



Dr. S. Sharon Subreenduth Brief Biography

Dr. Sharon Subreenduth is an interdisciplinary scholar and administrative leader dedicated to fostering inclusive Communities of Practice (COPs) that address societal challenges in educational contexts. Her work critically examines anti-oppressive schooling, curriculum, pedagogy, policy, and identity through an intersectional lens, emphasizing equity, access, diversity, and belonging. By leveraging COPs as transformative spaces, she fosters ethical and socially responsible inquiry that leads to equitable, asset-based solutions. Throughout her extensive career as a scholar, educator, and administrator, Subreenduth has consistently demonstrated a strong commitment to creating accessible and ethical educational environments.

With over 30 years of international experience in research, teaching, and cultural programming across 45 countries, Subreenduth has excelled in various leadership roles, including Associate Dean at the University of Massachusetts-Lowell and, most recently, as Dean of the College of Education at Georgia Southern University. Her scholarly contributions span prominent journals such as *Race, Ethnicity and Education*, and she co-edited the highly regarded journal *Education Studies*. Subreenduth has delivered workshops, curriculum initiatives, and presentations worldwide, advancing educational equity through strategic collaborations and transformative leadership. Her career as both a faculty member and administrator has focused on creating inclusive and ethical educational environments that emphasize integrity, equity, diversity, transparency, and belonging. Her interdisciplinary work reflects a lifelong dedication to empowering diverse communities and driving systemic change.

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EDUCATION

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| 2003 Ph.D. | Curriculum, Instruction, and Professional Development
(with Cultural Studies focus), College of Education and Human Ecology
The Ohio State University |
| 1992 M.A. | Advanced Social Studies and Global/Multicultural Education, College of Education and
Human Ecology, The Ohio State University |
| 1991 B.Ed. | Graduate degree in Education, University of South Africa (UNISA) |
| 1986 B.Paed | Bachelor of Pedagogics English, Geography, and Education, University of Durban-
Westville (now University of KwaZulu-Natal), South Africa |

LEADERSHIP

Georgia Southern University (GSU) is a High Research Activity University with over 29,000 students on three campuses (suburban/rural; urban, military-connected) and online and tracking to achieve R1 status.
GSU Mission: At Georgia Southern University, our learner-centered culture prepares us to think, lead, teach, and serve. We value collaboration, academic excellence, discovery and innovation, integrity, openness and inclusion, and sustainability. We promote talent and economic development to enhance the quality of life through scholarly pursuits, cultural enrichment, student life, and community engagement across distinctive campuses. Our success is measured by the global impact of our students, faculty, staff, and alumni.

January 2024 - current: **Professor**, College of Education, Georgia Southern University
2023-2025: Co-Investigator, Spencer Research Foundation Grant Project (with higher
education institutions in Poland, Wales, Czech Republic)

July 2021-Dec 2023: **Dean**, College of Education (COE), Georgia Southern University
Served as chief academic, financial, and administrative officer across four campuses (Statesboro, Savannah, Hinesville, and online). Led four departments and six centers, with over 120 faculty and staff, and more than 3000 students.

Budget, Enrollment, Marketing, and Student Success

- Successfully managed a complex budget of over \$16 million with multiple revenue streams
- Budgetary Planning and Management for all aspects of the college, including cutting and expanding programs informed by data
- Achieved the highest enrollment since 2018 through strategic enrollment management, recruitment/outreach, and retention planning. An increase of 5-6% at the graduate level and approximately 3% at the undergraduate level
- Oversight and development of curriculum and academic policies of 45+ undergraduate and graduate degree programs, certifications, and endorsements; Successfully led curricula changes for 2 doctoral programs and several teacher certification programs
- Dynamic graduate programming with COE housing fifty percent of the graduate students at GS
- Represented college in university-wide Strategic Enrollment Plan (SEP), Brand Refresh, and Website

Redesign

- Formulated new publicity and social media campaigns to increase college visibility and increase student recruitment/enrollment/retention - resulting in higher student enrollment
- Sample Student recruitment/success programming:
 - developed the Return to Home program for senior internship students to minimize costs
 - established the Call Me Mister® Program aimed at increasing the pool of Black male teachers
 - launched the EAGLE E.D.G.E program (Eagle Educators Engaging in Distinctive and Genuine Experiences)
 - established student professional organizations that are representative of diverse programs and students
 - additional funding support for study abroad for faculty and students
 - supported faculty course revisions for GS Wexford, Ireland campus delivery and hybrid for study abroad/online offerings
 - created flex student spaces to enhance academic and social collaborations
 - secured space for the creation of maker spaces on both campuses
 - 3 paraprofessional pathways to certification

College Climate, Accreditation, Outreach and Partnerships

- Increased accountability and transparency at all levels within the college by clarifying roles and responsibilities
- Developed and formalized COE policies and procedures
- Created a comprehensive organizational chart with streamlined and synergistic collaborations across units
- Established a DEI Committee that worked collaboratively on college benchmarks; provided resources and professional development providing time for faculty/staff engagement
- Successfully navigated three institutionally mandated budget reduction cycles; led collaborative reorganization that resulted in increased efficiencies and new synergies across departments, while still ensuring growth and support of faculty/staff
- Ensured all faculty & staff lines were retained during budget cuts by utilizing alternative revenue streams; recruited more than fifteen quality faculty and staff and retained all tenure lines
- Enhanced faculty retention via mentoring, professional development, and financial support for scholarship/time
- Secured 80 successful major reviews including tenure and/or promotions
- Clarified steps and timeline for ALL major reviews in COE and collaborated with faculty in the development of a policy on how to calculate overall ratings for major reviews
- Supported faculty international research travel, study abroad for faculty and students
- Created KPIs for meeting Strategic goals; conducted review and assessment of KPIs across units
- Supported international student assistantships, Fulbright, and other Fellowships and research opportunities
- Worked with chairs/directors/supervisors to develop individual benchmarks and career development plans, and evaluated performance
- Developed new and strengthened existing school and community partnerships that resulted in program and research initiatives that mutually served our college and partners
- Created new degree pathways to meet stakeholder and workforce needs
- Effectively navigated the evolving landscape of higher education, e.g., new legislation, state and federal mandates
- Oversaw successful accreditation and program review through CAEP and Georgia Professional Standards Commission (GaPSC) with commendations for strong assessment culture and no areas for improvement. Maintained CACREP
- Reinigorated and diversified membership of the College Advisory Board
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Fundraising and Advancement

- Engaged in University Capital Campaign in collaboration with the Office of Advancement on fundraising and alumni engagement
- garnered 5 endowed and current use scholarships earmarked for specific student support and grants community engagement:
 - Annual Georgia Power funding for scholarships for the Call Me Mister students
 - Scholarships for non-traditional students going into the paraprofessional pathways.
 - Scholarships for women elementary education students to assist with final-year tuition/fees
 - Two scholarships to support undergraduate research
 - Established a College of Education Funding Priorities for the University Capital Campaign and worked with Advancement Office
 - Georgia Power funding for a collaborative faculty program with one of our local PD elementary schools
 - Worked with University Advancement, Director of Development to explore funding opportunities with AT&T (developed a proposal) and local gas station corporations (developed and submitted proposal). Also worked with the Director of Development on Strategic Funding Priorities for the college

Served on key University/Community level committees, councils, and taskforces

- Georgia Southern University Chair of the Culture Analysis and Implications Team for Georgia Southern's Armstrong Task Force in Savannah
- Presidents Regional Education Collaboratives (REC)
- Certification Team Member for The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation of Accreditation for Georgia Southern; Quality Enhancement Plan (QEP) sub-team
- University System of Georgia, Regents Advisory Committee. Member of Academic Committee: Educator Preparation (EDRAC)
- Dean's Advisory Council; Leadership Council; Deans, Directors, Dept Chair Meetings
- President's Advisory Committee
- President's Diversity Advisory Council
- First District Regional Educational Service Agency (RESA)
- Georgia Southern University Honorary Degrees Committee

2018-21

The University of Massachusetts Lowell is a R1 institution urban campus with 17,300+ undergraduate and graduate students, and is a nationally ranked public research university committed to excellence in teaching, research, and community engagement. We strive to prepare students to succeed in college and to become lifelong learners and informed citizens in a global environment.

