Comparative Education Society (IOCES) International Conference, *Rethinking Epistemologies and Innovating Pedagogies to Foster Global Peace*, Ali Mazrui Center for Higher Education, University of Johannesburg, South Africa, June 22, 2018.

*Presenter*, "Authentically" coming to GCE from "hard spaces"?" In Democratic Citizenship in Education SIG symposium: "Global Citizenship Education (GCE) and sustainability theories, practices, and policies," AERA Annual Meeting, New York, April 17, 2018.

*Presenter*, "Engaging gender and Freire: from discursal vigilance to concrete possibilities for inclusion," AERA Annual Meeting, New York, April 16, 2018.

*Presenter*, "Exploring the Liminalities of GCE: Ethics, Methodologies, and Sensitivities." In Postcolonial Studies and Education SIG symposium: "Doing "Epistemologies of the South": Criticality, Reflexivity and Praxis across Cultures," AERA Annual Meeting, New York, April 14, 2018.

*Presenter*, "Performing 'foreign-talentness' in the Chinese higher education system: a non-committal written performative autoethnography," on panel, "Post-Foundational Approaches to Higher Education and Networks of Global Knowledge Production," Post-foundational Approaches to Comparative and International Education SIG, CIES Annual Conference, Mexico City, March 29, 2018.

*Presenter*, "A Latherian 'Getting Lost' in Global Citizenship Education in 'Hard Spaces': Ethics, Methodologies, and Sensitivities," in organized session, Organizing Moments in Global Citizenship Education and Sustainable Development: the Intersection of Theory, Practice, and Comparative Education, CIES Annual Conference, Mexico City, March 28, 2018.

*Presenter*, "Grounded work on liminalities of Global Citizenship Education in "hard spaces": initial reflections on ethics, methodologies, and sensitivities," Colloque Diversité culturelle et citoyenneté (co-hosted by the Association Francophone d'Education Comparée), Corte, Corsica, October 14, 2017.

*Invited Presenter* (on behalf of WCCES), Union of International Associations Round Table Asia-Pacific 2017, Chiang Mai, Thailand, September 21, 2017.

*Presenter* (co-presenter: Yvette Taylor), "Developing critical feminist sex education in teacher training institutions (Scotland and China): a discussion on our 2016/2017 GEA Fund project." Gender and Education Association Biennial Conference, London, June 22, 2017.

*Presenter*, "Autoethnography." Gender and Education Association Biennial Conference, London, June 22, 2017.

*Presenter*, "Ethics, Methodologies, and Sensitivities: Doing GCE in 'hard spaces.'" 6th Biennial BNU/UCL IOE Conference, BNU, Beijing, May 12, 2017.



*Invited Presenter*, “Conceptual interventions at the Latin America-China/China-Latin America Higher Education Nexus?: Towards critical nuancing” and *Session Translator*. Higher Education in the Americas: Balance and Prospects for Transformation – 1997-2017. Americas Symposia (Co-sponsored by AERA and the World Education Research Association), Worldwide Emphasis Session, AERA Annual Meeting, San Antonio, Texas, USA, April 30, 2017.

*Presenter* (co-presenter: Greg Misiaszek), “Critical Models of Global Citizenship Education and Teaching Environmentalism: Dis/Connections Within the Eastern Contexts.” AERA Annual Meeting, San Antonio, Texas, USA, April 28, 2017.

*Presenter*, “Liminalities of Global Citizenship Education in “hard spaces”: ethics, methodologies, and sensitivities.” Post-foundational Approaches to Comparative and International Education SIG, CIES Annual Meeting, Atlanta, March 9, 2017.

*Invited panelist* (co-presenter: WAN XinKe), “Developing sexual health education methods: listening circles.” Conference of Health Education for Female Adolescents, hosted by the China Zigen Rural Education and Development Association, China Agricultural University, Beijing, November 21, 2016.

*Invited panelist* (co-presenter: Greg Misiaszek), “Critical Analysis of Education and Economic Justice: Local to Global Perspectives,” International Symposium on China Path toward Poverty Eradication and Comprehensive Well-off Society (消除贫困与实现全面小康的中国道路”国际学术研讨会), School of Marxism, Peking University, Beijing, October 22-23, 2016.

*Presenter* (co-presenter: Greg Misiaszek), “Global Citizenship Education (GCE) and Ecopedagogy at the Intersections: Asian Perspectives in Comparison.” In “Challenges and opportunities in GCE: the local-global dialectics,” the organized panel of the International Advisory Committee of the UNESCO Chair in Global Learning and Global Citizenship Education, WCCES World Congress, Beijing, August 24, 2016.

*Invited presenter and participant* (co-presenter: Greg Misiaszek), “Building on Chinese universities’ internationalization goals: supporting international professors’ teaching, research, and issues beyond the campus.” In session: “How do Chinese universities improve the system and mechanism of attracting and managing international talents?”, 2016 International Conference on Chinese Higher Education (theme: “How to Improve Foreign Experts’ Experience and Achievement in China”), Northwest A&F (Agriculture and Forestry) University, Yangling City, Shaanxi, China, June 3, 2016.

*Presenter*, “Transformative course evaluations, mentoring, and ‘sensitivity’: working through ethics in a ‘small culture’ in China,” in WERA symposium, “Border Crossings and Ethical Praxis: Global Educational Pursuits within and across Cultures,” AERA Annual Meeting, Washington, DC, April 9, 2016.

*Presenter*, “Distance education as ‘vanguard’ education: an expert critical educator navigates ‘less traditional’ higher education spaces in the US.” Post-foundational Approaches to Comparative and International Education SIG, CIES Annual Meeting, Vancouver, March 10, 2016.

*Invited Presenter*, “Book Launch: *Muslims and Islam in US Education: Reconsidering Multiculturalism*” [Dr. Liz Jackson, author], CIES Annual Meeting, Vancouver, March 10, 2016.

*Invited Presenter* (co-presenter: Greg Misiaszek), “Ecopedagogy and Global Citizenship Education: Connections and Disconnections between Contexts,” UNESCO Chair in Global Learning and Global Citizenship Education 2016 International Research Conference on Global Citizenship Education, Graduate School of Education & Information Studies, UCLA, Los Angeles, February 8, 2016.

*Invited Speaker*, “Applying Comparative Education and Critical Pedagogy in Curriculum: Reflections on Praxis,” New Education Association’s<sup>1</sup> International Summit on New Education, Zhengzhou, Henan, China, November 15, 2015.

*Invited Speaker*, “Introducing the Paulo Freire Institute – United Kingdom Doctoral and Post-Doctoral Network on Gender, Social Justice and Praxis: theoretical and methodological underpinnings.” Centre of Excellence for Equity in Higher Education (CEEHE) Seminar, University of Newcastle (Australia), November 4, 2015.

*Invited Presenter* (co-presenter: Greg Misiaszek), “Global Citizenship Education and Ecopedagogy at the Intersections: Asian Perspectives in Comparison.” 16<sup>th</sup> International Conference on Education Research, Seoul, October 15, 2015.

*Presenter*, “Cultivating transformative course evaluation practices: a case study of our work in a Chinese university.” In symposium: “Developing a cross-trajectory, geographically diverse, and interdisciplinary network on gender, social justice and praxis: Reflections from a first year of work,” Gender and Education Association Biennial Conference, London, June 24, 2015.

*Presenter*, “Introducing the Network: theoretical and methodological underpinnings.” In symposium: “Developing a cross-trajectory, geographically diverse, and interdisciplinary network on gender, social justice and praxis: Reflections from a first year of work,” Gender and Education Association Biennial Conference, London, June 24, 2015.

*Presenter*, “Developing a Cross-Trajectory, Geographically Diverse, and Interdisciplinary Network on Gender, Social Justice and Praxis,” AERA Annual Meeting, Chicago, April 17, 2015.

*Presenter*, “Masculinities and ideological identities in online and entrepreneurial higher education contexts: imagining methodological and theoretical possibilities around these themes,” CIES Annual Meeting, Washington, D.C., March 11, 2015.

*Invited participant*, Second UNESCO Forum on Global Citizenship Education (GCED) on the occasion of the 70<sup>th</sup> Anniversary of UNESCO: “Building peaceful and sustainable societies: preparing for post-2015,” Paris, January 28-30, 2015.

*Invited workshop participant*, UNESCO World Conference on Education for Sustainable Development, Aichi-Nagoya, Japan, November 10-12, 2014.

*Invited presenter*, “A meeting of the humanities and social theory: a reflection on Carlos Alberto Torres’ First Freire.” 3<sup>rd</sup> International Synergy and Innovation Forum on Latin American Studies and Cooperation between China and Latin America: “Walking Towards the Future: Latin American Reform and Educational Innovation.” Hangzhou, China, October 18, 2014.

*Invited Speaker*, “Theorizing widening participation to higher education in times of increased quality assurance pressures: perspectives of early career academics.” Symposium: Dynamics of Quality Assurance Regime: Changing Relationships among Higher Education, Accreditation Agency and State. Chinese Taipei Comparative Education Society, Taipei, October 4, 2014.

*Presenter*, “New pedagogical spaces, new subjectivities: considering intersections of masculinities, ideologies, and ‘non-traditional’ higher education spaces.” (China Comparative Education Society) Fifth Worldwide Forum for Comparative Education: Global Educational Reform: Internationalization, Regionalization, and Localization, Beijing Normal University, September 27-28, 2014.

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<sup>1</sup> An influential education reform association in China that promotes fundamental curriculum reform.

*Presenter*, “Masculinities and their intersections with ideological and new online/entrepreneurial identities in higher education in times of crisis: *Results from a 2012-2013 United Kingdom Fulbright Scholar study.*” 9<sup>th</sup> biennial conference of the Comparative Education Society of Asia, Hangzhou Normal University, Hangzhou, P.R. China, May 18, 2014.

*Invited Speaker*, inaugural academic presentation of the Faculty of Education International Student Council Board, “Using bell hooks to reflect on our own pedagogical practices: a dialogical workshop with faculty and students.” Beijing Normal University, April 29, 2014.

