

CURRICULUM VITAE

Chris Osmond, Ph.D.

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CURRENT AND PAST POSITIONS

- 2019-present Associate Director, Doctoral Program in Educational Leadership
2021-present Professor, Leadership & Educational Studies
2015-2021 Associate Professor (tenured), Leadership & Educational Studies
2018-2019 Interim Associate Director, Doctoral Program in Educational Leadership
2010-2015 Assistant Professor, Leadership & Educational Studies
Reich College of Education, Appalachian State University, Boone NC
- 2006-2010 Clinical Assistant Professor, Department of Elementary Education
UNC School of Education, Chapel Hill NC
(joint) Research Assistant Professor, Department of Social Medicine
UNC School of Medicine, Chapel Hill NC

EDUCATION AND TRAINING

- 2006 Ph.D., Culture, Curriculum, and Change
School of Education, The University of North Carolina at Chapel Hill
Chapel Hill NC focus: curriculum theory dissertation advisor: Madeleine R. Grumet
- 2000 M.A., Curriculum Studies and Teacher Education
School of Education, Stanford University
Stanford CA focus: arts and education masters advisor: Elliot W. Eisner
- 1995 Klingenstein Summer Institute
Teachers College, Columbia University
New York NY
- 1993 B.A., English and Spanish
Wesleyan University
Middletown CT

HONORS

- 2019-2020 Nominee, Board of Governors Excellence in Teaching Award
2018-2019 Education Policy Fellowship Program, Institute for Educational Leadership
2016-2017 Academic Leadership Development Program, Appalachian State University
2016 Faculty Appreciation Award, Outstanding Professor, Reich College of Education
2016 Faculty Member of the Year, The Honors College, Appalachian State University

TEACHING AND FACULTY DEVELOPMENT

Undergraduate and Graduate Teaching

2010-present Appalachian State University

Reich College of Education

Graduate (Doctoral Program in Educational Leadership)

- Concepts and Constructs in Curriculum and Instruction (2014-present)
- Multi-Disciplinary Seminars in Emerging Issues in Education I and II (2011-present, before and after sequence redesign to foreground epistemology and critical theory)

Undergraduate

- Social and Philosophical Foundations of American Education (2010-present)
- Why Read? The Literature of Love, Learning, and Liberation (2016)

The Honors College

- Narrative and the Caring Professions (2012-present)
- The Audacity of Nope: Why Education Reform Doesn't Work (2013)
- Teaching and Learning in *Infinite Jest* (2017)

2002-2010 The University of North Carolina at Chapel Hill

School of Education

- Teaching of Literature in the Elementary and Middle Grades (2006-2009)
- Teaching of Literature in the Middle Grades (2003-2007)
- Teaching Fellows Seminar in Arts, Creativity, and Education (2003-2006)
- Teaching Assistant, Introduction to Teaching (William Veal, Ph.D.) (2002)

School of Medicine

- Instructor, Medicine and Society (2008-2010)
- Co-Director, Teaching Scholars Program (2006-2007)
- Consultant, Faculty Development Fellowship in Internal Medicine (2005-2007)

2003-2005 All Kinds of Minds: a non-profit organization to educating teachers, students, and parents about learning differences

- Facilitator, Schools Attuned, a forty-hour public and private school professional development seminar

1999-2000 Stanford University
Stanford, CA

- Undergraduate accelerated Spanish

1991-1993 Wesleyan University
Middletown, CT

- Teaching Assistant, Advanced Spanish (Ana Maria Pérez-Gironés, M.A.)

