Professional Vitae*
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*This document describes my academic work from September 2005, when I received promotion and tenure, to the present**.** It is followed by an appendix containing materials documenting my professional career prior to receiving tenure. The form of both documents follow the outline required by the UMass Lowell faculty contract.

A. EDUCATION AND ACADEMIC QUALIFICATIONS
1. Education

1995	Ph.D.	University of Illinois: Champaign, IL	

Education: Curriculum & Instruction
Dissertation: *Living Reading: The Mutual Construction of Spirituality and Reading*

1984   M.S.   Bank Street College of Education: New York, NY
Education: Reading

1982   B.A.   Antioch University: Yellow Springs, OH
Major: Japanese Language
Minor: Writing for Children

2. Academic Experience at University of Mass Lowell

8/2005 to present	Associate Professor College of Education
1999-2005	Assistant Professor Graduate School of Education

Program:

(2015 to present)	Research Methods and Program Evaluation in Education
2007-2015	Educational Foundations and Research Methods
1999-2007	Leadership in Education

Sabbatical Awarded: Fall 2007, Spring 2014
Global Studies (Affiliate: 2016-present)
Center for Program Evaluation (Affiliate: 2015-present)
Center for Women and Work
    (Affiliate: 2016-present: Associate: 2009-2016)

3. Honors, Awards, and Recognition

2008	<u>University of Illinois College of Education, Distinguished Alumni Award.</u> Selected from an international field of candidates and presented by the University of Illinois Alumni Association.

B. PROFESSIONAL ACTIVITIES
(This document follows the UMass Lowell contract, which specifies a format that lists professional activities, such as conference activities, before publications and grant activities.)

1. Presentations at Professional Meetings:

Primary Organizational Connection:
International Congress on Qualitative Inquiry: A key international organization and conference devoted to an interdisciplinary focus on qualitative research methodology, ICQI emphasizes cutting edge theoretical approaches and encourages experimentation and the inclusion of researchers from around the world. An active participant since the founding year of the conference (2005), I have taken a strong role in development of new initiatives as co-founder of the Digital Tools for Qualitative Research Special Interest Group in 2008 and now creating the Qualitative Inquiry Wikipedia Project.

Refereed Plenary Presentations: International
(Plenaries focus on one paper presentation for the entire session.)

2017   **Davidson, J**., Whittlesey, C. & Bresler, L. (2017). *Performance Ethnography as Qualitative Inquiry in the Public Sphere.* Plenary session at the annual meeting of the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.

   This presentation drew upon data collected in the "Through Their Eyes" project, a research partnership between Davidson's doctoral qualitative research course and a first year writing course, the aim of which was to examine the transitional challenges facing incoming undergraduates on the college campus. This arts-based research presentation was a dialogue between instructor (Davidson) and graduate student and arts-based researcher (Whittlesey), woven around the showing of a multi-media video of a performance ethnography that shared the findings of the study. Bresler, an internationally recognized figure in the world of arts-based research, provided a response to the presentation.

2010   **Davidson, J.**, & diGregorio, S. (2010, May). *Qualitative research and technology: In the midst of a revolution*. Plenary presentation at the International Congress on Qualitative Inquiry, University of Illinois Champaign, Urbana-Champaign, IL.

   In this plenary we explored the relationship between technologies in qualitative research and the emergence of Web 2.0, providing an historical and cultural context for discussion of the issue. Our presentation was subsequently published in the 2011 series of selected papers from the conference.

Refereed Paper Sessions: International
(Paper Sessions include four to five papers in a session the length of a plenary.)

2017   **Davidson, J**., & Marks, Sara. (2017). *Wikipedia and Qualitative Research: Creating Social Knowledge about Social Inquiry*. Paper presentation at the annual meeting of the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.

Academics have long overlooked the phenomenon of Wikipedia, one of the world's top internet sites. In this presentation, we described the ways disciplinary organizations were becoming involved in Wikipedia development and made a case for the reasons why qualitative researchers should take part in creating and overseeing Wikipedia information about our methodological field.

2016   **Davidson, J.** (2016, May). *Negotiating digital tools on complex research teams: Dilemmas for qualitative research and QDA Software*. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.

This paper examined the methodological process of a complex research team exploring the multiple roles played by software over the course of the project. The paper's findings challenge narrow assumptions about the ways Qualitative Data Analysis Software (QDAS) should be used in team-based research.

2015   **Davidson, J.** (2015, May). *Methodological quandaries: Digital tools and qualitative research*. Paper presented at the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.

This was a theoretical piece designed to provide historical context for the plenary panel of the Digital Tools Special Interest Group. In it I addressed three quandaries faced by those who would make use of digital tools in qualitative inquiry: acceptance, integration, and sustainability.

2015   **Davidson, J.** (2015, May). Sexting: Gender & Teens. Paper presented at the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.

In this paper I report on the findings of my book--Sexting: Gender and Teens (Sense Publications, 2014). This book was based upon a secondary review of mixed methods data collected for an earlier study—Building a Prevention Framework to

Address Teen "Sexting" Behaviors, supported by the US Office of Juvenile Justice and Delinquency Prevention.

2015   **Davidson, J**. (2015, May). Untitled paper presented as part of a presentation titled: *1,2,3,4,5…43: Justice! Ay! Ay! Ayotzinapa: A challenge for new critical qualitative inquiry*. Paper presentation at the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.

For this refereed panel, multiple qualitative researchers were invited to make a presentation related to the murder of 43 pre-service teachers in Mexico. My paper was related to my position as an educator of teachers.

2014   **Davidson, J.** (2014, March). *"The flip": A narrative of gendered violence in a study of adolescence and sexting*. Paper presented at the 2014 International Conference on Narrative, March 27-30, 2014, Massachusetts Institute of Technology, Cambridge, MA.

In this paper I explored a unique pod of data related to the term "flip" discovered within the study of teen sexting in which I participated. This term was used only in the data from African-American teens in the Southern region of the United States. In the paper I examine the texts where it occurred. I take the position that the term signifies the presence of the grooming process in sexual trafficking, which I relate back to larger discussions about teens, gender, and society.

2013   **Davidson, J**. (2013, May). *Swimming in a sea of data: Qualitative research in these digital times*. Paper presented at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.

Issues of big data, including interdisciplinarity, globalization, visualization, and archiving as they pertain to qualitative research, was the focus of this presentation. I used the case of the study of teen sexting to explore the framework of "big data" impulses and to reflect on new directions for qualitative research methodology.

2012   **Davidson, J**., Harris, A., Thompson, S., Tucker, L., & Ford, M. (2012, May). *Teen talk about sexting: What it reveals about gender practices*. Paper presented at the International Congress on Qualitative Inquiry. University of Illinois, Urbana-Champaign, IL.

Part of a panel on gender, technology, and qualitative research that I co-chaired, in this paper we reported on our findings from the study of views about teen sexting. The paper discussed the ways gender shaped views, practices, and expectations among individuals and communities. This paper was a starting point for my re-examination of the data from the teen sexting study through the lens of gender.

2012   **Davidson, J.** (2012, May). *Gender, technology, power, and sexuality: Jane Austin, Kara Walker, and Ryan Trecartin as social theorists for making sense of teens' views of sexting.* Paper presentation at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

This paper was selected for presentation at the pre-conference event: "A Day in Art in Qualitative Research". It was a theoretical experiment in which I used the work of three artists (a writer, a visual artist, and a videographer) as the social theory through which I processed findings from the study I participated in on views of teen sexting. Subsequently, the paper was published in the journal <u>Qualitative Inquiry</u>.

2012   **Davidson, J.** (2012, May). *Qualitative research in a new digital era: What's the future?* Paper presented at the International Congress on Qualitative Inquiry. University of Illinois, Urbana-Champaign, IL.

This paper was part of a panel that I co-chaired titled: "Debating the Digital Future of Qualitative Research: <u>The Handbook of Emergent Technologies in Social Research</u>". The papers all addressed some aspect of the issues raised by this comprehensive and challenging volume edited by Sharlene Hesse-Biber. In my paper I struggled with the problem of being a user of Qualitative Data Analysis Software (QDAS) in a world where there are multiple competing forms of qualitative research that are often assumed to be contradictory to QDAS use.

2011   **Davidson, J**., Harris, A., & Thompson, S. (2011, September). *Sexting, teens, and cybersafety: An international dilemma with powerful implications for educators.* Paper presented at the 23rd annual conference of the Japanese and U.S. Teacher Educator Consortium, University of Massachusetts Lowell, Lowell, MA.

We presented on the results of our research into views of teen sexting held by teens, educators, and adults who work with teens to this elite group of Japanese and US Teacher Educators. Japanese teacher educators were shocked by the open discussion of this topic within the American setting.

2011   **Davidson, J**. (2011, May). *Technology and arts-based research: The question of aesthetics within qualitative research or transactional inquiry. Bringing qualitative research into the 21st century.* Paper presented at the International Congress on Qualitative Inquiry University of Illinois, Champaign, IL.

In this paper I tried to articulate a theoretical foundation for connecting technology and arts-based research within qualitative research. I grounded my theoretical perspectives in Dewey's argument about technology, transaction, and knowing, and Mark Johnson's more recent work that reflects Dewey's work on aesthetics as well as his own perspectives in this area.

2011   **Davidson, J**. (2011, February). *The journal project: Qualitative computing and the technology/aesthetics divide in qualitative research.* Paper presented at the Qualitative Computing: Diverse Worlds and Research Practices Conference, Istanbul, Turkey.

This one-time conference brought together an international audience of qualitative researchers from developed and developing nations to discuss the issues and challenges faced by digital tool users in diverse regions. My paper described an arts-based project (The Journal Project) organized and analyzed in qualitative data analysis software, tools that many qualitative researchers find incompatible with techniques like arts-based research.   My goal was to explore the assumed contradictions between technology and arts-based techniques, to develop new assumptions for working with digital and non-digital tools in qualitative research.

2010   diGregorio, S. & **Davidson, J**. (2010, October). *Qualitative data analysis software: Development and trends in qualitative research.* Presentation to the third European workshop on Computer-Aided Qualitative Research, Lisbon, Portugal: Merlien Institute.

We described how we used Denzin & Lincoln's moments in qualitative research as a framework through which to view the use of technology in qualitative research, with an emphasis on the reflexivity between methodological and technological developments over time.

2010   **Davidson, J**. (2010, May). *Wikis as qualitative data analysis software.*   Paper presented at the International Congress on Qualitative Inquiry, University of Illinois Champaign, Urbana-Champaign, IL

By 2010, a number of qualitative researchers had begun to explore the use of wikis as a substitute or work-around for QDAS tools, but there had not yet been a formal comparison of the two. In this paper I compared and contrasted the two tools, providing examples from my own experience as a user of both tools. My conclusion was that QDAS provides unique affordances to qualitative researchers that cannot be found in a wiki.

2010   **Davidson, J.** (2010, May). *Transitioning practice in qualitative research: Mixing new brews—autoethnography, arts-based research and qualitative data analysis software*. Paper presentation at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Many qualitative researches believed that humanistic oriented qualitative research approaches, such as arts-based research and autoethnography, were incommensurable with qualitative data analysis software. This paper reports on the experience of teaching a semester long qualitative research methods course in which I combined these so-called incommensurable methods. I was particularly interested in the hybridity that developed across techniques and the ways

combining different methods helped class members to deepen reflexivity as researchers.

2009   **Davidson, J**. (2009). Autoethnography/Self-Study/Arts-based Research/Qualitative Data Analysis Software: Mixing, Shaking, and Recombining Qualitative Research Tools in the Act of Recreating Oneself as Qualitative Researcher, Instructor, and Learner. Paper presented at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

In this presentation I described how I combined diverse arts-based approaches (from journals to art work) within the QDAS package, NVivo. I described how I analyzed the materials using QDAS and discussed the findings that emerged. This was part of a panel I chaired on digital analysis and humanistic qualitative inquiry.

2008   **Davidson, J**., Dottin, J., Penna, S., & Robertson, S. (2008, May). *Visual data and qualitative research dissertations: Ethics, evidence and the politics of academia.* Paper presented at the International Congress on Qualitative Inquiry, University of Illinois Champaign, Urbana-Champaign, IL.

Early on in my time at UMass Lowell, I introduced the use of visual data in my qualitative research courses, and, subsequently, dissertations in our program began to include visual data. In this paper (co-authored with several dissertation advisees), we explored the ways visual data could be used in dissertations, examining educational issues, and in particular the ways visual data served as a site for the emergence of issues related to ethics, evidence, and academic politics.

