KELLY CLARK/KEEFE, Ed.D.

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I. PROFESSIONAL BACKGROUND

EDUCATION

2024	Certificate of Continuing Education and Professional Development in Equine-Assisted Expressive Arts Therapy, Ault, CO
2014	Certificate of Advanced Graduate Study in Expressive Arts Therapy, Appalachian State University, Boone, NC
1999	Ed.D. in Educational Leadership and Policy Studies, University of Vermont, Burlington, VT
1990	M.A. in Counseling Psychology, Assumption College, Worcester, MA
1987	B. A. in Psychology, Minor in Fine Art, Westfield State College, Westfield, MA

FACULTY APPOINTMENTS

2023-	Professor, Department of Education, College of Education & Social Services (CESS), University of Vermont, Burlington, VT
2014-2023	Associate Professor, Department of Education, College of Education & Social Services, University of Vermont, Burlington, VT
2009-2014	Associate Professor, Leadership and Educational Studies Department, Appalachian State University, Boone, NC, (promoted to Professor, Spring 2014)
2003-2009	Assistant Professor, Leadership and Educational Studies Department, Appalachian State University, Boone, NC
1999-2003	Research Assistant Professor, Department of Education, College of Education & Social Services, University of Vermont

INTERDISCIPLINARY FACULTY AFFILIATE APPOINTMENTS

2015-	Faculty Affiliate, Rubenstein School of Environmental and Natural Resources, University of Vermont
2020-2022	Faculty Affiliate, Contemplative Faculty Learning Community, University of Vermont
2018-2019	Faculty Affiliate, Arts & Creativity Learning Community, University of Vermont
2018-2019	Faculty Affiliate, Scholarship of Teaching & Learning (SoTL) Inaugural cohort, University of Vermont
2008-2014	Faculty Affiliate, Gender, Women's & Sexuality Studies, Department of Interdisciplinary Studies, Appalachian State University, Boone, NC

ADMINISTRATIVE APPOINTMENTS

2025-	Associate Dean for Academic Affairs, College of Education & Social Services, University of Vermont
2023-2024	Interim Associate Dean of Academic and Faculty Affairs, College of Education & Social Services, University of Vermont
2022-2023	Vice Chair of the Department of Education, College of Education & Social Services, University of Vermont
2016-2018	Program Co-Coordinator for Ed.D. & Ph.D. Programs in Educational Leadership & Policy Studies, Department of Leadership & Developmental Sciences, University of Vermont
2013-2014	Interim Assistant Director, Doctoral Program in Educational Leadership, Reich College of Education, Appalachian State University, Boone, NC
1990-1995	Director of Student Counseling, Green Mountain College, Poultney, VT
1991-1993 (summers)	Educational & Mental Health Services Provider and Coordinator, Vermont Farm Youth Corps, Burlington, VT
1989-1990	Coordinator of Residence Education, Frostburg State University, Frostburg, MD

HONORS & AWARDS

PROFESSIONAL—International, National, Regional

2023	New England Educational Research Organization Distinguished Service Award
2023	AERA ABER SIG *Tom Barone Award* for Distinguished Contributions to Arts Based Educational Research, nominee
2023	CESS Cube Award-in recognition of research contributions
2000	New England Educational Research Organization John Schmitt Outstanding Research Award
1998	International Women in Higher Education Organization (IWHEO)-Annual Graduate Student Paper and Presentation Award
1996	American College Counseling Association (ACCA) National Meritorious Service Award for Small Colleges and Universities
1990	National Association of Student Personnel Administrators (NASPA) Region I. Outstanding New Professional Award

CAMPUS

2025	Judith Aiken Relational Leadership Award, CESS, University of Vermont
2021	Prelock Online Teaching Award nominee, University of Vermont, VT
2020	Kroepsch-Maurice Excellence in Teaching Award nominee, University of Vermont, VT
2019	Kroepsch-Maurice Excellence in Teaching Award, nominee, University of Vermont, VT
2018	John Dewey Award for Teaching Excellence, CESS, University of Vermont, VT
2015	University of Vermont Graduate Student Senate Teaching Award, nominee
2011	North Carolina Board of Governors Excellence in Teaching Award-School/College Award, UNC Board of Governors, NC
2007	Reich College of Education Annual Outstanding Teaching Award, Appalachian State University, NC

RESEARCH, SCHOLARSHIP & CREATIVE ENDEAVORS

FUNDED AWARDS, GRANTS & CONTRACTS

Year/Status	Amount	Project Title & Funder	Role/*Review Process
2023-2024 Funded	$7500.00	**Title:** *Art as Antidote: Collaboratively Exploring the Pedagogical Role of Creative Practices for Wellbeing Among Emerging Social Service Professionals*	Co-writer/Co-PI
2023/Submitted/Funded no-cost extension granted through Fall 2024	$10,000	**Title:** *How Do You Know? Exploring Habits of Epistemic Injustice in Education and the Role of the Arts in Cultivating Freedom of Thought and Credibility of Expression* **Funder:** UVM OVPR **Description:** Successful completion and scaling-over of a currently scheduled scholarly art exhibition and the launching of a longitudinal critical-creative participatory inquiry project.	PI OVPR Committee of past recipients
2022/Submitted/not selected	Up to £3000.00	**Title:** *Advancing Somatography in Educational Research* **Funder:** University of Surrey, Department of Sociology **Description:** This fellowship opportunity is designed to foster the development of international collaborative scholarship. The focus for the proposed fellowship period is to work with Surrey University sociology faculty in experimenting with the innovative methodology of somatography with aims to advance understanding of applying bodily or "somatic" awareness in educational research.	Visiting International Fellow *Receiving university faculty review
2021/Submitted Finalist/not funded	$45,824.00	**Title:** *Embodied Ways of Knowing: A Collective Case Study of Epistemic Diversity and its Educative Potential* **Funder:** Spencer Foundation **Description:** The purpose of this proposed project is to closely examine and describe epistemic processes that depend on skilled practices of thinking through bodily	Principal Investigator *Double-blind review process

		correspondences with other people, tools, technologies and materials of all kinds.	
2021 Funded	$150,000	**Title:** *Transdisciplinary Leadership, Creativity & Sustainability Proposed Ph.D. Program Development and Support.* **Funder:** UVM Office of the Vice President for Research and the UVM Graduate College Humanities-Based Ph.D. Pre-proposal Award **Description:** A five-faculty cross-unit team (Drs. Kolan, Vivanco, Ivakhiv, and Pinto), with input from global thinking partners, developed a pre-proposal for consideration of funding to support ongoing development of a new non-STEM Ph.D. program at UVM.	Faculty Steering Committee Member (pre-program conceptualization, curricular design and grant writing support) *Provost Office & Graduate College Review of proposals
2018-2021 Funded	Total award amount: $18, 508, 211.00. Direct amount realized via stipend/salary savings: $36,318.88	*Integrating Behavioral Health and Primary Care (IBH-PC).* Patient Centered Outcomes Research Institute (PCORI) sponsored award, UVM College of Medicine **Description:** Qualitative methodological consultant and full research team member responsible for guiding qualitative data collection, analysis, and representation for a large-scale, national multi-site study examining factors that support and inhibit integration of primary and behavioral healthcare.	Project Personnel: Methodological Consultant & Co-Researcher (*with* Jennifer Jewiss, Ed.D. & Lisa Natkin, Ed.D.) *Invited
2019 Funded	$7000	*Life Lines: An Ethnographic Project Exploring the Art of Being Alive to Young Adulthood in College.* University of Vermont Humanities Center Summer Research Award **Description:** Funding supported summer analysis activities related to a semester-log arts-based ethnographic education identity research project.	Principal Investigator (*with* Kelly M. Becker) * Peer review-UVM Faculty Humanities team
2018 Funded	$600.00	*Exploring Creative Pedagogies: Practices and Conditions of Flow in Graduate Research Education.* University of Vermont Associate Provost for Faculty Affairs Scholarship of Teaching & Learning (SoTL) Pilot Initiative Grant	Principal Investigator *Associate Provost for Academic Affairs Office review

		Description: Funding supported transcription services for a SoTL research project.	
2017 Funded	$5735.87.	*Life Lines: An Ethnographic Project Exploring the Art of Being Alive to Young Adulthood in College.* University of Vermont College of Education and Social Services Research Innovation Grant **Description:** Funding supported data collection and preliminary analysis activities related to a semester-long arts-based ethnographic education identity research project.	Principal Investigator (*with* Kelly M. Becker, Ed.D.) *CESS Leadership Team review
1993-1995 Funded	$119,000	*Comprehensive College Student Substance Abuse Education Program*. U.S. Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE). FIPSE Grant awarded to Green Mountain College, Poultney, VT **Description:** Funding supported the development and support of a comprehensive, campus-wide student support services initiative.	Project Co-Director & Co-Investigator (*with* Gary Derr, Ed.D.) *Double-blind peer review
2006 Funded	$2000	*Multimedia Headwaters: Appalachian Expressive Arts Journal.* Appalachian State University, Reich College of Education Successful Applications of Learning Technologies Grant. **Description:** Funding supported the design, technical layout and reproduction of a campus-based research journal.	Co-Principal Investigator (*with* Sally Atkins, Ph.D.) *Expressive Arts Faculty peer-review

ARTICLES IN REFEREED JOURNALS

Published/In Press

29. Lemon, N. & **Clark/Keefe, K.** (2026). Assembling the vitally ambivalent archive: Collaborative journaling as inquiry. *Cultural Studies ←→ Critical Methodologies, 26*(5), 365-376. https://doi.org/10.1177/15327086261441630.

