

# BARBARA DENNIS

(Formerly Barbara Korth)

201 North Rose Ave.  
School of Education  
Indiana University  
Bloomington, IN 47405  
812-856-8142  
[bkdennis@indiana.edu](mailto:bkdennis@indiana.edu)

## EDUCATION

- Ph.D. 1998      Educational Psychology. University of Houston. (Dissertation “A Reformulation of Care as a Pragmatic Concept: A Qualitative Study of an Adult Friendship Group).
- M.Ed. 1987      Curriculum and Instruction. University of Houston-Victoria (Special Education).
- B.S.Ed. 1982      Elementary Education. University of Houston-Victoria (Specialization: Psychology).

## POSITIONS AT INDIANA UNIVERSITY

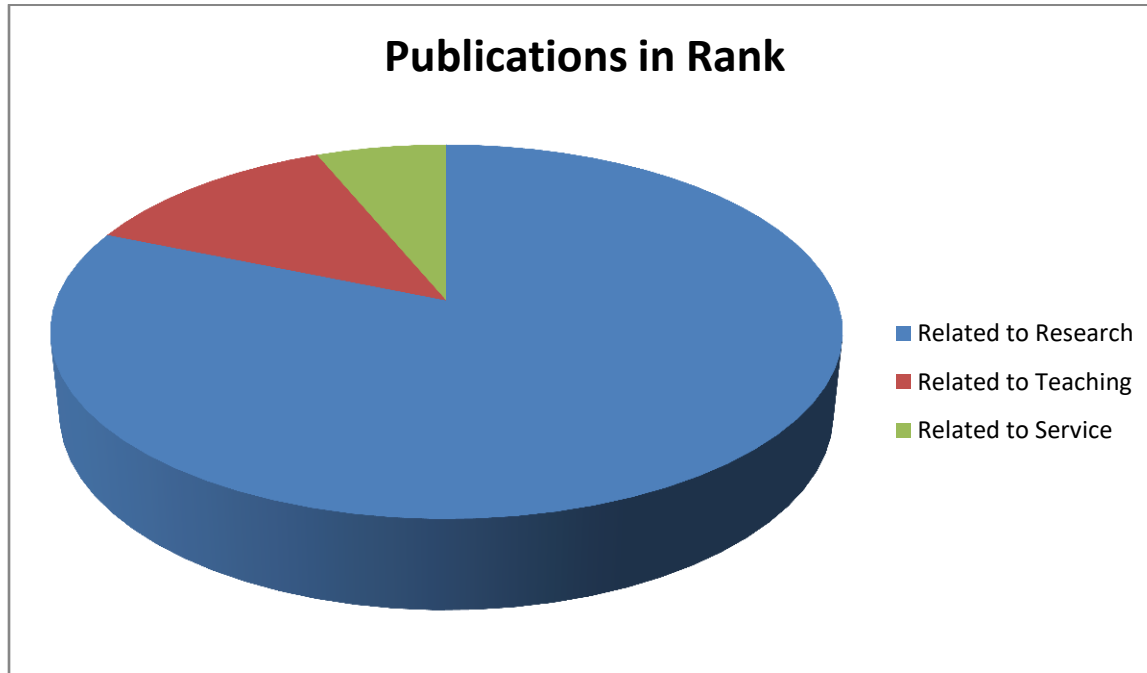
- 2008-Present      Associate Professor, Inquiry Methodology
- 2007-2008      Clinical Associate Professor, Multicultural Education and Inquiry Methodology
- 2004-2007      Clinical Assistant Professor, Multicultural Education and Inquiry Methodology
- 2001-2004      Visiting Assistant Professor, Multicultural Education and Inquiry Methodology

## PREVIOUS POSITIONS 1998-2001

- 1999-2001      Assistant Professor, Educational Leadership and Cultural Studies, College of Education, University of Houston
- 1998-1999      Research Faculty, The Virtual Environments Research Institute, NASA, and the University of Houston. (Coordinated and Directed all human factors research).

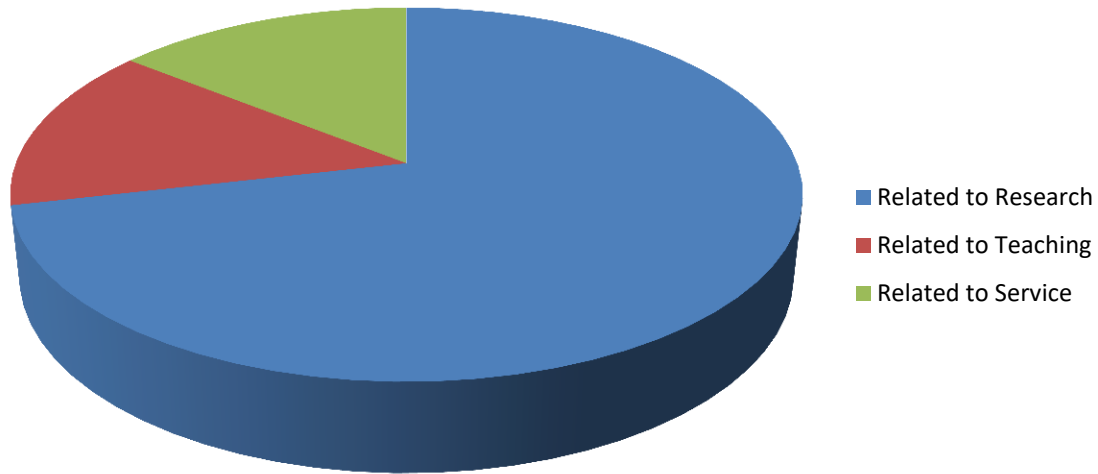
## Scholarship Summary

I summarize here my scholarship across the three domains of research, teaching, and service with respect to my publications and presentations.

