

KEVIN H. GARY

Curriculum Vitae

Associate Professor and Chair, Department of Education
Valparaiso University

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➤ Education

- Ph.D. Cultural and Educational Policy Studies, Loyola University Chicago, June 2005
Dissertation: “Liberal Education as a Way of Life: Søren Kierkegaard’s Pedagogy for Edification,” Defended with Distinction
Committee: Patricia Huntington, Alven Neiman, and Robert Roemer
- M.Ed. Curriculum and Instruction, Loyola University Chicago, June 2000
Illinois Type 75 Administrative License; Illinois and Indiana Secondary Education License: Social Studies, English, and General Science Endorsements
- M.A. Systematic Theology, University of Notre Dame, November 1997
- B.A. Political Science, University of Notre Dame, May 1992
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➤ Professional Positions

- 2014-present Chair, Department of Education, Valparaiso University, Valparaiso, IN
- 2014-present Associate Professor of Education, Valparaiso University, Valparaiso, IN
- 2006-2014 Director of Secondary Education, Goshen College, Goshen, IN
- 2010-2014 Associate Professor, Department of Education, Goshen College, Goshen, IN
- 2006-2014 Director of Student Teaching, Goshen College, Goshen, IN
- 2010-2011 Director of Goshen College’s International Studies Program in Lima, Perú
- 2006-2010 Assistant Professor, Department of Education, Goshen College, Goshen, IN
- 2008-2014 Associate Professor, Department of Bible, Religion, and Philosophy (Courtesy Appointment), Goshen College, Goshen, IN
- 2005-2006 Instructor, Department of Educational Policy and Cultural Studies, Loyola University Chicago
- 1996-2006 High School Teacher, Religious Studies Department, Loyola Academy, Wilmette, IL

☞ Administrative Experience

- 2014-present Chair, Department of Education, Valparaiso University, Valparaiso, IN
- Articulate, develop, and implement Department vision in light of emerging insights in the field of education, ensuring effective alignment with national standards.
 - Supervise, evaluate, and oversee promotion process for junior colleagues in the Department of Education, as well as lead and direct searches for new faculty hires.
 - Attend national and state meetings to ensure program alignment with NCATE/CAEP accreditation standards.
 - Conduct professional research to stay current in the field of education, attending and presenting at national and regional education conferences.
 - Chair and direct the campus-wide Teacher Education Advisory Committee.
- 2006-2014 Director of Secondary Education and Student Teaching, Goshen College, Goshen, IN
- Direct and oversee the secondary education program, including placement of secondary student teachers; coordinating course field placements; and building school-college partnerships.
 - Coordinate, supervise, and collaborate with content and methods area professors, college supervisors, and cooperating teachers.
 - Plan, teach, and supervise courses in middle school and secondary curriculum and instruction; foundations of education; and the capstone senior seminar course.
 - Attend national and state meetings to ensure program alignment with NCATE/CAEP accreditation standards.
 - Conduct professional research to stay current in the field of education, attending and presenting at national and regional education conferences.
- 2010-2011 Director of Goshen College's International Study Service Program in Lima, Perú
- Coordinated and planned intercultural, service-learning immersion in Perú for three semesters, creating curriculum, assessment, and evaluation to cultivate students' multicultural awareness and competence.
 - Appointed and supervised multiple personnel (instructors, guest lecturers, host families, and service coordinators) to assist with management of all aspects of the program.
 - Traveled extensively throughout the country to supervise student service assignments.
- 2005-2007 Chairperson, North Central Association Commission on Accreditation and School Improvement, for Cristo Rey Jesuit High School, Chicago, IL
- Assisted and guided Cristo Rey Jesuit High School, located in the Pilsen neighborhood of Chicago, in developing and implementing accreditation plan.

- Conducted site visits to assess and verify performance results outlined in the accreditation report.

2002-2003

Administrative Practicum, Loyola Academy, Wilmette IL

- Advised Associate Principal of Curriculum Development and the Chair of the Religious Studies Department in fulfillment of requirements for the Type 75 Illinois Administrative Certificate.
- Served on the Loyola's Curriculum Committee, reviewing course proposals.

➤ Teaching Experience

2006-2014

Department of Education; Valparaiso University, Valparaiso, IN

Courses Taught:

School and Society: This course will provide students with a historic overview of the cultural and economic forces that have shaped the purposes of schooling in the United States. It guides students to understand that all teaching practice—explicitly or implicitly—is theoretically informed.

