**RESEARCH INTERESTS**

As an anthropologist of education I study the role of culture in the social construction of education policies and praxis. My engaged scholarship in schools, neighborhoods, museums, and organizations takes place in five priority contexts:

* Developing place-based and culturally-sustaining pedagogies, focusing on indigenous innovations and worldviews
* Generating feminist critiques of international development, educational leadership, and STE(A)M programs
* Sponsoring inter-cultural and international service-learning and global citizenship programs
* Advancing meaningful, intergenerational community festivals and intercultural events that draw deeply on culture and folklife
* Cultivating best practices in ethnographic research, especially in metaphor analysis, using multi-media and innovative arts-based research designs

**ACADEMIC POSITIONS**

**THE UNIVERSITY OF PITTSBURGH,** *Pittsburgh, PA*

**SCHOOL OF EDUCATION**

**Associate Professor** (2004 –present), **Assistant** Professor (1996-2003)

 [Social and Comparative Analysis of Education Program](http://www.education.pitt.edu/AcademicDepartments/AdministrativePolicyStudies/Programs/SocialComparativeAnalysisinEducation.aspx) within the

 Administrative and Policy Studies Department,

 The School of Education

 **Associate Director** (2016 – present), **Core Faculty** (1996 - present)

 [Institute for International Studies in Education](http://iise.pitt.edu/)

 **UNIVERSITY**

 **Associate Professor** (secondary/joint appointment, 1996 – present in both)

 [Gender, Sexuality, and Women’s Studies](http://www.gsws.pitt.edu/about), formerly Women’s Studies, The Faculty of Arts and Sciences

 **Gender, Sexuality, and Women’s Studies Certificate Coordinator,** School of Education (1997 - present)

 [Anthropology Department](http://www.anthropology.pitt.edu/), The Faculty of Arts and Sciences

**Senior Associate/Affiliated Faculty Member**

 [Center for Urban Education](http://education.pitt.edu/ResearchService/CentersInstitutes/CenterforUrbanEducation.aspx), School of Education (2014 – present)

 [World History Center](http://www.worldhistory.pitt.edu/index.php), The Faculty of Arts and Sciences (2013 – present)

 [Center on Race and Social Problems](http://www.crsp.pitt.edu/), School of Social Work (2008 – present)

 Areas of Focus: [Educational Disparities](http://www.crsp.pitt.edu/category/topic/educational-disparities), [Interracial Group Relations](http://www.crsp.pitt.edu/category/topic/interracial-group-relationships)

 [University Center for Social and Urban Research](http://ucsur.pitt.edu/), (2001-present)

 [Learning Research and Development Center](http://www.lrdc.pitt.edu/) (1998 - present)

**UNIVERSITY CENTER FOR INTERNATIONAL STUDIES**

**Affiliated Faculty Member**

 [African Studies Program](http://www.ucis.pitt.edu/africa/) (2014 – present)

 [Global Studies Center](http://www.ucis.pitt.edu/global/) (2001-present)

 Concentrations:

 [Center for Latin American Studies](http://www.ucis.pitt.edu/clas/) (1998 - present)

 [European Studies Center](http://www.ucis.pitt.edu/esc/), formerly Center for Western European Area Studies (1997 - present) JMMEUECE

**STANFORD UNIVERSITY,** *Stanford, CA*

 **Director** (1993-1994), **Program teaching Assistant** (1992-1993)

Master’s Program in[**Social Sciences and Education Policy**](https://ed.stanford.edu/academics/doctoral/ships)and dual[**IE/APA Program**](https://ed.stanford.edu/ice/academics)

The School of Education

Coordinated admissions, organized course instruction, and provided individual advising in interdisciplinary and joint programs. Hosted regular symposia and provided career development workshops. Initiated and facilitated multi-media final portfolio options. Instituted a community-based internship component in the program. Promoted to directorship during critical time of program transition.

**VISITING ACADEMIC POSITIONS**

**katholische hochschule füR sozial arbeit,** *Cologne and Aachen campuses, Germany*

 **Visiting Professor** (Regular visits, summers 2013 - present)

 **Visiting Scholar-in-Residence** (May – June, 2017)

**UNIVERSITät AUGSBURG**, *Augsburg, Germany*

 **Visiting Professor** (Regular visits, June- July, 1999 – 2014)

 **Full-time Scholar-in-Residence** (Summer, 2007)

Fakultäten I and II (Education, Social Geography, Folklore and Anthropology)

 Genderzentrum (Center for Gender Equity)

**EDUCATION**

**Stanford University,** *Stanford CA*

Ph.D. in Social Sciences and Educational Policy,

formerly Stanford International Development Education Committee (SIDEC) (January, 1997)

 Dissertation: Moving mountains: Reform, resistance, and resiliency in an Appalachian Kentucky high school.

 Committee: Thomas Rohlen (Chair), Myra Strober, David Tyack

M.A. in Anthropology. (April, 1996)

 Thesis: Bauer County Fairxx.

Graduate studies in dual degree program in International Development Education and in Administration and

Policy Analysis (IEAPA). (1990-1991)

**University of Wisconsin - Madison**, *Madison WI*

B.A. with Honors in German and Psychology, Certificate in Women's Studies. (1986-90)

 Magna Cum Laude

 Dean’s Prize (Top student in graduating class of 3,000+) Overall GPA 3.98/4.0.

 Honors Thesis: The radical right in contemporary West Germany.

**Albert-Ludwigs-Universität,** *Freiburg im Breisgau, Federal Republic of Germany*

 Graduate studies in German, art history, education, political science, psychology. (1988-1989)

**Pädigogische Hochschule** [Teachers' College], *Freiburg im Breisgau, Federal Republic of Germany*

Graduate studies in educational theory, history, pedagogy. (1989)

**Taunusschule Gymnasium,** *Königstein, Federal Republic of Germany*

 College preparatory studies, *Leistungskursen* in social sciences, languages. (1985-1986)

 Selected and sponsored by Rotary International’s Rotary Youth Exchange program

**LANGUAGES**

**German,** fluent writing, reading, and public speaking

**Spanish**, intermediate reading, writing, speaking

**Quechua**, rudimentary conversational

Basic reading knowledge of Dutch, Italian, French, Portuguese

Developing competency in Hawai’ian, Amharic, Mayan, Swahili, and reading Chinese

**DISTINCTIONS & AWARDS**

**INTERNATIONAL LEADERSHIP AND SOCIAL JUSTICE AWARDS**

**2018 PORTLOCK WITH WEBSITE**

**2009 CHANCELLOR’S AFFIRMATIVE ACTION AWARD***, University of Pittsburgh, Pittsburgh PA*

Awarded collectively to the members of the Provost’s Advisory Committee on Women’s Concerns, on which I served from 2006-2009, most recently as the chair of the Benchmarking/Strategic Planning Subcommittee.

**2003 WOMEN BREAKING THROUGH THE GLASS CEILING AWARD,** *School of Education Leadership Institute, Duquesne University, Pittsburgh PA*

Awarded for exceptional leadership, innovation, and mentoring of women in K-20 educational leadership.

**SCHOLARLY AWARDS**

**1996 DISSERTATION OF THE YEAR**

National Rural Education Association.

**1986 - 1989 UNIVERSITY OF WISCONSIN-MADISON***, Madison, WI*

Academic Excellence Prize for Honors thesis.

 Helen C. White, Troxell, Trewartha, and Pulver Awards for scholarship and leadership.

**1986 PHI BETA KAPPA**, inducted as a junior.

**FELLOWSHIPS & PROFESSIONAL COMMUNITIES OF PRACTICE**

**(INTER-)NATIONAL FELLOWSHIPS**

**2020 - present FULBRIGHT HAYS GROUP PROJECTS ABROAD – THE PRODUCTIVE INTERSECTIONS OF STEAM AND SOCIAL SCIENCE IN UGANDA AND KENYA US State Department, $122,000,**

**2017-2019 FULBRIGHT HAYS GROUP PROJECT ABROAD – INDEIGENOUS WISDOM IN ETHIOPIA**

<http://www.ucis.pitt.edu/africa/content/ethiopia-indigenous-wisdom-culture.> US State Department $120,000

**2007 – present SPRING COMMUNITY ENGAGEMENT (formerly SPRING Service-Learning Network),** *Southwestern Pennsylvania,* [*https://sites.google.com/site/springcommunityengagement/home*](https://sites.google.com/site/springcommunityengagement/home)

Coordinated conferences, provided keynotes and panels, helped promote and institutionalize service-learning in academic venues throughout the region.

**2013 – present PENNSYLVANIA INTER-FAITH IMPACT NETWORK (P.I.I.N.),** Pennsylvania,[**http://piin.org**](http://piin.org) **and** [**http://piin.org/what-we-do/PIIN-issues\_Education.shtml**](http://piin.org/what-we-do/PIIN-issues_Education.shtml)

Member of the Education Task Force for the greater Pittsburgh and state policy issues.

**1995 –1996 SPENCER FELLOW,** Spencer Foundation, *Stanford University, Stanford, CA*

 Spencer Fifth Year Dissertation Writing Fellows served as teaching fellows and mentors to the new cohort of doctoral students. Facilitated a year-long seminar, and met regularly with senior faculty during our award year.

**1991,**

**1992 –1993 PEACE STUDIES FELLOWSHIPS FOR INTER-ETHNIC IDENTITY AND CONFLICT ISSUES.**

 Stanford Center on International Security And Arms Control, *Stanford University, Stanford,* CA

Working group addressing the interplay of ethnic and national interests, conflict and war, and peaceful cross-cultural conflict negotiation in fellows’ field sites and research.

**1990 –1991 MORTAR BOARD NATIONAL FELLOW**.

**1990 – 1991 PHI KAPPA PHI NATIONAL FELLOW**.

**PROFESSIONAL LEARNING COMMUNITIES**

**2018 - present FOUNDER, Institute for International Studies in Education (includes hosting Brown Bags, networking, joint scholarly presentations, guest speakers, reading groups, and more by student co-directorship)**

 **Indigenous Working Group,**

 **Global Gender education Policies Working Group**

**2016 – present COLLECTING KNOWLEDGE: RACE-ING THE MUSEUM FELLOWSHIP,** *Pittsburgh, PA*

Consortium Funded through the A.W. Mellon Foundation

Selected for participation in the Race-ing The Museum Workshop, May 2016

**2015-2016 INDIGENOUS WISDOM AND EDUCATION IN THE AMERICAS,** Center for Latin American Studies*, Pittsburgh, PA.*

Founder and facilitator of interdisciplinary reading group for playwrights, authors, and researchers.

**2000-2001 SPENCER ADVANCED STUDIES INSTITUTE,** Spencer Foundation, *held in San Francisco, CA, Chicago, IL, and Charleston, SC*

 Purposeful sequence of theoretical and practical workshops among selected “up and coming” educational anthropologists and core senior scholars who work at the intersection of the fields of anthropology and education.

**1998-1999 GIMBEL CHILD AND FAMILY SCHOLAR**, Gimbel Foundation, *Mystic, CT*

 Series of policy planning sessions and exchanges among scholars, practitioners, and policy makers in the field of recreation, after school education, and rites of passage, culminated in a jointly authored book.

**June, 1996 RUTGERS CENTER FOR THE AMERICAN WOMAN IN POLITICS**, Rutgers University, *New Jersey Campus*

 Selected as the sole graduate woman representative from Stanford for a summit on women in elected political office. Participated in residential mentoring workshop for future women leaders.

**June, 1995 ADVANCED STUDIES SEMINAR ON THE USE OF NCES DATA BASES,** The Department of Education, *Washington DC*

 Completed course designed for advanced researchers and policy makers.

**Summer,1994 APPALACHIAN STUDIES FELLOWSHIP**, Appalachian Center, *Berea College, Berea KY*

 Selective summer intensive institute for teachers, artists, and regional specialists. Focused on the role of traditional arts in conveying heritage and teaching about cultural change.

**COURSES & PEDAGOGICAL INNOVATIONS**

**SCHOLARLY AWARDS FOR TEACHING & PEDAGOGICAL INNOVATION**

**2021 PROVOST’S INITIATIVE FOR INTEGRATING OPEN EDUCATIONAL RESOURCES**

 **Granted funds to transform the open access resources available to stusents in the Gender, Education, and Development Course as well as to publish original material with tudents in that course**

**2021 HEWLETT FACULTY RESEARCH FUNDS**. University Center for International Studies, University of Pittsburgh ($3350)

**`** Granted funds to mentor grad students working on research with and for Indigenous communities on decolonial museum praxis and policy in Peru, Mexico, Belgium,

**2021 WORLD HISTORY CENTER** University of Pittsburgh ($565)

 Granted funds to work on pan-continental Indigenous and gender issues and representation in curricula

**2021 later in summer- World History Center, Indigenous History as world history fellow, AFRICAN STUDIES, HEWLETT,**

**FUNDS FOR HAWAII DEVELOPMENT**

**2016-2017 ADVANCED DIVERSITY FELLOWSHIP,** Center for Teaching and Learning,*Pittsburgh, PA*

description TEACHING AND COURSE DEVELOPMENTformer CIDDDE

CLAS

AFRICAN STUDIES

**2008-2009 HEWLETT FACULTY COURSE DEVELOPMENT AWARD**. University Center for International Studies, University of Pittsburgh ($3,000)

Recognized for contributions and redesign of Gender, Education, and International Development.

**2000-2001 INNOVATION IN TEACHING AWARD**, Provost’s Advisory Council on Instructional Excellence, University of Pittsburgh *($26,676)*

Awarded for the Learning Integrated with Needed Construction and Service (LINCS)

 two-course international service-learning seminar and practicum sequence

**1998-1999 INNOVATIVE CURRICULUM DEVELOPMENT AWARD**, College of Arts and Sciences, Pitt

Awarded forInternational Service Learning Experience (ISLE) course

**COURSES**

**THE UNIVERSITY OF PITTSBURGH,** *Pittsburgh PA* **(1996-present)**

All courses are entirely new or substantially redesigned.

**ANTHROPOLOGY OF EDUCATION (ADMPS 2352/ EDUC 2109)**

 This core course provides a conceptual as well as experiential introduction to the intersection of these two fields. Students learn to critically assess a broad range of ethnographic research while they experience authentic professional activities and develop a proposed study. Group projects help establish the “ed anthro” cohort.

**APPLIED ANTHROPOLOGY, EDUCATION, AND SOCIAL CHANGE (ADMPS 2353)**

**To be renamed CULTURE, PLACE, AND LANGUAGE**

 Apprenticeship provides beginning and advanced students with supervised, intensive fieldwork workshops in Appalachian, Greater Pittsburgh, Andean regions. Students work on a n authentic, practical problem in educational policy. Students gather, analyze, and learn to communicate ethnographic data effectively to clients.

**FIELD METHODS (ADMPS 2356/ EDUC 2205)**

 This intensive, introductory course provides a theoretical and ethical framework for understanding the basic set of methods employed in ethnography. Students complete an extensive, semester-long project.

**ADVANCED SEMINAR IN ETHNOGRAPHY AND EDUCATION (ADMPS 2360)**

 This advanced seminar provides students with a forum in which to hone their research methods and understanding of genres, fiction and ethnography, metaphor, argument and developing problem statements conducive to academic and evaluation work.

**QUALITATIVE DATA MANAGEMENT, ANALYSIS, AND PRESENTATION (ADMPS 3012)**

 This hands-on lab uses NVivo and related visualization software to take research through the formative, analysis, and documentation stages. Ethics of research and reporting, critical and explicit use of metaphors and conceptual models, and innovative media for data presentation are incorporated throughout the course.