Associate Dean, College of Education, University of Massachusetts, Lowell

- Oversaw undergraduate academic affairs, research & graduate studies; grants; mentoring; and faculty and student success
- Developed diversity, equity, and inclusion through the development of policies and programs that foster a diverse, equitable, and inclusive learning environment; recruit and support diverse students, including first-generation students; developing partnerships with local school districts. Collaborated on garnering over \$500, 000 in grants and scholarships to support diversity initiatives and collaborations in developing a systems approach including high schools, school districts, teacher preparation, community organizations, and the Department of Education
- Coached, mentored, and supported faculty in grants scholarship that increased grant submissions and funded grants, especially international-focused grants. Created an inclusive and collaborative approach to on-campus programming, resulting in building organizational, logistical, and research/teaching networks and opportunities

- Expanded international grant submissions and implementation; integrated programming with academic units across campus
- Operationalized the vision and mission of the college through diverse and collaborative efforts
- Improved student experience, academic success, and enrollment: support student success in licensure programs (e.g., MTEL support; peer mentoring; first generation student advocacy)
- Recruitment and retention of diverse aspiring and professional educators
- Program development and support: oversight of undergraduate and graduate programming, redesign, and review; building cross-disciplinary collaborations to enhance efficiency and innovation
- Recruitment and retention of dynamic research-focused faculty
- Aligned programs to accreditation guidelines, develop and implement accreditation program data collection: Massachusetts Department of Elementary & Secondary Education (DESE) Data Collection and Reporting; work with Licensure Officer and new Field Coordinator
- Initiated new academic and student recruitment projects: Developed Aspiring Educator Day for high school students to visit campus/college; co-developed summer launch to engage new admits into our college before their first semester; worked with two large school districts on High School Educational Pathways; scholarship opportunities for diverse students.
- Revised website and marketing materials and increased visibility and student enrollment
- Developed new partnerships and enhanced existing ones with school districts and the State Department of Education on teacher preparation, curriculum, assessment, and accreditation
- Collaborated with the Dean on fiscal oversight, fundraising, and alternative revenue streams
- Collaborated with Dean on the design and organization of a new building dedicated to the College of Education; oversight of building logistics
- Oversaw innovation of academic programs: with faculty colleagues, diversified and added to our academic offerings, including new undergraduate and redesigned master's degree programs, and online courses, to tap into new audiences and generate new revenue streams
- Collaborated across UML on shared academic and outreach programs, enrollment, recruitment events and programming
- Support, encourage, and mentor faculty professional development, research, and grant scholarship
- Worked closely with the Dean to formalize COE policies and procedures
- Served on the following leadership committees:
 - Academic Planning Committee
 - College Workload Policy Bargaining Committee
 - Dean's Advisory Council
 - University Council of Social Justice and Inclusion & Gender and Sex-Based Discrimination Prevention Task Force
 - University Academic Programs and Service Delivery Planning Committee & Classroom Capacity and Scheduling Sub-committee (COVID-19 planning for virtual/hybrid)
 - University River Hawk Scholars Academy (RHSA) Faculty Advocate and College
 - University Associate Deans for Academic Success
 - University Associate Deans for Research

Highlights of International expertise and experiences (please see grants, and scholarship, below as well)

- Over 30 years of international experience (including research, teaching, programming/grants) across diverse institutions, communities, and over 45 countries including:
 - Long-standing collaborations, grant funding, and programming with Poland, Ukraine, and South Africa
 - Managed the CIVITAS Africa Network partnership with South Africa, Ohio, and Kentucky – this included educators/administrators/government officials from all locations, as well as the judicial system in KY, NGOs, and community organizations.
 - Introduced and worked with SA educators to contextualize/adapt the first civic education curricula in SA
 - Established a grassroots civic and community organization in SA to offer support and training and supported similar in multiple countries
 - Over 20 externally funded educational and professional development exchanges, with hundreds of educators impacting thousands of students and communities worldwide
 - Conducted follow-up programming (workshops, training, keynotes) with international partners including US Consulates to ensure local sustainability
- Executed comprehensive internationalization through my various administrative roles: Graduate Assistant/Assistant Director of African Studies and International Civic Education Program Director at the Mershon Center, The Ohio State University; Co-Director of the International Democratic Education Institute, and director of multiple international grants at Bowling Green State University and University of Massachusetts-Lowell
- Managed risk and ensured regulatory and legal compliance related to international activities by liaising with diverse stakeholders within institutions including the US Department of State, US Department of Education, USAID, and federally approved administering entities such as the International Research and Exchanges Board (IREX), fhi360, philanthropical organizations
- Developed transnational networks and global reputation of campuses through strategic leadership and relationship building resulting in cross-campus opportunities for international research, collaboration, teaching, and educational/professional exchanges
- Intentional use of an inclusive excellence framework:
 - in all programming, administration, and interactions with faculty, staff, students, international participants, and partners (internally and externally)
 - diversity, equity, inclusion, belonging (DEIB) integrated/core to work
 - mindful of power dynamics, and ensuring equity, and transparency in communication, programming, budgeting
 - validating diverse knowledge systems and local expertise in collaboration
 - ensuring a respectful and culturally affirming environment
 - developing mutually reciprocal partnerships/research collaborations
 - implement cross-cultural and inter-cultural competencies in planning, programming, team development
- Managed projects with multiple stakeholders and established global networks with international higher education institutions, ministries of education, and the US Consulates
- Created a more inclusive and collaborative approach to international grant programming to include faculty, staff, students, civic and community organizations, cultural and, and industry leaders locally and globally in ways that will benefit university students, faculty, and alums
- Led and supported global learning, intercultural competence, and internationalizing curriculum development – for example, I facilitated the first international faculty/staff learning community at BGSU, utilized grants programming to engage faculty to integrate authentic course activities by tapping into international participants on campus
- Supported and sponsored international student recruitment, retention, and success through grants and student scholarship funding, supporting Fulbright Scholars, and connecting faculty research
- Developed infrastructure to support international programming, research, and collaboration that continues to thrive
- As **Editor-in-Chief**, *Educational Studies*, The Journal of the American Education Studies Association initiated change management model including collective leadership model, internationalization of the

editorial board, subscription model for more equitable access of global scholars, globalized content and citations; revamped the cover and accessibility and created a more global presence of the journal

2001-21

The Ohio State University (OSU): OSU is a R1 land grant institution with a main campus and 5 regional campuses with approximately 60,000 students on the main campus and a total of over 65, 000 university-wide. Mission: OSU is dedicated to: Creating and discovering knowledge to improve the well-being of our local, state, regional, national, and global communities; Educating students through a comprehensive array of distinguished academic programs; Preparing a diverse student body to be leaders and engaged citizens; Fostering a culture of engagement and service.

Bowling Green State University (BGSU) is a high-research, nationally-ranked, comprehensive university with over 19,600 students. Mission: Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders, and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation, and the world.

Principal Investigator, Director or Co-Director, external funding totaling over 6 million dollars and with various additional percentages of cost share and matching dollars (see also grants section below for more details on the grants).

