

Sandra Quiñones, Ph.D.

CURRICULUM VITAE

DUQUESNE UNIVERSITY

Department of Instruction and Leadership in Education
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I. PROFESSIONAL PREPARATION AND EXPERIENCE

Education

Ph.D.	University of Rochester, Teaching, Curriculum & Change	May 2012
M.Ed.	University of Rochester, Elementary Education	December 1998
B.A.	University of Rochester, Religion* and Psychology	May 1997

*Honors Thesis with Distinction in Religion; Cum Laude

Work History

<i>Associate Professor</i>	July 2019-present
<i>Assistant Professor</i>	7/2013- 6/2019
<i>Director, Doctoral Program in Educational Technology (Ed.D.)</i>	7/2018-present
<i>Director, Master's Program in Instructional Technology (Ms.Ed.)</i>	7/2019-present
Department of Instruction and Leadership in Education School of Education, Duquesne University, Pittsburgh, PA	
<i>Visiting Assistant Professor</i>	June 2012-June 2013
<i>Interim Program Director, Urban Teaching & Leadership Certificate Program</i> Warner Graduate School of Education, University of Rochester, NY	
<i>Adjunct Faculty</i>	June 2010-June 2011
Department of Teaching, Curriculum, & Change Warner Graduate School of Education, University of Rochester, NY	
<i>Adjunct Faculty</i>	June-July 2009, 2010
Canadian Graduate Teacher Education Program, Medaille College, Amherst, NY	
<i>Outside Educational Expert (OEE)</i>	Fall 2012 - Spring 2014
New York State Education Department	
<i>Education Leadership Assistant</i>	Fall 2010-Spring 2012
Dr. Stephen Uebbing, PhD., Principal Consultant	
<i>Research & Development Assistant</i>	Fall 2009-Spring 2012
Dr. Sonia James-Wilson, PhD, Principal Consultant	

Memberships in Professional Organizations

American Educational Research Association (AERA)
American Association of Hispanics in Higher Education (AAHHE)
Carnegie Project on the Education Doctorate (CPED)
International Society for Technology in Education (ISTE)
International Literacy Association (ILA)
Pennsylvania Association for Educational Communications & Technology (PAECT)

II. SCHOLARSHIP

- ✓ For all co-authored publications, my name can be found in **bold font type**.

Published Articles in Refereed Journals (Total of 18)

1. **Quiñones, S.**, Ares, N., Padela, M., Hopper, M., Webster, S., (2011). Y nosotros, qué?: Moving beyond the margins in a community initiative. Special issue: Power and positioning in purposeful community change. *Anthropology & Education Quarterly*, 4(6), 103-120.
2. Hopper, M., & **Quiñones, S.** (2012). A hunch without a sound: Co-constructing meanings of non-verbal and verbal interactions in video data. *International Journal of Qualitative Methods*, 11(5), 547-572.
3. Nieto, S., Rivera, M., **Quiñones, S.** & Irizarry, J. *Introduction*. In S. Nieto, M. Rivera, & S. **Quiñones** (Eds.) Charting a new course: Understanding the sociocultural, political, economic, and historical context of Latino/a education in the United States. *Association of Mexican American Educators*, 6(1), pp. 4-6.
4. Nieto, S. Rivera, M., & **Quiñones, S.** (2012) *Connecting the interpersonal, instructional and institutional contexts*. In S. Nieto, M. Rivera, & S. **Quiñones** (Eds.) Charting a new course: Understanding the sociocultural, political, economic, and historical context of Latino/a education in the United States. *Association of Mexican American Educators*, 6(1), pp. 30-31.
5. Nieto, S., Rivera, M., **Quiñones, S.**, & Irizarry, J. *Conclusions and recommendations*. In S. Nieto, M. Rivera, & S. **Quiñones** (Eds.) Charting a new course: Understanding the sociocultural, political, economic, and historical context of Latino/a education in the United States. *Association of Mexican American Educators*, 6(1), pp. 37-43.
6. **Quiñones, S.**, & Kiyama, J.M. (2014). Contra la corriente (Against the current): The role of Latino fathers in family-school engagement. *The School Community Journal*, 24(1), 149-176.
7. Quiñones, S. (2015a). Negotiating entangled contradictions about being well educated: Nudos (Knots) in the lives of bilingual Latina teachers. *NABE Journal of Research and Practice*, 6, 1-39.

