Andrew T. Kemp, Ed.D.

Associate Professor—Augusta University
Diversity and Inclusion Fellow
Department of Advanced Studies and Innovation
Augusta, Georgia 30904
drew@andrewtkemp.com   815-762-2080

Professional Experience

2015-Present	Associate Professor with Tenure
	Augusta University
	Department of Advanced Studies and Innovation
	Diversity and Inclusion Fellow
Jan. 2013-2015	Assistant Professor
	Georgia Regents University
	Department of Teacher Education
Fall 2010-Jan. 2013	Assistant Professor
	Augusta State University
	Department of Teacher Education
2007-2010	Assistant Professor
	Northern Illinois University
	Department of Teaching and Learning

Educational Background

2007 *University of Central Florida*   Orlando, FL
Doctor of Education (Ed.D.)
- Curriculum and Instruction
  - Dissertation Title "Characteristics of Academic Writing in Education"

1996 *South Dakota State University*   Brookings, SD
Master of Education (M.Ed.)
- Curriculum and Instruction

1991 *University of South Florida*   Tampa, FL
Bachelor of Arts (B.A.)
- English

1987-1989 *Stetson University*   DeLand, FL
English Major

Areas of Specialization

Curriculum as Context
　　Educator Identity—Who We Are and What We Believe
　　New Professor Identity
Place-based Education and Curriculum
Curriculum Theory and Design
Quantitative Methods
Social Justice and Equity
Academic Writing in Education

Refereed Publications

Walker, J., Kemp, A.T., Langan, E., Pagnotti, J., Russell, W. (2017). Theoretical principles applied in the social studies classroom. *Journal of International Social Studies, 6*(1), 142-159.

Page, C.S., & Kemp, A.T. (2015). Education, the south, and the new hegemonic bloc. *Curriculum and Teaching Dialogue, 17*(1), 45-62.

Kemp, A.T., Page, C.S., & Wilson, J.W. (2014). Beliefs about the purpose of public education: Implications on the hiring of early childhood faculty. *SRATE Journal, 24*(1), 19-37.

Kemp, A.T., Hardy, S., & Harris, P. (2014). The principal's vision: Necessity or non-issue. *Journal of Research in Education, 24*(2), 51-62.

Edwards, S., Kemp, A.T., & Page, C.S. (2014). The middle school philosophy: Do we practice what we preach or do we preach something different? *Current Issues in Middle Level Education*, *19*(1), 13-19.

Kemp, A.T., Preston, J.P., Page, C.S., Harper, R., Dillard, B., Flynn, J., & Yamaguchi, M. (2014). Teaching and technology: A conversation among faculty regarding the pros and cons of technology. *The Qualitative Report, 19*(6), 1-23. http://www.nova.edu/ssss/ QR/QR19/kemp6.pdf

Kemp, A.T., & Page, C.S. (2014). The liberal professor? An analysis of the beliefs of teacher educators. *Journal of Contemporary Research in Education, 2*(1), 22-35.

Kemp, A.T. (2013). Collaboration vs individualism: What is best for the rising academic? *The Qualitative Report, 18*(100), 1-8. http://www.nova.edu/ ssss/QR/QR18/kemp100.pdf

Conderman, G., Johnston-Rodriguez, S., Hartman, P., & Kemp, D. (2013). Preparing pre-service secondary educators. *Preventing School Failure, 57*(4), 196-205.

Flynn, J.E., Kemp, A.T., & Page, C.S. (2013). Promoting philosophical diversity: exploring racial differences in beliefs about the purposes of education. *Journal of the Texas Alliance of Black School Educators. 5*(1), 53-71.

Page, C.S., & Kemp, A.T. (2013). Reality checks: The (de)evolution of teacher attitudes. *The Educational Forum, 77*(2), 122-137.

Cushman, C.A., & Kemp, A.T. (2012). The effect of clinical experiences on the understanding of classroom management techniques. *Journal of Inquiry and Action in Education, 4*(3), 44-58.

Flynn, J., Kemp, A.T., & Callejo, D. (2010). You can't teach where you don't know: Fusing place-based education and whiteness studies for social justice. *Curriculum and Teaching Dialogue, 12*(1/2), 137-151.

Conderman, G., Hartman, P., Johnston-Rodriquez, S., & Kemp, A.T. (2010). What teachers should say and how they should say it. *Kappa Delta Pi Record, 46*(4), 175-181.

Kemp, A.T., Blake, B., Shaw, C.C., & Preston, J. (2009). A Conversation about content vs. pedagogy: What is "highly qualified?" And what is best for students in the age of no child left behind? *Curriculum and Teaching Dialogue, 11*(1/2), 103-119.

Kemp, A.T. (2006). Engaging the environment: A case for a place-based curriculum. *Curriculum and Teaching Dialogue 8*(1/2), 125-142

Kemp, A.T. (2006). Teacher and student perceptions regarding the academic needs of gifted students: similarities, differences and recommendations. *Gifted Education International 22*(1), 31-50.

Books

Kemp, A.T. (Ed.). (2018). *Dignity of the Calling: Educators Share the Beginning of Their Journeys*. Charlotte, NC: Information Age Press.
In 2007, I accepted my first position in higher education as an assistant professor at Northern Illinois University. After finishing my degree at the University of Central Florida in Curriculum and Instruction, I embarked on what became a much more difficult, frustrating, and enlightening trip than I ever envisioned. While I always felt prepared with the tools, skills, knowledge of research, critical thinking, and curriculum and instruction, I was not fully

aware of the demands of the professoriate. I was educated to be a researcher but not a professional in an avocation. It made the first few years more agonizing than exhilarating.

Although I was a teacher prior to the entering the professoriate, I was not ready for the gargantuan professional and personal transition to higher education. I was not prepared for minutiae of forms, deadlines of inter-office programs, personalities, and most of all for the human and sometimes illogical relationships among colleagues. I was caught off-guard by the nuanced thinking of students; and most of all, I was, at times, overwhelmed by the time constraints of research, teaching and service on me and my family. However, I survived, and I believe I thrived in in my small slice of the academic world.

My experience, although unique to me, was that of many neophyte faculty. The purpose of this Dignity of the Calling is to share other stories of faculty entry into higher education. These stories focus on the deeply personal nature of the new academic. Framed around the idea of curriculum being contextual and how life experience guides what we do, this collection of memoirs, recollections, and personal narratives allows the reader to share these lived experiences.

Kemp, A.T. (Under Contract). *Teacher on tour: Lessons on learning, rock and roll, and a new way to educate*. Dio Press. Due to publisher June 2019.

