

Samara Madrid Akpovo, PhD
Associate Professor
College of Education, Health, and Human Sciences
University of Tennessee-Knoxville, USA
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Education

- Ph.D. The Ohio State University, College of Education and Human Ecology
Major: *Teaching and Learning*
Area of Specialization: *Early Childhood Education*
Graduation Date: *December 2007*
- M.A. San Jose State University, California
Major: *Psychology*
Graduation Date: *May 2000*
- B.A. University of Hawai'i at Hilo, Hawaii
Major: *Psychology*
Graduation Date: *May 1998*

Director: Intercultural & Classroom Culture Research Lab
<https://cfs.utk.edu/intercultural-and-classroom-culture-icc-research-lab>

Co-Director: Collaborative Online Learning Across Borders: colabcommunity.org

Training: Qualified Administrator of the Intercultural Development Inventory (IDI)

Certificate: Association of Childhood Education International Education Diplomacy Institute

Faculty Experience

Associate Professor, University of Tennessee-Knoxville, College of Education, Health and Human Sciences, Department of Child and Family Studies, 2017- present

Fellow: *Center for the Study of Social Justice, College of Social Sciences,*
2020 – present

Program Chair, *ECE Teacher Licensure Committee*, 2019-2023

Coordinator: *International Children, Families, and Youth Certificate,*
2020 – 2023

Associate Professor, University of Wyoming, College of Education, Department of Elementary and Early Childhood Education, 2014 - 2017

Assistant Professor, University of Wyoming, College of Education, Department of Elementary and Early Childhood Education, 2009 - 2014

Assistant Professor, Northern Illinois University, College of Education, Department of Teaching and Learning, 2007- 2009.

Awards, Honors, and Recognitions

University of Milan, Bicocca, PhD Teaching Board Member, Education in the Contemporary Society, University of Milan, Bicocca, Italy, 2021 - present

Visiting Research Scholar, Centre for Research on Social and Educational Inclusion, University of South Australia, Adelaide, Australia, 2023

Global Engagement Champion, University of Tennessee-Knoxville, Center for Global Engagement, 2021

Longview Foundation, Global Teaching Mentor, 2020-2021

Frances Speight Clark Faculty Enrichment and Development Award, University of Tennessee-Knoxville, College of Education, Health, and Human Sciences, 2020

Outstanding Research & Scholarship, University of Wyoming, College of Education, 2014

The Ohio State University Alumni Scholarship, The Ohio State University, College of Education and Human Ecology, 2006

Loraine A. Lange Graduate Fellowship, The Ohio State University, College of Education and Human Ecology, 2006

Flesher Fellowship Scholarship, The Ohio State University, College of Education and Human Ecology, 2006

Dai Ho Chun Graduate Fellowship Scholarship, The Ohio State University, College of Education and Human Ecology, 2006

Maribelle Seely Baker Memorial Scholarship, The Ohio State University, College of Education and Human Ecology, 2005

Dr. Lowry Harding Scholarship, The Ohio State University, College of Education and Human Ecology, 2003

Western Psychological Association, Student Scholarship for Outstanding Research, 1999

PUBLICATIONS

Peer-Reviewed Publications *Denotes graduate student or teacher practitioner

Madrid Akpovo, S., Kambutu, J. Thapa, S., Nganga, L., & *Mwangi, A (revise and resubmit). Datafication or high-stakes standardized testing? Exploring the effects of World Bank, neocolonial, and neoliberal educational policies in the Global South. *Contemporary Issues in Early Childhood*.

Nganga, L., Sisson, J., Thapa, S., Kambutu, J. **Madrid Akpovo, S.,** & *Mwangi, A (revise and resubmit). A collaborative cross-cultural approach to compare the 2022 National Association for the Education of Young Children (NAEYC) standards with national early childhood policies in Australia, Kenya, and Nepal. *International Journal of Early Years*

Kambutu, J., Nganga, L., **Madrid Akpovo, S.,** Thapa, S. & *Mwangi, A.(in press). Grappling with challenges of promoting interculturalism: Voices from participants in international field experiences to Kenya and Nepal. *Pertanika Journal of Social Sciences & Humanities*

*Sorrells, C., & **Madrid Akpovo, S.** (2024). Ethic of care and agonist conflict in the toddler classroom. *Contemporary Issues in Early Childhood*.
<https://doi.org/10.1177/146394912412292>

*Sorrells, C., & **Madrid Akpovo, S.** (2024). Time for slow care: Bringing slow pedagogy into conversation with care in the infant/toddler classroom. *Policy Futures in Education*, <https://doi.org/10.1177/147821032412>

Nganga, L., **Madrid Akpovo, S.,** Kambutu, J., Thapa, S. & *Mwangi, A. (2023). Educational policies in early childhood education programs in Kenya and Nepal: Challenging unjust binary mindset around curricula policies. *Policy Futures in Education*, <https://doi.org/10.1177/14782103231176587>

*Sorrells, C., **Madrid Akpovo, S.,** & *Leclerc, M. (2023). The infant/toddler teacher as willful subject: A critical narrative analysis of gendered discursive regimes in US-based early care and education. *Contemporary Issues in Early Childhood*. <https://doi.org/10.1177/14639491221148754>

Thapa, S., & Nganga, L., & **Madrid Akpovo, S.** (2022). Early childhood teachers' understandings of children's emotional lives Nepal and Kenya: A majority world perspective. *Early Education and Development*.
<https://doi.org/10.1080/10409289.2022.2054258>

- *Sorrells, C. & **Madrid Akpovo, S.** (2022) “You can hold two things to be true at the same time”: The emotional duality of early childhood teachers’ experiences during COVID-19. *Journal of Research in Childhood Education*
DOI:10.1080/02568543.2022.2044415
- Madrid Akpovo, S.**, *Neessen, S., Nganga, L., & *Sorrells, C. (2021). Staying with discomfort: Early childhood teachers’ emotional themes to children’s peer culture aggression. *Contemporary Issues in Early Childhood*.
<https://doi.org/10.1177/14639491211042376>
- Arndt, S., **Madrid Akpovo, S.**, Tesar, M., Han, T. K., *Huang, F. & *Halladay, M. (2021). Collaborative Online Learning Across Borders (COLAB): Examining the intercultural understandings of preservice-teachers’ using a virtual cross-cultural university-based program. *Journal of Research in Childhood Education*.
DOI: [10.1080/02568543.2021.1880994](https://doi.org/10.1080/02568543.2021.1880994)
- Thapa, S., & **Madrid Akpovo, S.** (2020). Cultural humility in an intercultural mentor-mentee relationship: Overcoming emotional “borders and borderlands” of Nepali-mentors and US-mentees. *Asia Pacific Journal of Education*.
[DOI/pdf/10.1080/02188791.2020.1848798?needAccess=true](https://doi.org/10.1080/02188791.2020.1848798?needAccess=true)
- Madrid Akpovo, S.**, Thapa, S., & *Halladay, M. (2020). Learning to see teaching as a cultural activity: US preservice-teachers’ significant experiences with Nepali mentor-teachers during an international field experience. *Journal of Research in Childhood Education*, 34(1), 59-7, DOI: [10.1080/02568543.2019.1692107](https://doi.org/10.1080/02568543.2019.1692107)
- Lash, M., **Madrid Akpovo, S.** & Cushner, K. (2020). Developing the intercultural competency of early childhood preservice teachers: Preparing teachers for diverse classrooms. *Journal of Early Childhood Teacher Education*.
[DOI.org/10.1080/10901027.2020.1832631](https://doi.org/10.1080/10901027.2020.1832631)
- Nganga, L., **Madrid Akpovo, S.**, Thapa, S., & *Mwangi, A. (2020). How neocolonialism and globalization affect the early childhood workforce in Nepal and Kenya. *Contemporary Issues in Early Childhood*, DOI: [10.1177/1463949120929471](https://doi.org/10.1177/1463949120929471)
- Kambutu, J., **Madrid Akpovo, S.**, Nganga, L., Thapa, S., & *Mwangi, A. (2020). Privatization of early childhood education (ECE): Implications for social justice in Kenya and Nepal. *Policy Futures in Education*,
DOI:10.1177/1478210320922111
- Nganga, L., **Madrid Akpovo, S.**, & Kambutu, J. (2020). Culturally inclusive and contextually appropriate practices: Rethinking perspectives, practices, policies, and experiences in early childhood education programs. *Journal of Research in Childhood Education*, 34(1), 2-5, DOI: [10.1080/02568543.2019.1697153](https://doi.org/10.1080/02568543.2019.1697153)

