

CURRICULUM VITA

Louise B. Jennings Professor, School of Education

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EDUCATION

1996 PhD Language, Culture and Literacy, University of California, Santa Barbara
1990 MAT Middle and Secondary Teacher Education, Tufts University, Medford, MA
1988 M.Ed. Educational Policy and Planning, Harvard University, Cambridge, MA
1984 B.A. Psychology, *cum laude*, Bates College, Lewiston, ME
1989 Massachusetts Teacher Credential, Middle/Secondary Social Studies

ACADEMIC POSITIONS

(2014-present) Professor, Education, Colorado State University
(2016-2018) Co-Director (Interim), School of Education, Colorado State University
(2009-2014) Associate Professor, Education, Colorado State University
(2002-2008) Associate Professor, Education, University of South Carolina
(1996-2002) Assistant Professor, Education, University of South Carolina
(1989) Adjunct Faculty, Education, Salem State College

SABBATICALS

(Spring 2019) Visiting Professor at the Autonomous University of Barcelona, Spain.
Collaborating with HEBE team at 4 universities examining youth empowerment research and practice.

(2001-2002) With support from the National Association of Education/Spencer Post-doctoral fellowship, I completed collection of a 5-year longitudinal data set on inquiry-based instructional practice at a public elementary school, the Center for Inquiry, and worked with 3 Graduate Research Assistants to analyze this data set.

OTHER POSITIONS

(1995-1996) Middle School Social Studies Teacher, Jubilee Academy, Santa Barbara, CA
(1991-1996) Research Assistant, Graduate School of Education, University of California, Santa Barbara
(1990) Teacher, Upward Bound Program, University of California, Santa Barbara, CA
(1990-1991) Program Manager, Digital Sound Corporation, Santa Barbara, CA
(1988-1990) Program Coordinator, Massachusetts Global Education Program, Winchester, MA
(1986-1988) Program Assistant, Center for International Affairs, Harvard University
(1984-1985) Social Work Intern, Laconia State School for Developmentally Disabled Adults, NH

CURRENT JOB DESCRIPTION

50% Teaching/Advising; 35% Research/Creative Activity; 15% Outreach/Service

HONORS AND AWARDS

2019, Hazaleus Award, CSU Center for Women's Studies and Gender Research
2018, Boyer Lecture, CSU Center for Women and Gender Research, CSU (nominated)
2014, Multicultural Staff and Faculty Network Distinguished Service Award, CSU (nominated)
2007, Josephine Abney Research Fellowship, USC Women's Studies Program
2001, National Academy of Education/Spencer Foundation Postdoctoral Fellowship
2001, Jane Carlisle Award, Women's Studies Program, University of South Carolina
1996, Anne Johnstone Award, South Coast Writing Project, for teaching and research
in literacy education.
1984, Maine Psychological Association Outstanding Thesis Award

PUBLICATIONS/SCHOLARLY RECORD

PUBLISHED WORKS

*indicates student/former student at time of publication

^ indicates teacher-researcher

Books:

Jennings, L. B., Jewett, P., Laman, T. T., Souto-Manning, M., & Wilson, J. (Eds.), (2010). *Sites of possibility: Critical dialogue across educational settings*. Cresskill, NJ: Hampton Press.

Mills, H., ^O'Keefe, T., & **Jennings, L. B.** (2004). *Looking closely and listening carefully: Teaching literacy through inquiry*. Urbana, IL: National Council for Teachers of English.

Special Issue Journal Editorships:

Jennings, L.B., & Green, J. L. (Eds.). (1999, Fall). *Journal of Classroom Interaction*. Special Themed Issue: Democratic Classroom Practices.

Refereed Journal Articles:

Parra-Perez, L., & Jennings, L. B. (under review). Mexican Education Reform: Deconstructing the resistance of dissident teachers. *Journal of Educational Policy*.

Gabriel, M., Aragon, A., & Jennings, L.B. (under review). Utilizing Latinx counterstories to support critical deconstruction of systems of racism in Teacher Education. *Journal of Teacher Education*.

Fernández-Giménez, M. E., Jennings, L. B., & Wilmer, H. (2018) Poetic Inquiry as a Research and Engagement Method in Natural Resource Science, *Society & Natural Resources*, DOI: [10.1080/08941920.2018.1486493](https://doi.org/10.1080/08941920.2018.1486493) (2017 Impact Factor: 1.87)

Muñoz, S. M., Basile, V., Gonzalez, J., Birmingham, D., Aragon, A., Jennings, L. B., & Gloeckner, G. (2017). (Counter)narratives and complexities: Critical perspectives from a university cluster hire focused on diversity, equity, and inclusion. *Journal of Critical Thought and Praxis*, 6(2), 1-21.

Jennings, L. B., **Neves, V. F. A., & Gomes, M. F. C. (2014). Oportunidades de aprendizagem e cidadania responsável: practices democráticas em sala de aula. *Revista Educação em Questão*, 50(36), 10-41. (Opportunities for learning critical citizenship: democratic classroom practices. *Journal of Education in Question*).

*Thompson, C., *Hardee, S., **Jennings, L. B.,** **Aragon, A., & **Brantmeier, E. (2012). Teaching in the borderland: Critical practices in foundations courses. *Teaching Education*, 23(2), 215-234.

Laman, T. T., Jewett, P., **Jennings, L. B.,** Wilson, J. L., Souto-Manning, M. V., & (2012). Supporting critical dialogue across educational contexts. *Equity & Excellence in Education*, 45(1), 197-216.

Mills, H., & **Jennings, L. B.** (2011). Talking about talk: Growing thoughtful literature circles within a culture of inquiry. *The Reading Teacher*, 54(8), 590-598.

Jennings, L. B. (2010). Challenges and possibilities of holocaust education and critical citizenship: An ethnographic study of a fifth grade bilingual class revisited. *Prospects: Quarterly Review of Comparative Education*, 40(1), 35-56.

Jennings, L. B., & **Da Matta, G. B. (2009). Rooted in resistance: Women teachers constructing counter-pedagogies in post-authoritarian Brazil. *Teaching Education*, 20(3), 215-228.

Jennings, L. B., & Mills, H (2009). Living a discourse of inquiry: Findings from a 5-year ethnographic study. *Teachers College Record*, 111(7), 1583-1618.

Jennings, L. B. (2008). The growth of Latino students in South Carolina public schools: Challenges and opportunities. *Teacher Education Journal of South Carolina*, 77-81.

Messias, D. K. H., **Jennings, L. B.,** *Fore, M. E., *McLoughlin, K., & Parra-Medina, D. (2008). Images of youth: Representations and interpretations by youth actively engaged in their communities. *International Journal of Qualitative Studies in Education*, 21(2), 159-178.

Jennings, L. B., & ^Waugh, J. (2007). “P.S. – let’s get back to the book”: Students inquiring into their own literature circle discussions. *South Carolina English Teacher*, 20-24.

Jennings, L. B., Parra-Medina, D. M., Messias, D. K. H., & *McLoughlin, K. (2006). Toward a theory of critical social youth empowerment: An examination of youth empowerment models. *Journal of Community Practice*, 14(1/2), 31-55.

Jennings, L. B. (2003). Motivating teachers as professionals: When inquiry drives professional development. *Teacher Education Journal of South Carolina*, 15-18.

Jennings, L. B., with ^O'Keefe, T. (2002). Parents, children, and teachers inquiring together: Written conversations about social justice. *Language Arts*, 79(5), 404-414.

Jennings, L. B., & *Smith, C. (2002). Examining the role of critical inquiry for transformative practices: Two joint case studies of multicultural teacher education. *Teachers College Record*, 104(3), 456-481.

Mills, H., with **Jennings, L. B.**, **Donnelly, A., & ^Mueller, L. (2001). When teachers have time to talk: The value of curricular conversations. *Language Arts*, 9(1), 20-28.

Jennings, L. B. (2000, September). Caring-actor education: Social development through everyday academic work. *Teacher Education Journal of South Carolina*, 44-7.

Jennings, L. B., ^O'Keefe, T., & *Shamlin, M. (1999). Creating spaces for dialogue: Democratic classroom practices in first and second grade. *Journal of Classroom Interaction*, 34(2), 1-16.

Jennings, L. B., & ^Pattenaude, I. (1999). Oye y escucha mi voz/Hear and see my voice: Responding to intolerance and genocide. *Multicultural Perspectives*, 1(1), 30-36.

Jennings, L. B., & Green, J. L. (1999). Locating democratizing and transformative practices within classroom discourse. *Journal of Classroom Interaction*, 34(2), i-iv.

Jennings, L. B. (1998). Reading the world of the classroom through ethnographic eyes. *The California Reader*, 31(4), 11-15.

Jennings, L. B., & ^Pattenaude, I. (1998). Making meaning and beyond: Literate strategies for exploring and enacting tolerance. *The New Advocate*, 11(4), 325-343.

Tuyay, S., **Jennings, L.** & Dixon, C. (1995). Classroom discourse and opportunities to learn: An ethnographic study of knowledge construction in a bilingual third grade classroom. *Discourse Processes*, 19(1), January-February 1995.