> Right now, our schools are in dire need of change. The layout of the classroom, the pedagogy, the content, have all been stagnant for decades and centuries in some cases. We are using 19th and 20th century ideas for 21st century students. Because of this, education has lost its relevance for many students. Schools are focused on knowing instead of doing, on tradition instead of innovation, on things instead of ideas, and on answers instead of solutions. The purpose of this book is to extend the concept of place-based education (learning where you live) to include not just the community, but situations of experiential relevance to students.
>
> The purpose of this book is to create a narrative of a summer educational project called the Warped Teachers Project. In the summer of 2018, I am creating an education program in which 20-25 teachers in 25 different cities will be attending the Van's Warped Tour travelling concert festival. The purpose of the project is to bridge the gap between what is done in classrooms with the music industry. Focusing on areas as wide ranging as communication, engineering, nutrition, adolescent behavior,

history, marketing, and mechanics, the focus of the Warped Teachers Project is to give teachers not only experiential knowledge of the manifestation of school subjects, but to be able to speak with knowledge about subjects of interests to students.

Part theory, part practice and part journal, Teacher on Tour will create a foundation for using the world as the classroom and give a model for incorporating subjects of interests to students for the purpose of creating a relevant 21st classroom.

Kemp, A.T., Flynn, J.T., & Lupinacci, J. (Under Contract). *Emancipating education: Considerations of deferred dreams and visions for change.* Brill Press. Due to publisher December 2019.

Since the 2001 passing of No Child Left Behind and the re-authorization with the 2015 Every Student Succeeds Act, schools have become tools of politicians, corporate publishing regimes, special interest groups, and the hegemonic, white, patriarchal power structure. With little focus deep learning, the education system has become a measuring tool that sorts students, reinforces the power of the dominant class, favors some groups over others, and reduces learning to a series of discreet, testable fragments.

The purpose of this book is twofold and therefore in two parts. Part one will focus on the litany of problems in education. Using research, essays, poetry, creative non-fiction, photojournalism, art, and spoken word pieces, the first section of the book will focus on the major social, political, cultural, curricular, instructional and other educational issues that are plaguing our schools. By using different modes of communication, the idea of the book is to celebrate a variety of approaches of expression in exposing the issues before us. Part two will focus on different visions that could lead to an education system that celebrates deep and meaningful thought, critical thinking, creative problems solving, and an education system for a diverse, equitable, and focused education for the 21st century.

Part theory, part commentary, part research, and part creative writing, Emancipating Education will use multiple modalities to not only mirror the complexities of our educational system, but also allow for diverse voices from various fields to address the issues and potentialities of our education system. Combining invited as well as peer-reviewed pieces, Emancipating Education will be geared toward both academics and non-academics interested in education.

Kemp, A.T. (Series Editor). *Liberating Education, Liberating Educators.* Dio Press.

While schools have long played a strong role in the social reproduction of inequity and injustice, since the 2001 passing of "No Child Left Behind" and the re-authorization with the 2015 "Every Student Succeeds Act," schools have even further continued to be tools of corrupt anti-public education politicians, profit-seeking publishing regimes, special interest groups, corporate profiteers, and the inequitable power structure. With little attention to the importance of deep learning, the education system has become a beholden to measuring tools that sort students, reinforce the power of the dominant class, favor some groups over others, and reduce learning to a series of discreet, testable fragments. In addition, the teaching profession has been reduced to test preparation, test administration, rote teaching, and little academic freedom.

Because of the focus, authors have three avenues to travel when considering being a part of the series. First, books focused on curricular theories, methods, policies, and related ideas to liberate our education system are wanted. Whether they are theoretical, practical, a combination, or something completely different, ideas are welcome. This theme will focus on critically and creatively describing the litany of current problems in education and potential solutions to liberate our schools. In addition, books might also focus on different visions that propose radical possibilities that could lead to an education system that celebrates deep and meaningful critical thinking and creative problems solving toward schools supportive of a diverse, equitable, and focused education for the 21st century.

Second, books focusing on the liberating of teachers and teaching are welcomed. Right now, the teaching professions is succumbing to a reductionist methodology only focusing on testing, rote teaching, direct instruction, following standards, and producing regurgitative knowledge. With the myriad of pedagogies available and outcomes that can be produced, ideas about emancipating teaching to focus on critical and creative thinking are desperately needed.

Book Chapters

Brown, M., Gay, J., & Kemp, A.T. (2018). *Expecting the unexpected: Improvisational theater as an improvisational tool*. In S. Harris (Ed.) Effective Teaching: Educators Perspective of Meaning Making in Higher Education. Charlotte, NC: Information Age Press.

Kemp, D., J. Flynn, & S. Madrid (2011). *Negotiating the Tenure-Track Journey: The Competing and Contesting Discourse Associated with Becoming an Academic*. In Callejo-Pérez, D., S.M. Fain & J.J. Slater (Eds.). Higher Education and Human Capital: Re/thinking the Doctorate in America. Rotterdam: Sense Publishers, pp. 1-26.

Book Reviews

Kemp, A.T. (2012). Focusing on community for educational renewal. [Review of the book Education Now: How Rethinking America's Past Can Change Its Future, by P. Theobald]. *Educational Forum, 76(3), 396-7.*

Editorial Activity

Transforming Education—College of Education Journal (2015-6)
- *Transforming Education* was an online, open-access journal that I created for the College of Education. The focus of the journal was graduate student writing.
  - Journal text
  - Recruitment of Review Board (grad students)
  - Recruitment of Editorial Board
  - Recruitment of Advisory Board
  - Editor

Brock Education Journal (2014)—Guest Editor
- Guest edited Brock with Joe Norris with more research based articles on entry into higher education. To be published Fall 2015. https://brock.scholarsportal.info/journals/brocked/home/issue/view/30/showToc

Refereed Papers/Presentations

Kemp, A.T. (Accepted). *Unpack this: Tearing down the academic presentation.* Accepted to the annual meeting of the American Association for Teaching and Curriculum, Birmingham, Alabama.

Kemp, A.T., & Harris, S.B. (Accepted). *I was a victim and I chose to be: Academic bullying and the stripping away of the soul.* Accepted to the annual meeting of the American for Teaching and Curriculum, Birmingham, Alabama.

Kemp, A.T., Harris, S.B., & Lupinacci, J. (Accepted). *F*ck you: Challenging the system as a punk rock academic.* Accepted to the annual meeting of the American Association for Teaching and Curriculum, Birmingham, Alabama.

Kemp, A.T. (Submitted*). F*ck you: Challenging the system as a punk rock academic, get over it.* Paper submitted to the 2020 annual conference of the American Educational Research Association.

Kemp. A.T. (Submitted). Teaching on tour: Lessons on learning, rock and roll, and a new way to educate. Paper submitted to the 2020 annual conference of the American Educational Research Association.

Kemp, A.T. (2019). *Beginnings, continuations, and contemplations: A conversation about critical issues in curriculum and cultural studies.* Panel session at the American Educational Research Association, Toronto, Canada.

