

Keonghee Tao Han, Ph.D.
Curriculum Vitae
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EDUCATION

- 2006** Ph. D. Curriculum and Instruction with a focus on Literacy Studies, University of Nevada, Reno, Reno, Nevada, Reno
Subject Area: Literacy
Emphasis Area: English Learner's Literacy Learning in a mainstream classroom
Advisor: Dr. Cynthia H. Brock
- 2002** M.A. Teaching English as a Second Language, University of Nevada, Reno
- 1993** ED.S. Higher Education and Administration, University of Arizona
- 1989** M.S. Early Childhood and Family Relations, University of Arizona
- 1984** B. S. English Language and Literature, Sungshin University, Seoul, Korea

AWARDS AND HONORS

- 2020** **Top Proff Awardee of the University of Wyoming Cap and Gown Chapter of Mortar Board for Mortar Board Top Professor Event.** This event is for professors who have made a large impact on student learning for undergraduate students. November 12, 2020.
- 2019** **Selected as 2019 Outstanding Alumna recipient by Sungshin Women's University.** Sungshin Women's University (Alma Mater) recognized my research work teaching, and service contributions in the U. S.
- 2019** **Asian-American Affinity Group at UW Team Leader**
- 2017** **Ellbogen Dean's Excellence Fund for Research Seed Grant (\$10,000)** proposal titled, "Empowering ELs in a Rural School: Multi-lingual Elementary Children's Writing and Multimodal Responses to Culturally Relevant Texts in Homogeneous Rural Classrooms" has been accepted for funding by the College of Education at the University of Wyoming.
- 2015** **University of Wyoming (Academic Affairs and Committee of Women and People of Color) for Outstanding Researcher Award on October 20, 2015**

2011 University of Wyoming Spring Cowboy Parents Most Caring Instructor Award

2000 Fellow, Fulbright Memorial Fund Teacher Program

Selected as one of three teachers in Nevada to participate in K-12 educator exchange programs between Japan and U. S.

- Visited Japanese schools and experienced educational processes in Japan's K-12 school system.
- Provided workshop for in-service teachers regarding multicultural education focusing on Asian cultures when returned from Japan

PROFESSIONAL EXPERIENCE

2016-Present

Associate Professor in School of Teacher Education
The University of Wyoming at Laramie
Literacy Methods; Disciplinary Literacy; English as a Second Language Theories and Methods; Practicum and Residency Supervision; Oral and Written Language Acquisition; Diversity and Politics of Schooling; Diversity in Education

2010-2016

Assistant Professor in Elementary and Early Childhood Education
The University of Wyoming at Casper (UWC)
Literacy Methods; English as a Second Language Theories and Methods; Practicum and Residency Supervision; and Oral and Written Language Acquisition

2007-2010

Assistant Professor in Curriculum and Instruction
The University of Idaho
Contexts in Education; Integrated Language and Literacy; Practicum Supervision; Reading with a Second Language Learner; Special Topics in Education (Qualitative Research); Qualitative Research Methods; Action Research.

2006-2007

Instructor in Literacy Studies
The University of Nevada, Reno
ESL Instruction in Elementary School; Second Language Literacy

2003-2005

Graduate Teaching Assistant in Literacy Studies
Instructor in Literacy Studies
The University of Nevada, Reno
ESL Instruction in Elementary School; Second Language Literacy

- 1996-2002** ESL Teacher/ESL Curriculum Coordinator Washoe County School District, Reno, Nevada
- 1994-1996** 2-3 Grade classroom teacher, Washoe County Schools, Nevada
- 1993-1994** 6th grade Classroom Teacher Clover Park School District Tacoma, Washington

PUBLICATIONS

Books

Han, K. T., & Laughter, J. (Eds.) (2019). *Critical race theory in teacher education: Informing classroom culture and practice*. New York, NY: Teachers College Press.

Chapters

Han, K. T. (2019). Exploring Asian American teachers' invisibility in teacher education: The AsianCrit accounts. In K. T. Han & J. Laughter (Eds.), *Critical race theory in teacher education: Informing classroom culture and practice* (pp. 71-81). New York, NY: Teachers College Press.

Laughter, J., & **Han, K. T.** (2019). Critical race theory in teacher education: Coalitions for the future. In K. T. Han & J. Laughter (Eds.), *Critical race theory in teacher education: Informing classroom culture and practice* (pp. 1-10). New York, NY: Teachers College Press.

Han, K. T. (2015). Challenges in implementing critical literacy practices in remote rural teacher education programs. In B. Yoon & R. Sharif (Eds.), *Critical literacy practice: Applications of critical theory in diverse settings* (pp. 129-146). New York: Springer.

Nganga, L. & **Han, K.T.** (2013). Immigration and global economies in the context of globalization: What are the challenges and solution? In L. Nganga, J. Kambutu, & W. Russell III (Eds.), *Exploring Globalization Opportunities and Challenges in Social Studies: Effective Instructional Approaches* (pp. 37-50). New York: Peter Lang Publishing.

