

# CURRICULUM VITAE

University of Idaho

**NAME:** Jue Wang

**DATE:** 01.01.2024

**RANK OR TITLE:** Assistant Professor

**DEPARTMENT:** Curriculum and Instruction

**OFFICE LOCATION AND CAMPUS ZIP:**

ED 408, 875 Perimeter Drive MS 3080 Moscow, ID 83844-3080

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**DATE OF FIRST EMPLOYMENT AT UI:** August 16, 2021

**DATE OF TENURE:** (Year or untenured)

**DATE OF PRESENT RANK OR TITLE:** August 16, 2021

## **EDUCATION BEYOND HIGH SCHOOL:**

Ph.D. (2021) Penn State University, Curriculum and Instruction

Specialization: Language, Culture & Society

Committee: Dr. Gail Boldt (Chair), Dr. Allison Henward, Dr. Jaqueline Reid-Walsh, and Dr. Xiaoye You

Doctoral Dissertation: *Rural girls' gender performances through literacy: Reconceptualizing rural Chinese literate girlhood*

M.A. (2015) Towson University, Early Childhood Education

M.A. (2016) Harbin University of Commerce, Civil and Commercial Law

B.A. (2012) Harbin University of Commerce, Law

## **EXPERIENCE:**

### **Teaching and Research Appointments:**

Assistant Professor of Literacy Studies, Department of Curriculum and Instruction, University of Idaho, Moscow, ID, 2021-present.

Instructor of Record (Undergraduate courses), Language and Literacy Education, Penn State University, State College, PA, 2016-2021

Mandarin Teaching Assistant, Happy Valley Chinese Language in Central PA, State College, PA, 2019

Kindergarten Class Participant-Observer, West Branch Elementary School, State College, PA, 2018

Graduate Teaching Assistant (Graduate Online course), World campus, Penn State University, State College, PA, 2018

5<sup>th</sup> Grade Class Participant-Observer, Centre Learning Community Charter School, State College, PA, 2017

Lead Pre-Kindergarten Teacher, Celebree Learning Center, Baltimore, MD, 2015

Graduate Student Researcher, Towson University Early Childhood Education Graduate Program, Towson, MD, 2014

Pre-Kindergarten Teacher Assistant, Towson University Childcare Center, Towson, MD, 2014

Graduate Research Assistant, Harbin University of Commerce Law Graduate Program, Harbin, China, 2013  
Pre-Kindergarten and first grade English Teacher, Sail Young Learners International English School, Harbin, China, 2012

Teacher Internship, Joy English School, Harbin, China, 2011

**TEACHING ACCOMPLISHMENTS:** (Academic and Extension teaching)

**Areas of Specialization:** Early and intermediate literacy methods, literacy assessment, genders studies, ethnography, research methods

**Courses Taught:**

**University of Idaho**

Teaching Reading and Literacy, EDCI 320, 2021-present  
Integrated Elementary Methods Practicum II, EDCI 409, 2021-present  
Teaching Writing/Language Arts, EDCI 322, 2022-present  
Ethnographic Designs in Research (Course Developed), ED 504, 2024-present

**Penn State University, University Park**

Teaching Reading in the Elementary Classrooms, LLED 400, 2016-2021  
Teaching Writing in the Elementary Classrooms, LLED 401, 2018-2019  
Theories of Childhood: The study of childhood from cultural, historical, psychological, and philosophical Perspectives (Teaching Assistant), CI 560, 2018

**Students Advised**

*Doctoral, Major Professor*

In Progress:  
Lorenzo Rene, PhD in Curriculum & Instruction, 2026  
Janice Raykovich, PhD in Curriculum & Instruction, 2026

*Graduate Committee*

Eulalia Buitron (Ph.D., C&I, UI), Graduated in 2023  
Beth Whitfield (Ph.D., C&I, UI), Graduated in 2023  
Emilija Jovanovska-Stanton (Ph.D., C&I, UI), 2022-present  
Spencer Normington (Ed.D., L&C, UI), 2022-present

*Undergraduate advisor – IKEEP Scholar*

Jalena Henry (BS, Elementary Education, UI), 2022-present

*Graduate advisor – IKEEP Scholar*

Tia Ware (M.Ed. in C&I Plus ENL Certificate, UI), 2023-present

*Student Internships*

Emma Goebel (BS, Elementary Ed, UI), Spring 2022  
Elenore DeKold (BS, Elementary Ed, UI), Fall 2022  
Peyton Wagner (BS, Elementary Ed, UI), Spring 2023  
Amelia Buyers (BS, Elementary Ed, UI), Fall 2023  
Saylor O’Kelley (BS, Elementary Ed, UI), Spring 2024

**Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:**

Wang, J. ANTH 261 Language and Culture. (April 2023). Invited Speaker, College of Letters, Arts, and Social Sciences, American Indian Studies, University of Idaho, Moscow, ID.