8. Quiñones, S. (2015b). (Re)Braiding to tell: Using *trenzas* as a metaphorical-analytical tool in qualitative research. *International Journal of Qualitative Studies in Education*, 29(3), 338-358.
9. Hansen, S. E., **Quiñones, S.**, & Margolis, J. (2015). Spiritan pedagogies in practice: Possibilities, tensions and characteristics of walking with learners. *Spiritana Horizons*, 10, 99-113.
10. Shumaker, J. & **Quiñones, S.** (2016). Moving beyond a pedestrian approach: Rethinking how we use social justice-themed children's literature in our classrooms. *Reading Matters*, 16, 81-86.
11. Martínez-Roldán, C., & **Quiñones, S.** (2016) Resisting erasure and developing networks of solidarity: Testimonios of two Puerto Rican scholars in the academy. *Journal of Language, Identity, & Education*, 15(3), 151-164.
12. Quiñones, S. (2018). "I get to give back to the community that put me where I am": Examining the experiences and perspectives of Puerto Rican teachers in Western New York. *Urban Education*, 53(5), 621-639.
13. FitzGerald, A.M., & **Quiñones, S.** (2018a). Working in and with community: Leading for partnerships in a community school. *Leadership and Policy in Schools*, 1-23.
14. FitzGerald, A.M., & **Quiñones, S.** (2018b). The community school coordinator: Leader and professional capital builder. *Journal of Professional Capital and Community*, 3(4), 272-286.
15. Hughes, E., & **Quiñones, S.** (2018). "Is Sarah a bully or a friend?": Examining students' text-based written expressions of bullying. *Middle Grades Review*, 4(2), 1-17.
16. FitzGerald, A.M., White, G.P., & **Quiñones, S.** (2019). Estar pendiente: Exploring the school engagement of involved Latino fathers. *Journal of School Leadership*, 1-21.
17. **Quiñones, S.** & FitzGerald, A.M. (2019). Cultivating engagement with Latino children and families: Examining practices at a community school. *Bilingual Research Journal*, 42(3) 343-355.
18. Osa-Melero, L., Fernández, V., & **Quiñones, S.** (In Press). Building bridges and creating pathways: A mixed-methods study of community-engaged learning in foreign language pedagogy. *Hispania*, 102(3), 357-372

Chapters in Peer-Reviewed Scholarly Books (Total of 5)

1. Quiñones, S. (2014). Educated entremundos: Exploring diaspora in the lives of Puerto Rican teachers. In R. Rolón-Dow & J.G. Irizarry's (Eds.) *Diaspora studies in education: Toward a framework for understanding the experiences of transnational communities*, (pp. 105-126). New York, NY: Peter Lang.
2. Quiñones, S. (2015). Garnering resilience: Latino education as a family, school, and community affair. In D. Harris & J. Marquez Kiyama (Eds.) *The plight of invisibility: A community-based approach to understanding the educational experiences of urban Latina/os*, (pp. 58-77). New York, NY: Peter Lang.
3. **Quiñones, S.**, Bailey, B., Ehman, J., & Delehanty, D. (2017). What does history have to do with it?: Youth filmmaking for social change. In J. Stoddard, A. Marcus, and D. Hick's (Eds) *Teaching difficult history through film* (pp. 125-142). New York, NY: Routledge.
4. Quiñones, S. (2018). Begin with yourself: Using self-study methodology in the process of cultivating mindfulness. In Ritter, J. K., Lunenberg, M., Pithouse-Morgan, K., Samaras, A. P., & Vanassche, E. (Eds.). *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay*, (pp. 69-76). New York, NY: Springer.
5. Ritter, J. K., Ayieko, R. A., Chao, X., Khalil, O., Mahalingappa, L., Meidl, C. J., Meyer, C. K., **Quiñones, S.**, & Williams, J. A. (2018). Insight gleaned from our participation in a faculty self-study learning group. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay*, (pp. 85-97). New York, NY: Springer.

Published Book Reviews in Peer-Reviewed Journals (Total of 5)

1. Quiñones, S. (2012). Review of *Words were all we had: Becoming biliterate against the odds*, edited by M. de la Luz Reyes. *Bilingual Research Journal*, 35(1), 112-115.
2. Quiñones, S. (2013). Review of *Punished: Policing the lives of Black and Latino boys*, by Victor M. Rios. Special Theme Issue: Latino Students and the School-Prison Pipeline. *Association of Mexican American Educators*, 7(3), 96-98.
3. **Quiñones, S.** & Shank, G. (2014). Review of *Thinking with theory in qualitative research: Viewing data across multiple perspectives*, by Alecia Y. Jackson & Lisa A. Mazzei. *Teachers College Record*.
4. Meidl, C. & **Quiñones, S.** (2016). Review of *Leading with character: Stories of valor and virtue and the principles they teach (2nd ed.)*, by John J. Sosik. *Teachers College Record*.
5. Quiñones, S. (2018). Review of *Latina teachers: Creating careers and guarding*

culture, by G.M. Flores. *Teachers College Record*.

Community-Based Report with Community-Engaged Research Project

- Kiyama, J.M., & Harris, D.M. with Ares, N., Dache-Gerbino, A., **Quiñones, S.**, Smalls, M.M., Soler, A. & Vogt, E.M. (2010). *School experiences of Latina/o students: A community-based study of resources, challenges, and successes, Part I*. Rochester, NY: Ibero-American Action League, Inc.

Scholarship Accepted for Publication But Not Yet In Print

- Ritter, J., & **Quiñones, S.** (In Press) Entry points for self-study: Where to begin. In J. Kitchen, A. Berry, H. Guðjónsdótt, S. M. Bullock, M. Taylor, and A.R. Crowe's (Eds.) *2nd International Handbook of Self-Study of Teaching and Teacher Education*.
- **Quiñones, S.** & FitzGerald, A.M. Echando pa'lante: Latinas being and becoming community school leaders. In M. A. Martínez & S. Méndez-Morse (Eds.) *Latinas Leading Schools*.

