

CURRICULUM VITAE
COLLEEN H. CLEMENTS

IDENTIFYING INFORMATION:

Academic Rank

Senior Lecturer

EDUCATION

Degree	Institution
Ph.D.	Education, Culture and Teaching Supporting Area of Study: Family, Youth, and Community College of Education and Human Development University of Minnesota-Twin Cities Advisor: Dr. Timothy J. Lensmire
M.Ed.	Family Education College of Education and Human Development University of Minnesota-Twin Cities
M.F.A.	Acting/Theatre Arts University of Illinois, Urbana-Champaign Champaign, IL
B.A.	Theatre Arts University of Minnesota, Morris Morris, MN

Positions/Employment

University of Minnesota-Twin Cities (Senior Lecturer)	2023-present
University of Minnesota-Twin Cities (Lecturer)	2018-2023

University of Minnesota-Twin Cities (Research Associate)	2015-2018
University of Minnesota-Twin Cities (Teaching and Research Assistant)	2011-2015
Various Institutions and Theaters (Adjunct Professor & Freelance Performer)	1991-2018
University of Illinois-Champaign-Urbana (Performance Fellow and Teaching Assistant)	1988-1991

RESEARCH AND TEACHING INTERESTS

Sociology of education; social class and education; social class and racialized identity; critical race theory; second wave critical whiteness studies; working-class studies; transnational feminisms; performance studies; pedagogical philosophy; and critical pedagogy.

HONORS AND AWARDS

Center for Educational Innovation, Certificate, Dedication to Student Learning

Teacher Education Redesign Initiative (TERI) Teaching Fellow

Ruth and Paul Thomas Fellowship in Education

Jean Illsley-Clarke Fellowship in Education

Santa Barbara Independent Innovation in Theatre Award

Alice Mills McCree Scholarship for Excellence and Potential in Theatre

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Co-investigator, Sustainable Pedagogy: Educating for Sustainable, Hopeful Futures, (2020-2023) This study aims to develop resources to help teachers and students better understand how we can sustain our planet; what actions it requires--individually and collectively--and the role that hope plays in this project. As scholars and educators, we are positioned to help the next generations imagine a hopeful future. This project aims to imagine and create a sustainable future through an intersectional approach in which environmental issues are always considered in relation to multiple social markers of difference (such as race, class, age, sexuality etc.) to ensure that the solutions are inclusive for all persons (human and otherwise). This multifaceted study focuses on the curriculum and pedagogy of elementary, literacy, arts, and social studies education.

Principle Investigator, Social Justice-Oriented Teaching: An Instructor/Student Collaboration to Support Teacher Candidates of Color (2019-2020) In this study, interviews were conducted by an undergraduate student, under my guidance and mentorship as principal investigator. Interviews were collected by and from students of color who were part of majority-white education programs and classes with the intent to collect and document the way that students who identify as Black experienced programs and classes designed primarily with white students in mind. The aims of the study were to give voice to students whose experiences are historically left out of educational programming and design, and to begin to imagine ways to better support Black, indigenous, and students of color in programs and classes that were created primarily by and for people who identify as white.

Director of Research Project/Research Associate, Alternative Pathways to Teaching: Examining Equity-Based Teacher Education, University of Minnesota-Twin Cities (2015-2019) This research study focuses on the ways in which the Alternative Pathway to Teaching program takes unique shape with each of CEHD's partners and the ways in which the programs prepare equity-minded educators who serve as persistent advocates for more equitable schooling by developing the content knowledge, adaptive expertise, and leadership mindsets necessary to create and enact classroom teaching practices and policies that reflect an anti-classist, anti-racist, and anti-sexist commitment; design curriculum that deeply engages students in content; and build upon the strengths, assets, and knowledge of the K-12 students, their families, and their communities to promote and assess student learning. This equity-based research project aims to inform the ongoing knowledge, understandings, and role of alternative teacher education in the broader landscape of teacher education. This research project is organized into two substantive "arms" of research. One is the teacher development & influence research arm, and the other is the phenomenological (i.e., the study of lived experience) research arm. Director duties include managing the overall scope and personnel of both arms of the project; Research Associate duties include deep engagement with qualitative arm of the project, including conducting interviews, focus groups, and observations, as well as data analysis and publication.