- Madrid Akpovo, S.,** & Nganga, L. (2018). Minority-World professionals in majority-world contexts: How do international field experiences promote intercultural competence or reinforce ethnocentrism? *Contemporary Issues in Early Childhood*, 19(2), 1-7. DOI: 10.1177/1463949118778024
- Madrid Akpovo, S.,** Nganga, L., & *Acharya, D. (2018). Minority-World preservice teachers' understanding of contextually appropriate practice while working in Majority-World communities. *Journal of Research in Childhood Education*, 32(2), 202-218. DOI: 10.1080/02568543.2017.1419321
- Madrid Akpovo, S.** (2017). Uncovering cultural assumptions: The use of a critical incident technique during an international student-teaching field experience. *Contemporary Issues in Early Childhood*, DOI: 10.1177/1463949117747108
- Madrid, S.,** *Baldwin, N., & *Belbase, S. (2016). Feeling culture: The emotional experience of six early childhood educators in a cross-cultural context. *Global Studies of Childhood*, 8(3), 1-16. DOI: 10.1177/2043610616664622
- *Kalen-Ventura, K, & **Madrid, S.** (2015). Promoting authentic learning: Visual arts in early childhood classrooms. *Wheelock International Journal of Children, Families, and Social Change*, 1(1), 1-25.
- Madrid, S.** (2013). Playing aggression: The social construction of the “sassy girl” in a peer culture play routine. *Contemporary Issues in Early Childhood*, 14(3), 242-255.
- Madrid, S.,** *Baldwin, N., & *Frye, E. (2013). Professional feelings: One early childhood educator’s discomfort as a teacher and learner. *Journal of Early Childhood Research*, 11(3), 274-292.
- Madrid, S.** (2011). Emotional intersections: Learning how to feel as a social advocate. *The Voice: The Journal for Campus Children’s Centers*, 6(3), 5-7.
- Madrid, S.** & Dunn-Kenney, M. (2010). Persecutory guilt, surveillance and resistance: The emotional themes of early childhood educators. *Contemporary Issues in Early Childhood*, 11(4), 388-341.
- Madrid, S.** & Kantor, R. (2009). Being kitties in a preschool classroom: Group harmony and acting proper in a female peer culture play routine. *Ethnography and Education*, 4(2), 229-247.
- Sophian, C., & **Madrid, S.** (2003). Young children’s reasoning about many-to-one correspondences. *Child Development*, 74(5). 1418-1428.
- Nguyen, T., **Madrid, S.,** Marquez, H., & Hicks, R.A (2002). Nightmare frequency, nightmare distress, and anxiety. *Perceptual Motor Skills*, 95, 219-225.

Madrid, S., Marquez, H., Nguyen, T., & Hicks, R.A. (1999). Nightmare distress and stress-related health problems. *Perceptual Motor Skills*, 89, 114-115.

Vandervoort, D., Divers P., & **Madrid, S.** (1999). Ethno-culture, anxiety, and irrational beliefs. *Current Psychology: Developmental, Learning, Personality, Social*, 18 (3), 287-293.

Madrid, G., **Madrid, S.**, Varnesh, J., & Hicks, R.A (1998). Cigarette smoking and bruxism. *Perceptual Motor Skills*, 87, 898.

Publications In Progress *Denotes graduate student or teacher practitioner

Madrid Akpovo, S., & Sisson, J. When the school and peer culture collide: Minoritized children's atmospheric walls and figured emotional worlds. *Teaching and Teacher Education* – **submit May 1**

*Rampal, S. & **Madrid Akpovo, S.** World Bank and traces of a colonial regime in a globalized society: A Critical Discourse Analysis of ECE policies in India. *Journal of Research in Childhood Education*.

Madrid Akpovo, S. Collaborative ethnography as a tool for professional development. *Educational Sciences*

Nganga, L., **Madrid Akpovo, S.**, Kambutu, J. & Ritchie, J. Indigenous and superdiverse perspectives and experiences in early childhood education. *Journal of Research in Childhood Education*

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Kambutu, J., Thapa, S., Nganga, L., **Madrid Akpovo, S.**, & *Mwangi, A. Indigenous practices and superdiverse contexts. *Journal of Research in Childhood Education*

Books

Madrid Akpovo, S., Moran, M.J., Brookshire, R. (2018). *Collaborative cross-cultural research methodologies in early care and education contexts*. New York, NY: Routledge Press.

Madrid, S., Fernie, D., & Kantor, R. (Eds). (2015). *Reframing the emotional worlds of the early childhood classroom*. New York, NY: Routledge Press.

Fernie, D., **Madrid, S.**, & Kantor, R. (Eds). (2011). *Educating toddlers to teachers: Learning to see and influence the school and peer cultures of classrooms*. Cresskill, NJ: Hampton Press

Bloome, D., Power-Carter, S., Morton-Christian, B., **Madrid, S.** Otto, S., Shuart-Farris, N., & Smith, M. (2008). *On discourse analysis in classrooms: Approaches to language and literacy research*. New York, NY: Teachers College Press.

Book Chapters & Non-Referred Publications *Denotes graduate student or teacher practitioner

Madrid Akpovo, S., Arndt, S., Tesar, M., Carbral, M., *Tucker, A. *Huang, F., & *Singh Brar, M. (in press). An ethic of discomfort and intercultural Otherness: Seeking unstable ground in the virtual classroom. In J. Peng, F. Dervin, & V. Tremion (Eds) *Interculturality in Educational Virtual Exchanges: Critical and Reflexive Perspectives in Research and Education*. London: Routledge

Madrid Akpovo, S., Nganga, L., *Abou-Zied, N., & *McBride, R. (in press). Cross-cultural early childhoods. In Marek Tesar (Ed) *The Encyclopedia of Social Justice in Early Childhoods and Childhood Studies*.