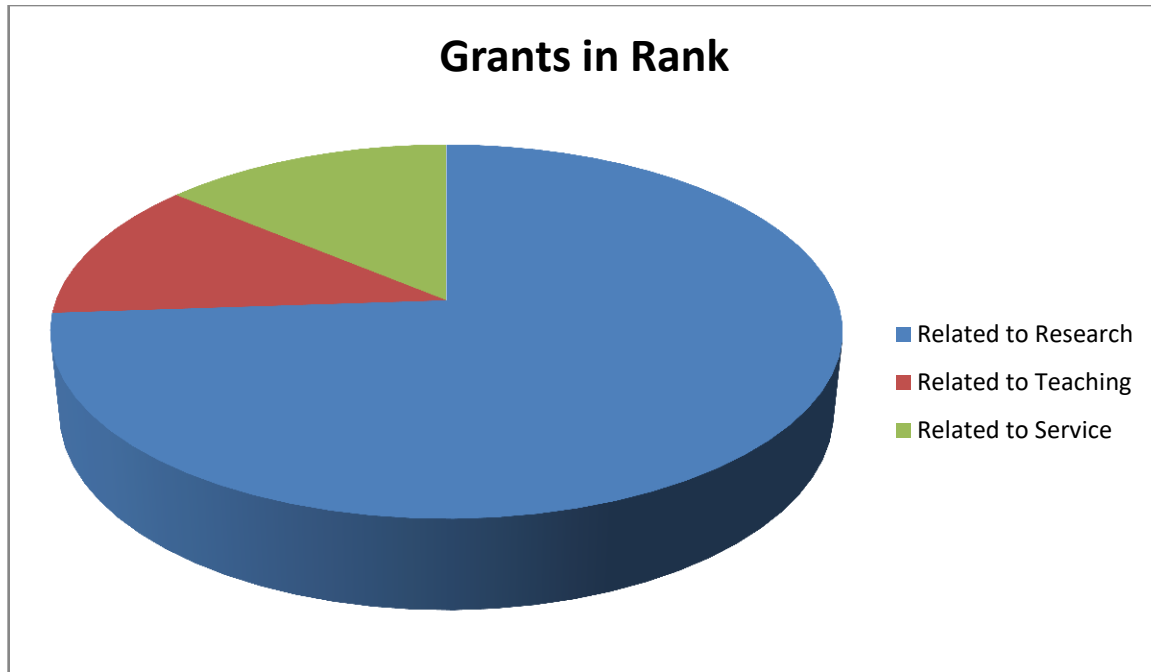


My publication record across all three domains (research, teaching, and service) since earning my Ph.D. (1998) includes 45 total publications constituted of 1 co-edited book, 28 refereed journal articles, 13 Refereed/invited book chapters, 1 encyclopedia entry, an ERIC document, and a book review. **Of these, the following were in rank (2008): 22 Refereed journal articles, 1 edited book, 10 refereed/invited book chapters, 1 edited special issue, and a book review. I have two book contracts (1 single authored and one co-authored) which are set to go the editors in August 2018.**

## Presentations in Rank



Since earning my Ph.D. (1998), I delivered 6 invited plenary and keynote talks including 3 international ones. I presented 51 papers at national and international refereed conferences. I conducted two 3-day invited workshops and 1 conference workshop. **Of these, my leadership in rank resulted in the following: the 6 invited plenary and keynote talks, 2 three-day workshops, 1 invited conference workshop, and 24 paper presentations at national and international refereed conferences.**



I have had a total of 11 small, mostly internal, grants funded. **In rank, I have successfully obtained funding for 8 grants – 7 of them internal to Indiana University and 1 of them an external competitive grant (from the American Education Research Association) for a total of \$50,000.00.**

### Research Scholarship

*In this Section of the CV, I include scholarship directly related to my research only.* You will, also, see publications related to teaching and service located in those categories of the CV. My research focuses on methodological concepts and practices related to critical qualitative inquiry with a topical passion for equity and social justice in education.

#### **Awards (1/1 in rank)**

Article selected as Routledge Social Science Class of 2010. **Dennis, B.** (2010). Ethical dilemmas in the field: The complex nature of doing education ethnography. *Ethnography and Education*, 5(2), 123–127.

Routledge comprises one set of articles across their social science listings to feature as the class of that year. This article was selected to include in the 2010 class, based on the number of downloads from the Journal website.

#### **Book (1/1 in rank)**

**Dennis, B.** (under contract with Peter Lang). *Walking With Strangers. Critical Ethnographic Practice and Theory in Education.*

### **Edited Book (1/1 in rank)**

**Dennis, B.,** Carspecken, L., & Carspecken, P., Eds. (2013). *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education.* New York & Frankfurt: Peter Lang Publishers.

### **Peer-Reviewed Refereed Journal Articles (17/22 in rank)**

Call-Cummings, M. **Dennis, B.,** & Martinez, S. (2018a). The role of researcher in participatory inquiry: Modeling intra-active reflexivity in conversational reflections. *Cultural Studies <-> Critical Methodologies* (10 pp.). Advance online publication. doi:10.1177/1532708617750677

**Dennis, B.** (2018b). Validity as research praxis. *Qualitative Inquiry*, 24(2), 109–118. doi:10.1177/1077800416686371.