2008   **Davidson, J.,** Jacobs, C., Siccama, C., Donohoe, K., Hardy Gallagher, S., & Robertson, S. (2008, May). *Teaching qualitative data analysis software (QDAS) in a virtual environment: Team curriculum development of an NVivo training workshop*. Paper presented at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, Il.

As the leader of the UMass-Lowell Qualitative Research Network, I was the recipient of a grant from the Office of the President of the University of Massachusetts System that allowed me to lead a dynamic team of doctoral students to develop one of the first online QDAS trainings in the world. In this paper, the curriculum development team reflected on the process and the results.

2007   diGregorio, S., & **Davidson, J**. (2007, May). *Research design, units of analysis and software supporting qualitative analysis.* Paper presented at the CAQDAS 07 Conference: Advances in Qualitative Computing, London, UK.

This paper presented emerging ideas from the development of what would become our co-authored book—Qualitative Research Design for Software Users (2008). We shared a framework for sorting qualitative research studies into categories that could be used to make research design decisions for QDAS purposes.

2007   **Davidson, J.**, & diGregorio, S. (2007, May). *Research design in qualitative research software*. Paper presented at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

This paper presented key ideas from the co-authored book that was in process at that time—Qualitative Research Design for Software Users (2008). Using case studies of qualitative research studies conducted in QDAS, we demonstrated how our research design principles could be applied.

2007   **Davidson, J**., & Jacobs, C. (2007, May). *The qualitative research network: Working cross campus to support qualitative researchers at the University of Massachusetts-Lowell*. Paper presented at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

The Qualitative Research Network that formed at UMass-Lowell was a unique grassroots support structure and the envy of academics in other area campuses. In this paper we shared our experiences, practices, and recommendations for building infrastructure to support research methodology.

2006   **Davidson, J.** (2006). *Modeling community: From experience to pedagogy— Peshkin's influence on a pedagogical perspective to action research.* Paper presented at the annual meeting of American Educational Research Association, San Francisco, CA.

This was a memorial session following the death of prominent qualitative researcher, Alan (Buddy) Peshkin. I described Peshkin's impact as an instructor of qualitative research, presenting examples from my own teaching practice to illustrate my points.

Refereed Roundtable Paper Presentations: International and National

2012   **Davidson, J**., Harris, A., Paternite, C., Tusinski-Miofsky, K., & Thompson, S. (2012, April). *Sexting, teens, and education: What teens have to say and the implications for educational policy and practice.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

This paper reports primarily on the thoughts and perspectives of teens (male and female) participating in our study in regard to teen views of sexting. We analyze these results to provide recommendations for best ways for schools and communities to address the phenomenon of sexting among adolescents.

Refereed Poster Session: International and National

2009   **Davidson, J**., Donohoe, K., Christensen, L., Steingisser, G., Varoudakis, C., & Tello, S. (2009, May). *Deconceptualizing the initiating stages of a qualitative inquiry: Autoethnograph, arts-based research and the integration of qualitative data analysis software (QDAS)—a powerful cluster of tools.* Poster presented at

the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, Champaign, IL.

This poster represented ideas developed in my qualitative research methods class where we experimented with two seemingly contradictory approaches: arts-based research and qualitative data analysis software (QDAS). Instead of calling for disconnection I (and my students) demonstrated how connection could be achieved.

Refereed Panel Sessions -- Organizer and Chair: International and National

Panels are single topic sessions explored through four to five individual papers and presenters, a form that allows for in-depth examination of specific topics. As organizer of these panel sessions, I was responsible for facilitating the development of a successful panel proposal. It required me to identify and confirm appropriate co-presenters, as well as to work long-distance with individuals in diverse geographic locations. As chair of the session, I was responsible for sharing organization information with panel members and facilitating the paper session.

2016   **Davidson, J.** (Chair) (2016, May). *Negotiating digital tools on complex research teams: Dilemmas for qualitative research and QDA Software.* International Congress on Qualitative Inquiry, University of Illinois, IL.

I sought out and invited this panel of four experts who spoke to issues of ethics, digital humanities, the teaching of qualitative research and the discourse of determinism vs constructivism in qualitative research—all with a focus on digital tools. Discussant, Trena Paulus provided a synthesizing perspective.

2015   **Davidson, J.,** Paulus, T., & K. Jackson (Co-chairs) (2015, May). *Digital Tools in Qualitative Research: Introduction to the 2015 Digital Tools Strand of the International Congress of Qualitative Inquiry.* Panel presented at the International Congress on Qualitative Inquiry, University of Illinois, Champaign, IL.

This panel of three papers challenged participants to go beyond the former boundaries of QDAS to recognize the changing uses of digital tools in qualitative research by presenting practical and theoretical insights from experience and relevant literature.

2012   Cisneros, C. & **Davidson, J**. (Co-chairs). (2012, May). *Debating the Digital Future of Qualitative Research: The Handbook of Emergent Technologies in Social Research.* Panel presented at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

This was a panel to discuss issues related to Sharlene Hesse-Biber's <u>Handbook of Emergent Technologies in Social Research.</u> The focus was on digital tools in qualitative research.

2012   **Davidson, J**. & Scheidt, L. (Co-chairs) (2012, May). *Gender Practices, Technology, and Adolescence: New Perspectives from Qualitative Research* Panel presented at the International Congress on Qualitative Inquiry. University of Illinois, Urbana-Champaign, Illinois.

In this session, our goal was to enlarge understanding of gender practices, technology, and teens through the presentation of research studies that provided intense and detailed insight into the ways teens are both shaped and shaping of individual and cultural gender possibilities through the new technologies in their lives.

2009   **Davidson, J.** & Donohoe, K. (co-chairs) (2009, May). *Digital Analysis AND Humanistic Qualitative Inquiry—The Use of Qualitative Data Analysis Software or Web 2.0 Tools with Approaches as Varied as Autoethnography and Portraiture to Life History and Arts-Based Research.* Panel presentation at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL

This panel offered one of the first opportunities to hear from researchers who were using new digital analysis tools to support a range of humanistically oriented qualitative inquiries. Papers included attention to autoethnography, portraiture, life history, and arts-based approaches. Researchers described how QDAS was implemented with these research approaches and the diverse forms of data.

2007   **Davidson, J**. (Chair), (2007, May). *Institutionalizing Qualitative Research: Emerging Models*. Panel presented at the International Congress on Qualitative Inquiry. University of Illinois, Urbana-Champaign, IL.

Models from four universities providing strong infrastructure for qualitative research methodological work were presented: UMass Lowell (Davidson and Jacobs), the University of Georgia (Roulston and Freeman), the University of Alberta (Morse), and the University of Illinois at Urbana-Champaign (Denzin). The models were described and compared.

2006   Henne, R., & **Davidson, J**. (co-chairs). (2006, April). *Alan (Buddy) Peshkin (1931-2000): A Review and Critique of his Contribution to Educational Research*. Panel presented at the annual meeting of American Educational Research Association, San Francisco, CA.

As a doctoral student I had the honor to work closely with the renowned qualitative researcher, Alan Peshkin (1931-2000). I helped to organize this panel to honor his legacy. It included colleagues and graduate students who had been shaped by Peshkin's thinking and contributions to qualitative research.

Invited Panel Respondent at Refereed Conference Presentation: International and National

2008   *Performing Arts as Experiential Educational Settings.* (Chair: Liora Bresler). (May, 2008). Response to a symposium presented at the International Congress on Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Refereed Paper Presentations: Regional

I have chosen not to provide descriptions of the regional presentations. I am glad to provide them on request.

2017   **Davidson, J.** (2017, April). *Through their eyes: Overview of the project and introduction to the video.* Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

2014   **Davidson, J.** (2014, February). *Adolescent girls and the orientation of gender: Initiation of a dialogue between Sara Ahmed's* Queer Phenomenology *and teen girls' musings on the topic of sexting.* Paper presented at the UMass Lowell Gender Studies Conference, University of Massachusetts-Lowell, Lowell, MA.

2012   Hickey, C., & **Davidson, J**. (2012, February). *Using the teacher work sample to assess and engage students.* Paper presented at the Regional Conference on Assessment in Education, University of Massachusetts-Lowell, Lowell, MA.

2008   **Davidson, J**., Jacobs, C., Siccama, C., Donohoe, K., Hardy Gallagher, S., & Robertson, S. (2008, May). *Teaching the use of qualitative data analysis software (QDAS) in an online environment: Qualitative research and its technologies as agents of change in higher education.* Paper presented at the 2008 University of Massachusetts Conference on Academic Computing, Sturbridge, MA

2007   **Davidson, J**. (2007). *Teaching and learning with qualitative research software— challenges for doctoral students and dissertation advisors.* Paper presented at the annual meeting of New England Educational Research Association, Portsmouth, NH.

Refereed Panel Presentation: Regional

2017   **Davidson, J.** (Chair). (April, 2017). *"Through Their Eyes" Understanding retention in higher education through a multi-partner research project on transitional challenges facing incoming undergraduates.* Panel presentation at the New England Educational Research Organization, Portsmouth, NH.

        Davidson, J. (Chair). (2007, April). *The Impact and Implications of Qualitative Research Software for Doctoral Students and Dissertation Advisors*. New

2007 England Educational Research Organization. Portsmouth, NH.

Keynote Addresses and Invited Talks at Professional Meetings

2014 Harris, A. & **Davidson, J**. (2014, March). *Lessons for youth professionals from the sexting project.* Presentation at the Practitioner Conference of the Middlesex District Attorney's Office, University of Massachusetts-Lowell.

 As the keynoters for this important local conference sponsored by the Middlesex District Attorney's Office, we shared the results of the study of views of teen sexting from teens, caregivers, and others who worked with teens, providing recommendations for youth professionals based upon our analysis of the data.

2012 **Davidson, J**. & Fisher, J. (2012). *Archiving qualitative research data: The volcano is erupting!* Presentation to the QSR NVivo Trainers Conference, Cambridge, MA: August 4, 2012.

 This was a special conference created by QSR International for their most highly engaged software trainers. I was invited to make a presentation on a special topic with implications for this specialized audience. I chose to present on research into archiving qualitative research data that I was conducting with Joseph Fisher, the UMass Lowell digital archivist.
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2011 Harris, A., & **Davidson, J**. (2011, July). *Building a prevention framework to address teen "sexting" behaviors.* Presentation at the Research Consortium on Youth and Sexting. Sponsored by Microsoft Research, Cambridge, M1.

 This was a special invited meeting of those researchers who were beginning to undertake studies of teen sexting behaviors. It was convened by dana boyd* of Microsoft Research and held at their Cambridge offices. Harris and I presented on the sexting project in which we were engaged, describing the results of the first round of data collection (youth data).

 *This is not a mistake; Boyd spells her name without capitalization.

2010 **Davidson, J.** (2010, September). *Bruce's magnificent quartet: Inquiry, community, technology, and literacy—Implications for renewing qualitative research in the 21st century.* Invited presentation at a one-day celebration of the work of scholar Bertram Bruce. University of Illinois, Champaign, IL

 I was one of the invited speakers at this special one-day conference. My paper examined the influence Bruce's interest in—inquiry, community, technology, and literacy—had on my own research and professional development, using this as a framework from which to understand the development of qualitative research. I suggested the addition of the notion of aesthetics could help this

framework serve for the 21ˢᵗ century qualitative researcher.

Webinar

2012   **Davidson, J**. & Finch, D. (1/17/2012). *NVivo: A Powerful Tool for Teaching and Learning.* Webinar sponsored by QSR, International.

This was an invited talk, part of a series presented by QSR, International, which I presented with my doctoral student Deborah Finch. Over 100 researchers signed in from almost every continent in the world, joining us for a discussion of the way NVivo is used at UMass-Lowell. The materials were subsequently made available from QSR.

Non-Refereed Papers, Posters, and Other Events Presented at University of Massachusetts Lowell

I have chosen not to provide descriptions of the regional presentations. I am glad to provide them on request.

2015   **Davidson, J.** (2015). Four author book launch sponsored by the Center for Women and Work—*Sexting: Gender and Teens*. (Spring, 2015).

2015   **Davidson, J.** (2015). *Sexting: Gender and Teens.* Poster, 90 second presentation, and book signing at the 20ᵗʰ Annual Symposium on Educational Research and Practice sponsored by the Graduate School of Education. (4/30/2015).