Principal Investigator, Normalizing Discourses of Upward Mobility: Working Class Roots, Motherhood, and Idealized White Femininity (2014-15) Interviews of white mothers from working class backgrounds, who had experienced an upward shift in mobility and social class status were analyzed with the aim of learning about the experiences of navigating this shift in the context of family relations, as well as in relation to perceived identities. This work seeks to contribute to theorizing of the construction of idealized, white femininity as a feature of critical whiteness studies. This study also utilized an arts-based research methodology to dramatize the interview data as individual monologues. These monologues were analyzed within a larger context of the ways in which storied experience and narratives of "upward mobility" inform knowledge production and experiences of identity in the context of white, working class motherhood.

Principal Investigator, White Women Teachers as Precarious Contradictions (2014-15) This project employed the feminist research methodology of collective memory work with three white teachers. The purpose of this work was to examine the historical, cultural, and social construction of white teachers within the context of the colonialist project of U.S. education, and the implications for white teachers, anti-racist teaching practice, and anti-racist teacher education. Each participant produced a memory related to the research question, which was then analyzed as data, in keeping with the tenets of collective memory work.

Co-investigator, Social Class Sensitive Photo-storying (2012-13) As co-investigator for this project, I conducted interviews and collected fieldwork data with 5th-grade students, who had produced stories based on photos they had taken of an assignment they had been given to enact a “random act of kindness.” In addition, I analyzed and dramatized the data; Dr. Mark D. Vagle, principal investigator.

Founding member, Lit Moon Theatre Company (1991-present) Santa Barbara-based collective of theater artists that integrates aesthetic experimentation with cross-cultural interaction and understanding, and cultivates a physical, image-based performance vocabulary. Productions have been hailed locally and internationally for their pioneering theatricality.

PUBLICATIONS

Journal Articles

Clements, C.H., & Stutelberg, E. (2020). Getting read as rad: Performances of “nice white lady” and tensions in teaching about white supremacy. *Journal of Curriculum and Pedagogy*, 17(2), 135-157.

Vagle, M. D., **Clements, C. H.**, & Coffee, A. C. (2016). Analytic Productions in Post-Intentional Phenomenological Research. *Cultural Studies? Critical Methodologies*, 1532708616643983.

Invited Book Chapters

Martin-Kerr, K.G., & **Clements, C. H.** (2021). Playing games with theory: Collective memory-work and game theory in post qualitative inquiry. *Reader Collective Memory-Work*. (Hamm, R. Ed.). BeltraBooks.

Clements, C.H. & Mason, A.M. (2020) Whiteness and poverty. *Critical understandings in education encyclopedia: Critical whiteness studies*. (Casey, Z., Ed.) Amsterdam: Sense Publishers.

Clements, C.H. & Vagle, M.D. (2020) Working-Class Student Experiences: Towards a Social Class-Sensitive Pedagogy. *New Working-Class Studies Handbook*.

Coffee, A., Stutelberg, E., **Clements, C.H.**, & Lensmire, T.J. (2016). White women teachers as precarious contradictions. In *White Woman’s Work: Examining the Intersectionality of Cultural Norms, Teaching, and Identity Formation in Urban Schools* (Hancock, S.D. & Warren, C.A. Eds.). Charlotte, NC: Information Age Publishing.

Contributor

Vagle, M. D. (2018). *Crafting phenomenological research*. Routledge.

Lensmire, A., & Schick, A. (Eds.). (2017). *(Re) narrating teacher identity: telling truths and becoming teachers*. Peter Lang Incorporated, International Academic Publishers, co-authored Foreword.

MANUSCRIPTS IN PRESS

Clements, C.H. & Abdi, N. (2025) Borders of Motherhood: An Ethnodrama. *Transformative Motherscholarship in Art: Public Pedagogies of Childhood*. (Badoni, G., Rhoades, M. & Sweeney, M. Eds.) Bloomsbury.

Clements, C.H. Working-class body in the academy. *Embodied Productions of Social Class*. (Leitl, T., Gast, K. & Vagle, M.D., Eds.)

MANUSCRIPTS IN PROGRESS

Clements, C.H. & Abdi, N. (in progress) “*Our Mothers’ Arms*”: *Motherhood reimagined as resistance*.