Wang, J. Interdisciplinary Capstone Technology Project. (April 2023). Invited Speaker, Virtual Technology and Design, University of Idaho, Moscow, ID.

Wang, J. Graduate Student Writing Symposium: Preparing Graduate Students for the Academic Writing process. (March 2023). Invited Presenter, College of Graduate School, University of Idaho, Moscow, ID.

**Wang, J.**, Whittington, N., Seraphin, W., Lyu, S. Resonance Seminar (Oct 2022). Invited Speaker, Affinity Group for Graduate Students of Color, Penn State University, State College, PA. (virtual)

Wang, J. Research presentation (April 2022). Guest Speaker, ED 592 Decolonizing, Indigenous, and Action-Based Research Methods, University of Idaho, Moscow, ID.

Wang, J. *Sharing Teaching and Research with the Scholarly Community* (Sep 2021). Invited Speaker, EHHS College Intramural Seminar, University of Idaho, Moscow, ID. (virtual)

Wang, J. *Sharing Teaching and Research with the Advocacy Board* (Oct 2021). Invited Speaker, EHHS College Advocacy Board Meeting, University of Idaho, Moscow, ID. (virtual)

Wang, J. *Curriculum and Instruction Department Virtual Student Orientation* (Aug 2020). Guest Speaker, The Pennsylvania State University, State College, PA.

Wang, J. *Empowering women of color in higher education* (Sep 2019). Guest presenter, Women Empowerment Symposium, The Pennsylvania State University, State College, PA.

Wang, J. *Graduate Student Leadership Roles* (Oct 2018). Guest facilitator, Lead the Pride: Student Leadership Experience, The Pennsylvania State University, State College, PA.

Wang, J. *Curriculum and Instruction Department Virtual Student Orientation* (Aug 2018). Guest Speaker, The Pennsylvania State University, State College, PA.

Wang, J. *Graduate Student Research Funding Application Workshop* (Feb 2017). Guest presenter, Curriculum and Instruction Graduate Student Organization, The Pennsylvania State University, State College, PA.

Wang, J. *Opportunities and Possibilities of Collaboration with International Students* (Oct 2013). Graduate Discussion Leader, China-Foreign Universities Presidents Forum (National Rotating), Harbin University of Commerce, Harbin, China.

**Honors and Awards:**

2021 Graduate Student Recognition Award, The Pennsylvania State University, Nominee.

2020 Recipient of Curriculum and Pedagogy Conference Scholarship, Curriculum and Pedagogy Association.

2016-2021 Recipient of Graduate College Fellowship, The Pennsylvania State University, Department of Curriculum and Instruction.

2012-2015 Recipient of Graduate College Fellowship, Harbin University of Commerce, Graduate College.

2013 Recipient of Outstanding Graduate Student in Heilongjiang Province, Heilongjiang Educational Department.

2012 Recipient of Excellent Graduate Student Leadership Award, Harbin University of Commerce, Graduate College.

2012 Recipient of Recommended to Graduate College of Law without an Examination, Harbin

- University of Commerce, Graduate College.  
 2009 Recipient of National Scholarship Award, Ministry of Education of the People's Republic of China.  
 2008-2012 Recipient of Undergraduate Scholarship Award, Harbin University of Commerce, Law School.

**SCHOLARSHIP ACCOMPLISHMENTS:** (Including scholarship of teaching and learning, artistic creativity, discovery, and application/integration)

**Publications, Exhibitions, Performances, Recitals:**

**Refereed/Adjudicated (blind review):**

- Wang, J.** (2023). Young Children's Resistance and Negotiation: Policies and Multilingual Curriculum at an Ethnic Minority Elementary School. *Global Studies of Childhood*, 13(2), 149-164. (Double Blind Review)
- Wang, J.** (2023). Spy Girls and the Quest for "Forbidden" Literacy: Rural Chinese Girls' Negotiation of "No Christmas" Policy through Subversive Literacy Practice. *Journal of Research in Childhood Education*, online first. (Double Blind Review)
- Wang, J.** (2020). Left Behind by COVID-19: Pandemic Experiences of "Left-behind" Girls in Rural China. *Girlhood Studies: An Interdisciplinary Journal*, 13(3), 17-31. (Double Blind Review)
- Wang, F-Y., & **Wang, J.** (2015). Damage Compensation of Wrongful Birth. *Journal of Jilin Public Security Academy*, 6, 101-109. (Double Blind Review)

