

ELLIE FITTS FULMER, Ed.D.

Director of Equity-Focused Teaching & Learning, *Center for Faculty Excellence*
Associate Professor, Department of Education, *School of Humanities & Sciences*
Ithaca College
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ACADEMIC APPOINTMENTS

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|---|------------------------|
| Director of Equity-Focused Teaching & Learning | 2022-present |
| Center for Faculty Excellence, Office of the Provost | |
| <ul style="list-style-type: none">▪ Develops and offers programming geared toward establishing a more welcoming and equitable campus environment for all members of the college community.▪ Collaborates with campus partners to provide development opportunities for colleagues to question, learn, and grow in their ability to recognize and dismantle systems of oppression.▪ Leads the Antiracism Institute, supports racial identity caucuses, and distributes available CFE funding to support equity efforts already underway on campus. | |
| Associate Professor | 2020-present |
| Assistant Professor | 2014-2020 |
| NTEN Assistant Professor | 2013-2014 |
| Department of Education, School of Humanities and Sciences | |
| <ul style="list-style-type: none">▪ Deliver undergraduate and graduate courses on literacies, social studies methods, multicultural issues, and professional seminars in student teaching (see course listing, below)▪ Lead undergraduate student research teams (see publications)▪ Supervise student teaching, grades 1-12▪ Facilitate student readiness workshops for EdTPA New York State certification portfolio▪ Coordinator, Teacher Inquiry Projects (graduate thesis-style research, ~25 projects per year)▪ Served as founding coordinator of Education Studies Minor (2015-2017), the largest minor at IC | |
| Dana Teaching Fellow, Center for Faculty Excellence | 2020-2022 |
| <ul style="list-style-type: none">▪ Selected to serve as a teacher leader developing an antiracist, equity-focused project for cross-institutional faculty and staff across three years, with 3 credit course-release.▪ Co-design projects for the CFE to continue antiracist and equity work beyond this fellowship. | |
| Da Vinci Science Center, Greater Allentown Math Science Partnership | 2005-2013 |
| Post-Doctoral Fellow (2012-2013), Program Coordinator (2009-2012), Faculty Instructor (2005-2009) | |
| Moravian College | 2010 & 2012 |
| Supervisor of student teachers (2012), Instructor in Department of Education (2010) | |
| University of Pennsylvania Graduate School of Education | 2008-2011 |
| Supervisor of Teach for America (TFA) teachers across Philadelphia K-12 schools (2008-2010), Instructor in Departments of Reading/Writing/Literacy and Curriculum & Instruction (2008-2011) | |
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| EDUCATION | |
| Ed.D., University of Pennsylvania | 2012 |
| Graduate School of Education, Department of Reading/Writing/Literacy | |

Dissertation: *Autobiographical Meaning Making, Practitioner Inquiry, and White Teachers in Multicultural Education.*

Committee: Drs. Sharon Ravitch (chair), Vivian Gadsden, Susan Lytle

Ed.M., Clark University

2003

Hiatt Center for Urban Education, Urban Education & Teacher Research

Thesis: *Using Inductive Reasoning Methods Across the Curriculum in an Under-resourced, Racially Diverse Classroom.*

B.A., Clark University

2002

Communications & Culture, Minor in Education

Magna Cum Laude

PEER-REVIEWED PUBLICATIONS

- Fulmer, E.F.,** Dobbs, C., Weinberg, A., Wiesner, E. (2022). Disciplinary literacy, agency, and didactical texts: Findings from a calculus textbook think-aloud study. *Reading Psychology, 43*(8), 628-659. <https://doi.org/10.1080/02702711.2022.2126048>
- Weinberg, A., Wiesner, E., & **Fulmer, E.F.** (2022). Didactical disciplinary literacy in mathematics: Making meaning from Textbooks. *International Journal of Research in Undergraduate Mathematics Education.* <https://doi.org/10.1007/s40753-022-00164-1>
- Wiesner, E., Weinberg, A., **Fulmer, E.F.**, & Barr. (2020) The roles of textual features, background knowledge, and disciplinary expertise in reading a calculus textbook. *Journal for Research in Mathematics Education 51*(2), 204-233. <https://doi.org/10.5951/jresmetheduc-2020-0020>
- Deckman, S.L., **Fulmer, E.F.**, Kirby, K.*, Hoover, K.*, Mackall, A.S. (2020). (Un)affirming assimilation: Depictions of dis/ability in health textbooks. *Journal for Multicultural Education, 14*(3/4), 269-280. <https://doi.org/10.1108/JME-04-2020-0037>
- Fulmer, E.F.** (2020). Reframing resistance: Understanding white teachers in multicultural education through the *course identities* approach. In J. Gammel, S. Motulsky, & A. Rutstein-Riley (Eds.) *I am what I become: Constructing an identity as a lifelong learner*. Charlotte, NC: Information Age Publishing (pp. 231-250). https://www.academia.edu/91406296/Reframing_Resistance_Understanding_White_Teachers_in_Multicultural_Education_through_the_Course_Identities_Approach
- Weinberg, A., **Fulmer, E.F.**, Wiesner, E., & Barr, J. (2018). Didactical disciplinary literacy. *21st Annual Conference on Research in Undergraduate Mathematics Education (CRUME) Conference Proceedings*, 1261-1269.
- Deckman, S.L., **Fulmer, E.F.**, Kirby, K.*, Hoover, K.*, & Mackall, A. S. (2018). Numbers are just not enough: A critical analysis of race, gender, and sexuality in elementary and middle school health textbooks. *Educational Studies 54*(3), 285-302.