Refereed Book Chapters:

Jennings, L. B., Da Matta, G. B., & Durães, A. S. (2019). Different Paths to Praxis: Teachers engaged in radical democratization of educational institutions in Brasil. In C. Rossatto (Ed.), *Manifesto for new social movements: Equity, access, and empowerment*. Charlotte, NC: Information Age Publishing.

Jennings, L. B. (2015). Holocaust education and critical citizenship in an American fifth grade: Expanding repertoires of meanings, language, and action. In Z. Gross & D. Stevick (Eds.), *As the witnesses fall silent: 21st century Holocaust education in curriculum, policy and practice*. Dordrecht: Springer & UNESCO IBE.

Jennings, L. B., Messias, D. K. H., & *Hardee, S. (2010). Addressing oppressive discourses and images of youth: Sites of possibility. In Jennings, L. B., Jewett, P., Laman, T., Souto-

Manning, M., & Wilson, J. (Eds.), *Sites of possibility: Critical dialogue across educational settings*. Hampton Press.

Jennings, L. B., Jewett, P., Souto-Manning, M. V., Laman, T. T., & Wilson, J. (2010). Locating critical dialogue in theory and practice. In Jennings, L. B., Jewett, P., Souto-Manning, M. V., Laman, T., & Wilson, J. (Eds.), *Sites of possibility: Critical dialogue across educational settings*. Hampton Press.

Jewett, P., Tropp Laman, T., Wilson, J., Souto-Manning, M. V., & **Jennings, L. B.** (2010). Critical dialogue: Shaping theory and practice. In Jennings, L. B., Jewett, P., Laman, T., Souto-Manning, M., & Wilson, J. (Eds.), *Sites of possibility: critical dialogue across educational settings*. Hampton Press.

Jennings, L. B., Parra-Medina, D. M., Messias, D. K. H., & *McLoughlin, K. (2006). Toward a theory of critical social youth empowerment: An examination of youth empowerment models. In B. M. Checkoway & L. M. Gutierrez (Eds.), *Youth participation and community change* (pp. 31-55). Binghamton, NY: Haworth Press.

Also published in Spanish:

Jennings, L. B., Parra-Medina, D. M., Messias, D. K. H., & *McLoughlin, K. (2009). Hacia una teoría social crítica del empoderamiento de la juventud. In B. M. Checkoway, L. M. Gutierrez, & A. B. Jiménez (Eds.), *Teoría y práctica de la participación juvenil y el cambio comunitario*. Barcelona: Graó.

Jennings, L. B. (2001). Inquiry for professional development and continuous school renewal. In H. Mills & A. Donnelly (Eds.), *From the ground up: Creating a culture of inquiry* (pp. 33-54). Portsmouth, NH: Heinemann.

Yeager, B., Pattenaude, I., Fránquiz, M., & **Jennings, L.** (1999). Rights, respect, and responsibility: Toward a theory of action in two bilingual classrooms. In J. Robertson (Ed.), *Teaching for a tolerant world, grades K-6*, (pp. 196-218). Chicago: National Council for Teachers of English. . Selected for reprinting in *Trends and issues in elementary language arts* (2000). Chicago: National Council for Teachers of English.

Santa Barbara Classroom Discourse Group (Heras, A., Yeager, B., Floriani, A., Fránquiz, M., **Jennings, L.**, Green, J. & Dixon, C.) (1995). Two languages, one community: An examination of educational possibilities. In R. Macías and R. García Ramos (Eds.), *Changing schools for changing students: An anthology of research on language minorities, schools and society*. Regents of the University of California.

Invited Journal Publications:

Dudley-Marling, C., Cazden, C., Souto-Manning, M., Jewett, P. C., **Jennings, L. B.**, Laman, T. T., & Wilson, J. L. (2013). Talking, learning, and critiquing: Where are we headed? *Talking Points*, 24(2), 2-5.

Jennings, L. B., Laman, T., Long, S., & Stephens, D. (2005). Suggestions for further reading: Teaching as a sociopolitical act. *Language Arts*, 82(3), 234.

Technical Reports:

Fouad, N., Bubar, R., Jennings, L. B., Krafchick, J., Langstraat, L., Souza, C., & Bernasek, A. (2016). *Qualitative Study of Culture and Climate for Women Faculty at Colorado State University*. Report to the Standing Committee on the Status of Women Faculty.

Lacy, E., Woodward, D. P., Torres, M., **Jennings, L. B.**, Vasselinov, E. (2007). *The economic and social implications of the growing Latino population in South Carolina*. A study prepared for the South Carolina Commission for Minority Affairs.

Invited Book Reviews:

Jennings, L. B., & Putney, L. (1999). [Review of the book, *Schools for growth*]. *Communication Education* 48(2), 173-5.

Encyclopedia Entries:

Jennings, L. B., & Mills, H. (2010). Inquiry-based education. *Handbook of educational reform and dissent*. Thousand Oaks, CA: Sage.

Michel, C. & **Jennings, L. B.** (1993). African-Americans and secondary education, in W. Sackett (Ed.) *The African American Encyclopedia*. Los Angeles, CA: Salem Press, Inc.

Video Summary of Research Article:

Jennings, L. B. (2011). "Findings from a five-year ethnography at one elementary school" Video interview on *The Voice: Videos featuring new educational research from the teachers college record*. (featured on TOnline October 2011).
<http://thevoice.pressible.org/edlabteam/findings-from-a-five-year-ethnography-at-one-elementary-school>

Newsletters Features:

Jennings, L. B., & Larson, J. (Spring, 2012). Oral History Project: Louise Jennings and Joanne Larson. *Language and Social Processes SIG Spring Newsletter*, pp. 10-11.

Jennings, L. B. & Sparks, S. R. (Spring, 2009). Interview with an expert: Louise Jennings. *American Educational Research Association Out-of-School Time Special Interest Group Newsletter*, p. 4.

Jennings, L. B., Mills, H., and Donnelly, A. (1998). Creating a culture of inquiry. *Education Report*, University of South Carolina.

CONTRACTS AND GRANTS

Externally-Funded Projects as Principal Investigator

- (2011-2015) “PACT: Empowering Diverse Youth in their Communities.” **Jennings, L. B.,** & Scott, M., Thayer, M., Proposals funded by the Bohemian Foundation over 3 successive years (\$15,000 in 2011; \$10,000 in 2012; \$10,000 in 2013).

***Interdisciplinary & Engagement.** I led the research team both in terms of implementation of the intervention (a year-long after-school civic engagement program for local youth), research of this intervention program, and authoring proposals and publications. The mixed methods design includes piloting and utilizing instruments and surveys regarding self- and social-efficacy as well as qualitative data collection (field notes, interviews, focus groups) to examine how program practices support and constrain the cultivation of civic capacities among disenfranchised youth. The majority of the funding supported a GA.*

- (2001-2003) “Examining inquiry-based pedagogies in the context of standards-based reforms.” **Jennings, L. B.,** National Academy of Education/Spencer Postdoctoral Fellowship (\$50,000) to support research at the Center for Inquiry, a public school in partnership with USC and Richland District 2.

***Disciplinary.** This prestigious fellowship supported data collection, analysis, and publication of a major portion of this 6-year longitudinal school ethnography that examined inquiry-based instruction practices. Funding supported two GA’s.*

- (1996-2002) “Ethnographic study of the construction of a community of inquirers at the Center for Inquiry.” **Jennings, L. B.,** Collaborated with Dr. Heidi Mills to investigate how inquiry informs and transforms learning and learners within and across classrooms. Supported in part by 1) Spencer Foundation Small Grant (\$35,000) and 2) National Council for Teachers of English Grant-in-aid (\$5,000).

***Disciplinary.** As lead investigator, I assembled the research team, including 3 GA’s, to collect and analyze two related 6-year longitudinal data sets, directed data analysis, and led publication and dissemination activities.*

Externally-Funded Projects as Co-Principal Investigator:

- (2006-2007) “The Social and Economic Impact of Latino Immigration in South Carolina.” Lacy, E., Woodward, D. P., Torres, M., **Jennings, L. B.,** & Vasselinov, E., USC Interdisciplinary research study supported by the South Carolina Commission for Minority Affairs (\$70,000).

***Interdisciplinary.** As a Co-P.I., I assisted in development and design of a survey of Latino immigrants and was responsible for the analysis and report of data and issues related to education and Latino immigrants in South Carolina. This included oversight of the work of a G.A. and interaction with the State Department of Education in utilization of their databases.*

- (2001-2003) “South Carolina American Legacy Empowerment (SCALE) Evaluation Project.” Parra-Medina, D., Messias, D. H., & **Jennings, L. B.,** American Legacy Foundation grant awarded to the USC School of Public Health for three years

(December, 2000-November, 2003). Participatory action research with teens and youth organization leaders regarding youth empowerment (\$549,300).

