

(February 2015)

CURRICULUM VITAE

Tricia Niesz

Associate Professor

Qualitative Research and Anthropology of Education

Program Coordinator

Evaluation and Measurement Program

School of Foundations, Leadership, and Administration

College of Education, Health, and Human Services

Kent State University

316 White Hall

Kent, OH 44242

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tniesz@kent.edu

EDUCATION

Ph.D., Education, Culture, and Society

With Urban Studies Graduate Certificate

2003 University of Pennsylvania, Graduate School of Education

M.A., Educational Foundations, Policy, and Practice

1996 University of Colorado at Boulder, School of Education

B.A., Elementary Teacher Education

1993 Michigan State University, College of Education

ACADEMIC APPOINTMENTS

Associate Professor, Evaluation and Measurement and Cultural Foundations Programs

Kent State University, Kent, Ohio (2010-present)

Evaluation and Measurement Program Coordinator (2010-present)

Full Graduate Faculty Status

Assistant Professor, Evaluation and Measurement and Cultural Foundations Programs

Kent State University, Kent, Ohio (2004-2010)

Full Graduate Faculty Status

Lecturer, Educational Leadership Division

University of Pennsylvania, Philadelphia, Pennsylvania (2003-2004)

Adjunct Faculty Member, College of Education

University of Delaware, Newark, Delaware (2000-2004)

EXTERNAL FUNDING

The 'Silent Revolution' of the Activity Based Learning Movement in Tamil Nadu, India
Principal Investigator
Spencer Foundation Research Grant (Awarded October 2009)
\$39,700

PUBLICATIONS

Peer-Reviewed Journal Articles

Niesz, T., & Krishnamurthy, R. (2014). Movement actors in the education bureaucracy: The figured world of Activity Based Learning in Tamil Nadu. *Anthropology & Education Quarterly*, 45(2), 148-166.

Koch, L. C., Niesz, T., & McCarthy, H. (2014). Understanding and reporting qualitative research: An analytical review and recommendations for submitting authors. *Rehabilitation Counseling Bulletin*, 57(3), 131-143.

Niesz, T., & Krishnamurthy, R. (2013). Bureaucratic activism and radical school change in Tamil Nadu, India. *Journal of Educational Change*, 14(1), 29-50.

Arhar, J., Niesz, T., Brossmann, J., Koebley, S., O'Brien, K., Loe, D., & Black, F. (2013). Creating a 'third space' in the context of a university-school partnership: Supporting teacher action research and the research preparation of doctoral students. *Educational Action Research*, 21(2), 218-236.

Prior, M., & Niesz, T. (2013). Refugee children's adaptation to American early childhood classrooms: A narrative inquiry. *The Qualitative Report*, 18(Art. 39), 1-17.

Burns Thomas, A., & Niesz, T. (2012). Power, knowledge and positioning in teacher networks. *Professional Development in Education*, 38(4), 683-687.

Niesz, T. (2010). Chasms and bridges: Generativity in the space between educators' communities of practice. *Teaching and Teacher Education*, 26(1), 37-44.

Niesz, T. (2010). "That school had become all about show": Image-making and the ironies of constructing a 'good' urban school. *Urban Education*, 45(3), 371-393.

Dees, D. M., Zavota, G., Emens, S., Harper, M., Kan, K. H., Niesz, T., Tu, T-H., Devine, M. A., & Hovhannisyan, G. (2009). Shifting professional identities: Reflections on a faculty learning community experience. *Learning Communities Journal*, 1(2), 49-73.

Niesz, T. (2008). Professional movements, local appropriations, and the limits of educational critique: The cultural production of mixed messages at an urban middle school. *International Journal of Qualitative Studies in Education*, 21(4), 327-346.