Abdi, N. & **Clements, C.H.** (in progress) *Motherhood and the Coloniality of Gender: Somali immigrant mothers and erasure in the U.K.*

Martin-Kerr, K., **Clements, C.H.**, Stutelberg, E.B. (in progress). *Confession, Surveillance, and Objectification*

REFEREED PRESENTATIONS

Wald, B.A., Martine-Kerr, K.G., & **Clements, C.H.** (*upcoming*--July 2025) *You won’t colonize my values: Collective memory-work as communal healing practice*. International Collective Memory-work Symposium, University of Vienna, Vienna, Austria.

Coffee, A.C., Clements, C.H., & Stutelberg, E.B. (*upcoming*—July 2025) *Being and Doing CMW Together as an Embodiment*. International Collective Memory-work Symposium, University of Vienna, Vienna, Austria.

Martin-Kerr, K.G., & **Clements, C. H.** (2023, October). *Let’s Not Go “Back to Normal”: A Humanizing Vision for Supporting Teacher Candidates of Color*. National Women’s Studies Association (NWSA) Annual Conference Baltimore, MD.

Clements, C.H., Coffee, A., & Stutelberg, E.B. (2023, June) *Refusing Closure with a Critical Pedagogy that Centers Bodies, Pleasure, and Joy*. Cultural Studies Association Conference, George Mason University, Fairfax, VA.

Abdi, N. & **Clements, C.H.** (2023, April) *Somali Mothers and Daughters navigating Western notions of Motherhood and Schooling in the Diaspora*. American Educational Research Association (AERA) International Conference, Chicago, IL.

Clements, C.H., Coffee, A., & Stutelberg, E.B. (2022, November) *Collective Memory Work and Pleasure Pedagogy: A Radical Response to Pandemic Burnout*. National Women’s Studies Association (NWSA) Annual Conference Minneapolis, MN.

Martin-Kerr, K.G., & **Clements, C. H.** (2022, April). *Time for a Reboot: Black Feminism and Game Theory for the 21st Century*. American Educational Research Association (AERA) International Conference, San Diego, CA.

Clements, C.H., Mason, A., Stutelberg, E., Dyke E., & McManimon, S. (2022, April) *Shaking the Walls of the House: The Emotionality of Justice Work in Teacher Education*. American Educational Research Association (AERA) International Conference, San Diego, CA.

Abdi, N. & **Clements, C.H.** (2021, September) *Motherhood and the Coloniality of Gender: Somali immigrant mothers and erasure in the U.K.* Delivered at National Women's Studies Association (NWSA) Annual Conference, virtual event.

Martin-Kerr, K., **Clements, C.H.**, & Stutelberg, E.B. (2021, August) *Motherhood, otherhood, and the state*. Delivered at the Collective Memory-Work Symposium, Maynooth, Ireland.

Clements, C.H., Mason, A., Stutelberg, E., Dyke E., & McManimon, S. (2020, October) *Making Ourselves Again: Toward Queer, Intersectional, and Feminist Critical Whiteness Studies*. AESA Annual Conference, San Antonio, TX.

Clements, C.H. & Johnson, D. (2020, April) *Social justice-oriented teaching: An instructor/ student collaboration to support teacher candidates of color*. Delivered at the American Educational Research Association (AERA) International Conference, San Francisco, CA.

Clements, C.H., Mason, A., Stutelberg, E., Dyke E., & McManimon, S. (2020, April) *Making Ourselves Up: Toward Embodying Affective, Queer, Intersectional, and Feminist Critical Whiteness Studies*. Delivered at the American Educational Research Association (AERA) International Conference, San Francisco, CA.

Clements, C.H. & Vagle, M.D. (2020, April) *Learning from students of color: Collaborating to better serve and support teacher candidates of color*. Delivered at the American Educational Research Association (AERA) International Conference, San Francisco, CA.

Clements, C.H., Mason, A., Stutelberg, E., Dyke E., & McManimon, S. (2019, October) Delivered at the Curriculum and Pedagogy (C&P) Group Annual Conference, McAllen, TX.