Fulmer, E.F., & Bodner, J.* (2017). Detached and unsustainable: Central tensions in teacher research capstones and the possibilities for reimagined inquiry. *Inquiry in Education*, 9(2), article 5. <https://digitalcommons.nl.edu/ie/vol9/iss2/5>

Deckman, S. L., **Fulmer, E.F.**, & Makepeace, N.N. (2016). Dangerous Black professor: Challenging the ghettoization of race in higher education through life texts pedagogy. In V. Stead (Ed.), *Equity in higher education theory, policy, & praxis: Vol. 6, RIP Jim Crow: Fighting racism through higher education policy, curriculum, and cultural interventions* (pp. 235-245). New York: Peter Lang.

Fulmer, E. F. (2015). Swimming with *Flotsam*: Peri-postmodernism and the postmodern picturebook. *Dragon Lode* 34(1), 11-21.

Fulmer, E. F., & Makepeace, N.N. (2015). "It's OK to laugh, right?": Toward a pedagogy of critical race humor in multicultural education. With Melanie Abbe*, Sarah Apgar*, Rachel Strongin*, Susan Giarratano*, and Serena Shields*. *Perspectives on Urban Education*, 12(1), 38-53.

Under Review:

Krieger, K.*, **Fulmer, E.F.** (under review). White savior rhetoric in Teach for America: A review of literature leading up to the organization's 30th year. *Education Policy Analysis Archives*.

* Denotes student or alumnus collaborator

PEER-REVIEWED CONFERENCE PAPERS

Germain, A., Clauhs, M., **Fulmer, E.F.**, Rowland, G. (February 5, 2021). Flexible by design: Using UDL to prepare faculty for teaching in times of disruption. *Universal Design for Learning-Higher Education (UDLHE) Network Digicon 2021: Guiding This Moment in Higher Education*, virtual.

Kreiger, K.* & **Fulmer, E.F.** (October 8, 2020). White savior rhetoric in Teach for America: A literature review. *National Association for Multicultural Education Annual Meeting (NAME)*, virtual.

Fulmer, E.F., Weinberg, A., Wiesner, E., & Barr, J. (December 2019). "Agency" in didactical disciplinary literacy: Using a new theory to interpret reading interviews with a college calculus textbook. *Literacy Research Association (LRA)*, Tampa, FL.

Jacobs, R.*, & **Fulmer, E.F.** (November, 2018). Say the word: Teaching and omitting the n-word in schools. *National Association for Multicultural Education (NAME)*, Memphis, TN.

Weinberg, A., **Fulmer, E.F.**, Wiesner, E., & Barr, J. (February, 2018). Didactical disciplinary literacy. *Research on Undergraduate Mathematics Education (RUME)*, San Diego, CA.

Colket, L., **Fulmer, E.F.**, & Libby, M. (April, 2017). The context of inquiry: A collective exploration into teaching practitioner inquiry. *American Educational Research Association (AERA)*. San Antonio, TX.