Life as a faculty member can be a challenge. From beginning a career, going up for tenure and promotion, or continuing through life, life in the Academy can be exhilarating, taxing, exciting, stimulating, and tiring. Small things can become huge and huge things can become small. The purpose of this session is to create a space for conversation about navigating life in higher education. Featuring panelists from various stages in their careers, from those that are well-known to unknown, the goal of this panel is to incite thoughtful commentary and conversation about critical issues curriculum, instruction, culture and life in higher education.

Andrew T. Kemp
Brian Schultz
Antonia Darder
Peter L. McLaren
William (Bill) H. Schubert
Shirley R. Steinberg
Bettina L. Love
David O. Stovall
Kristan Venegas
Jose M. Rios
Veena Paliwal
Joseph E. Flynn
Shelley B Harris
Christine M. Greenhow

Kemp, A.T., Flynn, J., Harris, S. (2018). *The Warped Teachers project: rock and roll, interdisciplinary learning, and making education*

come alive. Submitted to the 2018 annual meeting of the American Association for Teaching and Curriculum, Dallas, Texas.

Kemp, A.T., & Page, C.S. (2017). *American education and the Pledge of Allegiance.* Presented at the annual meeting of the American Association for Teaching and Curriculum, Denver, Colorado.

Kemp, A.T. (2016). Program chair session on community, peace, and social justice. *Presentation at the annual conference of the American Association for Teaching and Curriuclum, Grand Rapids, Michigan.*

Kemp, A.T. (2016). You will be assimilated: The dehumanization of the teaching profession through the metaphor of the Borg. *Paper presented at the annual conference of the American Association for Teaching and Curriuclum, Grand Rapids, Michigan.*

Kemp, A.T.—Moderator. (2016). The journey from doctoral student to tenure-track job. Graduate Student Council Fireside Chat.
        Participating Scholars:
            Debbie Sonu
            Joseph Flynn
            Alexander Means
            William White
            Joel Spring
            Sabrina Ross
            Antonia Darder
            Seungho Moon
            Molly Quinn

Kemp, A.T. (2016). Journey of self: Critical reflections by teacher educators on their professional identity trajectories (Chair). *Presented at AERA, Washington, DC, 2016.*

Kemp, A.T. (2015). Conceptualizing research in education: Guiding students toward making connections for focused research topics. *Accepted for presentation at the American Association of Teaching and Curriculum Conference, October 2015, Portland, ME.*

Kemp, A.T. (2015). New avenues of scholarship: From conception to going live, the genesis of an education journal. *Accepted for presentation at the American Association of Teaching and Curriculum Conference, October 2015, Portland, ME.*

Kemp, A.T.—Moderator. (2015). Dignity of the Calling: Educators share the beginnings of their journeys. Graduate Student Council Fireside Chat accepted for presentation at AERA, Chicago, Illinois, 2015.
        Participating Scholars:

Bill Pinar
Peter McLaren
Bill Schubert
David Flinders
Bill Ayers
Joseph Flynn
Steven Page
Brian Schultz
Nancy Gallavan
Christine Greenhow
Shelley Harris

Kemp, A.T., Bandy, S., & Johnson, M. (2015). Transforming education: From conception to going live, the genesis of an education journal. *Presented at the Association of Teacher Educators Annual Conference, Phoenix, AZ, February 2015.*

Kemp, A.T., Gallavan, N. et al. (2015). Dignity of the calling: Educators share the beginnings of their journeys. *Presented at the Association of Teacher Educators Annual Conference, Phoenix, AZ, February 2015.*

Kemp, A.T., Callejo, D.M. et al (2014). Dignity of the calling: Educators share the beginnings of their journeys. *Accepted for presentation at the AATC, Tampa, FL, October 2014—Panel/Symposium.*

Kemp, A.T., & Page, C.S. (2014). Public perception vs educator views: How has standardized testing become so popular? *Accepted for presentation at the AATC Conference, Tampa, FL, October 2014.*

Kemp, A.T., & Page, C.S. (2014). Collaborative research and shared data: Issues, implications, and methods of success. *Accepted for presentation at the AATC Conference, Tampa, FL, October 2014.*

Kemp, A.T., & White, W. (2014). Promotion, tenure, and the new media. *Accepted for presentation at the AATC Conference, Tampa, FL, October 2014.*

Page, C.S., & Kemp, A.T. (2014). From students to spreadsheets. *Accepted for presentation at the AATC Conference, Tampa, FL, October 2014.*

Kemp, A.T., & Hunter, J.M. (2014). Collaborative research and shared data: The use of shared data for collaborative research. *Symposium presented at the annual meeting of the Eastern Educational Research Association, Jacksonville, FL—February 2014.*

Kemp, A.T. (2014). Conceptualizing research in education: Guiding students toward making connections for focused research topics. *Paper presented at the annual meeting of the Eastern Educational Research Association, Jacksonville, FL—February 2014.*

Kemp, A.T., Hardy, S., & Harris, P. (2014). What do educators believe? A look at the beliefs of professionals in education. *Paper presented at the annual meeting of the Eastern Educational Research Association, Jacksonville, FL—February 2014.*

Flynn, J.E., Tenam-Zemach, M., Callejo-Perez, D., Gottlieb, D., Moroye, C., & Kemp, A.T. (2013). The de-intellectualization of the teacher: Rubrics and the removal of responsibility. *In* A Rubric Nation: Critical Explorations of the Impact of Rubrics in Teacher Education. *Presented at the annual meeting of the American Association of Teaching and Curriculum: Chicago, Illinois—October 2013.*

Flynn, J.E., Kemp, A.T., & Walker, J. (2013). The spark that makes your ideas bright: Using primetime animation to explore social justice and place-based education for social studies education. P*resented at the annual meeting of the American Association of Teaching and Curriculum: Chicago, Illinois—October 2013.*

Kemp, A.T. (2013). Conceptualizing research in education: Guiding students toward making connections for focused research topics. P*resented at the annual meeting of the American Association of Teaching and Curriculum: Chicago, Illinois—October 2013.*

Kemp, A.T. (2013). Collaboration vs. competition: What is best for the rising academic? P*resented at the annual meeting of the Eastern Educational Research Association*: Sarasota, Florida.

Yamaguchi, M., & Kemp, A.T. (2013). *How cross-cultural simulation activities prepare teachers for diversity in the classroom.* Presented at the annual meeting of the Association of Teacher Educators: Atlanta, Georgia.

Page, C.S., & Kemp, A.T. (Accepted). The liberal professor? Paper presented at the 2012 annual meeting of the *American Association of Teaching and Curriculum*: San Antonio, TX. Presented by Steven Page.