**Referred/Adjudicated (blind review; currently submitted):**

- Anthony-Stevens, V. & **Wang, J.** (Under Review). Toward Valuing Localism in Indigenous Knowledge and Language education: A Comparative Analysis from China, Mexico and the USA. *Journal of Language, Identity and Education*. (Double Blind Review)
- Wang, J.** (Under Review). Training Teachers-as-Researchers' Ethnographic Eyes to Interview Children. *The Forum of American Journal of Education*. (Double Blind Review)
- Wang, J.** (Proposal accepted). Place, Power, and Peoplehood in Indigenous Language Curriculum and Pedagogy: Sustaining Linguistic Diversity in Rural Hoche Community. In Pratt B., Donley, K., Hatch, S., Tharp, S., & Calderon-Berumen, F. (Eds.) *Walking away: Refusing and Resisting Reactionary Curriculum Movements*. Information Age Publishing, Charlotte, NC. (Double Blind Review)
- Wang, J.** (Under Review). Bridging the Self's Worlds: Girls' Embodied TikTok Expressions of Multimodal Literacy. *Journal of Early Childhood Literacy*. (Double Blind Review)

**Peer-Reviewed/Evaluated (not blind review)**

- Wang, J.** (2020). Creative writing contribution: The lives of our members during the Covid-19 pandemic. LRA Doctoral Student Innovative Community Group (DSICG) Spring/Summer Newsletter.
- Wang, J.** (2016). Reviewing the scope of damage compensation for wrongful birth, *Bridge of Century*, 5, 52-53.

**Manuscripts in Process**

- Badenhorst, P., **Wang, J.** (In process). Significance of Research Positionalities for Ethnographic Field

Research in Transnational Contexts. *Qualitative Inquiry*.

**Wang, J.**, Whittington, N., Cunningham, A., Lyu, S., Baytas, M. (In process). *Reproduction of Whiteness: A Collaborative Critical Autoethnography of Women of Color Scholars in Higher Education*.

Guo, M., **Wang, J.** (In process). *Building Girls Scouts' Self-efficacy and Interests in Computer Science through Robotic Badges*.

**Wang, J.** (In process). *Increasing the Power of Qualitative Inquiry Using Multimodal Ethnographic Approaches: Field-oriented Research with Children*.

**Wang, J.** (In process). "Are you Chinese or American?": An Autoethnographic Exploration of my Researcher Positionality.

**Wang, J.** (In process). *Listening to Children's Voices: A Reflexive Approach to Conduct In-depth Interviewing with Young Children*.

**Professional Meeting Papers, Workshops (Peer-Reviewed):**

**Wang, J.**, Whittington, N., Cunningham, A., Lyu, S., Baytas, M. (Accepted). *Transformative identity formation: A collaborative autoethnographic exploration of womxn of color researchers' experiences in higher education*. Paper presentation. American Educational Research Association (AERA): 2024 Annual General Conference, Philadelphia, PA.

**Wang, J.** (Accepted). *Hoche minority children speak out on multilingual practices and policies: Caught between local issues and global transformation*. Paper Presentation. Association for Asian Studies (AAS): 2024 Annual Convention, Seattle, WA.

**Wang, J.** (2023, September). *Indigenous Hoche teachers and decolonial pedagogies*. Paper Presentation. International Reconceptualizing Early Childhood Education (RECE): 2023 Annual Conference, Manchester, UK.

**Wang, J.** (2023, September). *Hearing children's voices: Uncovering negotiation of multilingual curriculum and reconstructing diversity at an ethnic minority school*. Paper presentation. Annual International Globalization, Diversity, and Education Conference (WSU), Spokane, WA.

**Wang, J.** (2023, May). "Are you Chinese or American?": An autoethnographic exploration of my researcher positionality. Paper Presentation. International Congress of Qualitative Inquiry (ICQI): 2023 Congress, Urbana-Champaign, IL (Proposal accepted but canceled due to family death).

**Wang, J.** (2022, June). *Spy girls are not nice: Cultural specificities of niceness and how young children moved with, through, and against niceness's affordances and limits*. Individual paper session. International Reconceptualizing Early Childhood Education Annual Conference (RECE), Vancouver, BC.