- Niesz, T., Koch, L., & Rumrill, P. D. (2008). The empowerment of people with disabilities through qualitative research. *Work: A Journal of Prevention, Assessment, and Rehabilitation*, 31(1), 113-125.
- Tankersley, M., Niesz, T., Cook, B., & Woods, W. (2007). The unintended side effects of inclusion of students with learning disabilities: The perspectives of special education teachers. *Learning Disabilities: A Multidisciplinary Journal*, 14(3), 135-144.
- Niesz, T. (2006). Beneath the surface: Teacher subjectivities and the appropriation of critical pedagogies. *Equity & Excellence in Education*, 39(4), 335-344.
- Schultz, K., Buck, P., & Niesz, T. (2005). Authoring "race": Writing truth and fiction after school. *Urban Review: Issues and Ideas in Public Education*, 37(5), 469-489.
- Niesz, T. (2003). School reform on the inside: Teacher agency at one Philadelphia middle school. *Penn GSE Perspectives on Urban Education*, 2(1). Retrieved from <http://www.urbanedjournal.org/archive/Issue4/articles/article0012.html>
- Schultz, K., Buck, P., & Niesz, T. (2000). Democratizing conversations: Racialized talk in a post-desegregated middle school. *American Educational Research Journal*, 37(1), 33-65.
- Moses, M., Howe, K., & Niesz, T. (1999). The pipeline and student perceptions of schooling: Good news and bad news. *Educational Policy*, 13(4), 573-591.

Editor-Reviewed Journal Articles, Book Chapters, and Other Publications

- Niesz, T. (2012). Review of *Sociocultural theories of learning and motivation: Looking back, looking forward*. (Invited book review). *Teachers College Record*. Retrieved from <http://www.tcrecord.org> ID Number: 16767.
- Niesz, T. (2009). Review of *Learning from L.A.: Institutional change in American public education*. (Invited book review). *Teachers College Record*. Retrieved from <http://www.tcrecord.org> ID Number: 15628.
- Niesz, T. (2008). Willis, Paul. In E. F. Provenzo (Ed.), *Encyclopedia of the social and cultural foundations of education* (p. 961). Thousand Oaks, CA: Sage.
- Niesz, T. (2007). Why teacher networks (can) work. *Phi Delta Kappan*, 88(8), 605-610.
- (2010). Reprinted in D. M. Sadker & K. R. Zittleman (Eds.), *The teachers, schools, and society reader* (CD-ROM). New York: McGraw-Hill.
- (2010). Reprinted in R. B. Evers (Ed.), *Annual editions: Education 10/11* (pp. 99-103). New York: McGraw-Hill.
- (2009). Reprinted in R. B. Evers (Ed.), *Annual editions: Education 09/10* (pp. 105-109). New York: McGraw-Hill/Dushkin.

(2008). Reprinted in F. Schultz (Ed.), *Annual editions: Education 08/09* (pp. 193-197). New York: McGraw-Hill/Dushkin.

Bates, D., Chase, N., Ignasiak, C., Johnson, Y., Zaza, T., Niesz, T., Buck, P., & Schultz, K. (2001). Reflections: A middle school play about race relations. In J. Shultz & A. Cook-Sather (Eds.), *In our own words: Students' perspectives on school* (pp. 127-148). Lanham, MD: Rowman Littlefield Press.

[Contributor] (1999). *Teacher's resource book: Middle school science & technology* (2nd edition). Biological Science Curriculum Studies. Dubuque, IA: Kendall/Hunt.

Featherstone, H., Gregorich, P., Niesz, T., & Jones Young, L. (1995). The scary part is that it happens without us knowing. In W. Ayers (Ed.), *To become a teacher: Making a difference in children's lives* (pp. 193-214). New York: Teachers College Press.

PRESENTATIONS

Niesz, T., Seher, C. L., Caplin, M., Dwinnells, M. K., Vah Seliskar, H., Senita, J., & Bragg, A. (2013, June). How is critical qualitative research portrayed in introductory qualitative research textbooks? Paper presented at the Ethnographic and Qualitative Research Conference, Cedarville, OH.