*Presenter*, “You’re Not Able to Breathe”: Conceptualizing the intersectionality of early career, gender, and crisis.” AERA Annual Meeting, Philadelphia, April 5, 2014.

*Presenter*, “Early career, gender, and crisis in higher education: reflections on negotiating and navigating identity and on pedagogical experiences.” CIES Annual Conference, Toronto, March 12, 2014.

*Presenter*, “Conceptualizing the intersectionality of early career, gender, and crisis in higher education, Comparative Education Society of Hong Kong Annual Conference, February 28, 2014.

*Invited speaker*, “Reading Mao through Freire: historical and contemporary applications.” International Seminar on Mao and the Modern China & the World, Peking University, Beijing, December 7, 2013.

*Invited speaker*, “Gender and Higher Education Pedagogies in Comparative Perspective: Results from a Fulbright study.” 2013 International Alliance of Leading Education Institutes (IALEI) Conference on Access Policy of Higher Education, Faculty of Education, Beijing Normal University, Beijing, November 1, 2013.

*Invited speaker*, “Selling Out Academia?: Higher Education, Economic Crises and Freire’s Generative Themes.” International Symposium of the Development of Latin America's Education in the Era of Globalization, Institute for International and Comparative Education, Faculty of Education, Beijing Normal University, Beijing, October 26, 2013.

*Presenter*, “Views from the Classroom: Results from a Fulbright Scholar Project, ‘Gender and Higher Education Pedagogies in a Comparative Perspective.’” WCCES World Congress, Buenos Aires, June 25, 2013.

*Invited speaker*, “Views from the Classroom: Gender and Higher Education Pedagogies in Comparative Perspective.” Inaugural US-UK Fulbright Commission Fulbright Scholars’ Symposium, London, April 26, 2013.

*Presenter*, “Gender and Higher Education Pedagogies in a Comparative Perspective.” In the symposium, “Widening Participation: rich pedagogical opportunities, complex challenges: Findings from the 2010-2012 Higher Education Academy National Teaching Fellowship Scheme ‘Formations of Gender and Higher Education Pedagogies (GaP)’ project and its Fulbright expansion, ‘Gender and Higher Education Pedagogies in a Comparative Perspective.’” Gender and Education Association Biennial Conference, London, April 26, 2013.

*Invited speaker*, “Widening Participation: rich pedagogical opportunities, complex challenges: a dissemination of findings from the 2010-2012 United Kingdom Higher Education Academy National Teaching Fellowship Scheme ‘Formations of Gender and Higher Education Pedagogies (GaP)’ project and its UK Fulbright expansion, ‘Gender and Higher Education Pedagogies in a Comparative Perspective.’” Paulo Freire Institute, UCLA Lecture Series, Los Angeles, March 19, 2013.

*Presenter*, “Gender and Higher Education Pedagogies in a Comparative Perspective.” CIES Annual Conference, New Orleans, Louisiana, March 13, 2013.

*Invited speaker*, “Why social justice education and widening participation matter across the disciplines.” 2013 US-UK Fulbright Commission Forum, Cardiff, Wales, UK, January 10, 2013.

*Invited speaker*, “Poets, Pedagogy, and Community-Based Research in Nicaragua: Understanding Poetry as a Tool for Critical Literacy in Schools.” Latin American SIG Pre-Opening Lecture, Latin American Perspectives in Education (LAPE)'s Latin American Cultural Week, Institute of Education, University of London, London, October 10, 2012.

*Presenter*, “Creating a Learning Community and Webinar Series for Clinicians Working with Older Veterans in Rural Settings.” In the symposium, “Using Distance Learning Technology to Reach Clinicians Working with Older Veterans in Rural Settings.” Annual Meeting of the Gerontological Society of America, Boston, MA, November 20, 2011.

*Presenter*, “Poets, Pedagogy and Community-Based Research in Nicaragua: Understanding Poetry as a Tool for Critical Literacy in Schools, CIES Western Division Annual Conference, Stanford, California, Stanford University, October 28, 2011.

*Presenter*, “Theology as a tool of action and reflection: Women Popular Educators in El Salvador, Nicaragua, Bolivia, and Argentina.” CIES Annual Conference, Montreal, May 2, 2011.

*Presenter*, “Theology “on the Move”: A Critical Sociology of Theology from a Freirean Perspective: A Case Study of Women Popular Educators in El Salvador, Nicaragua, Bolivia, and Brazil.” International Sociology Association World Congress of Sociology, Göteborg, Sweden, July 15, 2010.

*Presenter*, “Critical Sociology of Theology in a Comparative Context: A Study of Women Popular Educators in El Salvador, Nicaragua, Bolivia, and Argentina.” WCCES World Congress, Istanbul, June 15, 2010.

*Presenter*, “Inéditos Viables, Theology, and Popular Education: Liberating Praxes of Women Educators in El Salvador, Nicaragua, Bolivia, and Argentina.” AERA Annual Meeting, Denver, May 3, 2010.

*Presenter*, “‘Reimagining’ religion and education for holistic community development: a 4-country study of Latin American women educators.” CIES Annual Conference, Chicago, March 4, 2010.

*Presenter*, “The Role of Liberatory Theology in Holistic Community Development: A Case Study of Women Popular Educators in El Salvador, Nicaragua, Bolivia, and Argentina.” Annual meeting of the CIES Western Region, Los Angeles, November 13, 2009.

*Presenter*, “International Service-Learning in Nicaragua.” Annual meeting of the International Association for Research on Service-Learning and Community Engagement, Ottawa, October 11, 2009.

*Presenter*, “Searching for Conscientização: Mentoring Fieldwork in International Service Learning.” International Meeting of the Latin American Studies Association, Rio de Janeiro, June 12, 2009.

*Presenter*, “Searching for Conscientização: Mentoring Fieldwork in International Service Learning.” AERA Annual Meeting, San Diego, California, April 16, 2009.

*Presenter*, “The Theology of the People, the Education of the People: Latin American Women in Religion, Faith, and Social Movements.” AERA Annual Meeting, San Diego, California, April 14, 2009.

*Invited speaker*, “The Struggle for Memory and Social Justice Education: Popular Education and Social Movements Reclaiming Latin American Civil Society.” 6<sup>th</sup> International Meeting of the Paulo Freire Forum, São Paulo, September 16, 2008.

*Presenter*, "The Theology of the People, The Education of the People: Religion, Faith, and Social Movements in El Salvador, Nicaragua, Argentina, and Brazil." Lilly Fellows Program National Research Conference at Loyola Marymount University: "Convivencia: Religious Identities in the New World," Los Angeles, March 28, 2008.

*Presenter*, "Expressions of faith in new social movements." CIES Annual Meeting, New York City, New York, March 17, 2008.

*Presenter*, "Expressions of faith in new social movements: the cases of the U.S., Argentina, Brazil, and Nicaragua." WCCES World Congress, Sarajevo, September 6, 2007.

*Presenter*, "Towards a critical liberating theology for the non-poor in the United States: a look at the religious right through the lens of Paulo Freire." CIES Annual Conference, Baltimore, Maryland, February 27, 2007.

### **CONFERENCE CHAIR/DISCUSSANT POSITION**

Invited Discussant, "The politics of mothering: A history of women's experiences with maternal education," by Professor Emerita Rima D. Apple (University of Wisconsin-Madison), Faculty of Education Academic Gala – Lecture Series for the 10<sup>th</sup> Anniversary of FOE, BNU, October 29, 2019.

*Invited Discussant*, Session: Golden Jubilee of Partnership between WCCES and UNESCO: Reflections and Ways Forward, WCCES XVII World Congress of Comparative Education Societies, May 20, 2019.

*Invited Discussant*, Speaker: Carlos Alberto Torres, "The development and challenge of global multicultural education," on the occasion of the Mainland China launch of the Mandarin translation of *Global Citizenship Education and the Crises of Multiculturalism: Comparative Perspectives* (Massimiliano Tarozzi and Torres), DaXia Forum (大夏讲坛) for the Humanities and Social Sciences, East China Normal University, Shanghai, March 27, 2019.

*Invited Discussant*, Highlighted Session, "Rethinking learning sites, communities, and what is educationally valuable in Amdo and Kham Tibetan regions," in SIG, Cultural Contexts of Education and Human Potential (CCEHP), CIES Annual Meeting, San Francisco, April 17, 2019.

*Chair*, Democratic Citizenship in Education SIG symposium, "Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics," AERA Annual Meeting, Toronto, April 7, 2019.

*Chair*, 3 sessions, Gender and Education Association Conference 2018, Newcastle, Australia, December 10-12, 2018.

*Chair*, "Diversity & Inclusive Pedagogy." 1st WCCES Symposium, *Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu & 5th Indian Ocean Comparative Education Society (IOCES) International Conference, Rethinking Epistemologies and Innovating Pedagogies to Foster Global Peace*, Ali Mazrui Center for Higher Education, University of Johannesburg, South Africa, June 22, 2018.

*Chair*, "Crafting Success for Women and Girls in STEM," AERA Annual Meeting, New York, April 14, 2018.

*Chair*, Mobilities of Ideas (double) session. 6th Biennial BNU/UCL IOE Conference, BNU, Beijing, May 12, 2017.

*Chair*, "Issues related to educational policies," Colloque Diversité culturelle et citoyenneté (co-hosted by the Association Francophone d'Education Comparée), Corte, Corsica, October 14, 2017.

*Chair*, "National policies in multiple contexts," AERA Annual Meeting, Washington, DC, April 8, 2016.

*Symposium Chair (Double Session Symposium)*, “Developing a cross-trajectory, geographically diverse, and interdisciplinary network on gender, social justice and praxis: Reflections from a first year of work,” Gender and Education Association Biennial Conference, London, June 24, 2015.

*Chair*, “Higher education in an era of expansion” (Session 2). 9<sup>th</sup> biennial conference of the Comparative Education Society of Asia, Hangzhou Normal University, Hangzhou, P.R. China, May 17, 2014.

*Chair*, “Higher education in an era of expansion” (Session 1). 9<sup>th</sup> biennial conference of the Comparative Education Society of Asia, Hangzhou Normal University, Hangzhou, P.R. China, May 17, 2014.