Kemp, A.T., & Page, C.S. (Accepted). The purpose of public education: preliminary findings of faculty of colleges of education and information to be shared. Paper presented at the 2012 annual meeting of the *American Association of Teaching and Curriculum*: San Antonio, TX. Presented by Steven Page.

Kemp, A.T., & Page, C.S. (Accepted). Collaboration vs. Competition: What is best for the rising academic? Paper presented at the 2012 annual meeting of the *American Association of Teaching and Curriculum*: San Antonio, TX. Presented by Steven Page.

Kemp, A.T., Page, C.S., & Harper, R.G. (2011). Dehumanizing education: Taking the teacher out of teaching. Paper presented at the 2011 annual meeting of the *American Association of Teaching and Curriculum*: Denver, CO.

Page, C.S., Kemp, A.T. (2011). Educational philosophies: Theoretical constructs or tangible beliefs found in educators. Paper presented at the 2011 annual meeting of the *American Association of Teaching and Curriculum*: Denver, CO.

Harper, R.G., Page, C.S., & Kemp, A.T. (2011). Colleagues organized for research and knowledge. Paper presented at the 2011 annual meeting of the *American Association of Teaching and Curriculum*: Denver, CO.

Thompson, B.R., Gray, W., & Kemp, A. (2010). Is there still a need for a teacher education program? *Critical Questions in Education Conference, Chicago, Illinois. Presented by Barry Thompson.*

Kemp, A.T., Flynn, J., and Madrid, S. (2009). Negotiating the tenure-track journey: The competing and contesting discourse associated with becoming an academic. Presented at the 2009 annual meeting of the *American Association of Teaching and Curriculum:* Arlington, VA. Presented by Joseph Flynn.

Kemp, A.T., Flynn, J., & Callejo-Perez, D. (2009). You can't teach where you don't know: Fusing place-based education and whiteness studies for social justice. Presented at the 2009 annual meeting of the *American Association of Teaching and Curriculum:* Arlington, VA. Presented by Joseph Flynn and David Callejo-Perez.

Bendkowski, S., & Kemp, A.T. (Accepted). High Stakes Testing as a New Curriculum Culture. Accepted for the 2009 annual meeting of the *American Association of Teaching and Curriculum:* Arlington, VA.

Johnson, A., & Kemp, A.T. (2009). The Effect of Autonomous versus Controlling Classrooms on Indian-American Students in the United States. Presented at the 2009 annual meeting of the *American Association of Teaching and Curriculum:* Arlington, VA. Presented by Andria Johnson.

Warlop, D. & Kemp, A.T. (2009). State testing and the ACT in the school curriculum – An investigation of student achievement. Presented at the 2009 annual meeting of the *American Association of Teaching and Curriculum:* Arlington, VA. Presented by Dan Warlop.

Kemp, A.T., Blake, B. (2008). Content v. instruction: What is highly qualified and what is best for students in the age of No Child Left Behind. Paper presented at the 2008 annual meeting of the *American Association of Teaching and Curriculum:* Austin, Texas.

Kemp, A.T. (2008). The professoriate in times of crisis: Changing a course from traditional delivery to hybrid on the fly. Presentation at the 2008 annual meeting of the *American Association of Teaching and Curriculum:* Austin, Texas

Kemp, A.T., Theobald, P., Woodhouse, J., & Nicosia, V. (2008). Making education relevant—place-based education in the 21st century. Presentation/symposium at the 2008 annual meeting of the *American Association of Teaching and Curriculum:* Austin, Texas.

Kemp, A.T. (2007). Understanding academic writing in education: A description and delineation of the writing style of educational journals for authors, professors and students. Paper presented at the 2007 annual meeting of the *American Association of Teaching and Curriculum:* Cleveland, Ohio.

Kemp, A.T. (2006). The contributing variables to feelings of preparation for the dissertation among doctoral students in education. Paper presented at the 2007 annual meeting of the *American Educational Research Association:* Chicago, Illinois.

Kemp, A.T. (2005). Encapsulating the environment: A case for place based education. Paper presented at the annual meeting of the *Southeastern Philosophy of Education Society*, Orlando, FL.

Kemp, A.T. (2004). Teacher and student perceptions regarding the needs of gifted students: Methods, techniques and curriculum. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.

Kemp, A.T. & Edeburn, C. (1995). A comparison of the results of the Performax Personal Profile System (DISC), the Gregorc Style Delineator, and Flaherty's Conflict Management Inventory. Paper presented at the annual meeting of the *Northern Rocky Mountain Educational Research Association*,

Jackson, WY.

Non-Refereed Publications

Kemp, A.T. & Penrod, K. (1994). Enhancing the future of education: Accelerated learning and interactive telecommunications courses. Training manual for interactive classrooms. *Sponsored by the U.S. Department of Education*.

Invited Publications

Wilson, J.W., Kemp, A.T., & Edwards, S. (July 25, 2012). From teaching intensive to research intensive. *Chronicle of Higher Education Online*.

Edwards, S., Wilson, J.W., & Kemp, A.T. (Jan. 19, 2012) Service with a smile. *Chronicle of Higher Education Online*.

Kemp, A.T., Wilson, S., & Wilson, J.W. (July 28, 2011). What we learned this past year. *Chronicle of High Education Online*.

Wilson, J.W., Kemp, A.T., & Edwards, S. (April 26, 2011). New to the campus, but not the profession, Part 3. *Chronicle of Higher Education Online*.

Edwards, S., Wilson, J.W., & Kemp, A.T. (Jan. 19, 2011). New to the campus, but not the profession, Part 2. *Chronicle of Higher Education Online*.

Kemp, A.T., Edwards, S., & Wilson, J.W. (Oct. 21, 2010). New to the campus, but not to the profession. *Chronicle of Higher Education Onlinef*.

Flynn, J., Madrid, S., & Kemp, A.T. (Nov. 19, 2008). Year two on the tenure Track. *Chronicle of Higher Education Online*.

Kemp, A.T., Madrid, S., & Flynn, J. (July 18, 2008). Reflections on the first year. *Chronicle of Higher Education Online*.

Kemp, A.T., Madrid, S., & Flynn, J. (May 14, 2008). Battered academic egos. *Chronicle of Higher Education Online*.

Madrid, S., Flynn, J., & Kemp, A.T. (April 2, 2008). When the personal intrudes on the professional. *Chronicle of Higher Education Online*.

Flynn, J., Kemp, A.T., & Madrid, S. (Feb. 25, 2008). When the shooting Started *Chronicle of Higher Education*.

Kemp, A.T., Madrid, S., & Flynn, J. (Jan. 29, 2008). On-the-job Training: Three newcomers to the tenure track begin the process of becoming professors. *Chronicle of Higher Education*.

Papers in Progress

Kemp, A.T. (In Progress). You will be assimilated: The dehumanization of the teaching profession through the metaphor of the Borg.