2015   **Davidson, J**. (2015). *Sexting: Gender and Teens.* Poster presentation at the UML Faculty Research Symposium (3/11/2015).

2011   **Davidson, J.** (2011, October). *The journal project*. Poster presented at the University of Massachusetts Lowell Faculty Research Forum, Lowell, MA.

2015   **Davidson, J.**, & Harris, A. (2011). *Exploring youth perceptions of sexting*. Paper presentation to the Associates of the Center for Women and Work at the University of Massachusetts Lowell, Lowell, MA.

2011   **Davidson, J.**, Thompson, S., Ford, M., & Tucker, L. (2011). *The sexting project.* Brown Bag presentation to the Qualitative Research Network at the University of Massachusetts Lowell, Lowell, MA.

         Davidson, J. (2010). *I had reached a time…I had come to a place…* Paper presentation to the Associates of the Center for Women and Work at the

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2010   University of Massachusetts Lowell, Lowell, MA.

         Davidson, J., & Donohoe, K. (2010, October). *Developing discernment:*
         Supporting undergraduate students to make thoughtful academic decisions.
2010   Poster presented at the University of Massachusetts Lowell Faculty Research
         Forum, Lowell, MA.

C. RESEARCH

PUBLICATIONS

Books

2017   **Davidson, J**. (Under Contract: Due September 2017). *Writing Up Research: Complex Teams and Qualitative Research*. Oxford University Press.

This book will assist qualitative researchers to understand the complex tasks surrounding writing up research in team-based settings, a subject that is increasingly important as research teams come to include multiple methods, a mixture of disciplines, and take place in a range of diverse settings. The text provides theoretical and practical discussions related to writing as a tool for knowing in regard to methodological processes and substantive findings.

2014   **Davidson, J**. (2014). *Sexting: Gender and Teens*. The Netherlands: Sense Publications.

The outcome of a secondary gendered-focused review of data collected for the "Building a Prevention Framework to Address Teen 'Sexting' Behaviors" (OJJDP Grant #2010-MC-CX-0001), this book illustrates the ways teen boys, girls, parents, educators, and other adults view the act of teen sexting and how their viewpoints are tinged by gendered assumptions.

2008   diGregorio, S. & **Davidson, J**. (2008). *Qualitative research design for software users*. London, UK: Open University Press/McGraw Hill.

This text blends practical and theoretical insights into the evolving uses of qualitative data analysis research software. My contributions were specifically in the theoretical realm and application of genre theories to the notion of the E-project. As co-authors, we collaborated in a 50-50 partnership.

Refereed Paper Publications

2017   **Davidson, J**., Thompson, S. J., & Harris, A. (2017). Qualitative data analysis software practices in complex research teams: Troubling the assumptions about transparency and portability. *Qualitative Inquiry*, 23:6 (July 2017)

Using examples from a study of views of teen sexting conducted by a three-state/three institutional team that collected focus group and survey data from four distinct populations (teen boys and girls; parents or caregivers; and other adults), we examined the role qualitative data analysis software (QDAS) played in team practices, with a special view to the ways access, distance, and experience with qualitative research affected ideas about transparency and portability in regard to

these technologies.

2016   **Davidson, J**., Paulus, T., & Jackson, K. (2016). Speculating on the future of digital tools for qualitative research. *Qualitative Inquiry*,1–5, sagepub.com/journals. DOI: 10.1177/1077800415622505 qix.sagepub.com.

Writing on the twentieth anniversary of the founding of the journal <u>Qualitative Inquiry</u>, we identify key changes that have occurred over the last two decades in regard to the use of digital tools in qualitative research. This becomes our stepping off place for naming the important issues that will need to be addressed in the future if qualitative researchers are to make robust use of the digital tools available to them.

2014   **Davidson, J.** (2014). Bruce's magnificent quartet: Inquiry, community, technology, and literacy—implications for renewing qualitative research in the 21ˢᵗ century. *E-Learning and Digital Media.* 11(5) 475- 481

Bruce and Bishop's community informatics work brings forward four critical concepts: inquiry, community, technology, and literacy, which serve as the basis for a discussion of qualitative research in the twenty-first century–what is lacking and what is needed. I suggest that to resolve the tensions or challenges qualitative research currently faces, a fifth term is needed–aesthetics, which I then use to describe a repositioned field of qualitative research.

2014   **Davidson, J.,** Thompson, S., Harris, A. (2014). Art as a Tool to Read Social Science Data. *International Review of Qualitative Research*, 7(2), 184-201.

This paper seeks to demonstrate the ways qualitative researchers might expand their notion of traditional theoretical or philosophical frameworks presented in standard text sources, to include art and artists as theoretical or philosophical voices. To make our point, we selected three artists (Jane Austin-writer; Kara Walker-visual artist; and Ryan Trecartin-videographer), to use as a theoretical/philosophical lens for examining the findings of a study on views of teen sexting.

2012   **Davidson, J**. (2012). The journal project and the I in qualitative research: Three theoretical lenses on subjectivity and self. *The Qualitative Report, 17*(6), 1-13. Retrieved from http://www.nova.edu/ssss/QR/QR17/davidson.pdf

Subjectivity and the I has long been an important topic in qualitative research. In this article I examine how my understanding of these issues has changed over time through interaction with different kinds of studies. In particular, I look at the impact the Journal Project (a study using arts based approaches in tandem with digital tools) had on my perspectives. I propose a developmental framework for explaining the stances I moved through over time.

2012   **Davidson, J.** (2012). The Journal Project: Qualitative computing and the

technology/aesthetics divide in qualitative research. *Forum: Qualitative Social Research*, 13,2, Article 15, 1-30. Retrieved from http://www.qualitative-research.net/index.php/fqs/article/view/1848

The Journal Project was a personal exploration and a professional challenge in which I submitted a chronological slice of my personal diaries and related arts materials to organization and analysis using NVivo, a qualitative data analysis software (QDAS) package. The choice of the content and the tool was significant because of the ways arts-based or humanistic qualitative researchers and digital tools advocates in the field have erected walls between their work. The article demonstrates the many ways the QDAS package allows me to visualize the personally difficult material and potentially improve the possible interpretations. The experiment informed me about the technology/aesthetics divide in qualitative research.

2012   **Davidson, J.** (2012). The journal project: Research at the boundaries between social science and the arts. *Qualitative Inquiry, 18*(1), 86-99. Retrieved from http://qix.sagepub.com/content/18/1/86.full.pdf

As part of my ongoing search to understand the technology/aesthetics divide in qualitative research, I used the Journal Project as the basis for a fiber arts show that was displayed at the International Congress on Qualitative Inquiry. Similar to an art catalog, this article describes the impetus for the project and each piece and its relationship to the ideas underlying the overall show.

2009   **Davidson, J**., Dottin, J. W., Penna, S. L., & Robertson, S. P. (2009). Visual sources and the qualitative research dissertation: Ethics, evidence and the politics of academia—Moving innovation in higher education from the center to the margins. *International Journal of Education & the Arts*, *10*(27), 1-40. Retrieved from http://www.ijea.org/v10n27/

As an instructor of qualitative research, I have always supported my students' use of visual materials as a valid form of data. This articles presents three cases illustrating the use of visual data in educational dissertations with a special emphasis on the ways visual data raised questions for these students in regard to ethics, evidence, and the politics of academia. We discuss the way acceptance of new research approaches moves from the center (prestigious, higher ranked schools) out into the field (less prestigious schools further from the center) and the tensions this can raise for instructors and students.

2008   **Davidson, J**., & Jacobs, C. (2008). The implications of qualitative research software for doctoral work: Considering the individual and institutional context. *Qualitative Research Journal*, *8*(2), 73-80.

This article addresses the dilemmas faced by instructors of qualitative research as they enter the digital era with the implicit imperative to make use of digital tools,

particularly qualitative data analysis software (QDAS). We make specific recommendations that are based upon a range of experiences using these tools within a doctoral program.

2007   Kuhn, S., & **Davidson, J**. (2007). Thinking with things, teaching with things: Enhancing student learning in qualitative research through reflective use of tools and materials. *Qualitative Research Journal*, 7(2), 63-75.

In this article we explored the things one uses in the teaching of qualitative research methods, illustrating our discussion with examination of three kinds of things: flip charts; NVivo software; and Tinkertoy concept maps. We argue that careful attention to the things of instruction can enhance student learning.

2007   **Davidson, J**. (2007). *Modeling community: From experience to pedagogy. Peshkin's influence on a pedagogical perspective to action research.* Special section on Alan Peshkin, *Qualitative Research Journal*, 6(2), 151-171.

In this piece I described the experience of studying qualitative research with Alan (Buddy) Peshkin and explained the pedagogical lessons I extracted and applied in my own teaching. As part of this work I shared several examples of the ways I use hands-on techniques (lego and drawing) with students as analysis supports, demonstrating how I am extending Peshkin's pedagogical concerns.

Book Chapters

Davidson, J. (under contract: manuscript due 6/1/2018). Team-based Research in Qualitative Research. In P. Leavy (Ed.) *The Oxford Handbook of Qualitative Research*. Oxford University Press.

This chapter will provide in-depth coverage of the research literature related to team-based practices in qualitative research, as well as discussing the implications team-based work raises for all phases of a qualitative research study—from design to dissemination.

2014   Harris, A. & **Davidson, J**. (2014). Teens, sex, and technology: Implications for educational systems and practice. In F. Saleh, A. Grudzinskas, Jr., & A. Judge (Eds.) *Adolescent Sexual Behavior in the Digital Age: Considerations for Clinicians, Legal Professionals and Educators*. Oxford University Press.

This chapter reported on the findings of the "Building a Prevention Framework to Address Teen 'Sexting' Behaviors study (OJJDP Grant #2010-MC-CX-0001), focusing in particular on the implications these findings raise for educational systems and those who work in these systems.

2011   **Davidson, J**., & diGregorio, S. (2011). Qualitative research, technology, and global change. In M. Giardina & N. Denzin (Eds.), *Qualitative inquiry and the global crisis*.

Walnut Creek, CA: Left Coast Press.

This chapter focuses on the development of Qualitative Data Analysis Software (QDAS) in the era of Web 2.0, a transition we refer to as QDAS to QDAS 2.0. We emphasized the global dimensions of the digitalization that is taking place.

2011   **Davidson, J**., & DiGregorio, S. (2011). Qualitative research and technology: In the midst of a revolution. In N. Denzin & Y. Lincoln (Eds.). *Handbook of Qualitative Inquiry* (4ᵗʰ ed.). Thousand Oaks, CA: Sage Publications.

The Handbook of Qualitative Inquiry is one of the most widely known texts in the field of qualitative research. Inclusion in this Handbook is top honors for a qualitative researcher. Our chapter connects the Denzin and Lincoln qualitative research moments framework (the most widely used chronological depiction of qualitative research development) to an historical perspective on technological changes in qualitative research practices. In doing so we take a critical stance toward both arguments of supporters and detractors of digital tools in qualitative research, insisting upon an approach to technology that is rigorous in its understanding of the actual practices, their contexts, and the ideological beliefs of users toward technology.

Editor: Journal Special Issues
I have served as co-editor for three special issues. Editing a special issue of a peer–reviewed journal is similar to development of an edited volume. Special issue editors are responsible for conceptualization and description of the issue. The development period requires intense editorial work with authors, co-editors, the journal editor, and the publisher's representatives.

5/2015-   Paulus, T., Jackson, K., & **Davidson, J.** (co-editors). Special issue of
8/2016   *Qualitative Inquiry*. To be released Summer 2017.

This issue was dedicated to the presentation of selected papers from the Digital Tools in Qualitative Research Special Interest Group's strand at the 2015 International Congress of Qualitative Inquiry. I was responsible for proposing the idea to the journal. As a co-editor, I identified authors, solicited participation, conducted peer reviews of completed papers, edited and worked with authors to successfully complete revisions of the papers, and participated in writing the introduction to the Special Issue. The issue has been submitted to the editor and is now scheduled for release summer 2017.

The issue included our introduction:
Paulus, T., Jackson, K., & Davidson, J. (2017). *Digital tools for qualitative research: Disruptions and entanglements*.

8/2011-   Cisneros, C. & **Davidson, J**. (co-editors). Special Issue of Forum:

6/2012 *Qualitative social Research (FQS)* released: 6/2012. 13(2).
     http://www.qualitative-research.net/index.php/fqs/issue/view/40

     Forum: Qualitative Social Research (FQS) is a peer-reviewed
multilingual online journal for qualitative research established in
1999. This issue presents selected papers from the February 2011
conference "Qualitative Computing: Diverse Worlds and Research
Practices", Istanbul, Turkey.