- Successfully developed international grant proposals and executed projects
- Managed complex budgets, finance, and administration of grants while adhering to institutional and funding agency rules and regulations
- Created and enhanced the global reputation of institutions and expanded alumni base
- Supervise/Monitor a team of over 35 inclusive of 15 -20 faculty/staff/instructors/students
- Grants are interdisciplinary and worked with units across campus and over 10 community organizations, NGO's and 15 schools at local/regional/state level
- International grants and educational exchanges and professional development with primary focus on gender equity, curriculum development, TEFL/EFL, service learning
- Collaborations and networking with educators from over 45 countries
- Provide ongoing professional development to grant participants – in-country and virtually
- Established global networks with higher education institutions, ministries of education, and the US. Consulates
- **Co-Director,** International Democratic Education Institute, Bowling Green State University (BGSU), Bowling Green, Ohio (2011-2018)
 - Increased funded grants and expanded cross-disciplinary engagement across campus and other institutions in the region
 - Increased grant submissions and multi-disciplinary research collaborations
 - Mentored faculty within school and college on grant scholarship
 - Developed partnerships with over 10 local schools and over 35 teachers and connected many with global educators and collaborative projects
 - Utilized international grants to create greater global awareness in local schools
 - Connected international students with community and schools to further enhance more authentic global understanding
 - Worked with the local Global Affairs Council with programming, community outreach, and international exchanges
 - Offered professional development to educators, faculty, staff, students
 - Developed partnerships with NGO's and community organizations locally and internationally

2015-16

University Faculty Facilitator, International Faculty Learning Community, BGSU

- Developed objectives/outcomes for the learning community to meet campus-wide
- Recruited faculty, staff, and graduate student participants
- Lead a Faculty Learning Community focused on Internationalizing our Practices and Perspectives; Guided faculty development of curriculum
- Mentored faculty on research and grant opportunities
- Piloted International Cafes (novel initiative, not tried before); students, faculty, and university community; built connections via conversations around experiences of international students, global issues, and trends. Connected to my international grant programming
- Wrote a report, providing recommendations for creating a more conducive university climate (academic, socio-cultural, and logistical) to support international students, including how to offer more authentic interactions between domestic and international students and how to better integrate global perspectives into curriculum design

FUNDED INTERNATIONAL GRANTS

*Served as **Co-Investigator** of the following while in Dean and Associate Dean roles.*

- I have only indicated external funding for each grant listed- the total grant funding was much higher and included various percentages of cost share and matching dollars
- Each TEA and ACCESS program exchange included between 22-25 participants representing 22-25 countries (unless otherwise indicated).

2023-2025: Spencer Foundation Research Grant (co-PI) in collaboration with university faculty from Poland, Wales, Czech Republic. Investigating Educational Policymaking and its Responsiveness to Challenges in the World. A Qualitative Research Study in Four Transitioning Contexts: Georgia (USA), Poland, Czech Republic, and Wales. Total funding: \$49,960

2020: U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), Restorative Justice and Developing Teacher Associations for South African Educators. A two-week residential program with 25 South African educator and administrator participants including from the SA dept of Education, unions, and higher education institutions. Total funding: \$116,000.

2019/2021: The Fulbright Teaching Excellence and Achievement Program (FTEA), sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and administered by the International Research and Exchanges Board (IREX). Two-year program preparing *transformative teacher leaders for excellence in gender equity, global exchange, and mutual understanding*; provided a six-week professional development program for secondary school teachers, focused on gender equity in education. Total external funding: \$420,000

Summer 2018: U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), The English Access Microscholarship Program (Access): Developing Critical Thinking Skills. A two-week professional development program. Total external Funding: \$105,066

*Served as **Principal Investigator** for the following while in faculty/academic roles*

2017-2018: The Teaching Excellence and Achievement Program (TEA), a six-week professional development program for secondary school teachers sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and administered by

the International Research and Exchanges Board (IREX). *Focus on gender equity in education*. Total external funding: \$200,000

Fall 2017: U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), The English Access Microscholarship Program (Access): *The Service-Learning Strategies for International English as a Foreign Language (EFL) Classrooms Teacher Exchange*. A two-week professional development program Total Funding: \$100,522

Spring 2017: U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), *Pakistan Access Microscholarship Program*. A two-week professional development program focused on *Teaching English as a Second Language*. Total Funding \$213,292

2016-2017: The Teaching Excellence and Achievement Program (TEA), a six-week professional development program for secondary school teachers sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and administered by the International Research and Exchanges Board (IREX). *Focus on gender equity in education*. Total external funding: \$197,8800

Fall 2016: U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), The English Access Microscholarship Program (Access): *Service-Learning focus*. The Access Service-Learning Workshop prepared 25 Access teachers from various countries worldwide to integrate Service Learning (SL) into their EFL curriculum development and pedagogy. Access is a two-year program that provides disadvantaged students, ages 13-25, with a foundation of English language instruction through after-school classes and intensive sessions to gain English language skills, learn about U.S. culture and values, engage in community service activities, and develop leadership skills. Teachers of the Access program integrate each component into their EFL classrooms. Total external funding: \$91,892

2015-2016: The Teaching Excellence and Achievement Program (TEA), a six-week professional development program for secondary school teachers sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and administered by the International Research and Exchanges Board (IREX). *Focus on gender equity in education*. Total external funding: \$190,000

2014-2015: The Teaching Excellence and Achievement Program (TEA), a six-week professional development program for secondary school teachers sponsored by the Bureau of Educational and Cultural Affairs of the U.S. *Focus on gender equity in education*. Total external funding: \$184,000

2013-2014: The Teaching Excellence and Achievement Program (TEA), a six-week professional development program for secondary school teachers sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Focus on gender equity in education. Total external funding: \$183,000

2012-2013: IREX—The Teaching Excellence and Achievement Program (TEA), a six-week professional development program for secondary school teachers sponsored by the Bureau of Educational and Cultural Affairs of the U.S. *Focus on gender equity in education* Total external funding: \$184,000

2008-2009: CIVITAS: An International Civic Education Exchange XIII. This project brings several international projects into one larger partnership, including partners located in Morocco, Poland, South Africa, Ukraine, Alabama, Kentucky, and Ohio. This project is funded through a grant from the U.S. Department of Education. Only U.S. higher education institution administering this sub-grant from the Center for Civic Education. Total external funding: \$100,000

2007-2008: CIVITAS Africa. This project is funded through a grant from the U.S. Department of

Education, Center for Civic Education. Only U.S. higher education institution administering this sub-grant from the Center for Civic Education. Total external funding: \$54,000

2006-2007: CIVITAS Africa. This project is funded through a grant from the U.S. Department of Education. Only U.S. higher education institution administering this sub-grant from the Center for Civic Education. Total external funding: \$90,000

2005-2006: CIVITAS Africa. This project is funded through a grant from the U.S. Department of Education. Only U.S. higher education institution administering this sub-grant from the Center for Civic Education. Total external funding: \$200,000

2005-2006: CIVITAS Africa Supplemental. A sub-grant from the Center for Civic Education. Total external funding: \$69,000

Served as Co-Principal Investigator for the following while in faculty/academic roles:

2004-2005: CIVITAS Africa: Ohio/Kentucky/South Africa Partnership. This project is funded through a grant from the U.S. Department of Education. Only U.S. higher education institutions administering this sub-grant from the Center for Civic Education. Total external funding: \$200,000

2003-2005: CIVITAS International. This project is funded through a grant from the U.S. Department of Education, Office of Educational Research and Improvement with the cooperation of the U.S. Department of State. A sub-grant from the Center for Civic Education. Total external funding: \$430,000

2001-2003: Building Civil Society Through Education: An Exchange Program for Young Leaders in Education from South Africa and the United States. This project was funded through a grant from the U.S. Department of State, Education, and Cultural Affairs Bureau. Total external funding: \$131,700

2002 - 2003: CIVITAS: An International Civic Education Exchange Program is funded through a grant from the U.S. Department of Education, Office of Educational Research and Improvement with the cooperation of the U.S. Department of State. I coordinated the Ohio-Kentucky-South Africa partnership within our sub-grant. Total external funding: \$210,000