- Fulmer, E.F., & Gayle, A.** (February, 2017). LOL? Humor and racial literacy in university classrooms. *Ethnography in Education Research Forum*. Philadelphia, PA.
- Fulmer, E.F.,** Graziano, S.*, Tucker, A.J.*, & Guevara, K.* (February, 2017). Laughing at the truth: Investigating racial comedy in anti-racist teacher education. *Ethnography in Education Research Forum*. Philadelphia, PA.
- Fulmer, E.F., & Gayle, A.** (November, 2016) LOL: Racial comedy and critical media literacy in college classrooms. *Literacy Research Association (LRA)*. Nashville, TN.
- Fulmer, E.F., & Maloney, T.** (April, 2016). "The race issue always comes up": How new teachers understand race, class, and urban education. *American Educational Research Association (AERA)*. Washington, D.C.
- Fulmer, E.F.,** Makepeace, N.N., Giarratano, S.*, Guevara, K.*, & Tucker, A.J.* (October, 2015). Breaking the tension: Towards a racial comedy pedagogy for multicultural education. *National Association for Multicultural Education (NAME)*. New Orleans, LA.
- Deckman, S.L., **Fulmer, E.F.,** Hoover, K.*, & Kirby, K.* (April, 2015). Neutral is not enough: Critical examination of race, class, gender, sexuality, and ability in elementary and middle school health textbooks. *American Educational Research Association (AERA)*, Chicago, IL.
- Copenhaver,-Johnson, J., Hess, E., Gomez, C., Hanrahan, L., **Fulmer, E.F.,** Hinchman, K., & Carroll, M.S. (February, 2015). Making [Good] Choices: edTPA Narratives from Teacher Educators in an Early-Adoption State. *Annual Meeting of the American Association of Colleges for Teacher Education (AACTE)*. Atlanta, GA.
- Fulmer, E.F.,** Makepeace, N.N., & Giarratano, S.* (November, 2014). "Going too far?" Exploring race and humor in teacher education. *National Association for Multicultural Education (NAME)*. Tucson, AZ.
- Deckman, S.L., **Fulmer, E.F.,** & Hoover, K.* (November, 2014). Heteronormativity and ableism in elementary and middle school health textbooks. *National Association for Multicultural Education (NAME)*. Tucson, AZ.
- Fulmer, E.F.** (May, 2014). The course identities framework: A tool for investigating White teachers' engagement in multicultural education coursework. *Action Research Network of the Americas Conference (ARNA)*. Bethlehem, PA.
- Fulmer, E.F.** (February, 2014). Emerging from "puzzling moments": Understanding a White teacher's narrative in a course on multicultural education. *Ethnography in Education Research Forum*. Philadelphia, PA.

- Fulmer, E.F.** (September, 2012). Literacies of teaching: Professional learning communities and the Greater Allentown Math Science Partnership. *Diverse Literacies Annual Conference*. Macungie, PA.
- Fulmer, E.F.** (April, 2012). "Wrong moves" and "epiphanies": Examining group and individual narratives expressed in multicultural teacher education. *American Educational Research Association (AERA)*. Vancouver, BC.
- Fulmer, E.F.** (February, 2012). "False confidence": Understanding White teachers' narratives in multicultural teacher education. *Ethnography in Education Research Forum*. Philadelphia, PA.
- Maloney, T., & **Fulmer, E.F.** (November, 2011). New teachers' understandings about race, culture, and diversity: Exploring discontinuity as a site for learning. *American Anthropological Association (AAA)*. Montréal, ON.
- Fulmer, E.F.**, Maloney, T., & Bartow, T. (February, 2011). Understanding teachers' learning processes: Knowledge about race, culture, and diversity. *Ethnography in Education Research Forum*. Philadelphia, PA.
- Fulmer, E.F.**, & Reese, M. (February, 2011). On becoming multicultural educators: A practitioner inquiry into the instruction of a master's in education course. *Ethnography in Education Research Forum*. Philadelphia, PA.
- Fulmer, E.F.** (March, 2009). Peering into success: Teachers' professional development gains as supported by elementary science teacher-mentor groups. *Harvard GSE Student Research Conference (HGSE SRC)*. Cambridge, MA.
- Fulmer, E.F.** (February, 2009). Mentoring toward a culturally responsive practice? An inquiry into mentoring Teach for America first year teachers. *Ethnography in Education Research Forum*. Philadelphia, PA.

* Denotes undergraduate student or alumnus collaborator

INVITED TALKS AND PANELS

Einaudi Center for International Studies, Afterschool Language and Culture Program, *Cornell University* (April 2021), workshop for Cornell international students to lead workshops for Ithaca area K-12 students, facilitating cultural exchange and multicultural awareness.

Dis/ability, gender, and racial diversity in K-8 health textbooks, analysis and recent research, *Ithaca College* (February 2021), one-hour invited presentation with coauthor to Dr. Joslyn Brenton's 25-person *Qualitative Methods in Sociology* course.