Han, K. T. (2011). Teaching on the edge: The life story of an Asian American woman literacy professor in a rural, predominantly White university. In X. L. Rong & R. Endo (Eds.), *Asian American education—Identities, racial issues, and languages* (pp. 131-158). Charlotte, N. Carolina: Information Age Publishing, Inc.

Refereed Articles

Published

Han, K. T., Carrier, J. W., & Scull, W. R. (in press). *Allyship: Concept to the concrete: Building resources, engaging critical friends/allies. The Chronicle of Mentoring and Coaching*.

Nganga, L., Kambutu, J., Scull, W. R., & **Han, K. T.** (2021). High school students of color in the U. S. speak about their educational experiences: Schooling, culture, and pedagogy.

Journal of Social Studies Education Research, 12(3), 1-27.

- Arndt, S., Madrid Akpovo, S., Tesar, M., **Han, K. T.**, 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*.
- Han, K. T.**, Scull, W. R., & Harbour, H. (2020). Listening to counternarratives of faculty of color: Studying racism in one of most conservative communities in America. *The Urban Review*. DOI: 10.1007/s11256-020-00576-w
- Scull, W. R., Harbour, C. P., & **Han, K. T.** (2019). Community colleges through the human resources organizational frame. *Development and Learning in Organizations*.
- Nganga, L., Kambutu, J. & **Han, K. T.** (2019). Caring schools and educators a solution to disparities in academic performance: Learners of colors speak. *Sage Open*. DOI: 10.1177/2158244019841923
- Han, K. T.**, Scull, W. R., Nganga, L., & Kambutu, J. (2018). Voices from the red states: Challenging racial positioning in some of the most conservative communities in America. *Race, Ethnicity, and Education*. DOI: 10.1080/13613324.2018.1468751
- Han, K. T.** (2018). A demographic and epistemological divide: Problematizing diversity and equity education in traditional rural teacher education. *International Journal of Qualitative Studies in Education*. DOI: 10.1080/09518398.2018.1455997
- Scull, W. R., & **Han, K. T.** (2017). Change Agent: An introduction to the life and professional practice of Dr. Dolores Cardona. *Annals of Wyoming History*, 89, 80-87.
- Stordahl, M., & **Han, K. T.** (2017). Reflection on a narrative by faculty of color. *The William and Mary Educational Review*.
- Han, K. T.**, & Leonard, J. (2017). Why diversity matters in rural America: Women faculty of color challenging Whiteness. *The Urban Review*, 49(1), 112-139. First Online: December 2016. DOI:10.1007/s11256-016-0384-7
- Han, K. T.**, Madhuri, M., & Scull, W. R. (2015). Two sides of the same coin: Preservice teachers' dispositions towards critical pedagogy and social justice concerns in rural and urban teacher education contexts. *The Urban Review*, 47(4), 626-656. DOI: 10.1007/s11256-015-0327-8
- Han, K. T.** (2014). Moving racial discussion forward: A counterstory of racialized dynamics between an Asian-woman faculty of color and White preservice teachers in traditional rural America. *The Journal of Diversity in Higher Education*, 7(2), 126-146. DOI: 10.1037/a0036055

Scull, W. R. & **Han, K. T.** (2014). Continuing and distance education: The overlooked potential of organizations, professionals, and methods to advance the interests of diversity in higher education. *Journal of Educational Practices for Social Justice*, 1, 15-37.

Laughter, J., **Han, K. T.**, King, D., Madhuri., Nayan, R. & Williams, T. (2013). Encountering the Other in personal narratives: Developing transracialized selves through a literacy research community. *Education and Urban Society*.

Madhuri, M., **Han, K. T.**, & Laughter, J. (2013). Addressing social justice in teacher education through children's literature. *Colorado Reading Journal, Winter*, 38-45.

Han, K. T. (2013). "These things do not ring true to me": Preservice teacher dispositions to social justice literature in a remote state teacher education program. *The Urban Review*, 45(2), 143-166. DOI:10.1007/s11256-012-0212-7

Han, K. T. (2012). Experiences of faculty of color teaching in a predominantly White university: Fostering interracial relationships among faculty of color and White preservice teachers. *International Journal of Progressive Education*, 8(2), 25-48.

Han, K. T. & Scull, W. R. (2012). Listening to Hyun-woo: What can we learn from a Korean American English learner? *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 85(1), 23-32.

Han, K. T. (2011). Seeing through the eyes of others: Films, anime, and manga in teacher education programs. *Journal of Educational Practices for Social Justice*, 11-21.

Han, K. T. (2010). English learner status and social relationships in a predominantly European-American school: A Korean student's story. *Journal of College Teaching & Learning*, 7(3), 65-78.

Han, K. T. & Scull, W. R. (2010). Confucius culture in the mainstream classroom: A case study of an Asian American student. *The International Journal of Learning*, 17(1), 601-616.

Brock, C. H., Lapp, D., Fisher, F., Flood, J., & **Han, K. T.** (2007). Does homework matter? An investigation of teacher perceptions about homework practices for children from non-dominant backgrounds. *Urban Education*, 42(2), 349-372.

Submitted for Review

Han, K. T. (under review). "And We Are Whites," Primary-Grade Students' Racial Positions White Rural School. Submitted to *Pedagogies: An International Journal*.