**GENDER AND EDUCATION (ADMPS 2133/EDUC 2110)**

 This seminar meets at the intersections of gender with technology, science/STEM fields, legal provisions for equity including Title IX, career aspirations, children’s literature, early parenting, adolescent rites of passage, sexual identity formation and well-being, fairy tales, and school persistence.

**GENDER, EDUCATION, AND DEVELOPMENT (ADMPS 2359)**

 This interdisciplinary seminar provides an overview of theoretical frameworks that have been instrumental in framing international praxis in primary, secondary, tertiary, and community-based education.

**LEADERSHIP IN INTERNATIONAL SERVICE-LEARNING (ADMPS 2344)**

 Built around a service-learning project abroad, this course provides students with the opportunity to learn about the roles that experiential education can play in their personal, political, and professional lives. We cover cross-cultural understanding, reflections and assessment, philosophical foundations, teamwork, ethical civic engagement, and institution building.

**SERVICE-LEARNING PRACTICUM (ADMPS 2354)**

 This hands-on course takes students into the field to do applied educational policy and community development through service-based learning. So far we have partnered with Amizade and then ProPeru to build a preschool, school additions, and two community centers in Andean Bolivia and Peru.

**SOCIAL THEORIES OF EDUCATION IN A GLOBAL CONTEXT (ADMPS ##)**

 Required PhD course on communities of scholarship, developing a joint research and theoretical framework, major clusters of pivotal social theories in the field, substantial mentoring in writing and mindmapping of conceptual edsign of theory-driven research and forms of engaged scholarship

**SOCIAL FOUNDATIONS (CO-TAUGHT)**

 Offered with M. Gunzenhauser and N. Garman as part of the Masters in the Art of Teaching Program for Department of Instruction in Learning

**COMMUNITY ENGAGEMENT IN EDUCATION (ADMPS 3008)**

 Final class for professional degree (EdD) students for their fourth Area of Concentration (ARCO) requirement

 Delivered in hybrid online format in co-ordination with School of Education-wide planning committee

**DIVERSITY, MOBILITY, AND WELL-BEING IN EUROPE (GERMANY AND BELGIUM) (ADMPS 2098)**

**PRACTICUM/LABORATORY OF PRACTICE (ADMPS/EDUC XXXX) (Tandem listing for 6 credits)**

 International study tour offered through Study Abroad that explores contemporary issue sof identity, migration, social services, and education for social justice in Germany and Belgium, offered in partnership with the Katholische Hochschule (KatHO) für Sozial Arbeit, Cologne and Aachen branch campuses

**STANFORD UNIVERSITY,** *Stanford, CA* **(1991-1994)**

 **MASTER’S SEMINAR**

*Director of the**Master’s Program in Social Science in Education (formerly the separate SIDEC and SSEP programs as well as the joint International Education/Administration and Policy Analysis master’s program)*

Led master’s degree students in three programs in framing, composing, and editing their theses, provided internships and career counseling, advised on course selection and working effectively with faculty advisors.

 **SOCIAL DIVERSITY, THE CONSTITUTION, AND EDUCATIONAL REFORM.**

*Teaching Assistant for Dr. Ted Mitchell.*

 Prepared and presented lectures on the analysis of multiculturalism and classroom gender dynamics, led biweekly sections of teacher candidates in the Stanford Teacher Education Program (STEP).

**GENDER AND EDUCATION.**

*Teaching Assistant for Dr. Elizabeth Cohen and Dr. Myra Strober.*

 Responsible for leading biweekly sections of undergraduates. Assisted in development and evaluation of assignments and papers.

**MENTORING AND ADVISING**

**MENTORING AND PEDAGOGICAL EXCELLENCE AWARDS**

2012, 1998 MENTOR AWARD, Nominee, University of Pittsburgh

2008-2009 HEWLETT FACULTY COURSE DEVELOPMENT AWARD. University Center for International Studies, University of

Pittsburgh ($3,000)

Recognized for contributions and redesign of Gender, Education, and International Development.

2000-2001 INNOVATION IN TEACHING AWARD, Provost’s Advisory Council on Instructional Excellence, University of Pittsburgh

($26,676)

Awarded for the Learning Integrated with Needed Construction and Service (LINCS)two-course international service-learning seminar and practicum sequence

1998-1999 INNOVATIVE CURRICULUM DEVELOPMENT AWARD, College of Arts and Sciences, Pitt

Awarded for International Service Learning Experience (ISLE) course

**FORMAL ADVISING & SUPERVISED RESEARCH PROJECTS**

SCHOOL OF EDUCATION

Administrative and Policy Studies Department students

 Primary: Social and Comparative Analysis of Education Program (SCAE) MA, MEd, PhD degree programs

 Higher Education Management Program

 School Leadership Program

 EdD online professional program

**Other School of Education departmental students**

 Instruction and Learning, particularly Learning, Literacy and Culture

 Psychology in Education, particularly Applied Developmental Psychology

**UNIVERSITY**

**Faculty of Arts and Sciences students**

 Anthropology

 Communications

 English

 Gender, Sexuality, and Women’s Studies

 Psychology

 Sociology

**Graduate School of Public and International Affairs students**

**Graduate School of Information Sciences students**

**DISSERTATIONS AND MASTERS OF ARTS THESES (Only ones with links)**

NB: Masters of Education (MEd) and the online Education Professional Doctorate (EdD) Projects, although a large part of my mentorship, are not archived and searchable through the Electronic Theses and Dissertations or ProQuest Service.

**UNIVErSITY OF PITTSBURGH, Chair OF COMMITTEE:**

**Dawkins, Susan.** (2020). *Transcultural identity and Bhutanese youth in refugee community organizations.* (PhD Doctoral Dissertation). University of Pittsburgh. Retrieved from D-Scholarship at Pitt. (http://d-scholarship.pitt.edu/39591/). Preview retrieved from ProQuest Dissertations & Theses Global. (https://search.proquest.com/docview/2467625792?pq-origsite=primo).

**Karnes, Anna-Maria. (**2019). *Tenacious Ethiopian women and their rise to educational success.* (PhD Doctoral Dissertation). Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/37991/Links to an external site.](http://d-scholarship.pitt.edu/37991/)) Preview retrieved from ProQuest Dissertations & Theses Global. ([https://search.proquest.com/docview/2359365938?pq-origsite=primo (Links to an external site.)](https://search.proquest.com/docview/2359365938?pq-origsite=primo)).

**Dorn, Chad**. (2019). [*Beyond pipelines and pillars: A comparative examination of place-based community development strategies to support early childhood development and the frames that guide them.*Links to an external site.](http://d-scholarship.pitt.edu/35895/) Doctoral Dissertation, University of Pittsburgh. Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/35895/Links to an external site.](http://d-scholarship.pitt.edu/35895/)).

**Ferrier Heryford, Michele.** (2018). [*Liminality, trust, and the significance of female peer-to-peer relationships in the workplace: A narrative interpretation of the Six Sisters Consortium.*Links to an external site.](http://d-scholarship.pitt.edu/35277/) Doctoral Dissertation, University of Pittsburgh. Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/35277/Links to an external site.](http://d-scholarship.pitt.edu/35277/)).

**Sheeler, Natalie.** (2018). [*Music classrooms and the forces that shape them: Investigating Chinese & US secondary general music teachers.*Links to an external site.](http://d-scholarship.pitt.edu/33753/) Master's Thesis, University of Pittsburgh. Retrieved from D-Scholarship at Pitt.  ([http://d-scholarship.pitt.edu/33753/Links to an external site.](http://d-scholarship.pitt.edu/33753/)).

**Deafenbaugh, Linda.** (2018). [*Developing the apacity for tolerance through folklife education.*Links to an external site.](http://d-scholarship.pitt.edu/33691/) PhD Doctoral Dissertation, University of Pittsburgh. Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/33691/Links to an external site.](http://d-scholarship.pitt.edu/33691/)).

**Lurz, Rudolph.** (2018). [*Perceptions of STEM and liberal arts policy in Florida.*Links to an external site.](http://d-scholarship.pitt.edu/33686/) EdD Doctoral Dissertation, University of Pittsburgh. Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/33686/Links to an external site.](http://d-scholarship.pitt.edu/33686/)).

**Warner, Hilary A.** (2017). [*Caregiver characteristics and perceptions, quality of interactions with children, and children's development in family-like orphan care in South Africa.*Links to an external site.](http://d-scholarship.pitt.edu/32588/) Doctoral Dissertation, University of Pittsburgh. Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/32588/Links to an external site.](http://d-scholarship.pitt.edu/32588/)).

**Donald, Bridgett.** (2017). [*Reflective artmaking coupled with service-learning: Making community visible.*Links to an external site.](http://d-scholarship.pitt.edu/31548/) PhD Doctoral Dissertation, Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/31548/Links to an external site.](http://d-scholarship.pitt.edu/31548/)).

**Lynn, Brice E.** (2016). [*Culture Isn't Cutting It: Creating Study Abroad Marketing That Appeals to Men.*Links to an external site.](http://d-scholarship.pitt.edu/27977/) Master's Thesis. Retrieved from D-Scholarship at Pitt. ( [http://d-scholarship.pitt.edu/27977/Links to an external site.](http://d-scholarship.pitt.edu/27977/)).

English, Rachael A. (2016) Study Abroad in Africa: Understanding student motivation in order to increase enrollment. MA Thesis. <http://d-scholarship.pitt.edu/26727/>

Avramovich, Efrat. (2013) Visions of Israel education: The place of Israel in United States Jewish supplementary schools. MA Thesis. <http://d-scholarship.pitt.edu/17022/>

Sterrett, Susan E. (2008) Forming communities of practice: Education of health professionals in interprofessional settings. EdD Dissertation. <http://d-scholarship.pitt.edu/2246/>

Imhoff, Donna L. (2006) The construction of spaces for positive sexual identity development during high school among heterosexual and non-heterosexual young women. PhD Dissertation. <http://etd.library.pitt.edu/ETD/available/etd-04202006-112305/>

Matambanadzo, Annamore Masiiwa (2005) Fostering communities of practice for women in educational leadership: A case study of their perceptions of the Jean E. Winsand International Institute. PhD Dissertation. <http://etd.library.pitt.edu/ETD/available/etd-04282006-150423/>

Hicks, Susan M. (2005) Educating for ethnicity: Local cultural vitality among the challenges of a global economy in post-Soviet Sakha Republic (Yakutia). MA Thesis. <http://etd.library.pitt.edu/ETD/available/etd-08012005-122825/>

Kee, Geok Hwa. (2004). Being non-Bumiputera: Ethnic Chinese youths’ modes of resistance and identity formation: An ethnographic study of the impact of the National Language Act and Quota System Policy at a Malaysian national secondary school. PhD Dissertation. <http://etd.library.pitt.edu/ETD/available/etd-12062004-182908/>

**Pagano, Monica.** (2003).University students' learning during an international service learning program. PhD Dissertation. <http://pittcatplus.pitt.edu/?itemid=|library/marc/voyager|4378301>

**El-Halawany, Hana Salah El-Deen.** (2003) Highly educated Egyptian women’s responses to gender role challenges in post-9-11 America. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/305311910/7621EF25B50A4BE7PQ/8?accountid=14709>

**Monard-Weissman, Kathia de Lourdes.** (2002).Nurturing senses of care, justice and reciprocity through service-learning: A case study of the International Partnership for Service-learning Program in Equador*.* PhD Dissertation. <http://pittcatplus.pitt.edu/?itemid=|library/marc/voyager|4158277>

**Boyle, Helen.** (2000). Quranic schools in Morocco: Agents of preservation and change. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/304636080/fulltextPDF/75C0F7E538684DDFPQ/5?accountid=14709>

**UNIVErSITY OF PITTSBURGH, MEMBER OF COMMITTEE:**

**Kite, Jillian. (2020).** [*Pero, ¿dónde está el presidente ahora?: Developing cultural agency in Guatemala’s age of neoliberal multiculturalism.*Links to an external site.](http://d-scholarship.pitt.edu/38649/) PhD Doctoral Dissertation, University of Pittsburgh. Retrieved from D-Scholarship at Pitt.  ([http://d-scholarship.pitt.edu/38649/Links to an external site.](http://d-scholarship.pitt.edu/38649/)).

**Sundusiyah, Anis.** (2019). [*Language policy rationales, appropriation and debates: A case of English as medium of instruction in Indonesia’s International-Standard Schools.*Links to an external site.](http://d-scholarship.pitt.edu/38038/) PhD Doctoral Dissertation, University of Pittsburgh. Retrieved from D-Scholarship at Pitt. ([http://d-scholarship.pitt.edu/38038/Links to an external site.](http://d-scholarship.pitt.edu/38038/)).

Kondo, Chiharu. (2015) Early childhood development (ECD) programs as protective environments for children in emergencies: A case of daycare centers in Iwate, Japan during the 2011 earthquake and tsunami disaster. PhD Dissertation.<http://d-scholarship.pitt.edu/23669/>

Shin, Ga Young. (2012) The international baccalaureate (IB) influence on internationalizing the curriculum in South Korean secondary schools: Mapping considerations for the future design of an integrated K-20 system. MA Thesis. <http://d-scholarship.pitt.edu/12097/>

Lumbanraja, Sharon. (2012) Expanding international education in Indonesia: An analytical map of government and NGO construction of education policy. MA Thesis. <http://d-scholarship.pitt.edu/12026/>

Bularzik, Sara Barbier. (2011) Social justice in action: Learning through foreign volunteers in Chinese schools. MA Thesis. <http://d-scholarship.pitt.edu/7733/>

Gerlach, Darla L.(2007) Project-based learning as a facilitator of self-regulation in a middle school curriculum. EdD Dissertation. <http://etd.library.pitt.edu/ETD/available/etd-05092008-114934/>

Ficco, Danielle M. (2007) Women stepping out: Intersections of welfare policy, work and abuse. PhDDissertation, **Sociology**. <http://etd.library.pitt.edu/ETD/available/etd-07222007-143006/>

**Conrad, Irene M.** (2007) Education reform at the “Edge of Chaos:” Constructing ETCH (an Education Theory Complexity Hybrid) for an optimal learning education environment. EdD Dissertation. <http://d-scholarship.pitt.edu/10339/>

Wilsey, Stephanie A. (2006) A content analysis of the treatment narratives of patients with complicated grief. PhD Dissertation. <http://etd.library.pitt.edu/ETD/available/etd-04122006-184120/>

Taliaferro, Rhonda L. (2005) Service-learning leadership and implementation in selected middle schools: The story of a Philadelphia School District innovation: A Case Study. EdD Dissertation. <http://etd.library.pitt.edu/ETD/available/etd-05162005-161005/> and <http://search.proquest.com/docview/305450754?accountid=14709>.