28. Littenberg, B., Clifton, J., *et al.* [list of co-authors n~44 to include **Clark/Keefe, K.**] (2023). A cluster randomized trial of primary care practice redesign to integrate behavioral health

for those who need it most: Patients with multiple chronic conditions. *Annals of Family Medicine*. Impact factor: 39.2. Contribution 3%

27. Jewiss, J., Natkin, L.W., **Clark/Keefe, K.**, Crocker, A. & Welkowitz, J. (2023). Integrating behavioral health and primary care: Qualitative findings on contextual factors that influence integration. *Family Practice*. https://doi.org/10.1093/fampra/cmad029. 5 year impact factor: 2.652. Contribution 25%

26. **Clark/Keefe, K.** (2022). Data's entanglements: Artmaking as corresponding companion during diffractive analysis. *Artizein: Arts and Teaching Journal, 7*(1), 15-27. https://opensiuc.lib.siu.edu/atj/

25. **Clark/Keefe, K.**, Becker, K.M. & White, E. (2022). Deploying the line to study young adults' material-discursive identity work and its slippery-sticky attachments to developmentalism: A diffractive analysis. *Qualitative Inquiry*. https://doi.org/10.1177/10778004221111373 . 5-year impact factor: 3.796; acceptance rate 17.8%. Contribution 94%

24. Crist, E. & **Clark/Keefe, K.** (2022). A critical phenomenology of whiteness in academic libraries. *Journal of Academic Librarianship*. https://doi.org/10.1016/j.acalib.2022.102557. CiteScore: 2.9; Impact factor: 1.9533. Contribution 40%

23. Becker, K. M., **Clark/Keefe, K.**, White, E. (2022). Creative space for navigating complex times: Young adulthood's experiences using arts-based inquiry to respond to uncertainty. *Journal of Applied Arts & Health*. https://doi.org/10.1386/jaah_00093_1 . Contribution 25%

22. Crocker, A.M., Kessler, R., van Eeghen, C. *et al.* [List of co-authors n~11] to include **Clark/Keefe, K.**] (2021). Integrating Behavioral Health and Primary Care (IBH-PC) to improve patient-centered outcomes in adults with multiple chronic medical and behavioral health conditions: Study protocol for a pragmatic cluster-randomized control trial. *Trials* 22, 200. https://doi.org/10.1186/s13063-021-05133-8 . Impact factor: 1.95 Contribution 7%

21. Dwyer, C. & **Clark/Keefe, K.** (2020). Rural philanthropy: A case study of need and opportunity in K-12 public education. *Philanthropy & Education, 4*(1), 43-66. https://www.muse.jhu.edu/article/811652. Contribution 40%

20. **Clark/Keefe, K.** (2020a). Becoming backpack: Towards a visual counter-inscription of arts-engaged methods in a study of young adult identity development in a United States Public University. *Art/Research International: A Transdisciplinary Journal* 5(1), 158-179. https://doi.org/10.18432/ARI29495

19. **Clark/Keefe, K.**, Haines, S., (2019). Attuning to crisscross applesauce as affective flow and material agency in a public k-5 classroom: Studying school-based mindfulness under sociomaterial circumstances. *Qualitative Inquiry, 25*(2), 140-153. https://doi.org/10.1177/1077800418784331. 5-year impact factor: 3.796; acceptance rate 17.8%. Contribution 90%

18. Haines, S., **Clark/Keefe, K.**, Tinkler, A., Kotsiopoulos, A., Shepherd, K. & Gerstl-Pepin, C. (2017). "Let's just stop and take a breath": An organic approach to mindfulness practice in a

high poverty elementary school. *LEARNing Landscapes*, 10(2), 189-205. https://doi.org/10.36510/LEARNLAND.V10I2.810 . Contribution 20%

17. **Clark/Keefe, K.** & Gilway, J. (2016). Attuning to the interstices of arts-based research and the expressive arts: An experiment in expanding the possibilities for creative approaches to inquiry. *LEARNing Landscapes, 9*(2), 159-180. https://doi.org/10.36510/LEARNLAND.V9I2.769. Contribution 75%

16. **Clark/Keefe, K.** (2014a). Becoming artist, becoming educated, becoming undone: Toward a nomadic perspective of college student identity development. *International Journal of Qualitative Studies in Education, 7*(1), 110-134. https://doi.org/10.1080/09518398.2012.737048. Journal impact factor: 2.4

15. **Clark/Keefe, K.** (2014b). Registering Rachel: Untamed artistic arrivals in the crease of educational 'conformativity'. Mixed media visual artwork with accompanying essay in *Visual Inquiry: Learning and Teaching Art, 3*(2), 168-170. https://doi.org/10.5406/visuartsrese.38.2.0110. Journal acceptance rate 30%.

14. **Clark/Keefe, K.** (2014c). Suspended animation: Attuning to material-discursive data and attending via art making during somatographic inquiry. *Qualitative Inquiry 20*(6), 790-800. https://doi.org/10.1177/1077800414530263. 5-year impact factor: 3.796; acceptance rate 17.8%

13. **Clark/Keefe, K.**, Gilway, J. & Miller, E. (2013). Maps, flesh, and the radicant: Mobilizing the expressive arts to do a translation of 'science-as-usual'. *Poiesis: A Journal of the Arts and Communication, 15*, 90-105. Contribution 70%.

12. Miller, V., Plato, K., **Clark/Keefe, K.**, Henson, J. & Atkins, S. (2013). Love letters, postcards, and Post-it© notes about pedagogy, ways of knowing and arts-based research. *Poeisis: A Journal of the Arts and Communication, 15*, 22-35. Contribution 30%.

11. **Clark/Keefe, K.** (2012). A/R/Tographic back tracks. Painting and mixed media visual artwork with accompanying essay in *Visual Arts Research, 38*(2), 110-111. https://doi.org/10.5406/visuartsrese.38.2.0110

10. **Clark/Keefe, K.** (2009). Between antagonism and surrender: Using art to dwell more resolutely in irresolution. *Creative Approaches to Research, 2*(1), 22-35. https://doi.org/10.3316/CAR0201022

9. Jewiss, J. & **Clark/Keefe, K.** (2007). On a personal note: Practical pedagogical activities to foster the development of "reflective practitioners." A*merican Journal of Evaluation, 28*(3), 334-347. Contribution 50%. https://doi.org/10.1177/1098214007304130 Journal Impact factor: 1.967. Contribution 50%

8. **Clark/Keefe, K.** (2006a). Degrees of separation: An ourstory about working-class and poverty-class academic identity. *Qualitative Inquiry, 12*(6), 1180-1197. https://doi.org/10.1177/1077800406288611. 5-year impact factor: 3.796; acceptance rate 17.8%.

7. **Clark/Keefe, K.** (2006b). Grandpa Mitchell: A poetic and visual expression of love and loss. *Headwaters: Appalachian Journal of Expressive Arts Therapy*, *3*, 7-12.

6. Furney, K. S., Hasazi, S. B., & **Clark/Keefe, K.** (2005). Multiple dimensions of reform: The impact of state policies on special education and supports for all students. *Journal of Disability Policy Studies, 16*(3), 169-176. https://doi.org/10.1177/10442073050160030401 Contribution 25%. Journal Impact Score: 1.7. Contribution 25%

5. Furney, K., Aiken, J., Hasazi, S. B. & **Clark/Keefe, K.** (September, 2005). Meeting the needs of all students: Contributions of effective school leaders. *The Journal of School Leadership, 15,* 546-570. https://doi.org/10.1177/105268460501500504. h5-median 35. Contribution 20%.

4. **Clark/Keefe, K.** (2005). Dance of dissonance. *Headwaters: Appalachian Journal of Expressive Arts Therapy, 2*, 16-18.

3. Furney, K., Hasazi, S. B., **Clark/Keefe, K.**, & Hartnett, J. (2003). A longitudinal analysis of shifting policy landscapes in special and general education reform. *Exceptional Children, 70* (1), 81-94. https://doi.org/10.1177/001440290307000105. Journal Impact Score: 5.042. Contribution 25%

2. **Clark/Keefe, K.** (2002). A fine line: Integrating artful practices and fieldwork in the study of self-conceptualization. *Alberta Journal of Educational Research*, *XLVIII*(3), +CD-ROM. https://doi.org/10.11575/ajer.v48i3.54934

1. Busier, H., **Clark, K.**, Esch, R., Glesne, C., Pigeon, Y. & Tarule, J. (1997). Intimacy in research. *The International Journal of Qualitative Studies in Education 10*(2), 165-170. https://doi.org/10.1080/095183997237250 . Journal Impact factor: 2.4. Contribution 20%.

Articles Under Review

1. Hausheer, R., Jatlow, D., Elliot, A. & **Clark/Keefe, K.** (under review). Art as antidote: A feminist expressive arts inquiry. *Art/Research International*.

3. Manuscripts in progress

2. **Clark/Keefe, K.**, Scheopner Torres, A. & Amato-Wierda, C. (in-progress). Performing ambivalent intersections, painting consequential futures: Material Feminist Arts-Influenced Science Identity Inquiry Among Underrepresented Youth Engaged in Non-Formal STEM Education. Target journal: *International Journal of STEM Education*. Journal impact factor: 5.789. Contribution 75%.