Educational Psychology: A study of human developmental theories, learning processes, and individual preferences within the classroom. Offers theoretical and practical information on how to appreciate student diversity and identify successful, research-based teaching practices for teaching diverse learners.

Introduction to Teaching and Field Experience: For teacher education students and those who wish to explore teaching as a career. Includes an introduction to the teaching profession, what it takes to become a teacher, the role of teachers, standards that govern education, and an introduction to the summative portfolio process in the department's teacher education programs. A 30 clock hour field experience in an elementary, middle, or high school is required.

Designing Curriculum, Assessment and Learning Plan: This course prepares pre-service educators to take an active role in identifying the desired results of instruction, determining what assessments constitute evidence of learning, and providing learning experiences in support of these pedagogical aims.

Diversity, Equity, and Education: This course focuses on creating meaningful and relevant teaching and learning for culturally and linguistically diverse students. The cultures of students are studied and used in planning and cultivating culturally responsive learning/instruction and positive cultural identity in the family and community relations.

2006-2014

Department of Education; Department of Bible, Religion, and Philosophy, Goshen College, Goshen, IN

Courses Taught:

Foundations of Education: An introductory foundations class that familiarizes students to the philosophical, historical, and social foundations of contemporary education. Progressive, critical, and traditional pedagogies are examined. Course includes both campus and field study of learning environments and instructional methods that meet the needs of diverse student populations with an emphasis on race, gender, ethnicity, socio-economic status, family structures, language, and exceptionalities.

Middle School Curriculum and Instruction: A middle school curriculum course that focuses on instructional methods, strategies, and classroom management, particularly as they pertain to fifth through eighth graders. Emphasis includes preparation of teacher candidates to work in traditional school settings, while also cultivating critical imagination about what schooling and education ought to be. Course includes field placement in a diverse middle school setting.

Secondary Curriculum and Instruction: A secondary curriculum course that focuses on curriculum theory, planning, instructional strategies, multicultural teaching, and school reform, relevant to a high school context. Particular emphasis is placed on backward design and differentiation. Course includes field placement in a diverse high school setting.

Educational Psychology: A study of human developmental theories, learning processes, and individual preferences within the classroom. Offers theoretical and practical information on how to appreciate student diversity and identify successful, research-based teaching practices for teaching diverse learners.

Senior Seminar: An intensive three-week seminar immediately following student teaching. Uses the licensure portfolio as a frame and also focuses on educational philosophy, classroom management and discipline, evaluation, and integration of faith and teaching. Includes student projects and presentations, group work, and a variety of approaches to individual reflection on teaching and preparation of the licensure and presentation portfolios.

Introduction to Philosophy (traditional and online settings): An introduction to the major questions of philosophy, including epistemology, metaphysics, and ethics. The course focuses on primary texts to initiate students into the tradition of philosophy, incorporating ancient, medieval, modern, and contemporary perspectives.

2007-2008

English as a New Language Instructor, Saint John the Evangelist Catholic Church, Goshen, IN

Planned, developed, and delivered English as a New Language instruction to recent immigrants, employing the TPRS (Teaching Proficiency through Reading and Storytelling) methodology.

1996-2006

High School Teacher, Loyola Academy, Wilmette, IL
Department of Religious Studies

Courses Taught:

Ethics: A junior-level course that introduces students to the philosophical frameworks for individual and social ethics, including issues in medical ethics, multiculturalism, environmental ethics, globalization, just war tradition, and social justice, utilizing both narratives and case studies in applied ethics.

Scripture: A sophomore-level course that introduces students to the study of scripture, with attention given to historical, social, literary, and theological features of the texts.

Theology Quest: A senior-level course exploring the philosophical, psychological, and theological basis for the pursuit of ultimate questions. Course units included are epistemology, anthropology, world religious, Christian anthropology, Christology, and social justice.

Justice Seminar: A senior-level service-learning course designed for honors students. Developed, designed, and implemented field excursions exploring issues such as gentrification, urban poverty, and immigration.

2005

Lecturer, Loyola University Chicago, Department of Educational Policy and Cultural Studies, Chicago, IL

Courses Taught:

Philosophy of Education: A graduate course that introduces students to major authors and themes in philosophy that are relevant to the formulation, criticism, and reform of educational policy, research, and practice. Reflecting on the contributions of major philosophical thinkers and their teaching practice, students are required to articulate a personal philosophy of education statement that guides their curriculum and instruction decisions.

History of American Education: An undergraduate course that examines American education with emphasis on the history, aims, organizations, and control of public and private education. Emphasis is placed on the development of American educational ideas, institutions, and curriculum in a multicultural society.