Interdisciplinary and Engagement. . *The charge of this interdisciplinary (Nursing, Public Health, and Education) action research project was to develop a model of youth empowerment. We worked with youth organizations as research partners in a mixed method design project; I served as lead qualitative researcher and took the lead on development and publication of the model, assisted in development of both the surveys and the Photovoice portion of the project, and directed the work of 4 GA's engaged in qualitative data collection and analysis.*

Internally-Funded Awards as Principal Investigator:

(2016) Bubar, R., **Jennings, L. B.**, Krafchick, J.L., Souza, C., Bernasek, A., Vernon, I. "Women Faculty's Experiences and Perceptions of CSU Culture and Climate", Office of the Vice President for Research, Colorado State University, \$21,959.00, Funded. (5/1-12/31 2016).

(2010-2011) "Examining youth empowerment and civic engagement in the Public Achievement program." **Jennings, L. B.**, Hurd, C., Scott, M., & Thayer, M., Becerra, D. CSU College of Applied Human Sciences mini-grant (\$6,000), CSU TiLT Mini-grant (\$1,000).

Interdisciplinary and Engagement. *I assembled and directed this interdisciplinary, inter-agency team to develop and pilot an intervention program for civic engagement of disenfranchised youth. I developed the research design, was lead author on grant proposals and conference presentations, and oversaw the work of the GA funded in part from these internal grants.*

(2005-2009) "Educational practices for a critical democracy: Examining radical democratic schooling practices in Belo Horizonte, Brazil." **Jennings, L. B.**, Supported by USC Women's Studies Josephine Abney Fellowship (\$6,000) and the Research and Productive Scholar Award, Office of Sponsored Programs and Research, University of South Carolina (\$7,500).

Interdisciplinary (Education and Women's Studies). *Funding supported two Brazilian graduate research assistants in developing a literature review of democratization of Brazilian educational practices and transcription of interview data I collected with 15 Brazilian educators over the course of 3 years.*

Internally-Funded Awards as Co-Principal Investigator:

(2012) Depression treatment experiences among low-income elders with disabilities: Qualitative pilot data to develop a tailored depression intervention for this population. Dakin, E., & **Jennings, L.B.** College of Applied Human Science Mini-grant. (\$8,000).

Interdisciplinary. I serve as the methodologist, bringing expertise from educational research to this Social Work research study of elders with disabilities. I assisted in development of the grant proposal and meet regularly with the research team to provide guidance on data collection and analysis.

PAPERS PRESENTED/SYMPOSIA/INVITED LECTURES/PROFESSIONAL MEETINGS/WORKSHOPS

Invited Keynote Presentations/Panelist:

Jennings, L. B. (2019, June). *Student Agency and Empowering Pedagogies: Supporting Students as Critical Citizens and Lifelong Learners.* Invited keynote presentation at the Interdisciplinary Group of Educational Policy/ *Grupo Interdisciplinar de Políticas Educativas* (GIPE), Barcelona, Spain.

Jennings, L. B. (2019, April). *Critical Youth Empowerment (CYE) in theory and practice.* Invited keynote presentation at the Agència Catalana de la Joventut (Catalonia Youth Agency), Barcelona, Spain.

Jennings, L. B. (2010, September). *Teacher research for professional development and renewal: Being and becoming teacher researchers.* Keynote presentation at the University of Wyoming Literacy Conference, Laramie, WY.

Jennings, L. B. (2009, April). *Theory and Methods in Out-of-School Time Research—Roles and Relationships.* Invited presentation for the Out-of-School Time Special Interest Group, American Educational Research Association, San Diego, CA.

Jennings, L. B. (2008). *Women Educators as Agents of Change: Working toward Radical Democratization of Brazilian Schools.* Josephine Abney Lecture, University of South Carolina Annual Women's Studies Conference, Columbia, SC. (February).

Jennings, L. B. (1994, July). *Interactional sociolinguistics: Illustrating the macro-micro relationship.* Invited presentation to the College of Education, Queensland University of Technology, Australia.

Refereed Presentations:

Gloeckner, G. W., Archibeque-Engle, S., Ontiveros, M., Jennings, L. B., Vigil, R., & Schneider, J. (2018, August). *Using mixed methods data to create university change related to diversity, equity, and inclusion.* Presentation at the Fourth Mixed Methods International Research Conference, Vienna, Austria.

Parra Perez, L. G., Jennings, L. B., Harindranathan, P., & Reuben, A. (2018, April). *An integrative framework to elucidate mexican teachers' resistance to national education reform.* Paper presented at the American Educational Research Association Conference (AERA). New York, NY.

Jennings, L.B., Bubar, R., Langstraat, L., Krafchick, J. L., Souza, C., & Bernasek, A. (2018, April). Systemic analysis of the lived experience of women faculty at a public university: Implications for power reproduction, disruption, and transformation in the

academy. Paper presented at the American Educational Research Association Conference (AERA). New York, NY.

Langstrat, L., Souza, C., Bubar, R., Jennings, L. B., Krafchick, J. (2017, October). Radical Research and Institutional Change: Reports on a University-Wide Qualitative Research Study on the Culture and Climate for Women Faculty. Paper presented at the National Women's Studies Association Annual Meeting, Baltimore, MD.

Bubar, R., & Jennings, L.B. (2017, May). *Experiences and perceptions of campus climate for women faculty at Colorado State University*. Paper presented at the International Congress for Qualitative Inquiry, University of Illinois, Champaign-Urbana, IL.

Brantmeier, N.K., & Jennings, L. B. (2016, April). *Exploring the Concept of "Unearned Advantage" in Native American Studies Content: Is Multicultural Education Enough?* Paper presented at the American Educational Research Association Conference (AERA). Washington, D.C.

Jennings, L., Scott, M., Brantmeier, N.K. & Lyter, L. (2015, April). *Working toward justice through critical youth empowerment: Supporting disenfranchised youth as critical citizens*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Thompson, C., **Jennings, L.B., & Hardee, S. (2014, November). *Students At-Promise: Developing Courageous Communities through Youth Empowerment and Culturally Relevant Teacher Education*. Paper presented at the National Association of Multicultural Education Annual Meeting, Tucson, AZ.

Hardee, S., **Thompson, C., **Jennings, L.B.**, & Brantmeier, N. (2014, April). *Critical Youth Empowerment: Cultural Identity and Relationship Building in Mentoring and Service-Learning Programs*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Gabriel, M., Aragon, A., & **Jennings, L. B.** (2013, October). *Explicating Latin@ Counterstories by Critically Deconstructing Systems of Racism in Teacher Education*. Paper presented at the National Network of Educational Renewal Annual Meeting, Albuquerque, NM.

Jennings, L. B., & *Brunson, C. (2013, April). *From community service to community action: Supporting youth and undergraduate students as critical citizens through a Public Achievement after-school program*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

*Gabriel, M., **Aragon, A., & **Jennings, L.B.** (2013, April). *Explicating Latin@ Counter Stories by Critically Deconstructing Systems of Racism in Teacher Education*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Jennings, L.B., & *Brunson, C., & Scott, M. (2012, October). *Engaging Diverse Middle and High School Students in Their Communities through a School-University-Community Partnership*. Presentation at the National Network of Educational Renewal Annual Meeting, Denver, CO.

Aragon, A., Johnson, B., *Gabriel, M., Shore, A., & **Jennings, L.B.** (2012, October). *Engaging a community in transforming the vision of high school graduation for students of color.* Presentation at the National Network of Educational Renewal Annual Meeting, Denver, CO.

Jennings, L. B., *Brunson, C., & *Hentschel, M. (2012, April). *Youth engaging in their communities through Public Achievement: Opportunities for cultivating civic capacities.* Paper presented at the American Educational Research Association Annual Meeting, Vancouver, B.C.

Jennings, L. B., Aragon, A., Breaux, R., Bubar, R., Dakin, E., & *Lombard, D. (2011, August). *Power and privilege in teaching for social justice.* Paper presented at the annual meeting of the Pedagogy of Privilege Conference, Denver, CO.

*Thompson, C., *Hardee, S., & **Jennings, L.B.** (2011). *Reaching for the Open: An Examination of Borderlands Spaces in Three Educational Contexts.* Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA (April).

*Thompson, C., *Hardee, S., **Aragon, A., ***Brantmeier, E. J. , *Brantmeier, N. K., & **Jennings, L. B.** (2010). *Yours in the struggle for critical foundations courses: Transforming student resistance.* Paper presented at the American Educational Studies Association Annual Meeting, Denver, CO (October).

Brantmeier, E. J., Aragon, A., & **Jennings, L. B.** (2010). *Unpacking privilege and oppression: Transforming student resistance.* Symposium presentation at the Colorado State University Annual Diversity Conference (October).

Jennings, L. B., & Da Matta, G. B. (2010). *Radical democratization of school practices in Belo Horizonte, Brazil: Enacting principles of Freirian praxis at the local and macro level.* Paper presented at the American Educational Research Association Annual Meeting, Denver, CO (March).

Jennings, L. B., Da Matta, G. B., & Rosty, C. M. (2010). *What if principals were elected by teachers, staff, students, parents, and community members? Participatory democracy and school elections in Brazil.* Paper presented at the American Educational Research Association Annual Meeting, Denver, CO (March).