Al Achkar, M., Revere, D., **Dennis, B.,** Makie, P., Gupta, S., & Grannis, S. (2017a). Exploring perceptions and experiences of patients who have chronic pain as state prescription opioid policies change: A qualitative study in Indiana. *BMJOpen*, 7 (11), e015083. doi: 10.1136/bmjopen-2016-015083

Zhao, P., Li, P., Ross, K., & **Dennis, B.** (2016a). Methodological tool or methodology? Beyond instrumentality and efficiency with qualitative data analysis software. *Forum: Qualitative Social Research. Sozialforschung*, 17(2), article 16, 21 pp. doi: 10.17169/fqs-17.2.2597

**Dennis, B.** (2016b). Myths of monoculturalism: Narratively claiming the other. *The International Journal of Qualitative Studies in Education*, 29(9), 1069–1085.

Mullinax, M., Sanders, S., Higgins, J., **Dennis, B.,** Reece, M., & Fortenberry, D. (2016c). Establishment of safety paradigms and trust in emerging adult relationships. *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care* 18(8), 890–904. doi: 10.1080/13691058.2016.1148779

Mullinax, M., Sanders, S., **Dennis, B.,** Higgins, J., Fortenberry, D., & Reece, M. (2016d). How condom discontinuation occurs: Interviews with emerging adult women. *Journal of Sex Research* 54(4-5), 642–650. doi: 10.1080/00224499.2016.1143440

Mayengo, N., Namusoke, J., & **Dennis, B.** (2015). The testimony of neoliberal contradiction in education choice and privatization in a poor country: The case of a private, undocumented rural primary school in Uganda. *Ethnography and Education*, 10(3), 293–309.

**Dennis, B.** (2014). Understanding participant experience: Reflections from a novice research participant. *International Journal of Qualitative Methods*, 3, 378–392.

Jozkowski, K., Sanders, S. Peterson, Z., **Dennis, B.**, & Reece, M. (2014). Consenting to sexual activity: The development and psychometric assessment of dual measures of consent. *Archives of Sexual Behavior*, 43(3), 435–450.

Satinsky, S., **Dennis, B.**, Reece, M., Sanders, S., & Bardzell, S. (2013). My 'Fat Girl Complex': An exploratory study of sexual health and body image in women of size. *Culture, Health, and Sexuality: An International Journal for Research, Intervention, and Care*, 15(6), 710–725. doi: 10.1080/13691058.2013.783236

Satinsky, S., Reece, M., Sanders, S., **Dennis, B.**, & Bardzell, S. (2012). An assessment of body appreciation and its relationship to sexual function in women. *Body Image*, 9, 137–144

Lee, J., Nargund, V., & **Dennis, B.** (2011). Progressing through the haze in science and mathematics education research: Contemporary use of Spradley's qualitative inquiry in two case studies. *International Journal of Qualitative Methods*, 10(1), 42–57.

**Dennis, B.** (2010). Ethical dilemmas in the field: The complex nature of doing education ethnography. *Ethnography and Education*, 5(2), 123–127.

**Dennis, B.** (2009a). Acting up: Theatre of the Oppressed as critical qualitative research. *International Journal for Qualitative Methods*, 8(2), 65–96.

**Dennis, B.** (2009b). What does it mean when an ethnographer intervenes? *Ethnography and Education*, 4(2) 131–146.

**Korth, B.** (2007). Leaps of faith in social science. Capturing the imaginary in the discourse of the real. *International Journal for Qualitative Methods*, 6(1), 1–16.

**Korth, B.** (2007). Gendered interpretations veiled with discourses of individuality. *Ethnography and Education*, 2(1), 57–73.

**Korth, B.** (2006). Establishing universal human rights through war crimes trials and the need for cosmopolitan law in an age of diversity. *Liverpool Law Review*, 27(1), 97–123.

**Korth, B.** (2003). A critical reconstruction of Care-in-Action: A contribution to care theory and research. *The Qualitative Report*, 8(3), pp. 487–512.

**Korth, B.** (2002). Critical qualitative research as consciousness-raising: The dialogic texts of researcher/researchee interactions. *Qualitative Inquiry*, 8(3), 381–403.

Carlson, P., & **Korth, B.** (1994). Schoolcentrism: A barrier to success for at-risk youngsters. (ERIC Document Reproduction Service No. ED 375 207)

### **Invited/Refereed Book Chapters (8/12 in rank)**

**Dennis, B.** (in press 2018). Context and materiality: Inclusive appropriations of new materialism for qualitative analysis. In R. Winkle-Wagner, J. Lee-Johson, & A. Gaskew (Eds.), *Critical Theory and Qualitative Data Analysis in Education*. New York, NY: Routledge.

**Dennis, B.** (2018). Working without/against a compass: Ethical dilemmas in educational ethnography. In D. Beach, C. Bagley, & S. Marques da Silva (Eds.), *Handbook on Ethnography of Education* (pp. 51–70). Hoboken, NJ: Wiley Press.

**Dennis, B.** (2017). Ethnographer as public scholar in an age of anti-factualist “populism”. In Y. Akbaba & B. Jeffries (Ed.) (pp. 53-64). *The Implications of ‘New Populism’ for Education*. E&E Publishing.

**Dennis, B.** (2013a). “Validity crisis” in qualitative research, still? Movement toward a unified approach. In B. Dennis, L. Carspecken, & P. Carspecken (Eds.), *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education* (pp. 3–37). New York & Frankfurt: Peter Lang Publishers.

**Dennis, B.** (2013b). No so obvious? The structural elements of caring: An example for critical qualitative studies. In B. Dennis, L. Carspecken, and P. Carspecken (Eds.), *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education* (pp. 407–437). New York & Frankfurt: Peter Lang Publishers.

**Dennis, B.**, Carspecken, L., & Carspecken, P. (2013c). Introduction. Philosophy and Qualitative Research. In B. Dennis, L. Carspecken, & P. Carspecken (Eds.), *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education* (pp. ix–xxiii). New York & Frankfurt: Peter Lang Publishers.