A Time for Reflection and Action, *Ithaca College* (June 2020), co-facilitated with Paula Ioanide, all-campus faculty and staff interactive workshop grappling with racial injustices and worldwide protests for racial justice.

Transformative Teacher Educator Fellows (2018), one-hour invited presentation to five-person, cross-institutional research team on methods and approaches to Practitioner Inquiry and Teacher Research, to inform their group's next steps in scholarship.

Ithaca College, Careers for Writers course (2018), guest lecturer to IC writing major students regarding careers for writers in education.

Loyola University Chicago, School of Education (2016), guest lecturer in Dr. Sabina Rak Neugebauer's graduate course on multicultural education and culturally diverse children's literature.

American Association of University Women (AAUW), Museum of the Earth (2015), one-hour invited co-presentation with S. Wolfe on tools and ways to inspire young girls in STEM areas. Talk titled, "Solving for 'X' (Chromosome): Toys, Games, and Books to Inspire Problem Solving in Young Children."

Cornell University, Botanic Gardens (formerly Cornell Plantations), (2013) delivered four-hour workshop for Kids Discover the Trail (KDT), volunteers about inquiry-focused science instruction for elementary-aged children, titled, "Letting the Question Lead."

Cornell University, Education Minor, (2013), invited panelist of educators for event titled, "I'm a Teacher (And So Can You!)," discussing options and pathways for undergraduate students interested in teaching and working with children as a career.

BLOG ENTRIES

Fulmer, E.F. (2017, November 9). Practitioner inquiry and course (re)design. Retrieved from: <https://threadcfe.com/2017/11/09/practitioner-inquiry-and-course-redesign/>

Fulmer, E.F. (2017, December 5). Listening to the silences. Retrieved from: <https://threadcfe.com/2017/12/05/listening-to-the-silences/>

ACTIVE RESEARCH AFFILIATIONS

Research Team Member with Drs. Aaron Weinberg, Emilie Wiesner (both Ithaca College), and Christina Dobbs (Boston University). Didactical disciplinary literacy, a new construct in disciplinary literacy research. 2017-present.

Co-principal Investigator with Dr. Sherry Deckman (Lehman College, CUNY). Critical elementary and middle school textbook depictions of race, class, gender, sexuality, and ability. Content and qualitative analyses with undergraduate student and graduate research collaborators. 2014-present.

Co-principal Investigator with Katja Krieger (alumna, Ithaca College '20). White savior rhetoric in research on Teach for America, with implications for all teacher preparation programs (traditional and alternative). 2019-present.

GRANTS & FELLOWSHIPS

Dana Teaching Fellow, Antiracist Teaching Practices, *Center for Faculty Excellence, Ithaca College*, program for sharing faculty expertise across campus through individually-proposed initiatives. (\$3,000 annual for three years and course release, calendar years 2020-2023, *awarded*).

Course Development Fund, *Center for Faculty Excellence, Ithaca College* grant for attending *Everyone Reading* conference on dyslexia and language-based learning disabilities, in order to contribute to undergraduate course "Literacy for the Middle/Secondary School Teacher" (2018/2019) (\$633, *awarded*).

Chaperone Fund, *School of Humanities & Sciences Ithaca College* to support travel expense incurred while supervising IC student who presented our collaborative work at the National Association for Multicultural Education in Memphis, TN (2018) (\$1,000, *awarded*).

Transformative Teacher Educator Fellowship, *Arcadia University*, for intensive week-long residential program with continued year-long involvement supporting social justice-oriented teacher educators through collaborative teaching scholarship and learning (2018) (*not awarded*).

Scholarship Travel Grant, *Greater Allentown Math Science Partnership*, for travel expenses incurred presenting 10 years of findings at professional conference, Baltimore, MD (2016) (\$2,000, *awarded*).

Early Career Excellence Institute, Course (Re)Design, *Center for Faculty Excellence*, to support critical inquiry into teaching of graduate course "Curriculum & Instruction in Elementary Social Studies," resulting in a full-scaled course remodel informed by peer feedback (2016/2017) (\$1,500 *awarded*).

Clynes Partnership in Teaching Collaboration Grant, *Education Department Ithaca College*, co-PI with Te-Wen Lo of the IC Biology Department, for materials and instruction of homeschooled students in consecutive Saturday workshops, and preparation in advance for IC biology students in teaching methods (2015/2016) (\$268.00, *awarded*).