My co-editor was Cesar Cisneros Puebla, Professor for Qualitative
Research Methods and Social Sciences Epistemology in the Sociology
Department at Autonomous Metropolitan University-Iztapalapa,
Mexico and Director of the Qualitative Computing and Digital
Cartography Lab.

As the English native speaker co-editor on the publication and the
supervisor for our assistant editor, I had extensive responsibility for
editorial work on papers written by non-English speaking authors (the
majority of the materials).

The issue included our introduction:

Cisneros, C., & **Davidson, J**. (2012, May). Qualitative computing and
qualitative research: Addressing the challenges of technology and
globalization. Introduction to Special Issue of Forum: Qualitative
Social Research (FQS), 13(2), Art 15. Retrieved from
http://www.qualitative-research.net/index.php/fqs/article/view/1853.

2006- Henne, R. & **Davidson, J**. A special co-edited section released June
2007 2007. Alan (Buddy) Peshkin (1931-2000)—Researcher,
    Methodologist, Teacher: A critical analysis of his contributions to
    qualitative research. *Qualitative Research Journal*, 6(2), 95-98

    This was a special section of papers published in Vol. 6, #2 of the
Qualitative Research Journal, official journal of Association of
Qualitative Research, an international organization. The section
included articles by: E. Bredo, J. Davidson, A. Enos, S. Roberts, W.
Feinberg, E. Eisner, R. Henne, & D. Pope. The papers had first been
presented at a session of the American Educational Research
Association (2006).

The issue included our introduction:

Henne, R., & **Davidson, J**. (2007). Alan (Buddy) Peshkin (1931-2000)—Researcher, methodologist, teacher: A critical analysis of his contributions to qualitative research. *Qualitative Research Journal*, *6*(2), 95-98.

Non-Refereed Publications

I have chosen not to include descriptions of non-refereed publications. I am glad to provide them if asked.

In press   **Davidson, J.** (Contracted: In press). NVivo. Article for *Sage Encyclopedia of Educational Research and Measurement.*

2014   **Davidson, J.** (January 14, 2014). Teaching and learning: Activities for helping students learn one another's name. *Faculty Focus: Higher Ed Teaching Strategies*. Magna Publications. http://www.facultyfocus.com/articles/teaching-and-learning/activities-helping-students-learn-one-anothers-name.

2013   Harris, A., **Davidson, J.,** Letourneau, E., Paternite, C., Miofshky, K.T. (September 2013). *Building a Prevention Framework to Address Teen "Sexting" Behaviors*. (189 pgs). Washington DC: U.S. Dept. of Justice Office of Juvenile Justice & Delinquency Prevention.

Final report to the agency that funded the two-year project.

Invited Book Reviews

2014   Davidson, J. (2014). Youth community inquiry: New media for community and personal growth [Book Review]. *Qualitative Research in Education*, 3(3), 364-368. Doi: 10.4771/qre.2014.53.

2011   Davidson, J. (2011). Embodied wisdom: Meditations on memoir and education: A review essay [Review of the book *Embodied wisdom: Meditations on memoir and education,* by A. Pryer]. *International Journal of Education and the Arts*, *12*(*3*), ?-?. Retrieved from http://222.ijea.org/v12r30.

2010   Davidson, J. (2010, April 11). The collaborative turn: Working together in qualitative research [Review of the book *International Journal of Education & the Arts,* by W. Gerson].

Exhibits Related to My Academic Work

August, 2011   *The Journal Project: An Exploration in Felt*. Presentation and exhibit at Felter's Fling, a bi-annual international gathering of felters. Williamsburg, Mass.

May, 2011   *The Journal Project: An Interactive Exhibit Bringing Together Arts, Technology, and Qualitative Research.* Visual Art Exhibition presented at the Seventh   Annual International Congress on Qualitative Inquiry May 20-21, 2011. University of Illinois, Champaign, Illinois

New Media: Blogs

12/2009 –
5/2013 and
8/2016 to
present

Founded "QRfrag" (Qualitative Research Fragmented), a blog on qualitative research methodology and instructional issues in higher education (http://qrfrag.blogspot.com/).

FELLOWSHIPS, GRANTS & CONTRACTS

External: *Federal Funding: $662,919*
Co-P.I.

Oct 2010-
2012

Building a Prevention Framework to Address Teen "Sexting" Behaviors. (Harris, A., **Davidson, J**., Letourneau, E., Paternite, C., and Tusinski-Miofsky, K.). US Office of Juvenile Justice and Delinquency Prevention (Co-PI). Three state collaborative study. **$662,919.**

I participated in the development of the proposal. I led the research design, data collection, and analysis components of this qualitative research study. This was a large and highly complex qualitative research initiative that has included over 30 focus groups and the development of specialized database. Locally, I oversaw the work of 2 graduate students and 3 undergraduate research assistants.

Internal: *UMass System: $7,800*
PI

2007   *Webinars with Blended Online Technologies: Radicalizing Instruction for Qualitative Research Methodology.* (**Davidson, J.)** The 2007 Enhancing Learning Through the Use of Technology competition sponsored by the Information Technology Council's Subcommittee on Academic Technology. University of Massachusetts-President's Office. **($7,800**).

Internal:

Co-P.I.   *UMass Lowell: $9,500*

2009

Developing Discernment: Supporting Undergraduate Students to Make Thoughtful Academic Decisions. (**Davidson, J**. and Donohoe, K.). Received **$5,000** grant from the UML Council on Teaching and Learning.

2009

Faculty Learning Community: Developing and testing multi-sensory, active, and arts based learning in higher education. (Kuhn, S., Kuhnzendorf,R., Kazmer, D., Ruthmann, A., and **Davidson, J**.).
Teaching and Learning Council grant, **$4,500**.

Internal Affiliations:

2016-present   Affiliate: Global Studies Program, University of Massachusetts-Lowell.

2015-present   Affiliate: Center for Program Evaluation, University of Massachusetts-Lowell.

2014-2016   *Associate: Reappointed.* Center for Women and Work, University of Massachusetts-Lowell. Continuing work on Sexting, Gender, and Teens.

2011-2013   *Associate: Reappointed.* Center for Women and Work, University of Massachusetts-Lowell. Two-year appointment to work on gender issues at the intersection between two current projects: 1) Sexting and Teens; and, 2) The Journal Project. (In-kind contribution from the University).

2009-2011   *Associate: Center for Women and Work,* University of Massachusetts-Lowell. Two-year appointment to work on "The Journal Project", a methodological experiment that blends qualitative data analysis software, arts-based research, and autoethnography in exploration of issues related to women in higher education (In-kind contribution from the University).

D. INSTRUCTION RELATED ACTIVITIES

My overall average from student evaluations is **4.01** (out of a scale of 1-5), demonstrating the effectiveness of my teaching.

1. Teaching: Courses Designed and Taught (semesters and dates show when courses were taught)

Doctoral Courses (Ed.D. – Ph.D.)

   Courses Taught

07.693   Qualitative Data Analysis for Practitioner Leaders Spring 2017
07.704   Qual. Research Methods Fall 2005, Fall 2006, Spring 2008, Fall 2008, Fall 2009, Fall
                2010, Fall 2012, Fall 2013, Fall 2014, Spring 2016, Spring 2017
EDUC.7101   Advanced Qualitative Res Fall 2016

   Doctoral advisement, directed study, research internships, and dissertation work.
05.649   Directed Study: Administration Spring 2011
05.729   Directed Study: Leadership in School Spring 2006, Trimester 2009, Spring 2011, Fall
                2011, Spring 2012, Fall 2016, Spring 2017
05.730   Adv Res Sem I: Leadership Spring 2005, Spring 2006
                        (Doctoral Cohort undertaking dissertation)
05.753   Doctoral Dissertation/Education Spring 2005, Trimester 2005, Fall 2005, Spring
                2006, Trimester 2006, Fall 2006, Spring 2006, Trimester 2007, Fall 2007, Spring
                2008, Trimester 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Trimester
                2010, Fall 2010, Spring 2011, Trimester 2011, Fall 2011
05.756   Doctoral Dissertation/Education Fall 2006, Spring 2007, Fall 2008, Spring 2009,
                Trimester 2009, Fall 2009, Spring 2011, Fall 2011, Spring 2012
05.766   Continued Grad Research Fall 2010
EDUC.7110   Research Experience I Trimester 2016 (Internship)
EDUC.7120   Research Experience II Fall 2016, Spring 2017 (Internship)
07.699   Doctoral Research Seminar Fall 2015 (Research Seminar directed by RMPE-E
                faculty)

 M.Ed. Educational Administration

   Courses Taught

04.650   Capstone Project: Adv Programs Spring 2009, Spring 2010, Fall 2010, Spring 2011,
                Fall 2011, Fall 2012
05.638   Plan, Tech & School Improvement Spring 2005, Spring 2009, Fall 2009, Spring
                2010, Fall 2010, Fall 2011 sec 031, Fall 2011 sec 032, Spring 2013, Fall 2013
07.541   Practitioner Action Research Spring 2005, Fall 2005, Spring 2006, Spring 2007,
                Spring 2008 sec 031, Spring 2008 sec 032, Fall 2008, Spring 2009, Spring 2010,
                Spring 2011, Spring 2012, Fall 2012, Spring 2013

Other Advisement

05.649   Dir St: Administration Spring 2011

Undergraduate Ed. Initial Licensure

   Courses Taught

01.391   Understanding Education Fall 2009, Fall 2010, Fall 2012, Fall 2013, Fall 2014,
              Spring 2015, Fall 2015, Spring 2016, Fall 2016
48.102   Social Anthropology Spring 2015, Fall 2015

2. DISSERTATION ADVISEMENT

I served as dissertation chair on **16** completed committees.
I served as a member of **15** completed dissertation committees.
I am currently working as an official member of **2** dissertation committees.

Dissertations Chaired (Completed):

2012   Finch, D. (2012). *The experiences of home school mothers.*

2011   McCarthy, M. (2011). *Superintendents' perceptions of the role and goal of global
          education in the 21st century and the ways superintendents shape programs and
          policies to implement global education: A case study of three Massachusetts
          superintendents and their K-12 districts.*

2009   Cornacchio, T. P. (2009). *The nature of teacher collaboration around evidence-based
          teaching in an early childhood program serving a diverse group of at risk
          children.*

2009   Gilbert-Whitner, R. C. (2009). *Primary classrooms for all children: First grade
          teachers' perceptions about gender*.

2007   Andrews, F. E. (2007). *A qualitative research study of the educational experience of
          students of diverse Asian populations in a baccalaureate business education
          program*.

2007   Dottin, J. W. (2007). *Transcending knowledge barriers: An integrated instructional
          approach to transforming the learning experience of adult learners in higher
          education*.

2007   Gallagher, S. H. (2007). *A qualitative research study of service learning in three
          undergraduate business courses*.

2007   Howe, R. J. (2007). *A study of teacher collaboration in a dependent school-within-
          school: How do teachers perceive their collaborative process and its effect on*

instruction?

2007   Lehoullier, J. (2007). *What is the role of mentoring in the professional lives of female intercollegiate athletics directors?*

2007   Olson, M. O. (2007). *Examining collaborative real world application activities in online environments: Implications for design.*

2007   Robertson, S. (2007). *Forces that shape alternative educational environments: A case study of a charter school.*

2007   Sciarappa, L. V. (2007). *How does the principal utilize collegiality and dialogue to facilitate the growth of strong positive relationships among teachers in a school?*

2006   Brooks, J. C. (2006). *How occupational therapists, working in a rehabilitation hospital, weave occupation into their intervention methods.*

2006   Flaherty, D. A. (2006). *Middle school team teachers and how their beliefs, values, and understanding of middle school philosophy affect the overall functioning of the team.*

2006   Gobron, C. E. (2006). *A study of middle school collaboration in an era of federal and state educational reform mandates.*

2006   Siccama, C. J. (2006). *Work activities of professionals who occupy the role of faculty support staff in online education programs.*

Dissertation Committee Member: Current

Melinda Willis, Math and Science Education

Chris Sardella, Leadership in Education

Dissertation Committee Member: Completed

2017   O'Hearne, J. (2017). *Core academic teachers and English learners: A study of instructional choices and classroom interactions* (Chair: Michaela Colombo)

2017   Sanborne, S. (2017). *High school science department heads and instructional leadership capacity across science disciplines* (Chair: Michelle Scribner-MacLean).