1. **Clark/Keefe, K.** (in-progress). Advancing somatography in educational research. Target journal: *International Journal of Qualitative Methods*. Journal impact factor: 4.82.

BOOKS & BOOK CHAPTERS

Books

4. Gerber, N., Asanov, E., Clark/Keefe, K., McCallum, K., Kamei, M., Tyburski, B. (under contract). *A guide to arts-based best practices*. Florida State University Press.

3. Butler-Kisber, L., **Clark/Keefe, K.** & Savin-Baden, M., (2023). *Narrative inquiry and human displacement stories: Challenge, change and resilience*. Routledge. Contribution 37% Role: conceptualized and co-wrote proposal; wrote research-based chapter; handling editor for chapters; author of book's conclusion.

2. Reyes, C., Haines, S. & **Clark/Keefe, K.** (2021). *Humanizing methodologies in educational research: Centering non-dominant communities*. Teachers College Press. Contribution 10% Role: reviewed and provided editorial advice on proposal; handling editor for 4 chapters; read completed draft for coherence and technical editing; wrote book's conclusion.

1. **Clark/Keefe, K.** (2010). *Invoking Mnemosyne: Art, memory and the uncertain emergence of a feminist embodied methodology*. Sense Publishers.

Chapters in Books

10. **Clark/Keefe, K.** (2025). Researcher reflections: Narrative inquiry. In M. Savin-Baden & C. Howell Major, *Qualitative Research: The Essential Guide to Theory and Practice, 2nd Edition*. Routledge. Invited contribution.

9. **Clark/Keefe, K.** (2023). Foreword. In A. Lasczik, A. Cutter-Mackenzie-Knowles, and D. Rousell (Eds.), *Walking as Critical Inquiry*. Cham, Switzerland: Springer.

8. Abunaib, A. & **Clark/Keefe, K.** (2023). Doing displacement in and between Sudan and the United States: Navigating language, relationality, and ideologies. In L. Butler-Kisber, K. Clark/Keefe & M. Savin-Baden (Eds.). *Narrative Inquiry and Human Displacement Stories: Challenge, Change and Resilience*. Oxfordshire, United Kingdom: Routledge. Contribution 50%

7. **Clark/Keefe, K.** (2023). Rooted, and still flowing: Concluding with a métissage of how stories of displacement and narrative inquiry touch. In L. Butler-Kisber, K. Clark/Keefe & M. Savin-Baden (Eds.). *Narrative Inquiry and Human Displacement Stories: Challenge, Change and Resilience*. Oxfordshire, United Kingdom: Routledge.

6. **Clark/Keefe, K.** (2020b). Series editor's foreword: Finding the poetry of tutors. In A. Schoone, Constellations of alternative education tutors: A poetic inquiry (pp. v-vi). Cham, Switzerland: Springer.

5. **Clark/Keefe, K.** & Miller, V. (2017). Expanding the radius of concern and hope among 21st century educational leaders through somatic and social justice pedagogy. In V. Miller (Ed.), *Educational leadership for an apocalyptic moment of hope*. Information Age Publishing. Contribution 75%

4. **Clark/Keefe, K.**, Gilway, J. & Miller, E. (2017). Crafting maps, attuning to flesh, and dancing the radicant: Mobilizing the expressive arts and arts-based research to do a conceptual translation of 'science as usual'. In E.G. Levine & S.K. Levine (Eds.), *New developments in expressive arts therapy: The play of poeisis* (pp. 279-298). London: Jessica Kingsley Publications. Contribution 65%.

3. **Clark/Keefe, K.** & Miller, V. (2012). Transpositions towards becoming leading subjects. In J. Aiken & C. Gerstl-Pepin (Eds.), *Defining social justice leadership in a global context: The changing face of educational supervision* (pp. 189-208). Information Age Publishing. Contribution 70%.

2. Miller, V. & **Clark/Keefe, K.** (2010). Breakthroughs, breakdowns and some productive pedagogical paradoxes of virtual learning. In T. Volkan Yuzer and G. Kurubacak (Eds.) *Transformative learning and online education: Aesthetics, dimensions, and concepts* (pp. 142-153). IGI Global. Contribution 50%.

1. **Clark/Keefe, K.**, Morgan, P., & Hasazi, S. B. (2003). Connecting authentic knowledge and academic accountability. In W. Owings & L. Kaplan (Eds.), *Best practices, best thinking and emerging issues in educational leadership* (pp. 155-162). Corwin Press. Citations: 34 (Google Scholar). Contribution 65%.

BOOK REVIEWS AND TECHNICAL REPORTS

Book Review

1. **Clark/Keefe, K.** (2021). Book Review: BARBARA A. BICKEL. *Art, Ritual and Trance Inquiry: Arational Learning in an Irrational World*. *Qualitative Research*. Impact factor: 2.918

Technical Reports

7. Prescott, A., Boehm, K., with **Clark/Keefe, K.** (November, 2018). *Vermont State GEAR-UP Guide Program: Overview and initial findings.* Research report furnished to the U.S. Department of Education, December 2018. Contribution: Oversaw all aspects of the qualitative case study design portion of statewide evaluation process including data collection, analysis, and report of findings.

6. **Clark/Keefe, K.** (2008). *Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR-UP) Program Evaluation*. Report accepted by the Director of Appalachian State University's College Student Awareness Programs and furnished to the U.S. Department of Education, July 2008. Contribution: Oversaw all aspects of the qualitative case study design portion of statewide evaluation process including data collection, analysis, and 100% effort on report of findings.

5. Maycock, G. & **Clark/Keefe, K**. (2005). *Appalachian Arts in Education Partnership Comprehensive Assessment: Report of 2003-2005*. Report accepted by AAEP Director and furnished to the U.S. Department of Education, AAEP, July 2005. Contribution: Oversaw all aspects of the qualitative case study design portion of statewide evaluation process including data collection, analysis, and 50% effort on report of findings.

4. **Clark/Keefe, K.** & Busier, H. L. (2000). *Writing Across the Curriculum: Evaluation of the UVM CAS Pilot Writing Program*. Report accepted by the Dean of UVM's College of Arts and Sciences, 2000. Contribution: Co-led all aspects of the qualitative case study design of collegewide evaluation process including data collection, analysis, and 50% effort on report of findings.

3. **Clark/Keefe, K.** (1998). *The Engaged Institution*. Report developed in cooperation with The Kellogg Commission and furnished to the UVM President's Office and the College of Education and Social Services Dean's Office. Contribution: Oversaw all aspects of the qualitative case study design portion of evaluation among participating higher education institutional partners, including data collection, analysis, and 100% effort on report of findings.

2. **Clark/Keefe, K.** (1998). *Health Education and Leadership Program (HELP): University of Massachusetts, Amherst: An Exemplar*. Report furnished to HELP Project Director, National Association of Student Personnel Administrators Headquarters, Washington, DC, 1998. Contribution: Oversaw all aspects of the qualitative case study design, including data collection, analysis, and 100% effort on report of findings.

1. **Clark/Keefe, K.** (1996). *Evaluating the Evaluators*. Report furnished to the Director of the Eisenhower Regional Alliance for Mathematics and Science Education Reform, Cambridge, MA, 1996. Contribution: Oversaw all aspects of the qualitative case study design, including data collection, analysis, and 100% effort on report of findings.

REFEREED CREATIVE ENDEAVORS

Exhibitions

3. **Clark/Keefe, K.** & Watson, J. (March 20-April 6, 2023). *Charrette: A Correspondence Between Art and Ed*. Exhibition of visual artwork and scholarly poetic prose related to epistemic injustice in academic contexts. The *Macy Art Gallery* at Teachers College, Columbia University, New York City

2. **Clark/Keefe, K.** (2013). *Watching Arrivances: Encounters Between Art and Qualitative Research.* Solo art exhibition and invited paper presentation. Summer Institute of Qualitative Research, Manchester Metropolitan University, Manchester, England.

1. **Clark/Keefe, K.** (2012). *What Would it Mean to Begin from the Middle? Arts Based Research as Social and Material Literacy*. Invited solo Art Exhibition to accompany Keynote Lecture for faculty and students of the Arts, Health & Society Division of the European Graduate School, Saas Fee, Switzerland.

Visual Art Selected for Publication

3. **Clark/Keefe, K.** (2022). *Data's Entanglements*. Acrylic on canvas; approx. 24" X 36". Selected as cover art for *Artizein: Arts and Teaching Journal 7*(1).

2. **Clark/Keefe, K.**, (2011). *About Isabelle* (published research-related painting and accompanying essay): Acrylic on canvas; approx. 9" X 12. Image reproduced in text and painting selected for cover art in Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.). Reading, MA: Longman.).

1. **Clark/Keefe, K.**, (2009). *Mnemosyne* (published research-related painting and accompanying essay). Acrylic on canvas; approx. 48" X 26". Image reproduced throughout text and selected as cover art in Ellis, C. (2009). *Revisions: Autoethnographic Reflections on Life, Work, and Critical Review*, Walnut Creek, CA: Left Coast Press.