Scholarship Under Review

- Ritter, J., Ayieko, R., Vanorsdale, C., **Quiñones, S.**, Chao, X., Meidl, C.J., Mahalingappa, L., Meyer, C., & Williams, J. Facilitating pedagogies of possibility in teacher education: Experiences of faculty members in a self-study learning group.
- **Quiñones, S.** & FitzGerald, A.M. Engaging a radical love of children, families and neighbors: Exploring a case study of a community school thru the lens of mercy.

Scholarship In Development

- **Quiñones, S.**, Broomer, R., & Ritter, J. K. (In development). Setting the state and lifting the curtain: Mentoring the process of writing in a self-study dissertation. In J. Kitchen's Writing as a Method for the Self-Study of Practice. Approved edited volume in the Springer Series: *Self-Study of Teaching and Teacher Education Practices*.
- Rine, J. P., & **Quiñones, S.** Guest editors for special issue of Christian Higher Education (2020). *Doing justice, loving kindness, walking humbly: Community engagement in Christian higher education*.

Editorial Board Memberships

- *Journal of Hispanic Higher Education* (JHHE) Spring 2014-Current
- *Urban Education* (UEX) Spring 2018-Current

Research Scholar Activities

External Examiner, Swarthmore College Honors Program April-May 2015
Educational Studies Department, *Latinos and Education* Course

Panelist May 2015
Dr. Barbara A. Sizemore Urban Education Conference
Title: The Right to an Excellent Education for all Children: Do We Have the Will?

Keynote Speaker, Latino Culture Night, Vincennes University February 2017
Title: *Cultivating Latino Engagement: An International Imperative*

Presenter, Heinz Fellows Program July of 2017, 2018
Title: Introduction to Participatory Action Research
University of Pittsburgh Center for Urban Education

Faculty Mentor & Group Leader Fall 2016-Spring 2017
Near-Peer Mentoring Exchange led by Dr. Laurel Willinham-McLain

Panelist Spring 2019
Cross-Campus Perspectives on Teaching Writing Intensive Courses
Center for Teaching Excellence

Moderator, Mind-Heart-Hands Reflection September 2019
Symposium: *From Hurricane María to the Political Storm of 2019: Puerto Rico at a Crossroad*. Hosted by the University of Pittsburgh School of Law in collaboration with the Center for Latin American Studies (University of Pittsburgh) and the Inter American University of Puerto Rico School of Law.

Co-Facilitator, Center for Health Equity Journal Club October, 2019
University of Pittsburgh Graduate School of Public Health, Hispanic Heritage Month,
Article discussed: Raymond-Flesch, M., Siemons, R., Pourate, N., Jacobs, K, & Brindis, C.D. (2014). "There is no help out there and if there is, it's really hard to find": A qualitative study of the health concerns and health care access of Latino "DREAMers." *Journal of Adolescent Health, 55*, 323-328.

Grants Awarded

School of Education Level (Internal, Peer Reviewed)

- \$1,000 *DILE Funds to Support Research & Teaching Innovations* 2013-2014
Project: Mixed Methods Study of Supplemental Online Literacy Program-Dr. Hughes
Status: Selected children's literature was purchased qualitative data analysis tools.
- \$3,400 *Heinz/Canevin Center Small Grant* 2014-2015

- Project:** Case Study Research of Community School in Eastern PA
Status: As of September 2015, all funds were used for data collection activities, including site visits and interview transcripts
- \$5,000 *Heinz/Canevin Center Small Grant* 2014-2015

Project: Youth Films Collaborative Mobile Media Backpacks
Status: Funds used to prepare and purchase two mobile media backpacks fully equipped with digital technology and items to film and produce media projects. Mobile media backpacks were delivered and used by students and teacher at Obama Academy for the Youth Films Collaborative community engagement initiative project during the 2014-2015 school year.
 - \$6,500 *Heinz/Canevin Center Small Grant* 2017-2018

Project: Mixed Methods Study of Mindfulness-Based Professional Development in Educational Settings
Status: Funds were used to support the development of grant writing and consultants for the research project. Funds were used for participant gift cards and school honorarium.

University Level (Internal, Peer Reviewed)
 - \$10, 000 Year 1, *Center for Community-Engaged Research Grant* 2017-2018

Project: Mixed Methods Study of Mindfulness-Based Professional Development in Educational Settings
Status: Funds were used to support the development of external grant writing and consultants for the research project. Funds were used for participant gift cards, school honorarium, and curriculum materials for program development. Also, given support from CETR grant, the project grew from one having one small research site to having five research sites and a collaborative research partner at Robert Morris University.
 - \$7, 300, Year 2, *Community-Engaged Research Grant* 2018-2019

Project: Mixed Methods Study of Mindfulness-Based Professional Development in Educational Settings
Status: Year 2 funds will be used for conference presentations from year 1 and to fund participant rewards for year 2 of data collection at existing sites as well as year 1 of data collection for new sites added in 2018-2019.