*Invited highlighted session co-chair*, inaugural Religion and Education SIG Highlighted Session: “Religion and education: Policies, practices, and outcomes.” CIES Annual Conference, Toronto, March 12, 2014.

*Chair*, “Poverty reduction, gender mainstreaming, and sexuality education: policy debates and struggles.” CIES Annual Conference, Toronto, March 13, 2014.

*Invited discussant*, “Critical and Dialectical Questions on Globalization, Internationalization, and Higher Education.” 2013 Annual Conference of SIHRDIHL (Society for International Human Resources Development of the Institutions of Higher Learning)<sup>2</sup> and the International Forum of Higher Education, Peking University, Beijing, December 2, 2013.

*Session chair*, WCCES World Congress, Buenos Aires, June 25, 2013.

*Symposium coordinator*, “Widening Participation: rich pedagogical opportunities, complex challenges: Findings from the 2010-2012 Higher Education Academy National Teaching Fellowship Scheme ‘Formations of Gender and Higher Education Pedagogies (GaP)’ project and its Fulbright expansion, ‘Gender and Higher Education Pedagogies in a Comparative Perspective.’” Gender and Education Association Biennial Conference, London, April 26, 2013.

*Symposium chair*, “Using Distance Learning Technology to Reach Clinicians Working with Older Veterans in Rural Settings.” Annual Meeting of the Gerontological Society of America, Boston, MA, November 20, 2011.

*Chair*, “Diverse perspectives on gender, education, and liberation.” CIES Annual Conference, Montreal, May 2, 2011.

*Chair*, “Social Justice and Education in the World of Globalization and the Information Knowledge Society.” CIES Annual Conference, Chicago, March 2, 2010.

*Chair*, “Higher Education, Service Learning, and a Pedagogy of the Future.” California Association of Freirean Educators (CAFE) Conference, Los Angeles Trade Technical College, Los Angeles, May 9, 2009.

*Chair*, “Critical, Literacy, Empowerment, and the Subaltern.” California Association of Freirean Educators (CAFE) Conference, UCLA, Los Angeles, May 15, 2008.

*Chair*, “Using Generative Themes to Generate Pedagogical Practices.” California Association of Freirean Educators (CAFE) Conference, UCLA, Los Angeles, May 15, 2008.

## **MEDIA**

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<sup>2</sup> A civil academic research community composed of 254 major universities and colleges in China.

Quoted in Chen, Laurie, "From Africa and across Asia, students follow the belt and road map to an education at Chinese universities." *South China Morning Post*, June 16, 2019.

<https://www.scmp.com/news/china/society/article/3014670/africa-and-across-asia-students-follow-belt-and-road-map>

## CURRENT RESEARCH

*Co-Coordinator – China*, European Research Council (ERC) Synergy Grant 2020 proposal, "Understanding teacher praxis for sustaining the public good: a cross-national study of teacher bildung and global citizenship education in an age of extremes, under review, November 2019.

*Principal Investigator*, Working title: "Gender-Health-Education Council (GHEC): Global pedagogies for practitioners," International Network on Gender, Social Justice and Praxis Supporting Research to Make a Difference Grant Scheme, a peer-reviewed grant from the Center of Excellence for Equity in Higher Education/University of Newcastle (Australia), AU\$18,900.00, September 2017-present.

- Partner: the Los Angeles NGO, CircleWays ([circleways.org](http://circleways.org))
- Country contexts: China, Cotê d'Ivoire, Malawi, Tanzania, The Philippines
- Research Associates: all BNU students/graduates

*Co-Principal Investigator* (with Prof. Yvette Taylor, University of Strathclyde, UK), "Developing critical feminist sex education in teacher training institutions (Scotland and China)," 2016-2017 Gender and Education Fund, 2016-present. Blog: <http://www.genderandeducation.com/issues/developing-critical-feminist-sex-education-in-teacher-training-institutions-scotland-and-china/>

*Faculty advisor/team member*, China Zigen Rural Education and Development Association (<http://zigenfund.org>) girls' sexual health and security education research and training program development, Qinglong Manchu Autonomous County, Hebei Province, and Yulong Naxi Autonomous County, Yunnan Province, China. Collaboration between Zigen, the BNU Research Center for Minority Education and Multicultural Studies, and the UNESCO International Research and Training Centre for Rural Education. Training manual forthcoming. Funded by Zigen and a national Chinese grant, April 2015-present.

*Co-Principal Investigator*, "Sustaining praxis through the Network on Gender, Social Justice, and Praxis (NGSJP): a case study of a trajectory, geographically, and disciplinary diverse research network." (International Co-PI: Professor Penny Jane Burke (Roehampton University). Co-investigator: ZHANG Lili (Institute for Educational Theories, Beijing Normal University). Funded by the Beijing Normal University Seed Funding Programme for Collaborative Research grant, 70,000RMB. October 2014 – December 2015 (work ongoing).

*Co-Investigator*, "Educating the Global, Environmental Citizen: International Perspectives on the connections between Global Citizenship Education and Ecopedagogy." Funded by the Beijing Normal University Seed Funding Programme for Collaborative Research grant, 70,000RMB. October 2014 – December 2015 (work ongoing).

*Principal Investigator*, "Gender and Higher Education Pedagogies in a Comparative Perspective." Fulbright Scholar Award research project. Research project funded by the Centre for Education Research in Equalities, Policy and Pedagogy, Department of Education, Roehampton University, London, September 2012-June 2013. This project focuses on participation in higher education across five country contexts- the United Kingdom, Italy, Spain, and Portugal, and the United States. This is an expansion research project of the United Kingdom's 2010-2012 Higher Education Academy National Teaching Fellowship Scheme Project, "Formations of Gender and Higher Education Pedagogies" (GaP). The aim of conducting an international expansion of the GaP project is three-fold 1) to examine gender sensitive and inclusive teaching practices across five country contexts; 2) from the results of this examination, to develop an agenda for research on higher education (HE) pedagogies and gender within a large international network [the Paulo Freire Institute (PFI) network] and to expand and strengthen this area of research in the United Kingdom, Europe, and the United State; and, more broadly 3) with

this agenda to promote the development of gender-sensitive and inclusive pedagogies in HE with the goal of expanding these studies---critical to expand the field of comparative social justice education ---within the UK, Europe, and the United States and beyond. In addition, participation in GaP dissemination activities has included the development of a policy briefing, academic and newspaper press releases, a website article, materials for a continuing professional development resource pack, and the coordination of a successful symposium submission.

*Associate*, Paulo Freire Institute-United Kingdom, Centre for Higher Education and Equity Research (CHEER) at the School of Education and Social Work, University of Sussex, Brighton, United Kingdom, September 2012-June 2013. Worked with Director on large-scale grant applications, development of conferences and workshops in UK (including contributing to the 2015 Gender and Education Association Biennial Conference), and collaboration with other Paulo Freire Institutes.

*Co-Researcher (with Professor Jonathan Arries)*, "Poets, Pedagogy and Community-Based Research in Nicaragua: Understanding Poetry as a Tool for Critical Literacy in Schools." Department of Modern Languages and Literatures, College of William & Mary, Virginia, United States, August 2011-present. Partially funded by the William & Mary Philpott-Perez Student-Faculty Research Funding (\$2500). Includes interviews with poets, educational leaders, former volunteer teachers or adult learners involved in literacy campaigns conducted in Nicaragua between 1980 and 2000. Rationale: Although the design and implementation of the Nicaraguan literacy campaign of 1980 has been well documented, leading figures in that campaign have articulated very different opinions about the precise role that poetry played as a tool for combating illiteracy. The interviews of leading poets and the educational leadership from that period will reveal their opinion as to the relative importance of poetry as a pedagogical tool compared to other teaching strategies such as theater or direct instruction in phonemic awareness. In addition, the value of the outcomes of Nicaraguan literacy campaigns has been the subject of dispute for many years; U.S. government officials and affiliated agencies claim that the Sandinista government's claims of success were fraudulent, while UNESCO granted Nicaragua the Krupskaya Award for literacy six times between 1980 and 2000. Interviews with teachers and adult learners from the local school community who participated in those campaigns will add the perspective of the average Nicaraguan to the literature about the value of those campaigns. Application of the Nicaraguan experience as it relates to the utilization of poetry to confront illiteracy in the United States will also be analyzed.

*Program Manager*, Geriatric Scholars Program, Geriatric Research, Education and Clinical Center, United States Veterans Health Administration, United States Department of Veterans Affairs (VA), Los Angeles, CA (Full-time). Design, implementation, and analysis of program assessment-including participants' learning plans and post-tests for national adult education program. Funded by a grant from the VA Office of Rural Health and additional grant from the VA Office of Primary Care, funded in 2012-2013 at \$4.1 million. The project has been honored at the highest levels of the VA. Los Angeles, November 2009-September 14, 2012. See Program Management for additional details and Appendix A for full job description.

*Dissertation: Women's Theologies, Women's Pedagogies: Liberating Praxes of Latin American Women Educators in El Salvador, Nicaragua, Bolivia, and Argentina*, UCLA, June 2009.

*Research assistant*, Graduate School of Education and Information Studies, UCLA, 2007-2009.

*Research assistant*, Paulo Freire Institute Ecopedagogy Project, Brazil and Argentina, September 2009.

*Doctoral Cognate Research: SOC 285B: Brazilian Sociology (taught in Portuguese); SPAN281: Contemporary Issues of Chicanas (taught in Spanish); Urban Planning 235B: NGOs in International Development*, September 2007-June 2008.

*Researcher*, pre-field work for PhD. dissertation. Buenos Aires, Córdoba, San Juan, Salta, Jujuy, and Mar de Plata, Argentina and São Paulo, Brazil, June-July 2007.



*Research assistant*, Department of Sociology, The College of William and Mary. Assisted in design and implementation of study to investigate needs of local suburban Latino community as well as the quality of their social services. Conducted and transcribed interviews. Used as a needs-assessment for local social service organizations. Nominated for President's Award for Community Service at the College. Williamsburg, Virginia, August 2003-May 2004.