**Dennis, B.** (2009). Liberation at the margins: Liberating research in education. In R. Winkle Wagner, C. Hunter, & D. Hinderliter Ortloff (Eds.), *Bridging the Gap Between Theory and Practice in Educational Research: Methods at the Margins* (pp. 63–79). London & New York: Palgrave MacMillan Publishers.

**Dennis, B.** (2009). The politics of knowledge: What an examination of the margins can offer. (Section introduction). In R. Winkle Wagner, C. Hunter, & D. Hinderliter Ortloff (Eds.), *Bridging the Gap Between Theory and Practice in Educational Research: Methods at the Margins* (pp. 15–20). London & New York: Palgrave MacMillan Publishers.

**Korth, B.** (2005a). Choice, necessity, or narcissism. A feminist does feminist ethnography. In G. Troman et al. (Eds.), *Methodological Issues and Practices in Ethnography. Studies in Educational Ethnography, Volume 11* (pp.131–167). Oxford & London: Elsevier Ltd.

**Korth, B.** (2005b). A reply to Martin Hammersley. In G. Troman et al. (Eds.), *Methodological Issues and Practices in Ethnography. Studies in Educational Ethnography, Volume 11* (pp. 175–181). Oxford & London: Elsevier Ltd.

**Korth, B.** (2002). Understanding the complexities of success in the making of a new setting: Case study of the University of Houston Charter School of Technology. In L. Brouillette (Ed.), *Charter and Magnet Schools: Developmental Guidelines for School Leaders* (pp. 143–174), Mahwah, NJ: Lawrence Erlbaum Associates.

**Korth, B.** (2001). Reforming educational practice against the boundaries of (re)iteration: A critical ethnography of the hidden curriculum of a constructivist charter school. In P.F. Carspecken & G. Walford (Eds.), *Studies in Educational Ethnography, Volume 5: Critical Ethnography in Education* (pp. 153–198). Oxford and London: JAI, Elsevier Science, Ltd.

### **Encyclopedia Entry 1/1**

**Korth, B.** (2008, January). Diversity. In N. Salkind (Ed.), *Encyclopedia of Educational Psychology* (pp. 268–270). Thousand Oaks, CA: Sage Publications.

### **Invited Plenary and Keynote Addresses at National and International Conferences (5/5 in rank)**

**Dennis, B.** (2017, October). Plenary Speaker. Destabilizing power and authority: Taking intersectionality seriously. Comparative and International Education Society Symposium, October 14–16, Washington, DC.

**Dennis, B.** (2014, October). Invited Dialoguer for B. Baker's *William James, Sciences of Mind, and Anti-Imperial Discourse*. 35<sup>th</sup> JCT Conference on Curriculum Theory and Classroom Practice. October 9–11, Dayton, OH.

**Dennis, B.** (2014, October). Graduate student roundtable plenary on research ethics. 35<sup>th</sup> JCT Conference on Curriculum Theory and Classroom Practice, October 9–11, Dayton, OH.

**Dennis, B.** (2012, December). The truth be told. Invited keynote address at the Third Annual Sudan TESOL conference, December 13–15, Khartoum, Sudan.

**Dennis, B.** (2012, October). The yin-yang of qualitative inquiry. Invited keynote address at the Pan-Korea English Teachers Association meeting, October 19–20, Pusan, South Korea.

### **Invited Workshop (2/2 in rank)**

**Dennis, B., & Call-Cummings, M.** (2016, May). Working it out—participatory inquiry fleshed out: Theatre of the Oppressed. Spotlight workshop presented at the International Congress on Qualitative Inquiry, May 18–21, Urbana-Champaign, IL.



**Dennis, B.** (2014, October 10). Workshop on cross-cultural collaborative research approaches. Midwestern Comparative and International Education Society, Bloomington, IN.

**Refereed Presentations at National and International Conferences (18/44 in rank)**

**Dennis, B.** (2017, August). Ethnographer as public scholar in the age of anti-factual populism. Presentation at the Annual European Conference on Educational Research, August 21–25, Copenhagen, Denmark.

**Dennis, B. & Huff, C.** (2017, August). Counteracting the adult-child binary: New perspectives on children's learning through critical ethnography. Presentation at the Annual European Conference on Educational Research, August 21–25, Copenhagen, Denmark.

**Dennis, B.** (2017, May). When facts lose their power. Presentation at the International Congress on Qualitative Inquiry, May 8–12, Champaign-Urbana, Illinois.

**Dennis, B.** (2017, May). Intra-relational ethics, the public intellectual, and the public as other. Presentation at the International Congress on Qualitative Inquiry, May 8–12, Champaign-Urbana, Illinois.

**Dennis, B., & Huff, C.** (2016, September). Children as researchers? Methodological considerations on participation in the context of childhood studies. Paper presented at the Oxford Ethnography in Education Conference, September 17–19, Oxford, UK.

**Dennis, B.** (2016, May). Validity as research praxis. Paper presented at the International Congress on Qualitative Inquiry, May 18–21, Urbana-Champaign, IL.

**Dennis, B.** (2016, April). Conducting critical qualitative research peacefully: Peace methodology in LGBTQ studies. Paper presented at the Annual Conference of the American Educational Research Association Meeting, April 27–May 1, Washington, D.C.

**Dennis, B.** (2015, September). Not/Doing sensitive ethnography: Queer activism in education. Paper presented at the Oxford Ethnography in Education Conference, September 14–16, Oxford, UK.

**Dennis, B.** (2015, May). Finders keepers, losers weepers. Paper presented at the 11th International Congress of Qualitative Inquiry, May 20–23, Urbana-Champaign, IL.