Thapa, S., Nganga, L., Kambutu, J., & **Madrid Akpovo, S.** (2023). Changing global contexts and impacts of neocolonialism in schooling. In Douglas Bourn (Ed.) *Global Education on Social Justice Education*

*Neessen, S., & **Madrid Akpovo, S.** (2023). Teacher as international traveler. Global citizenship education with young children and preservice teachers. *Childhood Education Innovations*

Nganga, L., Thapa, S., Kambutu, J., & **Madrid Akpovo, S.** (2022). Special needs children in Majority-World communities: Policies and practices in Kenya and Nepal. In P. Wood (ED) *Policy, Provision and Practice for Special Educational Needs and Disability: Perspectives across countries*.

Young, D., **Madrid Akpovo, S.**, & Thapa, S. (2020). Culturally responsive awareness and competence curriculum in early childhood pre-service teachers. In I. Jones and M. Lin. (Eds), *Critical issues in early childhood teacher education: A US perspective*. New York, NY: Information Age Publishing.

Madrid Akpovo, S., *Baldwin, & *Belbase, S. (2020). International field experiences: An ethnographic case study of one Minority-World student's development of intercultural empathy and sensitivity. *Critical issues in early childhood teacher education: An international perspective*. New York, NY: Information Age Publishing.

*Neessen, S. & **Madrid Akpovo, S.** (2018). Finding the extraordinary in the ordinary: The day in the life of a Head Start teacher in Knoxville, Tennessee. *Childhood Explorer*. <https://www.childhoodexplorer.org/finding-the-extraordinary>

- Madrid Akpovo, S., & Dillard, C.B.** (2018). What's love got to do with it? Explorations on emotion as a tool for growth and transformation. In D. Kemp (Ed), *The dignity of the calling: Educators share the beginnings of their journey's* (pp. 265 to 277). New York, NY: Information Age Publishing.
- Thapa, S., **Madrid Akpovo, S., & Young, D.** (2018). Collaboration as a healing and decolonizing research tool: The narratives of three early childhood researchers. In S. Madrid Akpovo, M.J Moran, R. Brookshire (Eds). *Collaborative cross-cultural research methodologies in early care and education contexts* (pp. 63 to 78). New York, NY: Routledge Press.
- Madrid Akpovo, S., Moran, M.J., Brookshire, R.** (2018). Introduction: Rethinking cross-cultural research through a collaborative lens. In S. Madrid Akpovo, M.J Moran, R. Brookshire (Eds). *Collaborative cross-cultural research methods in early care and education contexts* (pp. 1 to 12). New York, NY: Routledge Press.
- Madrid, S., Fernie, D., & Kantor, R.** (2015). Introduction: Reframing emotion. In S. Madrid, D. Fernie & R. Kantor (Eds), *Reframing the emotional worlds of the early childhood classroom*. New York, NY: Routledge Press.
- Madrid, S.** (2013). Care as a racialized, critical and spiritual emotion. In C. Dillard & C. Okpalaoka (Eds), *Engaging culture, race, and spirituality in education*. New York, NY: Peter Lang.
- Madrid, S. & Katz, L.** (2011). Young children's gendered positioning and emotional scenarios in play narratives. In B. Irby & G. Brown (Eds.), *Gender and early learning environments*. Charlotte, NC: Information Age Publishing.
- Madrid, S.** (2011). Romantic love among peers in the preschool classroom. In D. Fernie, S. Madrid, & R. Kantor, (Eds.), *Educating toddlers to teachers: Learning to see and influence the school and peer cultures of classrooms*. Cresskill, NJ: Hampton Press.
- Fernie, D., Kantor, R. **Madrid, S.** (2011). Introduction. In D. Fernie, S. Madrid, & R. Kantor, (Eds.), *Educating toddlers to teachers: Learning to see and influence the school and peer cultures of classrooms*. Cresskill, NJ: Hampton Press.
- Kantor, R., Fernie, D., & **Madrid, S.** (2011). Connections and Implications: Contributions to a theory of classrooms as culture. In D. Fernie, S. Madrid, & R. Kantor, (Eds.), *Educating toddlers to teachers: Learning to see and influence the school and peer cultures of classrooms*. Cresskill, NJ: Hampton Press.
- Kemp, D., Flynn, J., & **Madrid S.** (2010). Negotiating the Tenure-Track Journey: The competing and contesting discourse associated with becoming an academic. In Callejo Pérez, D., S.M. Fain & J.J. Slater (Eds.). *Higher education and human capital: re/thinking the doctorate in America*. Rotterdam: Sense Publishers.

Madrid, S. & Kantor, R. (2007). Social constructionism. *Early Childhood Education: An International Encyclopedia*. Edited by Rebecca S. New & Moncrieff Cochran: Greenwood Publishing Group.

Madrid, S. & Kantor, R. (2007). Social constructivism. *Early Childhood Education: An International Encyclopedia*. Edited by Rebecca S. New & Moncrieff Cochran: Greenwood Publishing Group.

Chronicle of Higher Education Articles (*Authorship rotated per issue. Each author contributed equally to each article below*)

Flynn, J., **Madrid, S.**, & Kemp, A. (2008). Year 2 on the tenure track: The rigors of the professoriate begin to weigh heavily on three assistant professors who are no longer rookies. *Chronicle of Higher Education*.

<http://chronicle.com/jobs/news/2008/11/2008111901c.htm>

Madrid, S., Flynn, J., & Kemp, A. (2008). Reflections on the first year: Three assistant professors find the going tough in their first year on the tenure track. *Chronicle of Higher Education*.

<http://chronicle.com/jobs/news/2008/07/2008071701c.htm>

Kemp, D. **Madrid, S.** & Flynn, J. (2008). Our battered academic egos: In your first year on the tenure track, be prepared for your confidence to take a beating. *Chronicle of Higher Education*.

<http://chronicle.com/jobs/news/2008/05/2008051401c.htm>

Madrid, S., Flynn, J., Kemp, A. (2008). When the personal intrudes on the professional: Three first-year professors tackle the conflicts between their career aspirations and their private lives. *Chronicle of Higher Education*.

<http://chronicle.com/jobs/news/2008/04/2008040201c.htm>

Flynn, J., Kemp, D., & **Madrid, S.** (2008). When the shooting started: Three new assistant professors in teaching and learning at Northern Illinois U react to the campus shootings. *Chronicle of Higher Education*. 54(25), C1.

Kemp, D. **Madrid, S.** & Flynn, J. (2008). On-the-Job Training: Three newcomers to the tenure track begin the process of becoming professors. *Chronicle of Higher Education*, 54(21), C2.

Published Proceedings

Sophian, C. & **Madrid, S.** (2004). The importance of units in preparing children for fractions. *International Journal of Psychology*, 6(39), p. 149.

Sophian, C. & Madrid, S. (2003). Goal sketches in fraction learning. *International Group for the Psychology of Mathematics Learning*, pp. 231-253.