Nganga, L., Kambutu, J., Scull, R. & Han, K. T. (Accepted with revision). High school students of color in the U.S. speak about their educational experiences. Submitted to *Journal of Social Studies Education Research*.

Han, K. T., Leonard, J., & Kambutu, J. (under review). Macroaggressions, microaggressions, and silencing in the academy: Counternarratives of faculty of color in rural teacher education. Submitted to *International Journal of Progressive Education*.

Scull, W. R., Harbour, C. P., & Han, K. T. Community and Further Education Colleges Through the Human Resources Frame of Organizational Leadership (DLO-09-2019-0218). Submitted to *Development and Learning in Organizations*.

Andt, S. Akpovo, S., Tesar, M., Han, K. T., Huang, F., & Hallady, M. (2020). Collaborative online learning across borders (COLAB): Examining intercultural understandings of preservice teachers in a virtual cross-cultural university-based program. Submitted to *Journal of Research in Childhood Education*.

Works in Progress

Han, K. T., Carrier, W. J., & Scull, W. S. (2022). Allyship from Concept to the Concrete: Building Resources, Engaging Critical Friends, and Offering Ideas for In-Service Training and Course Revision. Submitted to

Perkins, M., Kassel, A. K., Hunt, T. L., & Han, K. T. (in progress). The Impact of COVID-19 on School Psychologists: A Grounded Theory Approach. Journal TBA.

Han, K.T. & Nganga, L. (In progress) Exploring critical global/multicultural literacy with 3rd/4th grade teachers and students in a rural university-affiliated elementary school. Journal TBA.

Han, K. T. (In progress). A case study of racial literacy in conservative, homogeneous, rural classrooms. Submitted to *Race Ethnicity and Education*.

Han, K. T. (In progress). Similarities and differences in reading/writing among ELs and EOs in rural classrooms.

Han, K. T., & Kitchen, R. (In progress). Teacher beliefs in implementing Social justice literacy and mathematics in 5th grade classrooms in a homogeneous, rural school.

Madrid-Akpovo, S., Andt, S., & Han, K. T. (In progress). What does a rural location got to do with preservice teacher capacity to teach diverse students?

Kambutu, J., Nganga, L., & Han, K. T. (In progress). Fed up with everyday curricula oppression: Students of color's message to educators and administrators.

Han, K. T. (In progress). Everybody has stories to tell not just White kids: Students of color in rural homogeneous school settings.

Han, K. T. (In progress). Hindering or supporting learning? A case study of a Korean American EL (English Learner).

CONFERENCE PRESENTATIONS

National/International

Refereed

College of Education Deans Office

Han, K. T., Stewarts, C. J., Palmer, K., Mason, M., & Laughter, J. (2022). Why the Panic of Teaching CRT in Schools?: Can We Form Allyship Instead of Fearing Racial Others?. Paper proposal submitted to AERA, Chicago, IL.

Han, K. T., & Kitchen, R. (2022). Examining the Sociopolitical Consciousness of Prospective Teachers. Paper proposal submitted to AERA, Chicago, IL.

Han, K. T., Carrier, J. W., & Scull, W. R. (Accepted). *Allyship: Concept to the concrete: Building resources, engaging critical friends/allies*. [Conference session]. University of New Mexico 15th Annual Mentoring Conference, Albuquerque, New Mexico.

Han, K. T. (2021). "And We Are Whites," Primary-Grade Students' Racial Positions in a White Rural School: Are Public Schools Instituting Whiteness? Paper accepted for LRA at Atlanta, GA.

Han, K. T., Addido, J., & Sainz, J. (2021). Voices of doctoral students on racial justice in a rural predominantly white university" paper accepted for the 2021 Virtual AERA Annual Meeting.

Madrid Akpovo, S, Halladay, M, Han, K. T., & Huang, F. (2020). Collaborative Online Learning Across Borders (COLAB): Creating virtual international experiences to develop pre-service teachers' intercultural understandings. Paper accepted at RECE in Palestine.

Harbour, C., Scull, W. R., & Han, K. T. (2020). Identities at the intersections of praxis and politics. Paper accepted at American Education Research Association. San Francisco, CA.

Harbour, C., Scull, W. R., & Han, K. T. (2020). The Need for Assembly at Community Colleges. American Educational Research Association, San Francisco. Accepted but did not present due to conference cancellation for Covid-19.

Han, K. T. (2019). Racial literacy and voices of primary-grade students in rural schools and lessons for reading teachers. Paper accepted at Sungshin Women's Reading Conference. Seoul, Korea.

Han, K. T. (2019). Racial Literacy: Its importance in Elementary Students and Teachers in a Rural School. Paper accepted at Literacy Research Association in Tampa, FL.