Varley, Shannon M. (2004*).* Supervisory practices of three female principals in the era of No Child Left Behind. EdD Dissertation. <http://etd.library.pitt.edu/ETD/available/etd-03072005-104409/>

**Kim, Minjung.** (2004) Reading Korean War films through different lenses: Patterns of constructing historical accounts through films. PhD Dissertation. http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/305145610/7621EF25B50A4BE7PQ/17?accountid=14709

**Fukuhara, Miki.** (2003) Creating authoritative messages for the mine risk education: A qualitative study in Bonsia-Herzegovina. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/305312066/7621EF25B50A4BE7PQ/5?accountid=14709>

**Muñoz, Jaime P.** (2002)Culturally responsive caring in occupational therapy: A grounded theory. PhD Dissertation.[**http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/305494440/7621EF25B50A4BE7PQ/20?accountid=14709**](http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/305494440/7621EF25B50A4BE7PQ/20?accountid=14709)

**Mantilla, Marta E.**. (2002) Multi-directional interactions in the formulation and implementation of policy and practice: Teachers’ participation in Nueva Escuela Unitaria (NEU) in Quatemala. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/287867852/88680B06679A42B3PQ/21?accountid=14709>

**Al-Harthi, Hamood K.** (2002) Student-faculty power/knowledge relations: The implications of the Internet inmathematics education and social studies education programs at Sultan Qaboos University. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/305520794/7621EF25B50A4BE7PQ/4?accountid=14709>

**Tomal, J. A.** (2001). A factors approach for studying success on student software development teams. PhD Dissertation. <http://search.proquest.com/docview/250109342?accountid=14709>.

**Ito, Katsuhito.** (2001). Spatial representation in comparative education and geography: A social cartography analysis. PhD Dissertation Anthropology*.* <http://search.proquest.com/docview/250015764?accountid=14709>

**Watanabe, H.** (2000). Japanese adult learning: Karaoke naraigoto. PhD Dissertation. **Anthropology**. <http://search.proquest.com/docview/304640830?accountid=14709>.

**Reed, Melissa A.** (2000) Global perspective development among high school students: A study of the Pennsylvania Governor’s School for International Studies program during the summer of 2000. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/287849365/7621EF25B50A4BE7PQ/12?accountid=14709>

**Davidson, Marilyn S.** (2000) An application of Rosenblatt’s aesthetic/efferent continuum to the literature curriculum of an Advanced Placement English twelve class. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/304636381/7621EF25B50A4BE7PQ/11?accountid=14709>

**Switzer, Carrie L**. (1999) Service learning in a medical school: Psychological and attitudinal outcomes. PhD Dissertation. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/304539037/7621EF25B50A4BE7PQ/22?accountid=14709>

**Kariuki, Sera W.** (1999). Transforming lives, redefining roles: Lessons from refugee women's lives and experiences with educational programs.PhD Dissertation.<http://search.proquest.com/docview/304519545?accountid=14709>

**Huff, Linda.** (1999) Mapping voices: reading the discourses of emerging Black public intellectual women. PhD Dissertation. **English.** <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/304520560/7621EF25B50A4BE7PQ/3?accountid=14709>

**HOnors Thesis**

**Neilesh Bose**

**Nick Bersin**

**OTHER INSTITUTIONS, MEMBER OF COMMITTEE:**

Kirschner, Donna Harel. (2008) Producing unschoolers: Learning through living in a U.S. education movement. PhD Dissertation, **University of Pennsylvania**. <http://search.proquest.com.pitt.idm.oclc.org/dissertations/docview/304490033/fulltextPDF/11B497C42F540DEPQ/1?accountid=14709>

***ENGAGED SCHOLARSHIP CONTEXT ONE:***

**DEVELOPING PLACE-BASED & CULTURALLY-RESPONSIVE PEDAGOGIES, FOCUSING ON INDIGENOUS INNOVATIONS AND WORLDVIEWS**

**Journal Articles**

Porter, M.K. (2020). Ein Interview über die Auswirkung von Covid-19 auf das Bildungssystem in den USA. [An interview about the consequential impact of Covid-19 on the US education system]. Zeitschrift für Internationale Bildungsforschung und Entwicklungspädagogik (ZEP), 43, 2,5, 23-26.

Porter, M.K., & Cristobal, N. (2018). Cultivating aloha ‘āina through critical Indigenous pedagogies of place. Journal of Folklore and Education. 5, 2. Special Issue on Common Ground: People and Our Places. Retrieved from [https://www.locallearningnetwork.org/journal-of-folklore-and-education/current-and-past-issues/jfe-vol-5-2018/journal-of-folklore-and-education-volume-5-issue-2/cultivating-aloha-aina/ (Links to an external site.)](https://www.locallearningnetwork.org/journal-of-folklore-and-education/current-and-past-issues/jfe-vol-5-2018/journal-of-folklore-and-education-volume-5-issue-2/cultivating-aloha-aina/).

Porter, M. (1998). Points of Light, bridges to the future, flower gardens and the Alamo: Rural teachers’ metaphors of schooling. Journal of Teacher Education. 33 (3), 185-206.

Porter, M. (1997). Moving mountains: Reform, resistance, and resiliency in an Appalachian Kentucky high school. NREA Dissertation of the Year Award. Journal of Research in Rural Education. 12(2), 107-115.

**Books and Book Chapters**

Jacob, J., Cheng, S.Y, & Porter, M. (Eds.) (2015). Indigenous education: Language, culture, and identity. Dordrecht: Springer. ISBN: 978-94-017-9354-4 Editor of the “Culture” section.

Jacob, W.J., Cheng, S.Y., & Porter, M. (2015). Global Review of indigenous education: Issues of identity, culture, and language. In Jacob, J., Cheng, S.Y, & Porter, M. (Eds.) Indigenous education: Language, culture, and identity. Dordrecht: Springer.

Porter, M. (2015). Somos Incas: Enduring cultural sensibilities and indigenous education. In Jacob, J., Cheng, S.Y, & Porter, M. (Eds.) Indigenous education: Language, culture, and identity. Dordrecht: Springer.

Porter, M. (in press, accepted July 2000). Xx The Kentucky Education Reform Act. The encyclopedia of Appalachia. Education Section. M. J. Herzog, Section Editor. Center for Appalachian Studies and Services. Johnson City, TN: ETSU.

Porter, M. (2001). “We are mountain:” Appalachian educators’ responses to the challenge of systemic reform. In M. Sutton & B. Levinson (Eds.), Policy as practice: Toward a comparative sociocultural analysis of educational policy. (pp. 265-294). Westport, CT: Ablex Publishing.

**Multi-Media Productions, Installations, and Public Events**

IISE \_ YUCATAN forthcoming

It’s elementary: Kerr, Peru features food. (2009, February 5) The Herald. Article on the educational benefits of the Peru-US podcasting program. Available at: <http://www.yourfoxchapel.com/herald/article/its-elementary-kerr-peru-chat-features-food>

Xx actual citation I completed both podcasts in Spanish! This is a major linguistic and scholarly accomplishment and demonstrates a new language competency for me. They can be accessed at: [www.fcasd.edu/j\_kerr2/peru/peru/Welcome.html](http://www.fcasd.edu/j_kerr2/peru/peru/Welcome.html). I received a grant from UCIS/Center for Latin American Studies to develop my first podcasts ever as part of a collaboration between schools in the US and Peru via our non-profit partner, ProPeru. The two resulting podcasts were on aspects of global warming and what kids can do to make a difference. SCAE students Dorn, Crandall, and Noel were instrumental assistants, as were the partner teachers, Forsyth (Spanish), Strzempek (technology) and Asbury (4th grade) from a local school. The two dozen kids who we involved were transformed by the experience. The podcasts are published on the web and I am seeking ways to have them formally peer-reviewed in this new media.

**Invited Keynotes and Presentations**

Deller, U., **Porter, M.K.,** Schmidt-Koddenberg, A.,& Schoenig, W., XX SW man (2017, September). In S. Goodkind (Chair), WHITE SUPREMACY, THE FAR RIGHT, AND THEIR CHALLENGES TO SOCIAL JUSTICE. Deller, U., Porter, M.K., Schmidt-Koddenberg,

A.,& Schoenig, W., X.(2017, September). S. Goodkind (Chair), Symposium conducted at the School of Social Work, Pittsburgh,

PA. *White supremacy, the Far Right, and their challenges to social justice*. Symposium conducted at the School of Social Work, Pittsburgh, PA.

CULTURAL SUSTAINABILITY AND PLACE-BASED EDUCATION. (2013, October).

Invited presentation for the International Institute for Studies in Education Brown Bag Series.

CULTIVATING A STRONG SENSE OF PLACE THROUGH NATURAL PLAY. And NURTURING OUR CHILDREN’S SENSE OF PLACE: EDUCATORS AND PARENTS AS PARTNERS. (2010, March).

 Invited series of presentations to the PTA and faculty of the Fanny Edel Falk Laboratory School. Pittsburgh, PA.

THE IMPORTANCE OF CULTIVATING A SENSE OF PLACE IN SCHOOL POLICY AND PRACTICE. (2006, March). Keynote and workshop facilitated for the Carnegie Museum and the Pennsylvania Ethnic Heritage Center. Carnegie Museum of Natural History, Pittsburgh, PA. The Importance of Cultivating a Sense of Place in School Policy and Practice

COMMUNITY-BASED LEARNING: BUILDING A SOLID FOUNDATION FOR EXCELLENCE. (2006, March). Joint presentation with John Meyer at the FOER/ERP World Bank Program on Egyptian Educational Reform. Aswan, Egypt. Building School-University partnerships to Improve Educational Quality

METAPHOREN DES SELBSTS UND IHRE BEZIEHUNG ZUM REGIONALESBEÜßTSEIN (METAPHORS OF SELF AND THEIR RELATIONSHIP TO ONE’S SENSE OF PLACE). (1999, October) Universität Augsburg, Germany.

 Invited lecture at the Departments of Education and Social Geography. Delivered in German.

LEARNING TO BE MOUNTAIN; A STRONG SENSE OF PLACE IS THE KEY. (1999, October). Jackson, OH.

 Keynote lecture presented at the Southeastern Ohio Appalachian Studies Conference.

CELEBRATIONS, RITUALS, AND SENSIBILITIES OF PLACE. (1999, October). Interactive, intergenerational curriculum workshop at the Southeastern Ohio Appalachian Studies Conference, Jackson, OH.

**Peer-Reviewed Conference Presentations**

**Porter, M.K.** (2018, March). *Trans-Atlantic comparisons the concept of diversity: Implications for citizenship, national identity, and contested human rights discourses*. Paper presented at the meeting of the Conference of Europeanists, Chicago, IL.

**Porter, M.K.,** Cristobal, N., Dawkins, S., Felker-Quinn, B., Garton, S., Lombard, J., & Van Haren, K. (2017, October). *Forum on folklife education’s productive intersections with other pedagogies that celebrate “community” and “culture.”* Symposium conducted at the meeting of the American Folklore Society, Minneapolis, MN.

**Porter, M.K.,** Heck, D., Karnes, A-M., Lombard, J., & Villella, V. (2017, October*). Modern African culture alive! Engaging millennials in interdisciplinary, multi-media global education*. Panel presented at the joint meeting of the Pennsylvania Council for International Education and the Pennsylvania Modern Language Association, Harrisburg, PA.

DRAWING DEEPLY FROM THE WELL OF CULTURE: SUSTAINABLE EDUCATIONAL PRACTICES. (2013, October). Panel organized and moderated with N. Gift, L. Deafenbaugh, and R. Olsen for the American Folklore Society. Session sponsored by the Folklore in Education section. Providence, RI.

A SUSTAINABLE SENSE OF PLACE: MODEL GROUND TO STAND UPON. (2013, October). Paper presented at the American Folklore Society. Providence, RI.

THE PENNSYLVANIA STANDARDS FOR FOLKLIFE EDUCATION: PERSPECTIVES ON VIABILITY. (2011, October).

 Paper presented as part of the Collaborative Panel III, Assessing the Scholarship of Folklife Education. American Folklore Society.

INDIGENOUS EDUCATION: LANGUAGE, CULTURE, AND IDENTITY. (2011, October). Panel presented with S.Y. Cheng, W.J,. Jacob, P. C.D. Lee, K. Liddell at the Comparative and International Education Society, Eastern Regional Conference.

GROWING A SENSE OF PLACE: THE EDIBLE SCHOOLYARD, PLAYGROUND HABITATS, AND CLASSROOMS FLOATING ON THE RIVER. (2011, April). Paper presented as part of the panel, “School Spaces” organized by M Nietert, R Bendix, & M Kraul. International Society for Ethnology and Folklore. Lisbon, Portugal. Porter, M. K. (2011, April 18). Growing a sense of place: The edible schoolyard, playground habitats, and classrooms floating on the river. Panel entitled School Spaces. Organized by MIchaela Nietert, Regina Bendix, Margaret Kraul . Lisbon, Portugal: Inte

SENSE OF PLACE: LAND AND CULTURAL IDENTITIES AROUND THE WORLD - AAA WITH SUSAN HICKS?xx

EDUCATION AND ACCESS TO INFORMATION. (2010, February). Pittsburgh, PA.

 Discussant for panel presented at the Latin American Social and Public Policy Conference.

Xx Holly Forsyth and Chad Dorn and I presented a multi-media forum on the P3 podcasting project at the Pennsylvania State Modern Language Association (PSMLA). It was voted the “Best of the Conference” by attendees. We were then sponsored to represent the state of Pennsylvania at the NECTFL conference in New York City later this month. This accomplishment received extensive web and district level recognition (included in portfolio).

*{Note from June reprinting of this form: In May we were distinguished as one of the top THREE presentations from the over 200 sessions at NECTFL! We assume, from explicit comments made to that effect by conference organizers, that we were not selected in the end as the final presentation to go on from NECTFL because the presenters have to present again in fall and my co-author is expecting her first baby in June.}*

AUTHENTICITY IN PER-FORMING RESEARCH: ANDEAN <-> NORTH AMERICAN COLLABORATIONS. (2003, November). Chicago, IL.

 Peer-reviewed research poster session accepted for the Council on Anthropology and Education, American Anthropological Association Meeting.

EMBODIED CULTURAL TRANSMISSION AND INDIGENOUS DANCE. (2002, November). Pittsburgh, PA.

Paper presented at the Comparative and International Education Society, Midwestern and Northeastern Regional meeting.

IN THE STEPS OF THE ANCESTORS: INDIGENOUS DANCE AS EDUCATION IN THE ANDES OF PERU. (2002, October). Pittsburgh, PA.

Paper, video display, scrapbook exhibit, and dance performance presented at the American Educational Studies Association Conference.

School is a jail, but education is a key: Appalachian mountain teens’ metaphors of success and place. (1999, May). Morgantown, WV.

Paper presented at the Qualitative Research in Rural Education Conference.

DIMENSIONS OF A SENSE OF PLACE – AN OVERVIEW. (1998, November). Philadelphia, PA.

 Paper presented at a panel that I organized entitled, “Diverse local cultures and sense of place: Balancing local, regional, and national” the American Anthropological Association Meeting.

claiming a place in Cyberspace: ethics, logistics, and IMPLICATIONS OF collaborative sharing of research through the internet. (1998, March). Buffalo, NY.

 Paper presented at the Comparative and International Education Society.

CENTS AND SENSIBILITY: THE IMPORTANCE OF CULTIVATING A SENSE OF PLACE IN RURAL SCHOOL POLICY AND PRACTICE. (1997, September). Tucson, AZ.

 Paper and reading performed at the National Rural Education Association’s conference,

BALANCING POWER AND BUILDING COMMUNITIES: DEMOCRATIZATION OF EDUCATION THROUGH THE KENTUCKY EDUCATION REFORM ACT (KERA). (1996, April). New York, NY.

Moderator and Discussant of the panel organized for the American Education Research Association Annual Meeting,

BUILDING SUSTAINABLE DEMOCRATIC COMMUNITIES: THE ‘PROBLEM’ OF EDUCATION IN A RURAL APPALACHIAN KENTUCKY DISTRICT. (1996, April). New York, NY.

Paper presented at the American Education Research Association Annual Meeting.

