

CURRICULUM VITAE
COLLEEN H. CLEMENTS

IDENTIFYING INFORMATION:

Academic Rank

Lecturer in Curriculum & Instruction

EDUCATION

Degree	Institution	
B.A.	Theatre Arts University of Minnesota, Morris Morris, MN	1988
M.F.A.	Acting/Theatre Arts University of Illinois, Urbana-Champaign Champaign, IL	1991
M.Ed.	Family Education College of Education and Human Development University of Minnesota-Twin Cities	2011
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	2015

Positions/Employment

University of Minnesota-Twin Cities (Lecturer and Research Associate)	2015-present
Hamline University, St. Paul (Adjunct Professor in Graduate Studies)	2018-present
University of Minnesota-Twin Cities (Research Assistant and Teaching Assistant)	2011-2015
Various Institutions and Theatres (Freelance Actor and Adjunct Professor)	1991-2011

University of Illinois-Champaign-Urbana
(Performance Fellow and Teaching Assistant)

1988-1991

HONORS AND AWARDS

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 AND TEACHING INTERESTS

Equity in education; intersections of race and social class and education; cultural studies in multiple contexts, including education; family, youth, and community; pedagogical philosophy; social justice and equitable educational practices; critical race theory; critical whiteness studies; women's studies; working-class studies; arts-based methodologies; performance studies; critical pedagogy; teacher education foundations; and curriculum design.

COURSES TAUGHT

Education and Cultural Diversity Students in a pre-service graduate-level teaching program develop dispositions supportive of equity for K-12 students from all backgrounds and learn to incorporate notions and practices 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.

Social Class, Education, and Pedagogy 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.

Cultures, Schools, and Communities Three PLC sections taught, 13-18 graduate students each; also presented content for 140+ students 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.

Journey Into Self-Discovery: Insight into the Female Experience(s)

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.

Fundamentals of Acting 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.

Relationships in Acting 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.

Advanced Actor Training 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.

Voice for the Actor 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.

UNIVERSITY ADMINISTRATIVE EXPERIENCE

CLASSroom Project: Administering and overseeing 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: Attending TERI teaching fellow meetings to plan, incorporate, and evaluate curricula in development of ground-breaking, 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: 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.

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Director of Research Project/Research Associate, Alternative Pathways to Teaching: Examining Equity-Based Teacher Education, University of Minnesota-Twin Cities

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

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

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 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.

PUBLICATIONS

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* (Eds. Hancock, S.D. & Warren, C.A.). Charlotte, NC: Information Age Publishing.

Vagle, M. D., **Clements, C. H.**, & Coffee, A. C. (2016). Analytic productions in post-intentional phenomenological research. *Cultural Studies-Critical Methodologies*, 1532708616643983.

MANUSCRIPTS IN PROGRESS

Clements, C.H. & Vagle, M.D. *New Working-Class Studies Handbook*. Working-class student experiences: Towards a social class-sensitive pedagogy.

Clements, C.H. & Stutelberg, E.B. *Getting Read as Rad: "Nice white ladies" teaching diversity in "non-diverse" bodies*.

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

Stutelberg, E. B., **Clements, C.H.**, & Coffee; *Scratching the Itch: Legibility, Social Class, and the Precarity of White Women Teachers*.

Clements, C.H., Coffee, A., & Stutelberg, E.B.; *Smiles, Packets, and the Other: Representations of Authority*.

REFEREED PRESENTATIONS

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 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, 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 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 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, 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.

Clements, C.H. (2011). *Parent Education: New Visions, New Directions*. Poster presentation at Minnesota Council on Family Relations, University of Minnesota, Twin Cities.

PROFESSIONAL MEMBERSHIPS

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

Performance Studies International (PSi)

SERVICE TO THE PROFESSION

Diversity Committee, Curriculum and Instruction, University of Minnesota.

Steering Committee for Diversity Dialogues, University of Minnesota.

Coordinator and facilitator, Social Class-Sensitive Pedagogy Cadre, University of Minnesota.

Member, Teacher Education Redesign Initiative (TERI) Teaching Fellows, University of Minnesota.

Reader, C&I Annual V-Day Benefit Performance of *The Vagina Monologues*, University of Minnesota.