EMPLOYMENT

- 2024 Professor, College of Education, Georgia Southern University
- 2021-2023 Dean & Professor, College of Education, Georgia Southern University
- 2018-2021 Associate Dean & Professor, College of Education, University of Massachusetts-Lowell
- 2002-2018 Professor (2015); Associate Professor (2009); Assistant Professor (2003), Lecturer (2002-3) School of Teaching and Learning, College of Education and Human Development, Bowling Green State University, Ohio
- Fall 2010: **Visiting Scholar**, Education Policy Studies, University of Stellenbosch, South Africa
- 1999-2002: Program Coordinator/Director of Civic Education International Programs and multiple grants, Mershon Center for International Security Studies
- 1997-1998 Assistant Director, The Ohio State University, Columbus
- 1991-2002 Multiple graduate assistantships, leadership and teaching roles at The Ohio State University, Columbus
- 1995-1996 **Adjunct Lecturer**, Ohio Dominican College

1987-1991 **Teacher**, M. L. Sultan Secondary School, Pietermaritzburg, South Africa

RECENT TRAINING & PROFESSIONAL DEVELOPMENT

- 2025 Chronicle Festival 2025: Innovation Amid Uncertainty
Chronicle Festival 2024: The Road Ahead to 2035
- 2024 New Realities in Higher Education and How Leaders are Facing Them, University Business
Leading Edge: Strategies for Conflict Resolution and Negotiation in Higher Education, Center for
Higher Education Leadership, and Innovative Practice. BayPath University, MA
- 2021- 2023 GS President's Leadership Development Institute
- 2023 Women Leading Change Program: Driving Transformation, Chronicle of Higher Education
- 2022 Franklin Covey's Rethink Leadership in 2022: See Potential, Engage Everyone, Drive
Results
- 2020 Leadership Academy Series, American Association of Colleges for Teacher Education
Diversity, Inclusion, and Belonging for All, LinkedIn Learning
- 2019 Safe TALK course that prepares participants to become suicide alert by using four
basic TALK steps to help people with thoughts of suicide
Bystander training workshop focused on building participants' skill in identifying and
interrupting instances of microaggressions.

PUBLICATIONS

Editorships of Journals

- 2014 – 2019 **Editor-in-Chief**, *Educational Studies*, The Journal of the American
Education Studies Association, USA,
- Developed and managed 5-year, \$433,775 budget, collaborating with 5-
person team, 5 staff, publisher teams, and senior leads
 - Managed operations, publishing 6 issues per year against deadlines, securing
longevity during sea change in academic publishing through change
management, collective leadership, elevating marginalized scholar/ship,
status, and reach
 - Elevated global access and reputation
 - Utilized raw data to interpret performance against metrics, improving turn-
around and prestige
 - Fielded stakeholder concerns and liaised w/ executive leadership and teams,
supporting collaboration on strategic goals
- 2006 **Guest Editor**, *International Journal of Qualitative Studies in Education*. Special
Issue, 19(5)

Peer-Reviewed Journal Articles

- Rhee, J. E., Curley, S. L., & Subreenduth, S. (2018). Un/learning habituation of body-mind
binary through the teaching/learning body/mind. In Corporal pedagogies: Teaching and
learning as bodily arts Special issue, *JAEPL Journal for the Assembly for Expanded
Perspectives on Learning*.

- Subedi, B & Subreenduth, S. (2018) Examining Noddings' "Educational Malpractice" assertion: Serious considerations for local-global issues in social studies education, Special Issue: Nel Noddings and Social Education, *Theory into Practice*.
- Fataar, A., & Subreenduth, S. (2015). The search for ecologies of knowledge in the encounter with African epistemicide in South African education. *South African Journal of Higher Education (SAJHE)*.
- Subreenduth, S. (2013), Theorizing Social Justice Ambiguities in an Era of Neoliberalism: The case of post-apartheid South Africa. *Educational Theory*, 63: 581–600.
- Subreenduth, S. (2013). Insidious colonialism in post-apartheid education: Interplay of black teacher narratives, educational policy, and textbook analysis. *Qualitative Research in Education*, 2(3), 213-241. Doi: 10.4471/qre.2013.27.
- Subreenduth, S., & Rhee, J. (2010). A porous, morphing, and circulatory mode of self-other: Decolonizing identity politics by engaging transnational reflexivity. *International Journal of Qualitative Studies in Education*. 23 (3), 331-346.
- Subreenduth, S., & De Nicker, A. (2008). The impact of policy on civic education and democratic citizenship in South Africa. *Romanian Review of Pedagogy (Revista de Pedagogie)*, 1(6).
- Subreenduth, S. (2008). Deconstructing the politics of a differently colored transnational identity. *Race, Ethnicity, and Education*, 11(1), 41-55.
- Subreenduth, S. (2006). "Why, why are we not even allowed...?": A de/colonizing narrative of complicity and resistance in post/apartheid South Africa. *International Journal of Qualitative Studies in Education*, 19(5), 617-638.
- Subreenduth, S. (2005). Narrating the transformative (im)possibilities of education in South Africa. *UWCPIE (University of Western Cape Papers in Education)*, 3, 64-73.
- Subreenduth, S. (2003). Using a needle to kill an elephant: The politics of race and education in post-Apartheid South Africa. *Inquiry: Critical Thinking Across the Disciplines*, 22(2), 65-73.

Non-refereed Articles

- Coloma, R. S., Daza, S. L., Rhee, J., Subedi, B., & Subreenduth, S. (2013). Decolonizing local/global formations: Educational theory in the era of neoliberalism. *Educational Theory*, 63: 559–560.
- Subreenduth, S. (2010). Colonization theory. In C. Kridel (Ed.), *Encyclopedia of curriculum studies*. (pp. 121-122). Thousand Oaks, CA: SAGE Publications, Inc. (Invited). doi: <http://dx.doi.org/10.4135/9781412958806.n68>
- Rhee, J., & Subreenduth, S. (2006). De/colonizing education: Examining transnational localities [Editorial piece]. *International Journal of Qualitative Studies in Education*, 19(5), 545- 548.

Refereed Books Chapters

Curley, S. L., Rhee, J. E., Subedi, B., & Subreenduth, S. (2017). Activism as/in/for Global Citizenship: Putting Un-Learning to Work towards Educating the Future. In Ian Davies, et al. (Eds.), *The Palgrave Handbook of Global Citizenship and Education*. Palgrave.

Daza, S., Proctor, M., Rhee, J. E., & Subreenduth, S. (2015). Funding as (re)form in higher education: Diverse points of engagement. In K. M. Sturges (Ed.), *Reforming schools in the age of neoliberalism*. Sense Publishers.

Subreenduth, S. (2012). Disrupting mainstream discourse in teacher education Through decolonizing pedagogies. In *Higher Education for the public good; Views from the south*. United Kingdom: Trentham Books.

Subreenduth, S. (2010). Travel dialogues of/to the other: Complicating identities and global pedagogy. In B. Subedi (Ed.), *Critical global perspectives in social studies*. Greenwich, CT: Information Age.

Subreenduth, S. (2009). Post-apartheid dilemmas: Black teachers theorizing of social justice. In R. Coloma (Ed.), *Postcolonial challenges in education*. New York: Peter Lang.

Book Reviews

Subreenduth, S. (2012). Critical lessons: What our schools should teach. *International Journal of Qualitative Studies in Education*. 25(3), 360-365.

Subreenduth, S. (2011). [Review of the book *Education policy development in South Africa's democratic transition 1994-1997* by A. Fataar]. Unpublished requested review; South African National Department of Education.