“insiders,” “outsiders,’’ AND ‘“FURRINERS:” EDUCATION AND REFORM IN SOUTHEASTERN KENTUCKY. (1996, March). Unicoi, GA.

 Paper presented at the Appalachian Studies Association Annual Conference.

COMMUNITY PARTICIPATION AND EDUCATION POLICY - A COMPARATIVE STUDY OF BENIN, PAKISTAN, AND APPALACHIAN KENTUCKY. (1996, March). Williamsburg, VA.

International panel convened at the Comparative and International Education Society Annual Meeting,

IN THE BEST INTEREST OF THE CHILDREN: COMMUNITY ENGAGEMENT WITH EDUCATION IN APPALACHIAN KENTUCKY. (1995, October). Salt Lake City UT.

Paper presented at the National Rural Education Association Annual Meeting.

THE MEANING OF SCHOOL “SUCCESS” IN RURAL APPALACHIA. (1994, March). San Diego, CA.

Paper presented at the Comparative and International Education Society Annual Meeting.

**Consulting and Evaluation**

**ALL WE ARE (NGO) Headquarters in Chapel Hill, NC**

**Started as Project Investigator on their scaling up policy synthesis document on the impact of solarization of schools. Contract initiated but suspended during Covid., Have sole access to all extant data, an dwill have access toprincipals’ full reports once Ugandan schools reopen late 2021?**

**FOX CHAPEL AREA SCHOOL DISTRICT,** O’Hara, PA.

**KERR ELEMENTARY SCHOOL GARDEN**

**2005-2012**  *Parent Volunteer*

 Core parent member of the garden program. Led student work parties and ecological education programs. Helped to provide produce for the seasonal Thursday is Salad Day program and school public bulletin board and yearbook displays.

Artist in resident=ce 0- Gateway?

World Bank FOER/ERP project.. Aswan, Eqypt.. 2006

**APPALACHIAN COLLABORATIVE CENTER FOR LEARNING, ASSESSMENT, AND INSTRUCTION IN MATHEMATICS (ACCLAIM),** Cincinnati OH.

**2001- 2004** *National Advisory Board Member.*

 Provided feedback on this *National Science Foundation* funded regional collaborative. Advised for strategic growth in five state core area. Provided place-based contextual strategies for designing successful mathematics teacher education in Appalachia.

**MID-CONTINENT RESEARCH FOR EDUCATION AND LEARNING (McREL).** Denver, CO.

**RURAL EDUCATION SYMPOSIUM.** Aurora, CO.

**October, 2002** *Consultant*.

 Member of select group of national rural education specialists convened to create synthesis document on the state of the field. Framed format and scope of publication series. Identified priority national action items.

**RIVERS OF STEEL NATIONAL HERITAGE AREA,** Homestead, PA.

**2001-2002** *Grant Writer*

 Co-author and Lead Evaluator on a $1,000,000. Proposal entitled “Rivers of Steel: Teaching America’s History Program” to the Department of Education and a similarly entitled $250,000 proposal to the National Endowment for the Humanities. Encompassed a seven county American history program focusing on using local history and community studies to enhance students’ sense of place and achievement on the standards for Folklore and American History across K-12.

**Summer, 2001** *Consultant and Evaluator*

 Designed effective evaluation tools and strategies for implementing regional sense of place curriculum units. Outlined means of authentically assessing meta-learning of continuing education programs for teachers. Partnered with regional non-profits, districts, and intermediate units.

**SOUTH SIDE/BEAVER SCHOOL DISTRICT,** Beaver County PA.

**1998-1999**  *Grant Writer*

 Coordinated multiyear process of applying for and preparing for a school-linked comprehensive community learning center. Grant was for $426,000. to the Department of Education’s 21st Century Community Learning Center Initiative. Ranked 593/2,033.

**1997-1999** *Rural Child Study Working Group Facilitator, Consultant*

 Facilitated the teacher, staff, and administrators’ Working Group. Led excursions, ritual analysis, and fieldwork to assess district school-community needs. Compiled demographic and community data. Provided strategies for conducting local needs assessments critical to identifying priorities and applying for external funding. Provided expertise from work in Kentucky for an early childhood Community Learning Center. Two years of consulting and planning generated broad-based support for the project.

**APPALACHIA EDUCATIONAL LABORATORY,** Charleston WV.

**1996** *Occasional Paper And Digest Author*

 Commissioned to provide an extensive, focused synthesis of the literature on the meaning of a sense of place in educational endeavors. Present implications for policy and practice.

**Dec., 1995** *Project Assistant.*

 Assisted in the compilation of report on business leaders' experiences with School-to-Work and work-based learning opportunities.

**STANFORD UNIVERSITY,** Stanford, CA.

CURRICULUM DESIGN TEAM

**Winter Trimester, 1992** *Course Assistant.*

 Designed and assembled a multi-disciplinary set of units on Native American perspectives on U.S. history and indigenous knowledge. Set was used by a consortium of Bay Area schools through the Far West Lab.

**Contributions to Scholarly Books, Reports, and Professional Development Activities**

University Center for International Studies. (2003). When Tortoise wins: using international folktales to teach language arts. A guidebook for elementary and middle school educators. Workshop Lessons. Pennsylvania Department of Education and the Pennsylvania Ethnic Heritage Studies Center of UCIS, The University of Pittsburgh, PA: Author. Workshop participant and session synthesizer.

Kentucky Appalachian Task Force. (1995, January). Communities of hope: Preparing for the future in Appalachian Kentucky.Contributed to Education Committee Report Section through task force participation and debate.

**Grants and Awards**

CLAS FUNDS YUCATAN - 2020, but hung up with Covid, not dispersed due to travel restrictions, being held in trust for 2021/22 use

2017 Diversity and Heterogenität: A Rose by any other name European Union Studies Center Fund for Research in Germany$2,000 SUPPORTED and $600 Development Grants Qiana Lechaud and Aleesha Glover

 AFRICAN STUDIES USEFL GRANT 2017 - $2,000 FOR TRAVEL FOR CONFERENCES

Hewlett International Grant: Gender Equity and Culturally Responsive Programming in African Educational Initiatives $3,500

 FROM UCIS

**FULBRIGHT**

<http://www.ucis.pitt.edu/africa/content/ethiopia-indigenous-wisdom-culture.> $120,000

Xx I received a grant from UCIS/Center for Latin American Studies to develop my first podcasts ever as part of a collaboration between schools in the US and Peru via our non-profit partner, ProPeru. The two resulting podcasts were on aspects of global warming and what kids can do to make a difference. SCAE students Dorn, Crandall, and Noel were instrumental assistants, as were the partner teachers, Forsyth (Spanish), Strzempek (technology) and Asbury (4th grade) from a local school. The two dozen kids who we involved were transformed by the experience. The podcasts are published on the web and I am seeking ways to have them formally peer-reviewed in this new media.

SEEKING “AUTHENTICITY,” FOLLOWING IN THE STEPS OF THE ANCESTORS.

CENTER FOR LATIN AMERICAN STUDIES FACULTY RESEARCH AWARD. Primary Investigator. (2003). $3,000. Supported Salome Gutierrez, Paula Harder, Susan Hicks.

IN THE STEPS OF THE ANCESTORS: BUILDING AN INTERDISCIPLINARY NETWORK FOR SUSTAINED RESEARCH

UNIVERSITY CENTER FOR SOCIAL AND URBAN RESEARCH. STEVEN MANNERS INFRASTRUCTURE DEVELOPMENT AWARD. Primary Investigator. (2002-2003, Sole funded project that year). $10,000. Supported Salome Gutierrez, Nicomedes Jara, Angel Pacheco, Jared Tabita, Liza Valle.

IN THE STEPS OF THE ANCESTORS: INDIGENOUS DANCE AS EDUCATION

UNIVERSITY CENTER FOR INTERNATIONAL STUDIES RESEARCH ABROAD PROGRAM (RAP). Primary Investigator and Research Team Leader. (2002-2003). $12,000. Full assistantships to Honors undergraduates Victoria Abel, Jeanne Blackburn, and Susan Hicks. Funded research team also included Laura Macbeth, Danielle Romanetti, Jared Tabita.

IN THE STEPS OF THE ANCESTORS: INDIGENOUS DANCE AND EDUCATION.

 SCHOOL OF EDUCATION FACULTY/STUDENT RESEARCH FUND. Primary Investigator. (2001) $3,000. Supported Victoria Abel, Susan Hicks.

IN THE STEPS OF THE ANCESTORS: GENDER, PERFORMANCE, AUTHENTICITY.

WOMEN’S STUDIES FACULTY RESEARCH AWARD. Primary Investigator. (2002). $1,472. Supported Liza Valle, GiGi Kee.

METAPHORICAL ANALYSES OF SENSIBILITIES OF PLACE.

 JAPAN NON-SPECIALIST RESEARCH AWARDS. EAST ASIAN STUDIES. Primary Investigator. (2001). $2,500. Supported Katsuhisa Ito, Noriko Kanisawa.

MOUNTAINS OF MEANING.

 CENTRAL RESEARCH DEVELOPMENT FUND. Primary Investigator. (1997) $8,000. Supported Katsuhisa Ito.

***ENGAGED SCHOLARSHIP CONTEXT TWO:***

**GENERATING FEMINIST CRITIQUES OF INTERNATIONAL DEVELOPMENT, EDUCATIONAL LEADERSHIP,**

**AND STE(A)M POLICIES AND PRAXIS**

**Journal Articles and Peer-reviewed Proceedings**

Hogsett, M.L. & Porter, M.K. (2017). Counter-narratives and community cultural wealth among unaccompanied male refugees in Germany. Article submitted to Journal of Refugee Studies. UPDATE STATUS

Dawkins, S. & Porter, M.K. (2017). Children of Shangri-Lost. Article submitted to Journal of Folklore and Education (Special Issue on Newcomers and Belonging). REST of title UPDATE

Porter, M. & Erickson, P. (2014). The transformative legacy of Coastal Studies for Girls science and leadership school. In A. Nicolaides & D. Holt (Eds.). (2014, pp. 748-754). Spaces of Transformation and Transformation of Space. Proceedings of the XI International Transformative Learning Conference, New York, Teachers College, Columbia University. <https://drive.google.com/file/d/0By1yh67DPBk-YnBtcDJaSEJYeUU/view?pref=2&pli=1> Porter, M. K., & Erickson, P (2015). The transformative legacy of Coastal Studies for Girls science and leadership school..Roundtable presented at the XI International Transformative Learning Conference. New York: Teachers College, Columbia University.

**Books and Book Chapters**

Porter, M.K, & Fahrenwald, C. (In press). Reframing constructive spaces for women in educational leadership: A transatlantic study. In Moorosi, P., Showunmi, V., Shakeshaft, C., & Oplatka, I. (Eds.) London: Bloomsbury Handbook of Gender and Educational Leadership and Management.

Porter, M. (2011*). Making gender matter: Paradigms for equality, equity, and excellence*. In Hawkins, J. & Jacob, W. J. (Eds). Policy debates in comparative, international and development education. New York: Palgrave Macmillan. ISBN: 9780230620674

Porter, M., & Fahrenwald, C. (2011). *The power to create: Authority, ambivalence, and fortitude among aspiring and practicing women administrators*. In Macha, H., Fahrenwald, C, & Bauer, Q. Gender and education: Towards new strategies of leadership and power. Proceedings of the Second International Conference of the Women Leading Education (WLE) network. Berlin: epubli. ISBN: 9783844213140 3844213147

Fahrenwald, C., & Porter, M. (2007). *Weiterbilding als* cultural change *– Transatlantische Studie über Frauen in pädigogischen Führungspositionen. [Continuing education as cultural change – Transatlantic research program on women in educational administration]* In Macha, H. & Fahrenwald, C. (Eds.) Gender Mainstreaming und Weiterbildung – Organizationsentwicklung durch Potentialentwicklung. [Gender mainstreaming and continuing professional education: Organizations development through the development of potential]. Opladen: Verlag Barbara Budrich.

**Invited Keynotes and Presentations**

PROGRESS OR POSTURING? EXAMINING THE DISCOURSE AND PRAXIS OF THE MILLENNIUM DEVELOPMENT GOALS. (2015, March). Middlebury College, Middlebury, VT.

 Invited presentation at the Rohatyn Center for Global Affairs town hall summit on the MDGs. Excerpted videos are posted at: <http://www.middlebury.edu/international/rcga/international-conference/2015/videos/conference-highlights->

 Theme 3: Locally Designed Development and Theme 5: Pragmatically Measuring Progress at:

 <http://www.middlebury.edu/international/rcga/international-conference/2015/videos/emergent-themes-> and my session:

 <http://www.middlebury.edu/international/rcga/international-conference/2015/videos/session-highlights->

Porter, M.K. (2015, March). [Progress or posturing? Examining the discourse and praxis of the MDGs.](http://www.middlebury.edu/international/rcga/international-conference/2015/home) Paper presented at the 3rd Annual International and Interdisciplinary Conference: Progress or posturing? Examining the Progress of the United Nations Millennium Development Goals, Rohatyn Center for Global Affairs at Middlebury College, Middlebury, VT. Retrieved from http://www.middlebury.edu/international/rcga/international-conference/2015/presenter-bios/mporter

<http://www.middlebury.edu/international/rcga/international-conference/2015/home>

CURRENT ISSUES IN GENDER EQUITY IN EDUCATION. (XX). Facilitated parent workshop for the Fanny Edel Falk Laboratory School. Pittsburgh, PA.

BALANCING WORK AND OTHER ELEMENTS OF LIFE. (2009, March). University of Pittsburgh.

 Invited mentoring session on new provisions and FAQs of the Family Medical Leave Act and university provisions for the Junior Faculty Development Program. I shifted the tone of the issue from one of “the problem of childcare” to a positive one of “abundance.”

The Power to Create: Authority, Ambivalence and Fortitude

**Date(s):**Sep 15, 2009**Description:**

GENDER AND LEADERSHIP - TOWARDS NEW STRATEGIES OF LEADERSHIP AND POWER. 2nd International Women's leadership Conference. Claudia Fahrenwald (Universitaet Augsburg) and Maureen Porter (University of Pittsburgh). Gender Zentrum Augsburg Gender in Wissenschaft, Forschung & Management Universität Augsburg, Augsburg, Germany.

Beyond Access to Equity & Excellence: Engaging Feminist Scholarship to Address Gender Gaps in Education Around the World

**Date(s):**Oct 11, 2008**URL:**

<http://www.cmu.edu/internationalfestival>

WRITING WELL: GENDER GUIDELINES: TIPS FOR PRESENTING AND PUBLISHING IN ENGLISH. (2007, July). Universität Augsburg, Augsburg, Germany.

 Invited lecture part of the Gender Mainstreaming Series of the KLeVer of the Gender Zentrum Augsburg: (Center for Gender Equity). Delivered in German and English.

TRANSNATIONAL COMPARISONS OF FACTORS INFLUENCING WOMEN’S LEADERSHIP OF SCHOOLS. (2003, April). Held at Pine Richland High School, PA

 Presentation and discussion I hosted/translated for as part of the Principals Academy monthly meeting.

MAKING THE LEAP TO THE PRINCIPALSHIP. (2003, April). The University of Pittsburgh.

 Roundtable workshop presented twice with Dr. Margaret Boden at the Jean E. Winsand International Institute for Women in School Leadership.

FRAUEN MACHEN SCHULE: TRANSATLANTIC RESEARCH PROGRAM ON WOMEN ASPIRING TO THE PRINCIPALSHIP. (2002, March). Universität Augsburg, Augsburg, Germany.