Grants Funded

Housing and Urban Development (HUD) Choice Neighborhood Grant, Transforming Western Heights, Parents and Caregivers as Educational Partners Collaborative, 2023- present, (199,515)

- Samara Madrid Akpovo as Principal Investigator with Knoxville Community Action Committee (CAC) as Sponsor of “People Plan.”

Tennessee Opportunity Pilot Initiative: Planning Partnership: Low-income families and wrap-around services in the East Knoxville Community: Listening Sessions using a Family-led Research Framework, 2022 (75,613.99).

- Samara Madrid Akpovo as Principal Investigator on UTK subcontract with Knoxville Community Development Center (KCDC), Knoxville Community Action Committee (CAC), & Knoxville Knox-County Head Start.

Online and Hybrid Teaching Support Awards Program, The University of Tennessee, Teaching & Learning Innovation Center, 2020 - (2,250).

Global Catalyst Program, UTK Center for International Education, The University of Tennessee, 2019 - (29,997).

- In collaboration with The University of Auckland, New Zealand, The University of Melbourne, Australia and The University of Wyoming, USA.

Office of Community Engagement and Outreach 2019-20 Incentive Grant Funding, The University of Tennessee, 2019 - (1,983.47).

- In collaboration with Sarah Neessen, Head Start Teacher, Knoxville-Knox County Head Start.

Teaching Support Awards Program, The University of Tennessee, Teaching & Learning Innovation Center, 2019 - (3,279.84).

Faculty Senate Research Council Summer Graduate Research Assistantship, The University of Tennessee, Office of Research and Engagement, 2018 - (3,600)

Innovative Course Grant, University of Wyoming, Outreach Credit Programs, 2017 - (7,500)

- In collaboration with Dr. Tao Han.

International Travel Grant, University of Wyoming, International Programs Office, 2016 - (500.00)

- In collaboration with Nikki Baldwin.

David Bauer Faculty Fellowship Grant, University of Wyoming, 2016 - (2,000)

Innovative Course Grant, Outreach Programs, University of Wyoming, 2015 - (5,000)

- In collaboration with Dr. Nikki Baldwin.

Global Studies Research Grant, Center for Global Studies, University of Wyoming, 2015 - (2,500)

University of Wisconsin Research Seed Grant, University of Wisconsin-Stout, College of Education, 2015 - (5675.00)

- Dr. Sapna Thapa as Principal investigator with Samara Madrid Akpovo and Michelle Buchanan as Co-investigators.

Early Childhood Community Partnership Grant, Wyoming Kids First, 2014, (50,000)

- In collaboration with Wind River Dual Language Immersion School & Dr. Michele Buchanan.

Babble Tree, USDA Small Business Grant, 2012-2014, (448,041)

- Phase II Small Business Innovation Research (SBIR) grant funded by the US Department of Agriculture. Awarded to Margi Japel - Owner and PI. Dr. Madrid Akpovo served as lead research consultant and coordinator of program evaluation and assessment; data collection and analysis focused on implementing curriculum with ECE classrooms in Wyoming, Illinois and Washington.

International Travel Grant, University of Wyoming, 2013, (1,000)

- In collaboration with Dr. Nikki Baldwin.

Mary E. Garland Early Career Research Grant, University of Wyoming, College of Education, 2010, (10,000)

College of Education Dean's Research Grant, Northern Illinois University, 2007, (5,000)

Taos Institute's Dharma Fellowship Grant, 2006, (2,000)

Critical Differences for Women Professional Development Grant, The Ohio State University Graduate School, 2006, (1,000)

National Science Foundation Travel Grant, International Congress of Psychology (ICP) Student Travel Grant, 2004, (1,000)

Grants Not Funded

Spencer Foundation Vision Planning Grant, *Multi-site cross-cultural research for equitable early childhood education in contexts of globalization, decolonization, and superdiversity*, 2023, (not funded, 75,000).

- Samara Madrid Akpovo, Principal Investigator at UTK. Co-Principal Investigator of grant with Dr. Jamie Sisson at the University of South Australia. We brought together and led a team of global scholars on designing the 12-month planning grant. Below are the 6 universities involved that include multiple research members at each site.
 - *University of South Australia, Australia*
 - *University of Tennessee, Knoxville*
 - *University of Melbourne, Australia*
 - *University of Auckland, New Zealand*
 - *University of Wyoming, USA*
 - *University of Wellington, New Zealand*
 - *University of New South Wales, Australia*

Stevens Initiative 2023 Virtual Exchange Grant, *University of Tennessee Collaborative Online International Learning COIL*, 2023, (not funded, 500,000).

- Principal Investigators: Dr. Matt Buhler and Samara Akpovo
- Co-PI's:
 - Moonhee Cho, Advertising and Public Relations
 - Hojung Kim, College of Architecture and Design
 - Christina Najera, Communication and Information Sciences
 - English Language Institute
 - Center for Global Engagement Office

Spencer Foundation Conference Grant, *Racial Equity in Education Across the Lifespan: Critical Methodologies Conference*, 2022 (50,000).

- Dorian McCoy, Principal Investigator and Megan Haselschwerdt as Co-Principal Investigator
- Dr. Samara Madrid Akpovo as Co-member/participant

Tennessee Opportunity Pilot Initiative: Implementation Partnership: 2022 (Subcontract 4.4 million).

- Samara Madrid Akpovo as Principal Investigator on UTK subcontract with Knoxville Community Development Center (KCDC) in collaboration with College of Nursing, UT Extension Family and Consumer Services, & Teaching and Learning Innovation.

Longview Foundation – Internationalizing Teacher Preparation, *Collaborative Online Learning Across Border (COLAB): Increasing preservice-teachers' intercultural and global understanding using an online cross-cultural university-based program* 2020 - (14,490).

Wyoming USDA Cares-Act Small Business Grant, Babble Tree LLC's *Early Childhood Education COVID-care Kit*, 2020 (250,000).

- Ms. Margi Japal, Principal Investigator, and Dr. Madrid Akpovo as Consultant.

Madrid Akpovo, S. & Thapa, S. *Developing US teacher candidates for 21st century intercultural competency skills through virtual and on-site mentoring from Nepali teachers*. Bill and Melinda Gates Misk Global Grand Challenge, 2018, (100,000).

Madrid Akpovo, S. & Thapa, S. *International student-teaching field experiences: Understanding the types of critical incidents that US student-interns experience with Nepali mentor teachers*, Spencer Small Research Grants, 2017, (50,000).

Madrid Akpovo, S. *Understanding intercultural competences in early childhood teaching: Exploring the processes of developing classroom intercultural competence during an international student-teaching internship in Nepal*, Mary Baker Mid-Career Research Grant, University of Wyoming, College of Education, 2016, (5,000).

Madrid, S. *Preparing global educators. The critical incidents of early childhood student interns*. Global Studies Research Grant, University of Wyoming, Center for Global Studies 2016, (5,000).

Madrid, S. *Social justice and international field experiences*. Social Justice Center Research Grant, University of Wyoming, 2013, (5,000).