- Han, K. T., Hearn, J., Riedl, D., Tan, L., & Weber, S. (2019). Collaborative Online International Learning - A Framework for Collaboration Across Countries and Cultures. Paper presented at the National Network of Educational Renewal. Fort Collins, CO.
- Han, K. T., Kambutu, J., & Leonard, J. (2019). Macroaggressions, microaggressions, and silencing in the academy: Counternarratives of faculty of color in rural teacher education. Paper presentation accepted at American Education Research Association. Toronto, Canada.
- Han, K. T., & Rogers, R. (2018). Racial literacy in rural predominantly white classrooms. Paper presented at Literacy Research Association. Indian Wells, California.
- Han, K. T., Rogers, R., Compton-Lilly, C., Bauer, E., & Welton, A. (2018). Reclaiming Racial Literacy at LRA and in Education. Critical Race Theory Study Group Symposium presentation at Literacy Research Association. Indian Wells, California.
- Han, K. T., Scull, W. R., & Harbour, C. (2018). Listening to counternarratives of faculty of color: disclosing rural racism, covert racism in one of most conservative universities in America. Association for the Study of Higher Education (ASHE) Conference. Tampa, Florida.
- Han, K. T., & Scull, W. R. (2017). Voices from the red states: Challenging racial positioning in some of the most conservative communities in America. Paper presented at the Positioning Theory Conference, Oxford, United Kingdom.
- Camaitoga, U., Brock, C., Harris, P., & Han, K. T. (2016). Creating powerful alliances: Embracing indigenous epistemologies in teacher education. Paper presented at the Literacy Research Association, Nashville, TN.
- Han, K. T., Leonard, J., & Viesca, K. (2015). Challenging Whiteness in teacher preparation courses: Learning to teach for social justice in Red and Blue Communities. Paper presented at the Literacy Research Association, Carlsbad, CA.
- Han, K., Boggs, C. & Scull, R. (2014). Literature eCircles: Combining traditional literature circles with New Literacies. *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*. New Orleans, LA.
- Han, K. T., & Scull, W. R. (2014). Voices from the Remote Red States. Paper presentation in Orlando, Florida for Literacy Research Association.
- Kambutu, J., Nganga, L., & Han, K. T. (2014). Fed up with everyday curricula oppression: Students of color's message to educators and administrators. Paper presented at the Shepard Symposium, Laramie, WY.
- Han, K. T., Bear, D. R., Park, M., & Cho, B. (2013). Korean students' orthographic development in English: How is it similar and different to native English-speaking students? Paper presented at the Literacy Research Association, Dallas, Texas.

- Han, K. T., Kambutu, J., & Nganga, L. (2013). Counter-stories of students of color in remote traditionally homogeneous America: A multiple-case study. Paper accepted and presented at Literacy Research Association in Dallas, TX.
- Han, K. T., Kambutu, J., & Nganga, L. (2012). Kept down in the boondocks: Stories of students of color in remote traditionally homogeneous America. Paper accepted and presented at Literacy Research Association in San Diego, California.
- Han, K. T. & Madhuri, M. (2012). Talking about race and social justice in rural and urban teacher education programs. Paper presented at the American Educational Research Association in Vancouver, Canada.
- Han, K. T. & Madhuri, M. (2011). Preservice teacher dispositions to using social justice literature in remote suburban and urban teacher education programs. Paper presented at the 61st Literacy Research Association, Jacksonville, Florida.
- Han, K. T., Nganga, L., & Kambutu, J. (2011). Experiences of faculty of color working in a predominantly White institution in a rural setting. Paper presented at the National Association for Multicultural Education, Chicago, Illinois.
- Kambutu, J., Nganga, L., & Han, K. T. (2011). Restoring hope for an empowering education: Narratives from learners of color in rural schools. Paper presented at the National Association for Multicultural Education, Chicago, Illinois.
- Han, K. T. & Bear, D. R. (2010). Korean students' orthographic development in English. Paper presented at the 60th Literacy Research Association, Fort Worth, Texas.
- Han, K. T. (2010). Seeing through the eyes of Others: Films, manga, anime, in teacher education programs. Paper presented at the 60th Literacy Research Association, Fort Worth, Texas.
- Han, K. T., Yoon, B. G., Ro, J., & Kim, H. K. (2009). Korean-American Education past, present, and future. Paper presented at the 59th National Reading Conference. Albuquerque, New Mexico, 2009.
- Han, K. T., Li, Y., Chen, X., & Ro, J. (2009). Female Asian faculties' perceptions of their White students' views of them in predominantly white university classrooms. Paper presented at the American Educational Research Association, Denver, Colorado.
- Scull, W. R. & Han, K. T. (2009). Critical literacy and teacher education. Paper presented at the National Association for Multicultural Education. Denver, CO.
- Han, K. T. (2008). Listening to Hyun-woo: What can teachers learn from an English language learner? Paper presented at the 58th National Reading Conference, Orlando, Florida, 2008.
- Han, K. T. (2008). Clash of cultures: English-language-learners' academic and social struggles in the mainstream classroom and what do educators have to do with it, October 3. Paper presented at the Fall Literacy Conference at the University of Idaho, Moscow, Idaho, 2008.