**Dennis, B., Ross, K., Li, P. & Zhao, P.** (2015, May). Reflective dialogue: Working toward equity and inspiration through sustainable collaborative qualitative inquiry. Paper presented at the 11th International Congress of Qualitative Inquiry, May 20–23, Urbana-Champaign, IL.

**Dennis, B.** (2014, September). A Mzungu in Uganda. The authoethnography inside educational ethnography: A photographic approach to recognizing the footprint. Presentation at Oxford Ethnography and Education Conference, September 15–17, Oxford, UK.

**Dennis, B.** (2014, May). Understanding complexity in ethnography: Time analytics. Presentation at the International Congress on Qualitative Inquiry, May 22–24, Urbana-Champaign, IL.

**Dennis, B.** (2013, September). Oh what tangled webs we weave: Narrative structure, time, and identity. Presented at Oxford Ethnography and Education Conference, September 9–11, Oxford, UK.

Zhao, P., Li, P., Ross, K., & **Dennis, B.** (2013, June). From tacit to deliberate reflection: Consensus formation and position taking in a collaborative action research in teaching research methodology. Presented at the 25<sup>th</sup> Annual Ethnographic and Qualitative Research Conference, Dayton, Ohio.

**Dennis, B.** (2013, May). An agnostic approach to religion: Tradition, identity and freedom. Presented at The Fifth Israeli Conference for the Contemporary Study of Religion and Spirituality, May 28–30, Tel Aviv University, Tel Aviv, Israel.

Call-Cummings, M., & **Dennis, B.** (2012, October). Committing to Nonviolent Research: Qualitative Inquiry Workshop. Diversity Challenge, October 19–20, Boston College, Boston, MA.

**Dennis, B.** (2012, September). My Experiences as Participant. Presented at the Oxford Ethnography Conference, September 10–13, Oxford, UK.

**Dennis, B.** (2008, September). In the Maelstrom of Controversy: Intervening the Field. Presented at the Oxford Ethnography Conference, September 17–18, Oxford UK.

**Korth, B.** (2006, September). Acting the part: Naturalistic versus contrived data: Using Theatre of the Oppressed in a long term ethnography. Paper presented at the Oxford Education and Ethnography Conference, September 4–7, Oxford, UK.

**Korth, B.** (2006, May). Naming ourselves. Feminists doing feminist research. Paper presented at the Second Annual International Congress on Qualitative Inquiry, May 4–6, Urbana-Champaign IL.

**Korth, B.** (2006, January). The leaps of faith in social science. A study of the imagined in the discourse of the real. Paper presented at the Qualitative Interest Group Conference, January 6–9, Athens GA.

**Korth, B.** (2005, September). Ethnographic conceptions of time in the study of change. Paper presented at the Oxford Ethnography in Education Conference, September 9–11, Oxford UK.

**Korth, B.** (2005, May). The study of nobody nowhere. A Buddhist unraveling of a Western web. First International Congress on Qualitative Research, May 4–7, Urbana IL.

**Korth, B.** (2005, May). Acting the part: The use of Theatre of the Oppressed for critical qualitative research. First International Congress on Qualitative Research, May 4–7, Urbana IL.

**Korth, B.** (2005, April). The death of the subject: Gender and the death penalty. Gender Studies Conference, April 5–8, Purdue University.

**Korth, B.** (2004, September). Feminist ethnography: Choice, necessity, and narcissism. Oxford Educational Ethnography Conference, Oxford, UK.

**Korth, B.** (2004, July). Culture, consciousness, language, and morality: Conceptual explorations for critical cultural studies. Crossroads Cultural Studies Conference, Urbana-Champaign, IL.

**Korth, B.** (2003, October). The allure of postmodernism and the subject of its discontents. The Conference for the Journal for Curriculum Theorizing, Bergamo, Ohio.

**Korth, B.** (2003, August). Emergent patterns in therapy dyads: When clients talk about racism. In *Critical Psychotherapy and Racism*. Symposium conducted at the American Psychological Association International Conference, Toronto, Canada.

**Korth, B.** (2003, April). Care in the heart and mind of critique: A strikingly feminist view of critical practice. Paper presented at the International Conference on Gender and Education, Sheffield, UK.

**Korth, B.** (2003, April). The 'I' in ideology: A theoretical and critical discussion. In **Korth, B.** (Organizer, Chair) *The 'I' in ideology: Exploring feminine identities through explication of ideological patterns*. Symposium conducted at the International Conference on Gender and Education, Sheffield, UK.

**Korth, B.** (2002, September). Care as critique: Conscientization in subtle classroom culture. Paper presented at Oxford Educational Ethnography Conference, Oxford, UK.

**Korth, B.** (2002, April). Emergent ideal-typical analysis (a methodological innovation): Locating gendered hidden curriculum in the subjectivities of young children. Paper presented at a symposium conducted at the American Educational Research Association's National Conference, New Orleans, LA.

**Korth, B.** (2001, September). Using emergent ideal-typical analysis: The problems and possibilities for methodological innovation in a study of gendered subjectivities among elementary school children. Paper presented at the Oxford Educational Ethnography Conference, Oxford UK.

**Korth, B.** (2001, April). The critical potential of care for locating inequalities and distortions in classroom culture: An example. Paper presented at a symposium conducted at the American Educational Research Association National Conference, Seattle, WA.

**Korth, B.** (2000, September). Reforming educational practice against the boundaries of (re)iteration: A critical ethnography of the hidden curriculum of a constructivist charter school. Paper presented at the Oxford Educational Ethnography Conference, Oxford, UK.

**Korth, B.** (1999, October). Ungendering the care/justice dichotomy: A critical reconstruction of naturalistically occurring acts of care and its relevance to feminist and methodological theory. Paper presented at the Journal for Curriculum Theorizing National Conference, Dayton, Ohio.