INVITED PANELIST, GUEST SPEAKER, KEYNOTES; REFEREED CONFERENCE PRESENTATIONS

Invited Panelist, Guest Speaker, Keynotes: International, Regional & Campus

a.) International

5. Clark/Keefe, K. (invited for April 2020; canceled due to COVID-19; rescheduled & presented February 2021). *Somatographic Assemblages of Young Adult Identity Work*. Invited Panelist, Qualitative Research Across the Life Span. 2021 International Virtual Salon, Society for Qualitative Inquiry in Psychology APA Special Interest Group.

4. Clark/Keefe, K. (October 2020*). Being Liminal: Education and the Art of Healing*. Invited Panelist for International Virtual 'Being Liminal' Plenary Series, hosted by Dr. Kathleen Gough. Other panelists included: Renu Cappelli, PhD; Will Daddario, PhD; Jeremiah Dickerson, MD; and Sylivia Perry, PhD.. Virtual, University of Vermont, VT

3. Clark/Keefe, K. (September 2018). *The Art, Craft and Conundrums of Autoethnography*. Invited Keynote Lecture and Workshop Facilitator for the Faculty of Wellbeing, Education and Language Studies (WELS), The Open University, Walton Hall, Milton Keynes, United Kingdom.

2. Clark/Keefe, K. (2013) Keynote Speaker and Institute Guest Faculty, *Arts Role in the Physicality of Thought*, Expressive Arts International Summer Institute, Little Switzerland, NC.

1. Clark/Keefe, K. (2012). *What Would it Mean to Begin from the Middle?: Arts Based Research as Social and Material Literacy*. Invited Keynote Lecture for the European Graduate School, Saas Fee, Switzerland.

b.) Regional/State

4. Clark/Keefe, K. (2023, March). Invited Guest Lecture, *Deploying the Line*, at Teachers College Columbia University. Graduate classroom presentation and facilitated dialogue for graduate class in artistic development and its study.

3. Clark/Keefe, K. (2006, March). Invited Keynote Speaker for the University of Massachusetts Lowell Annual *Qualitative Research Regional Network* Event. Presented Keynote Performance Text, *Performing Degrees of Separation* to an audience of 100+

members of the University of Massachusetts Lowell and surrounding higher education community. Post-Keynote provided a day-long series of workshops with faculty and doctoral students.

2. Clark/Keefe, K. (2006, March). *Sensuous Scholarship: Exploring the Purposes, Practices and Politics of Alternative Forms of Qualitative Research*. Invited Keynote Address and follow-on workshop at the annual meeting of the North Carolina Association for Research in Education, Hickory, NC.

1. Clark/Keefe, K. (2001). Invited Panelist, *Designing School-Based Case Studies*. Snelling Center for Government, Vermont School Leadership Project, Killington, Vermont.

c.) Campus

7. Clark/Keefe, K. (October, 2024). *Express the Theme of Vital Ambivalence Through Comics in a Qualitative Research Project of Identity Work*. Invited Panelist for the Comics-Based Research Lab's Faculty Activity Network Symposium.
6. Clark/Keefe, K. (2017). *What Does Art Have to Do with Inquiry?* Invited Panelist of Interdisciplinary Research Panel, College of Education & Social Services Annual Research Day Symposium, University of Vermont.

5. Clark/Keefe, K. & Wentworth, J. (2015). *Ekphrastic Inquiry: Painting Poetry as a Way of Collaborative Knowing*. Invited Co-Keynote Speaker and Artist, Annual Research Symposium. Appalachian State University, Department of Human Development and Counseling, Boone, NC.

4. Clark/Keefe, K. (2009, March). *Writing and Researching Between Antagonism and Surrender*. Invited Plenary Session presenter at the annual Appalachian State University Humanities Day. Presented with Panel Members; Dr. Martha McCaughey, Dr. Kim Hall, and Rebecca Quinn.

3. Clark/Keefe, K. (2008, April). Invited Keynote speaker for the Appalachian State University Leadership Development Series sponsored by the Chancellor's Office. Topic for 2-hour session was *Research on Women in Leadership*. Boone, NC

2. Clark/Keefe, K. (2008, April). *Writing Women's Lives.* Invited Panelist with L. Getz, M. McFadden, M. McCaughy, P. Beaver, N. Specht, and S. Ballard at the Humanities Day Research Cluster Symposium, Appalachian State University, Boone, NC.

1. Clark/Keefe, K. (2006, September). Opening Keynote address given at the Second Annual Qualitative Research Roundtable. Appalachian State University Boone, NC.

2. Refereed Conference Presentations

56. Clark/Keefe, K. (anticipated January 2026). Panel paper: *Arts-Based Research (ABR) Global Consortium: history, best practices, and future goals*. European Congress of Qualitative Inquiry; Athens, Greece.

55. **Clark/Keefe, K.** & Hausheer, R. (anticipated January 2026). *Expressive arts inquiry as trojan horse in troubled times*. European Congress of Qualitative Inquiry; Athens, Greece.

54. Leake, J. & **Clark/Keefe, K.** (June 2025). *He(art)work: Inviting Relational Expansiveness in Times of Uncertainty.* 2025 Annual International Expressive Arts Therapy Association Conference, Boston, MA.

53. Clark/Keefe, K. (January 2025). *Somatography: Tending the "Thick Present" of Qualitative Inquiry that (still) Seeks Attunement to the Wisdom of Expressive Bodies*. European Congress of Qualitative Inquiry; Edinburgh, Scotland.

52. Clark/Keefe, K., Scheopner Torres, Amato-Wierda, C. (May 2023). *Performing ambivalent intersections, painting consequential futures: Material Feminist Arts-Influenced Science Identity Inquiry Among Underrepresented Youth Engaged in Non-Formal STEM Education*. American Educational Research Association; Chicago, IL.

51. Schoepner Torres, A., **Clark/Keefe, K.** & Amato-Wierda, C. (May 2023). *Science Identity in Informal Science Learning: A Mixed Methods Study Exploring the Intersection of Gender, Race, and Science Identity*. Paper presentation for the New England Educational Research Organization (Regional affiliate of the American Educational Research Organization). Portsmouth, NH and virtual.

50. Clark/Keefe, K. (May 2022). *Mark My Words: Graphic Somatography as Inquiry into Affective Assemblages of Epistemic Oppression in Education*. Paper presentation for the International Congress of Qualitative Inquiry annual meeting. Urbana, IL.

49. Clark/Keefe, K. (April 2022; Symposium organizer & Chair), Frechette, L., Chalais, C., Patterson, D. & Demers, K.. *Symposium on Expanding the Radius of Epistemic Equity and Inclusion in Education and its Study: Critical Arts-Based Ways of Knowing, Inquiring, and Communicating*. New England Educational Research Organization. Portsmouth, NH.

48. Clark/Keefe, K., Mancini-Becker, K. & White, E. (April 2022). *Deploying the Line to Study the Sticky Surfaces of College Student Identity Development Theory: A Diffractive Analysis*. Paper accepted; presented as poster at the annual meeting of the American Educational Research Association; Virtual/San Diego, CA.

47. Clark/Keefe, K. (accepted for April 2020; cancelled due to COVID-19. Presented April 2021). *Life Lines: The Art of Being Alive to Young Adulthood*. Paper presentation, New England Educational Research Organization (Regional affiliate of the American Educational Research Organization); Virtual.

46. Butler-Kisber, L., Clark/Keefe, K. & Savin-Baden, M. (April 2021). *Narrative inquiry of displacement: Stories of challenge, change and resilience.* American Educational Research Association; Virtual.

45. Clark/Keefe, K. (accepted for May 2020; cancelled due to COVID-19). *Becoming Backpack: Towards a Visual Counter-Inscription of Arts-Engaged Methods in a Study of*

Young Adult Identity Work in a United States Public University. Paper presentation, International Congress of Qualitative Inquiry, Urbana, IL.

44. Clark/Keefe, K. (April 2019). *Becoming Epistemically Off-Kilter: Ish Proposals, Speed Dating and Other Arts-Induced Oddities in Graduate Research Education.* Symposium Panel Member, paper presentation, American Educational Research Association, Toronto, Canada.

43. Clark/Keefe, K. (accepted for September 2019; could not attend due to death of parent; paper supplied). *Odd Goes to University*. Symposium, British Educational Research Organization, Manchester, England.

42. Clark/Keefe, K. (October, 2018). *Life Lines: Utilizing Visual Narrative Inquiry Methods in Undergraduate Identity Research.* Presentation & Workshop facilitation at the annual *Artful Inquiry Research Group* symposium. McGill University, Montreal, Canada.

41. Clark/Keefe, K. (May 2018). *When Affect Runs Over my Episteme: Courting a Restless Alliance Between Arts-Based Research and Material Feminism*. International Congress of Qualitative Inquiry, Urbana, IL.

40. Clark/Keefe, K. (May 2018). *Reconceptualizing Memory and Imagination to Engender Epistemological Freedom.* New England Educational Organization Annual Meeting, Portsmouth, NH.

39. Clark/Keefe, K. (Fall, 2017). Thinking with Fleshy Philosophy, Making Art & Doing Memory Work in the Study of Educational Worlds: *Honoring Sensation & Indigenous Imagination*. American Educational Studies Association Annual Conference, Pittsburgh, PA.

38. Clark/Keefe, K. (2017). *Deterritorializing Observation Data and Methods in Qualitative Research: A Posthumanist Intervention*. New England Educational Organization Annual Meeting, Portsmouth, NH.