**Wang, J.** (2022, April). *Young Children's Resistance and Negotiation: Policies and Multilingual Curriculum at an Ethnic-Minority Elementary School*. Roundtable session. American Educational Research Association (AERA): 2022 Annual General Conference, San Diego, CA.

Tobin, J., Henward, A., **Wang, J.**, Bartlett L., & Willinski Bethany. (2021, Nov). *Organizational, curricular, and pedagogical activities within rural early childhood programs: Contextualized understandings of localized policy translations in the global/local nexus in rural Appalachia, China, South Africa, and Tanzania*. Panel Presentation. American Anthropological Association (AAA): 2021 Annual Convention, Baltimore, MD.

**Wang, J.** (2021, Nov). *Navigating and negotiating in uncertainties: Young girls' multimodal literacy practices during COVID-19*. Paper presentation. National Council of Teachers of English (NCTE): Annual

Convention (Online).

**Wang, J.** (2021, May). *Embracing child-centered ethnographic approaches to reconceptualize the trajectory of ethnic minority girls' literacy practices*. Paper Presentation. International Congress of Qualitative Inquiry (ICQI): 2021 Congress (Online).

**Wang, J.** (2021, May). *Listening out loud with young participants: Conducting virtual interviews with young children*. Paper Presentation. International Congress of Qualitative Inquiry (ICQI): 2021 Congress (Online).

**Wang, J.** (2021, April). *"Left-Behind" girls' tensions and challenges during COVID-19: Gendered expectations in rural China*. Paper Presentation. American Educational Research Association (AERA): 2021 Annual General Conference (Online).

**Wang, J.** (2021, February). *"Why does my mother think I am a boy and punish me like a boy?" Issues of maltreatment in the time of COVID*. Symposium. "Disruptions and Eruptions:" Interdisciplinary Feminist Conference (PSU). (Online)

**Wang, J.** (2021, January). *Delving into online spaces through embodied activities: COVID-19 and popular media*. Paper presentation. The 12th Annual The Chinese University of Hong Kong Anthropology Postgraduate Student Forum (CUHK). (Online)

**Wang, J.** (2020, December). *The "spy girls" and the quest for "forbidden" literacy: An ethnographic case study in rural Northeast China*. Paper presented at the Literacy Research Association Convention (LRA) (Online).

**Wang, J.** (2020, October). *"I did not write anything about Christmas": Young Chinese girls' negotiations of "No Western Holidays" policy through dynamic and creative literacy practices*. Paper presented at the Curriculum and Pedagogy Convention (C&P) (Online).

**Wang, J., & Martinez, W.** (2020, November). *For You/For Self: Exploring vulnerable girls' embodied expressions on TikTok during COVID-19*. Featured Podcast View-on-Demand Presentation at the American Anthropological Association Raising Our Voices Online Convention (AAA).

**Wang, J., & Martinez, W.** (2020, November). Talk Back Event for the American Anthropological Association Raising Our Voices Online Convention (AAA).

**Wang, J.** (2020, November). *Uncovering the experiences of rural girls in a time of social isolation: Longing to let their voices be heard*. Talk View-on-Demand Presentation at the American Anthropological Association Raising Our Voices Online Convention (AAA).

**Wang, J.** (2020, May). *Qualitative interviewing with young children: A reflexive methodology*. International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL (Proposal accepted/conference canceled due to COVID-19).

**Wang, J.** (2020, March). *Re-envisioning rural Chinese minority girls' gender performances in literacy practices*. Paper presented at the Northeast Modern Language Association Anniversary Convention (NeMLA), Boston, MA.

**Wang, J.** (2020, January). *Digging our roots deeper: Diversity in education*. Paper presented at the Diversity and Community Enhancement Committee Academic Event (PSU), State College, PA.

**Wang, J., & Xia, Y.** (2019, November). *"Seeing" words and images anthropologically: Adopting a video-cued ethnographic approach for exploring corporeal practices in a U.S.-based Chinese language school*. Paper presented at the Video Ethnography in Education Symposium (PSU), State College, PA.

**Wang, J.** (2019, November). *Evolving Hoche identities: Fostering balance between modernization and*

*ethnic cultural uniqueness through multilingual and multicultural curriculum.* Paper presented at the National Council of Teachers of English Annual Convention (NCTE), Baltimore, MD.

McManus, M., **Wang, J.**, Pase, F., Baytas, M., & Gonzalez, M. (2019, October). *On the “periphery”: Rural early schooling as a space of agency and possibility.* Paper presented at the International Reconceptualizing Early Childhood Education Annual Conference (RECE), Las Cruces, NM.