Kemp, A.T. (In Progress). Curriculum as context: Understanding the self in time and place as a catalyst for curriculum work

Kemp, A.T. (In Progress). Existential communitarianism: A Kierkegaardian paradigm for schools.

Professional Development Activities

Pipeline 1—Leadership Program, Spring 2017
Pipeline 2—Leadership Program, Fall 2017
Diversity and Inclusion Fellowship Program, Fall 2017

National Leadership Positions

American Educational Research Association
- Program Chair: Critical Issues in Curriculum and Cultural Studies SIG, 2018-2020

American Association for Teaching and Curriculum
- President-Elect, 2019
- Executive Committee Member: Appointed due to member dropping off committee
- Co-chair 2015 Annual Conference, Portland, ME.
- Chair 2016 Annual Conference, Grand Rapids, MI.

American Association for Teaching and Curriculum
- Executive Committee Member: Elected Office 2008-2010

American Association for Teaching and Curriculum
- Book Fair Coordinator for 2008 Annual Meeting in Austin, Texas

American Association for Teaching and Curriculum
- Book Fair Coordinator for 2009 Annual Meeting in Alexandria, Virginia

Grant Activity

Submitted (Not funded):
PI on **Learning Where We Are: Making Education Relevant Through Place-based Education**
Four years

Spencer Foundation
$398,000

Submitted (Not funded—failed to progress through white paper):
Co-PI on **Integrating Machine Learning, Probabilistic Programming, Robotics, and Augmented Reality for STEM Education and Outreach** with Zhiyong Yang (PI) and Duchwan Ryu (Co-PI) to U.S. Navy (Declined)
- Three years
- $600,000
- White paper written and submitted

In the Media

WRDW—Book list leads to controversy in Columbia County
https://www.wrdw.com/content/news/Book-list-leads-to-controversy-in-Columbia-County-563890761.html

Currently—Book list leads to controversy in Columbia County
https://currently.us/book-list-leads-to-controversy-in-columbia-county/

Washington Examiner—Augusta University hosts privilege walk for whites to address their life advantages
https://www.washingtonexaminer.com/augusta-university-hosts-privilege-walk-for-whites-to-address-their-life-advantages

WJBF—Columbia County School Board District 3 Candidates Discuss Platform
https://www.wjbf.com/csra-news/columbia-county-school-board-district-3-candidates-discuss-platform/

WRDW (Augusta)—Augusta University "privilege walk" offers unique approach to overcoming societal issues
https://www.wrdw.com/content/news/Augusta-University-privilege-walk-offers-unique-approach-to-overcoming-society-divides-457620953.html

WRDW (Augusta), WTOC (Savannah), WJBF (Augusta)—Helping Avoid Summer Brain Drain
http://www.wtoc.com/story/29269529/preventing-the-summer-brain-drain

WFXG—Preventing Summer Brain Drain
http://www.wfxg.com/story/29269529/preventing-the-summer-brain-drain

WRDW—Ways to Help Your Kids Mentally Prepare For Back to School
http://www.wrdw.com/news/schools/headlines/Ways-to-help-your-kids-mentally-prepare-for-back-to-school-218471531.html

WRDW (2013)—High School U Program Exposing Students to Off the Wall Job Fields
http://www.wrdw.com/home/headlines/224206641.html

WJBF (2013)—Helping Kids Avoid Summer Brain Drain
http://www.wjbf.com/story/22614090/helping-kids-avoid-summer-brain-drain

Augusta Chronicle (2013)—Professor's Program Provides Advice for College and Career Choices
http://chronicle.augusta.com/news/education/2013-04-28/professors-program-provides-advice-college-and-career-choices

WXFG (2012)—Teacher Back in Class as Students Learning to Teach Outside Classroom
http://www.wfxg.com/story/18827964/teachers-back-in-class-as-students

Guest/Invited Lectures

Sexuality and Gender—August 2016, June 2017, Texas A&M University
Oppression and Racism Panel—Augusta University, August 2016
Oppression and Racism Panel—October 2017
Race, Education, and the University—February 2018

Courses Taught or to be Taught

Fall 2019
    EDUC 2120—Socio/Cultural Foundations of Education
    EDTD 7909—Thesis 1
    EDEI 8001—Equity and Social Justice
    EDCI 7110—Curriculum Studies (Online)
    INQR 1000—Students and Heroes: Becoming an Activist

Summer 2019
    EDUC 2120—Socio/Cultural Foundations of Education (Online)
    EDTD 7909—Thesis 1
    EDEI 8160—Seminar in Place-based Education
    EDCI 7110—Curriculum Studies (Online)

Spring 2019
    EDUC 2120—Socio/Cultural Foundations of Education
    EDTD 7909—Thesis 1
    EDTD 7910—Thesis 2
    EDEI 8162—Advanced Learning Theory and Pedagogy
Fall 2018
    EDCI 7110—Curriculum Studies
    EDCI 7160—Curriculum Design
    EDTD 7909—Thesis 1

Summer 2018
        EDEI 8160—Seminar in Place-based Education
Spring 2018
        EDTD 7910—Thesis 2
        EDCI 7110—(2 credits)—Curriculum Studies
        EDCI 7160—(1 credit)—Curriculum Design
        EDEI 8162—Advanced Learning Theory and Pedagogy
        INQR 1000—Students as Activists

Fall 2017
        EDTD 7909—Thesis 1 (Two Sections)
        EDCI 7110—(2 credits)—Curriculum Studies
        EDCI 7160—(1 credit)—Curriculum Design
        EDEI 8001—Social Justice and Equity
        INQR 1000—Portrayal of Professions in Popular Media
Summer 2017
        EDTD 6950—Place-based Education
        EDEI 8160—Seminar in Place-based Education
Spring 2017
        EDTD 7910—Thesis 2
        EDTD 7364—Impacting Instruction
        EDEI 8166—Alternative Curriculum Models
        INQR 1000—Portrayal of Professions in Popular Media
Fall 2016
        EDTD 7909—Thesis 1
        EDTD 7910—Thesis 2
        EDTD 7364—Impacting Instruction
        INQR 1000—Portrayal of Teachers in Popular Media
Summer 2016
        EDTD 6950—Place-based Education
        EDEI 8160—Seminar in Place-based Education
        EDTD 7160—Advanced Topics in Content Area Instruction
Spring 2016
        EDTD 7364—Impacting Instruction
        EDTD 7909—Thesis 1
        EDTD 7910—Thesis 2
        INQR 1000—Portrayal of Teachers in Popular Media
Fall 2015
        EDTD 7364—Impacting Instruction
        EDTD 7950—Advanced Topics in Content Area Instruction
        EDTD 7909—Thesis 1
        EDTD 7910—Thesis 2
        INQR 1000—Portrayal of Teachers in Popular Media
Summer 2015
        EDTD 6950—Place-based Education
        EDTD 7364—Impacting Instruction
Spring 2015