- Han, K. T. (2007). Struggling students, why? Paper presented at the 57th National Reading Conference, Austin, Texas.
- Han, K. T. (2007). Exploring a Korean student's English literacy learning and writing. Paper presented at the American Educational Research Association conference, Chicago, Illinois, 2007.
- Han, K. T. (2007). Korean ELLs' writing. Paper presented for the International Society at Language Studies (**ISLS**) conference, Honolulu, Hawaii.
- Han, K. T. (2006). *Exploring a Korean student's learning to write in English*, paper presented at the 56th National Reading Conference, Los Angeles, California.
- Brock, C. H., Ives, R., Han, K. T., & Carpenter, K. (2005). Exploring teachers' learning and perceptions about research in a distance education research course, paper presented at the 55th National Reading Conference, Miami, Florida.
- Han, K. T. (2004). Multiliteracies and school successes in U.S. schools. Korean Association of Teachers of English, Seoul, South Korea.

State/Local Presentations and Papers

Refereed

- Scull, W. R., & Han, K. T. (2018). Change Agent: An introduction to the life and professional practice of Dr. Dolores Cardona. Presentation at Sheperd Symposium, Laramie, Wyoming.
- Welsh, K. M., Buss, A., Cloud, K., Han, K. T., Holmes, W. T., Houseal, A. K., Khasilova, D. F., Robertson, D., Swarts, G. P., Brock, C. H., & Hall, L. A. (2018). *Lessons learned in developing a writing culture within the College of Education*. Panel presentation session presented at the University of Wyoming's College of Education Research Symposium, Laramie, Wyoming.
- Han, K. T., Leonard, J., Aragon, C., & Patton, T. (2016). Counternarratives of four women faculty of color in a homogeneous, rural university. Paper presented at the Shepard Symposium, Laramie, WY.
- Han, K. T. (2016). Global literacy focusing on vocabulary & comprehension For English learners. Paper presented at Wyoming Spring ESL Conference, Casper, WY.
- Scull, W. R., Innes, P., & Han, K. T. (2015). Planning for virtual study abroad: Concepts, case studies and resources, paper presented at eVolution Conference in Laramie, Wyoming.

Invited/Non-refereed

- Han, K. T. (2021). Guest speaker for EDRE 5655-40—Ethnography and Narrative Inquiry for Dr. Mark Perkins Laramie, Wyoming, March 1, 2021.
- Han, K. T. (2019). Guest speaker in English Teacher Education courses to provide two workshops For Dr. Jungmin Ko at Sungshin Women's University, Seoul, Korea, November 21, 2019.

- Han, K. T. (2008). Guest speaker in EDCI 570 to discuss qualitative research design, October 01, 2008, College of Education, Moscow, Idaho.
- Han, K. T. (2008). Multicultural Education, Guest speaker at the Outreach School Program June 16, 2008 at University of Wyoming, Casper, Wyoming.
- Han, K. T. (2008). Invited paper presentation by University of Wyoming at Casper, “Listening to Hyun-woo: What can we learn about Korean American English Learners.” at the University of Wyoming and Casper College, November 24, Casper, Wyoming.
- Han, K. T. (2008). English as a Second Language research and practical concerns, Guest speaker for Science and Math Block Classes April, 2008 College of Education, Moscow, Idaho.
- Han, K. T. (2007). English as a Second Language research and practical concerns, Guest speaker for Science and Math Block Classes November, 2007 College of Education, Moscow, Idaho.

PROCEEDINGS

Refereed

- Han, K., Boggs, C. & Scull, R. (2014). Literature eCircles: Combining Traditional Literature Circles with New Literacies. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014* (pp. 1811-1815). Chesapeake, VA: AACE.
- Han, K. T. (2008). English Learner Status and social relationships in a predominantly European-American School. Proceedings of the National Reading Conference.
- Han, K. T. (2007). Listening to Hyun-woo: What can we learn from an English Language Learner? Proceedings of the National Reading Conference.
- Han, K. T. (2007). Exploring a Korean student’s English literacy learning and writing. Proceedings of the American Education Research Association.
- Han, K. T. (2006). Korean ELLs’ writing. Proceedings of the International Society at Language Studies (ISLS).
- Han, K. T. (2006). Multiliteracies and school successes in U. S. schools. Proceedings of the KATE (Korean Association of Teachers of English).

GRANT ACTIVITY

- 2022 Boost Grants Allyship**—A program template in higher education. PI: Keonghee Tao Han, Co-PIs: Jonathan Carrier and Winfield Reed Scull. Funded College of Education Deans Office for building Allyship with the program building purpose entitled, Allyship from Concept to the Concrete: Building Resources, Engaging Critical Friends, and Offering Ideas for In-Service Training and Course Revision (\$1000).
- 2019 Site Visit Grant** Funded for International Site Visit by Global Engagement Office (\$500) and by the College of Education Dean (\$1200).