2017   Sciuto, D. (2017). *Building connective capital and personal learning networks through online professional development communities for new teachers* (Chair:

James Nehring).

2016	Thompson, S. R. (2016). *The nature of working in an alternative high school*. (Chair: Stacy Szczesiul).
2015	Michaud, R. (2015). *Teaching and learning in a data team: A social constructivist perspective*. (Chair: Michaela Colombo).
2014	Kelly, J. (2014). *Thinking about learning in mathematics: Understanding why and how teachers promote the development of self-regulated learning through instruction* (Chair: Phitsamay Uy).
2013	Veno, J. (2013). *Spelling in the social world: A reconceptualization of spelling development*. (Chair: Minjeong Kim)
2012	O'Brien, E. (2012). *No teachers left behind: An exploration of preschool teacher preparation programs in Massachusetts*. (Chair: Phitsamay Uy)
2012	Howarth, R. (2012). *A comparison of Massachusetts and Texas high school biology teachers' attitudes towards the teaching of evolution*. (Chair: David Lustick)
2011	Chesson, L. S. (2011). *The nature of teacher leadership in a Boston pilot school*. (Chair: James Nehring)
2007	Powers, B. R. (2007). *The use of interactive instructional strategies on academic performance in nurse education programs*. (Chair: Anita Greenwood)
2007	Robinson, D. J. (2007). *The Paideia seminar: Moving reading comprehension from transaction to transformation*. (Chair: Jay Simmons)
2006	Brown, J. J. (2006). *The teacher-self: The role of identity in teaching*. (Chair: Jay Simmons)
2006	Hickey, C. P. (2006). *Construction of new career-change mathematics teachers' efficacy beliefs in an urban setting: The role of college supervision*. (Chair: Anita Greenwood)
2006	Stanley, S. A. (2006). *A study of web-based instructional strategies in post-secondary sciences*. (Chair: Anita Greenwood)

3.   OTHER ADVISEMENT

Emerging Scholar Mentorship

(Academic mentoring program for upper class undergraduates with high potential to undertake graduate school and conduct independent research)

2016-2017   Patrice Faith Olivar: Through Their Eyes Project

2012-2013   Sharon Paul: Sexting Project

2011-2012   Mary Ann Ford and Lindsay Taylor: Sexting Project

Other Mentorship

2012   Honors Thesis Committee member. Ford, M. (2012). *Generativity and the family environment: A case study.* (Unpublished Undergraduate Honors Thesis). University of Massachusetts Lowell, Massachusetts.

2012-   Supervisor to practicum student in the Master's Program in Community
2013   Psychology working on the East Pawtucketville Neighborhood Group Project. Met weekly, set tasks, advised regarding community planning and professional growth.

Summer   Undergraduate Research/Service Co-op Supervisor on projects related to the East
2012   Pawtucketville Neighborhood Group.

Training in Support of Student Mentorship

2015   Lowell Pride: For providing a safe space to Lesbian, Gay, Bi-and Transgendered students.

2017   Harbormaster: For providing a safe space to students from non-traditional backgrounds.

E. SERVICE ACTIVITIES

Service to the Professional Field:

1. Editorial: General Reviewing

2014-present	Editorial Review Board	*The Qualitative Report (TQR)*
2010-present	Reviewer	*Qualitative Inquiry*
2000-2013	Reviewer	*International Journal of Education in the Arts*

2. Editorial: Ad hoc Reviewing

> Sage Publications-Reviewed 1 book revision proposal; 2 book proposals
> Corwin—Reviewed 2nd edition of a book
> Oxford University Press: Reviewed a series proposal

3. Judge:

Judge for the 2009 NVivo Teaching Grants. Selected as one of two judges for a new international teaching grant to promote the use of NVivo software in higher education teaching. Sponsored by QSR International, this was the first time the grants had been made.

4. Conference Planning

2017   Conference Co-Planner/Program Chair
Digital Tools Special Interest Group.
2017 International Congress on Qualitative Inquiry
University of Illinois, Urbana-Champaign, IL.
Digital Tools for Qualitative Research Program

> *I reviewed proposals, organized the Digital Tools program, and assisted with other organizational tasks for the two days of presentations.*

2016   Conference Co-Planner
Digital Tools Special Interest Group
University of Illinois, Urbana-Champaign, IL.
2016 International Congress on Qualitative Inquiry

> *Helped to form the new official special interest group (SIG). Developed strand for the 2016 conference including reviewing proposals and organizing two days of sessions.*

2015   Conference Co-Planner
        Digital Tools Strand
        2015 International Congress on Qualitative Inquiry
        University of Illinois, Urbana-Champaign, IL.

        Took a lead in developing the conference strand on digital tools: Developed the call for abstracts, reviewed proposals, assisted with organization of two days of sessions, facilitated sessions.

2011   Conference Planner, Facilitator, and Presenter
        Building a Prevention Framework to Address Teen "Sexting" Behaviors.
        One-day conference sponsored by UMass-Lowell and the Middlesex District Attorney's Office **(12/9/11).**
        University of Massachusetts Lowell, Lowell, MA.

        I participated in planning and facilitating the conference. I was a co-presenter for the major presentation. I oversaw data collection activities at the conference (six focus groups).

2011   Member: Scientific Committee for international conference.
        Qualitative Computing: Diverse Worlds and Research Practices,
        February 24-26, 2011. Bogazici University.
        Istanbul, Turkey
        http://qualitativecomputing2011.net/english/sci.html

        I reviewed and critiqued abstracts in preparation for the conference.

2008   Coordinator: Conference Planning Committee
        2008 International Congress on Qualitative Inquiry
        Pre-conference Day on Technology in Qualitative Research
        University of Illinois, Urbana-Champaign, IL.

        This was the first time for this event and as a chief coordinator I was responsible for facilitating the development of the program, publicity, review processes and overseeing the entire day's activities. I assembled and worked with a committee of international scholars.

   5.   Advisory Board

2017   Invited to join the International Research Advisory Board for the software development company QSR International, makers of NVivo software. The advisory panel is composed of scholars working with cutting edge approaches to digital tools and qualitative research.

6. Short Term Consulting Activities

2011 ½ day consultation to develop video materials for QSR online resources regarding issues related to the use of qualitative computing in higher education (I did not receive compensation for work I do with QSR).

2011 1-day consultation to North American and International staff of QSR International (developers of NVivo software) regarding issues related to the use of qualitative computing in higher education environments (I did not receive compensation for work I do with QSR).

2010 1-day consultation to North American and International staff of QSR International (developers of NVivo software) regarding issues related to the use of qualitative computing in higher education environments (I did not receive compensation for work I do with QSR).

2009 1-day consultation to Members of the University of Maine Orono campus on use of NVivo (Qualitative Data Analysis Software). Arranged by the Margaret Chase Smith Center for Public Policy.

Service to the University of Massachusetts System

2007-2008   UMass-Electronic Portfolio Committee.

Service to the University of Massachusetts Lowell
(See also section below on University-wide Service Specifically Related to Qualitative Research Activities.)

2017   Member of faculty panel presentation to Davis Family Foundation board members re: Library Learning Force Initiative. I exhibited the LibGuide technology used in my Spring 2017 *Understanding Education* undergraduate class.   (The UMass Lowell Library was subsequently awarded the grant.)

2017   Faculty Success Sub-Committee for the UMass Lowell Strategic Plan.

2016   University Conflict Oversite Committee. Alternate for the College of Education.

2015-2017   Chair: Faculty Senate Library Advisory Committee

2014-2017   Faculty Senator (2nd term)

2012-2013   Chancellor's Medal Committee and University Medal Committee. Appointed March 2012.

2011-2013   New England Association of Schools and Colleges (NEASC), Standard 7

Subcommittee-Library and Information Resources. Appointed member of sub-committee for university's NEASC accreditation process.

2011   Upper Merrimack Street Redevelopment Commission. Member of university/community committee to make recommendations for the development of University Crossing.

2010   GSE Representative to the Global Studies Ph.D. Planning Committee

2010   Working with Interdisciplinary group to develop an Arts, Technology, and Learning Certificate that would be conducted at online and at diverse global locations

2010   Reviewer for Internal Seed Grants for Social Sciences

2005-2007 Faculty Senator (1st term)

Service to the College of Education

Spring 2017 Member: Outstanding Graduate Student Selection Award Committee

Fall 2016 Chair, Faculty Search Committee for Mathematics Education position.

Spring 2016 Chair, Faculty Search Committee for Higher Education Studies position.

Spring 2016 Member, Outstanding Dissertation Award Committee

2016-2017 Member, Committee to review applications for Faculty Professional Development

2015-present Member, Personnel Committee (2nd years of service: Members are elected annually)

2009-2012 Member, Personnel Committee (1st years of service: members are elected annually)

2009   Doctoral Research Sequence Review Committee: Member

2009   Outstanding Graduate Student Selection Award Committee: Member

2008-09 NCATE Standard 5: Committee Member

Service to Research Methods and Program Evaluation in Education (New Ph.D. Initiated Fall 2015)

2015-
present

Member of the RMPE-E faculty. Responsible for administration of the program, including selection of applicants, participation in Research Seminar, oversite of Field Methods experiences, development and administration of exams.

2011-2015   Member of faculty committee developing new Ph.D. programs for the GSE. Focus on "Research and Evaluation" component. This committee was also responsible for the most recent review and revision of the doctoral research sequence.

University-wide Service Specifically Related to Qualitative Research Activities

Activities Under the Auspices of the Center for Program Evaluation

2016   *Integrating Survey Tools with NVivo*.   (8/2016). ½ day training. Facilitated session with consultant from QSR/NVivo.

2016   *I have a Boatload of Qualitative Research*. (8/2016). ½ day training.

2016   *Getting Started with Visual Data in Qualitative Research*. (1/2016). 1.5 hour training

2014   *Introduction to NVivo*. (8/1/14). ½ day training.

Activities Under the Auspices of the Center for Women and Work

2015   *Creative Nonfiction Writing Tools for Academics*. Initiated, planned, and organized a one-day workshop sponsored by the Qualitative Research Network and the Center for Women and Work. Guest presenter was non-fiction writer Maureen Stanton.

2011-
2012

Facilitator, IDEA Community (This program was sponsored by the Center for Women and Work, with financial support from the Qualitative Research Network).

As facilitator I was in charge of
- *Organizing five campus-wide presentations Fall 2011.*
- *Coordinating the two-day visit of Dan McAdam (2/2012 to our campus, internationally recognized scholar in narrative analysis.*
- *Meeting monthly with IDEA Community supervisors.*
- *Served as guest editor for the Winter 2011 bulletin of the Center for Women and Work, that focused on qualitative research perspectives.*

Activities Under the Auspices of the Qualitative Research Network

2000-
2011

Qualitative Research Network: Co-founder and facilitator

The Qualitative Research Network (QRN) was a cross-campus grassroots organization of faculty, staff, and students, which I helped to found. It emerged at a time when there was little understanding on campus about qualitative research methodology, and faculty seeking to practice this approach were isolated from each other and frequently faced discrimination from colleagues unfamiliar with these ideas. The group sponsored networking meetings, speakers, and professional development. The Network was a recipient of a significant grant from the Office of the Provost and a grant from the UMass President's office (see appendix).   The Network contributed to the development of research infrastructure on campus, raised awareness of qualitative research methods, and supported faculty, graduate students, and staff to gain important new methodological skills. Today, there are many faculty members, with sophisticated training in qualitative research methods whose research is highly valued by their colleagues. Over time, QRN activities have gradually come under the umbrella of a variety of centers and departments.

2013-2016
2010-2013

Campus-wide Site License Administrator for NVivo Software. Included negotiations with company and university, developing technical support and professional development. I worked with Center for Women and Work to provide these services campus-wide. License is now overseen by UMass Lowell IT department.

2006-
2007

Introduction to NVivo. Two-day workshops at UMass-Lowell introducing faculty and students to NVivo software and the principles of research design in qualitative research software. (11/06; 5/07; 6/07).

Service to the Community of Lowell

2011-2014   *East Pawtucketville Neighborhood Group.* Co-founder and co-leader for group dedicated to improving the community surrounding the UMass-Lowell North Campus area. Worked to develop coalition to connect community and local schools in new dynamic ways. Worked with UMass Lowell and Lowell City Manager's Office to Plan Sustainability Day for September 29, 2012; and GSE Faculty and McAvinnue Elementary School to develop joint programs to improve student success.