Chaperone Fund, *School of Humanities & Sciences Ithaca College* to support travel expenses incurred while supervising IC students who presented our collaborative research at the National Association for Multicultural Education in New Orleans, LA (2015) (\$1,000, *awarded*).

AERA *Division K* New Faculty Preconference Fellowship, *American Educational Research Association*, for two-day mentorship and networking intensive institute ahead of the AERA annual meeting (2015) (\$1,000 equivalent, *awarded*).

Diversity Awareness Committee (DAC) grant for bringing invited visiting scholar Dr. Constance Bailey (now University of Arkansas Assistant Professor, Department of English) to campus to speak about race, racism and the relevance of racial comedy based on her work around African American humor and the discourse of resistance (2015) (\$300 *awarded*).

Course Development Fund, *Center for Faculty Excellence, Ithaca College* for participating in new faculty professional development and networking opportunity at AERA, contributing indirectly to all courses taught (2015) (\$450, *awarded*).

Kalinowski Grant, *Women's and Gender Studies, Ithaca College* for support of student-faculty collaborative research on race, gender, sexuality, and ability in elementary and middle school health textbooks, and subsequent student travel to National Association for Multicultural Education conference in Tucson, AZ, leading to co-authored 2018 publication (2014) (\$400, *awarded*).

Met Life Foundation grant for Family Inquiry Project, *Da Vinci Science Center, Allentown, PA* for design and instruction of hands-on intergenerational workshops connecting children and families to science through a series of weekend sessions and take-home activities (2007-2008) (\$10,000, *awarded*).

PROFESSIONAL DEVELOPMENT

- Equity Literacy Institute: equity facilitators advanced training (February, 2022)
- Equity Literacy Institute: equity facilitators training (October, 2021)

AWARDS & HONORS

- Nominated by colleagues for *The President Shirley M. Collado Faculty Award for Outstanding Contributions to the Ithaca College Community* (May, 2021).
- Recognized for faculty impact on a graduating senior, at IC Women's Basketball Senior Night, nominated by student-athlete A. Spaschak, *Ithaca College* (January, 2017).
- Awarded Grand Master for Science Professional Development, *Da Vinci Science Center, Hall of Fame* (2010)

LEADERSHIP & SERVICE

EDUCATION DEPARTMENT SERVICE:

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| Teacher Inquiry Project Coordinator | 2019-present |
| <ul style="list-style-type: none"> ▪ Define and articulate expectations for all Education graduate students' thesis-style research ▪ Instruct graduate students on Teacher Inquiry and Self-Study methodologies via seminar series ▪ Pair advisees with faculty advisors; support faculty colleagues in advising on this unique research paradigm ▪ Initialize and update resource website in use by students and faculty (2016-present) | |
| Curriculum Committee for New Education Studies Major | 2021-present |
| <ul style="list-style-type: none"> ▪ Research and co-develop suite of six new courses submitted for review to the H&S Curriculum Committee, March 2022. | |
| Independent Study Proposal Review Committee | 2018-present |
| <ul style="list-style-type: none"> ▪ Review ~4-8 applications annually for EDUC 49900 <i>Independent Study</i>, EDUC 49700 <i>Fieldwork in Education</i>, and EDUC 29900 <i>Research Project</i> course proposals ▪ Communicate with faculty proposers regarding any revisions required; weigh viability of proposal with committee; consider ethics and accountability with regards to working with vulnerable populations ▪ Communicate recommendation to Department Chair; maintain department records | |
| Admission to Graduate Programs, Applicant Interviewer | 2014-present |
| <ul style="list-style-type: none"> ▪ Meet with 2-5 graduate applicants per year for ~30 minute interview to assess appropriateness for admission; make recommendation to Graduate Programs Chair | |

- Offer ongoing communication with applicants as needed

Graduate Students Program Orientation **2014-present**

- Introduce Practitioner Inquiry research methods in annual 30 minute presentation, providing overview of Practitioner Inquiry Self-Study requirements for ~25-30 graduate students each May

Education Studies Minor Steering Committee Member **2017-present**

Annual Teacher Inquiry Conference Coordinator **2020**

- Shifted the annual conference to a virtual format, building on the work of a colleague who (in a typical year) organizes the conference.
- Established new practices that will continue post-pandemic, including remote video links for friends and family to participate virtually.