Aragon, A., *Hardee, S., *Thompson, C., **Jennings, L. B.**, & Brantmeier, E., (October 2009). *Critical multicultural education in foundations courses: Navigating self and the curriculum.* Presentation at the annual meeting of the National Association of Multicultural Education, Denver, CO.

*Hardee, S., ^Thompson, C., & **Jennings, L. B.** (October 2009). *Crossing borders, creating change: Tactics for linking Third Space/Borderland theory and critical multicultural education.* Presentation at the annual meeting of the National Association of Multicultural Education, Denver, CO.

Jennings, L. B., Da Matta, G. B., & ^Durães, A. S. (2009). *Teachers engaged in democratization of educational institutions in Brazil.* Paper presented at the 4th International Congress on Education, Labor, and Emancipation, Salvador, Brazil (June).

- Jennings, L. B., & Da Matta, G. B. (2009).** *Different Paths to Praxis: Teachers' Experiences Creating Radical Democratic Practices in Post-Authoritarian Brazil.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA (April).
- Jennings, L. B., Laman, T. T., Jewett, P., Souto-Manning, M., & Wilson, J. (2009).** *Fostering Critical Dialogue across Educational Settings.* Symposium presentation at the American Educational Research Association Annual Meeting, San Diego, CA (April).
- Jennings, L. B., & Da Matta, G. B. (2008).** *Counter-narratives, Counter-pedagogies, and Beyond: Teachers' Lived Experiences as Agents of Change.* Paper presented at the American Educational Studies Association Annual Meeting. Savannah, GA (October).
- Jennings, L. B. (2008).** *Examining Critical Dialogue in Elementary Classrooms.* Paper presented at the American Educational Research Association Annual Meeting, New York, NY (March).
- Jennings, L. B., & Da Matta, G. B. (2008).** *Educadoras as agents of change: Working toward liberatory practices and radical democratization of Brazilian schools.* Paper presented at the American Educational Research Association Annual Meeting, New York, NY (March).
- Jennings, L. B. (2007).** *Implications of Latino Immigration in South Carolina: Education Implications.* Paper presented at Latino Immigration in New Settlement Areas: Trends and Implications: An International Conference. Columbia, South Carolina (October).
- Jennings, L. B., Laman, T., Long, S., Lopez-Robertson, J., Naido, J., & Spence, L. (2007).** *Latino/as and Education in South Carolina: Multiple Research Perspectives Informing Policy and Practice.* Panel presentation Paper presented at the conference: Latino Immigration in New Settlement Areas: Trends and Implications: An International Conference. Columbia, South Carolina (October).
- Jennings, L. B., & Da Matta, G. B. (2007).** *Creating a humanizing pedagogy: One teacher's engagement in democratic school reforms in post-Authoritarian Brazil.* Paper presented at the American Educational Research Association. Chicago, IL (April).
- Jennings, L. B. (2007).** Organizer and co-chair of the symposium, *Running against the wind: Teachers of as agents of change in changing times.* Co-chair: Michelle Jay, USC; Discussant: Bill Ayers, University of Illinois. Symposium presented at the American Educational Research Association. Chicago, IL (April).
- Jennings, L. B. (2007).** *Examining a humanizing discourse of inquiry in elementary classrooms: Supporting critical citizenship.* Paper presented at the American Educational Research Association. Chicago, IL (April).
- Jennings, L. B. & Da Matta, G. B. (2007).** "Abertura" (Openings): *Engaging in radical democratization as an educator in Post-authoritarian Brazil.* Paper presented at the Annual Women's Studies Conference, University of South Carolina. Columbia, SC (February).

- Jennings, L. B., & *Lachance, K. (2007).** *Valuing the act of transcribing: Implications for instruction, mentoring, and research.* Paper presented at the Qualitative Research in Education Annual Meeting. Athens, GA (January).
- Jennings, L. B.** *Becoming aware: Engaging literacies and possible selves.* (2006). Paper presented at the Annual Meeting of the National Council for Teachers of English. Nashville, TN (November).
- Jennings, L. B.,** Messias, D. H., & *Hardee, S. (2006). *Sites of possibility: Dialogue between youth and adults as a form of critical social action.* Paper presented at the American Educational Research Association. San Francisco, CA (April).
- Jennings, L. B., & Mills, H.** *Examining a Humanizing Discourse of Inquiry in Classroom Meetings: Bridging Academic and Social Accomplishments.* (2006). Paper presented at the American Educational Research Association. San Francisco, CA (April).
- Jennings, L. B.,** Messias, D. K. H., & *Hardee, S. (2006). *Sites of possibility: Examining dialogue as a form of critical action among youth.* Presentation at the USC Annual Women's Studies Conference. Columbia, SC (February).
- Jennings, L. B.,** Mills, H., & ^Mueller, L. (2006). *Unpacking Inquiry-based Instruction at the Center for Inquiry: Findings from a Five-Year Ethnographic Study.* Paper presented at the Annual Meeting of the South Carolina Educators for the Practical Use of Research. Columbia, SC (February).
- Jennings, L. B.,** Messias, D. H., & *Hardee, S. (2006). *Pictures can launch a thousand words: Deconstructing and transforming stereotypical societal images of youth through photo essays and dialogue.* Paper presented at the Qualitative Research in Education Annual Meeting. Athens, GA (January).
- Jennings, L. B.** (2005). Symposium Organizer and Chair, *Complementary Approaches to Researching Language and Social Processes: Directions, Issues, and Unexamined Territories.* American Educational Research Association. Montreal, Quebec (April).
- Jennings, L.B.,** Messias, D. H., *McLoughlin K., *Fore E., & Parra-Medina, D. (2004). *We're Not Just Troublemakers: Disrupting and Reconstructing Images of Youth As Actively Engaged in Their Communities.* Presentation at the American Educational Research Association Annual Meeting. San Diego, CA (April).
- Jennings, L. B., & *McLoughlin, K.** (2004). *Youth Perspectives on Youth Empowerment: Informing Theory and Practice.* Presentation at the American Educational Research Association Annual Meeting. San Diego, CA (April).
- Jennings, L. B.,** Parra-Medina, D., Messias, D. H., *McLoughlin, K., & *Fore, E. (2004). *Liberating ourselves from negative societal images: Youth shoot back.* Presentation at the Women's Studies Conference, University of South Carolina (February).
- Jennings, L. B.,** *Karvonen, M., *Kjerfve, T., Mills, H., & *Ness, J. (2003). *The Construction of Literacy Practices through Inquiry-based Instruction: Analyzing Longitudinal Data Within and Across Elementary Classrooms.* Presentation at the American Educational Research Association. Chicago, IL (April).

- Jennings, L. B.** (2003). *Inquiry as a Humanizing Pedagogy: Findings from a 6-year ethnographic study*. Presentation at the National Academy of Education Annual Meeting. Cambridge, MA (October).
- Parra-Medina, D., Messias, D. K. **Jennings, L.B.**, *Royce, S. W., *Fore, M. E., and *McLoughlin, K. (2003). *Using PAR to develop a model for community-based youth empowerment*. Annual Meeting of the American Public Health Association. San Francisco, CA (November).
- ^Mueller, L., Mills, H., ^Gilbert, D., ^O'Keefe, T., ^Waugh, J., & **Jennings, L. B.** (2002). *Learning literacy through inquiry*. Presentation at the National Council for Teachers of English Annual Convention. Atlanta, GA (November).
- Heider, K.G., & **Jennings, L. B.** (2002). *Comparing styles of teaching and learning in South Carolina and West Sumatra kindergartens*. Paper presented at the Association for Asian Studies Annual Meeting, Washington, D.C. (April).
- Jennings, L. B.** (2002). *Writing as a Basis for Social Action: The Value of Elementary Children Capturing Their Conversations in Writing*. Paper presented at the American Educational Research Association Annual Meeting. New Orleans, LA (April).
- Jennings, L.B.** (2002). Chair, organizer, paper presenter of the symposium, *New directions in critical discourse analysis: The role of language in learning and social transformation*. American Educational Research Association Annual Meeting. New Orleans, LA.
- Jennings, L. B.**, Putney, L., & Frank, C. (2002). *Analyzing Qualitative Data*. Workshop presented at the American Educational Research Association Annual Meeting. New Orleans, LA (April).
- Parra-Medina, D. K. H, Messias, D., Shephard, D., **Jennings, L.B.**, *Royce, S., *Fore, E., McLoughlin, K., & Williams, T. (2002). *Adding participation to the research process*. Presentation at the Annual Women's Studies Conference, University of South Carolina (March).
- Mills, H., ^Mueller, L., **Jennings., L. B.**, ^Waugh, J., & ^Pender, S. (2002). *When teachers have time to talk: The value of curricular conversations*. Presentation at the National Convention for Teachers of English, Baltimore, MD (November).
- Jennings, L. B.** (2001). *Nurturing an ethic of care through inquiry practices in public classrooms*. Presentation at the Annual Women's Studies Conference, University of South Carolina (February).
- Jennings, L. B.** (2000). *Teachers, parents, and children writing the word, the world, and new discourses: Toward a humanizing pedagogy*. Paper presented at the Third Conference for Sociocultural Research, Campinas, Brazil (July).
- Jennings, L. B.**, & ^Smith, C. P. (2000, April). *The goal is transformation: A study of inquiry, theory, and action in multicultural teacher education*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