Akingbola, E., Akingbola, L., Elnour, A., Mbole, M, Subreenduth, S., & Tungaraza, D. (2002). Review of the book *Peoples of Africa*. F. Macdonald, ed.] by Tarrytown, NY: Marshall Cavendish Corporation, 2001. 648 pp. \$471.36 (cloth), ISBN 978-0-7614-7158-5. H-AfrTeach, H-Net Reviews. Online in H-Africa: <http://www.h-net.org/reviews/showrev.php?id=5826>

Merryfield, M., Akingbola, E., Akingbola, L., Elnour, A., Mbole, M, Subreenduth, S., & Tungaraza, D. (2001). Review of Knight, Margy Burns; Melnicove, Mark, *Africa is not a Country*. H-AfrTeach, H-Net Reviews. Online in H-Africa: <http://www.h-net.org/reviews/showrev.php?id=5368>

Reports & Other Publications

2017	Pakistan Access Report submitted to RELO, Islamabad, Pakistan
2015-2018	TEA Program Report submitted to IREX
2016-2017	Access Micro-Scholarship Program, fhi30/ US Department of State
2014	TEA Program Report submitted to IREX
2013	TEA Program Report submitted to IREX
2010	Social Studies SAAC Report
2009	CIVITAS: An international civic education exchange annual report. Bowling Green, OH: Bowling Green State University.
2006-08	CIVITAS Africa: INT 5 (annual programmatic report). Bowling Green, OH: Bowling Green State University.
2005-07	CIVITAS Africa (annual programmatic report). Bowling Green, OH: Bowling Green State University.

- 2004 Craddock, A., Fischer, J., & Subreenduth, S. CIVITAS: An international civic education exchange annual report. Bowling Green, OH: Bowling Green State University.
- 2003 Craddock, A., Fischer, J., & Subreenduth, S. (2003) CIVITAS: An international civic education exchange annual report. Bowling Green, OH: Bowling Green State University.
- 2003 Building civil society through education: An exchange program for young leaders in education from South Africa and the United States. Bowling Green, OH: Bowling Green State University.

PRESENTATIONS

Invited Lectures and Keynotes

- 2020 *Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.* International Virtual Seminar: SGD 4: Quality Education Progress and the way forward, hosted by the government of Bangladesh and Ministry of Education in honor of World Teachers Day 2020 and Mujib year Celebration. Teachers leading in crisis and reimagining the future
- 2019 *Gender Equity in Education: Key to developing an equitable and stronger society*, Costa Rica
- 2018 *The Role of Language Learning in promoting Activism and Change*, Uruguay, Keynote invitation from Ministry of Education, Summer 2017
- Considerations for publishing in international journals* (this was a combo presentation/workshop for faculty) Thai Nguyen University, Vietnam
- Current trends in designing a pre-service teacher education curriculum*, Hanoi Metropolitan University, Vietnam
- Using Bloom's taxonomy in curriculum planning, meeting diverse student needs.* Invited by the National Institute of Education, Phnomh Penh, Cambodia (for graduating pre-service teacher trainees and faculty)
- Child Psychology principles for effectively working with children from poor/marginalized communities*, at Pou un Sourire d'Efant NGO (PSE), Phnom Penh, Cambodia (educators and administrators)
- 2016 Invited by the Perrysburg Schools Diversity Committee to be a panelist on the Diversity and Inclusion Forum on November 2, 2016, Perrysburg City Schools
- 2014 Invited Keynote Speaker for the ILEP (International Leaders in Education Program) Host University Retreat. Hosted by the US Department of State, Bureau of Educational and Cultural Affairs (ECA) and IREX. October, Washington D.C.
- 2010 - 2011 *The diverse work of DEI: Engaging educators and community.* Perrysburg Global Summit, Perrysburg, OH.
- 2011 *South Africa – The Rainbow Nation!* Presented at the International Student Night, Perrysburg, OH.
- 2004 *Multiculturalism and global perspectives in the U.S. classroom.* Presentation to PENTA High School Seniors in the Teaching Professions Program. Bowling Green, OH

Invited Papers/Presentations

- 2020 Invited Plenary C: *How to Publish and Present as Collective Acts* (crea+e; Project Ilumina; RadSTEMM). Presented as part of Project Ilumina scholar collective. 10th International Conference on Education and Social Justice!
- 2013 Women of Color Faculty Forum, Bowling Green State University, Women's Center. Bowling Green, OH.
- 2012 *Thinking with theory in qualitative research. Professional development and training course.* Invited instructor. The American Educational Research Association (AERA). Vancouver, British Columbia, CA.
- 2011 *Understanding and challenges of education/schooling and ways that schools may utilize to face them.* Plenary session, Quality of Education or Quality of Evaluation Conference. Krakow, Poland.
- 2010 *A porous, morphing and circulatory mode of self-other: Decolonizing identity politics by engaging transnational reflexivity.* Research presentation and discussion, FIL to the Faculty of Education, University of Stellenbosch.
- 2009 *Managing uncertainty: Exploring the ethical dilemmas in international civic education work.* Plenary session.
World Congress on Civic Education, Cape Town, South Africa. Terrence Mason, Professor of Education, Center for Social Studies and International Education, Indiana University; Meera Balachandran, Director, Education Quality Foundation of India; Misheck Munthali, Country Director, CIVITAS Malawi; Sharon Subreenduth, Associate Professor, School of Teaching and Learning, Bowling Green State University, Ohio
- 2005 *CIVITAS Africa and civic education.* Paper presented at the International Affairs Office, U.S. Department of Education, Washington, D.C.
- 2004 *Education for democracy in Africa: The challenges and possibilities.* Moderator for Special NCSS International Panel, National Council for the Social Studies (NCSS) conference, Baltimore, MD.
- 2004 *Democracy connected to the world conference.* Panelist and discussant, Bowling Green State University, Bowling Green, OH.
- 2004 *Democracy education in Africa.* Panelist, Education for Democracy Conference, Bowling Green State University, Bowling Green, OH.
- 1999 *Teaching about gender issues in South Africa: Historical and constitutional change.* Urban Middle Childhood Academy, Ohio Department of Education. Worthington, Ohio.
Teaching about civic education in South Africa: Past and present. Global Institute for K- 12 Teachers, Ohio Department of Education. Worthington, Ohio.

Refereed Presentations

- 2019 What Does Critical Transnational/Global South Community Building Look Like in Research Inquiry? As part of panel: *Decolonial Work, Community Building, and Inquiry in the Global-Local Context.* American Education Studies Association (AESA)
Global South Grassroots Transgressions Against Gender Inequity as part of a symposium: *Contested Liminalities, Erasures, Invisibility, and Hypervisibility: Global South Perspectives on De/Colonizing Social Context of Education.* American Education Research Association (AERA)