2011-2012   *Public Matters*: Mentor to a rising Lowell leader (Dawn Grenier, Development Officer at UTEC-Alternative Program for Teens). Program sponsored by the Lowell Plan.

Appendix A

Professional Vitae: Judith Davidson

Pre-Tenure Work History and Accomplishments

A. **Education and Academic Qualifications**
1. **Education: Described in Post-Tenure Vita**

2. **Prior Academic Experience**

Summer 1999   *Adjunct* (2 courses)

Teacher Education Program, College of Education

Boston College, Boston, MA

1998-1999   *Assistant Professor* (Full-time Adjunct: 3/3)

Teacher Education Program, College of Education

Boston College, Boston, MA

Spring 1995   *Graduate Co-Instructor: Doctoral Seminar*

Educational Psychology 449 with Alan Peshkin

College of Education, University of Illinois

Champaign, IL

3. **Prior Professional Experience**

Research and Research Administration Positions

1995-1999   Research Director

Hanau Model School Partnership

TERC: Cambridge, MA

Designed and conducted comprehensive research program for NSF supported K-12 testbed for understanding the implications of the emergence of networked school districts.

1993-1995   Assistant Director

Arts in Education Project

Bureau of Educational Research

College of Education, University of Illinois

Champaign, IL

Participated in an ethnographic study of arts specialists in elementary classrooms.

1993-1994   Research Assistant

Washington School Study

College of Education, University of Illinois

Champaign, IL

Participated in an ethnographic study of adult interactions in a complex, multi-program early childhood setting.

1992   Research Assistant

Young Adolescent Literacy Project

Center for the Study of Reading

College of Education, University of Illinois

Champaign, IL

Assisted in the development of an experimental literacy project to improve the reading skills of young adolescents with severely low reading achievement.

1991-1992   Research Assistant

Center for the Study of Reading

College of Education, University of Illinois

Champaign, IL

Participated in a qualitative study of an interdisciplinary (math, science, and technology) methods course within an experimental pre-service teaching program.

1986-1991   Director

Project on Adolescent Literacy

Center for Early Adolescence

University of North Carolina

Chapel Hill, NC

Directed comprehensive research and information dissemination program for national resource center.

Prior Positions in Educational Administration and K-12 Teaching

1984-1986   Director

St. Agnes Branch: Centers for Reading and Writing

New York Public Library

New York, NY

Founding director of a comprehensive adult literacy program.

1983-1984   Head Teacher/2nd grade,

Bank Street Childrens School.

New York, NY

1983   Student Teacher/Reading (1-8),

Cathedral School. St. John the Divine

New York, NY

1982   Student Teacher/1st grade,

Bank Street Childrens School.

New York, NY

1976-1982   Working in non-professional positions as I completed my bachelor's degree.

1974-1976   Teacher, English as a Second Language.

Privately and at English Language Schools in the Kyoto/Osaka area. Japan

4. **Prior Honors, Awards, and Recognition**

2005   Faculty Teaching Award. Selected for the university-wide award by a faculty committee of the Graduate School of Education.

2005   Leadership in Technology Assessment. Award from the University President's Office, University of Massachusetts.

2004   Outstanding Graduate Faculty, Graduate Student Association UMass-Lowell. University-wide honor. Nominated by the Graduate School of Education's Graduate Student Association, and selected by the University-wide Graduate Student Association.

2004   My article--*A new role in facilitating school reform: The case of the educational technologist*--was the featured article on the web page of Teachers College Record for the week of July 22, 2004, and in the electronic message disseminated to subscribers of this premiere journal for educational research.

2004   My instructional work with online and blended learning is profiled as a case example in a report to the university administration in *Report on Web-Enhanced and Blended Learning Activities at UMass-Lowell*. Beaudry, M., Moloney, J. & Tello, S.

| 2003 | Golden Apple Award from the Greater Haverhill Chamber of Commerce. Awarded for contributions to the Haverhill Public Schools Leadership Academy. |

| 2002 | Nomination for the Faculty 2002 Teaching Award. Nomination based upon my innovative work developing curriculum for the core doctoral course that serves students in Leadership in Schooling, Science and Math, and Language and Literacy. |

| 2000 | Nomination for the Faculty 2000 Teaching Award. Nomination was based upon my work to highlight student research through a cross-class research poster session composed of three courses from Spring Semester 2000. |

| 1994 | University Fellowship,

Graduate College, University of Illinois.

University-wide recognition for scholarship and research. (Tuition plus full stipend) |

| 1994 | Graduate Travel Award

Sociolinguistics Symposium 10

Lancaster England (Travel Expenses from conference organizers to attend and present at international sociolinguistics meeting). |

| 1993 | Letitia Walsh Fellowship

College of Education, University of Illinois.

Most prestigious fellowship offered by the College. (Tuition plus full stipend) |

| 1993 | Program for the Study of Cultural Values and Ethics Fellowship

Center for Cultural Values and Ethics, University of Illinois

Competitive campus-wide fellowship for year-long participation in a |

colloquium of selected faculty and graduate students and "residence" at the Center with other Fellows. (Stipend)

1992   <u>University Fellowship</u>

Graduate College, University of Illinois.

University-wide recognition for scholarship and research.

(Tuition plus full stipend)

1989   *Adolescent literacy: What works and why* selected as a 1989 outstanding social science book of the year by *Choice Magazine*.

B.   Prior Professional Activities

1.   Editorial Contributions

2004-2006	Editor	"Teaching Qualitative Research" section of the *Association for Qualitative Research Journal*
2003-2006	Reviewer	*International Journal of Leadership in Education*
2000-2006	Board of Reviewers	*Journal of Teacher Education*
2000	Reviewer	*Reading Research and Instruction*. (Special themed issue on technology and reading in publication of the College Reading Association.)

1998-2005	Reviewer	*Journal of Educational Computing Research*
1991-1994	Editorial Advisory Board	*Center for the Study of Reading Technical Report Series.*
		College of Education, University of Illinois, Champaign, IL
1991-1994	Editorial Review Board	*Research in the Middle*
1987-1988	Subcommittee on Reading in the Middle Grades	International Reading Association

Ad hoc reviewing of book/textbook proposals for Sage Publications, Springer, Oxford University Press, Corwin.

1.b.   **Other Professional Commitments**

2005   Member: Conference Planning Committee

2005 International Conference on Strategies in Qualitative Research with QSR Software

*(*Durham, UK*)*

2.   Presentations

Refereed Presentations at International, National, and Regional Conferences

Refereed Paper Presentations

Davidson, J. (2005). *Learning to 'read' NVivo projects: Implications for teaching qualitative research.* Paper presentation at Teaching Qualitative Methods with Qualitative Research Software: A Working Conference for Teachers Using QSR Software Tools, Madison, WI.

Davidson, J. (2005). *Reading "the project": Qualitative research software and the issue of genre in qualitative research*. Paper presented at the First International Conference on Qualitative Research, Champaign, IL.

Davidson, J. (2005). *Genre and qualitative research software: New modes of literacy in qualitative research.* Paper presented at the 2005 annual meeting of the American Educational Research Association, Montreal, Canada.

Davidson, J. (2004, August). *Grading NVivo: Making the shift from training to teaching with software for qualitative data analysis*. Paper presented at the 2004 International Conference on Strategies in Qualitative Research With QSR Software, Durham, UK.

Davidson, J. (2003, November). *Visual data as a tool to help teachers and leaders "see" in new ways.* Paper presented at the annual meeting of Massachusetts Association of Colleges of Teachers of Education, Auburn, MA.

Davidson, J. (2003, April). *NVivo as a tool for deepening understanding between research and participant: Extending the use of the "NUDIST Cookie".* Paper presented at Teaching Qualitative Methods with Qualitative Research Software: A Working Conference for Teachers Using QSR Software Tools, Madison, WI.

Davidson, J., & Olson, M. (2002, April). *School Leadership in Networked Schools: Deciphering the Impact of Large Technical systems on Education.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Davidson, J. (2001, April). *The technology ensemble: Making sense of technological transactions in the networked school*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Davidson, J. (2000, April). *The model school partnership: Qualitative research as a tool for the study of full-system integration of technology*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Wasser (Davidson), J. (1998, April). *Electronic networking and school reform*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Wasser (Davidson), J. (1998, April). *Working in heterogeneous implementation teams--thinking through the role of the qualitative researcher*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Wasser (Davidson), J. (1998, February). *Changing the professional culture: The role of technology infusion*. Paper presented at the Consortium for School Networking, Washington, DC.

Wasser (Davidson), J. (1998, March). *Researching technology infusion: Learning from the hanau model school partnership.* Paper presented at the International Conference on Technology and Education Conference. Santa Fe, NM.

Wasser (Davidson), J. (1996, March). *The technology set: Mapping relationships between technology and practice*. Paper presented at the International Conference on Technology and Education, New Orleans, LA.

Davidson, J., & Walsh, D. (1994, April). *The dilemma of inclusion: Multiple discourses in a complex early childhood program.* Paper presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Davidson, J., & Walsh, D. (1994, March). *The dilemma of inclusion: Multiple discourses in a complex early childhood program.* Paper presentation at Sociolinguistics Symposium 10, Lancaster, United Kingdom.

Bruce, B., & Davidson, J. (1993, March). *An inquiry model for literacy across the curriculum*. Paper presented at the Community-College/University English Articulation Conference, Monticello, IL.

Bruce, B., & Davidson, J. (1992, May). *Broadening concepts of literacy across the curriculum*. Paper presented at the Pre-Conference on Reading Research at the Annual Meeting of the International Reading Association, Orlando, FL.

Davidson, J. (1990, March). *Literacy assessment for the middle grades: Improving young adolescents' reading and writing skills.* Paper presented at the North Carolina League of Middle Level Schools, Charlotte, NC.

Davidson, J. (1989, April). *Responding to young adolescents' developmental needs: The challenge of the middle grades*. Paper presented at the Annual Middle School Conference of the University of North Carolina at Charlotte, Charlotte, NC.

Davidson, J., & Koppenhaver, D. (1987, May). *Effective school-and community-based literacy programs for young adolescents.* Paper presented at the annual meeting of the International Reading Association,   Anaheim, CA.

Davidson, J. (1987, April). *Adolescent literacy: What works and why*. Paper presented at the annual meeting of the North Carolina State Reading Association, Raleigh, NC.

Kuhn, B. & Davidson, J. (1987, March). *Vital literacy: Math and reading at the middle grades*. Paper presented at the annual meeting of the North Carolina League of Middle Schools, Winston-Salem, NC.

Davidson, J., & Nordon, A. (1986, May). *Teaching adults using an integrated reading-writing approach*. Paper presented at the annual conference of the New Jersey Life Long Learning Association, Cherry Hill, NJ.

Davidson, J. (1986, April). *Teaching writing to adult beginning readers*. Paper presented at the New York City Annual Adult Basic Education Conference, New York, NY.

Yackowictz, W., Davidson, J., & Ivey, I. (1985, May). *The New York Public Library Centers for reading and writing --A community-based approach to literacy*. Paper presented at the New York State Adult Continuing and Community Education Association, Catskill, NY.

Refereed Roundtable Paper Presentations

Walsh, D., Davidson, J., Ting, S., Tsai, A., & Enos, A. (1994, April). *The challenge of expansion: A qualitative study of a large pre-kindergarten program*. Round Table presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Davidson, J. (1988, April). *Adolescent literacy policy and practice: What works and why.* Round Table presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Refereed Poster Presentations

Davidson, J. (1995, April). *Living reading: Findings from an ethnographic study of a professional association of reading educators*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Refereed Sessions: Organizer and Chair

Technology Integration and Qualitative Research: Exploring Methodological Possibilities. Davidson, J. (Chair), Hogan, M., Bruce, B., Benson, A., Zhao, Y. Annual Meeting of the American Educational Research Association, New Orleans, LA, April 1999.

Invited Panel Respondent at Refereed Conference Presentations

Getting Good at Qualitative Research.   (Chair: Sam Intrator, Stanford University). Davidson, J. (1999, April). Response to symposium presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Davidson, J. (1999, April). *The Web of Intersubjectivity: A Vygotskian Framework for Adult Learning.*   (Chair: Lillie Albert, Boston College) Response to symposium presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 1999.