- 2019 Global Catalyst 2019-20 Award. As a collaborator of the Collaborative Online Across Borders.**
- 2017 Ellbogen Dean’s Excellence Fund for Research Seed Grant,** PI: Keonghee Tao Han Funded (\$10,000) proposal titled, “Empowering ELs in a Rural School: Multi-lingual Elementary Children’s Writing and Multimodal Responses to Culturally Relevant Texts in Homogeneous Rural Classrooms” has been accepted for funding by the College of Education at the University of Wyoming. Collaborating with several teachers in two Laramie elementary schools, my role was a participant researcher and implemented literacy events and writers’ workshop to scaffold English learners (ELs)/students of color and expose world issues and cultures to the mainstream Euro-American students. The project is aimed at developing and implementing racial literacy instruction for students of color/ELs, and white students by employing culturally relevant text, by examining topics in global issues, and by framing instruction within a critical perspective to empower ELs and students of color while promoting all students, especially white students’ global citizenship in rural Wyoming schools.
- 2017 Innovative Summer Travel Course Grant. PI: K. Tao Han Funded (\$7,500)** This grant was funded for the courses, EDEC 5210 (Graduate Seminar in Special Topics in Early Childhood Education) EDCI 4975-5980-51 (Literacy with special topics) or EDEL 4309 (Literacy Methods) for Collaborative Online International Learning (COIL). Co-PIs and professional development instructors, Drs. Keonghee Tao Han and Samara Akpovo collaborated with Fiji National University in 2017 and 2018. We also plan to cross national COIL project between UW and UTK (University of Tennessee at Knoxville). Our goal for applying the COIL model to the teacher education programs at UW and UTK. Specifically, we plan to prepare our teachers and teacher candidates to become global citizens of the larger world. Global-mindedness means when individuals develop global awareness and growth to appreciate the viewpoints, experiences, and worldviews of others, particularly those who are different from themselves (Banks, 2015; Merryfield, 2001). This global citizenship, cosmopolitan mindset grows when we form the habit of thinking about the effects of our decisions on people across the planet and when we care about “us” to mean people our neighborhoods as well as many global places (Merryfield et al., 2008). In this project, we plan to include three components: (1) Samara and Tao will initiate practical implementation and development of COIL with early childhood teacher education, elementary, and literacy education at COE UW; (2) We plan to invite more COE faculty to join in offering their courses after our initial implementation of virtual exchange of courses; and (3) We also want to apply for grants to seek funding to extend our global programs to other universities and faculty members.
- 2015 Innovative Summer Travel Course Grant (\$5,000)** was funded in 2015 for the course, EDCI 4975-5980-51 Studies in Chinese Education, Culture, and History. PI: K. Tao Han and my role was the course instructor. This course focused on understanding global and critical literacy in order to explore and develop worldmindedness and global citizenship through Asian narratives and literature embedded in traditional and modern culture, history, family practices, and education of China. Through reading several master-pieces

of youth literature such as picture books and (non)fiction texts with Asian (Chinese) cultures, education, family practices, and history content as well as academic articles about global literacy and critical literacy, students learned about Asian cultural and educational beliefs and practices. This was an approximately four-week (May 25-June 20, 2015) summer course. My students and I alternated one day learning inside the university classrooms and the next day we explored China's cultural, historic, and educational places.

- 2015 Creation and Organization of UW-Casper *Words Their Way* Conference, April 24-25, 2015.** My role was a PI, director, and organizer for the *Words Their Way* Conference. The amount (\$7,000.00) was funded by the Natrona School District. I trained teacher candidates/seniors enrolled in my Literacy Methods (EDEL 4309-60) course by collaborating with teachers in the Natrona School District #1 in Casper. Working with Drs. Donald Bear and Lori Helman (experts in Words Their Way for mainstream and ESL students) as keynote speakers, I organized the second regional Words Their Way (WTW) Conference drawing over 100 Wyoming state-wide K-12 teachers in 2015. In partnership with classroom teachers, seniors carried out theory into practice: a) Seniors learned the content (literacy assessment, backward design, and developmentally appropriate literacy and word study instruction) in the university classroom with me for three weeks first; b) they practiced with elementary-grade students in cooperating teachers' classrooms for three weeks; and c) with cooperating teachers, they co-presented literacy assessment, literacy, and word study instruction during breakout sessions at the Conference.
- 2014 A grant proposal, entitled, "Exploring New Literacies with White teachers in a rural, predominantly Euro-American campus,"** is accepted and funded (\$3,000.00) by the University of Wyoming Social Justice Research Center. My role was to conduct research working with preservice teachers to learn to work with diverse learners.
- 2012 Creation and Organization of UW-Casper *Words Their Way* Conference, October 12-13, 2012.** I directed and organized the first *Words Their Way* Conference in Casper. The grant (\$6,000.00) was funded by the Board of Cooperative Education Services (BOCES). I trained teacher candidates/seniors enrolled in my Literacy Methods (EDEL 4309-60) course by collaborating with teachers in the Natrona School District. Working with Drs. Donald Bear and Lori Helman (experts in Words Their Way for mainstream and ESL students) as keynote speakers, I organized the first regional Words Their Way Conference drawing over 100 Wyoming state-wide K-12 teachers in 2012. In partnership with classroom teachers, seniors carried out theory into practice: a) Seniors learned the content (literacy assessment, backward design, and developmentally appropriate literacy and word study instruction) in the university classroom with me for three weeks first; b) they practiced with elementary-grade students in cooperating teachers' classrooms for three weeks; and c) with cooperating teachers, they co-presented literacy assessment, literacy, and word study instruction during breakout sessions at the Conference.

2010 Faculty-Grant-in-Aid Program The University of Wyoming Social Justice Research Center awarded me to facilitate the study (\$3,000.00), the experiences of faculty of color at the predominantly White rural campus, University of Wyoming.