National/International Conferences *Denotes graduate student or teacher practitioner

Madrid Akpovo, S., Nganga, L., Kambutu, J., & Thapa, S. (2024, April). *Intellectual imperialism and globalization: The commodified and commercialized early childhood policies and practices in Nepal and Kenya*. Accepted to the 2024 American Educational Research Association, PA

Nganga, L., Sisson, J. **Madrid Akpovo, S.,** Thapa, S., & Kambutu, J. (2024, April). Comparing the 2022 National Association for the Education of Young Children (NAEYC) standards with national early childhood policies in Australia, Kenya, and Nepal. Accepted to the 2024 American Educational Research Association, PA

Nganga, L., Kambutu, J., & **Madrid Akpovo, S.,** (2023, December). *Teachers Understanding of Teaching Indigenous Histories in the Global Context*. Presented to the 2023 NCSS International Assembly Annual Meeting, Nashville, Tennessee.

Thapa, S., **Madrid Akpovo, S,** Nganga, L., & Kambutu, J. (2023, September). *Exploring the development of parent-teacher relationships in Early Childhood Education of Nepal and Kenya: Pathways within Cultural pluralism and Cultural scripts*. Presented to 30th Reconceptualizing Early Childhood Education Conference, London, England.

Madrid Akpovo, S., Nganga, L., Thapa, S., & Kambutu, J. (2022, December). *Binary educational policies in early childhood programs: Curricula in Kenya and Nepal*.

- Presented at the Australian Association for Research in Education Conference, Adelaide, Australia
- *Sorrells, C., **Madrid Akpovo, S.**, & *Leclerc, M., (2022, June). *Silencing and resistance: A critical narrative case study of a female ECE teacher emotion during COVID-19*. Presented to 29th Reconceptualizing Early Childhood Education Conference, British Columbia, Vancouver.
- *Abou-Zeid, N., *McBride, R. **Madrid Akpovo, S.**, & Nganga, L., (2022, May). *Exploring Qualitative Methodologies of Cross-Cultural Childhood Studies*. Presented to the 18th International Qualitative Congress of Qualitative Inquiry, Urbana, IL.
- Madrid Akpovo, S.** & Thapa, S., & (2022, May). *Conducting collaborative research in Nepal: Uncovering how globalization and neocolonialism impact long-term research relationships and ethical practices*. Presented at 18th International Qualitative Congress of Qualitative Inquiry, Urbana, IL.
- Madrid Akpovo, S.**, *Neeseen, S., Nganga, L. & *Sorrells, C (2021, May). *An ethic and pedagogy of discomfort: Preschool teachers' unknowing, uncertainty, and emotional vulnerability*. Presented at 17th International Qualitative Congress of Qualitative Inquiry, Urbana, IL.
- Madrid Akpovo, S.**, *Halladay, M., Tesar, M., & Arndt, S., (2020, November). *Intercultural Online Connections: How to use cross-cultural online dialogues to build a global "virtual" classroom*. Presented to the 2020 Accelerate Online Learning Consortium, Orlando, Florida.
- Madrid Akpovo, S.**, *Halladay, M., Han, T., & *Huang, F. (2020, October). *Collaborative Online Learning Across Borders (COLAB): Creating virtual international experiences to develop pre-service teachers' intercultural understanding*. Submitted to 28th Reconceptualizing Early Childhood Education Conference, Bethlehem, Palestine. **CANCELED**
- Madrid Akpovo, S.**, Nganga, L., & Thapa, S., (2020, April). *Exploring the consequences of neocolonialism and globalization on the early childhood workforce in Nepal and Kenya*. Accepted to the 2020 American Educational Research Association, San Francisco, CA. **CANCELED**
- Thapa, S., **Madrid Akpovo, S.**, *Larkin, K. & *Beltran, K. (2019, October). *Cultural humility and Western entitlement: Uncovering the emotional "borderlands" of Nepali mentors and US mentees when constructing a mentor-mentee relationship*. Presented at the 27th Reconceptualizing Early Childhood Conference, Las Cruces, New Mexico.

- *Halladay, M., & **Madrid Akpovo, S.** (2019, May). *Learning to see teaching as a cultural activity. Uncovering the discourses and practices of US preservice-teachers and Nepali mentor-teachers in Kathmandu, Nepal.* Presented at the International Congress of Qualitative Inquiry, Urbana, Illinois.
- Tesar, M., Arndt, S., **Madrid Akpovo, S.**, & *Halladay, M. (2019, April). *Collaborative Online Learning Across Cultures: Narratives from USA and New Zealand.* Presented at the 2019 American Educational Research Association, Toronto, CA.
- Madrid Akpovo, S.**, Thapa, S., & *Baldwin, N. (2018, October). *Rethinking intercultural competence: Understanding the co-constructed and negotiated aspects of intercultural relationships during an international field experience in Nepal.* Presented at the 26th Reconceptualizing Early Childhood Conference, Denmark, Copenhagen.
- *Lewis, A., & **Madrid Akpovo, S.** (2018, June). *A diffractive clearing of the plane: An unsettling of reflexive inquiry and understanding.* Presented to the International Congress of Qualitative Inquiry, Urbana, IL.
- Madrid Akpovo, S.**, & Nganga, L. (2018, April). *Contextually appropriate practice: Interrogating the assumptions of white western early childhood educators in Nepal and Kenya.* Presented to 2018 American Educational Research Association, New York, NY.
- Madrid Akpovo, S.** (2017, October). *One Minority-World student intern's ability to accept and adapt to cultural differences.* Presented to the 25th Reconceptualizing Early Childhood Conference, Toronto, Canada.
- Madrid Akpovo, S.**, & Young, D. (2017, April). *The use of collaboration in cross cultural research methodologies: Implications for education diplomacy.* Roundtable presented at the Association for Childhood Education International, Institute for Education Diplomacy, Washington, DC.
- Madrid Akpovo S.**, Young, D., & Thapa, S. (2017, April). *Collaboration as a healing research tool: The narratives of three early childhood researchers.* Presented at the 2017 American Educational Research Association, Austin, Texas.
- Thapa, S., Young, D., & **Madrid, S.** (2016, April). *Understanding the child in cultural context: Using video as primary data to discover cultural nuances in early childhood.* Presented at the Association for Childhood Education International Global Summit on Childhood, San Jose, Costa Rica.
- Madrid, S.** & *Baldwin, N. (2015, October). *Preparing global teachers: An international early childhood student-teaching experience in Nepal.* Presented at the 23rd Reconceptualizing Early Childhood Conference, Dublin, Ireland.