- Jennings, L. B.** (2000, April). Organizer and Co-chair of symposium, "Transformative practices, discourse, and ethnography: Issues in researching democratizing and transformative practices in classrooms." American Educational Research Association Annual Meeting, New Orleans, LA.
- Jennings, L. B.** (2000, April). *Creating spaces for classroom dialogue: Learning democratic discourse and actions in first and second grade.* Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Jennings, L. B.** (2000). *Locating democratic classroom practices in whole-class conversations.* Paper presented at the South Carolina Educators for the Practical Use of Research Annual Meeting, Columbia, South Carolina (February).
- Jennings, L. B.,** ^ O'Keefe, T., & ^Shamlin, M. (1999). *Following inquirers from Grade One into Grade Two: Looking closely at the interplay of inquiry and democracy.* Paper presented at the National Council for Teachers of English Annual Meeting, Denver, Colorado (November).
- Jennings, L. B.** (1999). *Co-constructing a referential system for interpreting texts about the Holocaust.* Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada (April).
- Jennings, L. B.,** & *McDaniel, F. (1999). *Integrating multicultural education and inquiry-based instruction: Findings from an ethnographic study of teacher education.* South Carolina Educators for the Practical Use of Research, Columbia, SC (February).
- Jennings, L. B.,** & ^O'Keefe, T. (1999). *The transformative power of collaborative inquiry.* Symposium presentation at the 1999 Qualitative Research in Education conference, Athens, GA (January).
- Jennings, L. B.** (1998). *How democratic classroom practices support the academic study of tolerance and justice.* National Conference of Teachers of English annual meeting, Nashville, TN (November).
- Jennings, L. B.** (1998). *Living and learning respect and responsibility in a multicultural, bilingual, democratic community.* 1998 American Educational Research Association Annual Meeting, San Diego, CA (April).
- Jennings, L. B.** (1998). *Inquiry for continuous educational renewal: Collaborative research at a public elementary school.* South Carolina Educators for the Practical Use of Research, Columbia (February).
- Jennings, L. B.,** Mills, H., ^O'Keefe, T., & ^Shamlin, M. (1998). *Transformation through a Culture of Inquiry at One School.* Symposium and paper presentation at the 1Qualitative Research in Education Athens, GA (January).
- Jennings, L. B.,** & ^Pattenaude, I. (1997). *Making meaning and beyond: Literate practices for exploring and enacting tolerance.* National Council of Teachers of English, Detroit, MI.

- Jennings, L. B.** (1997). *Reading the world of the classroom through ethnographic eyes: Writing Project Fellows as ethnographers*. National Council of Teachers of English, Detroit, MI (November).
- Jennings, L. B.** (1997). *Intertextual processes for learning tolerance: Expanding repertoires of meaning, language, and action*. Paper presented at the American Educational Research Association, Chicago, IL (April).
- Jennings, L. B.** (1996). *Seeing literacy practices anew: Sharing the ethnographer's role to revision teaching and learning in a community of writers*. Paper presented at the National Reading Conference Annual Meeting, Charleston, SC.
- ^Yeager, B., ^Pattenaude, I., & Jennings, L. B.** (1996). *Constructing opportunities to explore meanings of tolerance and responsibility: A study of the Holocaust*. Paper presented at the National Council for Teachers of English, Global Conversations Conference, Heidelberg, Germany (August).
- Jennings, L. B.** (1996). *Constructing opportunities to explore meanings of social justice*. Paper presented at the American Educational Research Association, New York, NY (April).
- Jennings, L. B., & ^Pattenaude, I.** (1995). *Integrating the content areas through literate practices and inquiry processes*. Paper presented at the National Council of Teachers of English, San Diego, CA (December).
- Jennings, L. B.** (1995). *The role of ethnography in a summer institute and in classroom practice*. Paper presented at the National Writing Project Directors' Meeting, San Diego, CA (December).
- Jennings, L. B.** (1995). *Social justice in action*. American Educational Research Association, San Francisco, CA (April).
- Jennings, L. B.** (1995). *Co-constructing community: Creating avenues of access to content knowledge for linguistically diverse students*. California Association for Bilingual Education, Anaheim, CA (February).
- Jennings, L. B., & ^Pattenaude, I.** (1994). *Multiple opportunities for constructing and reconstructing interpretations of text and "social justice."* National Reading Conference, San Diego, CA (December).
- Jennings, L. B., & Pattenaude, I.** (1994). *A cross case analysis of the relationship between literate practices and opportunities for learning in bilingual classrooms*. Tenth Conference of Linguistic Minority Research Institute, University of California, Riverside, CA (October).
- Green, J. L., Dixon, C. N., Floriana, A., Heras, A., & Jennings, L. B.** (1994). *Constructing literate models in classrooms: Ethnographic studies of learning to be literate in elementary classrooms*. American Educational Research Association Annual Meeting, New Orleans, LA (April).
- Jennings, L. B., & ^Tuyay, S.** (1993). *Literacy learning in third grade*. National Council of Teachers of English Annual Meeting, Pittsburgh, PA (November).

Jennings, L. B., &^ Tuyay, S. (1993). *Toward a model of literacy learning in the content areas*. Ninth Conference of the Linguistic Minority Research Institute, University of California, Santa Barbara (May).

Green, J. L., Dixon, C. N., Heras, A., & **Jennings, L. B.**, Floriani, A., (1993). *Two languages, one community*. American Educational Research Association Annual Meeting, Atlanta, GA (April).

Jennings, L. B. (1988). *A history of global education in the United States*. Society of Educators and Scholars, Charleston, IL (October).

Jennings, L. B. (1984). *The father-infant dialogue: Findings from a laboratory study*. Maine Psychological Association, Lewiston, ME, (April).

Invited Presentations:

International

Jennings, L. B. (2019, May). *Critical dialogue and youth empowerment*. Presentation at HEBE Youth Empowerment Quarterly Meeting, University of Barcelona, Spain.

Jennings, L. B. (2019, May). *Bringing parents, teachers, and students together: Constructing a discourse of inquiry in our teacher education practices*. Invited presentation at the Department of Teacher Education, Ramon Llull University, Barcelona, Spain.

Jennings, L. B. (2014, June). *Examining critical pedagogy in the US and Brasil*. Invited presentation at the Faculty of Education, Federal University of Minas Gerais, Brazil.

Jennings, L. B. (2012, May). *Examining inquiry-based educational practices*. Invited presentation at the Faculty of Education, Federal University of Minas Gerais, Brazil.

Jennings, L. B. (2007, July). *Longitudinal Qualitative Research of a Discourse of Inquiry: Methods, Theory, and Practice*. Invited presentation at the Federal University of Minas Gerais, Belo Horizonte, Brazil.

Green, J.L., Heras, A.I., & **Jennings, L. B.** (1992). *Two languages, one community; Dos lenguas, una comunidad*. Inter-American Conference on Classroom Ethnography, University of New Mexico, Albuquerque, NM (June).

National, Regional, and Local

Bubar, R., Krafchick, J., Souza, C., Jennings, L.B., & Langstratt, L (2017, April). Women faculty experiences: Findings and Recommendations from the CSU Culture and Climate Research Study at CSU. Panel presentation at Colorado State University.

Jennings, L.B., & *Brunson, C. (2012). *Community Based Participatory Research (CBPR) as Service Learning*. Invited presentation at the Colorado Campus Compact Engaged Faculty Institute, Loveland, CO (February).