PROFESSIONAL AFFILIATIONS

International

Korean Association of Teachers of English (KATE) 2004-to present

National

National Reading Conference/Literacy Research Association, 2005 to present

American Educational Research Association, 2006 to present

Teachers of English for Speakers of Other Languages 2006 to present

International Reading Association 2006 to present

Regional Level

Social Justice Research Association and Shepherd Symposium participant

SERVICE

For service, I have served as a leader and committee member in various diversity, equity, and inclusion efforts at UW, nationally, and internationally (Please see my vitae for details before my tenure/promotion to associate professor).

National and International levels:

-Journal and Conferences: I have served as reviewer for manuscripts and conference proposals for several reputable, high impact journals and conferences.

-ED Fry Book Award Committee at the Literacy Research Association (LRA) since 2018: As a committee member for the book award in literacy, I read six books each year to nominate one outstanding book for the best literacy theory and practice. I received an appreciation letter from Gwendolyn Thompson McMillon, LRA President, fall 2021.

-An Executive Editorial Board Member serving on Journal of Literacy Research (JLR, Q1, H factor: 34): I reviewed JLR articles three to four times a year, met annually with other JLR members at the LRA conference to discuss conference themes, conference events, and current conference related issues.

-Editorial Board Member: 2018-2020. When invited and asked, I provided my suggestions to a Korean journal, "Journal of Multiculture and Education" in Korea.

-Co-Chair of Area 3-Literacy Learning and Literacy Instruction: I served three years at Literacy Research Association appointed by the president-elect and program developer at the LRA.

-Chair and co-chair of the Critical Race Theory (CRT) Study Group at National Reading Conference/LRA: I organized the CRT group in 2009. In 2013, Judson Laughter from University of Tennessee at Knoxville joined as co-chair. Every year, I wrote a CRT Study Group proposal alone or with Dr. Laughter for LRA Study Group meetings. We organized symposium and alternative session discussions on CRT, critical theories, critical whiteness studies, and its implications in (teacher) education.

-Co-chair/Editor for the 2017-2018 LRA Newsletter at the Literacy Research Association

-Outstanding Alumna award and an Invited speaker: I was awarded as an Outstanding Alumna award for contributing to social justice teaching and research at my alma mater, Sungshin Women's University. I also provided two workshops on English Literacy Education and Methods as well as The Impact of Culture in Teaching/Learning English at Sungshin Women's University, Seoul, Korea in 2019 (other international leadership roles, please see my vitae).

- KATE (Korean Association of Teachers of English). Invited to participate in KATE conferences and collaborated with members in exchanging educational materials and methods.

-UI (University of Idaho)-SWU (Sungshin Women's University)-Developed and piloted exchange programs and offered courses and staff training at SWU in Korea.

- Currently serve as a reviewer for various Q1 journals such as *Journal of Negro Education*, *Asia Pacific Journal of Education*, *Journal of Teacher Education*, *Journal of Literacy Research*, *International Journal of Qualitative Studies in Education*, *Linguistics & Education*, and *Urban Education*, *National Journal*, *Multiple Perspectives*, and *Middle Grades Research Journal*.

-Served as a reviewer for a book entitled, "Teachers' role in second language learning: Classroom applications of sociocultural theory"

-Translated directions (English to Korean; Korean to English) and recorded the Korean Spelling Inventory for the 5th edition of *Words Their Way*, a textbook used by professors and teachers throughout the country.

Bear, D. R., Invernizzi, M. A., Templeton, W. S., Johnston, F. (2012). *Phonics, vocabulary, and spelling instruction. 5th edition*. Boston: Allyn & Bacon.

Regional Level

-Co-facilitator for University of Wyoming in Wind River Summer Professional Workshop (2017): I helped provide assessment, multicultural, ESL strategies along with Dr. Jeasik Cho's Lantz Grant project.

-Vice President and member, Idaho Council of International Reading Conference (ICIRA), 2009-2010) Participated in board meetings and coordinate ICIRA conferences. I recruited keynote speakers (Dr. Donald Bear and Dr. Shane Templeton for the conference, 2010 in Pocatello, Idaho.

Service to the University

-International Research and Engagement Committee (IREC) South East Cohort Co-chair 2021-ongoing.

- Diversity Equity Inclusion (DEI) Diverse Graduate Student Mentor Program for graduate students of color, I serve as a mentor for a Korean International student in College of Education majoring in MA in Counseling fall 2021-ongoing.

-Diversity Equity Inclusion (DEI) Recruitment and Retention Subcommittee Member 2018-present: I participate in drafting DEI documents concerning faculty and staff recruitment and retention matters. I also serve on DEI as a committee member 2018-present: I participate in UW diversity concerns as a FOC and contribute my thoughts and suggestions to UW Diversity Office.

-AAPI Team Leader—I plan and manage E-Net activities, dialogues, and monthly meetings for the University-wide Asian American and Pacific Islander Affinity Group staff and faculty Team Leader since 2019.

-University of Wyoming Committee, Committee of Women and People of Color (CowPoc), Co-Chair (2015-2016): directed and initiated diversity issues and events in (bi)monthly meetings. I also served on CowPoc as a committee member 2014-2018.