K-12 Teaching

- 2001-2002 Triangle Day School
Durham, NC
- Middle grades English, music
- 2000-2002 Carolina Friends School Summer Program
Chapel Hill, NC
- Elementary drama, movement, comedy, music
- 1997-1999 Assistant to Dean of Faculty, The Field School
Washington DC
- New teacher recruitment and mentoring
 - Curriculum development support
- 1993-1999 The Field School
Washington DC
- Middle and high school drama, music, jazz band, English, Spanish, creative writing
- 1993-1995 Beauvoir, The National Cathedral Elementary School Summer Program
Washington DC
- Elementary drama, movement, music

ADVISING

Doctoral Dissertations

Appalachian State University

Marisa Cornell, “Casting the Circle: An Arts-Based Inquiry into Creating Spaces for Emergent, Interdisciplinary Collaboration in Higher Education” – chair

Debra Gladstone, “Perceptions of Gendered Practices among Teachers and Leaders in Relation to School Morale” – chair

Wayne Matthews, “Spirituality as a Component of Transformational Leadership Among Selected North Carolina Community College Presidents.” – reader (winner, Naylor Award, 2013)

Fran Bates Oates, “Women in the Mirror: Seeing Ourselves Anew: A Narrative Inquiry and Autoethnographic Exploration of the HBCUs Relational and Institutional Impact on the Social Justice Dispositions of White Female Education Graduates” – reader (winner, Naylor Award, 2016)

Katrina Plato, “Expressive Arts as a Container for Embodied Well-Being in Education” – reader

Larry Putnam, “A Case Study on The Self-Perceptions of Novice Assistant Principals’ and Principals’ Leadership Abilities based upon The North Carolina Standards for School Executives” – reader

Linda Coutant, “The Mindful Campus: Organizational Structure and Culture” – reader

Star Brown, “Outside in the Athletic Machine: Tales of Academics and Athletics in Higher Education” – reader (winner, Naylor Award, 2018)

John Robinson, “A Postmodern Analysis of the Practice of Using Value-Added Measures to Determine Teacher Effectiveness” – reader (winner, Naylor Award, 2018)

The University of North Carolina at Chapel Hill

Deborah Randolph, “Arts Integration Curriculum: Building Relational Capacities” – reader

Brandon Sams, “Reading Acts: An Inquiry into Reading and Teaching” – reader

Crisianee Berry, “A Study to Investigate and Design Patient Medical Education Curriculum Focusing on Drain Care Management for Use in Clinical Settings” – reader

Undergraduate Honors Theses

Appalachian State University

Kelly Dancy, “Social Justice in the High School Literature Classroom” – chair

Rebecca Lowder, “What is a Meaningful Education?” – chair

Luke Sealy, “Bearing Witness: The Case for Holocaust Education in Public Schools” – reader

Rachel Brouwer, “Self-Care in Cross-Cultural Social Work with Immigrant and Refugees” – reader

PUBLICATIONS

McNulty M., Osmond C. (eds). (2019). “Theme Issue: Curriculum of the Monstrous.” *Journal of Curriculum Theorizing*, Vol. 34, No 5. Foundation for Curriculum Theory.

Osmond, C. (2019). Time to Die: Zombie as Educational Evolution in “The Girl with All the Gifts.” *Journal of Curriculum Theorizing*, Vol. 34, No 5. Foundation for Curriculum Theory.

Osmond C. (2019). Sit and Listen: Walter Gershon’s “Sound and Curriculum.” *Journal of the American Association for the Advancement of Curriculum Studies*, Vol 13, No 9. Vancouver: University of British Columbia.

Osmond C. (2019). Robert L. Hampel’s “Fast and Curious: A History of Shortcuts in American Education.” *Teachers College Record*. New York: Teachers College, Columbia University.

Osmond C. (2017). Scheherazade and the Axe: Narrative Medicine, the Apocalypse, and the Way Through. In V. Miller (ed.), *Educational Leadership on the Brink: Reclaiming Social Justice and Sustainability in an Apocalyptic Moment of Hope*. Charlotte: Information Age Publishing.

Osmond C. (2015). The Thousand Natural Shocks. In Wood E. (ed.), *Scars*. Little Rock: Et Alia Press. (winner of Et Alia Press national essay contest)

Osmond C. (2015). Pedagogical Reading: The Aesthetics of Attending in Reading Student Work. *Journal of Thought: a Journal of Critical Reflection on Educational Issues*. Volume 49, Nos. 3 & 4 (Fall-Winter 2015). Society of Philosophy and History of Education. San Francisco: Caddo Gap Press.