- Madrid, S., & Fernie, D. & Kantor, R.** (2014, October), *Reframing the emotional worlds of early childhood classrooms*. Presented at the Reggio Emilia Symposium, Denver, CO.
- Madrid, S.** (2014, April). *Teacher emotion as socially just action: Understanding the relationship between emotion, race, and the everyday life of the classroom*. Paper presented to the 2014 American Educational Association, Philadelphia, PA.
- Madrid, S.** (2013, November). *Care as a racialized, critical, and spiritual emotion*. Paper presented to the 21st Reconceptualizing Early Childhood Conference, Kenya.
- Madrid, S.** (2012, November). *Being “Wholehearted” The emotional lives of female full professors in educational spaces*. Paper presented at the 20th Reconceptualizing Early Childhood Conference, Penn State, PA.
- Madrid, S., & Buchannan, M.** (2012, April). *Exploring who we are: The emotional themes of five female academics*. Paper presented at the 2012 American Educational Research Association Vancouver, BC.
- Madrid, S., & *Frye, E.** (2012, April). *Playing aggression: Has the “mean girl” found her way into the preschool classroom?* Paper presented at the 2012 American Educational Research Association Vancouver, BC.
- Madrid, S., & *Frye, E.** (2011, October). *A pedagogy of discomfort: One early childhood educator’s struggle and ambivalence as a teacher and learner*. Paper presented at the 19th Reconceptualizing Early Childhood Conference, London, UK.
- Madrid, S.** (2011, May). *Critical emotional reflexivity: Using ethnography to uncover school culture and peer culture disturbances in the classroom*. Paper presented at the Seventh International Congress of Qualitative Inquiry, Urbana, IL.
- Madrid, S.** (2010, October). *Creating emotional intersections between early childhood educators and preschool children*. Paper presented at the 2010 Reconceptualizing Early Childhood Education Conference, Dalton, GA.
- Madrid, S. & Dunn-Kenney, M.** (2010, April). *Learning how to feel as a professional: Emotion in education*. Roundtable presented at the 2010 American Educational Research Association in Denver, CO.
- Madrid, S., Fernie, D., & Kantor, R.** (2010, April). *A peer culture school-culture perspective: An evolving construct in recent ethnographic research*. Paper presented at the 2010 American Educational Research Association in Denver, CO.

- Kemp, D., Flynn, J., & **Madrid S.** (2009, October). *Negotiating the Tenure-Track Journey: The competing and contesting discourse associated with becoming an academic*. Presented at the American Association of Teaching and Curriculum, Arlington, VA.
- Madrid, S.**, & Dunn-Kenney, M. (2009, April). *Silencing emotions: The emotional themes of four early childhood educators*. Paper Presented at the 2009 American Educational Research Association, San Diego, CA.
- Madrid, S.** (2009, January). *The tea party: A microethnographic discourse analysis of female power and positioning in the preschool classroom*. Paper presented at the 7th International Hawaii Education Conference, Honolulu, HI.
- Madrid, S.** (2008, June). *Are you in love with me? Romantic love in the preschool classroom*. Paper presented at the 2008 Reconceptualizing Early Childhood Conference, Victoria, BC.
- Fernie, D., & Kantor, R., **Madrid, S.** (2008, June). *Weaving a tapestry of classroom life together: Critiquing a peer culture-school culture heuristic*. Symposium presented at the 2008 Reconceptualizing Early Childhood Conference, Victoria, BC.
- Madrid, S.** (2008, February). *Using ethnography to uncover emotional themes in children's peer culture*. Presented at the 29th Ethnography in Education Research Forum, Pennsylvania, PA.
- Madrid, S.**, Crockett, K., Johnson, A., & Kantor, R. (2007, April). *Power, emotion and female identity in preschool children's play narratives*. Paper presented at the 2007 American Educational Research Association Conference, Chicago, IL.
- Smith, M., **Madrid, S.**, & Bloome, D. (2007, April). *What it means to be a person and who am I: Writing yourself that way you want to be in an after-school program*. Paper session presented at the 2007 American Educational Research Association Conference, Chicago, IL.
- Madrid, S.** & Kantor, R. (2006, December). *Viewing emotions and narrative through a social constructionist lens: Deconstructing western theories of emotion*. Paper presented at the 14th Annual Reconceptualizing Early Childhood Education Conference, Rotorua, New Zealand.
- Madrid, S.** (2006, October). *Young children's storytelling events and emotion in the preschool classroom: A microethnographic discourse analysis perspective*. Roundtable presented at the Mid-Western Educational Research Association Conference, Columbus, OH.

- Newell, G. & **Madrid, S.** (2006, April). *To Teach Writing Differently? The NWP Summer Institute as a consequential transition for teaching fellows.* Paper discussion session presented at the American Educational Research Association Conference San Francisco, CA.
- Kim, M., Katz, L. & **Madrid, S.** (2006, April). *Reconceptualizing literacy in the preschool classroom.* Paper presented at the American Educational Research Association Conference San Francisco, CA.
- Madrid, S.**, SanGregory, M., Grine., L. (2005, October). *The social construction of emotional themes in young children's oral and written narratives.* Paper presented at the 13th Annual Reconceptualizing Early Childhood Education Conference, Madison, WI.
- Madrid, S.**, Grine, L., Katz, L., Kim, M., Miller, K., & SanGregory, M (2005, April). *Socialization of emotional themes in preschool children's oral narratives.* Paper presented at the American Education Research Association, Montreal, Canada.
- Dillard, C, Acton, B., Grine, L., Lee, D., **Madrid, S.**, Melvin, A., Miller, K., Partlow, M., SanGregory, M., Smith, M., & Thomas, A. (2005, April). *Building community, fostering growth: Creating critical liberatory spaces in teacher education.* Paper presented at the American Educational Research Association Conference, Montreal, Canada.
- Miller, K., Grine, L., Kim, M., **Madrid, S.**, SanGregory, M, & Katz, L. (2005, April). *The social construction of gender through storytelling.* Paper presented at the American Educational Research Association Conference, Montreal, Canada.
- Bloome, D., Katz, L. & **Madrid, S.** (2004, April). *Deictic practices and spoken and written narrative performances among preschoolers.* Paper presented at the American Educational Research Association Conference, San Diego, CA.
- Madrid, S.**, & Sophian, C. (2003, April). *Seventh grade children's reasoning about fraction magnitudes.* Poster session presented at 2003 Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Sophian, C., & **Madrid, S.** (2002, June). *Training many-to-one reasoning in young children.* Poster session presented at the 32nd Annual Meeting of The Jean Piaget Society, Philadelphia, PA
- Alvarez, M., Madrid, G., Marquez, H., **Madrid, S.**, & Keiffer, V. (2001, April). *Age differences in young children's identification strategies.* Poster session presented at the Western Psychological Convention, Maui, HI.