**Korth, B.** (1999, February). Spatial knowledge acquisition and behavior in large scale virtual environments. An invited workshop/meeting on research issues sponsored by the Office of Naval Research, Monterey, CA.

**Korth, B.** (1999, July). Navigational training in virtual environments: Preliminary findings on the team training potential of virtual environments. Paper presented at the VR in Education and Training SIG, IMAGE Society, Scottsdale, AZ.

**Korth, B.** (1998, December). Distributed team training: Proposed collaborative study. Presented to the VR Working Group of the Technology Organization of the English-speaking NATO countries, Orlando, FL.

**Korth, B.** (1996). A critical reformulation of the concept care: An ethnographic study of an Adult Friendship Group. Presented at the Annual Southwest Sociological Society Conference, Houston, Texas.

Carlson, P. & **Korth, B.** (1994, December). Linking communities and schools: A local response to the education of at-risk students. Presented at the Annual Conference of the American Anthropological Association.

**Korth, B.** & Carlson, P. (1994, December). An anthropological approach to multicultural education. Presented at the Annual Conference of the American Anthropological Association.

**Korth, B.** & Carlson, P. (1992, March). The family: Birthplace of culture-rich schools. An anthropological approach to diversity in the schools. Presented at the Association of Teacher Educators' 72nd Annual National Conference.

### **Grant Proposals Funded (4/7 in rank)**

International Travel Grant (2017). Office of the Vice Provost, Indiana University. Funded \$1,000.

Institute of Advanced Study Consultancy Grant (2015). *Advocacy and Activism Through Educational Research: Activist Ethnography*. Funded \$10,000.

Proffitt Research Grant (2014). *Tell it Like it Is: A Retrospective Study of LGBTQ Youth High School Experiences with Particular Concern for Bullying and Anti-Bullying Experiences*. Funded \$30,000.

International Travel Grant (2012). Office of the Vice President for International Affairs. Funded \$1,500.

Proffitt Research Grant (2004, Fall). *Peace Curriculum as Multicultural Opportunity: Transnational Newcomers in a Traditionally Monocultural School*. Funded \$30,000.

College of Education Faculty Research Opportunity Award (1999, Fall). *A Study of Cyber Culture in the Case of Educational Chat: Sociological and Methodological Issues*. Funded \$6,000.

Co-Author with Dr. Diane Prince. Grant Proposal for Center for Professional Development (1993, June). Submitted to Texas Education Agency on behalf of the University of Houston-Victoria, Victoria Independent School District, and the Region III Education Service Center. Ranked Third in the State. Funded 1994.

## TEACHING

My teaching in rank has migrated exclusively toward teaching graduate courses in qualitative methodologies drawing on a critical epistemological philosophy and reflection. Throughout my career, but particularly in rank, I have taught a large number of graduate students and have served on a large number of dissertation committees as the methodologist. In all, 88 completed dissertations in rank.

### Awards

Trustees Teaching Award, 2017, 2007, 2003, 2002 Indiana University

This annual award is given “to honor outstanding teaching during the previous academic year” (School of Education website, accessed 2/13/2018).

Gorman Teaching Award, School of Education, Indiana University, 2016, nominated by my Department Chair in 2014, 2015

This career award is given to someone who fits the following criteria: “While high quality teaching effort is necessary and important, the benefactor has stipulated that the criterion of innovative and imaginative ideas should be foremost in selecting the recipient” (School of Education website, accessed 2/13/2018).

### Scholarship Related to Teaching

Publications (4/5 in rank)

- Zhao, P., Ross, K., Li, P., & Dennis, B. (book under contract with Sage). *Research in Practice. A Student- and Practitioner-Centered Approach*.

- Ross, K., **Dennis, B.**, Zhao, P., & Li, P. (2017b). Exploring students' understanding of research: Links between identity, validity, and research conceptions. *Journal on Teaching in Higher Education*, 29(1), 73–86.
- Clark, J., & **Dennis, B.** (2017c). We are all ships coming home to ourselves: An autoethnographic poem in two parts. In L. Carspecken (Ed.), *Love In the Time of Ethnography* (pp. 115–126), Boulder, CO: Lexington Books.
- Li, P., Ross, K., Zhao, P., & **Dennis, B.** (2017d). Critical action research: How do graduate students in an introductory research class conceptualize research? In *SAGE Research Methods Cases* (17 pp.). doi: 10.4135/9781473989115
- **Korth, B.**, & Kinebrew, K. (2005). Dislodging the gatekeeper and challenging the discourse of separation. *Journal of Curriculum and Pedagogy* 2(2), 78–83. doi: 10.1080/15505170.2005.10411550

#### Presentations (4/4 in rank)

- Borowski, R., White, F., Jordan, T., Korth, C., & **Dennis, B.** (2017, May). Qualitative inquiry as performance in the public sphere. Presentation at the International Congress on Qualitative Inquiry, May 8-12, Champaign-Urbana, IL.
- Jordan, T., White, F., Borowski, R., Korth, C., & **Dennis, B.** (2016, October). Decolonizing bodies. Presentation at the New View Campaign Capstone Conference, October 6-8, Bloomington, IN.
- **Dennis, B.**, & McNabb, M.B. (2015, April). Feminist research ~~conclusions~~ in dialogue. Roundtable presentation at the American Educational Research Association Annual Conference, Chicago, IL.
- Ross, K., Zhao, P., Li, P., & **Dennis, B.** (2014, April). Exploring students' conceptions of research and inquiry. Presented at the Annual Conference of the American Educational Research Association, Philadelphia, PA.