Osmond C. (2013). Dithering. *Intima: A Journal of Narrative Medicine*: Spring 2013. New York: Columbia University.

Osmond C. (2012). Talking Back: Pre-Service Teacher Voice in the Microdebate about the Profession. *2011 Yearbook of the 56th Meeting of the South Atlantic Philosophy of Education Society*.

- Osmond C., Dale M., Hostetler D., Reesman K., Cumbie S., Phillips D., Ivory J. (2012). An Open Letter to our Future Students in Narrative and the Caring Professions. *Journal for Learning through the Arts*, 8:1. UC Irvine: Center for Learning through the Arts and Technology.
- Biese K., Leacock B.W., **Osmond C.**, Hobgood C.D. (2011). Engaging Senior Residents as Leaders: A Novel Structure for Multiple Chief Roles. *Journal of Graduate Medical Education*: Vol. 3, No. 2, pp. 236-238.
- Grumet M., Anderson A., **Osmond C.** (2008). Finding Form for Curriculum Research. In K. Gallagher (ed.), *The Methodological Dilemma*. London: Routledge.
- Osmond C. (2006). Drama Education and the Body: I Am, Therefore I Think. In L. Bresler (ed.), *International Handbook of Research on Arts Education*. Dordrecht, The Netherlands: Springer.

PRESENTED PAPERS AND WORKSHOPS

- Miller V., Osmond C. (2020, under review). “The Edge of the Wedge”: Finding Hidden Opportunities for Dissertation Innovation. Annual Convening of the Carnegie Project on the Education Doctorate. Columbia, SC.
- Miller V., Osmond C. (2019). To Inspire and Cultivate: Campus Collaboration in the Ed.D. Annual Convening of the Carnegie Project on the Education Doctorate. Columbia, SC.
- McDermott M., Osmond C. (2019). Creating a Special Issue of the JCT Journal: a “Monstrous” Undertaking. Panel at the Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo, OH.
- Miller V., Osmond C., Thomas-Reid M. (2019). Men and Feminism. Invited Panel at Women in Educational Leadership Symposium, Appalachian State University, Boone, NC.
- McDermott M., Helfenbein R., Huddleston G., Janicki S., **Osmond C.** (2018). Monsters and Curriculum Inquiry: Imagining Alternatives. Panel at the Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo, OH.
- Osmond C., Osmond J. (2018). Power, Protection, and Permission: Sacred Play and Playful Rest. Invited workshop at the Appalachian State University Expressive Arts Institute, Wild Acres, NC.
- Osmond C. (2018). Down to the Bones. Invited keynote for Appalachian Community of Education Scholars Honors Day, Appalachian State University. Boone, NC.
- Osmond C., Hagan C. (2017). I Can Make You Put Your Phone Down: Ritual Unburdening in our Inner Corners. Invited workshop at the Appalachian State University Expressive Arts Institute, Wild Acres, NC.