- Madrid, S.,** Madrid, G., Nguyen, T., & Hicks, R.A. (2000). Nightmare distress and time perspective. Proceeding of the 14th Annual American Psychological Sleep Society Convention, Las Vegas, NV.
- Madrid, S.,** Keiffer, V., Madrid, G., Marquez, H., Alvarez, M., & Teerman, G. (2000, April). *Television viewing opinions and maternal education*. Poster session presented at the Western Psychological Convention, Portland, OR.
- Madrid, G., Marquez, H., **Madrid, S.,** Keiffer, V., Alvarez, M., & Havadtoy, S. (2000, April). *Maternal perceptions of children's understanding of emotions and maternal self-expressiveness*. Poster session presented at the Western Psychological Convention, Portland, OR.
- Marquez, H., **Madrid, S.,** Keiffer, V., Madrid, G., Ruggles, V., & Alvarez, M. (2000, April). *Family relationships and young children's activity enjoyment*. Poster session presented at the Western Psychological Convention, Portland, OR.
- Madrid, S.,** Madrid, G., & Hicks, R.A. (2000, April). *Stress-related health problems and time perspective*. Poster session presented at the Western Psychological Convention, Portland, OR.
- Madrid, S.,** & Hicks, R.A. (2000, April). *Thick versus thin boundaries and stress-related health problems*. Poster session presented at the Western Psychological Convention, Portland, OR.
- Madrid, S.,** Marquez, H., Nguyen, T., & Hicks, R.A. (1999, April). *The relationship between nightmare distress, nightmare frequency, and health symptoms*. Poster session presented at the Western Psychological Association Convention, Irvine, CA.
- Nguyen, T, **Madrid, S.,** Marquez, H., & Hicks, R.A (1999, April). *Nightmare distress and anxiety*. Poster session presented at the Western Psychological Association Convention, Irvine, CA.
- Marquez, H., **Madrid, S.,** Nguyen, T., Hicks, R.A. (1999, April). *College students time perspective and nightmares*. Poster session presented at the Western Psychological Associations Convention, Irvine, CA.
- Pareki, L., Smith, R., **Madrid, S.,** & Brown, S. (1999, April). *For a moment in time*. Poster session presented at the Western Psychological Association Convention, Albuquerque, NM.
- Smith, R., Pareki, L., **Madrid, S.,** & Brown, S. (1998, April). *The relationship between intercourse and illness*. Poster session presented at the Western Psychological Association Convention, Albuquerque, NM.

Madrid, S., & VanderVoort, D. (1997, April). *Irrational beliefs, race, and anxiety*. Poster session presented at the Western Psychological Association Convention, Seattle, WA.

Invited Presentations

Madrid Akpovo, S. (2023, October), *Staying with emotional discomfort: Peer-culture aggression*. University of South Australia, Australia.

Madrid Akpovo, S. (2023, August), *Global Childhoods Seminar; Collaborative Online Learning Across Borders*, University of Melbourne, Australia.

Madrid Akpovo, S. (2021, October). *Virtual cross-cultural exchange in college course: COLAB*. Presented to the 2021 UTK Outreach and Engagement Conference, Knoxville, TN.

Madrid Akpovo, S. (2020, November). *Collaborative Online Learning Across Borders*. Presented to the Global Teaching Fellows (GTE) Series, Longview Foundation.

Madrid Akpovo, S. (2020, October). *Utilizing an ethic of discomfort when the peer and school culture collide*. Presented to the 2020 UTK Outreach and Engagement Conference, Knoxville, TN.

*Neseen, S. & **Madrid Akpovo, S.** (2018, April). *Finding the extraordinary in the ordinary: The day in the life of a Head Start teacher in Knoxville*, University of Tennessee, Child and Family Studies Appreciation Luncheon, Knoxville, TN.

Thapa, S. **Madrid, S.** & Young, D. (2016, May). *Understanding the child in cultural context: using video as primary data to discover cultural nuances in early childhood*. Presented at the Childhood Research Program at University of Wisconsin-Stout.

Madrid, S. & Thapa, S. (2016, March). *Preparing early childhood teachers to teach in international context (Nepal)*. Presented at Wyoming Goes Global Conference, Laramie, Wyoming.

Madrid, S. (2015, October). *Emergent Literacy and Play*. Sanskriti International School, Kathmandu, Nepal.

Madrid, S. & *Baldwin, N. (2014, June). *Conducting a student-teaching internship in Nepal: Reflections from six students*. Kathmandu University, Kathmandu, Nepal.

Madrid, S. & Flynn, J. (2008, May). *Emotion, culture, and whiteness in early education: Implications for culturally appropriate practice*. Paper presented at the Northern Illinois University International Symposium on Early Childhood, Dekalb, IL.

- Bloome, D., Power-Carter, S., Morton-Christian, B., & **Madrid, S.** (2008, March). *Approaches to language and literacy research*. Paper presented at the 2008 American Educational Research Association, New York, NY.
- Power-Carter, S., Morton-Christian, B., **Madrid, S.** Otto, S., Shuart-Farris, N. (2006, November). *A visit with the authors: approaches to language and literacy research (an NCRL Collection)*. Paper presented at the National Council of Teachers of English Conference, Nashville, TN.
- Sophian, C. & **Madrid, S.** (2004, August). *The importance of units in preparing children for fractions*. Paper presented at the XXVIII International Congress of Psychology, Beijing, China

SERVICE ACTIVITIES AND AFFILIATIONS

Professional Affiliations

- American Educational Research Association (AERA)
- Critical Perspectives in Early Childhood Education AERA Special Interest Group
- Early Education and Child Development AERA Special Interest Group
- Reconceptualizing Early Childhood Education (RECE)
- Association for Childhood Education International (ACEI)
- National Association for the Education of Young Children (NAEYC)
- Online Learning Consortium (OLC)

National/International Professional Service

Teaching and Teacher Education, Reviewer 2024 - present

Journal of Early Childhood Research, Reviewer 2022 - present

Information Age Publishing, Book Chapter Reviewer, 2023 - present

Journal of Research in Childhood Education, Reviewer, 2023 - present

International Collaboration for Culturally Inclusive Early Childhood Pedagogies (CIECP) Network, Member, 2022 - present

Contemporary Issues in Early Childhood, Reviewer, 2009 – 2022

Early Child Development and Care, Reviewer, 2023

Reconceptualizing Early Childhood Education (RECE), 2022 Conference Moderator of 5 symposium sessions, 2022

Reconceptualizing Early Childhood Education (RECE), 2022 Conference Program Committee Member, 2020 - 2022

Kōtuitui: New Zealand Journal of Social Sciences, Guest Reviewer for Special Issue, "Imagining Possible Worlds with Young Children, Families, and Teachers: Sustaining Indigenous Languages and Family Pedagogies," 2021.

Policy Futures of Education, Editorial Board Member, 2018 - present.

Longview Foundation, Mentor, Global Teaching Fellows Program, 2020 – 2021.

American Educational Research Association - Critical Perspectives in Early Childhood Education (CPECE) SIG, Treasurer, 2019 - 2021

Journal of Research in Childhood Education, Guest Reviewer, 2020

Reconceptualizing Early Childhood Education (RECE) Conference, 2020 Program Committee Member, 2019 – 2020.

American Educational Research Association – Early Education and Development SIG, Emerging Career Award Committee, 2020.

American Educational Research Association -- Critical Perspectives in Early Childhood Education (CPECE) SIG, Emerging Career Award Committee, 2020.

Cambridge University Press, Book Review, 2019

Journal of Research in Childhood Education, Guest Editor, 2018 – 2019

Reconceptualizing Early Childhood Education (RECE) Conference, 2019 Conference Program Committee Member, 2018 -- 2019

American Educational Research Association -- Critical Perspectives in Early Childhood Education SIG, Conference Reviewer, 2019.

American Educational Research Association – Early Education and Development SIG, Conference Reviewer, 2019.

American Educational Research Association -- Critical Perspectives in Early Childhood Education (CPECE) SIG, Emerging Career Award Committee, 2018-2019.

American Educational Research Association -- Critical Perspectives in Early Childhood Education (CPECE) SIG, Secretary, 2018 - 2019.

International Outreach Committee, Committee Member, Association for Childhood Education International (ACEI), 2016-2019.

Contemporary Issues in Early Childhood, Reviewer, 2009 – 2017.