37. Clark/Keefe, K., Pannel, B. (2016) *Enacting an ontological network: Conceptual speed dating meets the spider's web*. Presented (virtually) at the bi-annual Summer Institute of Antipodes, Western Sydney University, Hawksbury, Australia.

36. Clark/Keefe, K. (2016). *Mapping the Territory Ahead: Understanding, Creating and Using Conceptual Frameworks to Guide Educational Research*. Pre-conference presentation and workshop offered at the annual conference of the New England Educational Research Organization, Portsmouth, NH.

35. Clark/Keefe, K. (2015). *Somatography: An Emerging Methodology for Mapping the Materiality of Identity under Educational Circumstances*. Presented at the annual conference of the New England Educational Research Organization, Portsmouth, NH.

34. Clark/Keefe, K. (2015). *We Have a Situation Here: Becoming Leaving Academe, Living the Event of the Return, and (Art)ticulating Precarity's Form*. Presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana, IL.

33. Clark/Keefe, K. (2014). *Th/Inking Outside the Lines: An Arts-Induced Philosophy of How it is to be in the Process of Becoming-Educational Subjectivity*. Paper presented at the annual meeting of the New England Philosophy of Education Society, New Britain, CT.

32. Clark/Keefe, K. (2013). *Watching Arrivances*. Solo Art Exhibit and Invited Lecture during the international Summer Institute in Qualitative Research, sponsored bi-annually by Manchester Metropolitan University's Educational and Social Research Institute in Manchester, England.

31. Clark/Keefe, K., Miller, V., Gilway, J., Reed, S., McNeal, L., & Miller, E. (2012*) Becoming Transpositional Pedagogy: A Braidottian Assemblage of Social with Ecological Horizons of Hope*. Panel presentation at the South Atlantic Philosophy of Education Meeting, Boone, NC.

30. Clark/Keefe, K. (2012). *Suspended Animation: Using Involutionary Art to Stay With Constitutive Multiplicities in Qualitative Analysis*. Paper presentation at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

29. Clark/Keefe, K. & Miller, V. with doctoral candidates; Miller, E., Gilway, J. & Reed, S. (2012). *Practicing Synesthetic Scholarship, Living to Lead with Affection: Putting Rosi Braidotti to Work Analyzing Transpositional Pedagogy*. Panel presentation at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

28. Clark/Keefe, K., with doctoral candidates; Gilway, J. & Reed, S. (2011). *Transpositions toward Becoming Leading Subjects*. Paper panel presentation at the South Atlantic Philosophy of Education Society annual meeting, Richmond, VA.

27. Clark/Keefe, K. (2011, April). *A Thrice-Told (postmodern) Tale: Class Stratification and Access to Education.* Paper presented at the New England Educational Research Association Annual Meeting, New Bedford, MA.

26. Clark/Keefe, K. (2011, May). *Material Convictions: Expanding the Rules of Engagement in Qualitative Research*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

25. Clark/Keefe, K. (2010, April). *Becoming Artist, Becoming Educated, Becoming Imperceptible: Nomadic Inquiry in a University Art Class*. Paper presented as part of international symposium panel titled *Provocations: Encounters Between Art and Qualitative Inquiry* at the American Educational Research Association Annual Meeting, Denver, CO.

24. Clark/Keefe, K. (2009, May). *Zombies, Undecidables, and the Mortal Desire for Creative Encounters in Qualitative Inquiry: A Cautionary Tale*. Paper presented at the Fifth Annual International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

23. Clark/Keefe, K. (2008, May) *Ways With and Without Words: The Intercorporeal Dimensions of Stratified Subjectivity and the (partial) Ineffability of Social Scientific Inquiry.* Paper presented at the Fourth Annual International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

22. Clark/Keefe, K. (2008, March) *Between Antagonism and Surrender: Using Art to Dwell More Resolutely in Irresolution*. Paper presented at the annual Discourse, Power and Resistance conference held at Manchester Metropolitan University in Manchester, England, U.K..

21. Clark/Keefe, K. (2007, May). *Invoking Mnemosyne: An Autoethnographic Tale of Embodying Inquiry Through Becoming Mom, Performing Professor, and Painting the Meaning of Memory.* Paper accepted and presented at the Second Annual International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

20. Clark/Keefe, K. & Mayer, C. (2007, May). *Storied Selves: Autotherapeutic Narrative as a Way of Healing*. Paper accepted and presented at the International Expressive Arts Therapy Association's Annual Conference, Appalachian State University, Boone, NC.

19. Clark/Keefe, K. (2006, May). *Go to the Head of the Class: Social Mobility, Subjectivity, and the Role of Class-Passing in American Education*. Paper presentation at Second Annual International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

18. Clark/Keefe, K. (2006, January). *Class Acts: Performing the Psychological Meaning of Social Class in the Context of Education*. Paper presented at the 19th Annual Conference on Interdisciplinary Qualitative Studies, University of Georgia, Athens, GA.

17. Clark/Keefe, K. (2005, May). *Degrees of Separation: An Ourstory About Working-Class and Poverty Class Academic Identity*. Paper presented at the First International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

16. Clark/Keefe, K. (2005, January). *The Impact of the Arts on Student Identity*. Paper presented at the 18th Annual Conference on Interdisciplinary Qualitative Studies, University of Georgia, Athens, GA.

15. Clark/Keefe, K. (2005, January). *What if Identity is an Art-Form and Researchers are Artists: A Workshop Exploring the Possibilities of Teaching and Practicing Arts-Integrated Qualitative Inquiry*. Paper presented and workshop provided at the 18th Annual Conference on Interdisciplinary Qualitative Studies, University of Georgia, Athens, GA.

14. Clark/Keefe, K., & Swann, L. (2005, April). *Drawing on difference: An arts-based case study exploring educational identity and aspirations among youth living in rural Appalachia*. Paper presented at the New England Educational Research Organization annual meeting, Northampton, MA.

13. Clark/Keefe, K. (2004, November). *Women, Color, and Class: Structural and Institutional Barriers to Achievement*. Member of a three-person panel of paper presentations at the annual meeting of the American Educational Studies Association, Kansas City, Missouri.

12. Clark/Keefe, K. (2004, April). *Imagery, Affect, and Encountering "Self": The Generative Role of Embodied Knowledge in Identity Research.* Paper presented at annual meeting of the American Educational Research Association held in San Diego, CA.

11. Clark/Keefe, K. (2003, October). *Lines in the Sand: Drawing on the Partial Ineffability of Self-Conceptualization of Women Faculty from Working and Poverty-Class Backgrounds.* Presented in the Arts-Based Educational Research (AERA SIG) strand at the Annual Curriculum and Pedagogy Conference, Decatur, GA.

10. Clark/Keefe, K. (2003, October). *Imagination as Transportation: The Role of Personal Creativity in the Lives of Women Faculty from Working- and Poverty-Class Backgrounds.* Presented as readers theatre during the 29th Annual Research on Women and Education Conference, Knoxville, Tennessee.

9. Furney, K., Hasazi, S., Clark/Keefe, K., & Hartnett, J. (2001, April). *The Impact of Vermont's Equal Educational Opportunity Act on Special Education Service Delivery and Expenditures.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

8. Clark/Keefe, K. (2000, November). *Rendering the Sense/ation of Self.* Paper presented as a performance text at the annual meeting of the Arts-Based Educational Research (AERA-SIG), Austin, TX.

7. Clark/Keefe, K. (2000, April). *Moving Beyond Recognition: Inter-Viewing and Creative Forms of Research Re-Presentation.* Paper presented at the annual meeting of the New England Educational Research Organization (AERA-affiliate), Portsmouth, NH.

6. Clark, K. & Esch, R. (1998, April). *The Role of Friendship in the Social Construction of Knowledge.* Paper presented at the Women in Higher Education Student Leadership Conference, Johnson, VT.

5. Clark, K. (1998, January). *Moving Beyond Recognition: The Voiced and Imagined Renderings of Women Academics who are Among the First-generation of Their Working Class Family Members to Become College Educated.* Paper presented at the Annual International Conference of Women in Higher Education, San Francisco, CA.

4. Glesne, C. & Clark, K. (1997, November). *Negotiating Traditional Knowledge Systems in a Post-Modern World.* Paper presented at the American Educational Studies Association (AESA) annual meeting, San Antonio, TX.

3. Clark, K. & Esch, R. (1997, March). *Looking in Between: A Dramatic Re-Presentation Demonstrating the Social Construction of Knowledge*. Paper presented at the annual Ethnography in Education Research Forum, Philadelphia, PA.

2. Glesne, C., Terran, G., & Clark, K. (1996, November). *Beyond Education, Beyond Development: The Revolutionary Ideas of Mexican Scholar and Activist Gustavo Esteva and Implications for the Education of U.S. Students*. Symposium conducted at the AESA annual meeting, Montreal, Canada.

1. Clark, K. (1993, November). *NASPA New Professionals and Graduate Students Network: An Alternative Orientation to the Field of Student Affairs*. Paper presented at the National Association of Student Personnel Administrators Regiona1 Conference, Hartford, CT.