- Osmond C. Huckaby F., Mitchell R., Crichlow W. (2017). Multivocal response to Walter Gershon's *Sound and Curriculum*. Panel presented at the Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo, OH.
- Osmond C. (2017). Time to Die: Zombie as Educational Evolution in "The Girl with all the Gifts." Paper presented at the Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo, OH.
- Osmond C., Caldwell K. (2016). Out of the Can: Building Response/Ability from Our Past to Our Future. Invited workshop at Appalachian State University Expressive Arts Institute, Wild Acres, NC.
- Osmond C. (2016). Building the Appalachian Center for Sustainable Caring Practice. Invited address to Sustainability Research Forum. Appalachian State University. Boone, NC.
- Dimella T, Short S, Smith D, Standafer E, **Osmond C.** (2016). "Sous les Pavés, la Plage": Normative and Critical Readings of Curriculum Humdrum in the Neoliberal Now. Panel presented at Combined Conference of the South Atlantic Philosophy of Education Society (SAPES) and the Southeast Philosophy of Education Society (SEPES). Asheville, NC.
- Osmond C. (2015). "Only by Knowing What to Move": The Ethics of (Aesthetic) Coercion. Paper presented at the Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo, OH.
- Osmond C. (2015). Teaching into the Crisis: Public Education's Moment, and What We Can Do About It. Invited address to Watauga County Chapter, NAACP, Boone, NC.
- Cumbie, S. **Osmond C.** (2015). "Success In Circuit Lies": A Conversation about The Value of Unpredictability, *Jouissance*, and Indirection in Higher Education Pedagogy. Workshop presented at Conference on Higher Education Pedagogy, Blacksburg, VA.
- Osmond C. (2015). "Why the Humanities?" Invited faculty panelist, Celebration of the Humanities at Appalachian State: Past, Present, and Future. Appalachian State University, Boone, NC.
- Cumbie, S., **Osmond C.** (2014). Teaching Narrative Competence: Innovative Pedagogy to Facilitate Reflective Awareness. Workshop presented at Innovation in Pedagogy Conference. University of West Georgia, Carrollton, GA.
- Osmond C., Cumbie S. (2014). Bridging Estrangement through Narrative: Interdisciplinary Insights for Undergraduate Professional Education. Workshop presented at The Narrative Bridge: Connecting through the Health Humanities. Medical University of South Carolina, Charleston, SC.
- Cumbie S., **Osmond C.** (2014). The Flash Poem: Poetic Writing Outburst. Workshop presented at The Narrative Bridge: Connecting through the Health Humanities. Medical University of South

Carolina, Charleston, SC.

- Osmond C. (2013). *Getting Back to the Garden: A Pedagogy for the Pleasuredome*. Paper presented at Annual Conference of the South Atlantic Philosophy of Education Society (SAPES), Raleigh, NC.
- Osmond C., Cumbie S., Miller W. (2013). *Temporality in the Teaching of Caring Professionals: Currere as Narrative Pedagogy*. Symposium: Narrative Pedagogy and the Caring Professions: Theory, Education, Research, & Practice. Annual Conference of the International Association for Human Caring, Orlando, FL (plenary presentation).
- Miller W., Cumbie S., **Osmond C.** (2013). *Nurses Striving to Make a Difference: A Grounded Theory-Narrative Inquiry*. Symposium: Narrative Pedagogy and the Caring Professions: Theory, Education, Research, & Practice. Annual Conference of the International Association for Human Caring, Orlando, FL (plenary presentation).
- Cumbie, S., Miller W., **Osmond C.** (2013). *The Power to Uplift the Spirit: Exploration of Narrative Inquiry in Action*. Symposium: Narrative Pedagogy and the Caring Professions: Theory, Education, Research, & Practice. Annual Conference of the International Association for Human Caring, Orlando, FL (plenary presentation).
- Osmond C. (2013). *Hideous Teachers: The Pedagogies of Anne Sexton and David Foster Wallace*. Paper presented at Annual Meeting of the Southeastern Association of Educational Studies (SEAES), Chapel Hill, NC.
- Osmond C. (2013). *F.A.R.M. Café: Building Community Capacity to Address Food Insecurity*. Paper at Annual Conference of the Center for Appalachian Studies, Boone, NC.
- Osmond C., Cumbie S., Miller W. (2013). *Loneliness Seeking Communion: Narrative “Pedagogies of Suffering” in Interprofessional Undergraduate Education*. Workshop presented at Conference on Higher Education Pedagogy, Blacksburg, VA.
- Miller W., Cumbie S., **Osmond C.** (2013). *Striving to Care in the Midst of Chaos: Impact of the Use of Narrative Pedagogy in a Nursing Leadership Course*. Paper presented at Conference on Higher Education Pedagogy, Blacksburg, VA.
- Osmond C. (2012). *Pedagogical Reading: The Aesthetics of Attending in Reading Student Work*. Paper presented at Annual Conference of the South Atlantic Philosophy of Education Society (SAPES), Boone, NC.
- Osmond C. (2012). *Sustainable Practice: Thriving, Not Surviving*. Invited keynote for Teaching Fellows Honors Day, Appalachian State University. Boone, NC.
- Osmond C. (2012). *Food Security in the High Country: Compassion Comes to the Table*. Invited presentation for Office of Research and Sponsored Programs, Appalachian State University.