Niesz, T., Srsen, K., Bishop, B., Klonowski, K., Mooney, E., Levicky, M., & Scullin, B. (2013, June). "Other aliens just like me": Experiences of isolation and marginalization among critical educators. Poster presented at the Ethnographic and Qualitative Research Conference, Cedarville, OH.

Zimmerman, B.S., Kruse, S.D., Kist, W., Niesz, T., Kidder-Brown, M.K., & Kindervater, T. (2012, November). "Facebook me": Student teachers' on-line communities of practice and learning to teach writing. Paper presented at the Literacy Research Association Conference, San Diego, CA.

Niesz, T., & Krishnamurthy, R. (2012, April). Fomenting a silent revolution. Bureaucratic activism and radical school change in Tamil Nadu, India. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Niesz, T., & Krishnamurthy, R. (2011, November). The figured world of Tamil Nadu's Activity Based Learning movement. Paper presented at the annual meeting of the American Anthropological Association, Montreal, Canada.

Arhar, J., Niesz, T., Black, F., Brossmann, J., Koebley, S., Loe, D., & O'Brien, K., (2011, April). Supporting teacher action research and the research preparation of doctoral students in the context of a university-school partnership. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Niesz, T., Black, F., Brossmann, J., Koebley, S., Loe, D., O'Brien, K., Spivey, S., & Arhar, J. (2011, February). Turning points in developing a practitioner inquiry network: Lessons in

- communication, voice, trust, and partnership. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T., & Krishnamurthy, R. (2010, November). Movement actors in the education bureaucracy: The case of the Activity Based Learning movement in Tamil Nadu. Paper presented at the annual meeting of the American Anthropological Association, New Orleans, LA.
- Niesz, T. (2010, April). A partnership approach to personalizing the learning environment in high school classrooms. Panelist, presentation at the Ohio Confederation of Teacher Education Organizations spring conference, Dublin, OH.
- Niesz, T. (2009, April). Making change through, with, and without contested discourse: Strategic use of language in a change-seeking educator network. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Niesz, T. (2008, November). Beyond network utopias: Exploring the relationships among collectivity, identity, and action in educator networks. Paper presented at the annual meeting of the American Anthropological Association, San Francisco, CA.
- Niesz, T. (2008, March). Situative conceptual frameworks without situative research? Toward rigorously interpretive studies of teacher professional networks. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Niesz, T. (2007, November). Social networks as sites of teacher learning and teacher resistance. Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.
- Niesz, T. (2007, October). "That school had become all about show": Image-making and communicative action at a reforming urban school. Paper presented at the annual meeting of the American Educational Studies Association, Cleveland, OH.
- Niesz, T. (2007, April). Considering "Operation Physics": A look at 20 years of projects. Panelist, presentation at the Symposium on Mathematics and Science Teaching and Learning, Columbus, OH.
- Niesz, T. (2007, February). The multiple fronts of one teacher's activism: Viewing critical practice in the context of professional networks and everyday school practice. Paper presented at Abriendo Brecha IV: An Activist Scholarship Conference, Austin, TX.
- Niesz, T., & Sveth, P. (2006, November). Spaces for teachers' communicative action: An analysis of professional communication in two urban school settings. Paper presented at the annual meeting of the American Educational Studies Association, Spokane, WA.
- Niesz, T. (2006, March). Mirrors of practice: An exploration of self-reflective techniques in teaching. Panelist, presentation at the Lilly Conference on College & University Teaching—West, Pomona, CA.