G. EDITORIAL BOARDS AND JOURNAL REVIEWING ACTIVITIES

1. Editorial Boards

2020- *Springer Press Book Series,* International Editorial Board Member for:
- *Studies in Arts-Based Educational Research*
- *Briefs in Arts-Based Educational Research*

2008-2016 *Creative Approaches to Research*: *International*

2. Journal Reviewing Activities

2021- Reviewer for *Artizein: Arts and Teaching Journal*

2019- Reviewer for *Qualitative Inquiry*

2016- Reviewer for *LEARNing Landscapes*

2018- Reviewer for *Art|Research International: A Transdisciplinary Journal*

2006- Reviewer for the *International Journal for Qualitative Studies in Education*

2004-2014 Reviewer for *Headwaters: Appalachian Journal of Expressive Arts*

H. RESEARCH CONSULTANCIES & EVALUATIONS

2017 Principal Evaluator, Vermont Student Assistant Corporation's Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR-UP)

2007-2008 Principal Evaluator, Appalachian State University's (NC) Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR-UP)

- Conducted a formative evaluation of Appalachian State University's GEAR-UP project. Scope of this evaluation included the systematic collection of information about the leadership activities, characteristics, and outcomes of GEAR-UP in order to 1) assess the program, 2) develop descriptions of the program's form and function for dissemination, 3) provide suggestions for improving program effectiveness, and 4) inform decisions about future programming.

2003-2004 Internal Evaluator, Doctoral Program in Educational Leadership, Leadership and Educational Studies Department, Appalachian State University, Boone, North Carolina

- Member of a three-person team that designed and implemented a formative evaluation of the Doctoral Program's Professional Seminar: EDL 7099. The evaluation project focused on understanding and building the most effective model for using emerging technologies to enhance learning opportunities in the Ed. D. Program.

2003-2004 Project Researcher, Curriculum and Instruction Department, Appalachian State University, Boone, North Carolina

- Member of a three-person team that conducted research on undergraduate use of online formats for completing collaborative writing projects. Research aimed at understanding students' perceptions and practices of negotiating on-line collaborative writing in order to contribute to theory about the relationship between traditional, face-to-face and immersive technological learning environments.

2003-2005 Program Evaluator, Appalachian Arts in Education Partnership, Appalachian State University, Boone, NC

- One of a two-member evaluation team for the federally funded (DOE) project: *Appalachian Arts in Education Partnership* (AAEP). Evaluation activities included a range of qualitative and quantitative measures of eleven schools and arts councils across a four-county region in Northwestern, North Carolina. School efforts were toward integrating arts-based learning into the general education curriculum. Designed and executed all qualitative components of evaluation project, including a 1.5 year in-depth qualitative case study at one selected AAEP Partnership School.

2004 National Center for Developmental Education, Methodology Consultant, Appalachian State University

- Provided training in designing and conducting a nationwide comprehensive set of case studies exploring the factors related to exemplary developmental education services for students at-risk and supports provided by community colleges across the United States.

2001 Field Researcher, Missisquoi Valley Union School District, Swanton, Vermont.

- Conducted a comprehensive systems analysis of a large, grades 8-12 school system in rural northeast Vermont. Findings were disseminated through comprehensive written and oral reports provided to the school community.

1999-2000 Program Evaluator, University of Vermont College of Arts and Sciences, Burlington, Vermont.

- Evaluated and furnished a written report focused on the qualitative components of the UVM *College of Arts & Sciences Pilot Writing Program* to determine the efficacy of predetermined goals and methods for teaching analytical writing across the curriculum.

1998 Field Researcher, Kellogg Commission, University of Vermont (UVM) President's Office and UVM College of Education and Social Services, Burlington, Vermont.

- Under a cooperative agreement with the Kellogg Commission, conducted a broad-based study reporting on its status and future of northeast Land Grant Universities. My involvement centered on examining and analyzing historical data and conducting qualitative interviews to establish patterns of UVM and other northeast regional Land Grant University practices that reflected the focused topic of *The Engaged Institution*.

1997-1998 Program Evaluator, National Association of Student Personnel Administrators (NASPA) Health Education and Leadership Program (HELP).

- In 1987, as part of a nationwide project to evaluate five previously selected exemplary AIDS education and prevention programs, I was responsible for completing a comprehensive case study of the University of Massachusetts at Amherst's programs and practices aimed at these efforts.

- In March of 1998, I was hired by the HELP Project Director to attend a group think-tank session at NASPA Headquarters in Washington, D.C. Five leading student affairs professionals and I were charged with conducting a cross-case analysis of all field research related to the exemplary AIDS education and prevention programs in preparation for formal write-up and dissemination of a national research report.

1997 Field Researcher, Harwood School District, Harwood Vermont.

- Facilitated several small group interviews focused on school improvement issues during a series of community-wide focus forums.

1996-1997 Field Researcher, Vermont State Dropout Prevention Committee, Fairlee, Vermont.

- Conducted field observations of statewide conference participants. Collaborated with five-member team of field researchers to prepare a report furnished to the State Department of Education, the Vermont School-to-Work Board, and the Vermont Alliance for School Improvement team.

1996 Evaluation Team Facilitator, Eisenhower Regional Alliance for Mathematics and Science Education Reform, Cambridge, Massachusetts.

- Facilitated group interviews with approximately 50 educators, technical assistance providers, and experts in program evaluation and school assessment. Synthesized material and furnished written report.

IV. TEACHING

A. NEW COURSE PREPARATION AND INSTRUCTION

1. University of Vermont (UVM)

15. NR 373 ***Transdisciplinary Modes of Inquiry***, Guest Co-Lecturer (with Dr. Cynthia Reyes) of a 1-week critical-creative methods module for the new Transdisciplinary Leadership, Creativity and Sustainability pilot Ph.D. program (designed, taught summer 2021; fall 2022)

14. EDFS 314 ***Modes of Inquiry: Critical, Decolonizing & Arts-Engaged Methodologies*** (new, Spring 2020)

13. EDLP 380 ***Inequality & Education*** (replacement for faculty member on sabbatical, Spring 2020)

12. HCOL 185 ***Body, Earth Art & Identity*** (new, Fall 2019)

11. EDLP 409 ***Applied Educational Research*** (new, Fall 2018)

10 EDFS 455 ***Social Processes and Institutional Change*** (new, Fall 2015)

9. EDLP 449 ***Dissertation Writing Seminar*** (new, Spring 2016)

8. EDHI 395 ***Practicum***, Higher Education and Student Affairs program, DLDS (new, Fall 2014)

7. EDHI 380 ***Intellectual and Personal Engagement in Student Affairs***, Higher Education and Student Affairs program, DLDS (new, Spring 2015)

6. EDFS 348 ***Analyzing & Writing Qualitative Research***, Educational Foundations, DLDS (new, Spring 2014)

5. HDFS 295 ***Identity Development and Leadership***, Human Development and Family Studies program, DLDS (new, Fall 2015)

4. EDFS 347 ***Qualitative Research Methods***, Educational Foundations, DLDS (new, Fall 2016)

3. EDLP 310 ***Effecting & Managing Change***, Educational Leadership and Policy Studies program, DLDS (new, Spring 2015)

2. EDFS 380 ***Reading and Writing Ethnography***, Department of Education, (taught during previous UVM appointment, 2001, 2002)

1. EDLP 291 ***Seminar in Proposal Development,*** Department of Education, (during previous UVM appointment, 2001, 2002)

a.) UVM Above-Load Doctoral Independent Studies

5. EDSP 6990 Independent Study: ***Arts-Based Research: Foundations and Methods***, Spring 2025 Ph.D. Student: Alexandra Turner

4. EDLP 397 Independent Study: ***Deconstructing Nursing Education in the Anthropocene***, Fall 2019 EdD Student: Brandon Brown

3. EDLP 397 Independent Study: ***Teaching Apprenticeship-Social Foundations focus***, Spring 2018 Ph.D. Student: Jill Pardini

2. EDLP 397 Independent Study: ***Teaching Apprenticeship-Social Foundations focus***, Fall 2017 Ed.D. Student: Faith Yacubian

1. EDLP 397 Independent Study: ***Advocacy in Learning/Teaching: Emancipatory Pedagogy in Higher Education,*** Spring 2016, Ed.D. Student: Faith Yacubian

3. Appalachian State University (ASU) (2003-2014)

12. EDL 7025 ***Leadership in Organizations***, Doctoral Program in Educational Leadership

11. LHE/HE 5700 ***Leadership in Higher Education***, Department of Leadership and Educational Studies

10. EDL 7011 ***Multidisciplinary Seminar: Emerging Issues in Education (Social Foundations)***, Doctoral Program in Educational Leadership

9. EDL 7099 ***Doctoral Professional Seminar (Social and Philosophical Foundations),*** Doctoral Program in Educational Leadership