Boone, NC.

- Osmond C. (2012). "The Porousness of Certain Borders": The Liberatory Power of the Grid. Appalachian Humanities Council Humanities Thematic Series presentation, Boone, NC.
- Atcher-Rathburn L., Broome B., Dawson N., **Osmond, C.** (2012). "Seeing Like a District": Critical Cases in Measurement, Management, and Resistance. Panel presented at the Annual Meeting of the Southeastern Association of Educational Studies (SEAES). February 2012, Columbia SC.
- Osmond C., Dale M., Hostetler D., Cumbie S., Phillips D., Ivory J. (2012). Teaching Narrative Competence: Innovative Pedagogies for Empathy and Self-Care. Workshop presented at Conference on Higher Education Pedagogy, February 2012, Blacksburg VA.
- Osmond C. (2011). "Bringing the Monsters Forward": Negotiating Voice in Social Foundations Curriculum. Paper presented at the Annual Conference of the American Educational Studies Association (AESAs), St. Louis, MO.
- Osmond C. (2011). Talking Back: Pre-Service Teacher Voice in the Microdebate about the Profession. Paper presented at Annual Conference of the South Atlantic Philosophy of Education Society (SAPES), Richmond, VA.
- Osmond C., Dale M., Hostetler D., Reesman K., Cumbie S., Phillips D., Ivory J. (2011). Pre-Service Literature Groups in Health Professions and Teaching. Presentation at Appalachian Humanities Day, Boone NC.
- Osmond C. (2010). Travels with Harold: Cluelessness and Cageyness in the Teaching of Social Foundations. Paper presented at the Journal of Curriculum Theorizing Conference on Curriculum Theory and Classroom Practice. Bergamo, OH.
- Charon R., Litzelman D., Aronson L., **Osmond C.** (2009). Student Learning Portfolios and Professionalism. Workshop presented at the Annual Meeting of the Association of American Medical Colleges (AAMC). Boston, MA.
- Auerbach L., McEvoy M., Milan F., Toffler W., Chappelle K., Roberts E., Davis W.A., **Osmond C.**, Cross A.W. (2009). Assessment of Communication Skills in the Pre-Clinical Curriculum. Poster presented at the Annual Meeting of the Association of American Medical Colleges (AAMC). Boston, MA.
- Grumet M., Anderson A., **Osmond C.** (2009). Methodological Dilemmas and their Solutions: The Dilemma of Finding Form in Curriculum Research. Symposium presented at the Annual Meeting of the American Educational Research Association (AERA). San Diego, CA.
- Hollar D., Adler S., Blank A., Carney P., Charon R., Chen H.C., Cross A., Dewey C., Fornari A., Graham M., Hobgood C., Litzelman D.K., Marantz P., Milan F., Naqvi Z., **Osmond C.**, Pica G., Satterfield J.M., Skochelak S.E., Stuber M.L., Swiderski D., Thompson B., Toffler W.,

Wimmers P. (2007). A vision for an Empathetic, Reflective Medical Education Curriculum. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.

Osmond C., Hobgood C., McCartney C. (2007). Curriculum Evolution at the UNC School of Medicine. Poster presented at the Annual Meeting of the Southern Group on Educational Affairs (AAMC). Louisville, KY.

Osmond C., Hobgood C. (2007). Creating a Professionalism Curriculum. Workshop presented at the Annual Meeting of the Southern Group on Educational Affairs (AAMC). Louisville, KY.

Hobgood C., Hollar D., Sawning S., Woodyard J., Davis W.A., Ferguson A., Hedgpeth M.-W., **Osmond C.** (2007). Path Analysis of Medical Error-Related Factors impacting Medical Student Learning Outcomes. Poster presented at the Annual Meeting of the Southern Group on Educational Affairs (AAMC). Louisville, KY.

Osmond C. (2006). Using the TACCT to Effect Curriculum Change. Workshop presented at the Annual Meeting of the Association of American Medical Colleges (AAMC). Seattle, WA.