Scholarly Presentations

1. Quiñones, S. (2009). *From una olla de grillos to a support network for success: A case study of a community college orientation course for Latinos*. Paper presented at the Graduate Fellows Research Symposium for the American Association of

- Hispanics in Higher Education.
2. Hopper, M., & **Quiñones, S.** (2009). *Co-constructing meanings from nonverbal and verbal video data analysis: A Deaf and Latina researchers collaborative process.* Alternative format presentation presented at the conference of the American Educational Studies Association
 3. Marquez Kiyama, J., Harris, D., & **Quiñones, S.** (2009). *Reflections of a community-based research team: A study of Latina/o students, resources, challenges and successes.* Paper presented at the Latino Education and Immigrant Integration Conference.
 4. Marquez Kiyama, J. & **Quiñones, S.** (2009). *Access and (in)equity: From theory to praxis for graduate students.* Poster presentation at the National Outreach Scholarship.
 5. Ares, N. & **Quiñones, S.**, et al. (2010). *Y nosotros, qué?: Moving beyond the margins in a collaborative community initiative.* Paper presented at the American Educational Research Association.
 6. Marquez Kiyama, J., Harris, D., **Quiñones, S.** (2010). *Critical transitions of Latina/o students.* Panel presentation at the conference for the Critical Race Studies in Education Association.
 7. Quiñones, S. (2010). *No es lo mismo, ni es igual: A literature review of educación in educational research.* A paper presented at the biennial conference of the Puerto Rican Studies Association.
 8. Quiñones, S., (2010). *Educated entremundos: Exploring ser bien educado with Puerto Rican/DiaspoRican teachers.* Invited poster session for Cultivating New Voices Among Scholars of Color, National Association for Teachers of English
 9. Marquez Kiyama, J., Harris, D., **Quiñones, S.** et al. (2011). *School experiences of Latina/o students in Rochester, NY: A community-based study of resources, challenges, and successes.* Panel presented at the conference of the New York State Foundations of Education Association.
 10. Quiñones, S. (2011). *Educated entremundos: Exploring the concept of ser bien educada/o* Paper presented at annual conference of the American Educational Research Association.
 11. Ares, N., **Quiñones, S.**, et al. (2011). *Illuminating the dance between kinship & division: Latina/o and Black communities as both collective other and competitors.* Paper presented at the annual conference of the American Educational Studies Association.
 12. **Quiñones, S.** & Martínez-Roldán, C. (2012). *Using autobiographical narratives to understand colonial-diaspora sensibilities: Theorizing our experiences.* Paper

- presented at the annual conference of the American Educational Research Association.
13. Quiñones, S. (2012). *(Are We Still) Adding to subtract?: Ser bien educado and being well educated in testing times*. Paper presented at the biennial conference of the Puerto Rican Studies Association.
 14. Quiñones, S. (2012). *Cultivating respectful resistance: Understanding how Latina teachers conceptualize and Enact Ser Bien Educada and Being Well Educated*. Paper presented at the annual conference National Association for Bilingual Education.
 15. Quiñones, S. (2013, November). *Setting the stage: Tensions and possibilities of enacting powerful English teaching amidst the Common Core*. In T. San Pedro (Chair). Enacting powerful English teaching in the era of standardization. Symposium conducted at the annual meeting of the National Council for Teachers of English, Boston, MA.
 16. Quiñones, S. (2013). *"I get to give back to the community that got me here": Exploring influential factors in the career trajectories of bilingual Latina teachers*. Paper presented at the annual conference of the American Educational Research Association.
 17. Quiñones, S. (2014, April). *Of braids and borderlands: Using trenzas as an analytical tool in qualitative inquiry*. Peer reviewed paper presented at the meeting of the American Education Research Association (AERA), Philadelphia, PA.
 18. Quiñones, S. (2014, October). *Educated entremundos (between worlds): Exploring the role of diaspora in the lives of Puerto Rican teachers*. Invited and peer-reviewed paper presented at the meeting of the American Educational Studies Association (AESAs), Toronto, CA.
 19. Quiñones, S. (2014, October). *Garnering resilience: Latina/o education as a family, school, and community affair*. Paper presented at the biennial meeting of the Puerto Rican Studies Association, Denver, CO.
 20. Quiñones, S. (2014, October). *Unraveling braided experiences: Rethinking cultural concepts with Puerto Rican teachers*. Paper presented at the biennial meeting of the Puerto Rican Studies Association, Denver, CO.
 21. **Quiñones, S.** & Hughes, E. (2014, December). *Is Sarah a bully or is she a friend? Exploring interpretive text-based discussions about bullying with 5th graders in an online pen pal program*. Peer-reviewed roundtable paper presented at the meeting of the Literacy Research Association (LRA), Marco Island, Florida.
 22. **Quiñones, S.** & Ehman, J. (2015, March). *Youth films collaborative: Engaging youth and adults in digital media and civic literacy initiatives*. In L. Dostilio (Chair) Common ground, diverse voices: Community-engaged research and generative knowledge in Social Science. Invited and peer-reviewed symposium conducted at the