 Featured lecture in German and English presented with co-author, Dr. Claudia Fahrenwald at the “Frauen Machen Schule” conference that I co-hosted.

FOSTERING WOMEN’S LEADERSHIP COMMUNITIES OF PRACTICE. (2001, February). Carnegie Mellon University, Pittsburgh, PA.

 Interactive presentation and strategic planning forum at the MOSAIC Annual Conference on Women’s Issues.

HELPING WOMEN SCHOOL LEADERS GET A FOOT IN THE DOOR. (1999, March). The University of Pittsburgh,

 Featured lecture given with co-author Dr. Claudia Fahrenwald at the Jean E. Winsand Institute for Women in School Leadership.

**Peer-Reviewed Conference Presentations**

Niedomys, A., Cristobal, N., **Porter, M. K.,** Porter Bacon, S., & Wise, W. XX woman from WV (2018, March). *Tibeb Girls to the rescue!* Symposium conducted at the Playing with Childhood in the Twenty-First Century Conference, Pittsburgh, PA.

**M. K. Porter,** (2017, November). *Beyond zero-sum constructions of policy “problems:” Case studies of multi-level ownership and unexpected convergences*. Panel chaired at the meeting of the American Educational Studies Association, Pittsburgh, PA.

INTENTIONAL DESIGN OF IMMERSION EXPERIENCES: INTERSECTING ADVANTAGES FOR POSITIVE RISK-TAKING, CONFIDENCE, VOICE, AND LEADERSHIP CAPACITY-BUILDING. (2016, October). Symposium organized for the Transformative Learning Conference XII. Pacific Lutheran University, Tacoma, WA.

 Includes co-authored papers with Mina Hogsett, Susan Dawkins, Shali Liu, Kristin DeLuca.

COUNTER-NARRATIVES FROM THE NEGEV: CULTURALLY RESPONSIVE EDUCATION PROJECTS WITH BEDOUIN GIRLS. (2015, November). Co-authored paper with Miranda Hogsett, prepared as part of the panel, “Educational infrastructures; Exploring the socio-political technological assemblages and global flows of knowledge. Annual meeting of the American Anthropological Association. Denver, CO. Hogsett, M. & Porter, M.K. (2015, November). Counter-narratives from the Negev: Culturally responsive education projects with Bedouin girls. In T. Nicewonger (Chair), Educational infrastructures: exploring socio-technological assemblages. Symposium conducted at the meeting of the American Anthropological Association, Denver, CO.

THE TRANSFORMATIVE LEGACY OF COASTAL STUDIES FOR GIRLS SCIENCE AND LEADERSHIP SCHOOL. (2014, November). Roundtable co-facilitated with Pam Erickson for the XI International Transformative Learning Conference. New York, NY.

CONSTRUCTING NARRATIVES OF STEM AND CIVIC ENGAGEMENT IN THE UNIVERSITY: COMPLEMENTARY OR A ZERO-SUM GAME. (2013, March). Peer-reviewed poster prepared for the Deutsche Gesellschaft für Erziehungswissenschaft with Rudolph Lurz. Humboldt Universität. Berlin, Germany.

BEYOND ACCESS xxI worked with student Muriel Zhao to create the elaborate PowerPoint presentation *From Access to Equity and Excellence* for the invited lecture at Carnegie Mellon’s International Conference, which had as its 2008 focus education around the world. It was her first major presentation in English and a solid collaboration. This talk was well-received and we were invited by the Director of the Women’s Studies program to give it again. We reframed this presentation and I gave it for Women’s Studies as well.

IDENTITÄTS ENTWICKLUNG INNERHALB EINER COMMUNITY OF PRACTICE [IDENTITY DEVELOPMENT WITHIN A COMMUNITY OF PRACTICE]. (2004, March). Paper accepted as part of a tri-lingual panel entitled “Narrative Identitätsarbeit in Bildungsprozessen” [Narrative Modes of Identity Construction in Educational Processes]. German Educational Research Conference. Zurich, Switzerland.

FRAUEN MACHEN SCHULE: TRANSATLANTIC RESEARCH PROGRAM ON WOMEN ASPIRING TO THE PRINCIPALSHIP. (2002, November). Co-authored Powerpoint and paper read by Claudia Fahrenwald at Gender Studies Conference. Kiel, Germany**.**

FRAUEN MACHEN SCHULE. (2002, March). Peer -reviewed poster session co-hosted at the Innovation durch Bildung. Kongress der Deutschen Gesellschaft für Erziehunswissenschaft [Innovation through Education. Congress of the German Society for Educational Research]. Ludwig-Maximilians-Universität, Munich, Germany.

TRANSATLANTIC RESEARCH PROGRAM ON WOMEN ASPIRING TO THE PRINCIPALSHIP. (2002, October). Paper presented at the University Council for Educational Administration Conference. Pittsburgh, PA.

“mamaw”, “momma” and “Me:” stories of mothering and school persistence among generations of appalachian mothers. (1997, November). Paper presented at the American Anthropological Association Meeting. Washington, DC.

**Multi-Media Productions, Installations, and Public Events**

Roman, S. (2015, August 16). Millennial women closing gender wage gap. PublicSource. <http://publicsource.org/investigations/millennial-women-closing-gender-wage-gap#.VgVl6Osrfww>

Porter, Maureen. (2014, April). The Millennium Development Goals. Where are we now? Designed and hosted Public Installation and Interactive Fair. The University of Pittsburgh, Pittsburgh, PA.

2009 new ones xx

Fahrenwald, C. (2002, July). Transatlantisches Forum Weiterbildung für Frauen. Amerikanisch-deutscher Dialog über weibliche Identität in Gesellschaft und Beruf [Transatlantic forum on continuing education for women: An American-German dialogue about feminine identity in society and careers.] UniPress. 4, 40-41.

Mentorinnen fördern Frauen-Karrieren. Forscherinnen der Universitäten Augsburg und Pittsburgh für mehr Weiterbildung. [Female mentors advance women’s careers. Women researchers from the Universities of Augsburg and Pittsburgh support greater continuing education]. (2002, March 20). Augsburger Allgemeine. p.A1 (front page).

Fahrenwald, C. (2002, March 12). Frauen Machen Schule. Transatlantisches Forschungsprojekt zur Weiterbilduing von Frauen für schulische Führungspositionen [Women have lessons to teach us. Transatlantic research project on continuing professional education for women preparing for leadership positions in education]. Bayerische Schule: Zeitschrift des Bayerischen Lehrer-und Lehrerinnenverbandes. [Official journal of the Bavarian teachers’ professional organization]. 3, 82.

**Consulting and Evaluation**

**KHASI HILLS, INDIA SCHOOL PARTNERSHIP PROGRAM,** Pittsburgh PA.

**2008-present** *Steering Committee Member*

 Provided leadership for US-northeastern India school partnership programs. Contributed expertise on retaining girls in secondary school programs, developing leadership and policy in a culturally-sensitive model of development as peace-making and partnership.

**FOX CHAPEL AREA SCHOOL DISTRICT,** Fox Chapel, PA

**2013- present** *Consultant for intercultural and global competence and holistic design*

**2014, December**

 Facilitated legislative forum with Sen. Randy Vulokovich, Rep. Dom Costa, and Rep. Hal English for a live-streamed session open to the public. <http://triblive.com/neighborhoods/yourfoxchapel/yourfoxchapelmore/7147008-74/district-state-freeman#axzz3MJEvK4Q4>

**STANFORD UNIVERSITY, SCHOOL OF EDUCATION ,** Stanford, CA.

RESEARCH GROUP ON HIGHER EDUCATION AND WORK/FAMILY LIFE

**1990-1992**  *Research Analyst with Dr. Myra Strober.*

 Performed statistical analyses of survey data, interpreted qualitative data, drafted chapter on homemaking couples, contributed to book.

**STANFORD UNIVERSITY,** **CENTER FOR RESEARCH ON WOMEN,** Stanford, CA.

RURAL WOMEN AND POVERTY PROJECT

**Spring, 1992** *Research Analyst with visiting scholar Dr. Diana Pearce.*

 Researched and analyzed hard-to-locate statistical and economic trend data, particularly gendered returns to educational investments, for book.

**THE GLOBAL FUND FOR WOMEN,** Menlo Park CA.

**1990-1991**  *Intern.*

 Designed internship program to recruit and hire women of color into this international aid organization. Assisted with the grant-making process and daily operations.

**THE BOSTON CONSULTING GROUP,** San Francisco CA.

**Spring, 1991** *Consultant.*

 Advised as specialist in workforce needs to develop portfolio and training materials to aid corporations in making decisions about investing in education for the diverse "Workforce 2000."

**Institutional Leadership**

**PROVOST’S ADVISORY COMMITTEE ON WOMEN’S CONCERNS (PACWC),** The University of Pittsburgh

**2005-2009**  *Member Chair, Benchmarking/Strategic Planning Subcommittee (2008-2009)*

Nominated to serve on university-wide body revising the university’s sexual harassment policy, formalizing FMLA revisions and implementation, and crafting the four areas for the new strategic plan. Contributed to the annual Climate Report. The subcommittee I was asked to chair was charged with formulating and presenting benchmarks and priorities for the new ten-year strategic plan for gender equity for the University.

**THE JEAN WINSAND INTERNATIONAL INSTITUTE FOR WOMEN IN EDUCATIONAL ADMINISTRATION,** Pittsburgh and regional locations, PA .

**2003-present** *Presenter, Assistant Sponsor*

 Helped identify key themes, speakers, and designed innovative and interactive roundtable formats. As a joint sponsor I provided introductions, short presentations on scholarship and international partnerships, facilitated roundtables, and assisted in program evaluation and development. Responsible for bringin intenraitonal guests and student participants, and, ultimately, the formal inclusion of “International” in the Institute’s title.

**THE JUNIOR FACULTY DEVELOPMENT PROGRAM,** The University of Pittsburgh.

**2005-present** *Mentor*

 Presented and participated in luncheons and mentoring sessions. Discussed promotion and tenure process and new guidelines.

**Contributions to Scholarly Books, Reports, and Professional Development Activities**

Strober, M. & Chan, A. M. K. (1999). The road winds uphill all the way: Combining work and family in the United States and Japan. Contributed substantially to the narrative research and form of the chapter on Stanford-educated American homemakers who effectively combined career, community leadership roles, and parenting.

Go, P-G. (1995). Understanding Chinese characters by their ancestral forms. Third edition. Larkspur, CA: Simplex Publications. Acknowledged as contributing a “major change” in meaning by highlighting gendered translations of underlying iconography to reveal gendered assumptions about agency and life activities.

**Grants and Awards**

UGANDAN $ FROM AS

SOCIAL SCIENCE 50000 - FOR STUDENTS, SARAH

Faculty/ Student Research Award : Coastal Studies for Girls research

 for 2015 ($3000) supported Shali, SUSAN, KRISTIN, ? OTHER FOR SUPERVISED RESEARCH

COASTAL STUDIES FOR GIRLS XX

 SCHOOL OF EDUCATION FACULTY/STUDENT RESEARCH FUND. Primary Investigator. (2014). $3,000. Supported Miranda Hogsett, Robyn Bracco, Shali Liu, Kristin DeLuca.

MILLENNIUM DEVELOPMENT GOALS AND PUBLIC INSTALLATION.

GENDER, SEXUALITY, AND WOMEN’S STUDIES COURSE DEVELOPMENT AWARD. Primary Investigator. (2014). $500. Award to redesign two courses to incorporate the Millenium Development Goals and to prepare the Middlebury presentation.

EXPRESSIVE AUTOBIOGRAPHIC INTERVIEWS OF WOMEN EDUCATION LEADERS.

WOMEN’S STUDIES FACULTY RESEARCH AWARD. Primary Investigator. (2001). $2,425. Supported Gigi Kee, Annamore Matambanadzo, Holly Voelp, Melissa Constantino -Poruben.

HEWLETT INTERNATIONAL STUDIES FUND.

UNIVERSITY CENTER FOR INTERNATIONAL STUDIES. Primary Investigator. (1999). $2,500.

UNIVERSITÄT AUGSBURG EXCHANGE FELLOWSHIP PROGRAM

UNIVERSITY CENTER FOR INTERNATIONAL STUDIES. (1999, 2000, 2001, and 2002)

Received funding from the competitive University Fellowship program. These awards include airfare, room, board, and a small stipend each year (mean value $ 3,200). Contributed to revision of the guidelines so as to facilitate greater equity and a policy on “Necessary Accompanying Persons.” I was the first faculty member to ever use the fellowship to bring a nursing infant on this international scholar exchange.

***ENGAGED SCHOLARSHIP CONTEXT THREE:***

**SPONSORING INTERCULTURAL & INTERNATIONAL SERVICE-LEARNING AND**

**GLOBAL CITIZENSHIP PROGRAMS**

**Journal Articles and Peer-reviewed Proceedings**

Porter, M.K., & McClure, M.W. (2021). Local meets global: A converging conversation. In Hobelsberger, H. (Ed.), Social glocalisation and education: Social work, health sciences, and practical theology perspectives on change (pp. 223-240). Oplanden: Barbara Budrich Publishers.

Fahrenwald, C., Eschenbacher, S., Porter, M. & Donald, B. (2014). Facilitating transformative learning in educational organizations through service-learning: A cross-cultural approach. In A. Nicolaides & D. Holt (Eds.). (2014, pp. 58-69). Spaces of Transformation and Transformation of Space. Proceedings of the XI International Transformative Learning Conference, New York, Teachers College, Columbia University. <https://drive.google.com/file/d/0By1yh67DPBk-YnBtcDJaSEJYeUU/view?pref=2&pli=1> Porter, M. K., Fahrenwald, C., Eschenbacher, S., & Donald, B. (2015). Facilitating transformative learning in educational organizations through service-learning: A cross-cultural approach. Symposium presented at the XI International Transformative Learning Conference. New York: Teachers College, Columbia University.

PEACE WITH TJPP

Porter, M. (2003). Forging L.I.N.C.S. among educators: The role of international service-learning in fostering a community of practice. Teacher Education Quarterly. Special Issue Pedagogy and Community; Understanding Situated Contexts in Learning to Teach. 30 (4), 51-67. <https://www.academia.edu/5942884/Forging_L.I.N.C.S._among_Educators_The_Role_of_International_Service-Learning_in_Fostering_a_Community_of_Practice>

Porter, M., & Monard, K. (2001). *Ayni* in the global village: Building relationships of reciprocity through service-learning. Michigan Journal of Community Service Learning. 8 (3), 5-17.

Porter, M., & Rapoport, L. (2001). Enhancing students’ sensibilities of membership, connection, responsibility, and purpose. Academic Exchange Quarterly. 5 (2), 12-17.