- Niesz, T. (2005, December). At the intersections: Mapping contested visions of schooling and social justice. Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.
- Niesz, T. (2005, April). Teacher networks and counter discourses in an era of accountability. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Niesz, T. (2005, February). Teacher networks, social movements, and multi-sited ethnography. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2004, November). Resisting standardization at an urban public middle school. Paper presented at the sectional meeting of the Council on Anthropology and Education of the American Anthropological Association, San Francisco, CA.
- Niesz, T. (2004, February). Competing visions of the “good school”: Social justice educators take on high-stakes school reform. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2003, November). Producing identity in contexts of contested institutional change. Paper presented at the annual meeting of the American Anthropological Association, Chicago, IL.
- Niesz, T. (2002, November). Standardized testing and the mixed messages of school reform. Paper presented at the annual meeting of the American Anthropological Association, New Orleans, LA.
- Niesz, T. (2002, February). Recontextualizing standardized testing. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2001, February). The cultural production of school writing. Data analysis session presented at the Ethnography in Education Research Forum, Philadelphia, PA.
- Niesz, T. (2001, January). Contestation, possibility, and mixed messages: Critical ethnography of critical practices. Panel discussion presented at the annual conference on Interdisciplinary Qualitative Studies, Athens, GA.
- Niesz, T. (2000, November). Toward critical ethnography of “critical” practice in the anthropology of education. Paper presented at the annual meeting of the American Anthropological Association, San Francisco, CA.
- Niesz, T. (2000, April). Where does “agency” end and “the system” begin? Questions from a qualitative study of district administrators in an urban school system. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Schultz, K., Niesz, T., & Buck, P. (2000, April). Reach me with more than words from textbooks: Middle and high school students’ perspectives on school and schooling. Panel

discussion presented at the annual meeting of the American Education Research Association, New Orleans, LA.

Niesz, T. (2000, February). Voices of critique: Challenging silences and conformity at a post-desegregated middle school. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA.

Schultz, K., Buck, P., & Niesz, T. (1999, November). Gendered perspectives on power and privilege in schooling. Paper presented at the annual meeting of the American Anthropological Association, Chicago, IL.

Schultz, K., Niesz, T., & Buck, P. (1999, April). How to say what they have to say: The challenges of eliciting and recording middle and high school students' perspectives on school and schooling. Panel discussion presented at the annual meeting of the American Education Research Association, Montreal, Canada.

Buck, P., & Niesz, T., with Skyline Middle School Students. (1999, February). Middle school students write about "race" and schooling: Reflections from a post-desegregated school. Presentation/performance at the Ethnography in Education Research Forum, Philadelphia, PA.

Schultz, K., Buck, P., & Niesz, T. (1998, November). Seeing the other, seeing ourselves: Views of Whiteness from "Black" and "White" students in a post-desegregated school. Paper presented at the annual meeting of the American Educational Studies Association, Philadelphia, PA.

Moses, M., & Niesz, T. (1997, April). The pipeline and student perceptions of schooling: Good news and bad news. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

COURSES TAUGHT

Kent State University

Qualitative Research Design and Applications for Educational Services

Advanced Qualitative Methods for Educational Services

Anthropology and Education

Special Topics: Critical Social Research

Special Topics: Ethnographic and Case Study Research

University of Pennsylvania

Introduction to Ethnographic and Qualitative Methods

Anthropology and Education

Master's Paper Seminar

University of Delaware

Teacher as Researcher

Cultural Diversity, Schooling, and the Teacher

AWARDS, HONORS, & FELLOWSHIPS

Mothers, Mentors, and Muses Honoree, Kent State Women's Center (2013)

Presidential Special Recognition Award, Council on Anthropology and Education (2010)

Mentorship Excellence Award, Kent State University Graduate Student Senate (2009)

Honorable Mention: Council on Anthropology and Education Outstanding Dissertation Award (2004)

Dissertation awarded Distinction, University of Pennsylvania (2003)

Spencer Foundation Research Training Grant (RTG) Fellowship in Urban Education Research, University of Pennsylvania (1997-2001)

Rachel and Victor Knoll Scholarship, Michigan State University (1991-1992)