- Jennings, L. B., & *Rosty, C. M.** (2011). *Practicing democracy in Brazilian schools: Voices of Brazilian teachers*. With Claudia M. Rosty. Invited presentation at the Colorado State University International Connections series. (October).
- Jennings, L. B.** (2009). *Women educators democratizing social institutions in Brazil*. Invited presentation at the CSU Women's Studies Colloquium. (October).
- Jennings, L.B., & Johnson, R. L.** (2008). *Teaching Qualitative and Quantitative Research: From Syllabus to Assessment*. Invited presentation at the African American Professors Program, University of South Carolina, Columbia, SC
- Jennings, L. B.** (2006). From Pioneers to Future Directions in Language and Social Process Research. Response to Ray McDermott, Fred Erickson, and Hugh Mehan. Invited panelist at the American Educational Research Association Annual Meeting, San Francisco, CA (April).
- Jennings, L. B., & **Da Matta, G. B.** (2006). *Latino Perspectives on Schooling*. Invited presentation at the South Carolina Summit on International Education, Columbia, SC (October).
- Jennings, L. B.** (2005). *Constructing a Discourse of Inquiry at One School: Analyzing Longitudinal Ethnographic Data*. Invited Presentation of the Program of Educational Research, Psychology, and Foundations Graduate Student Organization Seminar Series, University of South Carolina, Columbia, SC (October).
- Jennings, L. B.** (2003). *Inquiry as a humanizing pedagogy: Findings from a six-year ethnographic study*. National Academy of Education Post-doctoral Fellows Presentation. Boston, MA (October).
- Jennings, L. B.** (2002). *Fostering compassion, justice, and academic rigor: Pedagogical possibilities*. Invited lecture at the Women's Studies Research Series, Columbia, SC (March).
- Jennings, L. B.** (2002). *Teaching with Ethnographic Eyes*. Invited presentation at California State University's Writing Project Summer Workshop. Santa Barbara, CA (July).
- Jennings, L. B.** (2001). *Engaging parents and children in inquiry through written conversations*. Invited presentation at the South Coast Writing Project Summer Institute. Santa Barbara, CA (June).
- Jennings, L. B.** (2001). *Creating spaces for dialogue and humanizing pedagogies*. Invited presentation at the University of Arizona, Tucson, AZ (March).
- Jennings, L. B.** (2001). *Parents and children writing the word and the world: Toward a humanizing pedagogy*. Invited paper presentation at the USC Social Foundations in Education Seminar Series, Columbia, SC (February).
- Jennings, L. B., ^Ewing-Boyd, A.** (2000). *Teaching for social justice beyond the classroom walls*. Invited presentation at the Women's Studies Seminar Series on Teaching for Social Justice, University of South Carolina, Columbia, SC (November).

- Jennings, L. B.** (2000). *Future directions in multicultural education*. Invited presentation at the Graduate School of Education, University of California, Santa Barbara, CA (May).
- Stephans, D., & **Jennings, L. B.** (2000). *Assessing students: Are we informing teaching and learning or just making the grade?* Invited presentation at the Women's Studies Seminar Series on Teaching for Social Justice, University of South Carolina. (February).
- Jennings, L. B.,** & *McDaniel, F. (1999). *Collaborative inquiry and multicultural teacher education: Lessons from the field*. Invited presentation at the Celebration of Inquiry, Coastal Carolina University, Conway, SC (February).
- Jennings, L. B.** (1999). *Reflecting on issues of agency as teachers and researchers*. Moderator and presenter, USC Interdisciplinary "Agency" Workshop, Columbia, SC (March).
- Jennings, L., B.** (1996).
- Considering context: Intertextual processes for analyzing and interpreting how classroom practices are interactionally accomplished*. Third Annual Conference on Researching Language, Literacy, and Social Practice. University of California, Los Angeles, CA (November).
- Jennings, L.B.** (1996). *It's not just academic: Learning tolerance in the social world of the classroom*. Department of Anthropology Colloquium, University of South Carolina, Columbia, SC (October).

Regional Presentations and Professional Workshops

- Lewis, A., Sebald, A., Coffino, K., **Jennings, L. B.,** Searle, J., & Bongers, B. (2018). Addressing the teacher shortage and preparing a culturally responsive profession. Presentation at Colorado State University Annual Diversity Conference, Fort Collins, CO (September).
- Martinez, D., Jennings, L. B., Aragon, A., Basile, V., Birmingham, D., Gonzalez, J., & Muñoz, S. (2017). Seeking racial justice: Research, practices, and impacts. Presentation at Colorado State University Annual Diversity Conference, Fort Collins, CO (September).
- Muñoz, S., Gonzalez, J., Birmingham, D., Basile, V., **Jennings, L. B.,** Gloeckner, G., & Aragon, A. (2015). *Embracing inclusive excellence through a cluster hire search*. Presentation at Colorado State University Annual Diversity Conference, Fort Collins, CO (September).
- Shore, A., Gabriel, M., **Jennings, L. B.** ^Aragon, A., (2014). *Recruiting and training a diverse and highly effective teaching force*. Presentation at Colorado State University Annual Diversity Conference, Fort Collins, CO (September).
- Jennings, L. B.,** Scott, M., *Rodriguez, C., & *Lyter, L. (2014). *PACT: Cultivating civic engagement and academic achievement of diverse youth*. Presentation at Colorado Diversity Conference, Denver, CO (January).
- Jennings, L.B.,** *Brunson, C., **Scott, M., & Thayer, S. (2012). *End Racism Now! Undergraduates and youth engaging in community action through a community-*

university partnership. Presentation at the annual meeting of the Colorado State University Diversity Conference, Fort Collins, CO (October).

Aragon, A., *Gabriel, M., **Jennings, L. B., Johnson, B., & Shore, A. (2012). *Access and attainment through personal responsibility: A community collaboration to increase diversity among teachers*. Presentation at the annual meeting of the Colorado State University Diversity Conference, Fort Collins, CO (October).

Jennings, L.B., *Otter, B., **Scott, M., and youth members of the PACT Community Engagement Program (2012). *End Racism Now! How you can take action to heal racism*. Workshop presentations to 3 groups of high school students at the CSU High School Diversity Conference (October).

Aragon, A., *Brantmeier, N.K., **Jennings, L.B., & **Brantmeier, E.J. (2010). *Unpacking privilege and oppression: Transforming student resistance*. Presentation at the annual meeting of the Colorado State University Diversity Conference, Fort Collins, CO (October).

Anderson, S, Lynham, S, **Jennings, L. B.**, Saunders, E., **Scott, M. (2010). *Experiences of faculty of color at CSU: Piloting a study in the College of Applied Human Sciences*. Presentation at the annual meeting of the Colorado State University Diversity Conference, Fort Collins, CO (October).

Aragon, Antonette, & **Jennings, L. B. (2009). *Teaching multicultural courses: Supporting critical dialogue*. Presentation at the annual meeting of the Colorado State University Diversity Conference (October).

Jennings, L.B., & *McDaniel, F. (1998). *From multiculturalism to social critique and action*. Presentation at the Women's Studies Seminar Series on Teaching for Social Justice, University of South Carolina (October).

Jennings, L. B. (1998). *Teaching and learning at the Center for Inquiry*. Teacher Cadet Conference, University of South Carolina.

Jennings, L. B. (1997). *Engaging in Collaborative Research*. Department of Educational Psychology Research Interest Group, (September).

Jennings, L.B. (1995). *Ethnographic eyes: Classroom observation and reflective practice*. South Coast Writing Program Summer Session. Santa Barbara, CA (July).

1989-1990 Presentations for the Massachusetts Global Education Program and Tufts International Studies Consortium for school district in-services and summer institutes. Topics include "Linking Your Classroom with Classrooms Around the World," "Multicultural Practices for Elementary Classrooms," and "Cross-cultural Classroom Connections without Leaving the Country."

Collaborative and Integrative Interdisciplinary Scholarship

Examining Program Practices that Support Civic Engagement of Youth. As described earlier in the descriptions of my grant activity, much of my scholarship is interdisciplinary and collaborative in nature. Here I focus on my scholarship regarding civic engagement of youth. Since 2001, I have worked with two different interdisciplinary research collaboratives, one at USC and the more recent at CSU, which examine program practices that support community engagement of disenfranchised youth. The USC collaborative integrated faculty from Public Health, Nursing, and Education and the CSU collaborative brings together faculty from Social Work, Human Development and Family Studies, and Education. Both collaboratives have also involved partnering with youth agencies and, at CSU, with the Office of Service Learning. At CSU, I have taken the lead in forming and directing the collaborative and have contributed my expertise in ethnographic research methods as well as disciplinary knowledge of teaching and learning practices in out-of-school settings. I have further expanded this collaborative by developing multiple institution (DU & CU-Boulder) large-grant proposals.

EVIDENCE OF TEACHING AND ADVISING EFFECTIVENESS

TEACHING:

*Indicates service learning emphasis

^Indicates inter-disciplinary emphasis

Year	Semester	Course Number/Title	Cr.	Enrollment
2020	Spring	EDRM 705/Qualitative Data Analysis	3	8
2020	Spring	EDRM 711/Ethnographic Research	3	7
2019	Fall	EDRM 705/Qualitative Data Analysis	3	11
2019	Fall	EDUC 651-801/Multicultural & Special Populations	3	18
2019	Spring	Sabbatical – Visiting Professor, UAB, Barcelona, Spain		
2018	Fall	EDRM 705/Qualitative Data Analysis		
2018	Summer	EDRM 704/Qualitative Research	3	14
2018	Spring	EDRM 705/Qualitative Data Analysis (co-taught)	1.5	
2016	Fall	EDRM 705/Qualitative Data Analysis (co-taught)		
2015	Spring			
2015	Spring			
2015	Fall			
2015	Fall			
2014				
2014				