-Outreach School Technology Learning Management System (Canvas) Mentor at UWCC—Funded by Outreach School, technology expert, Dr. Christi Boggs' technology initiative, I, as a faculty mentor, helped other faculty to learn more about the new learning management system at UW, Canvas 2014-2015.

Service to College and School

-College of Education (CoE), Co-Advisor with Lindsey Freeman for Ambassadors for undergraduate student leaders to facilitate CoE student leader representations at major CoE events since fall 2021-ongoing.

-College of Education (CoE), Curriculum and Instruction Graduate Program Admissions Committee since 2021: Studied graduate program candidates' application materials and discussed with other committee members for selection criteria and admission of graduate students to CoE, fall 2021-ongoing.

-CoE service on the AAQEP accreditation report review team since 2021: I read and review the reports and reviews. Then I provided my suggestions to the School of Education, Associate Dean, Dr. Andrea Burrows.

-Online course development of EDST 2480-40/3480-40: Over the fall semester 2019 into the winter break 2020, with Rick Hughes @ Imagine for technology help, I developed and completed an Online Course master shell (EDST 2480-3480-40) supported by Trustees Educational Initiatives. The course content is available to all instructors.

-CoE, Diversity and Inclusion Committee, Chair, Fall 2018-Spring 2019: I provided agendas for monthly meetings, participated in diversity concerns, organized, and invited guest speakers (e.g., Dr. Pat Edwards) into the CoE Speaker Series, and planned and presented at diversity book clubs and events. During 2016-2017, I co-chaired with Dr. Lay-nah Blue Morris-Howe in CLAD, I provided agendas for monthly meetings, discussed diversity matters and organized diversity events for CoE.

-CoE Educational Foundational APL Search Committee member 2018-2019 and CoE Literacy Search Committee 2015.

-COE Technology Committee UW/CC

-Leadership Learning Community Member at UW/CC

-COE Master's Handbook Writing Committee at the University of Idaho

-Idaho Comprehensive Literacy Assessment Committee

-COE Literacy Education Search Committee Chair, Spring 2008

Dissertation/Thesis Committees

Currently serving as a major advisor/co-chair or as a committee member for EdD, PhD, and

Master students in the two departments in College of Education: (a) School of Teacher Education (Emphases: Literacy Studies, Diversity-Teacher Education, and Curriculum and Instruction) and (b) Higher Education and Instructional Technology in the Department in Counseling, Leadership, Advocacy, and Design:

PHD/EDD Students

Student Name (My role)	Major	Topic
Grooms, Kristi (Co-Chair)	CLAD	Hispanic Serving Institutions (HSI)
Sharmistha Basak (Co-chair)	C & I	Not-determined yet
Kate McComb (Co-Chair)	C & I	Ongoing
Jason Mielke (Co-Chair)	C & I	Not-determined yet
Kelly Hawkinson (committee member)	C & I	EdD
Moss, Jason (committee member)	CLAD	EdD, ongoing
Lavanchy, Jennifer (committee member)	CLAD	PhD, ongoing
Dilnoza Khasilova— (committee member)		PhD, Graduated in 2020
Stodahl, Marian (Committee member)	C & I	PhD, Graduated in 2017
Engels, Lawrence (Committee member)	CLAD	
Hurm, Valerie (Committee member)	CLAD (Educational Administration)	EdD ongoing
M. Chad Kneseck (External Committee member)	Curriculum & Instruction @Texas Tech University	Racial literacy

Master's

Theresa Poloncic (Chair)	C & I	Ongoing
Annie Humphrey (Chair)	C & I	Ongoing
Kathryn Beglow (Committee member)	C & I	Ongoing
Chelsey Grace Arnone (Chair)	C & I	Ongoing
Katherine Cram	C & I	ESL & Literacy

(Chair)		
Adlynn Jamaludin	Communication	Graduation Date: Dec. 2021
Mathew Wesley Parsons (Committee member)	C & I	Ongoing
Austin Lipson (Committee member)	C & I	Ongoing
Erin Turner (Committee member)	C & I	Ongoing
Anna Deru (Chair)	C & I-Literacy	Critical Literacy-graduated
Tracee Coleman (Chair)	C & I-Literacy	Phonics instruction in primary classroom, Graduated in 2017
Scheuerman, Jannel (Chair)	C & I-Literacy	Phonics instruction in primary classroom, Graduated in 2017
Kayla Syvertson—Co-chaired	C & I-Critical literacy	Graduated in 2018
Stacey Mittelstadt— (Committee member)	C & I	Graduated in 2013
Ashley Cardenas — (Committee member)	C & I	Graduated in 2013

Served on Senior Honor Programs:

Shelby Jorgensen (Served as a chair for the Honor Student Program): 2013-2014

**For Master’s Program in Higher Education (HIED) and Instructional Technology (ITEC):
HIED/ITEC Capstone Reviewing Committee 2018 and 2019: I served as a committee
member. I reviewed a master’s final Capstone project.**

2019	2018
Brandon Poulliot	Jennifer Wellman
James Cody Ball	Rachel Bennette
Ryan Martinez	Nicole Hayes