- meeting of the Society for Applied Anthropology (SfAA), Pittsburgh, PA.
23. Ehman, J., **Quiñones, S.**, Foster, J.L., Knox, J.L. *Reflections across three film projects: A problem of perception?* (2015, April). Teen Summit, Nazareth College, Rochester, NY.
 24. **Quiñones, S.**, Knox, R., Foster, J.L., & Youth from Obama Academy. (2015, June). *Youth films collaborative*. Panel presentation at the Digital Media & Learning Conference (DML), Los Angeles, CA.
 25. FitzGerald, A.M., & **Quiñones, S.** (2015, November). *Conditions and leadership practices facilitating Latino family engagement*. Paper presented at the annual meeting of the University Council of Educational Administration (UCEA), San Diego, CA.
 26. Quiñones, S. (2016, April). Invited speaker session: Theorizing our lives in critical research practices: Exploring trajectories, relationships, and agency within the social context of our research. “*You have to be a circle, not a square.*” *Theorizing personal, professional, and community knowledge with Puerto Rican teachers*. Presentation at the meeting of the American Educational Research Association, Washington D.C.
 27. **Quiñones, S.** & Martínez-Roldán, C. (2016, April). Puerto Rican women teacher educators telling their stories, sharing their lives. *Intergenerational narrative inquiry: Cultivating professional practices for resisting erasure in the academy*. Presentation at the annual meeting of the American Education Research Association (AERA), Washington D.C.
 28. FitzGerald, A.M., & **Quiñones, S.** (2016, November). “Nobody told me how to do it...”: Leadership for authentic partnerships. Paper presented at the annual meeting of the University Council of Educational Administration (UCEA), Detroit, MI.
 29. **Quiñones, S.** & Fitzgerald, A.M. (2017, March). *Cultivating authentic partnerships and transformative practices: A case study of a community school in Pennsylvania*. Research presented at the XIV Puerto Rican Congress on Research in Education, University of Puerto Rico, Rio Piedras, Puerto Rico.
 30. FitzGerald, A.M., & **Quiñones, S.** (2017, November). *The role of the community school coordinator*. Paper presented at the University Council of Educational Administration (UCEA) Annual Conference, Denver, Colorado.
 31. Ritter, J. with Ayieko, R., Chao, X, Mahalingappa, L., Meidl, C., Meyer, C., **Quiñones, S.**, & Williams, J (August, 2017). *Self-study as a means of democratizing teacher education research*. Scholarly presentation at the summer meeting of the Association of Teacher Education, Pittsburgh, PA.
 32. **Quiñones, S.**, & FitzGerald, A.M. (2017, April). *Cultivating Latino family engagement: A case study of a community school in Pennsylvania*. Session titled: “Community Schools and Education Networks in Support of Educational Equity.”

- Paper presented at the annual meeting of American Education Research Association (AERA). San Antonio, TX.
33. **Quiñones, S.,** & FitzGerald, A.M. (2017, April). *Supporting systemic change: Examining leadership practices for Latino family engagement at a community school.* Session titled: “Public Policy and Educational Practices for Latinx Students.” Paper presented annual meeting of the American Education Research Association (AERA). San Antonio, TX.
 34. Ritter, J. with Ayieko, R., Chao, X, Mahalingappa, L., Meidl, C., Meyer, C., **Quiñones, S.,** & Williams, J (Alphabetic order used, April 2018). Paper session: Learning and living self-study methods. Paper: *Learning to do self-study: An inquiry tool into the experiences of faculty participants in a self-study learning group.* American Education Research Association (AERA), New York, NY.
 35. **Quiñones, S.** & Romero, S. (2018, May 22). Invited plenary session, *Collaborative Hospitality: Community Engaged Research at Duquesne University.* Title of Scholarly Presentation, *Awakening Experiences and Perspectives: Exploring a Mindfulness-Based Professional Development Program Using Mixed Methods.* Society for Qualitative Inquiry in Psychology (SQIP), Pittsburgh, PA.

Honors and Awards

<u>Graduate Fellow</u> <i>American Association of Hispanics in Higher Education</i>	2009-2010
<u>Graduate Fellow</u> <i>Cultivating New Voices Among Scholars of Color Mentoring Program</i> National Council Teachers of English Research Grant Mentor: Dr. Maria Fránquiz	2010-2012
<u>Visiting Scholar & Diversity Fellow</u> <i>Diversity and Academic Excellence Award, University of Rochester</i>	2012-2013
<u>Faculty Fellow</u> <i>Dr. Barbara A. Sizemore Urban Education Initiative</i> Duquesne University School of Educaiton	2013-2015
<u>Nominee</u> <i>24th Annual Racial Justice Award, 2015 Education Award, YWCA of Pittsburgh,</i> Nominated by Jesabel Rivera-Guerra	2015
<u>Recipient</u> <i>Early Career Award for Excellence in Scholarship</i> Duquesne University School of Education Faculty Award	2016
<u>Nominee</u> <i>Early Career Award, American Educational Research Association</i>	2016

Nominated by Dr. Sonia Nieto

Faculty Fellow

Spring 2016-Spring 2017

First Interdisciplinary Research Roundtable

The **Center for Catholic Faith and Culture** roundtable convened faculty from different disciplines and faculty fellows from Duquesne University and from several other institutions. The theme was *Mercy*, to coincide with the Year of Mercy proclaimed by Pope Francis.