2003-2004

Volunteer, Heartland Alliance, Hope Center, Chicago, IL
Prepared and taught an arts-appreciation course one evening a week at the Hope Center, an outreach organization on the North Side of Chicago that provides drop-in assistance to homeless individuals struggling with drug addiction.

2003-2008

Distance Learning Facilitator, Institute for Church Life, University of Notre Dame, Notre Dame, IN

Courses Taught:

Christology: An online continuing education class utilizing Web CT distance learning technology that systematically explores the historical identity and significance of Jesus Christ. Readings in classical, medieval, and contemporary Christology are examined and discussed online.

The Confessions of St. Augustine: In the same format noted above, this online course consisted of close reading and synchronous discussion of Augustine's *Confessions*.

1995-1996

Graduate Team Teacher, University of Notre Dame, Center for Social Concerns, Notre Dame, IN

Courses Taught:

Theology and Social Ministry: Team-taught two undergraduate service-learning courses that examine the dynamics of service learning as well as the political, economic, and social structures that contribute to social injustice.

➤ **Peer-Reviewed Articles**

- Kevin Gary (under review), "Teaching and the Wisdom of Uncertainty," *Journal of Moral Education*
- Kevin Gary, (2016), "Neoliberal Education for Work Versus Liberal Education for Leisure," *Studies in Philosophy and Education*. Springer, Netherlands.
- Larry Green and Kevin Gary, (2015) "Pedagogy for a Liminal Time," *Studies in Philosophy and Education*. Springer, Netherlands.
- Kevin Gary, (2015) "Søren Kierkegaard's Despair and Maya Angelou's Blues: Pedagogy for Suffering," *Philosophy of Education*, Urbana, IL: Philosophy of Education Society.
- Kevin Gary, (2014) "The Wisdom of Clichés: Liberal Learning and the Burden of Originality," *Philosophy of Education 2014*, Urbana, IL: Philosophy of Education Society.
- Kevin Gary (2013), "Boredom, Contemplation, and Liberation," *Philosophy of Education 2013*, Urbana, IL: Philosophy of Education Society.
- Kevin Gary (2010), "Liberal Education and Reading for Meaning," *Philosophy of Education 2010*, Urbana, IL: Philosophy of Education Society, 241-249.
- Kevin Gary (2007), "Kierkegaard and Liberal Education as a Way of Life," *Philosophy of Education 2007*, Urbana, IL: Philosophy of Education Society, 151-158.
- Kevin Gary (2006), "Leisure, Freedom, and Liberal Education," *Educational Theory*, vol. 56., no. 2, 121-136.

➤ **Book Chapter**

- Kevin Gary, (2016), “The Seduction of Kierkegaard’s Aesthetic Sphere,” in *Varieties of Virtue Ethics*, Springer Nature (Palgrave Macmillan)

☞ Invited Responses

- Kevin Gary (in press), “Planning for Spontaneity or Preparing for Kairos in the Classroom,” *Philosophy of Education Yearbook*
- Kevin Gary (2015), “Reading that Transforms: Response to Bryan Warnick’s Presidential Address,” Ohio Valley Philosophy of Education Society Annual Meeting, *Philosophical Studies in Education*, 18-24.
- Kevin Gary (2014), “Place-Based Critical Thinking,” *Philosophical Studies in Education*, 1-8.
- Kevin Gary (2009), “Three Aesthetic Ideals: The Philosopher, the Prophet, and the Pluralist, Response to Jonathan Fennell, *Philosophy of Education Yearbook 2009*, 326-328.
- Kevin Gary (2006), “Spirituality, Critical Thinking, and the Desire for What Is Infinite,” Critical review of Hanan Alexander’s *Reclaiming Goodness: Education and the Spiritual Quest*, in *Studies in Philosophy and Education*, Kluwer Academic Publishers, 315-326.
- Kevin Gary (2005), “Theodore Sizer’s Horace, Levinas, and Pedagogy for Social Justice,” Response to Matt Jackson, *Philosophy of Education Yearbook 2005*, 247-249.
- Kevin Gary (2004), “Theorizing a Pedagogy of Ontological Courage: Be Not Afraid!” Response to Justen Infinito, *Philosophy of Education Yearbook 2004*, 219-222.