- 2018 Transnational acts of social-educational *activism as part of a symposium: The Use of Decolonization within Ethnic Studies, Refugee Studies, Gender and Empire/Counter-Terrorism Discourses*. American Education Research Association (AERA)
- 2017 Trans/national “feminist” Social Justice: Engaging with Racism and Sexism As part of symposium: *Living a Feminist Life’ Within and Outside, Academia: Thinking with Sara Ahmed*. American Education Studies Association (AESA) November 2017 Pittsburgh, Pennsylvania.
- 2016 Examining Grassroots Transnational Gender Equity and Social Justice Commitments. As part of a symposium: *Postcolonial Epistemologies and Transnational Social Justice: Knowledge, Power, and Difference*. American Education Research Association (AERA)
- 2015 Examining grassroots transnational gender equity and social justice commitments As part of symposium: Transnational Interrogations of Social Justice and in/Equity *American Education Studies Association (AESA) November 2015 San Antonio, Texas.*
- 2014 Transnational ‘Dialogues for Justice’: Interrogating universalistic notions of democracy, social justice and knowledge production. *As part of symposium: Critical diversity inquiries in local-global contexts: Invoking Stuart Hall, Nelson Mandela, and José Esteban Muñoz. American Education Studies Association (AESA) October-November 2014 Toronto*
- 2013 *Ambivalent affinities: Toward a decolonizing network of critical gender, sexuality, and ethnic studies*. Critical Ethnic Studies Conference. University of Illinois, Chicago, IL.
- Patterson, N., Hilt, B., & Subreenduth, S. *Beyond the common core: Internationalizing the curriculum above and abroad international assembly*, NCSS. St. Louis, MO.
- Lessons unlearned: Minority faculty in the pursuit of academic careers*. Transnational Critical Subjectivity, Teaching, Integrity, and Ethics Panel, American Education Studies Association (AESA), Baltimore, Maryland.
- 2012 Patterson, N., Subreenduth, S., & Hilt, B. *Making the local global: Building the capacity for international work through community-university partnerships*, International Assembly, NCSS. Seattle, WA.
- South Africa’s postcolonial moments: Tensions and complexities of globalization discourse and social justice education*. The Project of Decolonization: Taking on Our Sacred Discourse Panel. AERA, Vancouver, Canada.
- 2011 Merryfield, M., Patterson, N., Subreenduth, S., & Hamot, G. *How universal is democracy? Explorations of the promises and challenges of education for democratic citizenship*. College University Faculty Association (CUFA) Symposium, NCSS, Washington, D.C.
- Decolonizing epistemology as a mode of inquiry/critique of social justice initiatives in South Africa*. Theorizing Postcolonial Studies for/in Education Panel. American Education Studies Association (AESA). St. Louis, MO.
- Towards hopeful pedagogies: Mainstreaming diversity, equity, and social justice perspectives in teacher education*. New Times, Old Issues, and Still Toward Possibilities of Anti-Oppressive Teaching: When Diversity Looks Different Panel. American Educational Research Association (AERA). New Orleans, LA.
- The postcolonial moment in SA: Anti-colonial discourses in SA education*. Theorizing Postcolonial Studies in/for Education Panel. American Educational Research Association (AERA). Denver, CO.
- 2010 *Decolonizing perspectives from South Africa post-apartheid history? Reading Texts, Subtexts, and*

- Contexts: Curriculum, Empire, Globalization Panel. American Educational Research Association (AERA). Denver, CO.
- 2009 *Global subjectivities and the new imperialism*. The Canadian Society of Studies of Education (CSSE), Ottawa, ON, Canada.
- 2008 *Rewriting global-local history in post-apartheid South Africa*. Global/Local Knowledge/Power: Curriculum as a Tool for Imperialism and Decolonization Panel. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- 2007 *Global youth parliaments (GYP): Raising social consciousness, promoting civic engagement, and prompting social action*. American Association for the Advancement of Curriculum Studies. Teacher's College-Columbia University, New York, NY.
- 2007 Subreenduth, S., Craddock, A., & Brown, J. *Teaching for democracy: A comparative analysis of international civic education projects in Poland, South Africa, and Ukraine*. CUFA, National Council for the Social Studies (NCSS), San Diego, CA.
- 2007 Subreenduth, S., & Rhee, J. *Decolonizing identity politics: Engaging transnational reflexivity*. American Educational Research Association (AERA), Chicago, IL.
- 2006 *Teaching for social change: Working towards social justice, a South African case study*. CUFA, National Council for the Social Studies (NCSS), Washington D.C.
- Negotiating the politics of difference through race, gender, power and place*. American Educational Research Association (AERA). Montreal, Canada.
- Contesting the boundaries of power in transnational (field) sites: Engaging transnational reflexivity*. Interdisciplinary Qualitative Studies, Athens, GA.
- 2005 Subreenduth, S., & Subedi, B. *Perceptions of the United States and the world in South African and Nepali curriculum*. CUFA, National Council for the Social Studies (NCSS), Kansas City, MO.
- (il)Legitimate positions within (il)legitimate places: Negotiating the politics of difference through race, gender, power, and place*. American Educational Research Association (AERA), Montreal, Canada.
- Un/settling curriculum 2005's ideological promises*. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- 2004 *Race, empire, and deception: The challenge of decolonizing the eurocentric epistemology/practice embedded in South Africa's (democratic) curriculum*. American Educational Research Association (AERA), San Diego, CA.
- 2003 *(re)Negotiating and (re)defining pedagogical practice within South Africa's "liberatory" curriculum*. American Educational Research Association (AERA), Chicago, IL.
- 2002 *Theorizing the personal: Locating self on the hyphen*. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- 2001 *(Re)constructing identity and research*. American Educational Research Association (AERA), Seattle, WA.
- 2000 *Ambiguous struggles: Research, graduate schooling, and identity in the "first" world*. Diversity Forum and Graduate Student Symposium, College of Education, The Ohio State University. Columbus, OH.
- 1996 *School integration in the new South Africa: A secondary school case study*. Midwest

Graduate Students' Seminar in African Studies, Northwestern University, Evanston, IL.

School integration in the new South Africa: A secondary school case study. African Research Symposium, Ohio University. Athens, OH.

1995 *(White) resistance to educational change in South Africa.* African Symposium, The Ohio State University. Columbus, OH.

Non-refereed papers

- 2009 *Tirisano (Working Together): Civic Education Curriculum for Diverse and Democratic Societies,* World Congress on Civic Education, Cape Town, South Africa, Seni Mbuli, Pietermaritzburg, South Africa; Elly Mkhungo, Nxabakazulu Secondary School, Kwamasu, South Africa; Maya Nair, Shellcross Primary School, Durban, South Africa
Jay (Mala) Narain, Glenridge Primary School, Durban, South Africa, Sandy Vasdev, Everest Primary School, Durban, South Africa; Sharon Subreenduth
- 2009 Subreenduth, S., Mangalparsad, A., & Pillay, D. *Project citizen: A rationale for public policy and service-learning pedagogy in South Africa.* Civitas Latin America and Africa Regional Meeting, Santo Domingo, Dominican Republic.
- 2008 Subreenduth, S., Pillay, D., & Mangalparsad, A. *Negotiating the South African department of education's civic education frameworks through project citizen.* World Congress on Civic Education, Ifrane, Morocco.
- 2007 Subreenduth, S., & Mangalparsad, A. *South African youth and civic engagement: Moving from self to community empowerment.* World Congress on Civic Education, Buenos Aires, Argentina.
- 2005 Bridgemohan., R., Mangalparsad, A., & Subreenduth, S. *Civic education in South Africa.* Civic Education in Divided Societies: Using Civic Education Materials to Build a Democratic Culture. Belfast, Northern Ireland.
- 2004 *Effective teaching methodologies for education for democratic citizenship.* Civitas Africa Conference on Education for Democracy, Abuja, Nigeria.
- 2000 *South Africa: A historical-political perspective on civic participation.* International Conference on School in the Local Community, The Center for Citizenship Education, Warsaw (CCEW), Poland.
- 2000 Subreenduth, S., & Fischer, J. *Teaching about/with "others": A multicultural perspective.* International Conference on School in the Local Community, The Center for Citizenship Education, Warsaw (CCEW), Poland.