Education Department Spring Lecture Series, Steering Committee **2019-2021**

- Co-facilitate community book discussion at off-campus venues
- Contribute to social media campaign
- Distribute ~30 books to five locations across the Ithaca and surrounding area
- Recruit student ambassadors and local stakeholders to lead and participate in discussions and expand community involvement

Founding Coordinator, Education Studies Minor **2015-2017**

- Established systems for operating new minor, including data collection and data maintenance systems, intake interview protocols, and created the first Education Minor website.
- Developed introductory programming and recruitment plan
- Provided academic advising and guidance for colleagues
- Established new relationships with Offices of Academic Advising, Admissions, and Career Services in order to cultivate knowledge in current and prospective students about the minor

Founder & Coordinator, Education Department Student Research Symposium **2014-2017**

- Initialized annual Student Research Symposium for undergraduate students conducting original research with faculty sponsors
- Invited faculty, staff, and student audience members to provide feedback for undergraduate students ahead of presentations Whalen Symposium and/or American Educational Research Association (AERA) annual conferences, or other relevant academic conferences
- Coordinated collection and dissemination of written feedback to student researchers

WISE Website **2013-2021**

- Update and evaluate Working to Improve Schools and Education (WISE) nationally used website
- Respond to regular queries and communications with users of the website
- Field media inquiries from news outlets (sometimes alt-right in nature)

Faculty Search Committees, Member **2015-2016 and 2019-2020**

Childhood Ed Curriculum Committee **2013-2015**

- Mapped and reorganized course sequences for graduate students in education based on updates to state and national standards in teacher education, as well as based on our local assessments of opportunities for improvement

Department Diversity Committee **2013-2014**

- Gathered data from faculty members on diversity and social justice initiatives
- Structures and administered plans for department growth

SCHOOL OF HUMANITIES & SCIENCES SERVICE:

H&S Summer Scholar Mentor Workshop Co-Organizer **2019**

- Designed and delivered 4-hour workshop for new and returning faculty members who are mentors to the incoming Summer Scholar cohort

H&S Summer Scholar Proposal Review Committee **2018, 2020**

- Reviewed and evaluated proposals to the student Summer Scholar program using a rubric
- Met, discussed, and determined awards in committee

H&S Curriculum Committee Member **2015-2017**

- Reviewed regular proposals and memoranda regarding H&S curricula revisions, additions, and occasional removals
- Contributed feedback and critique in weekly meetings with other committee members, citing extensive notes and rationale

Integrative Studies Chair and Advisor **2016-present**

- Chaired one student's integrative studies process, including thesis development
- Advised three students' integrative studies proposal development, providing guidance and critique of course maps and frameworks

ALL-COLLEGE SERVICE:

Antiracism Institute, founding co-facilitator, *Center for Faculty Excellence* **2020-present**

MLK Campus-Wide Celebration Steering Committee **2018-2019, 2021-present**

IDEAL Course Design in Canvas, Center for Faculty Excellence **May & August 2021**

- Co-design IDEAL (inclusive, diverse, equitable, accessible learning) summer institute intended to support faculty in the college's transition to new Learning Management System, from Sakai to Canvas.
- Lead workshop/studio sessions that will begin with presentations combined with active, guided work sessions.
- Develop curated resources and curricula including a combination of learning modules, workshops, and individual consultations.
- Centering guiding principals of antiracism, equity, and Universal Design for Learning, grounded in the college's [Diversity Equity and Inclusion Statement](#).

Faculty Development Committee **2021**

- Elected by colleagues to serve as one of two H&S representatives
- Serve as member of advisory group to the Center for Faculty Excellence
- Select recipients for Ithaca College's annual Faculty Excellence Awards

Becoming an Antiracist School, limited workshop series in the *Whalen School of Music* **2020-2021**

- Co-design sessions with Center for Faculty Excellence director
- Facilitate a process for identifying antiracism goals and actionable steps to undertake change

Diversity Designation Committee for the Integrated Core Curriculum (ICC) **2014-2020**

- Evaluate course proposals seeking to earn "diversity" designation for CCR

Flexible by Design Summer Institute for Faculty, Center for Faculty Excellence **July 2020**

- Co-designed and instructed intensive 5-week summer series for 300+ faculty across IC's schools to deepen knowledge around pedagogy and instruction with instructional flexibility in mind (in-person, hybrid online, hyflex combination).
- Featured Universal Design for Learning (UDL)
- Featured antiracism and equity
- Centered opportunities for vibrant asynchronous engagement and live sessions as bookends

President's Seed Grant Initiative Proposal Review Committee **2018**

- Reviewed and evaluated ~30 proposals used a priori rubric
- Presented recommendations for funding to President Collado