Non-Refereed Papers, Posters, and Other Events Presented at University of Massachusetts Lowell

Davidson, J. (2004). *Teaching qualitative research in the Graduate School of Education*. Poster presented at the University of Massachusetts Lowell Qualitative Research Network's Spring

2004 Poster Session, a cross-campus group of faculty and graduate students, Lowell, MA.

Davidson, J. (2004, December). *Qualitative Research at UMass-Lowell: My course offerings.* Paper presentation as part of a panel presentation by qualitative research course instructors to the Qualitative Research Network at the University of Massachusetts Lowell, Lowell, MA.

Keynote Addresses

Davidson, J. (1992, February). *Seeking diversity*. Presentation at the Books for Rural Youth Access Project Conference, Indianapolis, IN.

Davidson, J. (1990, March). *Meeting adolescents' literacy needs: What works.* Presented at Public/Private Ventures Annual STEP Program Conference, Miami, FL.

Davidson, J. (1990, January). *Meeting young adolescents' literacy needs: What librarians can do.* Presentation at the Washington Library Association, Seattle, WA.

Davidson, J. (1989, October). *Characteristics of effective reading and writing programs in the middle grades and the importance of a schoolwide approach to literacy.* Presented at the Statewide Seminar on Early Adolescence and Curricular Needs sponsored by the Oklahoma Curriculum Improvement Commission, Oklahoma City, OK.

Davidson, J. (1988, April). *Adolescent illiteracy.* Presented at the annual conference of the North Carolina Council of Educational Opportunity Programs, Durham, NC.

Invited Talks at Professional Meetings

McGillivray, K., Wasser (Davidson), J., & McNamara, E. (1999, July). *The role of technology in systemic change in the Hanau, Germany U.S. Department of Defense Dependents Schools*. Presentation to the LNT Summer 1999 Institute, Harvard University, Cambridge, MA.

Davidson, J. (1994, December). *Reflexivity and the collective self.* Part of a symposium on "Conceptualizing Teamwork in Qualitative Research". Bureau of Educational Research, College of Education, University of Illinois, Champaign, IL.

Davidson, J. (1993, June). *Adolescent literacy: What works and why—revisited*. Presentation at Cabrini College, Radnor, PN.

Davidson, J. (1991, April). *Adolescent literacy needs*. Presentation to the Indiana Reading Professors at the Indiana State Conference of the International Reading Association, Indianapolis, IN.

Davidson, J. (1990, February). *Supporting young adolescents' literacy development: The case for a richly textured approach*. Advisory board for Lilly Endowment's Reading Improvement Program, Indianapolis, IN.

Davidson, J., & Koppenhaver, D. (1987, June). *Literacy programs for young adolescents: A report on the center for early adolescence research project*. Paper presented to the Research Special Interest Group at the Annual Meeting of the American Library Association, San Francisco, CA.

Other Invited Talks

1997   Lessons from the Research Study of the Hanau Model School Partnership. Wasser (Davidson), J. Presentation to the President's Technology Initiative staff of the Department of Defense Educational Activities, Washington, DC. September, 1997.

1997   The Hanau Model School Partnership: What We are Learning From the Ethnographic Study of the Project. Wasser (Davidson), J. Presentation to the National Science Foundation Model Schools Advisory Board, Washington, DC, September, 1997.

1997   The Second Year of the Hanau Model School Partnership: What the Ethnographic Research has to Say.   Wasser (Davidson), J. Presentation to Staff of the Department of Defense Educational Activities, Washington, DC, June, 1997.

Workshops

2001   NVivo as a Tool for Dissertation Research. Davidson, J. Workshop with UMass-Lowell, GSOE Graduate Students. May 2001.

1997	Using NUD.IST Software for Qualitative Data Analysis. Davidson, J. Lesley College, Cambridge, MA, December, 1997.
1993	Literacy Assessment for the Middle Grades. Davidson, J. & Randall, M. Three-day training workshop for staff from six selected school sites in Indiana, Brown County, IN, July 1993.
1993	Literacy Assessment for the Middle Grades: What it is and how it works. Davidson, J. Presentation to recipients of Community of Readers awards. Indianapolis, IN, April 1993.
1992	Building Youth Literacy . Davidson, J. & Randall, M. Two-day training workshop for youth-serving professionals from Southwestern Indiana, Evansville, IN, November 1992.
1990	Improving Middle-Grades Schools. Davidson, J. Presentation at East Carolina University's Fifth Annual Middle School Summer Conference. Greenville, North Carolina, July 1990.
1990	Understanding Young Adolescents and Their Schools. Davidson, J. & Conway, J. Provided a two-day conference for grantees of the Winthrop Rockefeller Foundation. Lake DeGray, Arkansas, June 1990.
1990	Introduction to the Middle Grades Assessment Program. Davidson, J. Presentation sponsored by the Winthrop Rockefeller Foundation to selected school superintendents and principals. Little Rock, Arkansas, June 1990.
1990	Adolescent Literacy: What Schools Can Do and Literacy Assessment for the Middle Grades. Davidson, J. Two workshops for the annual conference of the Reading Excitement and Paperbacks Project. Indianapolis, Indiana, April 1990.
1989	Schools and Community: Shared Support for Literacy Needs. Davidson, J. & Pulver, R. Workshop at Lilly Endowment, Inc.'s Second Annual Continuing

conference for grantees. Indianapolis, Indiana, October 1989.

1989   Understanding the Middle Grades Assessment Program. Davidson, J.
                Workshop for the Middle School Leadership Academy of East Carolina
                University. Chapel Hill, North Carolina, June 1989.

1989   Adolescent Literacy Needs: The Critical Role of Libraries in Developing Young
                Adolescents' Literacy Capabilities. Davidson, J. Workshop to Young Adult
                Services, New York Public Library. New York, New York, January 1989.

1988   Creating Developmentally Responsive Literacy Programs for Young
                Adolescents. Davidson, J. Workshop for the North Carolina Writing Project
                Summer Institute, Raleigh, North Carolina, July 1988.

Long Term Paid Consulting Activities

1999-2001   Open Systems Technologies. Formative program evaluation for the Hessen
                Model School Partnership. Hessen District Office of the Department of
                Defense Educational Activities.

1992-1997   Middle Grades Reading Network (University of Evansville). Assist in the
                planning of a statewide reading initiative building upon a program of grants
                sponsored by Lilly Endowment Inc. Principal grant writer for 1.2 million dollar
                implementation grant. Consultant to three year project.

1989-1992   Lilly Endowment Inc. Reading Improvement Program. Assist Endowment in
                developing comprehensive program of grants to improve the reading
                achievement of young adolescents in Indiana.

Short Term Consulting Activities

2003   TERC. Consultation on qualitative research design for a study of on-line
                science education program sponsored by NSF (Cambridge, MA)

2000   TERC. Consultation on qualitative research design for a study of an on-line science education course sponsored by NSF (Cambridge, MA).

2000   Harvard Institute for International Development. Consultation on qualitative research design for a study of educational technology integration in Central America (Cambridge, MA).

1992   National Council of Teachers of English. Task development for the New Standards Project, a collaboration of the Learning Research and Development Center and the National Center of Education and the Economy.

1990   Winthrop Rockefeller Foundation and the Arkansas State Department of Education. Assistance with proposal development for a middle grades improvement initiative.

1990   North Carolina Department of Public Instruction. Assistance with proposal development for a middle grades improvement initiative.

1989   New York State Department of Education. Middle Level Policy Statement Review.

1989   National Boys Clubs of America. Task Force on Education.

Advisory Boards

1997-2000   Beacons of Excellence Project. Provide consultation to EDC's three-year ethnographic study of middle schools that are exemplary in their approach to including students with special education needs.

1990-1996   National Board for Professional Teaching Standards. Middle-Grades Language Arts Certification Advisory Board.

1990-1995   Indiana State Department of Education. Reading Excitement and Paperbacks
             Project (REAP).   Advisory board to statewide reading program.

1990-1992   Developmental Studies Center, Reading, Thinking, and Caring Project.
             Advisory board to the development of a middle-grades literature curriculum.

1989-1991   North Carolina State Department of Public Instruction. Superintendent's
             Middle Grades Task Force. Development of recommendations for statewide
             middle-grades reform.

1989-1991   Special Education and Literacy Department of the School of Education,
             University of North Carolina at Chapel Hill. Co-chair of advisory committee.

C. Prior Publications

Books

Davidson, J. (2000). *Living reading: Exploring the lives of reading teachers.* New York, NY: Peter Lang Publishers.

Davidson, J., & Koppenhaver, D. (1993). *Adolescent literacy: What works and why* (2nd ed.). New York, NY: Garland Press.

Davidson, J., & Koppenhaver, D. (1988). *Adolescent literacy: What works and why.* New York, NY: Garland Press.

Book Chapters

Davidson, J. (2004). Embodied knowledge: Possibilities and constraints in arts education and curriculum. In L. Bresler (Ed.)., *Knowing bodies, Feeling minds: Embodied knowledge in arts education and schooling*, Dordrecht, Netherlands: Kluwer Academic Publishers.

I was initially involved in this project as a co-editor. I helped to conceptualize the book, write the initial proposal, and worked with authors in the early stages. However, due to other obligations I had to withdraw from editorial participation after the early stages. My early work is acknowledged by Bresler in the introduction.

Refereed Paper Publications

Davidson, J. (2004). "I am a fieldnote" researching and teaching with visual data. *Qualitative Research Journal, 4*(2), 48-75.

Davidson, J. (2004). A new role in facilitating school reform: The case of the educational technologist. *Teachers College Record, 105*(5), 729-752*.* (My 2003 publication was the featured article on the journal's web page for the week of July 22, 2004. Subscribers to the journal received an email highlighting the article.) Retrieved from

http://sdexter.net/courses/589/downloads/Davidson-03.pdf

Davidson, J. (2003). NVivo as a tool for reading instruction: Speculating on the possibilities—a research note. *Qualitative Research Journal*, *Special Issue 2003,* 57-63.

Davidson, J. (2003). A new role in facilitating school reform: The case of the educational technologist. *Teachers College Record, 105*(5), 729-752.

Davidson, J., & Olson, M. (2003). School leadership in networked schools: Deciphering the impact of large technical systems on education. *International Journal of Leadership in Education*, *6*(3)*,* 261-281*.*

Davidson, J., McNamara, E., & Grant, C. M. (2001). Electronic networks and systemic school reform: Examining the diverse roles and functions of networked technology in changing school environments. *Journal of Educational Computing Research*, *25*(4), 441-454.

Bresler, L., Wasser (Davidson), J., & Hertzog, N. (1997). Casey at the bat: A hybrid genre of two worlds. *Research in Drama Education*, *2*(1), 87-106.

Bresler, L., Wasser (Davidson), J., Hertzog, N., & Lemons, M. (1996). Beyond the lone ranger researcher: Team work in qualitative research. *European Journal for Research in Music Education*, *7*, 13-27.

Wasser (Davidson), J., & Bresler, L. (1996). The interpretive zone: Conceptualizing collaboration among teams of qualitative researchers. *Educational Researcher, 26*(4), 5-15.

Bruce, B., & Davidson, J. (1996). An inquiry model for literacy across the curriculum. *Journal of Curriculum Studies*, *28*(3), 281-300.

Bresler, L., & Davidson, J. (1995). Arts and knowledge: A discussion. *Educational Theory, 45*(1), 63-70.

Non-Refereed Publications

Wasser (Davidson), J., McNamara, E., & McGillivray, K. (1999). Going broad and going deep: Taking a full-school approach to technology integration across the curriculum. *Electronic School, 186*(9), 54-57.

Wasser (Davidson), J., McGillivray, K., & McNamara, E. (1998). Diaries of an educational technologist: A new role for technology integration support. *Hands-On, 21*(2), ?.

Wasser (Davidson), J. (1998). Systemic reform: Defining education in the '90's. *Hands-On, 21*(1), 1-2.

McNamara, L., Grant, C., & Wasser (Davidson), J. (1998). Putting it all together. *Hands-On, 21*(1), 10-13.

Humphrey, J., Lipsitz, J., McGovern, J., & Wasser (Davidson), J. (1997). Reading matters: Building comprehensive supports for young adolescent readers. *Phi Delta Kappa*, *?*, 305-311.

Wasser (Davidson), J. (1996). Navigating schools past the technology on-ramp. *Hands-On*, *19*(2), 1, 14-16.

Davidson, J. (1990). Literacy in the middle grades. *Educational Horizons, 68*(2), 74-77.