**Wang, J.** (2019, May). *Applying dynamic ethnographic approaches to rethink girls’ gender identities in rural China.* Paper presented at the International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.

**Wang, J.** (2019, March). *Rethinking young girls’ gender construction through LGBTQ-themed textual practices.* Paper presented at the Northeast Modern Language Association 50th Anniversary Convention (NeMLA), Washington D.C.

**Wang, J.** (2018, October). *Emerging gender identities and expressions among kindergarteners: Embeddedness in lived spaces and community in Central PA.* Paper presentation. International Reconceptualizing Early Childhood Education (RECE) Annual Conference, Copenhagen, Denmark (Accepted but unable to attend due to visa restrictions)

**Wang, J.** (2017, October). *Reexamining children’s emotional responses to text design and readability.* Paper presentation. International Reconceptualizing Early Childhood Education (RECE) Annual Conference Toronto, Canada (Accepted but unable to attend due to visa restrictions)

**Wang, J.** (2017, February). *Children’s literacy and identities as readers.* Paper presented at the Early Childhood Education Symposium of the University of Georgia, Pennsylvania State University, and the University of Texas at Austin, Athens, GA.

**Wang, J.** (2015). *Essential strategies for achieving literacy excellence with the Common Core.* Project presented at the UMBC Ninth Annual Arts Integration Conference, Baltimore, MD.

#### **Grants and Contracts Awarded:**

Etienne, X. (PI), Mayes, I., Raney, T., **Wang, J. (Co-PI)**, VanBuren, J., Ghimire, N. (**Under Review**). *PEARS: Providing Educational Agriculture to Rural Schools.* Submitted to United States Department of Agriculture: Food and Agriculture Service Learning Program. 2024-2025. \$240,000.

Etienne, X. (PI), Mayes, I., Raney, T., **Wang, J. (Co-PI)**, VanBuren, J., Ghimire, N. (**Unawarded**). *PEARS: Providing Educational Agriculture to Rural Schools.* Submitted to United States Department of Agriculture: Food and Agriculture Service Learning Program. 2023-2024. \$225,000.

Chen, S (PI), Rahimi, S (Co-PI), Miller, B (Co-PI), Mayes, I (Co-PI), Mesa, M (Senior Personnel), Ewers, T (Senior Personnel), Phillips, B (Advisory Board), Anthony-Stevens, V (Advisory Board), Tsao, L (Advisory Board), Engels, M (Consultant), **Wang, J (Consultant)**, Guo, M (Consultant), Izci, B (External Reviewer), Geesa, R (External Reviewer), & Song, H (External Reviewer). *Grow to Learn: A Metacognition-driven, Inquiry-based gardening program to enhance rural early childhood educators and children’s informal STEM learning.* **Submitted to NSF – Advancing Informal STEM Learning (AISL) grant program in Jan. 2023, \$1,445,797.**

Principal investigator. 2019-2020. *Retrospect and Prospect of Rural Girls’ Gender Identity from a Community Perspective: Reconceptualizing Girls’ Gender Construction through Multimodal Literacy Practice before and during the COVID-19 Pandemic.* Graduate Student Dissertation Research Initiation Grant, College of Education, The Pennsylvania State University. \$600 research grant.

Principal investigator. 2017-2019. College of Education Travel Grant, The Pennsylvania

State University. \$1000 annually conference travel grant.

Principal investigator. 2019. NCTE Advocacy and Leadership Summit Grant, National Council of Teachers of English. \$250 summit grant.

Co-Principal Investigator (with Wang, F-Y., Guo, D., Long, Y-X., Wang, L-D., Hou, K., Zhu, F-Y., & Wu, Y-G). 2014. National Social Science Grant, Ministry of Philosophy and Social Science of the People's Republic of China. \$30,800 research grant.

Co-Principal Investigator (with Wang, F-Y., Guo, X-J., & Pan, Y-S). 2013. Graduate Student Innovative Research Grant, Ministry of Education of the People's Republic of China. \$1,500 research grant.