Participant

2018

Mind & Life Summer Research Institute, New Investigator

Competitive international application process with 150 selected participants.

Faculty Development in Scholarship

- Publish or Perish Fall 2013
- Choosing and Approaching Academic Publishers Fall 2013
- Facilitating Student Participation in the URSS Fall 2014
- Teaching's Conscientious Objectors by Dr. Doris A. Santoro Fall 2014
- Preparing an Effective Case for Third-Year Review April 2014 & 2015
- Social Network Analysis, SfAA Conference March 2015
- Documenting Your Scholarly Impact Spring 2015 & 2018
- Rhizomatics by Dr. Kathryn Strom Fall 2016
- CETR Writing Retreat June 2015, 2016, 2017, 2018
- Community-Engaged Inquiry Group Sessions November 2014, March 2015
- Preparing an Effective Case Promotion & Tenure Spring 2016
- IRB for Scholarship of Teaching and Learning Fall 2017
- Corvallis ATLAS.ti Summer Workshop Series Summer 2017
- Tenure and Promotion: It Doesn't Have to be a Gamble Spring 2018
- Choosing Wisely: Deciding Where (and Where Not) to Publish May 2018

III. TEACHING

Graduate Courses Taught

GRLA 523: *Diversity and Equity in Literacy* Summer 2019

- 3 credit graduate course in Reading and Language Arts program

GDIT 714: *Leadership and Education in a Global Society* Fall 2018, 2019

- 3 credit accelerated graduate course in EdD in Educational Technology

GEPK 526: *Literacy, Language & Literature II* Spring 2014, 2015, 2018

- 3 credit graduate literacy education course with a Level 3 Field Experience

GEPK 502 *Introduction to Teaching* Fall 2013, Summer 2014

- 2 credit introductory graduate course with Level 1 Field Experience

GEPK 503: *Child Development: Birth through Age 9* Fall 2013

- 2 credit graduate course about child development for future educators

Undergraduate Courses Taught

LTEC 311W/LTEC 312W/LTEC 313 Fall & Spring, 2013-2018

Content Knowledge for Development of Literacy (311W-4 credits)

Pedagogy for Literacy PK-4 (312W-4 credits)

Level 3 Field Experience (313-1 credit)

- Coordinate 9 credit combined set of writing intensive courses with Level 3 Field Experience; Courses are integrated into one syllabus and co-taught by multiple (2-4) faculty members.

EDLS 301W Content Area Reading Fall 2014, 2015, 2016, 2017)

- 3 credit Writing Intensive Course for secondary and middle level pre-service teachers with a Level 2 Field Experience

Doctoral Student Academic Advisement

Committee Member Fall 2013 & Spring 2014

Rae Mancilla, Graduate of EdD Instructional Technology & Leadership

Dissertation Title: *Mobile Devices for Learning in Mainstream Classrooms: The Case of SmartPen Use in Middle School English Learners*

Committee Member Fall 2018-July 2019

Amnah Albuloushi, Graduate of EdD Instructional Technology & Leadership

Dissertation Title: *Investigating the Relation Between Saudi Teachers' Self-Perceptions of TPACK and Their Practical Application in Lesson Design.*

Committee Member Summer 2019-Current

Jessica Martin, Doctoral Candidate, EdD Instructional Technology & Leadership

Dissertation Title: *A Case Study of an Online Teacher Study Group As An Effective Professional Development Tool*

Dissertation Chair Summer 2018- Current

Ramona Broomer, Doctoral Candidate, EdD Instructional Technology & Leadership

Dissertation Title: *A Self-Study Exploring the Process of Integrating Instructional Technology into Introductory Theatre Courses*

Dissertation Chair Summer 2018-Current

Juel Smith, Doctoral Candidate, EdD Instructional Technology & Leadership

Dissertation Chair Summer 2018-Current

Stefanie Graban, Doctoral Candidate, EdD Instructional Technology & Leadership

Dissertation Chair Summer 2018-Current
Robin Zolinas, Doctoral Candidate, EdD Instructional Technology & Leadership

Dissertation Chair Spring 2019-Current
Mark Dunn, Doctoral Candidate, EdD Instructional Technology & Leadership
Dissertation Title: *Global Cognitive Domain Differences Using Machine Learning Clustering: Examining TIMSS Mathematics Achievement in Six Countries*

Dissertation Chair Fall 2019-Current
Jessie Robinson, Doctoral Candidate, EdD Instructional Technology & Leadership

Dissertation Chair Fall 2019-Current
Michael Rinsem, Doctoral Candidate, EdD Instructional Technology & Leadership

Dissertation Chair Fall 2019-Current
Lisa Beaulieu, Doctoral Candidate, EdD Instructional Technology & Leadership

Committee Member Fall 2019-Current
Nichole Scarlett, Doctoral Candidate, EdD Instructional Technology & Leadership

Undergraduate Student Advisement and Mentoring

Faculty Advisor Fall 2014 thru Spring 2016
PreK-4 Graduate PreK-4 Program, 6 Advisees