<u>Year</u>	<u>Semester</u>	<u>Course No./Title</u>	<u>Cr.</u>	<u>Enrollment</u>
2015	Spring	EDRM 705 – Qualitative Data Analysis	3	11
2015	Spring	EDUC 715 – Critical Issues for Multicultural Populations	3	8
2015	Summer	EDUC 651 – Multicultural and Special Populations	3	11
2015	Fall	EDRM 704 – Introduction to Qualitative Research	3	18 11
2014	Fall	EDUC 651 – Multicultural and Special Populations	3	
2014	Fall	EDRM 704—Introduction to Qualitative Research	3	18
2014	Summer	EDUC 651 – Multicultural and Special Populations	3	22
2014	Spring	EDRM 711—Ethnographic Research	3	14
2014	Spring	EDRM 705 – Qualitative Data Analysis	3	12
2013	Fall	EDRM 704 – Intro to Qualitative Research	3	19
2013	Fall	EDUC 675 – Analyzing Literature	3	7
2013	Spring	EDRM 705 – Qualitative Data Analysis	3	11
2013	Spring	EDRM 715 – Critical Issues for Multicultural Populations	3	16
2012	Spring	EDRM 705 – Qualitative Data Analysis	3	10
2012	Spring	^EDRM 711 – Ethnographic Research	3	13
2012	Fall	EDRM 704 – Introduction to Qualitative Research Methods	3	13
2012	Fall	EDUC 651 – Multicultural and Special Populations	3	13
2011	Spring	EDRM 705 – Qualitative Data Analysis	3	8
2011	Spring	EDUC 715 – Critical Issues in Multicultural Populations	3	11
2011	Fall	EDRM 704 – Introduction to Qualitative Research Methods	3	9
2011	Fall	EDUC 551 – Multicultural and Special Populations	3	12
2011	Fall	*^EDUC 475 – Service Learning for PACT program	2	5
2011	SM/Fall	*^EDUC 675 – Critical and Feminist Pedagogies Group Seminar	3	3
2010	Spring	EDRM 705 – Qualitative Data Analysis	3	13
2010	Spring	*EDRM 711 – Ethnographic Research	3	8
2010	Fall	EDRM 704 – Introduction to Qualitative Research Methods	3	13
2010	Fall	EDUC 551 – Multicultural and Special Populations	3	17
2009	Spring	EDRM 705 – Qualitative Data Analysis	3	12
2009	Spring	*EDRM 711 – Ethnographic Research	3	4
2009	Fall	EDRM 792A – Research Seminar: Writing for Publication	3	8
2009	Fall	EDRM 704 – Introduction to Qualitative Research Methods	3	21
2009	Fall	EDRM 792A – Research Seminar: Analysis of Discourse	3	8

Examples of Course Improvements

EDRM 704/705/Qualitative Research and Analysis: I revised the courses to fully engage students in designing, implementing, analyzing, and reporting on individual qualitative research projects of their choice, including the development of a research proposal and a revise/resubmit simulated process for developing a publishable empirical paper, with myself and peers serving as editors and reviewers. Students also critically reflect upon and write about ethics, theory-method relationships, and credibility/validity of research based upon their research experience through scaffolded learning engagements and assignments throughout the semester.

Development of New Courses

EDUC 651 Online/Multicultural and Special Populations: I partnered with Dr. Antonette Aragon and a graduate student to design EDUC 651 as an online course. We redesigned course assignments and engagements to suit an online student audience while maintaining the rigor of the course and interactive student engagement.

Development of New Teaching Techniques

As described above, I have revised qualitative methods courses to effectively prepare students for fully engaging in designing, theoretically framing, collecting, analyzing, and reporting qualitative data in a holistic, authentic process, including simulation of the revise/resubmit process of writing for scholarly journals. The goal is for students to be prepared for the preliminary exam (writing a journal article or grant proposal) and dissertation. I also devise teaching practices that support the development of graduate students as *engaged scholars*. For example, in EDUC 651, I created a Theory-into-Action poster session for students to publicly share their proposals for integrating multiculturalism into their professional settings, based on a firm theoretical foundation; many students integrate this feedback and implement their plans in subsequent semesters. I invited several doctoral students from EDUC 715 to engage in a group study to further extend learning regarding critical and feminist theories; this 2-semester group study involved in-depth examination of theory and application of those theories to each student's own curriculum development (e.g., one student revised a course she developed on leadership in Agricultural Sciences to have a stronger critical diversity emphasis).

Integration of Service Learning

EDRM 711/Ethnographic Research: The entire class worked as a research team, partnering with a community organization to engage in Community-based Participatory Research (CBPR) through an ethnographic design. We developed research questions with the community partner and shared our team-generated findings with them. I received a TiLT service-learning mini-grant to support this service-learning/CBPR course project.

EDUC 475: As the director of the PACT youth civic engagement program, I engaged undergraduate students who volunteer as PACT mentors in service learning through an independent group study. Through on-line and in-class discussions, we linked the

mentors' experiences to academic articles about community service and civic engagement of youth, issues of diversity and equity in youth work, and related topics.

Written Comments from Students

Summary of comments: Over the years, students from multiple departments who have taken courses with me have written emails, cards, and letters expressing gratitude for what they have learned from my courses. Comments tend to focus on appreciation for my extensive feedback on written assignments, for creating a challenging and safe classroom environment, for the breadth and depth of knowledge gained in either qualitative methodologies and/or critical multiculturalism. A sample of this most recent correspondence is included in Appendix D4.

Participation in Professional Development Activities Related to Teaching

Faculty Institute for Inclusive Excellence

TiLT workshops and seminars, 2009-present

Since my appointment at CSU, I have taken advantage of several professional development sessions sponsored by TiLT and related organizations at CSU.

Professional Consultation Related to Teaching

CSU's Teaching and Learning Institute (TiLT): Co-created and implemented TiLT short course on Cultural Inclusion, a semester-length course that served 18 faculty and graduate student instructors regarding cultural inclusion and teaching. 2014-2018 I served as faculty co-lead of the CSU Faculty Institute for Inclusive Excellence.

ADVISING:

STUDENT ADVISING/GRADUATE SUPERVISION

Graduate Students

Current Graduate Advisees:

Ross Atkinson, PhD
AnnaLiese Busch, PhD
Lauren Hartig, PhD
Elaine Holmes, PhD
Ethleen Iron Cloud Two Dogs, PhD
Runeela Jalal, PhD
Kathleen Lafond, PhD
Laurie Lyter Bright, PhD
Lisa McCann, PhD
Jimena Sagas, PhD
Aly Welker, PhD

Current Graduate Co-advisees:
 Katherine Hartmann, PhD
 Joshua Trinidad, PhD

Current Graduate Committee Memberships (excluding those chaired):
0 MA (external to the School of Education)
10 PhD

Graduate Committee Memberships for past 5 years (not including those above):
3 MA
16 PhD (6 external to the School of Education)

Graduate Degrees Completed under Your Supervision (past 5 years)

Jean Kirshner, 2019, PhD (Dr. George Kamberelis co-advised)
 Marcus Garstecki, 2019, PhD (Dr. Don Quick co-advised)
 Justin Davis, 2019, PhD
 Jermain Griffin, 2017, PhD
 Norma Huerta-Kelly, 2017, PhD
 Jennifer Johnson, 2015, PhD

Descriptions of Mentoring Activities

The bulk of my mentoring is focused on engaging graduate students, particularly my advisees, on research teams and involve them in all phases of the research process, including proposal writing, design, data collection and analysis, and development and presentation of publications and conference papers.

OTHER ACTIVITIES/ACCOMPLISHMENTS – TEACHING/ADVISING

Courses taught as Assistant and Associate Professor at University of South Carolina

<u>Years</u>	<u>School</u>	<u>Course No./Title</u>
2002-2008	USC	EDFN 300 – Schools in Communities (Foundations course) (4 sections)
1996-2008	USC	EDFN 845 – Foundations of Critical Multicultural Education (2 sections)
1996-2008	USC	EDRM 840 – Advanced Seminar in Qualitative Methods (12 sections)
1996-2008	USC	EDRM 740 – Introduction to Qualitative Research (24 sections)
1996-2002	USC	EDUC 600 – Teacher-Research (1 section)

Adjunct Faculty Member

1989 Salem State Introduction to Multicultural and Global Education

Graduate Teaching Assistant

1994-1996 UCSB Department of Educational Psychology: Classroom Ethnography

1991-1996 UCSB Teacher Education Program: Social Foundations of Education
1991-1996 UCSB Black Studies Department: a) Black Women Writers, b) Psychology of Blacks, and c) Group Exploration of Racism

Guest Teaching – Examples of topics addressed in other professors’ classes at CSU:

EDUC 715 Presented on Freirian Pedagogy and Critical Literacy

International Development Presented on Brazilian educational systems and teacher empowerment

Qualitative Analysis Seminar conducted at the Community College Leadership Monthly Round Table Discussion for Doctoral Candidates

Qualitative Interviewing Seminar conducted with Sue Lynham at the Community College Leadership Monthly Round Table Discussion for Doctoral Candidates

Community-based Participatory Research Seminar conducted at the Service Learning Scholar professional development forum

EDUC 721 Guest lecture on Critical Pedagogy/Freirian Theory and Praxis.

EDUC 275 Guest Lecture on Positionality of White Teachers.