*Scholar*, Youth Theological Initiative, Candler School of Theology, Emory University. Program focuses on ecumenical exploration of theology and social justice with additional research opportunities afterward, with such teachers as Archbishop Desmond Tutu and monks who worked with Martin Luther King. One of 64 students selected in U.S. for the 1999 cohort. Atlanta, GA, Summer 1999-May 2002.

## TEACHING

Beijing Normal University. September 2013-present. (Master's and Doctoral level students)

Current courses (yearly):

- "Comparative Education Research Methodologies." International PhD Program in Educational Leadership and Policy (Comparative Education) core course.
- "Educational Policy Analysis: International Perspectives." International PhD Program in Educational Leadership and Policy (Comparative Education) core course.\*
- "Politics of Education in Global Perspective." International MA/PhD Program in Educational Leadership and Policy (Comparative Education) course.\*
- "Academic Writing." Core course: International MA Program in Educational Leadership and Policy (Comparative Education); International MA Program in Higher Education and Student Affairs. (2018-)
- "MARIHE 17: Reforms in Higher Education." Erasmus Mundus Masters in Research and Innovation in Higher Education course.<sup>3</sup> (2013-2017)

\*Experience launching emergency online courses: fully built and launched Spring 2020 courses online via Slack during COVID19 outbreak.

Other sessions:

- "Major Issues of Educational Reform: International Perspectives." Sessions: Professionalization of Teachers and Teachers' Educational Reform (2013, 2014, 2016, 2017); Internationalization, Regionalization and Localization of Higher Education (2013, 2014, 2017, 2018). International PhD Program in Educational Leadership and Policy (Comparative Education) course.
- "Gender and Education." Session: Gender and Higher Education Pedagogy. Institute for Educational Theories course, Fall 2013.

*Invited Lecturer*, gender and health education in global perspectives, Western China Human Resources Development Foundation (<http://www.chinawesthr.org/>), expected 2020.

*Invited Lecturer*, Education and Minority Education: Cross-cultural Perspectives Grant, Northern Nationalities University (北方民族大学, expected 2020).

*Lecturer*, Paulo Freire Institute Summer Program (13<sup>th</sup> Edition), an intensive international month-long program designed for graduate students, teachers, professors, and researchers worldwide who are interested in

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<sup>3</sup> The Institute for International and Comparative Education, Faculty of Education, Beijing Normal University is the first Chinese partner in an Erasmus Mundus program. See <http://www.marihe.eu/index.php?id=1> for more information about the program.

broadening their scholarship in the fields of social sciences and comparative education. Accredited by UCLA Extension, UCLA, Los Angeles.

- “We Make the Road by Walking”: Identities, reflexivity, positionalities and the politics of scholar-activist lives.” Politics of Education course, July 18, 2019.
- “Doing interdisciplinary/post-foundational/‘alternative’ work in comparative education.” Comparative Education course, July 19, 2019.

*Lecturer*, Paulo Freire Institute Summer Program (12<sup>th</sup> Edition), an intensive international month-long program designed for graduate students, teachers, professors, and researchers worldwide who are interested in broadening their scholarship in the fields of social sciences and comparative education. Accredited by UCLA Extension, UCLA, Los Angeles.

- “We Make the Road by Walking”: Identities, reflexivity, positionalities and the politics of scholar-activist lives.” Politics of Education course, July 25, 2018.
- “Doing interdisciplinary/post-foundational/‘alternative’ work in comparative education.” Comparative Education course, July 26, 2018.

*Invited Lecturer*, Education and Minority Education: Cross-cultural Perspectives Grant, Northern Nationalities University (北方民族大学), 2 lectures and 1 salon on sociology of education and comparative education (in Chinese with supplemental translation), Yinchuen, Ningxia Hui Autonomous Region, China, November 13-14, 2017.

*Invited lecturer*, lectures and dialogues with administrators, teachers, and students, Yuelu Senior Middle School, Yinchuen, Ningxia Hui Autonomous Region, China, November 13, 2017.

*Lecturer*, Paulo Freire Institute Summer Program, UCLA (11<sup>th</sup> Edition) (see description above).

- “What does it mean to ‘reinvent’ Freire in our own work? A creative exploration and a meta-reflection.” Comparative Education course, July 18, 2017.
- “Self-Actualization in Higher Education: the Perspective of bell hooks.” Politics of Education course, July 19, 2017.

*Lecturer*, “Exploring the liminalities of GCE: ethics, methodologies, and sensitivities,” International Institute on Global Citizenship Education, cohosted by the UNESCO Chair in Global Learning and Global Citizenship Education, UCLA, Los Angeles, July 26, 2016.

*Lecturer*, Paulo Freire Institute Summer Program, UCLA (10<sup>th</sup> Edition) (see description above).

- “Self-Actualization in Higher Education: the Perspective of bell hooks.” Politics of Education course, July 26, 2016.
- “What does it mean to ‘reinvent’ Freire in our own work? A creative exploration and a meta-reflection.” Comparative Education course, July 25, 2016.

*Invited Lecturer*, “Imported Training to Improve Internationalized Professionalism for Teachers and Management: a University of Massachusetts Teacher Leadership course,” hosted by the Education Committee of ChaoYang District, the Beijing Institute of Education, ChaoYang branch, and CERNET Education Development (Beijing), December 7, 9, 14, 16-17, 2015. A yearly continuing professional development course on international issues for primary and high school teachers and administrators from Beijing and Inner Mongolia; 32 hours on critical pedagogy and comparative analysis in teaching and leadership; Freirean pedagogy and leadership; peace education; Global Citizenship Education.

*Lecturer*, Paulo Freire Institute Summer Program, UCLA (9<sup>th</sup> Edition) (see description above).

- “Centering a hooksian understanding of “self-actualization” within higher education: reflections on personal and group ethics in and outside the classroom.” Politics of Education course, July 28, 2015.
- “What does it mean to “reinvent” Freire in our own work? A creative exploration and a meta-reflection.” Comparative Education course, July 29, 2015.

*Inaugural Guest Lecturer*, “Research Methodology,” Academic Study Group, School of Social Development and Public Policy (SSDPP), Beijing Normal University, November 24, 2014.

*Invited lecturer*, “Doing” critical pedagogy: What does this look like? *A short reflection activity*,” Sociology of Education (undergraduate class), NTNU, Taipei, October 1, 2014 (2 sessions).

*Lecturer*, Paulo Freire Institute Summer Program, UCLA (8<sup>th</sup> Edition) (see description above).

- “Centering a hooksian understanding of “self-actualization” within higher education: reflections on personal and group ethics in and outside the classroom.” Politics of Education course, July 23, 2014.
- “Confronting deficit thinking and micro-aggressions in place: applying Tuhiwai Smith’s *Decolonizing Methodologies* in the communities in which we live and work.” Comparative Education course, July 24, 2014.

*Convener*, Town Hall Series, Paulo Freire Institute Summer Program, UCLA (7<sup>th</sup> Edition) (see description above).

*Lecturer*, Paulo Freire Institute Summer Program, UCLA (7<sup>th</sup> Edition) (see description above).

- “Council Circles: Living Out Critical Pedagogy,” Town Hall lecture, August 7, 2013.
- “Applied Ethics in Comparative Education Research: Engaging with the Issues,” Comparative Education course, July 25, 2013.
- “If you scratch a theory...,” Town Hall lecture, July 17, 2013.
- “Politics and Education: Perspectives from the United States and Latin America,” Politics of Education course, July 7, 2013.

*Fulbright Inter-Country Lecturer*, Fulbright Inter-Country Lecturing Programme, Department of Education, Faculty of Philosophy, University of Niš, Serbia. Lecturing trip sponsored by the US Department of State’s Bureau of Educational and Cultural Affairs in Belgrade (and Washington, DC) to enable European Fulbright recipient to travel to and lecture in a European country outside of her research context. Lectured on Politics of Education and Research on Gender and Higher Education, conducted meeting with researchers interested in grant collaboration, and visited community groups focused on gender and social justice issues, May 3-12, 2013.

*Invited Lecturer (Fulbright Scholar)*, Roehampton University Education Department, London, September 2012-June 2013. Lectured on philosophy of education, methodology (including feminist methodologies), gender and higher education, dissertation writing.

- “Gender and Higher Education Pedagogies in a Comparative Perspective: results from an expansion of the Higher Education Academy National Teaching Fellowship Scheme Project, “Formations of Gender and Higher Education Pedagogies” (GaP) (Centre for Education Research in Equalities, Policy and Pedagogy Internal Lecture Series), May 22, 2013.

*Taught on the following courses (degree programs):*

- Education PhD [Centre for Education Research in Equalities, Policy and Pedagogy, Department of Education, Roehampton University doctoral student reading group]. "Exploring ethics in the dissertation process: reflections on a qualitative, comparative doctoral study." January 28, 2013.
- Philosophy of Social Science Research Module (Master's and PhD –level course). November 14 and December 5, 2012.

*Lecturer*, "Teaching and Researching International Service Learning," Paulo Freire Institute Summer Program, UCLA (6<sup>th</sup> Edition) (see description above), July 2012.

*Guest lecturer*, "Teaching and Researching International Service Learning" and "Experiences conducting and publishing comparative, narrative inquiry-centered research." "Educational Issues in Global Perspective" course, California State University-Long Beach, April 25, 2012.

*Guest lecturer*, "Teaching and Researching International Service-Learning." "Cohort course" for Social Science and Comparative Education Master's students (EDU288), UCLA, Los Angeles, February 16, 2012.

*Guest lecturer*, dialogue with student-run discussion section about experiences in the classroom and advice for graduate school. "Academic Success in Undergraduate Experience" course (EDU92F), UCLA, Los Angeles, October 26, 2011.

*Instructor*, College of William and Mary's "Modern Language and Literatures Summer Institute in Nicaragua." Co-developed (with Professor Jonathan Arries) three-week course for ESL and EFL educators based on service learning and critical pedagogy in Managua and Masaya, Nicaragua. Students from wide range of disciplines: government, applied linguistics, education, Hispanic Studies, and Latin American studies. Lived with students for entire trip, facilitating close mentoring. Supervised classroom instruction, taught selected readings and articles; guided construction of hypothetical action plan with host school and colleagues; evaluated class writing during and after time in-country, coordinated related research projects (See "Research"). Managua and Masaya, Nicaragua, August 2007, 2008, and 2011.