Clements, C.H. & Stutelberg, E.B. (2018, October). *Being read as rad: "Nice white ladies" teaching diversity in non-white bodies*. Delivered at Curriculum and Pedagogy (C&P) Group Annual Conference, New Orleans, LA.

Vagle, M.D. & **Clements, C.H.** (2018, May). *Post-Intentional Phenomenology and the Amplification of Counter-Narratives*. Delivered at International Congress on Qualitative Inquiry (ICQI), University of Illinois, Urbana, IL.

Clements, C.H., Coffee, A., & Stutelberg, E.B. (2017, November). *An Embodied Collective Memory Work Workshop: Challenging the Violence of White Femininity in Education*. Delivered at National Women's Studies Association (NWSA) Annual Conference, Baltimore, MD.

Vagle, M.D., Stutelberg, E.B., & **Clements, C.H.**, Leidl, T., Chase, K. (2017, April) *Pedagogical Tensions in Helping Teacher Candidates Become Social Class-Sensitive*. Delivered at American Educational Research Association (AERA), San Antonio, TX.

Clements, C.H., Coffee, A., & Stutelberg, E.B. (2016, November). *Decolonizing Authority in a White Body: Smiling, Screaming, and Silence*. Delivered at National Women's Studies Association (NWSA) Annual Conference, Montreal, QC.

Clements, C.H., Coffee, A., & Stutelberg, E.B. (2015, November). *Exploring the Memories of Our Precarious Bodies as White Women Teachers*. Delivered at National Women's Studies Association (NWSA) Annual Conference, Milwaukee, WI.

Vagle, M., **Clements, C.H.,** & Coffee, A. (2015, May). *Gotta feel to know*. Delivered at International Congress on Qualitative Inquiry (ICQI), University of Illinois, Urbana, IL.

Vagle, M., **Clements, C.H.,** Coffee, A. (2015, April). *Playing with embodied data in post-intentional phenomenological research*. Delivered at American Educational Research Association (AERA), Chicago, IL.

Clements, C.H. & Coffee, A. (2014, May). *Collective memory work as lines of flight*. Delivered at International Congress on Qualitative Inquiry (ICQI), University of Illinois, Urbana, IL.

STATE AND LOCAL PRESENTATIONS

Clements, C.H., Coffee, A., Dyke, E., & Stutelberg, E. (2013). Conversation: *Collective Memory Work: A Feminist Approach to Revolutionary Pedagogy*. Presentation at the University of Minnesota Graduate Student Research Day for the department of Curriculum and Instruction.

Clements, C.H., Coffee, A., Dyke, E., & Stutelberg, E. (2012). *Collective Memory Work as a Classroom Tool: Exploring Gender and Sexuality through Critical Literacy*. Presentation at the Social Justice Curriculum Fair at South High School, Minneapolis Public Schools, Minneapolis, MN.

Clements, C.H., Coffee, A., Dyke, E., & Stutelberg, E. (2012). *Collective Memory Work: A Feminist Approach to Revolutionary Pedagogy*. Presentation at the Midwest Feminist Conference at Minnesota State University, Mankato.

COURSES TAUGHT

CI 8146; GED 7862; 5102; CI 5122; CI 4122; CI 1121; LEAD 3971; LEAD 1691W; EDHD 1525W; THEA 271; THEA 270; THEA 170; THEA 121

Graduate Courses:

CI 8146 Critical Ethnography in Education (University of Minnesota) PhD and master's degree students engage with the theoretical and methodological foundations of critical ethnography as a research method. Topics include the possibilities and problematics for understanding inequality and disparity in education. Course covers research design, data collection, analysis, and writing.

GED 7862 Education and Cultural Diversity (Hamline University) Students in a pre-service graduate-level teaching program develop dispositions supportive of K-12 students from all backgrounds and learn to incorporate notions of inclusion and equity in teaching. Students engage in

an examination of structural inequality in the lives of children and families, and in deep analysis of culturally sustaining pedagogy to help them become better prepared to support all students in their future classrooms.

CI 5102 Cultures, Schools, and Communities (University of Minnesota) Multiple sections taught, approximately 30 graduate students each; also presented content for 140+ student in large lecture format; guided students on a variety of common assessments, including teacher identity self-studies, to gain better understanding of cultural identity and difference with a goal of developing dispositions that foster better human relations with diverse students.