**Books and Book Chapters**

Porter, M., & Monard, K. (2002). Reciprocity: A keystone of organizational learning. In UNESCO Series. Encyclopedia of Life Support Systems.Oxford: EOLSS Publishers. <http://www.eolss.net>

**Leadership of International Service-Learning Programs – reverse the order**

1998 AMIZADE GLOBAL SERVICE LEARNING <https://amizade.org>

 Designed and co-led first Spanish-location program for adult participants,

 Built a residential teacher education center on the plains above Cochabamaba, Bolivia

2000 – PROWORLD SERVICE CORPS (formerly ProPeru) <http://www.proworldsc.org>

2008 Designed and co-led first college-level program for international service-learning that this organization developed

 for college/graduate level students, provided innovative service-learning programs for large teams

2000 Organized and co-led program in RUMICHAKA BAJA, Peru Student Facilitators: Cara Ciminillo and Stacy Bodow

2002 Organized and co-led program in Ccotohuincho, Peru Student Facilitator, Kathia Monard

2004 Organized and co-led program in Llipllec, Peru xx

2006 Organized and co-led program in Chichubamba, Peru xx

2008 Organized and co-led program inPUMAMARCA? PITUCANCHA? AND CCOTO, Peru, Student Facilitators: Jessica Rathbone and Ben Walker

**Leadership of International Global Experience Study Tours**

2015, 2016, 2018

 DIVERSITY, MOBILITY, AND WELL-BEING IN MODERN EUROPE

* + Solidified Pitt partnership with the Katholische Hochschule (KaTHO) branches in Cologne and Aachen, Germany
	+ Designed and led the School of Education’s first “Global Experience” for the professional doctorate (online EdD)
	+ Led three study tour teams of adult students, community leaders, and educational administrators to Cologne and Aachen, Germany (and later, also Brussels, Beligium) to examine EU policy and best practice sin intercultural and international education, refugee education, non-formal and NGO programs, and linked social services across the lifespan
	+ Built internship exchange program between the University of Pittsburgh and the KaTHO system
	+ Fully supported PhD students Susan Dawkins, Mina HOgsett, and Nikki Cristobal as program facilitators (zvalue of scholarship, fellowship, etc. $6,200 each year)

**Leadership of Fulbright-Hays Group Projects Abroad**

2017 ETHIOPIAN: INDIGENOUS WISDOM ANDXXX
xxx what did ( see xx section for products)

**Multi-Media Productions, Installations, Reports, and Public Events**

Caldwell, K., Donovan, H., Glass, M., Hickling, H., McKeehen, M., Porter, M., Sahni, K., Soska, T., and Wilds, J. (2015). Academically based community engagement: An Idea Exchange. Summary report of faculty roundtable discussions.

Fox Chapel school event xx Public Forum with Legislators. (2014, December 4). Host and Facilitator, Fox Chapel Area School District. Fox Chapel, PA. put in link and archive [fcasd.edu](http://fcasd.edu/).

Porter, M. (Project Director), & Jendrey, L. (Producer/Director). (2000). Forging L.I.N.C.S. through service-learning in the Sacred Valley of Peru. [Videotape]. Produced for the Provost’s Advisory Council on Instructional Excellence, Innovation in Education Award. (Available from Center for Instructional Design and Distance Education, The University of Pittsburgh. Also available through the National Clearinghouse for Service-Learning, ISBN to be assigned.)

Porter, M. (Producer). (1998, 2000, 2002, 2003, 2004, 2006, 2008). Learning Integrated With Needed Construction And Service. **[**Seven-volume set of scrapbooks with semi-annual editions]. Produced under the sponsorship of the Provost’s Advisory Council on Instructional Excellence, Innovation in Education Award. Has been regularly displayed and used in engaged scholarship and outreach to regional urban and rural schools through the Center for Latin American Studies; via national conferences; incorporated into innovative format panels and invited lectures.

Porter, M. (Producer and Director) & Molina, J. (Assistant Director). (2001). El Alfabeto [The alphabet]. [Set of 44 ceramic tiles depicting core words and ideas in both Quechua (A-Y) and Spanish (A-Z)]. Designed in collaboration with the Aliquippa High School art department students, LINCS participants and supporters**.** Embedded into the walls of the preschool that we built as a service-learning project in Rumichaka, Peru.

University Center for International Studies, Study Abroad & Global Service Center. (1998 – present). The Kimbo Gallery, The William Pitt Union, Posvar Hall, and proprietary websites. [Photography exhibit]. Contributed to rotating and now permanent photo displays and publications. These depict symbolically significant material culture and service-learning partnerships from my fieldwork and research.

**Invited Keynotes and Invited Presentations**

KATHO KEYNOTE

KHASI SPEECH – EARLY 2019

SHENAY JEFFREY TO THE ENGAGEMENT CENTER

INTERNATIONALIZING THE COMMUNITY COLLEGE xx. (2015, October). Presentation with Rachael Robinson for the Forum on Internationalizing the Community College. Westmoreland County Community College. Youngwood, PA Porter, M.K., & Robinson, R. (2015, Oct.). European student mobility: Understanding systems, trends, and culture. Presentation for the symposium and workshop, International Higher Education. Westmoreland County Community College. Youngwood, PA.

TO ENGAGE IN INTERNATIONAL SERVICE-LEARNING. (2015, September). Organized and co-hosted campus-wide forum and presented benediction poetry at the Academically-Based Community Engagement Forum: An Idea Exchange. University of Pittsburgh. Pittsburgh, PA. Video of the proceedings: <https://pitt.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=04089756-14f3-4e16-95ec-869c2a0cbe1d> Porter, M.K. (2015, October). To engage in international service-learning. Original poem presented as part of the keynote session for Academically Based Civic Engagement. Pittsburgh, PA.

 and report:

ROTARY HAS MEANT THE WORLD TO ME. ( 2014, November). Featured speaker. Rotary Club of Swissvale, PA.

PODCASTING AND SKYPE: NEW WAYS TO GLOBALLY CONNECT YOUR CLASSROOM. (2011, November). Interactive workshop hoste with Spanish teacher Holly Forsyth and Chad Dorn at the Northeast Conference on the Teaching of Foreign Languages. New York, NY.

THE IMPACT OF COMMUNITY ENGAGEMENT: MOVING FROM OUTPUT TO OUTCOMES: ENGAGEMENT AS SCHOLARSHIP. (2011, March). Presentation with Tracy Soska at the Fourth Annual SPRING Service-Learning Symposium and Showcase. Robert Morris University. Pitttsburgh, PA. Soska, T., & Porter, M. K. (2011, March 26). The impact of community engagement: Moving from output to outcomes. Panel on Engagement as Scholarship. SPRING Service-learning Network Symposium and Showcase.

SOCIAL JUSTICE WORKING SESSION (2011, January) Facilitated session on operationalizing “social justice” and cycles of reclaiming power to act. First Unitarian Church. Pittsburgh, PA.

Best of Pennsylvania: Podcasting & Skype: New Ways to Globally Connect Your Classroom

**Date(s):**

Apr 17, 2009

**URL:**

[http://www.nectfl.org](http://www.nectfl.org/)

Research and Scholarship in Service-Learning

**Date(s):**

Sep 5, 2008

**Description:**

SPRING Annual Symposium. Pittsburgh, PA. This was a featured workshop at the regional service-learning alliance. I covered current challenges in the academy and redefintions from the Boyer report that redefine scholarship. I provided workshop participants with criteria for evaluating scholarship as well as described my own modes of research and publication on the subject. I led a discussion of best practices and effective collaborations.

TO ENGAGE IN INTERNATIONAL SERVICE-LEARNING. (2007, February 20). Opening keynote panel and poetry presentation at the Pre-conference Institute on Developing and Expanding International Service-Learning on Your Campus. Ninth Annual North Carolina Campus Compact Service-Learning Conference, Elon, NC. Opening Keynote panel member for the Pre-Conference Institute of the North Carolina Campus Compact "Developing and Expanding International Service-Learning on Your Campus"

**Date(s):**

Feb 2007

**Description:**

This opening panel was comprised of national and international (Dr. Kaylan Ray from India) experts in the very small but exponentially growing field of international service-learning. We were introduced and prompted by Dr. Barbara Holland, Director of the National Service-Learning Clearinghous

Global citizenship and service-learning. ( 2003, March). Featured presenter with co-author Aamir Anwar. Amizade Global Service Center and the CIDDE Service-Learning Community of Practice Workshop Series. Pittsburgh, PA.

FORGING L.I.N.C.S. THROUGH INTERNATIONAL SERVICE-LEARNING. (2002, October). Featured presenter at pre-conference workshop, “Opening Doors: Program Development Beyond the Traditional.” Council on International Experiential Education. Atlanta, GA.

CONNECTING RESEARCH AND ENGAGED SCHOLARSHIP THROUGH SERVICE-LEARNING AT A RESEARCH I INSTITUTION. (2002, October). Featured workshop presentation. Pennsylvania Council on International Education (PACIE). Harrisburg, PA.

RESEARCH TOPICS IN SERVICE-LEARNING. (2002, April). Featured presenter on workshop teleconferenced to the regional campuses. CIDDE Series on Service-Learning and Pedagogy. Pittsburgh, PA.

LINCS: THE CHAIN OF INTERNATIONAL SERVICE-LEARNING AT THE UNIVERSITY OF PITTSBURGH. (2001, November). Featured session at the CIDDE Teaching Excellence Fair. Pittsbugh, PA.

LINCS. (2001, February). Featured Program at the Celebration of Service. University of Pittsburgh Plenary Session. Pittsburgh, PA. Presenter, Plenary discussion facilitator.

INTERNATIONAL SERVICE-LEARNING AND STUDENT ENGAGEMENT. (2000, November). Invited Speaker at The Haas Center for Public and International Service and the Center for Latin American Studies, Stanford University, Stanford, CA.

TAILORING EFFECTIVE (INTERNATIONAL) SERVICE-LEARNING PROGRAMS FOR YOUR DEPARTMENT AND SCHOOL. (2000, November). Invited speaker for the Center for Instructional Design and Distance Education’s Teaching Excellence Workshop’s Best Practice Series. Pittsburgh, PA.

**Peer-Reviewed Conference Presentations**

2020 Yucatan via AFS, IISE

2019 WITH FRAYDA – PACIE

PACIE – PITTSBURGH YEAR THAT I WON?

WEAVING SAFETY NETS ACROSS THE GLOBAL AND THE LOCAL: RESILIENT, PROACTIVE RESPONSES TO MIGRATION AND MOBILITY (2016, April). Panel organized for the 23rd International Conference of Europeanists. Philadelphia, PA.

“DEUTSCH IST WER DEUTSCH SPRICHT?!?”IDENTITY AND INCLUSION WRIT LARGE AS LONG-TERM TRENDS IN MOBILITY IN GERMANY. (2016, April). Paper co-authored and presented with undergraduate Honors student Nick Bersin. 23rd International Conference of Europeanists. Philadelphia, PA.

CRAFTING MEANINGFUL INTERNATIONAL EXPERIENCES FOR GRADUATE AND PROFESSIONAL PARTICIPANTS. (2015, October). Panel organized and moderated for the Pennsylvania Council for International Education. Pittsburgh, PA. Porter, M.K., Cunningham, R., Ely, J., Smith, M.S., & Wooten, C. (2015, Oct.). M.K. Porter, Chair. Crafting meaningful international experiences for graduate and professional participants. Symposium conducted at the meeting of the Pennsylvania Council for International Education. PIttsburgh, PA.

FACILITATING TRANSFORMATIVE LEARNING IN EDUCATIONAL ORGANIZATIONS THROUGH SERVICE-LEARNING: A CROSS-CULTURAL APPROACH. (2014, November). German-English symposium organized, translated, and moderated for the XI International transformative Learning Conference. New York, NY.

EMBODIED LEARNING IN LEARNING INTEGRATED WITH NEEDED CONSTRUCTION AND SERVICE (LINCS). (2014, November). Paper presented as part of symposium at XI International transformative Learning Conference. New York, NY.

CIVIC ENGAGEMENT AT AMERICAN UNIVERSITIES. (2014, March). Paper presented at the Deutsche Gesellschaft für Erziehungswissenschaft. Berlin. Germany. Civic Engagement at American Universities

**Date(s):**

2014

**Description:**

CIVIC ENGAGEMENT AND SERVICE-LEARNING: COMPLEMENTARITY OR A ZERO-SUM GAME? (2014, March). Poster presented with Everett Herman and Rudolph Lurz. Deutsche Gesellschaft für Erziehungswissenschaft. Berlin. Germany.

PODCASTING AND SKYPE: NEW WAYS TO GLOBALLY CONNECT YOUR CLASSROOM. (2011, Spring). Workshop and interactive media presentation prepared for the Pennsylvania State Modern Language Association (PSMLA) with Holly Forsyth and Chad Dorn. Harrisburg, PA.

PERUVIAN DEVELOPMENT: THE HISTORY OF NGOs, FORMATION OF THE ORGANIC INTELLECTUAL, AND SUSTAINABILITY. (2009, March) Panel Discussant for panel of former LINCS students. Latin American and Social Public Policy Conference. Pittsburgh, PA.

Literacy Links: A Collaborative Peru-US Ecology Podcast Project

**Date(s):**

Nov 20, 2008

**URL:**

[http://www.aaanet.org](http://www.aaanet.org/)

**Description:**

Podcasting & Skype: New Ways to Globally Connect Your Classroom

**Date(s):**

Oct 18, 2008

**Description:**

ESTABLISHING A COMMUNITY OF PRACTICE FOR INTERNATIONAL SERVICE-LEARNING: STRATEGIES FROM A RESEARCH I INSTITUTION. (2002, April). Poster session organized for the International Partnership for Service-Learning Conference. Prague, Czech Republic.

CIVIC ENGAGEMENT IN THE GLOBAL VILLAGE. (2003, November). Panel that I organized scheduled for the International Conference on Advances in Service-Learning Research. Service-Learning as Civically Engaged Scholarship. Salt lake City, UT.

FOSTERING AN (INTERNATIONAL) SERVICE-LEARNING COMMUNITY OF PRACTICE AT A RESEARCH I INSTITUTION. (2003, November). Interactive topical session scheduled for presentation at the International Conference on Advances in Service-Learning Research. Service-Learning as Civically Engaged Scholarship. Salt lake City, UT.

*AYNI* IN THE GLOBAL VILLAGE: RECIPROCITY AND INTERNATIONAL SERVICE-LEARNING. (2002, October). Coauthored paper and presentation, delivered by Kathia Monard. International Conference on Service-Learning Research. Nashville, TN.

BECOMING EDUCATORS IN A GLOBAL VILLAGE THROUGH INTERCULTURAL SERVICE-LEARNING. (2001, September). Presentation to the Spencer Advanced Studies Institute. Chapel Hill, NC.

FORGING L.I.N.C.S. AMONG EDUCATORS THROUGH INTERNATIONAL SERVICE-LEARNING. (2001, March) Panel organized for the Comparative and International Education Society. Washington, DC. Included 5 co-authored papers and video presentation:

With Aamir Anwar: “Finding a place in the global village,”

With Cara Ciminillo: “ Feeding the mind, body, and soul: learning in situated, authentic, reflective, and collaborative environments,”

With Kathia Monard: “ *Ayni* in the global village: Building relationships of reciprocity,”

With Liora Rapoport: “ The four sensibilities of membership, connection, responsibility and purpose: Student s struggling to find their place in the world,”

With Monica Pagano: “Participation and reification: essential design elements in a community of practice.”

ADOBE ADVENTURES: BUILDING COMMUNITIES OF PRACTICE FROM THE GROUND UP. (2001, March) Paper presented at the Ethnography in Education Research Forum. Theme: Situated Learning in Communities of Practice. Philadelphia, PA.

BECOMING FULL PARTICIPANTS IN A SERVICE-LEARNING COMMUNITY OF PRACTICE. (2000, November). Paper presented at the American Anthropological Association meeting. San Francisco, CA.