*Lecturer*, "Politics and Education." UCLA, Los Angeles, Summer Session: June-August, 2010 and, June-July 2011.

*Guest lecturer*, "Comparative Education." Paulo Freire Institute Summer Program, UCLA (5<sup>th</sup> edition) (see description above), July 21, 2011.

*Guest lecturer*, "Qualitative Methodology and the Dissertation Process." "Research Apprenticeship Course" (EDU288), UCLA, Los Angeles, November 18, 2009.

*Guest lecturer*, "Feminism and Freire." "Politics and Education" course (EDUC207), November 10, 2009.

*Instructor*, ESL, Paulo Freire Institute Summer Program (3<sup>rd</sup> Edition) (see description above). Developed 3-week ESL course taught concurrently and in conjunction with Issues in Comparative Education and Politics of Education. Focused on academic writing and presentations in English and on conversational English within the context of Los Angeles. UCLA, Los Angeles, July 2009.

*Guest lecturer*, "Women, social movements, and theology in Latin America." "Politics and Education" course (EDUC207), UCLA, Los Angeles, July 22, 2009.

*Instructor*, "Current Problems in Contemporary Education: Teología Feminista, Teología de la Liberación" (EDUC 253A). Designed and marketed new graduate course with Carlos A. Torres based on my dissertation research. Course taught in Spanish and open to community through UCLA Extension, UCLA, Los Angeles, April-June 2009.

*Guest lecturer, "Multiculturalismo." "Semana da Pedagogia" [Education Week] Conference, Faculdades Integradas Torricelli, Guarulhos, São Paulo, September 26, 2008.*

*Guest lecturer, "Liberation theology." Politics and Education course (EDUC207/C125). Paulo Freire Institute Summer Program (2<sup>nd</sup> Edition). UCLA, Los Angeles, July 7, 2008.*

*Teaching Assistant, "Politics of Education" (EDUC C207/C125). Combined graduate and undergraduate course. Provided regular guidance to students about course presentations and papers through office hours. Developed themes for and evaluated 7 short writing topics designed to help students create final papers. Lectured on course readings; debriefed students after field work experiences. Evaluated final papers, UCLA, Los Angeles, March-June 2008.*

*Guest lecturer, "Liberation theology." "Politics of Education" (EDUC C207/C125), UCLA, Los Angeles, April 14, 2008.*

*Guest lecturer, "Liberation theology." "Intellectual Traditions in Latin America" (CS 111), Department of Chicana/Chicano Studies, UCLA, Los Angeles, November 13, 2007.*

*English teacher and guidance counselor, Instituto Central Carlos Vega Bolaños, a public high school with 3500 students. Through the Foundation for Sustainable Development. Masaya, Nicaragua, August-December, 2005.*

*Fellow, Sharpe Community Scholars Program: Service Learning and Hispanic Studies, College of William and Mary. Civil renewal program designed to engage first year students in service learning and structural change projects. Acted as teaching assistant and mentor to 15 freshmen selected for the program. Helped run their freshman seminar, edited and advised students on writing assignments, and monitored and participated with their work in the community. Supervised their creation of an ESL parents' resource center in the public schools. Williamsburg, Virginia, August 2003-May 2004.*

*Teaching assistant, Hispanic Studies Department, The College of William and Mary. Assisted professor in the creation of first ESL conversation class in city. Class served approximately 30 Latino adults and beginning college Spanish students for 8 weeks. Helped design curriculum and promote and facilitate classes. Program has been on-going since then, and developed into CPALS (Community Partnership for Adult Learners), a student-run organization that offers free English language classes for the local community. Williamsburg, Virginia, May-August 2003.*

## **PROGRAM MANAGEMENT**

*Program Manager, Geriatric Scholars Program, Geriatric Research, Education and Clinical Center, Veterans Health Administration, United States Department of Veterans Affairs (VA). Full time (40 hours/week) hub-site manager for national adult education program for clinicians seeking to improve care of older military veterans living in rural areas. As the first person to hold this position, my responsibilities included: management of intensive geriatric medicine and Quality Improvement courses, conferences, online Learning Community, and individualized education (online courses, Webinars, toolkits, in-person practica). Funded by a grant from the VA Office of Rural Health and additional grant from the VA Office of Primary Care, funded in 2012-2013 at \$4.1 million. The project has been honored at the highest levels of the Veterans Health Administration. Los Angeles, November 2009-September 14, 2012. See Research for additional details and Appendix A for full job description.*

*Program Officer, Paulo Freire Institute, UCLA, August 2009-June 2010; June 2007-September 2008; Member, 2006-present. A research institute of the Graduate School of Education & Information Studies, UCLA. Coordination of monthly meetings and online correspondence; coordination of the *Educating the Global Citizen* project, a 20 country study of the effects of globalization on P-20 and adult educators; coordination of forums with international education specialists and visiting scholars; coordination of annual Californian Association of*

Freirean Educators (CAFE) conference for community educators, students, and faculty in Los Angeles; consultant to international educators looking for access to various academic resources related to Paulo Freire; preparation of internal and external grants.

*Coordinator*, College of William and Mary's Modern Language and Literatures Summer Institute in Nicaragua (with Professor Jonathan Arries). Responsibilities included health and safety, communication with students' families, in-country trips, all necessary translation, disciplinary issues, program budgets (including transfer of funds), online blogging project, Nicaragua, August 2007, 2008, and 2011.

*Outreach Coordinator, Cross-Over Ministry*. Coordinate the 3 satellite clinics of Cross-Over Health Center. Clinic sites provide general medical, OB/GYN, and dental care. Duties include management of front office responsibilities, management of volunteers, social work for patients, and Spanish and Portuguese translation. Richmond, Virginia, January 2006-September 2006.

*Founding team member*, Nueva Ola. Assisted in design and training for new curriculum for 5<sup>th</sup> grade students in Ciudad Sandino, Managua, Nicaragua. Teaches communication techniques designed to prevent domestic violence and teen pregnancy. Nicaragua, October 2004-May 2006.

*Fellow, Foundation for Sustainable Development (FSD), Nicaragua*. As GradCorp Fellow, assisted in the coordination of short-term academic study-abroad programs, service trips, and short and long-term individual intern and academic programs for individuals ages 18-65; was the Foundation's first GradCorp Fellow (the position evolved into an Assistant Director position in the 10 cities in 6 countries in which FSD works); supervised students daily work and grant writing in numerous Nicaraguan micro-credit, health, and education NGOs, Nicaragua, October 2004-December 2005.

*Co-leader*, FSD service trip for UNC-Chapel Hill and the University of Massachusetts. Trip focused on education and development. Nicaragua, March 12-20, 2005.

*Program Assistant*, FSD academic trip for UC-Berkeley, St. Mary's University, and the University of San Francisco. Trip focused on sustainable development projects in the coffee trade, the environment, education, and health. Nicaragua, December 30, 2004-January 22, 2005.

*Intern*, CrossOver Health Center, a multi-site clinic providing over 45,000 annual patient visits for patients who are uninsured. In conjunction with physician mentor and clinic staff, coordinated a program for CrossOver and other community medical staff to provide regular care at CARITAS (the largest provider of homeless services in the Metro Richmond area). Also worked in Spanish-English medical translation and in the front office, Richmond, Virginia, September 1999-June 2000 (Internship led to a paid front office position from June-August, 2000).

#### **OTHER INTERNATIONAL NON-PROFIT**

*Intern*, Ixchen Masaya, a national women's clinic specializing in legal, psychological, and medical care for victims of domestic violence. Through the Foundation for Sustainable Development. Masaya, Nicaragua, February-May 2005.

*Intern*, Hospital Ciudad Sandino (Department of Social Work; Epidemiology; emergency room). Through the Foundation for Sustainable Development. Ciudad Sandino, Managua, Nicaragua, October-December 2004.

*Workshop leader*, Casa de Las Mujeres. Assisted with workshops that teach political, social, and economic rights and domestic violence prevention. Organized women behind "La ley de igualdad y oportunidad de los derechos de las mujeres" to prepare for presentation of this reform to the Nicaraguan government. Matagalpa, Nicaragua, August-September 2004.

*Intern, Habitat for Humanity Nicaragua - Matagalpa.* Worked on community development projects, including a needs-assessment of rural Matagalpa for donors giving to Habitat projects and on the organization of local and international volunteers. Matagalpa, Nicaragua, July-September 2004.

*Alumna, Habitat for Humanity's Global Village Project: Nicaragua, College of William & Mary.* Year-long project (with weekly commitments) at William & Mary that cumulated in week-long project in Matagalpa, Nicaragua in March 2004. August 2003-May 2004.

### **OTHER DOMESTIC (USA) NON-PROFIT**

*Translator (Spanish/Portuguese)/staff,* multiple community organizations including legal aid/paralegal work, Women Infants and Children Supplemental Nutrition Program, literacy programs, 2000-2006.

*Multiple youth program counseling and director (part-time and full-time) positions,* YMCA, 2001-2003.

*Co-President,* Students Against the Death Penalty, College of William & Mary, 2002-2003.

### **SELECTION OF HONORS AND GRANTS**

*Invited, Associate Editor, American Education Research Journal (AERJ) team proposal,* March 2018 (no proposal chosen that round).

*Featured alumna,* UCLA GSEIS SSCE Newsletter, May 2013.

*Recipient,* Fulbright Inter-Country Lecturing Programme, Department of Education, Faculty of Philosophy, University of Niš, Serbia, US Department of State's Bureau of Educational and Cultural Affairs, Belgrade and Washington, DC, January 2013.

*Recipient,* research grant, London Paulo Freire Institute, Centre for Education Research in Equalities, Policy and Pedagogy (CEREPP), Department of Education, Roehampton University, London, £6000, September 2012- June 2013.