## SERVICE:

**Major Committee Assignments:** (National, State, District, County, University, College, Departmental and dates)

**Professional and Scholarly Organizations** (including memberships, committee assignments, editorial services, offices held and dates)

EHHS Elementary Education and Special Education Display (Dec 2023)

Director, Curriculum and Instruction Graduate Studies (Dec 2022- May 2023)

Member, EHHS Advanced Studies Program (Fall 2023- present)

Member, EHHS GRPC, Curriculum & Instruction Representative (Fall 2023- present)

Member, North Idaho Early Literacy Summit, EHHS, University of Idaho (Fall 2023- present)

Judge, 2023 BPA Region II Regionals, University of Idaho (Dec 5<sup>th</sup>, 2023)

Faculty Consultant, IKEEP Program (Annual Teacher Mentor Summit, March 2023)

Member, EHHS Elementary Program Dyslexia Professional Development Group (Spring 2023)

Member, EHHS Teaching and Learning Excellence Group (Feb 2022- present)

Member, EHHS Diversity and Inclusion Reading & Discussion Group (Sep 2022 – present)

Representative of C&I Elementary Program, University Honors Program (Dec 2022)

Faculty Consultant, IKEEP Program (4<sup>th</sup> Annual Teacher Mentor Summit, May 2022; Land-Based Pedagogies Retreat, Oct 2022)

Member, EHHS Graduate Faculty Group (Spring 2022- present)

Reviewer for Routledge Taylor & Francis Group: *Interactional Ethnography: Designing and Conducting Discourse-Based Ethnographic Research*, Fall 2023

Reviewer for Routledge Taylor & Francis Group: *Crafting Ethnographic Fieldwork: Sites, Selves, and Social Worlds*, Fall 2023

Reviewer for Routledge Taylor & Francis Group: - *Practice Research with Children*, Fall 2023

Reviewer for Women's Press: An Imprint of Canadian Scholars' Press Inc, *Research and the Field of Child and Youth Care*, Fall 2022

Reviewer for Women's Press: An Imprint of Canadian Scholars' Press Inc, *Becoming Girl: Collective Biography and the Production of Girlhood*, Summer 2022

Reviewer for Women's Press: An Imprint of Canadian Scholars' Press Inc, *Teaching Decolonizing Research and Indigenous Methodologies*, Spring 2022

Reviewer for Northwest Journal of Teacher Education, 2021.

Reviewer for National Council of Teachers of English Research Conference Proposals, 2020.

Reviewer for National Council of Teachers of English Research Conference Proposals, 2018.

Member, American Anthropology Association (AAA), 2019-present

Member, American Educational Research Association (AERA), 2017-present

Member, International Literacy Association (ILA), 2017-2020

Member, Literacy Research Association (LRA), 2018-present



Member, National Association for the Education of Young Children (NAEYC), 2015-present  
 Member, National Council of Teachers of English (NCTE), 2017-present  
 Member, Northeast Modern Language Association (NeMLA), 2017-2020  
 Member Reconceptualizing Early Childhood Education (RECE), 2016-present

**Outreach Service:** (Including popular press, interview articles, newspaper articles, workshops-seminars-tours organized, Extension impact statements)

Idaho Higher Educational Literacy Panel- Idaho Dyslexia Handbook Discussion and Promotion, Spring 2023  
 The Reading League: Educator Preparation Program- Science of Reading Community, May 2022-present (Monthly meeting)

Idaho Higher Educational Literacy Panel (University of Idaho representative), 2021-present. (Monthly meeting)

Idaho Higher Educational Literacy Panel In-person Meeting, May 25-27, 2022 (Idaho Department of Education, Boise)

Reconceptualizing Early Childhood Education Seminars and Business Meetings, 2021- present

NCTE The Summer Sandbox: Culturally Responsive ELA Instruction Facilitator, 2020 (Online).

NCTE Advocacy and Leadership Summit Facilitator, 2020 (Online).

NCTE Advocacy and Leadership Summit Pennsylvania Representative, (Washington, D.C.), 2019.

Johns Hopkins Children's Center: Christmas Special Event, (Baltimore, MD), 2015.

**Community Service:** (non-academic unrelated to employment)

Tory Burch Embrace Ambition: Empowering Women Summit (Philadelphia, PA), 2019.

#### **PROFESSIONAL DEVELOPMENT:** (workshops and seminars attended)

##### **Teaching:**

Teaching Observations:

**EDCI 408** Integrated Elementary Methods Practicum I (two observations)- Fall 2023

**EDCI 325** Elementary Art Education (one observation)- Spring 2023

**ED 592** Decolonizing, Indigenous, and Action-Based Research (full semester participative observation)- Spring 2022

**ED 590** Data Analysis and Interpretation of Qualitative Research (two observations)- Fall 2022

**EDCI 302** Teaching Culturally Diverse Learners (one observation)- Spring 2022

Idaho Art Education (IAEA) Conference, University of Idaho (Oct 6<sup>th</sup>-7<sup>th</sup>, 2023)