**Public Media Appearances and Features**

2020-21. (October, March) 2 Khasi Hill Sermons, on challenges for Indigenous educators, weach sermon was also part of a coordinated full service, in which the Khasi Hills UUPCC Team organized performatic readings, music, I created videos from fieldwork in NE India, create a photo collage,

2020 (Oct. and repeated in May for the Women’s Alliance ) Pilgrimage as Educative space, hour-long photo-rich dialogic presentation on ethics of pilgrimage and sustainable partnerships in the Indigenous Khasi Hills

Barlow, Kimberly K. (2015, October 1). Exchanging ideas on community engagement. University Times. <http://www.utimes.pitt.edu/?p=36981>

Panizzi, Tawnya. Fox Chapel forum to feature legislators. (2014, Nov. 26).

 <http://triblive.com/neighborhoods/yourfoxchapel/yourfoxchapelmore/7147008-74/district-state-freeman#axzz3MJEvK4Q4>

Altdorfer, J. (2002, Fall). Out of the classroom and into the field: UCIS Forges new ground in undergraduate research. INT’L. Special Issue on Research. The University of Pittsburgh University Center for International Studies. 3, 2-4. Feature coverage of the Research Abroad Program that I led for six students.

Gillis-Kruman, S. (2002, Fall/Winter). Students build school in Peru. Education Newsletter. University of Pittsburgh. School of Education, pp. 20-22. Multiple page spread relaying faculty participant’s own view of why the experience was transformative and complemented her teaching.

Porter, M., Webb, R., Rodriguez, M., Ibarra, J. et al. (June 25, 2002). “In the Steps of the Ancestors” Trilingual feature in Spanish, Quechua, and English. Part of the regular program, The Teachers’ Hour. RADIO LA SALLE RIMARINISUKUNCHIS 91.3. Urubamba, Peru

CIDDE. (2002, March). Teaching Times, Special Issue on Service-learning. Center for Instructional Development and Distance Education, University of Pittsburgh 7 (2), esp. p1-2, 10, 11.

Levine, K. (2001, Spring). Learning by Experience. INT’L, The University of Pittsburgh University Center for International Studies. 2, P. 7-11. Multipage feature about the role of service-learning in fostering global awareness. Also appeared in the Pitt Campaign Chronicle (2001, October 1, online version).

Porter, M. (2001, Spring) Forging LINCS with Indian women in the Andes. Women’s Studies News. University of Pittsburgh. pp. 5. Critique of the role of gender in development projects and an appraisal of why our program successfully mobilized so many women from the community.

Schmitmeyer, L.K. (2001, March 26). First-ever celebration of service complements plenary session. Pitt Campaign Chronicle , pp. 1,7. Short highlights of key exhibits.

Porter, M & Rine, S. (November 4, 2000). Experiential education through effective international study abroad programs. Featured on Higher Education Today. KQV 1410 AM. Pittsburgh, PA.

Sill, J. (2000, Fall) LINCS (Learning Integrated with Needed Construction and Service): Service-learning project in Urubamba, Peru. Graduate School Of Public And International Affairs News. University of Pittsburgh. 3 (2), pp. 5-6.

LINCS: The international service-leaning course sequence. (2000, July). Teaching Times, Center for Instructional Development and Distance Education, University of Pittsburgh 5 (3), p. 6.

Webb, R., Porter, M et al. (May 17, 2000). “Service-Learning and community development” Bilingual feature in Spanish and English. Part of the regular program, The Teachers’ Hour. RADIO LA SALLE RIMARINISUKUNCHIS 91.3. Urubamba, Peru.

Porter, M. (1998, Summer) Building sites of hope in Andean Bolivia. Education Newsletter. University of Pittsburgh. School of Education, pp. 10-13. Feature spread of the initial year of LINCS, includes layers of visual artifacts.

Porter, M., Tepsic, S. et al. (March 9, 1998). “Inter-American exchanges through service-learning” in the Steps of the Ancestors” Trilingual feature in Spanish, Quechua, and English. RADIO BAHA’I. Caracollo, Bolivia

PORTLOCK ARTICLE

, also put in

YUCATAN ARTICLE, INTERNSHIPS

**Consulting**

**Fox Chapel** Fox Chapel Global Studies Certification Evaluation

**Event**

**CONSULTANT** (2015, June-July) *Washington, DC.*

Joint contract for the American Folklore Society and the Smithsonian Institution’s Center for Folklife and Cultural Heritage to evaluate the 2015 Smithsonian Folklife Festival: Peru: Pachamama.

**First Unitarian – KHASI HILLS**

**Institutional Leadership**

**COMMUNITY ENGAGEMENT FOR RESEARCH, SERVICE, AND TEACHING (CERTS)**

Multi-disciplinary collaborative center for academic service-learning and engaged scholarship across the university and with community partners.

Founding Faculty Member, (2009-2012)

**AMIZADE GLOBAL SERVICE–LEARNING CENTER**

Academic coordination and research center for intercultural and international service-learning efforts.

Founding Member, Advisory Board (1998-2004)

Co-organizer, CIDDE Teaching Excellence Series on Service-Learning

**Grants and Awards**

FH2??

FACULTY RESEARCH AWARD.

 EUROPEAN UNION CENTER OF EXCELLENCE.

 Principal Investigator and International Liasion in Cologne, Aachen, Dresden, and Augsburg, Germany and Salzburg and Linz, Austria. (2014) $8,000.

LINCS, THE INTERNATIONAL SERVICE-LEARNING COURSE SEQUENCE.

PROVOST’S ADVISORY COMMITTEE ON INSTRUCTIONAL EXCELLENCE INNOVATION IN EDUCATION AWARD. Principal Author and Primary Investigator. (2000) $26,676. 15 out of 68 Selected. Supported Aamir Anwar, Cara Ciminillo, Kathia Monard, Monica Pagano, Liora Rappoport.

***ENGAGED SCHOLARSHIP CONTEXT FOUR:***

**ADVANCING CRITICAL INTERGENERATIONAL COMMUNITY SPACES, INCLUDING MUSEUMS, THAT DRAW DEEPLY ON CULTURE AND FOLKLIFE**

**Journal Articles**

Porter, M.K. (2020).  Деколонизиране на музейните интерпретации на „Другия“: принципи на прилагане на фолклорната перспектива към лиминалните аспекти на музейната педагогика [Decolonizing museum education: The voice of the "other" in critical museum pedagogies].  Българска етнология  [Bulgarian Ethnology],  Museums - Interpretations and Experience II, 4, 505-529.

Porter, M. (1996).The Bauer County Fair: Community celebration as context for youth experiences of learning and belonging. Journal of Research in Rural Education. 11(3),139-156. <https://www.academia.edu/5942885/Community_Celebration_as_Context_for_Experiences_of_Learning_and_Belonging>

**Books and Book Chapters, and Reports**

Porter, M.K. (2016). [The 2015 Smithsonian Festival: Constructing durable bridges between the Americas](http://www.afsnet.org/?page=consprofdev). Report submitted to the Smithsonian Center for Folklife and Cultural Heritage, on behalf of the American Folklore Society's Consultancy and Professional Development Program. To be available on: <http://www.afsnet.org/?page=consprofdev> <http://www.afsnet.org/?page=consprofdev>

Porter, M. (2000). Integrating resilient youth into strong communities through festivals, fairs, and feasts. In S. J. Danish & T. Gulotta, (Eds.), Developing competent youth and strong communities through after-school programming. (pp. 183 – 216). New Haven, CT: Child Welfare League of America.

Porter, M. (1998) The Bauer County Fair: Community celebration as context for youth experiences of learning and belonging. In G. Spindler, (Ed.), Education and cultural process. Third Edition. Prospect Heights, IL: Waveland Press.

**Multi-Media Productions, Installations, and Public Events**

CONFERENCE THROUGH THE JMCEUE

Porter, M. The Pago de la Tierra. (Performed in March, 2009 and April, 2015)

 Original play written to immerse students, including prospective service-learning students, in the Andean indigenous ritual of the groundbreaking typically held when consecrating the ground to build a school or community building. Involves 10-18 parts.

Loeffler, W. (2008, July 12). Different cultures have different rites of passage. Pittsburgh Tribune-Review. Featured scholarly resource person for lead article in the Arts section on coming of age rituals for youth. Available at: <http://www.pittsburghlive.com/x/pittsburghtrib/s_576961.html>

**Invited Keynotes and Presentations**

Porter, M. (2010, October 6). The professora who played with fire: The Andean Pago de la Tierra as the spark for intercultural understanding. Interactive Dram Presentation and Multimedia Prezi Show . Institute for International Studies in Education (IISE)

USING COMMUNITY FESTIVALS TO TEACH ABOUT “AMERICAN” CULTURE. (2001, June). Invited multimedia presentation and dialogue. American Studies Courses, LaRoche College. PA.

CELEBRATIONS, RITUALS, AND SENSIBILITIES OF PLACE. (1999, October). Interactive, intergenerational curriculum workshop at the Southeastern Ohio Appalachian Studies Conference, Jackson, OH.

THE COUNTY FAIR AS FORUM FOR COMMUNITY BUILDING. (1995, December). Keynote speech and slide show at the Annual Fair Board Meeting, in Appleton, WI

**Peer-Reviewed Conference Presentations**

ICELAND

AFS MUSEUMS

PAGO PANEL FOR CIES

PAGO PERFORMANCE FOR CIES. – all 4 of these peer-reviewed conference presentations were either rolled over (conference itself was cancelled), it was moved online and I deferred so the final 21-22 citation will be the next iteration of the (in-peson) conference if Covid holds)

Porter, M. (2010). Laying a solid foundation for coming to know one another: The Pago de la Tierra groundbreaking ceremony. Panel entitled Bearing Traditions across School-Community Barriers. Organized by Linda Deafenbaugh. . Nashville, TN: American Folkl

FORGING COMMON GROUND THROUGH THE EARTH MOTHER GROUNDBREAKING CEREMONY. (2003, November) . Presentation at the International Conference on Advances in Service-Learning Research: Service-Learning as Civically Engaged Scholarship. Salt lake City, UT

LAYING A SOLID FOUNDATION FOR COLLABORATIVE FIELDWORK THROUGH THE EARTH MOTHER GROUNDBREAKING CEREMONY. (2003, January). Interactive session performed at Qualitative Understanding and Inquiry Group Conference, Atlanta, GA

BECOMING SCRAPBOOKERS THROUGH WOMEN’S COMMUNITIES OF PRACTICE. (2002, November). Paper presented at panel I organized entitled, “Learning Identity: Participating in a Community of Practice” at the American Anthropological Association Annual Meeting, New Orleans, LA.

SCRAPBOOKING AS SCHOLARSHIP. (2002, January). Multimedia session presented at the Qualitative Understanding and Inquiry Group Conference. Atlanta, GA.

“YOU EAT YOUR PETS?!” LITURGIES OF SACRIFICE AT THE JUNIOR LIVESTOCK AUCTION (1999, November). Paper presented at the American Anthropological Association Meeting Chicago, IL.

The “three R’s” OF a community festival. (1999, May). Paper presented at the Conference on Holidays, Ritual, Festival, Celebration, and Public Display. Bowling Green, OH.

The County Fair: An Intergenerational Celebration. (1992, December). Research poster session presented at the American Anthropological Association Annual Meeting, San Francisco, CA.

**Consulting**

Porter, M.K. (2016). [The 2015 Smithsonian Festival: Constructing durable bridges between the Americas](http://www.afsnet.org/?page=consprofdev). Report submitted to the Smithsonian Center for Folklife and Cultural Heritage, on behalf of the American Folklore Society's Consultancy and Professional Development Program. To be available on: http://www.afsnet.org/?page=consprofdev

**Grants and Awards**

Pago reading group Internal Reading and Discussion Group: Indigenous Wisdom and Education in the Americas $300

THE PAGO DE LA TIERRA.

CENTER FOR LATIN AMERICAN STUDIES FACULTY RESEARCH AWARD. Primary Investigator. (2002). $2,000. Supported Victoria Abel, Salome Gutierrez.

RURAL MASCULINITIES ON PARADE.

 WOMEN’S STUDIES FACULTY RESEARCH AWARD. Primary Investigator. (2001). $1,500. Supported Jennifer Tomal.

COMMUNITY (1 AND YOUTH EXPERIENCES OF PLACE AND BELONGING .

 SCHOOL OF EDUCATION FACULTY/STUDENT RESEARCH FUND. Primary Investigator. $3,000. Supported Jennifer Tomal.

***ENGAGED SCHOLARSHIP CONTEXT FIVE:***

**CULTIVATING BEST PRACTICES IN ETHNOGRAPHIC RESEARCH, ESPECIALLY MULTI-MEDIA**

**AND ARTS-BASED RESEARCH DESIGN**

**Journal Articles**

Deafenbaugh, L, & Porter, M.K. (2017). Weaving tales from the field: An interwoven, reflexive account of using metaphors by design during the dissertation writing process. Article submitted to Qualitative Inquiry.

**Multi-Media Productions, Installations, and Public Events**

Marshall, L. (Producer). (1998-2005). The singing tree. [Multimedia installations]. Current set includes five (and growing) 8’ by 12’ mosaic trees. Facilitated first international contributions of tree mosaic tiles in Peru and Germany. Assisted with the display and workshop at the National Botanical Gardens, Washington DC. Current website for archives and project book xxx ISBM:

**Invited Keynotes and Invited Presentations**

USING QUALITATIVE METHODS TO EVALUATE INTERGENERATIONAL ARTS PROGRAMS. (2003, July). Featured session At The 11th Intergenerational Training Institute. University Center For Social And Urban Research. Generations Together: An Intergenerational Studies Program. Pittsburgh, PA.

WOMEN’S NARRATIVE PRACTICES WHILE SCRAPBOOKING. (1999, March). Invited lecture, University of Pittsburgh, Women’s Studies. Pittsburgh, PA.

**Peer-Reviewed Conference Presentations**

Hogsett, M. & **Porter, M. K.** (2017, December). Anthropology for research, policy, and education: Decentering dominant paradigms through ethnography and refugee narratives. In P. Demerath (Chair), *Educational anthropology in the name of justice and excellence: Challenges and opportunities*. Panel presented at the American Anthropological Association, Washington, DC.

Lombard, J., & **Porter, M.K.** (2017, October). *Restructuring art historical webs of knowledge through intersectional digital archiving.* Presentation at the meeting of the American Folklore Society Archives & Libraries Section, Minneapolis, MN.

EPIPHANIES IN HELIX: A PSEUDO-GREEK DRAMA IN THREE ACTS OR ON THE PARADOXES AND DILEMMAS OF REVEALING PERSONAL DNA INFORMATION AS MODES OF TRUTH TELLING. (2016, April). Play-panel presented at the Doing the Body in the 21st Century Conference by the Gender, Sexuality, and Women’s Studies Program. University of Pittsburgh, Pittsburgh, PA. Porter, M.K., (2016, April). Epiphanies in helix: A pseudo-Greek drama in three acts: On the paradoxes and dilemmas of revealing personal DNA information as modes of truth-telling. Performance-based scientific panel chaired at the Doing the Body in the 21st Century. Pittsburgh, PA.

AWAKENING TO THE ARTS AND CREATING PEACE THROUGH LARGE-SCALE INTERCULTURAL PROJECTS THAT BUILD INFRASTRUCTURE. (2015, November). Co-authored paper with Laurie Marshall, prepared as part of the panel, “Educational infrastructures; Exploring the socio-political technological assemblages and global flows of knowledge. Annual meeting of the American Anthropological Association. Denver, CO.

NEW MEDIA AND ETHNOGRAPHIES WITH A GLOBAL VILLAGE ON THE MOVE. (2015, March) Panel organized and chaired for the Society for Applied Anthropology. Pittsburgh, PA.