☞ Book Reviews

- Kevin Gary (2013), Book review of Elmer Thiessen’s, *The Ethics of Evangelism: A Philosophical Defense of Proselytizing and Persuasion* in *Mennonite Quarterly Review*.
- Kevin Gary (2013), Book review of Susan Gelber Cannon’s, *Think, Care, Act: Teaching for a Peaceful Future*, in *Teachers College Record*.
- Kevin Gary (2012), Book review of John Haughey’s *Where Is Knowing Going?: The Horizons of the Knowing Subject* in *Journal of Christian Education*, Vol. 16, No. 2.
- Kevin Gary (2011), Book review of Alasdair MacIntyre’s *God, Philosophy, and Universities: A Selective Reading of the Catholic Philosophical Tradition* in *Journal of Philosophy of Education*, Vol. 45.
- Kevin Gary (2008), Book review of Karen M. Johnson-Weiner’s *Train Up a Child: Old Order Amish and Mennonite Schools* in the *Mennonite Quarterly Review*.

- Kevin Gary (2007), Book review of *Religion in Multicultural Education*, (Farideh Salili and Rumjahn Hoosain, Eds.) in *Teachers College Record*.
- Kevin Gary (2005), Book review of Linda Darling-Hammond and John Bransford's *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* in *Teachers College Record*.

☛ Peer-Reviewed Presentations

- “Reductive Standards versus Saturated Phenomenon,” presentation at the annual meeting of the Great Britain Philosophy of Education Conference, Oxford, England, March 2017.
- “Thoughtful Sophia versus Chatty Wisdom,” presentation at the Jubilee Center for Character and Virtues at the “Varieties of Ethics Conference” Oriel College, Oxford University, January, 2017.
- “The Seduction of Søren Kierkegaard’s Aesthete Sphere” presentation at the annual meeting of the Great Britain Philosophy of Education Conference, Oxford, England, March 2017.
- “Recovering and Receiving the Lost Virtue of Leisure,” presentation at the Jubilee Center for Character and Virtues at the “Varieties of Ethics Conference” Oriel College, Oxford University, January, 2016.
- “Søren Kierkegaard’s Despair and Maya Angelou’s Blues: Pedagogy for Suffering,” presentation at the annual meeting of the Philosophy of Education Society, Memphis, TN, March 2015.
- “The Seduction of Søren Kierkegaard’s Aesthete Sphere,” presentation at the Jubilee Center for Character and Virtues at the “Varieties of Ethics Conference” Oriel College, Oxford University, January, 2015.
- “Teachers, Prophets, and Encountering Icons,” presentation with Dr. Alven Neiman at the Ohio Valley Philosophy of Education Conference, Dayton, OH, September 2014.
- “Wisdom of Clichés: Liberal Learning and the Burden of Originality,” presentation at the annual meeting of the Philosophy of Education Society, Portland, OR, March 2014.
- “Sustaining Good Teachers in a Time of Attrition,” presentation at the Association of Teacher Educators-Indiana (ATE-I) Annual Conference, October 2013.
- “Liberal Learning, Boredom, and the Wisdom of Clichés,” presentation at Calvin College’s Virtues, Vices, and Teaching Conference, Grand Rapids, MI, October 2013.
- “Boredom, Contemplation, and Liberation,” presentation at the annual meeting of the Philosophy of Education Society, Portland, OR, March 2013.
- “Boredom, Freedom, and Meaning,” panel presentation on student disengagement at the Ohio Valley Philosophy of Education Conference, Dayton, OH, September 2012.
- “Multicultural Encounters: Reading for Transformation vs. Reading for the Gist,” presentation at the annual meeting of the National Association of Multicultural Education, Chicago, IL 2011.