Osmond C. (2006). The Fiction of Telling: Working in the Potential Spaces of Reading and Teaching. Paper presented at the Annual Meeting of the American Association for the Advancement of Curriculum Studies (AAACS). Berkeley, CA.

Osmond C. (2006). Jazz and Curriculum. Workshop presented at Let's Talk Race Conference. UNC School of Education, Chapel Hill, NC.

Osmond C. (2003). Not Quite, But Much More: Time, Space, Performance Pedagogy and the Negotiation of Meaning in the Language Arts Classroom. Paper presented at the Annual Meeting of the Southeastern Association of Educational Studies (SEAES). Chapel Hill, NC.

Osmond C. (2002). Nothing Ventured, Nothing Gained: An Alternate Conception of Risk and Safety in Classroom Practice. Paper presented at the Crossroads in Cultural Studies Fourth International Conference. Tampere, Finland.

Osmond C. (2002). Do It Again: Toward a Pleasure-Centered Economy of Education. Paper presented at the Annual Meeting of the American Association for the Advancement of Curriculum Studies (AAACS). New Orleans, LA.

LEADERSHIP AND ADMINISTRATION

2018-present Associate Director
Doctoral Program in Educational Leadership

2017-2019 Co-Chair, University Planning & Priorities Council

2016-2017 Subcommittee Chair, University Planning & Priorities Council

7-21

- Strategic Plan Implementation: “Preserving Faculty and Staff Excellence”

- 2015-present Academic Dean, Jung Tao School of Classical Chinese Medicine
Sugar Grove, NC
- Management and supervision of nine teaching faculty
 - Curriculum and instructional consultation with faculty
 - Maintenance and documentation of accreditation compliance
 - Development of doctoral curriculum
- 2008-2009 Curriculum Consultant, The River Rock School on the Haw
Saxapahaw, NC
- Development and assessment of constructivist elementary curriculum
 - Maintenance of state compliance and reporting requirements
 - Budget and payroll
- 2005-2006 Curriculum Consultant, Office of Educational Development
School of Medicine, University of North Carolina Chapel Hill
- Scope and sequence of undergraduate medical curriculum
 - Curriculum mapping
 - Maintenance of accreditation requirements
 - Research and program development collaboration
- 2003-2005 Curriculum Developer, All Kinds of Minds
Chapel Hill, NC
- Development and pilot of nationally-administered professional development program on learning differences

SERVICE

University Service

- 2011-2013, 2016-2019 Member, Appalachian Humanities Council
- 2016-2017 Member, Chancellor’s Scholarship selection committee
- 2015-2016 Member, Strategic Plan Advisory Council
- 2013-2014 Member, inaugural Wilson Scholars selection committee
- 2011-2013 Department senator, Faculty Senate (Campus Planning subcommittee)
- 2012-2013 Member, University Planning & Priorities Council (Work / Life Balance subcommittee)

College Service

- 2018-present Associate Director, Doctoral Program in Educational Leadership
- 2018-2019 RCOE Conceptual Framework Committee
- 2011-present Faculty liaison, Future & Transfer Educators Living Learning Community / Appalachian Community of Education Scholars (ACES)
- 2013-2017 RCOE Sustainability Task Force and Committee
- 2013-2015, 2018-present Program Policy Committee, Doctoral Program in Educational Leadership
- 2013-2014 Organizer and facilitator, College-wide “Courageous Conversations” series
- 2012-2013 NCATE Standard 5 subcommittee, RCOE

Other Service

- 2016-2018 Feed All Regardless of Means (F.A.R.M.) Café
- a pay what you can non-profit restaurant that addresses food insecurity in Boone, NC
 - Member, Board of Directors and Strategic Planning Subcommittee
- 2009 UNC School of Medicine
- Curriculum and Evaluation Consultant, Preventive Medicine Residency
- 2009 UNC Hospital Ethics Committee
- Curriculum Consultant, Advance Care Planning Curriculum Development Project
- 2005-2007 UNC School of Medicine
- Facilitator, Curriculum Task Force on Professionalism
 - Member, Curriculum, Management, and Policy Committee
 - Facilitator, curriculum workgroup, Office of Educational Development
- 2001-2003 UNC School of Education
- Facilitator, ARTS Agenda, UNC School of Education, Chapel Hill, NC
 - Graduate Assistant, Curriculum, Music, and Community (Dwight Rogers, Ph.D.)
- 1999-2000 Stanford School of Education
- M.A. representative, Admissions Committee

SUPPORT AND FUNDING

- 2016 (unfunded) National Endowment for the Arts. \$292,010 NEA Research Lab - Expressive Arts Impact on Wellbeing of Preservice Caring Professionals. Osmond, C. (PI), Caldwell K., Levy D., Thorp H.