*Recipient,* Fulbright Scholar Award, Roehampton University, United Kingdom, £20,475/9 months, September 2012- June 2013.

*Honorary Founder (named),* Paulo Freire Institute, UCLA, May 2010.

*Recipient,* Graduate Student Scholarship, annual meeting of the International Association for Research on Service-Learning and Community Engagement (IARSLCE), Ottawa, Canada, 2009.

*Recipient,* Distinguished Teaching Assistant Award, UCLA Graduate School of Education and Information Studies, 2008-2009 (1 of 2 awards annually in department of over 300 graduate students).

*Recipient,* World Council of Churches Scholarship (Geneva, Switzerland), CHF\$10,000, 2008 (only award to US scholar that year).

*Recipient,* CIES New Scholar award, 2008.

*Recipient,* UCLA Graduate Student Association of Education travel grant, 2008.

*Recipient,* Graduate School of Education & Information Studies Fellowship, UCLA, \$11,000, 2007-2008.

*Recipient*, Graduate School of Education & Information Studies travel grant, UCLA, 2007 and 2008.

*Recipient*, U.S. Department of Education Foreign Language and Area Studies scholarship in Portuguese with support from UCLA Graduate School of Education and Information Studies, \$40,000, 2007.

*GradCorps Fellow*, Foundation for Sustainable Development (FSD), Nicaragua. First recipient (worldwide). October 2004-December 2005.

*Recipient*, American Association of Teachers of Arabic Summer Arabic Language Intensive Scholarship (AIMS), Tangier, Morocco, 2004.

*Recipient*, full scholarship, Summer Youth Course, St. George's College, Jerusalem, July 2000. Two-week course in Palestine and Israel.

*Recipient*, Brotherhood Sisterhood Youth Award, Interfaith Council of Greater Richmond, June 2000.

*Recipient*, Virginia Attorney General's office scholarship (one of five statewide), June 2000.

### **CURRENT PROFESSIONAL ASSOCIATION POSITIONS - APPOINTMENTS**

***Paulo Freire Institute (PFI), a research institute of the Graduate School of Education & Information Studies, UCLA.***

*Associate Director*, September 2018-present.

*Assistant Director*, June 2011-September 2018.

Consult on and participate in development of Institute activities, particularly publications, grants, and conferences. Represent PFI at international conferences. Serve as liaison between PFI, UCLA and other PFIs.

***International Network on Gender, Social Justice and Praxis, hosted and funded by the University of Newcastle (Australia)*** (AUD\$150,000 (2016-2019)).

*Fellow and Founding Member*, August 2016-present.

*Co-Founder and Director*, May 2013-August 2016.

Partner institutions include Beijing Normal University, University of Newcastle (Australia), Ghana Institute of Management and Public Administration (GIMPA), UCLA (USA), Sudanese Knowledge Society (Sudan), University of Stellenbosch (South Africa), and the University of KwaZulu-Natal (South Africa). The Network aims to build capacity of, mentor and draw on new insights of researchers dedicated to research and praxis of social justice in education (and in other social contexts such as social work and healthcare, for example). It emphasizes the creation and dissemination of inclusive pedagogical work by cross-trajectory, university–community relationship–centered teams of experienced and early-career academics.

### **PAST PROFESSIONAL ASSOCIATION POSITIONS - ELECTED**

***World Council of Comparative Education Societies (WCCES)***

*Secretary General*, August 2016-May 2019.



## **PAST PROFESSIONAL ASSOCIATION POSITIONS - APPOINTMENTS**

### ***World Council of Comparative Education Societies (WCCES)***

*Assistant Secretary General*, February-August 2016.

*Chair*, Finance Standing Committee, August 2015-August 2016. *Member*, December 2014-August 2016.

*Liaison*, Task Force on Peace Education – Bureau, April 2016-August 2016.

*Member*, Special Projects Standing Committee, September 2013-August 2016.

## **CURRENT INTERNATIONAL ADVISORY BOARD APPOINTMENTS**

*Member*, Expert Advisory Group, Federal government’s National Priority Pool funding for international literature review on equity in higher education, Center for Excellence in Equity in Higher Education, University of Newcastle (Australia), February 2019-present.

The project consists of four methodological layers to closely examine large bodies of international research through the lens of Australian HE and aims to feed into national strategic decision making on the use of precious funds to maximise impact of equity programs. The project will develop accessible and useful recommendations for policy-makers and university leaders, including the identification of future research areas. The team, led by Professor Penny Jane Burke, includes Associate Professor Peter Howley, Professor Andrew Brown, Dr Matthew Bunn, Matt Lumb and Belinda Munn at UON, joined by Dr William Locke who has recently taken on the role of Director for the Centre for the Study of Higher Education at the University of Melbourne.

*Member*, Global Learning and Global Citizenship Education International Advisory Committee member, United Nations Education, Scientific, and Cultural Organization (UNESCO), UNESCO Chair in Global Learning and Global Citizenship Education, 2014-present.

## **CURRENT PROFESSIONAL ASSOCIATIONS**

*Member*, China Comparative Education Society, September 2013-present.

*Member*, Fulbright Association, September 2012-present.

*Member*, Gender and Education Association, February 2012-present.

*Member*, American Educational Research Association, August 2007-present.

*Member*, World Council of Comparative Education Societies, July 2007-present.

*Member*, Comparative and International Education Society, January 2007-present.

### Special Interest Groups (SIGs)

#### *Member:*

- Sexual Orientation & Gender Identity & Expression SIG, January 2019-present.
- Post-foundational Approaches to Comparative and International Education SIG, March 2015 – present.

*Past member*

- Gender and Education Committee
- Teaching Comparative Education SIG
- Religion and Education SIG

*Member*, Paulo Freire Institute, September 2006-present.

*Member*, Comparative Education Society of Asia, May 2014-2015.

*Member*, Comparative Education Society of Hong Kong, February 2014-2015.

**SELECT CONFERENCE ORGANIZATION**

*Co-Convener*, Meeting of the International Doctoral and Post-Doctoral Network on Gender, Social Justice and Praxis, University of KwaZulu-Natal (UKZN), funded by the Centre of Excellence for Equity in Higher Education (Director Prof. Penny Jane Burke; Co-Director Prof. Geoff Whitty), with additional support from UKZN, Durban, KZN, South Africa, August 8-12, 2016. Meeting objectives include preparing collaborative journal editions, holding a public symposium and workshop around South Africa's National Women's Day, and preparing large-scale collaborative grants to sustain the work of the Network.

*Convener*, 8<sup>th</sup> International Meeting of the Paulo Freire Forum, UCLA, Los Angeles, September 19-22, 2012. Over 500 hours of (volunteer) work from September 2011-September 2012.

*Chair*, Paulo Freire Institute (PFI) Californian Association of Freirean Educators (CAFE) 10<sup>th</sup> anniversary conference pre-conference professional development workshop, "Teachers as Cultural Workers in the Midst of the California Educational Crisis." UCLA: Los Angeles, April 1, 2011. Supported by a University of California Institute for Research on Labor & Employment grant. Over 100 hours of volunteer work from September 2010-April 2011.

*Coordinator*, numerous meetings, conferences, practica, seminars, etc. for Veterans Administration. See Appendix A for full job description. November 2009-September 2012.

*Coordinator*, PFI CAFE. UCLA and Los Angeles Trade Technical College: Los Angeles, May 8-9, 2009. Over 200 hours of volunteer work from September 2008-May 2009.

*Coordinator*, PFI CAFE. UCLA: Los Angeles, May 14-15, 2008; May 20 and 22, 2010. Over 200 hours of volunteer work from September 2007-May 2008, and September 2009-May 2010.

*Conference chair*, PFI CAFE. UCLA: Los Angeles, February 9-10, 2007. Over 200 hours of volunteer work from September 2006-February 2007.

**EDITORIAL BOARDS**

*Member*, Editorial Board, *Beijing International Review of Education*. October 2019-present.

*Member*, Series Advisory Group, *Bloomsbury Research Series on Gender and Education: Intersectional and international perspectives* (Marie-Pierre Moreau, Penny Jane Burke, Nancy Niemi, Eds.), March 2019-present.

*Member*, Editorial Board, *Global Commons Review*, Journal of the UNESCO Chair of Global Learning and Global Citizenship Education, UCLA, November 2017-present.

*Member, Editorial Board, Teaching in Higher Education (SSCI).* November 2013-present.

### **JOURNAL REVIEW SERVICE**

*Reviewer, Frontiers of Education in China (Springer),* April 2018-present.

*Reviewer, Journal of Applied Social Theory (JAST) (United Kingdom),* March 2018-present.

<http://socialtheoryapplied.com/journal/>

Example of review work: *Special Edition: Futures and Fractures in Feminist & Queer Education.*

*Reviewer, Gender and Education (SSCI),* April 2016-present.

*Reviewer, International Studies in Sociology of Education, Special Issue: Environmental Justice Education,* March 2020.

*Reviewer, Special Issue: History and Administration of Higher Education, Journal of Educational Administration and History,* April 2016.

*Reviewer, Revista Latinoamericana de Educación Comparada (Journal of the Argentine Comparative Education Society (La Sociedad Argentina de Estudios Comparados en Educación)),* May 2014-present.

*Reviewer, Rivista Encyclopaideia - Journal of Phenomenology and Education (Department of Education - University of Bologna, Italy).* December 2012.

*Reviewer, Asia Pacific Journal of Educational Development (APJED) (Journal of the National Academy for Educational Research),* Taipei, June 2014-December 2014.

*Reviewer, Religions,* 2012-2013.

### **RECENT CONFERENCE REVIEW SERVICE**

*Invited Reviewer, Asian Conference on Education & International Development 2018, International Academic Forum (IAFOR),* November 2017-January 2018.

*Reviewer, CIES Annual Meeting, SIG-Higher Education; SIG – East Asia; General Pool,* November 2014.

*Reviewer, AERA Annual Meeting, Division G - Social Context of Education Section 4: Social Context of Educational Policy, Politics, and Praxis; Division J - Section 4: Faculty, Curriculum, and Teaching,* June 2014-September 2014.