Porter, M.K., Dawkins, S., Hogsett, M. & Wagner, S. (2015, March). Assembling our story: Depictions of Peruvian youth. In M.K. Porter (Chair), Ethnographies with the global village on the move. Symposium conducted at the meeting of the Society for Applied Anthropology, Pittsburgh, PA.

EFFECTIVE USE OF QUALITATIVE DATA ANALYSIS SOFTWARE IN THE EARLY DSIGN PHASE OF RESEARCH. (2015, February) Paper coauthored with student Vera Krekanova. Ethnographic and Qualitative Research Conference. Las Vegas, NV. Porter, M.K. & Krekanova, V. (2015, February). Effective use of qualitative data analysis software in the early design phase of research. Paper presented at the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

EMBODIED MAPS: METAPHORICAL LINES OF INQUIRY. Paper given as part of the panel CORPS OF KNOWLEDGE: MAPPING OUR PLACE organized with Daniel Casebeer. (2013, September 24). Presentation given at the International Institute of Studies in Education (IISE) Symposium Series. University of Pittsburgh, Pittsburgh, PA.

APPLES TO ORANGES: THE RED APPLE AS CORE SYMBOL OF AMERICAN EDUCATION. (2011, November). Interactive, multi-media session presented at the University Council for Educational Administration (UCEA) with Anis Sundusiyah. Pittsburgh, PA.

Aesthetic Elements of Ethnographic Research and Literacy

**Date(s):**

Feb 20, 2010

“METAPHORS BE WITH YOU!” MAKING METAPHORS EXPLICIT IN QUALITATIVE RESEARCH COURSES. (1999, November). Paper accepted for the American Anthropological Association Meeting. Chicago, IL.

AESTHETIC ELEMENTS OF ETHNOGRAPHIC RESEARCH AND LITERACY. (2010, February). Paper co-presented with Tabetha Bernstein-Danis at the National Council of Teachers of English Assembly for Research (NCTEAR). Pittsburgh, PA

**COURSES**

**FIELDWORK APPRENTICESHIPS**

**Kentucky**

Sponsored Angela Allie, woman, man,

**Smithsonian Sp**

 Sponsored Daly Trimble, Rachael English, Jessica Rathbone Davila, Kenda Hammer, Sofia Porter Bacon

**Research abroad program**

Sponsored Torey Abel, Jared Tabita, Jeanne Pxx, Susuan Hicks, woman,

**Public Media Appearances and Features**

Mamula, K. (2003, Summer). View finder. PITT. Commons Room Section, 11. Short article about an arts-based exercise that I conduct with the Field Methods course using an art installation held by Pitt.

**Research, Consulting and Evaluation**

**MURALS – Laurie. ?? HOW to represent the 18 year arc of this partnership?**

**FAMILY COMMUNICATIONS, INC (“Mr. Roger’s Neighborhood”),** Pittsburgh PA.

**2009** *Conslutant, What’s the Word? project*

Helped develop grant proposal and authentic assessments for community-based literacy program designed to engage young readers and their parents.

**GATEWAY TO THE ARTS**, Pittsburgh PA

**2008- present**  Research : Gateway Arts in Education Partnership

Led fieldwork team in developing a conceptual framework for their premier artist in residence program. Compared programs in diverse city and suburban settings. Synthesized key elements and capacities, identifying best practices and useful benchmarks for fostering professional communities of practice.

**PROMOTING EXEMPLARY ACHIEVEMENT OF CHARACTER EDUCATION (PEACE)** Pittsburgh PA

**2007** Evaluation consultant

Helped prepare evaluation component of state-wide arts-based program for non-violent conflict resolution and character education.

**UNIVERSITY CENTER FOR SOCIAL AND URBAN RESEARCH,** Pittsburgh PA.

GENERATIONS TOGETHER.

**2000 – 2002**  Lead Evaluator, Consultant

 Led fieldwork team in inner city elementary and middle schools.Assisted in designing integrated model for assessing sense of place curriculum ties to state standards. Created multimedia documentation of the Senior Artist in Residence program.

**Grants and Awards**

SCRAPBOOKING AND ADULT LITERACIES: THE ROLE OF COMMUNITIES OF PRACTICE . SCHOOL OF EDUCATION FACULTY/STUDENT RESEARCH FUND. Primary Investigator. (1998) $3,000. Supported Geok Hwa Kee.

**OTHER CONSULTING, APPLIED RESEARCH, AND POLICY EXPERIENCE**

**National**

**THE U.S. DEPARTMENT OF EDUCATION**, Washington, DC.

OFFICE OF PLANNING AND EVALUATION, HIGHER EDUCATION

**Summer,1991***Research Associate.*

 Complied statistical analysis of federal student aid programs for the House and Senate subcommittees. Contributed to national sourcebook on key school reforms (“White House Paper”). Took notes of Senate hearings to track emerging proposals. Responded on dedicated phone lines to constituents' questions about America 2000.

**Regional**

**UNIVERSITY OF KENTUCKY,** Lexington, KY.

APPALACHIAN CENTER

**Summer, 1993** *Consultant with Dr. Alan DeYoung.*

 Traveled throughout Appalachian portion of the state to evaluate “Destination Graduation,” a state-wide dropout prevention and mentoring program. Worked with state leaders to formulate the anticipated reauthorization of the program.

**THE BOSTON CONSULTING GROUP,** San Francisco CA. – is this before?!?!

**Spring, 1991** *Consultant.*

 Advised as specialist in workforce needs to develop portfolio and training materials to aid corporations in making decisions about investing in education for the diverse "Workforce 2000."

**State**

**MINNESOTA STATE DEPARTMENT OF EDUCATION,** St. Paul, MN.

OFFICE OF THE COMMISSIONER

**Summer, 1988** *Intern to Commissioner, Dr. Ruth Randall.*

 First intern appointed. Observed daily operations and shadowed the first female Commissioner. Prepared seven lectures that the Commissioner presented in Minnesota and Australia. Compiled a booklet on model programs that was distributed nationally. Networked to build support for an upcoming state-wide citizens' forum on educational policy.

**Local/Institutional**

**UNIVERSITY OF WISCONSIN-MADISON**, Madison, WI.

COLLEGE OF LETTERS AND SCIENCE

**Summer. 1995** *Policy Analyst for Philip Certain. Dean of the College of Letters and Science.*

 Prepared a diagnostic and analytical framework for evaluating the current undergraduate general (intercultural and diversity) education requirements. Synthesized national trends and proposed criteria for change. Compiled task force’s resource guide.

**UNIVERSITY OF WISCONSIN-MADISON**, Madison, WI.

WISCONSIN PRIMATE RESEARCH CENTER

**1986-1988**  *Honors Research Assistant with the Director, Dr. Robert Goy.*

 Designed experiments and performed statistical analysis of norepiphedrine-dopamine trials and gender-linked effects of hormone treatments.

**PROFESSIONAL AFFILIATIONS AND LEADERSHIP POSITIONS**

**All sections, memberships**

**PROFESSIONAL ASSOCIATIONS, BOARDS AND SERVICE**

**AMERICAN ANTHROPOLOGICAL ASSOCIATION,**

COUNCIL ON ANTHROPOLOGY AND EDUCATION,

 Board of Directors, elected Committee #12 (Gender in Schools and Society) Representative (1999-2001, 20XX-XX)

 Dissertation of the Year Award Review Committee (years)

 SOCIETY FOR VISUAL ANTHROPOLOGY

 ASSOCIATION OF FEMINIST ANTHROPOLOGISTS

**AMERICAN FOLKLORE SOCIETY**

 **Roles? SECTIONS?**

 FOLKLORE AND EDUCATION SECTION

 Robertson-Roeder Educator Prize Committee (2017- present)

**PACIE**

**COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY**

 **CURRENT SECTIONS**

 FEMINIST RESEARCH PRE-CONFERENCE WORKSHOP

Co-Moderator (1997)

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**

RURAL EDUCATION Special Interest Group (SIG)

 SIG President (2000-2001),

 Program Chair (1999-2000)

 Reviewer (1996 – present)

 DISCUSSANT

 PROGRAM REVIEWER

Division A: Section 5: Leadership and Development (2000-present)

 Division B: Section 5: Diversity and Curriculum Studies (2000-present)

 Division G: Section 1: Local Contexts of Teaching and Learning (2000-present)

 Division G: Section 4: Social Contexts of Educational Policy (2000-present)

**NATIONAL RURAL EDUCATION ASSOCIATION**

Reviewer (1997-2000)

 Dissertation Award reviewer (1997-1998)

**AMERICAN EDUCATIONAL STUDIES ASSOCIATION**

MEMBER, PRESENTER

**SOCIETY FOR APPLIED ANTHROPOLOGY**

 PANEL CHAIR, DISCUSSANT

**TRANSFORMATIVE LEARNING NETWORK** http://transformativelearning.ning.com

MEMBER

**JOURNAL REVIEWS**

**JOURNAL OF RESEARCH IN RURAL EDUCATION,**

 Editorial Board (1995 - present)

 Reviewer (1995 - present)

**ANTHROPOLOGY AND EDUCATION QUARTERLY**

 Editorial Board (1999-2001)

 Reviewer (1998 – present)

**AMERICAN SOCIETY OF HIGHER EDUCATION**

Reviewer (1999 – present)

**AMERICAN EDUCATIONAL RESEARCH JOURNAL**

 Reviewer (2000 - present)

**JOURNAL OF SCHOOL LEADERSHIP**

 Reviewer (2004 - present)

**INTERNATIONAL JOURNAL OF LEADERSHIP IN EDUCATION**

 Reviewer (2016 - present)

New one from Claudia – frontiers Y

**leadership ROLES and institutional policy-MAKING**

## SERVICE TO THE UNIVERSITY

**FACULTY ASSEMBLY AND THE UNIVERSITY SENATE**

 Faculty Assembly

 Elected Representative of the Graduate and Professional Schools (2000-2002)

 University Senate

 Elected Representative of the Graduate and Professional Schools (2001-2002)

 Senate Committees:

 Academically based civic engagement (2014- present)

 University-Community Relations Committee of the Senate (2002-2007)

 University Library Committee of the Senate (2001-2007)

UNIVERSITY-WIDE STANDING AND TASKED COMMITTEES

Pitt Senate Community Relations Committee Pitt Academically Based Community Engagement Team (2013 – present)

 EVENTS which years

Senate Ad hoc Committee of the Status and Advancement of Women (2002-2012)

Provost’s Development Fund scholarship review 2010 - 2018

**GENDER, SEXUALITY, AND WOMEN’S STUDIES PROGRAM**

 Steering Committee (elected by peers in 1997, served 1998-2008, 2013-present )

 Reviewer (Recurring, continues to present)

 Graduate paper prize, Gender and Sexuality core course, Certificate students’ final statements

 Teaching Assistant Selection Committee (2003-2004)

 Undergraduate and Graduate Student Research Fund Committees (2002-2003)

 Graduate Student Paper Award Committee (1999, 2001)

 Faculty Research Fund Development Committee (2000-2001)

 Feminist Pedagogy Project and Joint Syllabus Statement Co-author (2000)

**PROVOST’S DEVELOPMENT FUND**

 Core member of small reviewing team to award major scholarship that supports underrepresented PhD students in their last phase of degree completion (2009 – present)

**UNIVERSITY CENTER FOR INTERNATIONAL STUDIES**

 Augsburg Exchange Planning Group (2001-2007)

 Hewlett Awards Committee (1999-2000)

### UNIVERSITY CENTER FOR SOCIAL AND URBAN RESEARCH

 Steven Manners Faculty Development Award Reviewer (2003, periodically to present)

 Search Committee, Generations Together (2000-2001)

### CENTER FOR LATIN AMERICAN STUDIES

 Graduate Student Field Research Grants Reviewer (2009-2010, 2014-present)

 Discussant for panel presented at the Latin American Social and Public Policy Conference. Pittsburgh, PA (2009-2011)

## SERVICE TO THE SCHOOL OF EDUCATION

**FACULTY –STUDENT RESEARCH AWARD COMMITTEE (**Member 1997-2001, elected chair 2000-2001)

Reviewed research proposals and provided formative feedback. Initiated the joint faculty-student partnership (worth twice the maximum award) research stipend for reciprocal, collaborative projects.

**ACADEMIC AFFAIRS COMMITTEE** Member

Revised and clarified Basic Areas of Education (BAE) school-wide requirement for master’s degrees

Established policies for new on-line course formats

**QUALITATIVE RESEARCH METHODS COURSES TASK FORCE** (2001-2003, 2012-present)

Redesigned and synchronized the qualitative research course and apprenticeship opportunitites across the School.

**FACULTY AND STAFF DEVELOPMENT COMMITTEE** (2000-2002, elected chair 2001-2002)

 **JUNIOR AND NEW FACULTY DEVELOPMENT GROUP** (Convener and member 1999-2002)

 **AD HOC PROMOTION AND TENURE GUIDELINES WORKING GROUP** (1998-1999)

 **COUNCIL OF GRADUATE STUDENTS IN EDUCATION**

 Hosted panels and presentations (1997- present) on:

 Community-Based Engaged Scholarship

 How to Attend a Conference

 Composing an Academic Curriculum Vita (archived electronically) xx xput in the location xx

## SERVICE TO THE ADMINISTRATIVE AND POLICY STUDIES DEPARTMENT

**STRATEGIC PLANNING TASK FORCE** Member (2009-2013)

 **SEARCH COMMITTEES** Member (1998-present)

Regular service on nearly every search in the program, and most in the department. Advocated explicitly for diversity and equity-enhancing processes and discourse during the hiring and interview process.

**DEPARTMENTAL ADMISSIONS COMMITTEE** Member (1998-2000) Redesigned format: Member (2009-present)

Contribute to standardized and coordinated new process for doctoral–level (online EdD, traditional EdD and PhD) recruitment and admissions decisions as well as continuing as master’s admissions coordinator for SCAE degrees.

**CURRICULUM REDESIGN COMMITTEE**

Member. (2007-2009) (Co-)Convener of:

Working group on recruitment and enrollment

Working group on admissions

Working group on sequencing research courses

**STEERING COMMITTEE** Program Representative (2005-2009)

**TECHNOLOGY NEEDS WORKING GROUP** Member (2001-2002)

**PERSONNEL COMMITTEE** Member (2000-2001)

**STUDENT AFFAIRS COMMITTEE** Member (1996-1997, 1998-2000)

## SERVICE TO THE SOCIAL AND COMPARATIVE ANALYSIS OF EDUCATION (SCAE) PROGRAM

**PROGRAM**

Co-ordinator (2006-2009, 2017- present)

Joint Co-ordinator (2005-2006)

 Accomplishments, xx

**ADMISSIONS**

Masters coord for aadmissions – 2019- present

Coordinator (2003-2006, 2009-2010)

Reviewers for all MA, MEd, and PhD (and later, online EdD) applications. Met with numerous applicants on the phone and in person, and allowed them access to my private home line when non-daytime hours were better suited to their schedules. The rolling nature of our admissions means that this is a constant job. Maintained an explicit, proactive recruitment effort to cultivate racially and ethnically diverse applicants.

**WEB-BASED PROFESSIONAL NETWORKS AND LEARNING COMMUNITIES**

Facebook group for the Porter Lehrstuhl (Advisees and Colleagues)

Transformative Learning Network

<http://transformativelearning.ning.com>

Pittsburgh Studies in Comparative and International Education. Sense Publishers. Editorial Board

**Reviewed for Oxford Univeristy Press, Frontiers,**