EHHS Networking Night: Meeting with Businesses, University of Idaho (Oct 3<sup>rd</sup>, 2023)

EHHS Community Educator Celebration and Welcome Reception, Moscow, ID (Sep 19<sup>th</sup>, 2023)

New Voices in Children's and YA Literature: Meet the 2023 International Literacy Association (ILA)

Award-Wining Authors (Aug 10<sup>th</sup>, 2023)

Smithsonian National Education Virtual Summit (July 19<sup>th</sup>-20<sup>th</sup>, 2023)

Idaho Rural Education Summit, Sandpoint, ID (June 15<sup>th</sup>-16<sup>th</sup>, 2023)- Canceled due to family emergency

Idaho Indian Education Summit, Lewiston, ID (June 12<sup>th</sup>-13<sup>th</sup>, 2023)- Canceled due to family emergency

Angel Sobotta Dissertation Defense: *Language, Land: Nimipuu Women Investigating the Nimipuu Way of Thinking and Knowledge*, C&I, EHHS, University of Idaho (May 10<sup>th</sup>, 2023)

The 2023 artAbility Showcase Community Involvement, Moscow, ID (April 17<sup>th</sup>, 2023)

Dawn McCusker Dissertation Defense: *Pre-service teacher self-efficacy for teaching emergent multilingual learners*, C&I, EHHS, University of Idaho (April 13<sup>th</sup>, 2023)

2023 CETL Student Success Conference (April 5<sup>th</sup>, 2023)

The University Honors Program 40<sup>th</sup> Anniversary, University of Idaho (April 4<sup>th</sup>, 2023)

EHHS Doceo Center Workshop- Concept Map Tools (March 22<sup>nd</sup>, 2023)

EHHS DGSs with COGSs Spring 2023 Chat Meeting on Zoom (March 9<sup>th</sup>, 2023)

IKEEP Teaching & Researching Idaho Students through Indigenous Education, University of Idaho (Feb 10<sup>th</sup>, 2023)

Handle with Care: Practical Strategies to Support Trauma-Informed Teaching Workshop, EHHS, Dr. Janine Darragh (Jan 25<sup>th</sup>, 2023)  
 EHHS Faculty & Staff Inclusion, Belonging, and Well-Being Retreat/Workshop (Jan 9<sup>th</sup>, 2023)  
 MLK Day Community and Human Rights: Growing Together, UI, Dr. Scott Finnie (Jan 19<sup>th</sup>, 2023)  
 Decoding Dyslexia 4<sup>th</sup> Annual Conference (Oct 7<sup>th</sup>-8<sup>th</sup>, 2022)  
 2022 UI Advising Symposium, Fall 2022 (Sep 9<sup>th</sup>)  
 EHHS Wallace Student Faculty Dinner, Fall 2022  
 International Literacy Association (ILA) Seminars: Building Emotional Literacy through Dungeons & Dragons, Summer 2022  
 Idaho K-3 Reading Summit (May 14<sup>th</sup>, 2022)  
 2022 UI Student Success Conference (March 24<sup>th</sup>, 2022)  
 The Inaugural Spring General Education Summit, University of Idaho, Spring 2022 (March 23<sup>rd</sup>)  
 7<sup>th</sup> Annual Active Learning Symposium, University of Idaho, Spring 2022 (May 3<sup>rd</sup>)  
 Stanford Seminar: Issues in Indigenous Education, Spring 2022 (March 2<sup>nd</sup>)  
 UI Excellence Award Program and Appreciation Event, Spring 2022 (April 25<sup>th</sup>)  
 NCTE Book Events: Children's Literature Talk with Authors, Spring and Fall 2022  
 CETL New Faculty Seminars, Spring 2022  
 CETL Open House Visual Innovation Studio, Fall 2022  
 Graduate Student Online Teaching Certificate offered by Penn State World Campus Recognition of Achievement (Summer 2021).  
 CETL Canvas Training from the University of Idaho (Fall 2021).  
 Graduate Student Teaching Training Series from Penn State Graduate School (2016-2017).