Davidson, J. (1989). Teaching them all to read: Results of a nationwide study of successful literacy programs for young adolescents. *Middle School Journal, 20*(5), 3-5.

Davidson, J. (1989). Project on adolescent literacy: Update. *Common Focus, 9*(1), 1-8.

Davidson, J. (1988). Adolescent illiteracy: Developing successful programs to solve the problem. *New Designs for Youth Development, 89*(2, 3, & 4), 56-57.

Davidson, J. (1988). Adolescent literacy: What libraries can do to solve the problem. *Journal of Youth Services, 1*(2), 215-218.

Davidson, J. (1988). Meeting young adolescents' literacy needs: What librarians can do. *Voice of Youth Advocates, 11*(5), 229-230.

Davidson, J. (1987). Project on adolescent literacy looks at schools, after-school programs. *Common Focus, 8*(1), 1-8.

Davidson, J. (1986). The reading conference: An individualized approach. *Learning Magazine, 14*(8), 42-45.

Book Reviews

Davidson, J. (2003). Information ecologies: Using technology with heart [Review of the book *Educational Studies,* by B. Nardi & V. L. O'Day]. For Educational Studies.

Davidson, J. (2002). Book Review of *Touching eternity: The enduring outcomes of teaching* by Tom Barone. For the Journal of Aesthetic Education.

Wasser, (Davidson) J. (1999). Pioneers of the new world of educational technology--book review of ASCD Year Book, 1998: Learning with technology. *Journal of Educational Computing Research*, *20*, ?-?.

Bresler, L., & Davidson, J. (1995). Qualitative voices in educational research: A book review. *Journal of Curriculum Studies, 27*(6), 687-712.

Technical Reports and Other Publications

Davidson, J. (2005). *Learning to think as a teacher within the NVivo container.* Invited article for the Spring 2005 QSR Newsletter.

Davidson, J. (2004). *The electronic portfolio—organizing and assessing online learning*. Sloan-C Effective Practices Web Site. Retrieved from

http://www.aln.org/effective/details3.asp?LE_ID=56

Wasser (Davidson), J., & McNamara, E. (1998). *Professional development and full-school technology integration: A description of the professional development model of the Hanau Model Schools Partnership.* Hanau Model Schools Partnership Research Brief #5. Cambridge, MA: TERC.

Wasser (Davidson), J., McNamara, E., & Grant, C. (1998, June). *Electronic networks and systemic school reform: Understanding the diverse roles and functions of telecommunications in changing school environments.* Hanau Model Schools Partnership Research Brief #4. Cambridge, MA: TERC.

Wasser (Davidson), J. (1998, April). *Technology infusion: A systemic proposition. Learning from the Hanau Model Schools Partnership.* Hanau Model School Partnership Research Brief #3. Cambridge, MA: TERC.

Wasser (Davidson), J. (1996, August). *Technology infusion: Planning and initiating a systemic effort in one school district--Preliminary field study report on the DoDEA/NSF Model Schools Project in Hanau, Germany.* Internal report to DoDEA and NSF.

Davidson, J. (1996). *Reform, restructuring, and technology infusion, in technology infusion and school change: Perspectives and practices.* Cambridge, MA: TERC. NSF grant RED-9552492.

Davidson, J., & Humphrey, J. (1996). *Libraries and reading: Indispensable partners.* Evansville, IN: Middle Grades Reading Network, University of Evansville.

Davidson, J. (1995). *Building a community of readers: Making reading a driving value in schools for young adolescents*. Internal report on the documentation study of the six "community of reader" schools in the Middle Grades Reading Network.

Davidson, J. (1995). *The role of school libraries in building communities of readers.* (Background paper for the Middle Grades Reading Network). Evansville, IN: University of Evansville.

Bruce, B. & Davidson, J. (1994). *An inquiry model for literacy across the curriculum* (Report No.

598). Champaign, IL: Center for the Study of Reading.

Davidson, J. (1993). *Bakhtin as a theory of reading* (Report No. 579). Champaign, IL: Center for the Study of Reading.

Davidson, J., & Bruce, B. (1993). *Inquiring about inquiry* (Report No. 588). Champaign, IL: Center for the Study of Reading.

Davidson, J. (1993). *Building a community of readers: The middle grades reading network*. (Policy statement of the Middle Grades Reading Network). Evansville, IN: University of Evansville.

Walsh, D., Davidson, J., Ting, H., Tsai, M., & Enos, A. (1993). *The climate of the successful school.* In Illinois Department of Education's Handbook of the collaborative model preschool program (pp. 8-14). Springfield, IL: Illinois Department of Education.

Assessment Training Curricula

2005	*Building Research Capacity at UMass-Lowell: An Interdisciplinary Initiative for Supporting Qualitative Research Development*. An Interdisciplinary Initiative Proposal sponsored by the Office of Academic Affairs and The Council on Teaching, Learning and Research as Scholarship. Awarded to the UML Qualitative Research Network. ($63,722)
2004	*Understanding the Role of Educational Institutions in Third-Tier Cities: Interdisciplinary Approaches to the Analysis of Third-Tier Cities.* Committee for Industrial Theory and Assessment. ($5,600)
2001	*Improving the Doctoral Training of Educational Leaders.* Seed grant from the Council on Teaching and Learning. ($1,000)
2000	*University Scholar in the Schools*. GEAR-UP DOE Grant to Support Lowell Middle School Students. Support would be given to Lowell Middle School teachers undertaking Action Research projects to improve student achievement and build a positive school climate (No direct $$ to P.I.)

1999   *Feasibility study: Developing an Electronic Qualitative Research Data Base on Regional School Change*. Joseph P. Healey Endowment Grant ($1,500)

1998

Acting P.I.   *Supporting the Hessen Model School Partnership*. Hessen District, DoDEA. Technical assistance to the Hessen School District to continue the work of the Hessen Model School Partnership (Funding Extension)

1990   *Developing Comprehensive Literacy Learning Supports for Young Adolescents*. Lilly Endowment, Inc. Support to provide technical assistance to the state of Indiana to assist in the development of comprehensive literacy learning supports for young adolescents over a two-year period ($289,107).

1989   *Rural Literacy Initiative*. North Carolina Rural Economic Development *Center, Inc.* Support to implement school and community agency literacy training materials in Vance County, North Carolina over a 12-month period ($39,000).

1989   *Bay Area Youth Literacy Network*. San Francisco Foundation. An 18-month grant to implement community agency literacy training materials in the Bay Area and develop the Bay Area Youth Literacy Network ($55,000).

1988   *Supporting Young Adolescents' Literacy Development*. Lilly Endowment, Inc. Three-year grant to develop, pilot, and publish community agency literacy training materials ($340,000).

1988   *Literacy Assessment of the Middle Grades*. Carnegie Corporation of New York. Support to develop and field-test schoolwide literacy self-assessment and planning for restructuring tool for middle-grades schools ($200,000).

1987   *Supporting the Literacy Development of Young Adolescents*

Mary Reynolds Babcock Foundation. Support for initial development of youth literacy training materials for community agency leaders ($67,000)

D. **Prior Instructional Activities**

Dissertations Chaired (Completed):

Furtado, J. (2005). *Expertise in spiritual care*.

Luce, R. H. (2005). *School-university partnership: A case study*.

Bastes-Morissette, C. A. (2003). *How successful foreign language teachers interpret the changes and challenges in the 21ˢᵗ century K-12 foreign language classroom*.

Price, J. V. S. (2003). *Nontraditional students in associate degree nursing programs: Understanding student-faculty relationships*.

GSE Dissertation Committee Member: Completed

Andrade, J. (2005). *Riding the roller coaster of change: How teachers describe their personal beliefs about change in reading instruction*. (Chair: William Harp)

Juchniewicz, M. M. (2005). *Visible voices: Literacy and the invisible homeless*. (Chair: William Harp).

Tacconi-Moore, L. J. (2005). *The influence of educational reform on instructional leadership of superintendents in Massachusetts*. (Chair: Pat Anthony).

Smith, S. H. (2005). *A study of self-exploratory autobiographical writing with eighth graders*. (Chair: William Harp)

Chen, C. (2004). *A study of the relationship between the learning organization and principal leadership styles in Taiwan*. (Chair: Joyce Gibson)

Clisbee, M. A. (2004). *Leadership style: Do male and female superintendents lead differently?*

(Chair: William Phelan)

Safire, R. N. (2004). *Flow: A qualitative study into the role of optimal experience in the worklives of principals*. (Chair: Richard Ackerman).

Koretz, E. (2004). *A study of the relationship between primary grade teachers' literacy perspectives and their special education referral descriptions of struggling readers*. (Chair: William Harp).

McKenna, B. W. (2003). *Classroom assessment: What teachers already know and what they will need to benefit student learning*. (Chair: William Phelan).

Shuldman, M. D. (2003). *Superintendent conceptions of the institutional conditions that facilitate or impede the process of teacher technology integration: A qualitative study of three New Hampshire school superintendents*. (Chair: Richard Ackerman).

Walsh, D. M. (2003). *The leadership role of Massachusetts principals in relationship to the changes effected by the passage of the Educational Reform Act of 1993: Examining in selected schools what principals describe as their efforts to design, build, and sustain collaborative school cultures.* (Chair: Richard Ackerman).

Bruenjes, L. S. (2002). *A multi-case study investigating the disposition of faculty use of technology as a teaching and learning tool in higher education classroom*. (Chair: John Lebaron).

Non-GSE Dissertation Committee Member: Completed

Moir, S. (2004). *Worker participation in OHS change in construction workplace*. (Chair: Rafael Moure-Eraso. Department of Work Environment)

E. PRIOR SERVICE ACTIVITIES

1. Program, College, and University

2004   Spring Awards Day Committee. Participated in the faculty and graduate student committee to plan and conduct the spring awards event.

2004   Lawrence Public Schools--Leadership in Education Advancement Program. Attended graduation dinner.

2003   Faculty sponsor for meeting to explore founding a student affiliate of the Massachusetts Association for Supervision and Curriculum Development. Initiated meeting with director of the statewide organization.

2002   M. Virginia Biggy Lecture Committee (Member, Secured Keynote Speaker)

2001   Diversity Committee (Member). In preparation for the Fall 2002 NCATE Accreditation Visit.

2001   GSE Graduate Student Colloquium in Math and Science (Secured Keynote Speaker)

2000   M. Virginia Biggy Lecture Committee (Member, Helped to secure keynote speaker)

1999-2000   Faculty Committee on Alternatives to the Residency Requirement (Co-Chair)

1999-2000   Faculty Technology Policy Committee (Initiating Chair)

1999-2000   CAGS Review Committee for C & I and Admin Certificates (Chair)

| 1999-2000 | Curriculum & Instruction MS Degree Review Committee (Member) |

| 1999-2000 | Foundations Review Committee (Member) |

Leadership in Schooling Program of the GSE

| 2000-2006 | On-line Educational Administration MS Degree. Participated from the beginning in the joint planning committee for the degree program (Graduate School of Education and Continuing Studies and Corporate Education) |

| 2004-2006 | Faculty Search Committee: Co-Chair. |

| 1999-2004 | Faculty Search Committee, Member. |

We made three faculty hires from a faculty search process spanning four years.

| 1999-2006 | Leadership in Schooling Program Review and Reorganization Process. Served as core committee member and leader in the documentation for the process. |

University

| 2004-**2007** | Honorary Doctorate Committee. Appointed to the university-wide committee that reviews the applications for individuals who will receive honorary doctorate degrees given at commencement ceremonies. |

| 2003, 2004, 2005, 2006, | UMass-Lowell booth at the Lowell Folk Festival. Volunteer providing promotional information to the public. |

| 2002 | Commencement Marshall: Graduate School of Education. |

2000	Council on Industrial Theory and Assessment Planning Committee. Steering committee member. Participated in seminars and the International Conference on Regional Planning and Development.
2000	Council on Diversity and Pluralism. Participated in the Fall 2000 Diversity Literature Display and Research Forum.

UMass System

2004	UMass-Online Platform Review Committee.
2000, 2001, and 2002	UMass Schools of Education. Attended system-wide meetings of the Programs of Education in the UMass system.

Community

2000-2003	*Lowell Program*: worked with a university/K-12 collaborative designed to improve the credentials of Lowell Public School teachers)
2004	Spring 2004: Received the Golden Apple Award from the Haverhill Chamber of Commerce. Spring 2004.
2002-2003	Leadership Academy: Spearheaded initiative of the Graduate School of Education to partner with the Haverhill Public Schools