Faculty Advisor Spring 2016
Undergraduate Research & Scholarship Symposium
Title: *“Representation Matters: How Representation in Children’s Literature Influences Children of Different Ethnicities”*
Student: Taylor Cavalovitch, Senior, Early Childhood Education
Award Recipient: Center for Teaching Excellence for Undergraduate Research, 2016

Faculty Advisor Spring 2017
Student: Jacob Naylor, Honors College, Duquesne University
Independent Honors Research: Resistance to Organizational Change

Faculty Advisor Spring 2017
Undergraduate Research & Scholarship Symposium
Title: *“Imagination & Logical Thinking With Wordless Picture Books”*
Student: Morgan Hamby, Senior, Early Childhood Education
Award Recipient: Center for Teaching Excellence for Undergraduate Research, 2017

Teacher-Scholar Activities

Presenter November 2013
1st Cafe Latino Social, Carnegie Mellon University Advising & Resource Center
Title: On Being a Well-Educated Person: Latina/o Perspectives & Experiences

Workshop Facilitator May 2014
Dr. Barbara A. Sizemore Urban Education Conference
Workshop: Rethinking Parental/Family Engagement

Panelist September 2014 & January 2015
Diversity & Future Vision for Education Faculty panel for First LEGO League
Carnegie Mellon Robotics Institute

Participant June 2014
Faculty Study Abroad to Turkey, Led by Dr. Nihat Polat, School of Education

Co-Facilitator Fall 2015 & Spring 2016
Urban Education Cohort with Dr. Karen Levitt
Title: What Do You Mean When You Say Urban?

Faculty Development in Teaching

- Presenting with Prezi Summer 2013
- Blackboard 9 Update Session Summer 2013
- Collaborative Web Conferencing Webinar Summer 2013
- Beyond the Bb Basics: Creating a Welcoming Course Environment Summer 2013
- Campus to Community Excursion to the Hill District Fall 2013
- Creating Effective Research Assignments Fall 2013
- Near-Peer Mentoring Exchange (Mentee) Fall 2013 & Spring 2014
- The Teacher-Scholar Nexus Through a Spiritan Prism Spring 2015
- Planning a Writing Intensive Course Spring 2015
- Responding to Five Common Student Writing Struggles Spring 2017
- Campus to Community Excursion to the Hill District Fall 2017
- Fostering Growth: Scale Up Micro Workshop Fall 2017
- Intro to the Creative Teaching Award and SoTL Fall 2017
- Connecting for Understanding: Scale Up Micro Workshop Fall 2017
- Helping Students Retrieve Knowledge: Scale Up Micro Workshop Fall 2017
- Overview of the Scholarship of Teaching and Learning Summer 2017
- Let's be Critical: Analyzing Community-Engaged Learning Data Spring 2018
- Project-Based Learning Spring 2018
- Pittsburgh Regional Faculty Symposium Spring 2018
- Race and Pedagogy: A Discussion of Readings Spring 2019
- Spiritan Pedagogy Fall 2018
- Spiritan Pedagogy in Practice Spring 2019
- Teaching for the Common Good: Integrating Social Thought into Your Courses Spring 2019

IV. Service

Department Level Service

<u>Member</u> Outreach Ad-Hoc Committee, Instruction & Leadership in Education	2013-2014
<u>Member</u> Search Committee for ESL Faculty	2014- 2015
<u>Member</u> Ad-hoc selection committee for new department chair	2017
<u>Member</u> DILE Doctoral Program Transition, School of Education, Duquesne University	Spring 2018

School of Education Level Service

<u>Advisory Board Member</u> <i>Canevin Center for Educational Transformation & Social Justice</i>	2013-2017
<u>Member</u> School of Education Work-Load Policy Ad-Hoc Advisory Committee	2018

University Level Service

<u>Panelist</u> New Faculty Orientation	Fall 2014
<u>Participant</u> Service-Learning Faculty Forum with External Reviewers	Spring 2014
<u>Judge</u> Community-Engaged Research Award Undergraduate Research & Scholarship Symposium	Spring 2015
<u>Facilitator</u> CETR Writing Retreat: Creating a Cohesive Argument	2015
<u>Co-Facilitator</u> Writing Group, Center for Community Engaged Teaching & Research	2015-2016
<u>Facilitator</u> Everyday Democracy, Minadeo Elementary School (PPS) in partnership with the Center for Community Engaged Teaching and Research at Duquesne University.	Spring 2016

Presenter Spring 2016
Libations and Leads: A Researcher Fair, co-sponsored by the Division of Mission and Identity, the Office of Advancement, and the Office of Research.

Co-Facilitator 2015-2016
Year-Long Community-Engaged Writing Group, Center for Community Engaged Teaching & Research, Duquesne University, extended thru 2017.

Co-Presenter Spring 2018
CETR Journal Club: Promoting Scholarship & Building Community
Working in and With Community: Leading for Partnerships in a Community School.