#### Grants Funded (2/2 in rank)

Phase II Scholarship of Teaching and Learning Grant (2014). *Exploring students' Conceptions of Research and Inquiry*. The Office of the Vice Provost for Undergraduate Education. Funded \$5,000.

Phase I Scholarship of Teaching and Learning Grant (2013). *Exploring Students' Conceptions of Research and Inquiry*. The Office of the Vice Provost for Undergraduate Education. Funded \$2,000.

### Courses Taught

#### Indiana University (13 in rank, all graduate)

- Action Research Y510

- Strategies for Educational Inquiry Y520 (taught online and face-to-face)
- Methodological Approaches to Educational Inquiry Y521
- Methodological Implications of Social and Psychological Theories Y600
- Qualitative Research in Education Y611(taught online and face to face)
- Critical Qualitative Inquiry I Y612
- Critical Qualitative Inquiry II Y613
- Narrative Theory and Inquiry Y630
- Discourse Theory and Analysis Y631
- Feminist Theory and Methodology Y633
- Theory and Philosophy for Studying Identity Y650 - Special Topic
- Feminism and Schooling Y650
- Educational Ethnography and Theories of Knowledge Y650 – Special Topic
- Avante Garde Qualitative Methodology Y660

#### Indiana University 2001-2007

- Education in a Pluralistic Society E300 (undergraduate)
- Educational Pluralism M300 (undergraduate)
- Social Psychology Y615 (graduate)
- Ethnography and School Reform Y650 (advanced graduate)

#### University of Houston 1999-2001

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|---|--|
| • Contemporary Philosophies in Multicultural Education (graduate) | • Field Methods in Educational Research (graduate) |
| • Education in a Multicultural Society (graduate)                 | • Advanced Dialogic Methods (graduate)             |
| • Foundations of Educational Sociology (graduate)                 | • Foundations of Qualitative Research (graduate)   |
| • Seminar on Identity Theory (graduate)                           |  |

#### University of Houston 1995 to 1999 as Graduate Student Instructor

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|--|--|
| • Multicultural Education (undergraduate and graduate) | • Field Methods in Educational Research (graduate) |
| • Generic Classroom Teaching Skills (undergraduate)    | • Foundations of Educational Sociology (graduate)  |
| • Educational Psychology (graduate)                    |  |

#### University of Houston-Victoria 1988 - 1998 as Adjunct and Clinical Instructor

- Foundations of Educational Research (graduate)
- Multicultural Education (undergraduate and graduate)
- Community-School Linkages and Student Diversity (graduate)
- Practicum - Educational Assessment/Programming (graduate)
- Linguistics and Reading (graduate)
- Educational Research (graduate)
- History of Education (undergraduate)
- Foundations of Education (undergraduate)
- Anthropology of Special Populations (undergraduate)
- Culture and Child Development (undergraduate)
- Teaching English as a Second Language (undergraduate)
- Human Growth and Development (undergraduate)
- Classroom Teaching Skills (undergraduate)

University of Houston-Clear Lake 1997

- Multicultural Education (graduate)

K-12 Teaching Experience 1982-1985

- Public School Teacher. Goliad Elementary, Texas 1982 - 1985. Second grade (1982 - 1983) and Special Education (1983 - 1985).

## SERVICE

My service is consistently oriented through social justice opportunities both locally and globally. In this CV I report primarily on service in rank. The difference between pre-rank service and service in rank involves increased leadership opportunities and an international scope. For example pre-rank, I was on the editorial board for a new journal (Ethnography and Education, 2006), but in 2013 I became the North American regional editor for the journal. I served on our school's Policy Council (the faculty governance body) pre-rank several times and in rank served as the chair of that body, as well as chair of some of its standing committees. In terms of scope, my service to institutions outside the US, most specifically through work in Uganda, was accomplished in rank. **For example, in rank, I was awarded a Fulbright Senior Specialist Grant to serve Kyambogo University Department of Psychology, Uganda (2014) in their efforts to build research capacity amongst faculty and graduate students, particularly through research with children's conceptions of peace.**

### **Fulbright (1/1 in rank)**

Fulbright Senior Specialist Kyambogo University, Counseling Doctorate and Peace Research (2013).



## Awards (1/3 in rank)

GLBT Spirit Award, 2006, Indiana University

Nominee for the School of Education Mentor Award multiple years, all in rank

Nominee Student Choice Teaching Award, 2005

## Scholarship Related to Service

Publications (2/3 in rank)

- Mayengo, N., Namusoke, J., Kagaari, J., Byamugisham, G., Semakula, P., Kagaari, J., Okumu, A.S., Ntare, E.R., Nakasiita, K., Atuhaire, R., Baguwemu, A., Kaahwa, G., Aojok, G., Thompson, C.E., & **Dennis, B.** (Accepted March 30, 2018). A study of Ugandan children's perspectives on peace, conflict, and peace-building: A liberation psychology approach. Submitted to *Peace and Conflict: Journal of Peace Psychology*
- Kagaari, J., Nakasiita, K., Ntare, E., Atuhaire, R., Baguwemu, A., Ojok, G., Okumu, A.S., Kaahwa, G., Byamugisham, G., Semakula, P., Namusoke, J., Mayengo, N., **Dennis, B.**, & Thompson, C.E. (2017). Children's conceptions of peace in two Ugandan primary schools: Insights for peace curriculum. In Z. Gross (Ed.), Special Issue: Revisiting Peace Education: Bridging Theory and Practice, *Research in Comparative and International Education* 12(1), 9–25. doi: 10.1177/1745499917698299
- **Korth, B.**, Martin, Y., & Sotoo, N. (2007). Little things that make a big difference: Trust and empathy on the path to multiculturalism. *Scholarlypartnersedu* 2(1), 25–44.