*Reviewer, CIES Annual Meeting, SIG-Religion and Education; Gender and Education Committee,* November 2013.

*Reviewer, AERA Annual Meeting, Division G - Social Context of Education Section 4: Social Context of Educational Policy, Politics, and Praxis; SIG-Service-Learning & Experiential Education; SIG-Paulo Freire, Critical Pedagogy, and Emancipation,* June 2013.

### **OTHER EXTERNAL PROFESSIONAL SERVICE**

*Dissertation Workshop Mentor (Issues in Inequ(al)ity in Education),* New Scholars Committee, CIES Annual Conference, Miami, March 2020 (virtual).

*Invited Reviewer, book proposal peer review,* Routledge, December 2019.

*Invited Reviewer*, book proposal peer review (2 books), Bloomsbury, December 2019.

*Invited Reviewer*, book series proposal peer review, Routledge, August 2019.

*Publishing Workshop Mentor (Professional Development and Learning)*, New Scholars Committee, CIES Annual Conference, San Francisco, April 15, 2019.

*Invited Reviewer*, book series proposal peer review, Bloomsbury, March 2019.

*Invited Reviewer*, book series proposal peer review, Bloomsbury, June 2018.

*Dissertation Workshop Mentor (Education and Ethnography)*, New Scholars Committee, CIES Annual Conference, Mexico City, March 26, 2018.

*Invited Reviewer*, book pre-publication peer review, Palgrave Macmillan, June 2017.

*Dissertation Workshop Mentor (Global Citizenship and Human Rights Education)*, New Scholars Committee, CIES Annual Conference, Atlanta, March 7, 2017.

*Invited Reviewer*, book pre-publication peer review, Palgrave Macmillan, May 2016.

*Member*, Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Review Committee, UCLA, 2015, 2016.

*Dissertation Workshop Mentor*, New Scholars Committee, CIES Annual Conference, Vancouver, March 7, 2016.

*Invited Reviewer*, Book Prospectus, *Freire Handbook* (Carlos Alberto Torres), Wiley-Blackwell Reference Books Series, June 2015.

*Dissertation Workshop Mentor* (Citizenship Education workshop), New Scholars Committee, CIES Annual Conference, Washington, D.C., March 9, 2015.

*Dissertation Workshop Mentor*, New Scholars Committee, CIES Annual Conference, Toronto, March 11, 2014.

*Member*, Doctoral Thesis Defense Committee, Department of Sociology and Social Anthropology, University of Valencia, Valencia, Spain, December 2014 (1 student).

## **INTERNAL PROFESSIONAL SERVICE**

### ***Ongoing***

*Editor/Consultant*, School of Continuing Education and Teacher Training, FOE, BNU, May 2016-present.

*Editor*, IICE, FOE, BNU, January 2015 - present. Regular editing of work of Chinese-English professional translator and his team on IICE website content (Institute News and Lecture News). (Occasional consultancy on IICE virtual and written communications, October 2013-present).

*Faculty Facilitator*, events of the BNU Research Center for Minority Education and Multicultural Studies, December 2013-present.

- Consultant, We For You (为好优女生职业发展中心), a women's career center in Beijing, 2015.
- Women's Professor Forum: International Women's Day event, March 19, 2015.

- “女德馆(Nü de guan) (Women’s morals schools), workshop on Gender Equality, November 4, 2014 (student-led).
- “女汉子 (Nü han zi),” Third Salon of the Center, an event for International Women’s Day week. March 4, 2014 (student-led). <http://news.bnu.edu.cn/xysh/74075.htm>
- Discussant, ZHANG Lili’s undergraduate Chinese-language gender studies course, FOE, BNU, June 3 and 10, 2014.

### **Theses**

*Organizer and member*, Doctoral Thesis Pre-Defense Committees, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, March 20, 2020 (7 students, including 4 advisees and 2 co-advisees).

*Reviewer*, Online Master’s Thesis Review, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 1, 2019 (3 students).

*Reviewer*, Secondary Internal Review of Doctoral Thesis, PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, April 24, 2019 (1 student).

*Member*, Doctoral Thesis Pre-Defense Committees, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, March 18, 2019 (3 students).

*Member*, Doctoral Thesis Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 25, 2018 (5 students, including 2 advisees and 1 co-advisee).

*Reviewer*, Online Master’s Thesis Review, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, April-May 2018 (1 student).

*Member*, Doctoral Thesis Pre-Defense Committees, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, March 2018 (6 students, including 2 advisees and 1 co-advisee).

*Member*, Master’s Thesis Defense Committees, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 24, 2017 (8 students).

*Member*, Doctoral Thesis Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 23, 2017 (2 students).

*Reviewer*, Online Master’s Thesis Review, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 10, 2017 (1 student).

*Reviewer*, Online Master’s Thesis Review, International Master Program in Higher Education & Student Affairs Administration, FOE, BNU, May 10, 2017 (1 student).

*Member*, Doctoral Thesis Proposal Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 9, 2017 (3 students).

*Member*, Doctoral Thesis Pre-Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, March 14, 2017 (3 students, including my advisee).

*Member*, Doctoral Thesis Proposal Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, December 6, 2016 – (ongoing mentoring) (3 students, including my advisee and co-advisee).

*Member*, Master's Thesis Proposal Defense Committee, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, November 28, 2016 – present (ongoing mentoring) (4 students).

*Member*, Doctoral Thesis Proposal Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, April 5, 2016 (1 student).

*Member*, Doctoral Thesis Proposal Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, November 2015 - present (ongoing mentoring) (4 students).

*Member*, Master's Thesis Defense Committee, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 19, 2015 (4 students).

*Internal Reviewer*, Master's Thesis, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 2015 (3 students).

*Member*, Doctoral Thesis Proposal Defense Committee, International PhD Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, October 2014 –May 2015 (ongoing mentoring) (4 students).

*Member*, Master's Thesis Proposal Defense Committee, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, October 29, 2014 – May 2015 (ongoing mentoring) (4 students).

*Member*, foreign faculty recruitment interview committee, FOE, BNU, June 19, 2014.

*Member*, Master's Thesis Defense Committee, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, May 2014 (4 students).

*Chair*, Master's Proposal Defense Committee, International Master Program in Educational Leadership and Policy (Comparative Education), FOE, BNU, November 2013 (4 students).

### **Other**

*Reviewer*, Thematic Group 1 (Globalization and Localization), WCCES 2016 Congress, April 2016.

*Editor/Consultant*, Writing, communication, and conference projects of the Dean's Office, FOE, BNU, April 2015 – May 2015.

*Host*, Foreign Expert visits, Institute for International and Comparative Education, Faculty of Education, Beijing Normal University.

- Professor Massimiliano Tarozzi (University of Bologna), October 5-November 4, 2014.

Hosting involves a formal nomination of and funding coordination for expert's visit, as well as planning and execution of 18 hours of lectures, workshops, and meetings while expert is in residence.

### **OTHER INTERNAL PROFESSIONAL SERVICE: STUDENT SUPERVISION**

BNU (December 2013- present).

- Current supervision (all receiving full Chinese Government Scholarships):
  - PhD

- Janna Popoff (Expected June 2020). Dissertation title: *Exploring and Negotiating the Precarious Emotional Landscape of International Students Studying In Beijing: A Case Study through the Democratic and Participatory Method of Photovoice.*
    - Houaria Bouchentouf (Expected June 2020). Dissertation title: *Preserving Ethnic Minority Students' Culture in Higher Education in China: A Case Study of Three Universities.*
    - Emmanuel Intsiful (Expected June 2020). Dissertation title: *Exploring Relevance and Excellence Discourses within a Neoliberal Context in Ghanaian Universities: A Case Study of a Renowned University.*
      - Beijing Normal University, Ming Yuan Educational Research Grant, 2019-2020.
      - Accepted, 2019 CIES Annual Conference New Scholars Dissertation Workshop
      - Beijing Normal University 1st Prize, International Student Office PhD International Student Award/Yearly Scholarship, November 2018.
    - Paul John Edrada Alegado (Expected June 2020). Dissertation title: *'Classroom as Closet': A Narrative Inquiry on the Lived Experiences of Filipino Queer Teachers and their Quest to Navigating their Identities and Queering Beijing Schools.*
      - Ministry of Education, Excellent Overseas Student Award in China, October 2019.
      - Beijing Normal University 2nd Prize, International Student Office PhD International Student Award/Yearly Scholarship, November 2018.
    - Ntide Pius Dady (Expected June 2022), Tanzania.
    - Omari Hemedi Makore (Expected June 2022), Tanzania.
  - PhD – coadvisement (unofficial)
    - Nchimunya Benita Mwanza (Expected June 2020). Dissertation title: *Exploring Women's Experiences in Higher Education Leadership: A Case of the University of Zambia.*
    - Pontian Kabera (Expected June 2020). Dissertation title: *A Critical Analysis of the Role of Higher Education Institutions in Peace-Building Initiatives: A Case Study of the Faculty of Peace and Conflict Studies at the University of Rwanda.*
    - Benjamin Green (Expected June 2021; passed to candidacy November 14, 2019). Working title of proposal: *Rational-Chaos: Problematizing the Centralized-Decentralization Model of Chinese Higher Education Governance.*
  - MA
    - Paula Valderas (Expected June 2020). Working title of proposal: *Middle School English as a Foreign Language (EFL) Teachers' Dilemmas of Teaching in an Exam-Oriented System in China: Balancing Students' Test Preparation and Communicative Competence Development.*
    - Eric Atta Quainoo (Expected June 2021), Ghana.
    - Mohamed Muhibu Chuma (Expected June 2021), Tanzania.
  - MA – coadvisement (unofficial)
    - Angela Dunnham (Expected June 2021).
- Graduated students (all receiving full Chinese Government Scholarships):
  - PhD
    - Samson Maekele Tsegay (June 2018). Dissertation title: *Diaspora Academics Engagement in Eritrean Higher Education Institutions: Current Conditions and Future Trends.* (Thesis grade: Excellent (top score))
      - 2018 Beijing Normal University Excellent International Student, 1<sup>st</sup> prize (across all degree programs)
      - 2015-2016 Beijing Normal University Yearly Award for Outstanding international Degree Students