Journal of Early Childhood Research, Reviewer, 2016.

Global Studies of Childhood, Reviewer, 2016.

Reading Research Quarterly, Reviewer, 2008 – 2016.

Linguistics and Education, Reviewer, 2010 – 2014.

Reconceptualizing Early Childhood Education (RECE) Conference, Program Committee Reviewer, 2008 - 2016.

LiLaC (Language and Literacy Centers), Advisory Board member, 2013-2015.

LiLaC (Language and Literacy Centers), Executive Board member, 2012-2013.

American Educational Research Association, Reviewed conference proposals for Critical Perspectives in Early Childhood SIG, 2012

American Educational Research Association Conference, Chair for Session, 2012

Wyoming Higher Education Council, Chair, 2010-2013

Wyoming Head Start Advisory Council, Race to the Top ELC Sub-Committee, 2011

Wyoming Early Learning Guidelines (birth-3), Writing Committee, 2011

Wyoming State Department of Education, Language Arts Common Core Standards Committee (K-12), 2010-2011

Wyoming State Department of Education, Comprehensive State Literacy Plan (P12) Team, 2010-2011

English Education, Reviewer, 2010

American Educational Research Association Conference, Chair for 2 Sessions, 2012

American Educational Research Association, Reviewed conference proposals, Critical Perspective in Early Childhood Education SIG and Division G: Social Context of Teaching and Learning, 2010

Language Arts, Reviewer, 2009

American Educational Research Association, Reviewed conference proposals, Critical Perspective in Early Childhood Education SIG AND Division G: Social Context of Teaching and Learning, 2009

American Educational Research Association, Reviewed conference proposals, Critical Perspective in Early Childhood Education SIG, 2008

American Educational Research Association, Reviewed conference proposals, Critical Perspective in Early Childhood Education SIG AND Division G: Social Context of Teaching and Learning, 2007

American Educational Research Association, Reviewed conference proposals, Division 1: Social Context of Teaching and Learning, 2006

New Directions in Reading Comprehension Conference, Ohio Literacy Alliance. Assisted with conference set-up and registration, 2006

Language Arts, Reviewer, 2006

American Educational Research Association, Reviewed conference proposals, 2005

National Council of Teachers of English Mid-Western Research Assembly Conference. Reviewed proposals and assisted with conference registration, 2004

University & College Service

CFS International Children, Youth, and Families Certificate, Program Coordinator, 2020 - present

CFS Peer Teaching Evaluation Committee, Chair, College of Education, Health, and Human Sciences, The University of Tennessee, 2024 - present

Collaborative Online International Learning (COIL), Committee Member, UTK Center for Global Engagement, 2023 - present

CFS Tenure and Promotion Committee, member, 2020-present

CFS Faculty Mentor, Jun Ai, 2022 - present

Coordinator, Memorandum of Understanding between Kathmandu University College of Education and UTK Department of Child and Family Studies, 2022 – present.

Coordinator, Memorandum of Understanding between University of Milan, Italy and UTK Department of Child and Family Studies, 2022 – present.

Teacher Licensure Committee, Program Chair, Department of Child and Family Studies, The University of Tennessee, 2019 – 2023

Teacher Licensure Committee, Member, Department of Child and Family Studies, The University of Tennessee, 2017 - 2019

Center for Global Engagement, Global Research Office, The University of Tennessee, Faculty Representative, McClure International Graduate Student Research Scholarship Committee, 2020 to 2022.

CEHHS Bailey Graduate School of Education Assessment Committee (e.g., CAEP Accreditation), Child and Family Studies Representative, The University of Tennessee, 2020 – 2022.

CFS Department Head Search Committee Member, College of Education, Health, and Human Sciences, The University of Tennessee, 2022 - 2023

CFS NTT B-K Distance Education Search Committee Member, College of Education, Health, and Human Sciences, The University of Tennessee, 2022

CFS Peer Teaching Evaluation Committee, Member, College of Education, Health, and Human Sciences, The University of Tennessee, 2021-2022

CFS Peer Teaching Evaluation Committee, Chair, College of Education, Health, and Human Sciences, The University of Tennessee, 2020

Distance Education Working Group, College of Education, Health, and Human Sciences, The University of Tennessee, 2018 – 2019.

Cultural Competency Research Group, Member, College of Education, Health, and Human Sciences, The University of Tennessee, 2018 – 2019.

Early Childhood Search Committee, Department of Child and Family Studies, The University of Tennessee, 2018 – 2019.

Library Liaison, Child and Family Studies Representative, The University of Tennessee, 2018-2019.

CFS Graduate Committee, Child and Family Studies, The University of Tennessee 2017-2018.

CEHHS Bailey Graduate School of Education Council, Child and Family Studies Representative, The University of Tennessee 2017-2018.

College Diversity Study Group, College of Education, University of Wyoming, 2016-2017

Teacher Education Initiative (TEI), Early Childhood Program Study Group Lead, College of Education, University of Wyoming, 2016-2017

Special Education Search Committee, College of Education, University of Wyoming, 2016-2017

Curriculum & Instruction Admission Committee, College of Education, University of Wyoming 2016-2017

Curriculum & Instruction Outcomes Sub-Committee (Action Research and Diversity Course), College of Education, University of Wyoming 2016-2017

University Studies Program Chair (USP), University of Wyoming, Committee Member & Communication Series Committee, 2014-2015

University Studies Program (USP), University of Wyoming, 2010-2016

International Action Council, College of Education, University of Wyoming, 2014-2015

Ed.D Task Force II, College of Education, University of Wyoming, 2014-2015.

Educational Research Search Committee, College of Education, University of Wyoming, College of Education, 2013-2014

Ed.D Task Force I, University of Wyoming, 2012-2013

Curriculum Studies Diversity Committee, University of Wyoming, 2012-2013

Faculty Advisor Student Wyoming Education Association (SWEA), University of Wyoming, 2010-2013

Curriculum and Instruction Diversity Recruitment and Retention Sub-Committee, University of Wyoming, 2010-2011

Children's Literature Search Committee, University of Wyoming, College of Education, 2010-2011

NCATE Report Committee, Northern Illinois University, College of Education, Department of Teaching and Learning, 2008-2009

College Appeals Committee, Northern Illinois University, College of Education, Department of Teaching and Learning, 2008-2009

Scholarship Committee, Northern Illinois University, College of Education, Department of Teaching and Learning, 2008-2009

Early Childhood Steering Committee, Northern Illinois University, Department of Teaching and Learning & Department of Family, Consumer, and Nutrition Sciences, 2008-2009

Student Recruitment and Retention Committee, Northern Illinois University College of Education, Department of Teaching and Learning, 2007-2009

Early Childhood Professional Advisory Board, Northern Illinois University, College of Education, Department of Teaching and Learning, 2007-2009

Clinical Service Coordinator Search Committee, Northern Illinois University, College of Education, Department of Teaching and Learning, 2007.

Diversity & Equity Committee, Student Representative, The Ohio State University, College of Education and Human Ecology, 2007

Graduate Studies Committee, Student Representative, The Ohio State University, School of Teaching and Learning, The Ohio State University, 2004-2006