CURRICULUM / PROGRAM DEVELOPMENT (BGSU)

University Courses

Using Digital Technologies to Internationalize Your Classroom, Co-developed with Dr. Nancy Patterson (2012)

Curriculum Issues and Trends, Developed face-to-face and online versions (2010)

Middle Childhood Program Revision (2013-present)

Curriculum Issues and Trends Content and Quality Matters Revision (Summer 2012)

Advanced Pedagogy and Best Practices, Redesigned with Dr. Nancy Patterson for online delivery and 4-credit-hour class (2011)

Advanced Methods in Elementary Social Studies, Developed on-campus (2010) and online (2011) versions as social studies endorsement courses

Workshops

- 2018 Media Literacy and Gender Equity professional development workshops, Uruguay supported by the US Consulate and in collaboration with Fulbright scholars
- Summer 2017 US Culture, Bloom's Taxonomy, Using Games in the EFL Classroom, Son Tay, Vietnam
Curriculum Design (UBD) and Differentiating Assessments, at Pou un Sourire d'Efant NGO (PSE), Phnom Penh, Cambodia (educators and administrators) Using service learning as a tool for equity, Seim Reap, Cambodia
Using games in the EFL classroom, Seim Reap, Cambodia and Can Tho, Vietnam
- Summer 2016 Various workshops on Curriculum Development, Gender Equity, Peru and Bolivia
- Fall 2015 Invited by the Perrysburg Schools Diversity Committee to provide a workshop on diversity issues. My Presentation: *Diversity and Inclusion: Examining Center/Periphery and Cultural Capital in our schools*
- Summer 2015 Various professional development workshops in India
- 2013 Interactive session on critical thinking at the Teacher Exploration Day (TEE), Co-presented with Dr. Tim Murnen. Bowling Green State University
- 2012 Thinking with Theory in Qualitative Research: American Educational Research Association Professional Development Workshop, Vancouver, Canada
- 2011 Presented workshop on curriculum mapping to The Toledo School of the Arts (TSA) Professional Development Day, Bowling Green State University
- 2011 Understanding and Addressing Diversity Issues in Education. Co-presented workshop with Emily Taylor-Snell, University of Florida and Luis Macias, BGSU. PENTA Teaching Professions Program's Annual Teaching Professions Symposium. Lourdes University, Ohio
- 2011 Diversity and Inclusion Workshop: Examining Center/Periphery and Cultural Capital Conference: "Quality of Education or Quality of Evaluation." Krakow, Poland,
- 2010 Diversity and Inclusion: Examining Center/Periphery and Cultural Capital, Cape Town, South Africa. Workshop conducted for approximately 15 South African administrators and teachers during FIL in South Africa. Hosted and sponsored by The Western Cape Department of Education
- 2007 Using Authentic Assessments for Meaningful Learning. US-SA Educator Exchange. Pietermaritzburg and Cape Town, South Africa. Two workshops conducted for approximately 50 South African administrators and teachers in conjunction with the SA, KwaZulu Natal and Western Cape Departments of Education and the Center for Community and Educational Development
- 2006 Project Citizen Teacher Professional Development Retreat. I conducted this retreat with 10 participating Project Citizen teachers in South Africa. This was a two-day retreat where teachers engaged with each other on possibilities of student and teacher empowerment via the implantation of Project Citizen. Margate, KwaZulu Natal South Africa
- 2006 Project Citizen Youth Leadership Academy. Organized and implemented civic education and leadership activities with 25 South African youth, 6 South African teachers, and 5 U.S. educators. Howick, KwaZulu Natal, South Africa
- 2006 Integrating Multiple Intelligences in Curriculum Planning, CIVITAS Africa: 2006 US- SA Educator Exchange. Pinetown, South Africa. Workshop conducted for 30 South African administrators and teachers in conjunction with the SA, KwaZulu Natal Department of Education and Center for Community and Educational Development
- 2005 Classroom Assessment: Development of Rubrics, CIVITAS Africa: 2005 US-SA Educator Exchange. Durban, South Africa. Workshop conducted for 34 South African

- administrators and teachers in conjunction with the SA, KwaZulu Natal Department of Education and Center for Community and Educational Development
- 2005 Exploring Multiculturalism in U.S. Classrooms. Presented to Ukrainian educators participating in a civic education in the Ukraine Project. Bowling Green State University, Bowling Green, Ohio
- 2002 Civic Education Conference and Workshop, Kwa-Zulu Natal, South Africa. Developed for South African Teachers
- 2001 Civic Education and Community Action Workshops, Mershon Center, The Ohio State University. Designed for South African and U.S. urban middle and high school educators

Educational Materials

- 2008 *Tirisano (Working Together)*: Civic Education Curriculum for Diverse and Democratic Societies. Curriculum aligned to the South African and U.S. National Content Standards.
- 2007 Contributed lessons to *Face to Face: Lessons on Tolerance and Democracy*. Editor: Craddock. (for use in schools; unpublished)
- 2002 Edited a booklet on Social Action Projects: Examples from the Classrooms of the United States and South Africa. Currently used with South African teachers in teacher training workshops

HONORS AND AWARDS

- 2018-2021 Professor of Excellence Service /external engagement, BGSU
- 2017 Feminist Falcon Award, Women Mentoring Women, BGSU
- 2016-2017 EDHD Professional Service Award
- 2016-2017 Nomination for Master Teacher Award
- 2012 Nominee for the Olscamp Research Award, Bowling Green State University
- 2011-2012 Fahle Graduate Research Assistantship Award
- 1997 Stella R. Jenks Education Scholarship, The Ohio State University
Slaymaker-Kinsey Memorial Scholarship Trust, The Ohio State University

TEACHING (*denotes new courses I developed, co-developed, redesigned)

Undergraduate Courses

- Teaching Ohio & the Americas*
- Introduction to Critical Thinking*
- Middle Childhood Social Studies*
- Practicum in Middle School Settings
- Introduction to the Teaching of Social Studies
- Middle Childhood Social Studies
- Teaching for the Middle Grades
- Teaching for the Middle Grades
- Social Studies in Middle Childhood*
- Contemporary Perspectives on Teaching in the Middle Grades

Undergraduate – Graduate Courses

- Reforming High School*
- Reforming High School, Further Adaptations for Waite High School Reform*

Graduate Courses

Educational Issues*

Advanced Pedagogy and Best Practices (Online & On campus)*

Using Digital Technologies to Internationalize Your Classroom*

Qualitative Approaches to Classroom Inquiry (On campus & Online)

Advanced Methods Elementary Social Studies*

Curriculum Design

Special Topics: Teaching Professions Standards (Online)

Curriculum Issues and trends (On Campus & Online)*

Curriculum Inquiry (Online & On campus)*

Curriculum Inquiry (Online)

The Curriculum (On campus and online)

GRADUATE STUDENT SUPERVISION

Membership on Dissertation Committees

External Reviewer: student doctoral dissertations

Current – BGSU (1)

2014- Stellenbosch University, South Africa (4)

2016-2018 Alexandra N Steele, BGSU, Biological Sciences
Sindhia Swaminathan, BGSU, Psychology

2014 Abdullah Bayat, Ph.D., Stellenbosch University, South Africa (External Examiner)

2012-2016 Om Thapa, University of Toledo

2011 Jodi Murdoch, Ph.D., Bowling Green State University

2009-2014 Victor Massaquoi, Bowling Green State University

2009 Christie Cruise, Ph.D., Bowling Green State University

2008 Shanna Murray, Ph.D., Bowling Green State University

Membership on Thesis/Project Committees

2014 Anderson, Project, Bowling Green State University

2013 Kristin Daniels, M.Ed., Thesis, Bowling Green State University (advisor)

Amanda Ark, M.Ed., Thesis, Bowling Green State University (advisor)

2012 Michelle Rygg, M.Ed., Thesis, Bowling Green State University (advisor)

2011 Leslie Pacheco, M.Ed./M.A., Thesis, Bowling Green State University

2010 Gameda Dinie, Thesis, University of Western Cape, South Africa (External Examiner)

2009 Britta Moelders, M.Ed., Project, Bowling Green State University

2009 Michelle Oberdick, M.Ed., Thesis, Bowling Green State University

2008 Seni Mbuli, M.Ed., Project, Bowling Green State University (advisor)

2008 Sue Obee, M.Ed., Project, Bowling Green State University

2007 Annette De Nicker, M.Ed., Project, Bowling Green State University (advisor)

SERVICE

Book Manuscript Reviews

2018

- Invited by African Sun Media Publishing for book manuscript: Educational Pathways and Practices of South African Students across power-marginalized spaces.