8. EDL 7190 ***Research Design***, Doctoral Program in Educational Leadership

7. EDL 5000 ***Research Methods***, Leadership and Educational Studies

6. EDL 7160 ***Qualitative Research Methods***, Doctoral Program in Educational Leadership

5. EDL 7180 ***Advanced Qualitative Research***, Doctoral Program in Educational Leadership

4. EDL 7030 ***Concepts and Constructs in Curriculum and Instruction***, Doctoral Program in Educational Leadership

3. HPC 6380 ***Therapeutic Writing***, Department of Human Development and Psychological Counseling

2. HPC 5130 ***Women's Issues in Society and Counseling***, Department of Human Development and Psychological Counseling

1. IDS 2421 ***Sex, Gender and Power: Introduction to Woman's Studies (Sociology Section)***, Interdisciplinary Studies Department

a.) ASU Above-Load Independent Studies

8. EDL 7500 ***Understanding Adult Learning Groups Engaged in On-Line Instruction***, Ed.D. Candidate

7. EDL 7500 ***Explorations of Arts-Informed Postmodern Research Practice***s, 2011 Doctoral Candidate

6. HE 5500 ***Qualitative Research Methods***, Masters Candidate in Higher Education

5. EDL 7500 ***Teaching Apprenticeship-Social Foundations focus***, 2004 Ed.D. Doctoral Candidate

4. EDL 7500 ***Teaching Apprenticeship-Educational Research focus,*** 2008 Ed.D. Doctoral Candidate

3. EDL 7500 ***Teaching Apprenticeship-Educational Research focus,*** 2010 Ed.D Doctoral Candidate

2. EDL 7500 ***Teaching Apprenticeship-Educational Research focus,*** 2012 Ed.D. Doctoral Candidate

1. EDL 7500 ***Teaching Apprenticeship-Higher Education and Student Affairs Pedagogy focus,*** 2013 Ed.D Doctoral Candidate

3. Saint Michael's College (2000-2001)

1. GED 580 ***Introduction to Educational Research***, Department of Education, Colchester, VT

4. Green Mountain College (1990-1995)

1. PSY 1003 ***Introduction to Social Psychology***, Department of Psychology, Green Mountain College, Poultney, VT

5. Frostburg State University (1989-1990)

1. ORIE 101 ***Introduction to Higher Education***, General Education Core Curriculum, Frostburg, Maryland

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V. DOCTORAL DISSERTATION SUPERVISION & COMMITTEE MEMBERSHIP

A. DISSERTATION SUPERVISION

1. University of Vermont

7. White, E. (anticipated completion, May 2026). *The Arts and Wellbeing*. Educational Leadership and Policy Studies Ed.D. program.

6. Brown, B. (anticipated completion, August 2025). *Ecologies Reconfigured/Pedagogies Reimagined: A Critical Discourse Analysis of the Environmental Domain of Nursing Knowledge.* Educational Leadership and Policy Studies Ed.D. program.

5. Vea, M. (August 2020). *Sense of Place and Ways of Knowing: The landscape of experience for Black, Indigenous, People of Color in ~~Natural Resources, Environmental Education, and Place Based Learning~~*. Educational Leadership and Policy Studies Ed.D. program.

4. Yacubian, F. (May 2020). *A Critical Discourse Analysis of the Professoriate and the Embodiment of Epistemic Coloniality/Whiteness: A Call for a Contemplative Approach to Academic Freedom*. Educational Leadership and Policy Studies Ed.D. program.

3. Pardini, J. (November 2019). *Being Myselves to Belonging Together*. College of Education and Social Services, Educational Leadership and Policy Studies Ph.D. program.

2. Sweeney, J. (2019). *Mind the Gap: Preparing for the Future Leaders of Small Private Colleges in New England.* Educational Leadership and Policy Studies Ed.D. program.

1. Abunaib, A. (2019). *Culturally Responsive Adult Education for Non-Western Learners*. Educational Leadership and Policy Studies Ed.D. program.

2. European Graduate School

1. Posey, L.S. (2012). *LIFE worthy of life: Voices of descendants of Nazi era euthanasia victims*. European Graduate School, Ph.D. program, Saas Fee, Switzerland

3. Appalachian State University

13. Miller, E. (2014). *Craftonomics: Homo aestheticus, homo economicus, and poeisis.* Ed.D. program. Appalachian State University, Boone, NC

12. Guelzow, D.J. (2012). *Understanding the educational experiences of graduate counseling students engaged in therapeutic expressive arts-based activities*, Ed.D. program. Appalachian State University, Boone, NC

11. Brooks, J. A. (2011). *Exploring the college-going scripts of students enrolled in a rural early college high school*, Ed.D. program. Appalachian State University, Boone, NC

10. Sepich, K.W. (2011). *Perceptions of displaced manufacturing workers about their transition to successful re-employment through a community college education experience: Six stories of success*, Ed.D. program. Appalachian State University, Boone, NC

9. Adams-Wiggan, T.K. (2010). *Realities, risks, and responsibilities: A critical narrative inquiry and autoethnographic exploration of biculturality among Black professional women*, Ed.D. program. Appalachian State University, Boone, NC

8. Mason, L.A. (2010). *Honor bound: Exploring the disparity of treatment of women in Kurdistan, Iraq*, Ed.D. program. Appalachian State University, Boone, NC

7. Overman, J.G. (2010). *Perceptions of 21st century community college leaders on the role of relational leadership*, Ed.D.. Appalachian State University, Boone, NC

6. Blalock, A.E. (2008). *Exploring leadership qualities among k-12 public school principals in North Carolina successfully implementing state-mandated technology initiatives*, Ed.D. program. Appalachian State University, Boone, NC

5. Wright, A.T. (2008). *Ordered chaos: The implications of childrearing in the underrepresentation of women in educational leadership positions*, Ed.D. program. Appalachian State University, Boone, NC

4. Rynn, W.C. (2008). *The implementation of a response to intervention problem-solving model in a rural elementary school: A qualitative case study*, Ed.D. program. Appalachian State University, Boone, NC

3. Swann, L.B. (2006). *A twice-told tale of time: Dis/ability, identity, and educational response/ability*, Ed.D. program. Appalachian State University, Boone, NC

2. Pritchard, C.A. (2005). *"Now that the doors are open" An inquiry into the full inclusion of a student with spinal muscular atrophy in a public middle school general education program*, Ed.D. program. Appalachian State University, Boone, NC

1. Gilbert, S.D. (2005). *The shifting of reading teachers' definitions of literacy through their involvement on an intercollegiate web board*, Ed.D. program. Appalachian State University, Boone, NC

B. DISSERTATION COMMITTEE MEMBERSHIP

1. University of Vermont

15. Dolan, D. (2023). *Nonbinary College Students' Freedom-Dreams of Utopia: A Critical Phenomenological Arts-Based Study*. College of Education and Social Services, Educational Leadership and Policy Studies Ph.D. program.

14. Hiraldo, P. (In process). *Title TBD*. College of Education and Social Services, Educational Leadership and Policy Studies Ed.D. program.

13. Tsao, E. (Expected completion, Fall 2023). *Leadership and the Production of Knowledge: Actuating Endangered and Emergent Knowledges for Social Change***.** Rubenstein School of Natural Resources, Environmental Thought and Culture Ph.D. program.

12. Telle, S. (Expected completion, Fall 2023). *Honoring diverse cultures in federal policy frameworks: Analyzing the role of native Hawaiian intangible cultural elements in environmental policy decision-making processes*. Rubenstein School of Natural Resources, Environmental Thought and Culture Ph.D. program.

11. Komabu-Pomeyie, S. (2020). *The Challenges of Inclusive Education Policy Implementation in Ghana: Stakeholders' Perspectives*. Educational Leadership and Policy Studies Ed.D program.

10. Howard, B. (2020). *Restorative Supervision: Experiences of Mid and Senior-Level Professionals in Using Restorative Practices as Supervisors in Residential Life*. Educational Leadership and Policy Studies Ph.D. program.

9. Ghising, H. (April 2019). *Bhutanese Refugee Students: Their Perceptions Of High School and Challenges of Accessing a Four-Year College Degree in the U.S.*. Educational Leadership and Policy Studies Ph.D. program.

8. Russell, M. (2018). *The Emerging Profession of Leadership Consulting: An Institutional Study of Boundary Spanning*. College of Education and Social Services, Educational Leadership and Policy Studies Ed.D program.

7. Burris, L. C. (2018). *Insights From Narrative Reflections of First Year Medical Students on Their Professional Formation*. College of Education and Social Services, Educational Leadership and Policy Studies Ed.D program.

6. Miller, J. (2017). *Truths and lives: Beneath our Skin*. Rubenstein School of Natural Resources, Masters in Sustainable Leadership Masters program.

5. Looby, W. (2017). *Praxis through action research: Exploring inclusive practices with a neighborhood school community*. College of Education and Social Services, Educational Leadership and Policy Studies Ed.D program.

4. Brauer, D. (2017). *Hiding in plain sight: How binary gender assumptions complicate efforts to meet transgender students' name and pronoun needs*. College of Education and Social Services, Educational Leadership and Policy Studies Ph.D. program.

3. McCleary-Gaddy, A. (December 2016). *Preferential Treatment of Black African Immigrants vs Black American Natives in College Admission*. UVM College of Arts & Sciences, Social Psychology Ph.D. program.

2. Whitworth, P. (2016). *Implementing Restorative Practices in Residential Life Programs.* College of Education and Social Services, Educational Leadership and Policy Studies Ph.D. program.

1. Tsao, E. (August 2015). *The Process of Becoming Transdisciplinary: An Inquiry into a Research Initiative on Agricultural Resilience*. Rubenstein School of Natural Resources, Environmental Thought and Culture Masters program.

2. European Graduate School

1. Plato, K. (2015). *Expressive Arts as a Container for Embodied Well-Being in Education.* European Graduate School, Ph.D. program, Saas Fee, Switzerland.

3. Appalachian State University

2. Reed, S. (2015). *In/appropriate Education in a Time of Mass Extinction: Composing A Methodological Imbroglio of Love and Grief*. Ed.D. program. Appalachian State University, Boone, NC.