- “Reading and Teaching for Edification,” presentation at Calvin College’s Education as Formation Conference, Grand Rapids, MI, October 2011.
- “The Art of Conversation: Avoiding Boredom, Therapists, and Nietzsche’s Will to Power,” presentation at the Ohio Valley Philosophy of Education Conference, Dayton, OH, September 2011.
- “Liberal Education and Reading for Meaning,” presentation at the annual meeting of the Philosophy of Education Society, San Francisco, CA, March 2010.
- “Spiritual Practices that Sustain the Virtues of Excellent Teaching,” with Robert Reyes. Presentation at Calvin College’s Teaching, Learning, and Christian Practices Conference, Grand Rapids, MI, October 2009.
- “Disability and Our Moral Transformation,” presentation at the Ohio Valley Philosophy of Education Conference, Dayton, OH, September 2009.
- “Seeing Teaching and Teacher Education as a Spiritual Journey,” with Darryl De Marzio, Bruce Novak, and Daniel Vokey. Alternative session presented by the Religion and Spirituality Special Interest Group at the annual meeting of the Philosophy of Education Society, Montreal, Canada, March 2009.
- “Teacher Interiority and Multicultural Encounters,” presentation at the Ohio Valley Philosophy of Education Society, Dayton, OH, September 2008.
- “Despair and Racism,” presentation at the Ohio Valley Philosophy of Education Society, Dayton, OH, September 2007.
- “The Inauthenticity of Authentic Assessment,” presentation at the annual meeting of the American Educational Research Association, Chicago, IL, April 2007.
- “Symposium: Loving Wisdom in PES: Exploring the Formation of a Spirituality and Religion Special Interest Group,” with Avi Bernstein-Nahar, Bruce Novak, and Daniel Vokey. Alternative session presented by the Religion and Spirituality Special Interest Group at the Philosophy of Education Society (PES), 63rd Annual Meeting, Atlanta, GA, March 2007.
- “Leisure, Freedom, and Liberal Education,” presentation at the Midwest Philosophy of Education Society, Chicago, IL, November 2005.
- “Leisure, Freedom, and Liberal Education,” presentation at the Bergamo Curriculum Theory Conference, Dayton, OH, October 2005.
- “Teacher Dispositions, Multicultural Education, and the Good Life,” presentation at Goshen College. Sponsored by the Center for Intercultural Teaching and Learning, March 2009.

➤ Other Presentations

- Core 5th Hour panel discussion on Teach for America, February 2015.
- Books and Coffee presentation; A critical review of Amanda Ripley’s “The Smartest Kids in the World: And How They Got That Way,” February 2015.
- Presentation at Goshen College to Dr. Matthew Hill’s Music Seminar students, “Vocation and the Intrinsic Goods of Teaching,” October, 2013.
- Presentation to Goshen College Faculty on the use of rubrics on Moodle for assessing student learning, March 2013 & October of 2013.
- Gary, K., Bonfiglio, C.M., & Meyer Reimer, K. Presentation to National Council for the Accreditation of Teacher Education team and community stakeholders, “Who we are, what we believe, where we are going,” February 2013.
- Gary, K., Bonfiglio, C.M., & Meyer Reimer, K. “Assessment and Accountability,” Mennonite Educators Regional Conference. Goshen College, Goshen, IN, October 2012.
- Presentation to Goshen College faculty on the critical incorporation of iPad technology into the classroom to enhance student learning, August 2012.
- Co-led, with Associate Dr. Dean Ross Peterson-Veatch, two week course develop workshop on “Backward Design” for Goshen College Faculty, May 2012.
- Presentation to Goshen College Faculty on “International Learning and Liberal Learning,” August 2012
- Presentation to Goshen College Board of Directors on “Virtue and Liberal Learning,” March 2012.
- Presentation to Goshen College Faculty on “Virtue and Liberal Learning,” August 2010.

Research Interests and Specializations

- Education: philosophy of education, histories of schooling, critical pedagogy, curriculum theory, multicultural theory, spirituality & education.
- Philosophy: Continental, American, the philosophy of education, existentialism, ethics, philosophical anthropology, hermeneutics.

Major Service Activities

Professional

- President, *Ohio Valley Philosophy of Education Society*, 2017
- Outside Scholarly Reviewer for Dr. Jeffrey Frank for promotion and tenure at St. Lawrence University, 2017.
- Editorial Review Board, *Philosophy of Education Society*, 2017

- Ad Hoc Reviewer, *Christian Scholar's Review*, 2017
- Outside Scholarly Reviewer for Dr. Trent Davis's promotion and tenure at Saint Mary's College, 2016.
- Ad Hoc Reviewer, *Christian Scholar's Review*, 2015–present
- Ad Hoc Reviewer, *International Journal of Christianity and Education*, 2015–present
- Ad Hoc Reviewer, *Critical Questions in Education*, 2015–present
- Reviewer, Philosophy of Education Special Interest Group of the *American Educational Research Association*, 2015
- Editorial Review Board, *Philosophy of Education Society*, 2014-2015
- Conference Chair, *Ohio Valley Philosophy of Education Society*, 2013
- Contributing Editor, *Philosophical Studies in Education*, 2013–present
- Review Committee, *Ohio Valley Philosophy of Education Society*, 2008, 2011
- Ad Hoc Reviewer, *Studies in Philosophy and Education*, 2013–present
- Reviewer, Philosophy of Education Special Interest Group of the *American Educational Research Association*, 2006-2007
- Spirituality and Religion Special Interest Group Chair, *Philosophy of Education Society*, 2009-2013
- Outside Scholarly Reviewer for Dr. Stephanie Mackler's promotion and tenure at Ursinus College, 2012
- North Central Association Accreditation Chair for Cristo Rey Jesuit High School in Chicago, IL, 2005-2007
- Service Learning Board Member, Merit Alternative High School in Goshen, IN, 2008-2010