Whalen Symposium Session Chair and Judge **2017**

Humanities Evaluator for the ICC **2015**

Natural Science Evaluator for the ICC **2014**

- Reviewed and norm rubrics among faculty reviewers for inter-rater reliability
- Scored student uploaded artifacts
- Provided written narrative feedback to Vice Provost & Director of the ICC

Early Career Excellence Advisory Board, Center for Faculty Excellence **2015-2017**

- Advised CFE in developing meaningful educational development for early career faculty

New Faculty Institute, Session Leader, Center for Faculty Excellence **2015-2017**

- Developed relationships between and among new faculty
- Modeled best practices for teaching and learning

Master's Thesis Committee Member for HSHP Occupational Therapy **2015-2016**

- Advised graduate student about her M.S. thesis
- Mentored the student towards understanding critical race theory and theories on Whiteness as they relate to her field of Occupational Therapy

ACTEC Professional Development Subcommittee **2017-2018**

- Identified professional development needs of our local P-12 partners, supporting a coordinated effort to develop mutually beneficial programming or projects that offer professional development to our partners.

NATIONAL SERVICE:

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| Editorial Review Board Member, <i>Journal for Adolescent and Adult Literacy</i> | 2021-present |
| Reviewer, <i>Journal of Literacy Research</i> | 2020-present |
| Reviewer, <i>Journal for Multicultural Education</i> | 2020-present |
| Reviewer, <i>Action in Teacher Education</i> | 2019-present |
| Literacy Research Association (LRA) Annual Meeting Session Chair | 2019 |
| American Educational Research Association (AERA) Annual Meeting Session Chair | 2015-2018 |
| Reviewer for LRA annual conference | 2019-2021 |
| Reviewer for Journal, <i>Perspectives on Urban Education</i> | 2015-2016 |
| Reviewer for Journal, <i>Inquiry in Education</i> | 2017 |
| Reviewer, AACTE Conference Proposals | 2014 |

PUBLIC SERVICE:

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| Trumansburg Antiracism Group (co-founder), <i>Trumansburg, NY</i> | 2019-present |
| Einaudi Center Afterschool Language and Culture Program , <i>Ithaca, NY</i> | 2021 |
| Judge , <i>Ithaca High School Poetry Slam, Ithaca, NY</i> | 2019 |
| Judge , <i>Allentown School District Science Fair, Allentown, PA</i> | 2014-2019 |
| Literacy Volunteer , <i>Picturing Writing, EAC Montessori, Ithaca, NY</i> | 2017-2018 |
| Diversity and Inclusion Consultant , <i>EAC Montessori, Ithaca, NY</i> | 2015-2018 |
| Hall of Fame, Selection Committee , <i>Da Vinci Science Center, Allentown, PA</i> | 2010-2016 |
| Board of Trustees , <i>Seven Generations Charter School, Emmaus, PA</i> | 2010-2013 |
| Children's Symphony Handbook , <i>Allentown Symphony Orchestra, Allentown, PA</i> | 2006-2012 |
| City Year , <i>Americorps, Providence, RI</i> | 1999-2000 |

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
 Literacy Research Association (LRA)
 National Association for Multicultural Education (NAME)
 Professional and Organization Development (POD) Network in Higher Education
 American Association of Colleges for Teacher Education (AACTE)

K-12 TEACHING

Pennsylvania and Massachusetts K-6 certifications

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|---|-----------|
| Quakertown Community School District , <i>Quakertown, PA</i> | 2007-2008 |
| Literacy Consultant, Quakertown Elementary School | |
| Allentown School District , <i>Allentown, PA</i> | 2005-2007 |
| Fifth Grade Teacher, Jackson Elementary School | |
| The Swain School , <i>Allentown, PA</i> | 2003-2005 |
| Fifth Grade Teacher, Lower School | |

Worcester Public Schools, Worcester, MA

2002-2003

Fifth and Fourth Grade Teacher, Goddard School of Science & Technology

Student Teacher (2002) and Masters candidate with full teaching responsibilities (2002-2003)

LIST OF COURSES TAUGHT AT ITHACA COLLEGE

ICSM 10500 Racism, Sexism, and Lies: (Un)learning Elementary School Social Studies

An interdisciplinary liberal arts course for first-year college students that supports the academic and social transition to Ithaca College. The course will introduce the first year student to college level liberal arts inquiry, the ICC, and the e-portfolio. This course section (51) explores the role of history textbooks and American schooling practices in propagating false, Eurocentric, patriarchal, mythologized views of US history. In many ways, the course is about the “hidden curriculum” of the American Dream, or the obscured ways in which schools teach ideals of hard work and social mobility rooted in the notions that “all men are created equal” with the right to “life, liberty, and the pursuit of happiness.” This course will explore a number of historical themes that are ignored or mistreated by history textbooks. As such, students in the course will apply the concept of hidden curriculum to the study of US history, in order to understand some truths behind the lies, and also how learning lies about our nation detrimentally impacts not only students from underrepresented groups, but all students.