### Scholarship:

EHHS Writing Group, Spring 2023, Fall 2023  
 "Black Cultural Spaces at UI: Past, Present, and Future", Malcolm Renfrew Interdisciplinary Colloquium, BAACC, University of Idaho, Dr. Sydney Freeman and Mario Pile, Fall 2023 (Nov 7<sup>th</sup>)  
 Power of Possibility Talk, University of Idaho, Fall 2023 (Nov 1<sup>st</sup>)  
 Vandal Scholars Gallery Grand Opening, University of Idaho Honors Program, Fall 2023 (Oct 30<sup>th</sup>)  
 University of Idaho Faculty Gathering, Fall 2023 (Oct 25<sup>th</sup>, Nov 14<sup>th</sup>)  
 Indigenous Mentoring Program Workshop Series (Tribal Sovereignty, Indigenous Knowledge, and Building Relationality), Spring 2023  
 University of Idaho Undergraduate Research Symposium- Student Research Poster Session, Spring 2023 (April 24<sup>th</sup>)  
 CETL Defining and Redefining Undergraduate Research at the University of Idaho, Presenter: Dr. Kristopher Waynant, Spring 2023 (April 17<sup>th</sup>)  
 EHHS IES Funding Priorities and Proposal Development Information, Spring 2023 (March 31<sup>st</sup>)  
 Culturally Situated Qualitative Research Series, International Qualitative Research, Spring 2023  
 - Positioning Indigenous Youth as Educational and Community Leaders (Jan 23<sup>rd</sup>)  
 - Centering and Amplifying Transnational Chinese Youth's Voices in Critical Ethnography: Methodological Practice and Considerations (March 27<sup>th</sup>)  
 The Diverse Dialogues Series: Exploring Masculinity Across Culture, University of Idaho, Spring 2023 (March 9<sup>th</sup>)  
 The Possibilities and Pitfalls of Community-Engaged Research, University of Idaho, Spring 2023 (Feb 27<sup>th</sup>)  
 "Making a with: Mythological Togetherness in an LGBTQ+ Youth Group", University of Idaho, Spring 2023 (Feb 13<sup>th</sup>)  
 RECE Global Conversation Webinar Series- Global Activisms: A Conversation with Early Childhood Change Agents, Spring 2023 (Jan 25<sup>th</sup>)  
 University of Idaho CETL's Faculty Spotlight Series, Fall 2021, Spring 2022, Fall 2022  
 University of Idaho Library Publication Workshop Series, Fall, 2021, Fall 2022  
 University of Idaho Doceo Center Workshops, Fall 2022  
 University of Idaho Black Lives Matter Speaker Series, Fall 2022  
 120<sup>th</sup> Celebration: Margaret Ritchie School of Family and Consumer Sciences: Educator Professional Development, Fall 2022  
 UI Women's Center 50<sup>th</sup> Anniversary Keynote, Fall 2022

NSF Summer 2022 Grants Conference, June 6-10, 2022  
 Reading Group in Contemporary China Studies- Harriet Evans “Beijing from Below”, Summer 2022  
 UI Proposal Development Academy 9-week Cohort Program Training, Spring 2022  
 UI Research and Faculty Development (RFD) Faculty Successes Seminar, Spring 2022  
 NSF Career Workshops: Best Practices for Competitive Proposals, Spring 2022  
 NSF Broader Impact Grant Seminar, Spring 2022  
 NSF Career Foundation Wide Program Webinar, Spring 2022  
 AERA Spencer Small Grant Seminar, Spring 2022  
 Broadening Participation in Funded Research through Diversity, Equity, and Inclusion, UI, Spring 2022  
 Literacy Research Association: Finding Community in Academia Workshop, Spring 2022  
 UI Women’s Center 20<sup>th</sup> Annual Virginia Wolf Distinguished Service Retreat, Spring 2022  
 EHHS IDEAS Symposium, University of Idaho, Spring 2022  
 EHHS College Intramural Seminars, Fall 2021- present  
 PSU Doctoral Alumni Writing Group, Fall 2021- present  
 RECE webinars, 2020-present  
 Street Occasional Paper salons, 2020-present  
 NCTE events and professional learning gatherings, 2019- present.  
 Deleuze and Guattari Reading Group, 2018- present  
 The Pennsylvania State University Curriculum and Instruction Graduate Student Organization  
 “Writing for Your Life: Mar Marginalized Scholars, The Academy, And  
 Critical Thought”, Workshop, 2017.

**Administration/Management:**

Web Coordinator, Curriculum & Instruction Graduate Student Association, 2016-2017.  
 Graduate Student Representative, Child Life Association at Towson University:  
 (Towson, MD), 2014-2015.  
 President, Graduate Student Union of Law School at Harbin University of  
 Commerce: (Harbin, China), 2012-2013.  
 Coordinator and Broadcaster, University Media Center at Harbin University of  
 Commerce: (Harbin, China), 2008-2011.