CI 5122 Social Class, Education, and Pedagogy (University of Minnesota) Students are immersed in social, psychological, economic, and political aspects of social class and poverty—and the implications for education as a social institution and classroom pedagogy. Students engage in inquiries around social class in the U.S.; working-class literature for adults and children; labor histories; and economic systems—and learn to design social class-sensitive teaching practices guided by five principles for social class-sensitive change. Students integrate course concepts into their own research agendas to produce final paper geared to their scholarly interest.

Undergraduate Courses:

CI 4122 Social Class, Education, and Pedagogy (University of Minnesota) Multiple sections taught; approximately 30 undergraduate students per section; students are immersed in social, psychological, economic, and political aspects of social class and poverty—and the implications for education as a social institution and classroom pedagogy. Students engage in inquiries around social class in the U.S.; working-class literature for adults and children; labor histories; and economic systems—and learn to design social class-sensitive teaching practices guided by five principles for social class-sensitive change.

CI 1121 Educational Movements Past and Present: Multicultural Perspectives (University of Minnesota) Students explore diverse historical perspectives regarding educational movements in the U.S. since the Civil War. Through challenging questions and problems in educational history, students develop critical frameworks necessary for interpreting America's educational past and how it is tied to culture, politics, privilege, and power.

LEAD 3971 Leadership Minor: The Field Experience, Youth and Education (University of Minnesota) Students apply and integrate leadership theory in a community experience, think critically about their positional leadership roles, extrapolate the experience to future leadership issues within their specific fields, and work through challenges of positional leadership. This course is the third in a series of five required courses for the minor, and represents a significant experience and opportunity for applying the theories and concepts central to the program.

LEAD 1961W Personal Leadership in the U (University of Minnesota) Students examine the differences between personal and positional leadership, explore leadership ethics and values, and identify and develop personal leadership strengths and skills in this first-year writing intensive course. Students also examine issues of power and privilege, and the role of cultural identity in leadership. This course is part of the leadership minor, which is open to students of any major across the university, making the demographics of the course uniquely diverse.

EDHD 1525W First Year Experience: Multidisciplinary Ways of Knowing (University of Minnesota) Writing intensive, multidisciplinary approach to addressing the common question, “How can one person make a difference?” Students read a common book and work collaboratively to produce a final project. Active learning strategies are developed to enhance students’ skills in critical reading, thinking, and writing through the approach of personal narrative as knowledge production.

EDHD 1525W Journey Into Self-Discovery: Insight into Gendered Experiences (University of Minnesota) Seminar designed for first-year undergraduate students to engage in an exploration of their own gendered and cultural identities, through the use of multi-media storytelling and embodied classroom activities designed to explore self-identity.

THEA 271 Voice for the Actor I (University of Illinois) Students in undergraduate (B.F.A.) studio are coached in the study and development of voice for the stage. Beginning with the basics such as breathing and relaxation techniques, students are individually coached to find their optimal pitch for maximum resonance and in the ways in which to support the projection of voice for the stage. Concentrated training in standard speech for the stage and the International Phonetic Alphabet.

THEA 270 Relationships in Acting I (University of Illinois) Behavior in stage performance in undergraduate (B.F.A.) studio, explored the basis of the actor’s relationship with self, with objects, and with other players; emphasis on analysis of play script to discover action, environment, and relationships. Beginning scene work with special emphasis on analysis of plays, roles, characterization, and application of skills learned through improvisation and relationships in acting.

THEA 170 Fundamentals of Acting I (University of Illinois) Advanced exploration and communication of experience in undergraduate (B.F.A.) studio, through speech and action on the stage. Acting in realistic and naturalistic plays. A performance is given at the end of the term.

THEA 121 Theatre Foundations: Performance (University of Illinois) Study of the methods of acting in undergraduate (B.F.A.) studio, with emphasis on basic acting techniques; role of character in relation to the play as a whole, the play's internal and emotional values, and their interpretation through voice and action.

GUEST LECTURER

Critical Theory of Development and Change in Elementary Education (University of Minnesota) November, 2019.

Culture, Power, and Education (University of Minnesota) April, 2019, March 2019, February 2019, December 2018.