PROFESSIONAL EXPERIENCE

Research and Evaluation

Program Evaluation

- Drinking Water Issues as a Context for Problem-Based Science Instruction, University of Akron, Akron, Ohio (2009-2011)
- Operation Physics, Kent State University, Kent, Ohio (2005-2011)
- Youth Vote, Institute for the Study of Civic Values, Philadelphia, Pennsylvania (2000)

Spencer Research Training Grant Apprenticeship

- After desegregation: Students and teachers talk about race and relations in a post-desegregated school, University of Pennsylvania, Philadelphia, Pennsylvania (1997-2000)

Research Consultation and Writing

- Biological Science Curriculum Studies, Colorado Springs, Colorado (1997)

Research Assistantships

- Evaluation of the West Philadelphia Tutoring Project, University of Pennsylvania, Philadelphia, Pennsylvania (1998)
- CONNECT, NSF-funded collaboration supporting math and science innovation, St. Vrain School District, Longmont, Colorado and University of Colorado, Boulder, Colorado (1997)
- Achieving Gender Equity through Collaboration, University of Colorado, Boulder, Colorado (1996)

Elementary School Teaching

Third grade long-term substitute teacher

Sixth Avenue Elementary School, Aurora, Colorado (1994)

Substitute teacher in urban, rural, and suburban districts
Southwest Michigan and Central Colorado (1993-1997)

SERVICE AND CITIZENSHIP

University

Member, University Climate Study Steering Committee, Division of Diversity, Equity and Inclusion, Kent State University (2012-present)

Member, Citation and Recognition Committee (2014-present)

Faculty Panelist, Graduate Student Orientation, Kent State University (Fall 2013 & Spring 2014)

Member, Academic Affairs Strategic Planning Committee/Academic Excellence and Innovation Sub-committee, Kent State University (2012-2013)

Member, University Commencement Committee, Kent State University (2008-2013)

Judge, Graduate Research Symposium, Kent State Graduate Student Senate (Spring 2012 & Spring 2013)

Reviewer, Screening Committee for Summer and Academic Year Research Awards, University Research Council, Kent State University (Fall 2012)

Member/college alternate, University Diversity Advisory Council, Kent State University (2008-2009)

College

Member, search committee for School Director (2014-present)

Member, New Faculty Orientation Committee, Kent State University (2010-present)

Member, College Advisory Council, Kent State University (2010-2011; 2012-2014)

Member, Center for International and Intercultural Education Faculty Advisory Committee, Kent State University (2007-2008; 2013-2014)

Member, Doctoral Program Review Committee, Kent State University (2010-2014)

Presenter, Qualitative Research Bootcamp, Research Advisory Council (Spring 2012 & Spring 2013)

Member, College Diversity Committee, Kent State University (2008-2010)

Member, College Outstanding Dissertation Award Committee, Kent State University (2004-2005)

Member, Ethnography in Education Forum Advisory Committee, University of Pennsylvania (1999-2002)

Co-organizer, first annual Spencer Student Research Symposium, "Exploring the Boundaries of Urban Research," University of Pennsylvania (1998-1999); consulting co-organizer, second annual symposium (1999-2000)

Member, Spencer Research Training Grant Steering Committee, University of Pennsylvania (1998-1999)

Member, Graduate School of Education Programming Committee, University of Pennsylvania (1998-1999)

Volunteer facilitator, 19th & 20th Annual Ethnography in Education Forums, University of Pennsylvania (Spring 1998 & Spring 1999)

School/Department

Member, Faculty Advisory Committee, School of Foundations, Leadership, and Administration (2009-present)

Member, Student Academic Complaint Committee, School of Foundations, Leadership, and Administration (2012-2013)

Chair, search committee for tenure-track evaluation and measurement faculty position, School of Foundations, Leadership, and Administration, Kent State University (Spring 2012)

Chair, search committee for tenure-track evaluation and measurement faculty position, School of Foundations, Leadership, and Administration, Kent State University (Spring 2011)