2015

- Invited by UNISA Press (South Africa) to serve as reviewer of the book manuscript: Engaging the Educational Subject: Schooling Subjectivity across Post- Apartheid Urban Spaces
- Invited by Education, Routledge to review book manuscript: Identities, Culture, and Education in Economically Liberalized India

External Grant / Proposal Reviews

2013-current: Assessment of research proposal for the South African National Research Foundation

2002 - 2008: Partners for Community Action (PCA) grant reviews
2003 External reviewer/evaluator for a proposal being considered for funding by the *Baker Fund Awards Committee*, Ohio University

INSTITUTION BGSU

2017-2018 Tenure & Promotion Committee (Chair)

2016 – 2018 Graduate Affairs Committee (Chair)
Personnel Committee

2015 -2016 Search Committee for NTTF Social Studies

2013-2017 Preview Day

2016-2017 STL Secretary Search Committee

2015-2016 STL Tenure and Promotion Review Committee (TPRC), Chair

2017 Peer mentor: Bostic/Rang

2013-15 **Lead**, Standard 4: Diversity, NCATE Steering Committee, BGSU

- Developed conceptual framework for inclusion and diversity in collaboration with faculty/Dean's office, steering committee
- Co-designed and implemented a Program Coordinator Survey to identify evidence/artifacts, analyzed data, identified gaps, and developed a roadmap for working toward NCATE reporting
- designed curriculum scan to identify and map out EDHD courses that addressed standard 4 criteria
- analyzed previous faculty and student climate surveys (administered by the EDHD Research Development Council)
- identified key diverse field experiences in undergraduate and graduate programs and with our online data system to collect this information and design to capture data for reporting
- worked collaboratively with faculty across EDHD in identification, data collection, and analysis
- identified key artifacts and evidence that aligned with the conceptual framework and standard 4 criteria
- worked collaboratively with other Lead faculty on aligning and integrating NCATE standards; crafted draft report for Standard

4 for the Institutional NCATE Report including how previous NCATE recommendations were met.

- 2014 - 2015 Personnel Committee, STL
- 2009-2018 Curriculum & Teaching Program Committee
- 2003-2018 Middle Childhood Program Committee
- 2012-2010 Co-Chair, STL Salary & Merit Committee
- 2010 Search Committee for Curriculum & Teaching Instructor
- 2009 - 2010 Social Studies Program Coordinator
- 2008 STL Curriculum Committee
- 2003 - 2004 EDTL Course Evaluation Committee
- 2002 - 2003 Middle Childhood Curriculum Committee: Project PICT, Bowling Green State University
- 2017-2018 Teaching Program Advisory Board
- 2016-2018 Inclusion & Diversity Committee
- 2016 - 2017 Ad-Hoc Tenure & Promotion Committee, HESA
- 2014-2015 Chair, Dean's Faculty Advisory Committee (DFAC), EDHD
- 2013-2015 EDHD, NCATE Steering Committee, Lead on Standard 4: Diversity
- 2013-2014 Dean's Faculty Advisory Committee (DFAC), EDHD
- 2013 Coordinating Committee for Jonathan Kozol Visit
- 2012-2013 International Research Learning Community (IRLC), Facilitator
- 2011-2013 Teacher Education Exploration (TEE) Planning Committee
- 2011-2013 Multicultural Initiatives Committee, Chair
- 2009-2010 Multicultural Initiatives Committee, Co-Chair
- 2007-2009 Multicultural Initiatives Committee, Member
- 2007-2008 The Research Development Council
- 2006-2007 The Research Development Council, Chair
- 2007 International Travel Committee
- 2005-2006 The Research Development Council, Vice Chair
- 2004-2005 The Research Development Council
- 2004-2006 Multicultural Initiatives Committee

BGSU - University level

- 2016 - 2018 Undergraduate Symposium on Diversity Advisory Council, CURS
- 2016 Honors 2010 Working Group, Honors College
- 2013 Search Committee for the CRC Head Librarian
- 2004-2017 Africana Studies Advisory Committee Member
- 2008-2011 Graduate Council and Graduate Curriculum Sub-Committee
- 2008 Faculty Development Committee
- 2002-2010 Partnerships for Community Action (PCA) Advisory Board Member

Professional

National/International

External Reviewer: faculty tenure and promotion

Teachers College, Columbia
The Ohio State University

- 2024 Manuscript Reviewer for *Diaspora, Indigenous, and Minority Education (DIME)* Journal
- 2018 Manuscript Reviewer for *The Journal of Social Studies Research* 2017
- Manuscript Reviewer for *Journal: Alternation* 2017 Special Issue: The

- Scholarship of Teaching and Learning: Advancing Teaching Innovation and Research Excellence in Higher Education.
- 2016 External Review for faculty Tenure and Promotion to Associate Professor, Teachers College, Columbia
- 2016-2017 Manuscript Reviewer for Journal: *Diaspora, Indigenous, and Minority Education*
- 2016 Research Grant Funding Proposal Reviewer, *South African National Research Foundation National Faculty Rating Review, South African National Research Foundation*
- 2013- 2018 Editorial Board for the *Journal Southern African Review of Education (SARE)*
- 2013 Manuscript reviewer *Journal of Social and Personal Relationships*
- Research Grant Funding Proposal Reviewer, *South African National Research Foundation*
- 2013 Manuscript Reviewer, *Journal of Social and Personal Relationships*
- 2011 - present Manuscript Reviewer, *Southern African Review of Education (SARE)*
- 2011 - present Manuscript Reviewer, *Qualitative Studies in Education (QSE) Journal*
- 2011 - 2012 Manuscript Reviewer, *South African Journal of Higher Education (SAJHE)*
- 2010 - present AERA Proposal Reviewer
- 2010-2018 CUFA Proposal Reviewer
- 2009-2018 National Council for the Social Studies (NCSS) At-Large Committee for the International Visitors Program and the International Visitors Task Force
- 2008 - 2009 Program Chair for Postcolonial Studies in Education SIG of AERA
- 2007 Chair for CUFA session: Social Studies in International Contexts, National Council for the Social Studies (NCSS) Annual Conference, San Diego, CA
- 2007-2018 Ohio International Education Advisory Committee, Ohio Department of Education
- 2007 Symposium Chair: Working with local-global dimensions of research: Toward decolonizing research methodologies. American Educational Research Association Conference (AERA), Chicago, IL
- 2007 Reviewer of CUFA papers for National Council for the Social Studies (NCSS) annual conference, San Diego, CA
- 2006 Discussant for CUFA session: Social Studies in International Contexts, National Council for the Social Studies (NCSS) Annual Conference, Washington, D.C.
- 2006 Reviewer of CUFA papers for National Council for the Social Studies (NCSS) Annual Conference, Washington, D.C.
- 2005 Engaging Diversity and Multicultural Issues in the Classroom Presentation to PENTA High School Seniors in the Teaching Professions Program.
- 2002 Multicultural Voice Mentor for the Christopher Program. Columbus, OH
- 2002 - 2003 US-SA Literature and Letters Project. Assisted with coordination and development of exchange between urban secondary students in Pietermaritzburg, South Africa, and Columbus, OH.
- State Level*
- 2007-2018 PENTA Teaching Professions Advisory Board
- 2013-2014 External Teaching Professions Student Professional Portfolio Reviewer, ODE Assessment System
- 2011-2017 Coordination and Development International Educator Night, in collaboration with the World Affairs Council of NWO
- 2010/2011 Organized Representative Democracy in America (RDA) Workshop in collaboration with Ohio Center for Law related Education. Offered to preservice teachers and northwest Ohio educators
- 2007-2011 External Teaching Professions Student Professional Portfolio Reviewer

AFFILIATED MEMBERSHIPS/ASSOCIATIONS

Education Deans for Justice and Equity (EDJE)

American Association of Colleges for Teacher Education (AACTE)

American Educational Research Association (AERA)

American Education Studies Association (AESA) National Council for the Social Studies (NCSS) College University Faculty Association (CUFA) National Middle School Association (NMSA)

American Association for the Advancement of Curriculum Studies (AAACS)