EDUC 20200 Literacy Across the Disciplines for Middle/Secondary Education

Offers prospective middle- and secondary- level teachers with understandings and analysis of teaching methods used to facilitate content-specific literacy. Helps students recognize and identify the nuances of a discipline by using literacy strategies that make thinking visible. Topics include how to foster disciplinary literacy, Common Core State Standards for literacy in the subject areas, media literacy, sociocultural literacy, and recognizing and planning for culturally and linguistically diverse classrooms. Required 15 hour field experience at New Roots Charter School.

EDUC 34000 Social & Cultural Foundations of Education

Required for all students in teacher certification programs, but open to other students as well. Combines historical, philosophical, sociological, and anthropological perspectives to investigate contemporary social and cultural issues in education and teaching. Provides preparation for critically reflective decision making and for working effectively with diverse students and communities. Topics include equal educational opportunity; the financing of U.S. schools; tracking/ability grouping; the sociocultural dynamics of teaching and learning; multicultural education; social class issues; gender bias and equity; the experiences of African American, Latinx, Asian American, and linguistic minority students in U.S. schools; educating students with disabilities; the role of religion in U.S. schools; issues of sexuality; working with families and communities; developing schools as caring learning communities; and recent proposals for school reform.

EDUC 37000 Culture & Community in Education & Teaching

A sociocultural analysis of schools, teaching, and learning for the purpose of creating more effective educational experiences for culturally diverse learners. Students learn to incorporate

knowledge about race, ethnicity, social class, gender, and other important aspects of culture into the design of schools and educational programs and lessons. Particular attention is given to cultural information about African American, Latino, and Asian American youth and families. All students in the course work a minimum of three hours a week with youth in a community program or school and develop projects specific to their interests and community placements.

EDUC 49600 Senior Seminar in Education Studies (Capstone for Minors in Education Studies)

Synthesizes key understandings from across the Education Studies Curriculum by engaging students in reflection on their program. Students complete a culminating project that represents their development across the minor, the themes across their coursework, and key understandings related to sociocultural issues in education, engagement with communities, and education in the service of social justice.

EDUC 49700 Fieldwork in Education

Directed fieldwork under a teacher education program faculty member's supervision, culminating in a major paper or comparable product. Written proposal to the teacher education program, describing the terms of the particular project, is required. Open only to juniors and seniors who have completed one or more courses at level 3 or 4 in education. Prerequisites: Permission of instructor.

EDUC 50000 Professional Development Seminar

Seminar in the development of a personal philosophy of education; the preparation of a professional portfolio; and the design, completion, and presentation of a teacher research project. Students must pass two summer semesters of this course, one in the first summer of the program, and the other in the final summer of the program.

EDUC 51210 Seminar in Reflective Practice

Taken concurrently with Student Teaching. Critical reflection on teaching and learning, including content knowledge, planning and instruction, positive learning environment, diversity, technology, assessment, collaboration and outreach, and professional development. Literacy issues and methodologies. Teachers as researchers.

EDUC 60000 Professional Semester in Education (student teaching)

A full semester of observation and supervised teaching at elementary school levels (1-6). Additional coursework may not be taken without permission of department chair and graduate programs chair.

EDUC 62000 Curriculum & Instruction in Elementary Social Studies

This course focuses on the content and design of the social studies curriculum in the elementary school; current research, theory, and standards in social studies; strategies for instruction, differentiation, and assessment; and available resources. Integration of literacy and technology. Emphasis on community and citizenship, critical thinking, multidisciplinary approaches, and the use of primary resources. Field experience required. Prerequisite: Graduate student in good standing, or permission of instructor.

EDUC 65000: Curriculum & Instruction in Elementary Language Arts and Literacy

Focuses on the content and design of the language arts and literacy curriculum in the elementary school; current research, theory, and standards in literacy; strategies for literacy instruction, differentiation, and assessment; and available resources. Emphasis on reading processes, writing processes, word study (including phonemic awareness, word analysis, spelling, and vocabulary), listening, speaking, and dramatic expression. Integration of technology. Field experience is required. Prerequisite: Graduate student in good standing, or permission of instructor.