Chair, search committee for tenure-track evaluation and measurement faculty position, School of Foundations, Leadership, and Administration, Kent State University (2009-2010)

Member, Faculty Advisory Committee, Department of Educational Foundations and Special Services, Kent State University (2006-2009)

Member, search committee for non-tenure track evaluation and measurement faculty position, Department of Educational Foundations and Special Services, Kent State University (2008)

Member, search committee for mild/moderate special education faculty position, Department of Educational Foundations and Special Services, Kent State University (2008)

Member, Department Curriculum Committee, Department of Educational Foundations and Special Services, Kent State University (2005-2006)

Member, search committee for sociology of education faculty position, Educational Leadership Division, University of Pennsylvania (1999-2000)

Resource group leader, Education, Culture and Society Program, University of Pennsylvania (1999-2000)

Student representative, School of Education Graduate Survey Committee, University of Colorado (Spring 1996)

Professional Organization Membership and Service

Council on Anthropology and Education (CAE), a Section of the American Anthropological Association

Secretary, CAE Board of Directors/Executive Committee (2012-present)

Outstanding Dissertation Award Committee member (2011)

Member-at-Large, CAE Board of Directors (elected for three-year term, 2006-2009; appointed for interim term, 2009-2010)

Chair, Nominations Committee (2008-2010)

Chair, Membership Committee (2007-2008)

Chair/organizer, New Scholar Invited Poster Session (2008)

Chair, New Scholar Travel Award Committee (2008)

Co-chair, Annual Meeting Program Committee (2006-2007)

Chair/organizer, New Scholar Works in Progress Session (2007)

Annual meeting proposal reviewer (2001-2002; 2005-2010; 2013-2014)

Graduate Student Representative, CAE Board of Directors (appointed, 2000-2002)

Chair/organizer, Graduate Student Forum (2001 & 2002)

American Educational Research Association

Division G: Social Context of Education annual meeting proposal reviewer (2005-2007; 2010)

Special Interest Group annual meeting proposal reviewer (2008 & 2014)

American Educational Studies Association

Manuscript Reviewing

Editorial Board Member, *Rehabilitation Counseling Bulletin* (2013-present)

Reviewer, *Anthropology & Education Quarterly* (2002, 2009, 2011, 2012, 2014)

Reviewer, *Teaching and Teacher Education* (2009, 2010, 2011, 2014)

Reviewer, *Journal of Educational Change* (2013, 2014)

Reviewer, *The International Journal of Critical Pedagogy* (2009, 2010, 2013, 2014)

Reviewer, *Diaspora, Indigenous, and Minority Education* (2013)

Reviewer, *Ethnography* (2011)

Editorial Board Member, *The Qualitative Report* (2007-2010)

Review Board Member, *Penn GSE Perspectives on Urban Education* (2000-2001)

Additional Professional Activities

Participant, Teaching Scholars for Early Career Faculty Learning Community, Kent State University (2005-2006)

Participant, Penn/UCLA Doctoral Student Exchange Program in Urban Education Research (Spring 2000)

Invited participant, Spencer Research Training Grant Working Conference: Methodology and Quality in Research Training, Stanford University (Spring 1999)

Academic departments may appoint members to the instructional staff to provide supplementary teaching to meet unfilled or temporary needs, to incorporate teaching for professional practice courses, or to host visiting colleagues. Appointments are for a definite term and carry no expectation of tenure or promotion. Academic instructional staff who hold salaried appointments may be included in the Annual Salary Plan at the discretion of the department and the school. General Information on Graduate Student Academic Appointments. Student Academic Employment positions provide the single largest source of UC Santa Barbara graduate student support. They also constitute an important aspect of graduate training under faculty guidance. An academic appointment is an excellent way for students to earn funding while advancing their own research. The following policies regarding academic appointments apply to all UCSF graduate students in student academic title codes. (All UCSF student academic titles are non-represented.) Students appointed to student academic title codes must be registered at UCSF and in good academic standing.