Keynote Address (1/1 in rank)

- **Dennis, B.** (2016, April 21). Building futures in Uganda: Children, communities, and schools. Keynote address for Building Tomorrow Fundraiser, Bloomington, IN.

Presentations (2/2 in rank)

- **Dennis, B.**, Mayengo N., Byamugisha, G., Auma-Okumu, S., Ntare, E., Nakasiita, K., Althawaite, R., Kagaari, J., Namusoke, J., Sr. Maria Kaahwa Goretti; Odjok, G. & Thompson, C. (2015, April). Building peace culture: Children's conceptions of peace in two Ugandan primary schools. Roundtable presentation at the American Educational Research Association Annual Conference, Chicago, IL.
- **Dennis, B.** (2014, September). A mzungu in Uganda. The autoethnography inside educational ethnography. A photographic approach to recognizing the footprint. Presented at Oxford Ethnography and Education Conference, September 15–17, Oxford, UK.

#### Invited Workshops (2/2 in rank)

- **Dennis, B.** (2013, September). Photovoice as curriculum in early childhood projects. Bureau of Indian Affairs, 2 day workshop at the Northwest Indian College, September 5–6, Lummi Nation, Bellingham, WA.
- **Dennis, B.** (2012, November). Critical participatory action research: An introduction. Bureau of Indian Affairs Project, 3 day workshop with the “Sacred Little Ones”, November 14–16, Southwestern Indian Polytechnic Institute, Albuquerque, NM.

#### Grant Proposals Funded (2/2 in rank)

Co-Authored with Suraj Uttamchandani & Prism Youth Community.

AERA Education Research Service Project Initiative (2017, Spring). *Raising Voices: Strategies to Understand, Respect, and Make Heard the Experiences and Perspectives of LGBTQA+ Marginalized Youth*. Funded \$5,000.

School of Education (2017). Start Over Funds. These funds were used to cover the costs related to working in country with Uganda Colleagues. Funded \$3,000.

#### **Affiliate Statutes (3/3 in rank)**

Honorary Lecturer Department of Education, Foundations, and Psychology. MBarara University of Science and Technology, Uganda, 2016 – present.

Research Fellow, College of Graduate Studies, University of South Africa, 2017 to present.

African Studies Program, Indiana University, 2014 to present.

#### **Service to Professional Organizations (only those in rank listed)**

North American Regional Editor, Editorial Board. (2013 to present) *Ethnography and Education*. I have served on the Editorial Board since this journal was started (2006). Editorial reviewer for paper submissions at a rate of at least a year. As North American Regional Editor, I am the contact person for issues, questions, support or basic information.

Peer-review articles for the following international journals (at least 1 a year) *International Journal of Qualitative Studies in Education*, *Qualitative Inquiry*, and *International Journal of Qualitative Methods*. Less frequently, on an ad hoc basis I have reviewed article submissions for *The American Educational Research Journal*, *Teaching and Teacher Education*, *Journal of Personal and Social Relationships*,

I reviewed the following book manuscripts:

- Carole McCann and Seung-Kyung Kimf for a fourth edition of *Feminist Theory Reader: Local and Global Perspectives*. Routledge.

- Leonard Webster and Patricie Mertova for a second edition of *Using Narrative Inquiry as a Research Method*. Routledge.

#### AERA Peace Education SIG

- Secretary/Treasurer 2014/15, 2015/16
- Program Chair 2017/2018

#### AERA Qualitative Research SIG

- Book Award Committee 2017/18

AERA Graduate Student Proposal Mentoring, 2016

Founding Board Member. QuERI (Queering Education Research Institute), 2006 to present.  
<http://www.queeringeducation.org/>

### **Leadership Service to the University and School (only those in rank listed)**

Merger, Reorganization, and Elimination Ad Hoc Committee, Co-Chair. University Faculty Council, 2017.

School Blue-Ribbon Internal Panel, Dean's Search Committee, and ad hoc committee for looking into the question of reorganizing. 2015/2016.

The School of Education has been a unit across several campuses, most specifically Bloomington and Indianapolis. It became evident during a dean's search in 2015 that the existing structure was not working. We spent a year engaged in efforts directed in part by IU-Bloomington Provost and President. I served in leadership roles in these efforts, through which focus groups were conducted and reports were written.

Bloomington Faculty Council. Bloomington Budgetary Affairs Committee, 2016–present

Board of Directors, LGBTQ Student Services Center. 2015–present.

School of Education, Elected Chair, Policy Council, 2015/16. Elected member 2009 – 2010, 2012 – 2014, 2015-2017. I served as Chair during the year that Indiana University President McRobbie formed an external Blue Ribbon Panel Review to help the School of Education reimagine itself for the 21<sup>st</sup> century. I was instrumental in producing a report to provide the Blue Ribbon Panel and its resulting Task Force to examine the question of whether or not the Bloomington campus and the Indianapolis Campus should remain one Core Campus School. We recommended that the campuses split and I was then asked to serve on the above mentioned Mergers, Reorganization and Elimination ad hoc committee (2016/2017).

Inquiry Methodology Program Coordinator, 2011– present. The program admitted its first Ph.D. students in 2011.

Chair, and Member, Student Grievance Committee, School of Education, 2009 – 2013.

Chair, 2 successful faculty search committees in our program (2010/2011 and 2014/15).

**Service in Communities (only those in rank listed)**

Adult Coordinator, Prism Youth Community, Bloomington IN 2014–present.

Prism is an inclusive, youth-led community open to lesbian, gay, bi-sexual, trans, queer, asexual, intersexed identified and others.

Co-Facilitator, Friends National Committee on Legislation Bloomington Advocacy Team 2016–present.

This team is a national lobbying group oriented through relationship building and peace concerns.