1.. Gwaltney Cornell, M. (2013). *Casting the circle: An arts-based inquiry into creating spaces for emergent, interdisciplinary collaboration in higher education*, Ed.D. program. Appalachian State University, Boone, NC

VI. SERVICE TO CAMPUS AND THE PROFESSION

A. CAMPUS

1. University of Vermont

a.) University-Level Service

2023	UVM Honors College Dean 5-Year Review Committee
2022	Associate Provost Invited Panelist, Mid-Career Faculty Workshop-Associate Professors Rank Progression Workshop 1- *The Journey Beyond Tenure: Conversations on Staying on Track for Promotion to Full Professor*
2022-	First-Year Student Summer Read Group Facilitator, UVM Arts & Creativity Learning Community
2020-	Faculty Steering Committee, UVM Transdisciplinary PhD pilot program
2020-	Faculty Affiliate, Contemplative Faculty Learning Community, founding member
2014-	University of Vermont-Interdisciplinary Qualitative Research Faculty Activity Network (FAN)
2018-2020	Mentor, UVM Faculty Mentoring Program, Provost's Office
2017-2019	Catamount Commitment Mentor-University wide program providing guidance and support for first-year, first-generation college students at UVM.
2018 to 2019	Faculty Affiliate, Arts & Creativity Learning Community, UVM
2018	Discussant Leader, April 2018 Blackboard Jungle Faculty Panel Presentation III-Diversity Research: Methodological Considerations, Relationships, and Transferring Lessons Learned
2017	Collaborative Founding Member, *Crossroads Leadership Lab.*
2015-2019	Member, BASTA!: **B**ridging the **A**rts, **S**ciences, and **T**heoretical Humanities for the **A**nthropocene. A campus and community-wide interdisciplinary

reading, writing and advocacy group. Received 2018 GUND Catalyst Award (Role: Cross-Unit Collaborator)

b.) College-Level Service

2024	CESS Committee for Equity and Diversity, member
2024	CESS Curriculum Affairs Committee, member
2023	CESS Annual Staff Awards Review Committee, member
2023	CESS Annual Faculty Awards Review Committee, member
2016-2022	CESS Research Council, member
2017-2021	Member, CESS Faculty Standards Committee
2014-2022	EDLP Doctoral Advisors Committee
2018-2019	CESS Honors Thesis Development Committee
2019-2020	Interdisciplinary Studies Faculty Search, Committee Member, DLDS
2018	External Department Representative, DOE Chairperson Search Committee
2017	Co-Chair for the CESS Strategic Planning Working Group on Cross-Disciplinary Initiatives
2017	Co-Chair for the CESS Strategic Planning Working Group on Graduate Student Initiatives
2015	Chair, Higher Education and Student Affairs Faculty Search Committee
2014-2015	Program Evaluation and Assessment Graduate Certificate-Design Committee

c.) Department-Level Service

2022-2023	Department of Education Community Council Sub-committee on DEIJ-Centered Syllabi initiative, member
2022-2023	Chair, Higher Education and Student Affairs Lecturer Search Committee
2014-	Masters in Educational Leadership & Policy Studies Admissions Committee
2014-2022	Doctoral Program Educational Leadership & Policy Studies Admissions Committees (Ph.D. & Ed.D)

2014-2022	Doctoral Program Educational Leadership & Policy Studies, *Reader* for Comprehensive Exams
2018-2022	Educational Leadership & Policy Studies program revision initiatives (Masters, EdD, and research sequence)
2015, 2016	Higher Education and Student Affairs Admissions Committee

2. Appalachian State University

2013-2014	Reich College of Education Sustainability Task Force
2013-2014	Founding Member for *Still Point*, a campus-wide mindfulness in higher education initiative
2012-2013	University Faculty Handbook Revision Task Force-Provost Appointment
2011-2014	International Sister Department Initiative Committee
2010-2013	Institutional Review Board Member, 3-year term-Provost Appointment
2004-2007; to 2013	Departmental Personnel Committee (DPC), Leadership and Educational 2010 Studies Department, RCOE
2003-2014	Doctoral Program Policy Committee (PPC) member
2004-2014	PPC Curriculum Development Sub-Committee member
2005-2014	PPC Strategic Planning Sub-Committee member
2010-2011	Southeastern Association of Colleges, Accreditation (SACS) Team Member, Sub-Committee on Graduate Education
2006-2008; 2013	Mentor, Hubbard Center for Faculty and Staff Support New Faculty Mentoring Program
2005-2009	Convener and Chair of the Annual Qualitative Research Roundtable, Appalachian State University
2008-2010	Member of AETZone Migration Team involved in examining and executing the experimental use of cutting-edge 3D immersive teaching technologies.
2008-2009	Women's Studies, Departmental Personnel Committee, Alternate Member
2008-2009	Appointed by Academic Provost to the Women's Studies Director Search Committee
2008-2009	Facilitator for the Appalachian State Humanities Research Cluster focused on *Writing the Body and Embodying the Social*

2006-2009	Appointed to 3-year term on the Advisory Board for the Office of Student Research
2006-2009	Office of Student Research, Funding Proposal Review Committee
2006-2008	Chairperson for the RCOE Director of the Doctoral Program Search Committee
2006-2007	Women's Studies Program, Curriculum Committee Member
2007	Selection Committee for the Gratis D. Williams Annual Thesis Award
Sp.2006-2007	Leadership and Educational Studies Department, Selection Committee for Higher Education Faculty
2004-2006	Faculty Sponsor and Co-Editor, *Headwaters Appalachian Journal of Expressive Arts Therapy*
2004-2005	NCATE and DPI Accreditation Committee for the RCOE Conceptual Framework
2005-2006	University Graduate Council (semester stand-in for absentee member)
2003-2005	Appalachian Arts in Education Partnership, Steering Committee member
2004-2005	Appointed by the Provost to the Task Force for the proposed New Center for Women's Executive Leadership
2004-2005	Leadership and Educational Studies Department, Search Committee for Chairperson
2004-2005	Master's in School Administration, Search Committee for faculty position
2004-2005	Women's Studies Graduate Certificate Committee, Watauga College's Interdisciplinary Studies Department
2003	Masters in School Administration Student Portfolio Assessment Committee member, Leadership and Educational Studies Department

3. Green Mountain College

1995-1996 Academic Resource Center Development Committee, Green Mountain College, Poultney, Vermont.

1991-1995 Student Development and Leadership Committee, Green Mountain College, Poultney, Vermont.

1990-1995 Developed and advised the *Peer Connection*, a student-based education and support group, Green Mountain College, Poultney, Vermont.

1994-1995 Cost Containment Board, Green Mountain College, Poultney, Vermont.

1993-1994 Advisor to the Equestrian Club, Green Mountain College, Poultney, Vermont.

1992-1993 Health Insurance Review Committee, Green Mountain College, Poultney, Vermont.

B. SERVICE TO THE PROFESSION

1. International

2020- Editorial Board member and Handling Editor for *Springer Press* Book Series, *Studies in Arts-Based Educational Research* and *Briefs in Arts-Based Educational Research*

2021- Reviewer for *Artizein: Arts and Teaching Journal*

2019- Review Board for *Art/Research International: A Transdisciplinary Journal*

2015- Review Board for *LEARNing Landscapes Journal*

2014- Reviewer for International Journal of Qualitative Studies in Education

2013 External Examiner for Doctoral Thesis titled, *Why do you weep?: Conceptualising the potential of the arts in health*, by Andre Francisco de Quadros. LaTrobe University, Bundoora, Victoria, Australia

2005-2012 International Association of Qualitative Inquiry (IAQI), Founding Member and United States Representative to the IAQI Advisory Committee

2. National

2021-2025 *American Educational Research Association*, Qualitative Research SIG, elected member (alternate) of the Egon G. Guba Award for Outstanding Contributions to Qualitative Research Award

2021-2025 *American Educational Research Association*, Qualitative Research SIG Graduate Student Mentor Committee member

2008-2010, 2014- Reviewer of conference proposal submissions for the *American Educational Research Association*—Qualitative Research Special Interest Group.

2008-2010, 2014 Reviewer of conference proposal submissions for the *American Educational Research Association*—Arts Based Educational Research Special Interest Group.

2018-2020 Critics Choice Book Award Review Committee, *American Educational Studies Association*

3. Regional

1999-2003, 2014-2024 Board of Directors, Vermont State Representative for the *New England Educational Research Organization* (NEERO)

2014-2024 *NEERO*, Co-Director for Higher Education Strand

2014-2024 *NEERO*, Reviewer of conference proposal submissions

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VII. PROFESSIONAL ASSOCIATIONS

Arts-Based Research Global Consortium – Member 2022-present

New England Educational Research Organization – Member 1998-2003; 2014-2023

American Educational Research Association (AERA) - member 1997-2004, 2008, 2010-2011, 2015, 2018-present

AERA Arts-Based Educational Research Special Interest Group-Member, 2008, 2010-2011, 2015, 2018-present

AERA Qualitative Research Special Interest Group – Member, 2008, 2010-2011, 2015, 2018-present; Mentor for Early Career Scholars, 2020-present

American Educational Studies Association -member 1997-1999, 2010-present

International Expressive Arts Therapy Association, 2012-2015; 2024-present

New England Philosophy of Education Society-member, 2014-2016