Reviewer Spring 2018
Advanced Community-Engaged Learning (ACELE) Course Application, Center for Community Engaged Teaching & Research

Member Spring 2018
Ad-Hoc task force for the creation of a diversity and inclusion statement lead by the Faculty Senate (as non-member of Faculty Senate).

Co-Presenter Fall 2018
CETR Journal Club: Promoting Scholarship & Building Community
Building Bridges and Creating Pathways: A Mixed Methods Study of Community-Engaged Learning in Foreign Language Pedagogy

Elected Faculty Representative Fall 2018-Current
University-Wide Core Steering Committee led by Dr. Darlene Weaver

Pittsburgh Community Level Service

Panelist Fall 2013
Community Cinema, “Girls Hour” of *The Graduates*, Co-sponsored by WQED Multimedia & Girls Coalition of Western Pennsylvania.

Panelist Spring 2014
Community Cinema, *Las Marthas*, Co-sponsored by WQED Multimedia & Girls Coalition of Western Pennsylvania.

Panelist Spring 2014
Foreign Relations Mock Senate, *The Ellis School*, Pittsburgh, PA

Co-Facilitator 2014-2016
Interdisciplinary Latino Research Initiative (*ILRI*), Center for Health Equity, Graduate School of Public Health, University of Pittsburgh

Panelist Fall 2015
National Conference on Higher Education in Prison, Town Hall Forum on Anti-Mass Incarceration Activism in Pittsburgh

<u>Volunteer</u> Navigating Pittsburgh Summit, Pittsburgh, PA	Fall 2015
<u>Facilitator</u> Western Pennsylvania Educators for Awareness, Compassion, and Empathy Discussion Leader: <i>Mindful Learning</i>	Spring 2017
<u>Member</u> Latin American Cultural Union, Pittsburgh, PA	2014-2018
<u>Interpreter (Spanish-English)</u> <i>INTEL International Science & Engineering Fair (ISEF)</i> , May 16 David Lawrence Convention Center, Pittsburgh, PA.	Spring 2018
<u>Volunteer (Education Outreach Day)</u> <i>INTEL International Science & Engineering Fair (ISEF)</i> , May 17 David Lawrence Convention Center, Pittsburgh, PA.	Spring 2018
<u>Faculty Partner</u> TeenBloc Teach-Ins, A+ Schools	Fall 2017-Spring 2018
<u>Executive Board Member</u> Awaken Pittsburgh, Emphasis on research and grant writing	January 2017-June 2019

Professional Level Service (International and National)

<u>Ad-Hoc Reviewer, Academic Journals</u>	2013-Current
<ul style="list-style-type: none"> ○ Journal of Educational Research ○ Anthropology & Education Quarterly ○ Equity & Excellence in Education ○ Bilingual Research Journal ○ Contemporary Issues in Early Childhood Journal ○ Centro Journal (Center for Puerto Rican Studies) ○ Association of Mexican American Educators ○ Multicultural Perspectives (National Association of Multicultural Education) ○ Education Sciences ○ Sustainability ○ Journal of Teaching and Teacher Education ○ Journal of Practitioner Research 	
<u>Chair of Roundtable</u> <i>Partnerships, Collaboration, and Social Change</i> American Educational Research Association (AERA) Annual Conference	Spring 2013
<u>Chair of Roundtable</u> <i>Race and Racialized Experiences in the Context of Multiple Languages & Literacies</i> American Educational Research Association (AERA) Annual Conference	Spring 2014

Reviewer Spring 2014
Literacy Research Association (LRA) Conference

Ad-Hoc Reviewer Fall 2015
Early Childhood Education Book: *Courageous Leadership: Administrators Taking a Stand for Social Justice in Early Childhood Education*

Reviewer Fall 2016
University Council of Educational Administration (UCEA) Annual Conference

Reviewer Fall 2017
Pearson Publishing Book proposal
Title: “*Disciplinary Literacy for Struggling High School Students*”

Reviewer Summer 2013-2018
American Educational Research Association (AERA) Annual Conference

Member Spring 2018
Division K Teaching and Teacher Education, Outstanding Dissertation Award
American Educational Research Association (AERA)

Chair of Paper Session Spring 2018
Using Family-School-Community Partnership to Enhance Early Literacy and Biliteracy, American Educational Research Association (AERA) Annual Conference

Chair of Roundtable Spring 2018
Access and Voice: Multimodal and Digital Learning
American Educational Research Association (AERA) Annual Conference

Discussant Spring 2018
Symposium Panel: *Critical Narrative Methodologies as Sites for Challenging, Negotiating, and Reclaiming Bicultural Identities*, American Educational Research Association (AERA) Annual Conference

Member Fall 2018-Current
Mentoring Working Group, Bilingual Education Research
Special Interest Group (SIG), American Educational Research Association (AERA)

Panelist Spring 2019
Webinar: *Preparing Your AERA Paper: Recommendations for Facilitating the Conference Paper-to-Publication Process*, Bilingual Education Research (BER)
Special Interest Group (SIG), American Educational Research Association (AERA)

Panelist June 2019
Webinar: *Transitioning Into and Through a Tenure Track Faculty Position*
Latinx/a/o Research Issues (LRI) Special Interest Group (SIG)
American Educational Research Association (AERA)