- 2012-2013 Appalachian State University. \$4957 University Research Council grant for “Narrative Pedagogy in Education of Undergraduate Students in the Caring Professions.” With Cumbie S, Miller W.
- 2012-2013 American Library Association/Fetzer Institute. \$2500 Building Common Ground grant for “Compassion Comes to the Table: Food Security in the High Country,” a year-long collaboration between the Watauga County Public Library, the University Office of Sustainability, the Humanities Council, and F.A.R.M. Café.
- 2010-2012 ASU College of Arts and Sciences Appalachian Humanities Program Research Cluster. \$2500 to fund cross-disciplinary collaboration and facilitation of literature groups in health professions and teacher education and travel to present outcomes. With Dale M., Hostetler D., Cumbie S., Phillips D., Ivory J.
- 2008-2010 UNC Hospitals “Commitment to Caring” Fund. \$9500 to support five Literature and Medicine groups for doctors, nurses, and other School of medicine faculty. With Dreesen, E.
- 2005–2010 Curriculum Consultant, Redesigning and Enhancing the Behavioral and Social Science Medical School Curriculum. Alan W. Cross, M.D.(PI) (NIH 1 K07 HD051546—01). Design, implementation, and evaluation of a four-year longitudinal medical school curriculum in behavioral and social sciences.
- 1999-2000 Research Assistant, Classroom Assessment Project to Improve Teaching and Learning (CAPITAL), Stanford University School of Education. Myron J. Atkin, Ph.D. (PI) (National Science Foundation). Action research project in ongoing formative assessment of student work.

OTHER ACTIVITIES

- Co-Creator with Drs. Fran Bates Oates and Nickolas Jordan: Winston-Salem State University / Appalachian State Education Partnership. 2018-2019.
<https://today.appstate.edu/2019/08/20/social-justice>
- Co-Convener, Teach-In on Teacher, Guns, and Safety in North Carolina. March 2018, Reich College of Education.
- Organizer, “Black Minds Matter: A Focus on Black Boys and Men in Education.” Simulcast and facilitated discussion, fall 2017, Appalachian State University.
- Convener, Teach-In on LGBTQ+ Safety in NC Public Schools. April 2016, Plemmons Student Union, Appalachian State University.
- Co-Convener and Speaker, Observance of Fiftieth Anniversary of the Integration of High Country

Schools. March 2016, Reich College of Education.

Literature and Medicine reading groups, 2007 – 2010, UNC Hospitals. Organization and facilitation of five faculty, staff, and student groups.

One Community / One Book program, October 2009. Joint project with Health Sciences Library to bring Lisa Sanders, M.D. to campus. Organized collaboration between Schools of Medicine and Nursing and facilitation of ten small group discussions of book *Every Patient Tells a Story*.

Facilitator Training, “Humanities at the Heart of Healthcare,” August 2009. Maine Humanities Council, Chicago, IL.

“Literature and Medicine.” Interview on *The State of Things*, WUNC. November 11, 2008. With Dreesen E., Siegel S., Carter A.H.

PROFESSIONAL AFFILIATIONS

2010-present Reviewer, *Journal of Curriculum Theorizing*

Reviewer, *Democracy & Education*

2013-2014 Distinguished Member, Appalachian State University chapter of National Association of Collegiate Scholars

2010 Associate Fellow, UNC School of Medicine Academy of Educators

2003–2005 Association for Supervision and Curriculum Development (ASCD)

OTHER INFORMATION

Languages: English (native); Spanish (fluent)