- Joel Jonathan Kayombo (June 2016). Dissertation title: *Early Career Academics' Professional Experiences within a Neo-Liberal Context: A Case Study of the University of Dar es Salaam, Tanzania*. (Thesis grade: Excellent (top score))
        - Dean, Faculty of Education, Dar es Salaam University College of Education (DUCE), Tanzania
        - The 2016 BNU Excellent International Graduate award
    - PhD – coadvisement (unofficial)
      - Rassidy Oyeniran (June 2018). Dissertation title: *Exploring Women Principals' Lived Experiences and Leadership Styles: Case Study of Primary Schools of the District of Abidjan, Côte d'Ivoire*.
    - MA
      - Monira Sultana (June 2019). Thesis title: *Exploring the Experiences of Student Participation in Politics within Higher Education Institutions in Bangladesh: a Study of Dhaka University*. (Thesis grade: Excellent (top score)).
      - Lidia Ivone Nhamirre Isac (June 2018). Thesis title: *African Students' Experiences in Chinese Language Undergraduate Programs: A Case Study of Jilin University*. (Thesis grade: Excellent (top score))
      - Tamara Mwanza (June 2017). Thesis title: *Towards "Research that Makes a Difference" in Zambian Higher Education Institutions*. (Thesis grade: good (top score of panel))
      - Sabrina Eliya Msangi (June 2016). Thesis title: *Developing Women Social Movement Activists in Tanzania: Contributions of Dichotomous Secular and Theological Education Pedagogies*. (Thesis grade: Excellent (top score))
      - Samson Maekele Tsegay (June 2015). Thesis title: *The Role of Higher Education in the Production of Skilled Human Resources in Eritrea: Nurturing Global Citizenship*. (Thesis grade: Excellent (top score))
        - 2013-2014 Beijing Normal University Yearly Award for Outstanding international Degree Students
      - Sydell Poyoe Goll (June 2015). Thesis title: *The Voices Unheard: A Critical Look at the Mis/recognition of Young People in Liberia*. (Thesis grade: Excellent (top score))
        - 2018 Swedish Institute Scholarship (Orebro University)
        - 2016 Mandela Washington Fellowship for Young African Leaders (the flagship program of President Obama's Young African Leaders Initiative)
        - Graduated as an Honoree at BNU
        - 2015 Beijing Normal University Best Thesis/Research, Faculty of Education International Students Research
    - Former students
      - Lance Samuel Munyaradzi Bungu, PhD Candidate, ABD (2019). Dissertation title: *An Interrogation of the Dynamics of Citizenship Education in a Post-colonial Context: the Case of 4 Schools in Zimbabwe*.
      - Sheree Wilson, PhD Candidate, ABD. Working title of dissertation: *Towards the Development of Innovative Pedagogy for Women's Health Education: Participatory Action Research on the Traditional Practice of Council*. (September 2016-December 2018, withdrew for further professional activities abroad).
    - Unofficial mentoring:
      - WANG, LuCheng (BA, June 2018; my AA 2017-2018)
        - MA, Harvard University, Master of Education in Human Development and Psychology (2018 cohort)
      - WAN, XinKe (BA, June 2017; my AA 2016-2017, RA 2015-2017)
        - Referee, 6 MA applications



- University of British Columbia Graduate Entrance Scholarship, Master of Arts in Human Development, Language and Culture (2017 cohort)
- ZHANG, Wenchao (MA, June 2016; my TA/RA 2014-2016).
  - Referee, 7 PhD applications
    - Recipient, 2016-2019 Chinese Scholarship Council scholarship, PhD in Education, Queen's University, Belfast, Northern Ireland, UK
- 1 additional international PhD student in education in Chinese Normal system who graduated in 2018 and in 2019 was hired as faculty in the Chinese Normal system (mentorship, 2016-)

## LANGUAGES

- Spanish: non-native fluency. Speaker since 1996, nearly daily professional and academic work since 1999.
- Portuguese: advanced. Speaker and regular professional and academic work since 2005.
- Mandarin: studying at upper HSK 4 level. Daily study of speaking, reading, character writing and twice-weekly work with one-on-one tutor, 2013-present.
- Italian: beginner-intermediate. Equivalent to one year of regular study with tutor and community class, 2005, 2012-2013. Experiences conducting research.
- French: beginning speaker, intermediate reading proficiency. Regular self-study, professional exposure as working language of WCCES, Fall 2012, January 2015-present.
- Japanese: beginner, self-study and immersion, March 2020-present.
- *Other: Arabic: beginner. One full year university study, College of William and Mary, 2001, 2003. Occasional tutoring, 2005, 2009-2010.*

## APPENDIX A

### Program Manager

#### Geriatric Scholars Program

#### Greater Los Angeles Geriatric Research, Education and Clinical Center (GRECC)

#### VA Greater Los Angeles (GLA) Healthcare System

### Overview

The key activities for the position include project management, coordination, and evaluation at the hubsite of a national educational program for training VA staff. The hub site coordinates activities among 10 collaborating GRECCs.

### Job description

The program manager will:

- **Manage a national workforce development program, including:**
  - Coordinate all courses conducted under the Geriatric Scholars Program: 1) 4-day intensive courses at Los Angeles, Boston, New York, Madison, St. Louis and San Antonio, 2) clinical practica at Los Angeles, New York, Little Rock, Portland, Madison, San Antonio, Boston, 3) Rural Interdisciplinary Training (RITT) at 10 rural CBOCs per year, 4) at least 2 new distance learning programs/year and all established program, 5) program planning and staff development
  - Design or re-design of program elements based on evaluation of success in meeting learning goals and objectives
  - Coordinate national accreditation activities associated with the program
  - Advise, instruct, and provide information according to VA policy, as needed, to committee, participants, and VISN (network) officers and travel clerks
  - Develop and disseminate new educational products in conjunction with the GRECCs and other partners
  - Manage, provide direction and follow-up to various Geriatric Scholars Program components (e.g. mandatory courses, quality improvement (QI), practicum, RITT, enduring educational materials, webinars)
  - Implement established protocol for program operations
  - Communicate with the Scholars as their main point of contact to provide information and coordinate activities (e.g. Scholars before travel-coordinating communication between Scholar and collaborating GRECC on issues such as local hotel availability), to facilitate problem-solving (e.g. working with facilities on policy related to travel)
  - Create materials related to various program components including management of pre/post production and dissemination of product (e.g. box-set of web seminar DVDs; QI DVD set, program brochure, course binder, web seminar flier)
  - Manage, organize, implement yearly 3-day clinical practicum at the GLA GRECC for up to 10 participants, including all pre-conference coordination with participants and faculty, logistics (e.g. room reservations, cash fund to pay volunteer patients who will participate, purchase order for caterer), and all facilitation during conference (e.g. introduction of speakers, technological trouble-shooting, facilitation of travel between facilities/buildings for various talks and practical experiences, general assistance to participants during their stay in Los Angeles)

- Manage, organize annual quality improvement program in Los Angeles
- Fiscal requests of three program budgets and multiple fund control points
  
- **Supervise a program assistant tasked with the coordination and follow-up of training and evaluation for VA clinicians located in up to 300 rural facilities, plus primary care clinicians at all other VA facilities. The assistant is tasked with:**
  - Coordinating training activities, including travel and attendance at a 5-day educational program at either Los Angeles, New York, Boston, Madison, St. Louis, and San Antonio; practicum on-site training at up to 10 GRECCs, and at other conferences
  - Tracking participants' QI projects as displayed on REDCap.
  - Maintaining a learning community for the program participants using Microsoft SharePoint (intranet site).
  
- **Coordinate design and content of new distant learning components in consultation with educational technology experts and also with education and clinical content experts.**
  
- **Design, facilitate, coordinate, and evaluate a learning community for the program participants using Microsoft SharePoint; maintain an administrative SharePoint site for program coordination among the 10 GRECCs, including regular cleaning, updating, and training for users.**
  
- **Coordinate and facilitate meetings and activities of national faculty for program, including at least one in-person meeting, LiveMeeting, telephone or videoconferencing.**
  
- **Design or recommend mixed-method evaluation strategies for various program components; analyze evaluation data, for instance, using methodological strategies accepted in education social research. Experience with implementation of curriculum evaluation for adult learners is desirable.**
  
- **Re-assess evaluation points and create new surveys when needed in consultation with the program's evaluation sub-committee.**
  
- **Coordinate an annual professional development web seminar series in consultation with the program's webinar sub-committee.**
  
- **Participate in developing a manuscript on the impact of this program for a peer-review journal, including preparation of tables and figures, writing and/or reviewing original text, providing support for the editorial process with the multiple co-authors and the targeted journal(s)**

### ***Required Skills***

- Master's degree in a related field

- Excellent oral and written communication skills. This job calls for considerable communication with VA clinicians, VISN (network) officers, and facility-level travel clerks.
- Demonstrated success with constant, complex in-person, email, and phone communication with 20-person program committee, 200+ program participants, and numerous VA officers (e.g. at times, 80-90 emails per day requiring actions to coordinate). Communications range from multiple times/day with some people involved in the program (e.g. a participant preparing to travel to a course, a committee member requesting funding) to single interactions with others (e.g. a VA network director).
- Demonstrated success multi-tasking under tight deadlines
- Excellent skills using Microsoft Office, especially Excel and data analysis in this spreadsheet application.
- Experience ameliorating a wide range of program management issues
- Demonstrated high-level of personal initiative
- Demonstrated ability to thrive in new institutional settings

***Desired Skills***

- PhD in a related field
- Minimum of 2-3 years in a program management position
- Experience working with a program committee on long-term planning

**Opportunities**

This is an expanding, multi-faceted, national program. Within the program, plenty of opportunities exist for creativity and learning that can be tailored to a candidate's interest as it relates to the job description above. Opportunities to present at local, regional, and national conferences also exist.

Within the GRECC setting, there are numerous regular opportunities for local or on-line GRECC continuing education programs (e.g. monthly GLA GRECC lectures, national audio-conferences, and national web seminars).