EVIDENCE OF OUTREACH/SERVICE

From August 2016-August 2018, I served as Co-director of the School of Education

COMMITTEES

University (Colorado State University 2009-2019)

CSU Faculty Institute for Inclusive Excellence, Faculty Leader, 2015-2018
College of Liberal Arts Task Force on Women and Gender Studies, Chair, Fall 2018
CSU Graduate School Climate Study Report, Researcher, 2017-2018
CSU Standing Committee on the Status of Women Faculty, Representative for CHHS, 2015-2016; Subcommittee: Research on Campus Climate and Culture for Women Faculty, 2015-2017
CSU Committee on Recruitment & Retention of Diverse Faculty & Staff, 2012-2018
Women’s Programs and Studies, CSU, Faculty Affiliate, 2009-present
CSU Land, Poetry, People Network, Member, 2015-2016
Train the Diversity Trainer Committee, June 2013-2014
SPARC on Teaching and Professional Development, CSU, 2011-2013
Task Force on Increasing the Diversity and Cultural Responsiveness of Educators in Poudre School District (CSU-PSD collaborative), 2012-present. Included participation in National Association of Multicultural Education (NAME) Summer Institute, DeKalb, IL, June 2012.

Faculty Committee on Strategic and Financial Planning, CSU, 2010-2011
TiLT Working Group on Teaching for Social Justice, 2010, Co-chair, 2011

University (University of South Carolina, 1996-2008)

USC Graduate Council, 2008
Co-chair, Organizing Committee, National Conference on Latino Immigration in New Settlement
Areas held at USC, 2006-2008
USC First Year Reading Experience, Discussion Leader, 2005-2008
Steering Committee, USC Latino Research Consortium, 2004-2008
USC Research and Productive Scholar Grants, Reviewer, 2004-2005
Search Committee for Women's Studies Interdisciplinary position on
Race/Class/Gender/Sexuality, 2004-2005
Women's Studies Program (Interdisciplinary), Affiliate, 1998-2008
Chair, Forum for Dialogue on Race Relations (Interdisciplinary collaborative between Women's
Studies Program, Office of Multicultural Student Affairs, and SC Palmetto Project), 2001-2002
Co-Chair, Interdisciplinary committee to sponsor USC symposium commemorating Dr. Shirley
Brice Heath, Stanford University, 1998-1999
Faculty Senate, 1998-2001
Provost's Instructional Innovation Grant Review Committee, 1998-2000
Faculty Mentor to Undergraduate Student, Office of Women's Student Services, 1996-1997

College (CSU College of Health & Human Sciences 2009-2015)

CHHS Diversity Committee, CSU, Co-Chair, 2012-2018; Member, 2009-2011
CAHS Cultural Inclusion Colloquium, Co-Chair, 2012-2013

College (University of South Carolina College of Education, 1996-2008)

International and Comparative Education Office, Affiliate, 2007-2008
Chair, Diversity Initiative for Recruitment and Retention of Faculty of Color, 2006-2008
Tenure and Promotion Committee for Department of Physical Education, 2006-2007
Organizer, SafeZone Workshop for College of Education, 2006-2007
Reviewer of Clinical Faculty for Department of Instruction & Teacher Education, 2006-2007
Dean's Task Force on Conceptual Framework, 2005-2006
IRB Liaison for College of Education, 2003-2005
Chair, Qualitative Research Annual Symposium, 1996-1999
Chair, Qualitative Data Analysis Seminar, 1996-1997

Department (CSU School of Education, 2009-present)

Member, SOE Student Diversity and Academic Success Committee, 2016-present
Chair, Graduate Studies Committee, 2015-2016
Chair, Program of Educational Sciences, 2014-2016

Co-Chair, Cluster Hire Search Focused on Diversity, Equity, and Inclusion (4 positions), 2014-2015
Chair, Planning Committee for Center for Racial Justice Research and Advocacy, 2015-present
Chair, Area of Teaching and Learning, 2014-2015
Member, Director Search Committee, 2013-2014
Chair, Diversity Committee, 2010-2014
Member Director Search Committee, 2011-2012
Chair, Research Methodology Colloquium Series, EDRM/SOE, 2009-2010
Peer Reviewer for 4 junior faculty members, 2009-2013
Learning, Teaching, & Culture Program Development Committee, Member, 2010-2012
Chair, SOE Diversity Task Force, 2009-2010

Department (University of South Carolina Department of Educational Studies, 1996-2008)

Faculty Mentor to Dr. Kara Brown, 2006-2008
Annual Performance Review Committee, 2005-2008
Chair, Quality Performance Committee, EDRM program, 2005-2006
Search Committee for Social Foundations/Qualitative Research Position, 2005-2006
Peer Reviewer for junior faculty teaching evaluations, 2004-2008
Search Committee, Educational Studies position in Educational Assessment, 2004-2005
Director, Program Orientation for Graduate Students, 2004-2008
Co-Coordinator, Development of Departmental Student Survey, 2001-2002
Student Affairs Committee, 2001-
Faculty Affairs Committee, 2000-2007
Faculty Advisor, Graduate Student Organization, 1998-2002
Co-Chair, Department Research Colloquium, 1997-2002
Chair, Student Affairs Committee, 1997-1998
Student Affairs Committee, 1996-1997

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Memberships in professional societies

American Anthropological Association

American Educational Research Association

AERA Divisions:

C (Learning and Instruction)

G (Social Contexts of Education)

K (Teaching and Teacher Education)

AERA Special Interest Groups, Member of:

Critical Educators for Social Justice

Language and Social Processes

Multicultural Education

Paulo Freire

Qualitative Research

Writing and Literacies

American Educational Studies Association (AESA)

Comparative and International Education Society
National Council on Research on Language and Literacy (NCRL), (by nomination)
National Council for Teachers of English
National Association of Multicultural Education

Office in professional societies

American Educational Research Association Officer Positions:

- Division K (Teaching and Teacher Education):
 - Chair, Innovational Research about Diversity in Teacher Education Award Committee, 2009-2012 (selected as first Chair of this new award).
- Language and Social Processes Special Interest Group:
 - Chair, 2004-2006
 - Program Chair, 2002-2004
 - Treasurer, 2000-2002
- Language and Social Processes SIG: Committee Positions:
 - John Gumperz Research Award, Co-Chair, 2013-2017
 - Emerging Scholar Award, Chair, 2007-2009

Other positions at AERA:

Mentor to a graduate student member of the Critical Educators for Social Justice SIG, 2010-2011

Review/editorial boards

Teachers College Record, 2016-present
Teaching Education, 2010-2019
Linguistics and Education, 2013-2018
Journal of Classroom Interaction, 2000-2007
Language Arts (National Council for Teachers of English), 2000-2006

Manuscript Refereeing

Peer reviewer for scholarly journals:

Educational Researcher
Inter-American Journal for Democracy and Education
Journal of Classroom Education
Journal of the Freshman Year Experience
Language Arts
Linguistics & Education
Teachers College Record
Teaching and Teacher Education

Teaching Education
Urban Education

Book Manuscript Reviewing:
(book manuscripts on qualitative research methods)
Hampton Press, 2002
Merrill, 1999, 2000
Sage Publications, 2008, 2010, 2011, 2019

Conference Proposal Reviewer

American Educational Research Association Annual Meeting, Proposal Reviewer
Division C
Division K
Division G
Language and Social Processes Special Interest Group
Out-of-School Time Special Interest Group
Paulo Freire Special Interest Group
Qualitative Research SIG
Writing SIG
American Educational Studies Association
National Association for Multicultural Education

External Reviewer

External reviewer for candidate going up for tenure and promotion to Associate Professor at:
Illinois Wesleyan University, 2004
Oklahoma State University, 2010
University of Missouri-St. Louis, 2013
Nystrand Center of Excellence in Education Scholar Proposals, University of Louisville, 2015

OTHER ACTIVITIES/ACCOMPLISHMENTS – SERVICE/OUTREACH

Special service to the state/community related to professional expertise

Volunteer Consultant, Public Achievement at Leshar Middle School, 2014-2016
Colorado Partners of the Americas, Board Member (elected), 2010-2017
Equity Partnership Committee, Member, Poudre School District, 2015-present
Director, PACT (Public Achievement for Community Transformation), 2010-2014
Youth empowerment organization serving youth from North Fort Collins. Oversee staff, university student mentors, obtain funding, engage in weekly 3-hour PACT meetings with youth and CSU mentors during school year.
CSU High School Diversity Conference, Workshop Leader with PACT youth, Fall 2012

Fort Collins High School Diversity Conference, Invited Workshop Leader, Spring 2013

Fort Collins Boys and Girls Club

Collaborative Researcher, 2010 (weekly Jan-May)

Volunteer, 2009 (weekly, Sept-Dec)

Center for Inquiry, Richland District 2, Affiliate, 2006-2008

USC Children's Center – Developed report regarding benefits of multi-age classrooms,
2006-2007

Member, Richland School District 2 Latino Outreach Initiative, 2005-2006

Palmetto Project for Diversity and Unity in the Palmetto Region, 2000-2002

School Improvement Council, Center for Inquiry Elementary School, 1997-2000