Teaching Theory and Research (University of Minnesota) March, 2015.

COLLEGE AND DEPARTMENT ADMINISTRATIVE EXPERIENCE

Director of Undergraduate Studies, (2021-2024): Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota.

Department Liaison, Writing-Enriched Curriculum (WEC) Program, (2021-present): Department of Curriculum and Instruction, College of Education and Human Development, University of Minnesota.

Critical Foundations (co-)Lead, Elementary Education (2019-present): Worked closely with director of elementary education to develop strategies for implementing programming consistent with program vision. Anchoring course and syllabi for CI 4122, Social Class, Education, and Pedagogy, and mentoring graduate assistants, as well as coordinating with anchor and graduate faculty for CI 4121, Culture, Power, and Education.

CLASSroom Project (2012-present): Administered all projects related to larger umbrella project, dedicated to examining the ways in which poverty is a factor in educational and community contexts, including: facilitation and development of professional development workshops; mentoring graduate students as future leaders; planning and execution of all workshops; managing marketing and correspondence related to project; developing and overseeing research projects; and conducting outreach and acting as community liaison for project.

Teacher Education Re-design Initiative (TERI), University of Minnesota (2012-15): Attended TERI teaching fellow meetings to plan, incorporate, and evaluate curricula in development of groundbreaking, graduate-level course intended for assessments of cultural dispositions in secondary educational initial licensure students, through teaching seminar in order to prepare students for licensure. This course tackled a number of significant topics related to multicultural educational practices and the ways in which they are important to teaching and learning.

Supervisor, Online Parent Education, Licensure and M.Ed. Program, University of Minnesota (2012-13): Advising, supervising, supporting, and evaluating graduate-level teacher candidates for licensure in Parent Education in online program and student teaching (12 week practicums). Also responsible for scheduling courses and maintaining all aspects of online program, including interacting with College of Education and Human Development administrators and officials at Minnesota Board of Teaching.

SERVICE TO THE PROFESSION

Chair, P&A Leadership Team, Department of Curriculum & Instruction, 2024-present.

Director of Undergraduate Studies, Department of Curriculum & Instruction, 2021-2024.

Chair, Undergraduate Studies Committee, Department of Curriculum & Instruction, 2021-2024.

Discussant, Emerging Scholars Conference, Department of Curriculum & Instruction, 2024.

Lead Editor, *Journal of Mother Studies*, 2020-2021.

Board Member, Museum of Motherhood, 2020-2021.

Undergraduate Honors Program, Cohort leader and mentor, 2020-2021, University of Minnesota.

Undergraduate Honors Program, Committee member/advisor, 2019-present, University of Minnesota.

Undergraduate Studies Committee, member, 2019-2021, University of Minnesota.

Teaching for Student Well-Being, certificate, 2020, University of Minnesota.

Doctoral Thesis Committee Member, 2021-present, Geri Von Grey, University of Minnesota.

Doctoral Thesis Committee Member, 2019-present, Ryan C. Kiesel, University of Minnesota.

Master's Thesis Committee Member, 2019-2021, Adnan Turan, University of Minnesota.

P&A Leadership Team, member, 2019-present, University of Minnesota.
Race, Equity, and Justice Council, Curriculum and Pedagogy, Chair, 2019-present, University of Minnesota.
CPAC Representative, 2019-2021, University of Minnesota.
P&A Merit Committee, member, 2019-present, University of Minnesota.
Diversity Dialogues Committee, member, 2012-2015, University of Minnesota.
Social Class Sensitive Pedagogy Cadre, Coordinator and facilitator, 2012-2015, University of Minnesota.
Teacher Education Redesign Initiative (TERI) Teaching Fellows, 2012-2015, University of Minnesota.
C&I Annual V-Day Benefit Performance of *The Vagina Monologues*, 2012-2014, University of Minnesota.

PROFESSIONAL MEMBERSHIPS

Cultural Studies Association (CSA)
International Congress of Qualitative Inquiry (ICQI)
National Women's Studies Association (NWSA)
American Educational Research Association (AERA), Division G – Social Context of Education,
SIG- Critical Examination of Race, Ethnicity, Class, and Gender in Education
American Association of University Professors (AAUP)