EDTD 7950—Bring Your Own Technology
EDTD 7909—Thesis 1
EDTD 7364—Impacting Instruction
EDTD 7910—Thesis 2
INQR 1000—Portrayal of Teachers in Popular Media

Fall 2014
      EDTD 7364—Impacting Instruction
      EDTD 7160—Curriculum Design and Program Evaluation
      EDTD 7910—Thesis 2

Summer 2014
      EDTD 7364—Impacting Instruction
      EDTD 6950—Place-based Education

Spring 2014
      EDTD 7364—Impacting Instruction
      EDTD 7909—Thesis 1

Fall 2013
      EDTD 6950—Academic Writing in Education
      EDTD 7364—Impacting Instruction
      EDTD 7910—Thesis 2

Summer 2013
      EDTD 6950—Place-based Education
      EDTD 7364—Impacting Instruction
      EDTD 7160—Curriculum Design and Program Evaluation (Online)

Spring 2013
      EDTD 7364—Impacting Instruction
      SCED 4501—Secondary English Pedagogy
      EDTD 7909—Thesis 1
      EDTD 6950—Extended Practicum

Fall 2012
      EDTD 7364—Impacting Instruction
      SCED 4102— Secondary School Context and Curriculum Coherence
          and Classroom Management
      EDTD 4950—Teaching 101
      EDTD 7910—Thesis 2

Summer 2012
      EDTD 7364—Impacting Instruction
      EDTD 7160—Curriculum Design and Program Analysis
      EDTD 6950—Place-based Education

Spring 2012
      EDTD 7909—Thesis 1
      EDTD 7364—Impacting Instruction
      SCED 4501—Secondary English Pedagogy
      EDTD 6910—Practicum
      EDTD 4950—Teaching 101

Fall 2011
      EDUC 7001—Education Specialist Seminar 1
      EDUC 7003—Education Specialist Seminar 3

EDTD 7364—Impacting Instruction
SCED 4102— Secondary School Context and Curriculum Coherence
and Classroom Management
EDTD 4950—Teaching 101

Summer 2011
EDTD 6362—Inquiry Models of Teaching
EDUC 7002—Education Specialist Seminar 2
EDUC 7003—Education Specialist Seminar 3

Spring 2011
SCED 4910—Apprenticeship
EDTD 4901—Teaching 101 (Self created course)
EDUC 7001—Education Specialist Seminar 1
EDTD 7160—Curriculum Design and Program Analysis

Fall 2010
SCED 4102--Secondary School Context and Curriculum Coherence
and Classroom Management
EDTD 6410—Teaching for Understanding in Action
EDTD 6225—Reading Across the Curriculum
EDTD 7162—Advanced Topics in English Education

Summer 2010 (ASU)
EDTD 6410—Teaching for Understanding in Action
EDUC 7001—Education Specialist Seminar 1

Northern Illinois University
Northern Illinois University
TLCI 502— Survey of Research in Curriculum and Instruction
TLCI 510—Critical Practices in Curriculum and Instruction
TLCI 537—Improvement of Instruction (x5)
TLCI 590—Workshop in Educational Research
TLCI 706—Curriculum Inquiry (x2)
TLCI 660—Educational Change
TLCI 603—Design of Curriculum and Instruction (x3)
TLCI 500—Curriculum, Instruction, and the Community (x4)
TLCI 505—Site-based Curriculum Development (x3)

Special Projects

Georgia Regents University
High School U: *This program involved the coordination of faculty
from GRU volunteering in local schools. It is a series of mini-
lectures in which faculty explain their disciplines. Fifty (50)
faculty members have volunteered for the program.*

Fall 2013
Lakeside High School—Six weeks
Greenbrier High School—Five weeks
Academy of Richmond County—Three weeks

Spring 2013

This collaborative project with Lakeside High School (Evans, GA) brings together faculty from GRU with students from LHS to teach mini-classes in areas of interest.

University/College Positions

Augusta University

Fall 2019

Ed.D. in Educational Innovation, Program Coordinator
University Senate Committee BAITUR, Member
University Promotion and Tenure Committee, Member
Co-Director, College of Education Equity and Diversity
    Initiative

Spring 2019

Chair, University Senate Faculty Governance and
    Communications Committee
University Senate Committee BAITUR, Member
University Senate Representative
Co-Director, College of Education Equity and Diversity
    Initiative
Member, Doctor of Education Steering Committee
Member, Graduate Council
    Subcommittee on Graduate Faculty Status
Department Promotion and Tenure Committee, Member

Fall 2018

Chair, University Senate Faculty Governance and
    Communications Committee
Chair, College of Education Faculty Assembly (resigned)
University Senate Representative
Co-Director, College of Education Equity and Diversity
    Initiative
Member, Doctor of Education Steering Committee
Member, Graduate Council
    Subcommittee on Graduate Faculty Status
Member, First Year Experience Committee

Spring 2018

Co-Director, College of Education Equity and Diversity
    Initiative
Member, Doctor of Education Steering Committee
Co-Chair, University Senate Budget Advisory, Instructional
    Technology, and University Resources Committee
Member, Graduate Council
    Subcommittee on Graduate Faculty Status
Member, First Year Experience Committee

Fall 2017
    Co-Director, College of Education Equity and Diversity
        Initiative
    Member, Doctor of Education Steering Committee
    Co-Chair, University Senate Budget Advisory, Instructional
        Technology, and University Resources Committee
    Member, Graduate Council
        Subcommittee on Graduate Faculty Status
    Member, First Year Experience Committee

Spring 2017
    Co-Director, Doctor of Education in Educational Innovation
    Member, Doctor of Education Steering Committee
    Chair, College Promotion and Tenure Committee
    Co-Chair, University Senate Budget Advisory, Instructional
        Technology, and University Resources Committee
    Member, Graduate Council
        Subcommittee on Graduate Faculty Status
    Member, First Year Experience Committee

Fall 2016
    Co-Director, Doctor of Education in Educational Innovation
    Member, Doctor of Education Steering Committee
    Chair, College Promotion and Tenure Committee
    Co-Chair, University Senate Budget Advisory, Instructional
        Technology, and University Resources Committee
    Member, Graduate Council
        Subcommittee on Graduate Faculty Status
    Member, QEP Curriculum and Assessment Committee

Fall 2015/Spring 2016
    Chair, Faculty Assembly
    Chair, By Laws Revision Committee
    Member, Faculty Senate

Summer 2013-Present
    Ed.S. Coordinator

Spring 2013-Present
    Faculty Research Advisor

Augusta State University/Georgia Regents University
June 2012-October 2012
    Chair, PhD Formation Committee