Institutional Service at Valparaiso University

- Budget Review Committee (2017-present)
- Curriculum Committee (2015-2017)
- Teacher Award Committee (2015-present)
- Chaired the following Search Committees:
 - Visiting Assistant Professor in Elementary Education (Spring 2017)
 - Visiting Instructor in Science Education (Spring 2017)
 - Assistant Professor in Teacher Education (Fall 2016)
 - Field Placement Director (Spring 2016)
 - Visiting Assistant Professor in School Psychology (Spring 2016)
 - Assistant Professor and Director of School Psychology (Fall 2015)
 - Director of Licensure and Professional Partnerships (Spring 2015)
 - Assistant Professor of Education (Fall 2015)
 - Visiting Instructor of Education (Spring 2015)
 - Visiting Instructor of School Psychology (Spring 2015)
 - Assistant Professor of Science Education (Fall 2014)
- Teacher Education Committee, Chair (2014-present)

Institutional Service at Goshen College

- General Education Task Force (2011-present)
- Identity, Community, and Culture Course Development Committee (2014)
- Intercultural Committee (2014)
- Strategic Planning Committee (2013)
- General Education Restructuring Committee (2009-2012)

- Technology Assessment Committee (2011- 2014)
- Faculty Promotion Committee (2012-2014)
- Teaching Evaluation Committee (2012-2013)
- Faculty Development Committee (2008, 2009, 2013)
- Faculty Advisor for Commencement Planning Committee (2008)
- Teacher Education Advisory Committee (2006-2014)
- Co-Led Faculty Workshop on Backward Design (2012)
- Led Faculty Workshops on incorporating iPad and Moodle technology in classroom (2011-2013)
- Spiritual Life Advisory Committee (2007-2010)
- Search Committees:
 - Nursing Assistant Professor (2013)
 - English Visiting Assistant Professor (2013)
 - Education Assistant Professors (2008, 2012, 2014)
 - Biology Assistant Professor (2008)
 - Music Visiting Assistant and Assistant Professor (2007, 2010)

➤ Awards and Honors

- STEM Grant from the Indiana Commission for Higher Education, co-principal investigator (2017-2018) 1.5 million shared with 4 universities
- Distinguished Alumnus Award, Loyola University, 2016
- Awarded the Richard J. Baepler four-year Fellowship, 2015-2019
- Awarded CELT Grant from Valparaiso University, 2014
- Awarded Mininger Grant from Goshen College (2K), 2013
- Awarded Research Grant from the Center for Intercultural Teaching and Learning for the 2009-2010 Academic Year (6K), Goshen College, 2009
- Awarded Research Grant from the Center for Intercultural Teaching and Learning for the 2008-2009 Academic Year (6K), Goshen College, 2008
- Awarded Mininger Grant from Goshen College (\$1500), 2008
- Awarded Mininger Grant from Goshen College (\$1500), 2007
- Awarded year-long Sabbatical Grant from Loyola Academy (35K), 2003-2004
- Nominated in the seventh edition of *Who's Who Among America's Educators*, 2001
- Awarded two-week travel grant by Loyola Academy to study the life and culture of St. Ignatius in Spain and Italy, 1999
- Awarded three-week travel grant by Loyola Academy to study biblical history and culture in Israel, 1998
- Awarded Fulbright Grant to study the classics in Italy, 2001
- Awarded Loyola Academy Technology Grant, 1999
- Awarded Loyola Academy's O'Donnell Grant to study at New York's Metropolitan Museum of Art to develop religious curriculum that integrates art, 1997

➤ Memberships

- Philosophy of Education Society, Great Britain (2014-present)
- Philosophy of Education Society, United States (2004-2016)
- National Association for Multicultural Education (2008, 2012)

- Ohio Valley Philosophy of Education Society (2007-present)
 - American Educational Research Association (2006-2008)
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➤ Languages

Reading Proficiency and Basic Fluency in Spanish

➤ References

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Teaching, Learning, and Educational Studies Department
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Dr. Matthew Hill
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Dr. Christine Bonfiglio
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