Fall 2012-Spring 2013
    Faculty Research Advisor

Spring 2011-Summer 2012
    Education Specialist Coordinator

Summer 2011-Fall 2012
    Department of Teacher Education Leadership Team

Committee Work

Augusta State University/Georgia Regents University

Fall 2018-Spring 2019

- Ed.D Steering Committee
  - Chair, Policies

Fall 2017-Fall 2018

- College Curriculum Committee
- Chair, Promotion and Tenure Committee (College)
- Ed.D Steering Committee
  - Chair, Policies
- First Year Experience Committee
  - Convocation Committee

Spring 2016

- College Curriculum Committee
- Chair, Promotion and Tenure Committee (College)
- Ed.D Steering Committee
  - Chair, Policies
- First Year Experience Committee
  - Convocation Committee

Fall 2015

- Chair, Promotion and Tenure Committee (College)
- Ed.D Steering Committee
  - Chair, Policies
- First Year Experience Committee
  - Convocation Committee

Spring 2015

- College Curriculum Committee
- Ed.D Steering Committee
  - Chair, Policies
- First Year Experience Committee
  - Convocation Committee

Fall 2014

- College Curriculum Committee
- University Senate Ad Hoc Committee on Open Access Publications
- Ed.D. Committee
- First Year Experience Committee
  - Convocation subcommittee
- Departmental Leadership Team

Fall 2013/Spring 2014

- University Senate Ad Hoc Committee on Open Access Publications

- Ed.D. Committee
- First Year Experience Committee
    - Convocation subcommittee
- Departmental Leadership Team

Summer 2013

    College
- Departmental Leadership Team
- Ed.D. Committee
- Academic Vision Focus Group

Spring 2013-Present

    University
- Graduate Council

    College
- Exceptions Committee

    Department
- Research Advisor

Fall 2012

    University
- First Year Experience Committee
- Graduate Council

    College
- Teacher Education Council
- Exceptions Committee

Spring 2012

    University
- First Year Experience Committee
- Graduate Council
- Teacher Education Council
- Exceptions Committee

    College
- Leadership Team
- Exceptions Committee

Fall 2011

    University
- First Year Experience Committee
- Graduate Council
- Teacher Education Council

    College
- Ed.D. Design Committee
- Acceptions Committee

Spring 2011

    University
- First Year Experience Committee
- Teacher Education Council

College
- Student Appeal Committee
- Ed.D. Design Committee

Fall 2010
- Ed.S. Redesign Committee
- Ed.D. Design Committee
- Teacher Education Council
- Student Appeals Committee

Northern Illinois University
Fall 2009
Student Recruitment and Retention
Committee Chair—Departmental Committee
- In charge of dissemination of materials to Student Performance Review Committee
- Built website for ease of information access
- Collaborate with Dispositions Office, Undergraduate Advising, and Clinical Office
- 25 SPRs Fall 2009
- 10 SPRs Spring 2010

Spring 2018—

INQR 1000—Students as Heroes: Becoming an Activist

- In the past year, the world has changed. There are movements and marches, concerns and causes. All too often, however, people are just letting things happen. The purpose of this INQR course is to introduce students to activism through the creation of activism projects that seeks to inform, illuminate, or work on solving a problem. In small groups, students will create materials, raise money, and inform the public about their cause.

Spring 2015—

EDTD 7950—Educational Resources for Curriculum and Instruction

- This course will focus on a variety of technologies and strategies to promote content knowledge acquisition, conceptual knowledge acquisition, skill-based knowledge and critical thinking. This course will focus on the use of a variety of resources for teachers mainly through the use of technology.

INQR 1000—Portrayal of Teachers in Popular Media

- As a profession, teaching has some bad PR. If you watch television or movies, or follow the lives of teachers in the news, the profession of teaching shifts from comical, to absurd, to tragic. Popular media portrays teachers as fools (Saved By the Bell), criminals (Breaking Bad), saviors of minorities (Freedom Writers/Dangerous Minds), or people trying to manipulate the system (Bad Teacher). Because of this, the public has misconception of what teachers actually do. Over the course of the semester, students in this INQR 1000 course will critically analyze the portrayal of teachers in public media and how this portrayal influences public perceptions of schooling. Students will become media critics and learn to write critical reviews of television shows and movies and the accuracy of their portrayal of teachers. Using a scale of 1-5 apples, and writing critical reviews, students will become social critics related to the portrayal of teachers.

- Using the critical skills developed in the analysis of the portrayal of teachers, students will then analyze other groups or professions and how these groups are portrayed in the media.

Spring 2014

EDTD 8166—Alternative Curriculum Models

- At the completion of this course students will have a greater knowledge of the variety of curricular models in education. The course will involve the analysis and potential viability of various types of curricula and schools. Because of the current focus on standardized tests, curriculum and teaching methods (best practices), this course will focus on alternative methods of designing curriculum, schools, and instructional practices. This

will be accompanied by methods of incorporating these models and methods into the current educational system. Finally, understanding the breadth and depth of curricular models will be addressed so as to allow advanced educators to be more fully aware of the spectrum of educational possibility.

Spring 2014

EDTD 8165—Curriculum Inquiry

- This course is designed to promote the skills and knowledge of the various forms of curriculum research methodologies, also known as curriculum inquiry. The purpose of the course is to investigate the various methodologies used in curriculum research so as to allow advanced graduate students to develop their ability to analyze, conceptualize and effectively research issues in curriculum. In addition, a broad understanding of the applications of these methods will be applied to contemporary issues in curriculum and instruction.

EDTD 8163—Seminar in Place-based Education

- The purpose of this course is to build a foundation of the theory and practice of place-based education. Through a combination of field-based experiences, theoretical foundations of community and place-based curriculum and methodologies, students will develop the skills and background necessary to incorporate local, relevant content into traditional curricular models. In addition, students will use the foundations of place-based education to create programs that involve community engagement, local activism, and a better understanding of the local social, environmental, economic, historical and educational settings. Finally, student in the Seminar in Place-based Education will understand, design, and apply the principles of service learning programs for local educational agencies.

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Fall 2013

EDTD 6950—Academic Writing in Education

- Upon completion of this course, students will have a fundamental understanding of style and voice in academic writing in education. In addition, students will focus on various components of academic discourse including organization, audience, and purpose.

Summer 2012

EDTD 6950—Place-based Education

- This course was designed to teach candidates about where they are and where they teach. It was an interactive course where the students went throughout the community to study their locality to take back to their classes.

Spring 2011

EDTD 4950—Teaching 101

- This course is designed for pre-service teachers to give practical lessons on the classroom. The topics will be seminar in style and will cover issues such as: gradebooks, classroom setup, voice projection, professional dress, parent communication and a variety of others.

EDTD 7364—Impacting Instruction
- This course will focus on a variety of instructional techniques and strategies to promote content knowledge acquisition, conceptual knowledge acquisition, skill based knowledge and critical thinking. The practicality and applicability of various instructional strategies will also be addressed.

EDTD 7909—Thesis 1
- Students will carry out empirical research that represents the application of theory, the extension of research, or the development of creative approaches to aspects of teaching and learning. Students will describe in a thesis the results of their research.

EDTD 7910—Thesis 2
- This course is a continuation of EDTD 7909. Students will carry out empirical research that represents the application of theory, the extension of research, or the development of creative approaches to aspects of teaching and learning. Students will describe in a thesis the results of their research, and will orally defend the thesis.

Search Committee Work

Spring 2016
    QEP Director
Summer/Fall 2014
    Faculty Scholarship Librarian
        Filled
Fall 2013
    Curriculum Theory/Curriculum Studies
        Chair (Filled by Molly Quinn)
    Kinesiology and Health Science x2
        Filled (Chris Mojock and Cody Morris)
Spring 2013
    Global/Multicultural Education
        Chair (Filled by Misato Yamaguchi)
Spring 2011
    Middle/Secondary Language and Literacy (filled)
        Filled

Dissertation/Thesis Work

Fall 2017
    Directing 21 theses

Dissertation Committee Member NIU (2)
Fall 2016
    Directing 20 theses (10 in Thesis 1; 10 in Thesis 2)
Spring 2016
    Directing 15 theses (11 in Thesis 1; 4 in Thesis 2)
Fall 2015
    Directing 15 theses (10 in Thesis 1; 5 in Thesis 2)
Spring 2015
    Directing 15 Theses (10 in Thesis 1: 5 in Thesis 2)
Spring/Fall 2014
    Directing 13 Theses
Spring 2013-Fall 2013
    Directing 18 Theses (16 Thesis 1/2, 3 Thesis 2)
Augusta State University
    Fall 2012
        Directed 7 Education Specialist Theses
Northern Illinois University
    Co-chaired 2 dissertations (completed)
    Committee member for 23 dissertations (candidacy through proposal)
    Co-chaired 1 thesis (completed Spring 2009)

Editorial/Review Boards

Curriculum and Teaching Dialogue—American Association of Teaching and Curriculum
Journal of Action and Inquiry in Education—Buffalo State University
KDP Record—Editorial Review Board
Educational Studies—Review Board

Dissertation Topic

According to Stangl (1994), Jalongo (2002), Richards and Miller (2005) and a host of other authors regarding publishing in educational journals, understanding the audience for an article is of utmost importance. Huff (1999) notes that an author must understand the audience for whom s/he writes. While much of this understanding of audience comes down to suitable topics (Silverman, 1982), articles must also fit the style of the journal to which it is being presented (Olsen, 1997). With this in mind, the purpose of this study is to characterize the writing style of academic writing in education. This research will involve exploring and analyzing various education and research journals, and through an analysis of individual education articles, delineating the writing style for academic writing in education. By looking at the various components of writing style, a writing style or various writing styles found in scholarly writing in education was determined. It was found that there is a definite style in academic writing in education with two other distinct subsets—journals associated with specific associations and journals with a purely quantitative focus.   It is suggested that specific curriculum and instruction in writing style be added to the current study of research.

Professional Affiliations

American Association of Teaching and Curriculum (AATC): 2005-Present

American Educational Research Association (AERA): 2003-2011; 2013-Present

Association for Supervision and Curriculum Development (ASCD) 2003-4 and 2006-2011

Kappa Delta Pi (KDP)—International Honor Society in Education: 1994-Present

National Council of Teachers of English (NCTE): 2006-7; 2010-2011

Philosophy of Education Society (PES): 2003-2011

Pi Lambda Theta (PLT)—International Honor Society and Professional Association in Education: 2004-2011

Association of Teacher Educators (ATE): 2013-Present

High School Teaching Experience

Greenbrier High School   *Evans, GA*   *2013*
Volunteer teacher for High School U program on 3 occasions.

Lakeside High School   Evans, GA   2013
Volunteering for 5 days/week for 5 weeks regarding high school/college transition

Augusta Christian School   Augusta, GA   2012
AP Literature and Composition—Volunteer co-teacher
        Volunteer two days/week

Rockledge High School   Rockledge, FL   1997-2007
AICE Thinking Skills—Cambridge AICE Course (A course in logic and argument) 2006-7

Advanced Placement English Language and Composition 1998-2004

Other Courses Taught:
        English 1 (genre study)
        English 1 honors (genre study)
        English 2 (world literature)
        English 2 honors (world literature)
        Pre-Advanced Placement English 2 honors
        English 3 (American literature)
        English 4 (British literature)
        English 4 honors
        SAT/ACT Prep
        Career Research
        FCAT Remediation (Florida's NCLB Exam)

International/ESOL Experience

Rockledge High School   Rockledge, FL   2004-2009
Florida State ESOL Certification Grades 6-12

Marshall Islands High School   Rep. of the Marshall Islands   1996-1997
   English 10 (ESOL Based)
   English 12 (ESOL Based)

   Started first high school news magazine
   Started first national speech competition

Administrative Experience

Cambridge AICE Program Coordinator, Rockledge High School
                                                          2004-2007
(*Advanced educational program utilizing the British IGCSE and A Level Exams*)
- Coordinator from program inception
- Administrative duties

American Indian Administrator Education Program, SDSU
   Coordinating Assistant   1994-1996
- Communication among members of cohort
- Administrative duties
- Grant assistant

Evaluation Experience

The College Board   2003-2005
   Advanced Placement English Language and Composition
- National Exam Essay Scorer

Non-Refereed Presentations

Cambridge International Exams (CIE)   Atlanta, GA   Oct 2006
"How to start a CIE Centre" Chief Presenter
Cambridge AICE International Conference

Consulting

University of Cambridge   Cambridge, UK
   Cambridge International Examinations Site Inspector (2010-2013)

Grant Writing Experience

Research and Development Grant for Academic Travel   2011
   $890.00
Florida, SUCCEED Grant   2006
   $36,384 grant earned
- Planning grant for Academy of Hospitality and Tourism
- Lead of grant writing team for Rockledge High School
- Grant administrator

Innovation Fair Matchmaker Grant   2006

$40,000 grant earned
- Planning grant of Academy of Environmental Science
- Sole grant writer
- Grant administrator

Public School Curriculum Experience

Academy Development Coordinator—RHS   2006-7
(Academy of Hospitality and Tourism, Academy of Environmental Science, Academy of Leadership and Law)
Duties
- Course Sequencing
- Curriculum Development
- Community Contacts
- Teacher and Coordinator Recruitment
- Articulation with Higher Education
- Alignment with State Requirements for Career and Technical Educational Programs
- Alignment with Student Progression Plan